

## **Penllergaer Primary School**

### **Evaluation School Development Plan (SDP) July 2019**

- The school's self-evaluation report (SER) is updated at least annually and reflects a position statement of what we are about at Penllergaer identifying both our strengths and areas of development in all areas. It includes targets for our SDP for Sept 2018 – July 2019. Targets are derived from information received through monitoring at a range of levels, analysis of data and local and national priorities. There is an alignment with HT Performance Management, Staff Performance Management, allocated budget, and school data to ensure there are clear links between Self Evaluation and School Development Planning.
- Our SDP is developed in consultation with Governors, Staff, Pupils and Parents.

#### **Action Area 1 – Literacy**

##### **To raise standards in literacy across the school**

**Link Governor:** Cllr. W. Fitzgerald

[RRS Article 28: Your right to learn and go to school.](#)

**Outcomes: Very Good Progress**

- 2019 Average School Reading SAS 85+ at 93% is above National average at 88%. Each cohort has at least maintained standards with a few making very good improvement. Percentage of MAT pupils SAS115+ is similar and mainly above National average. The school attributes this to targeted intervention guided reading strategies. NGRT test scores show improvement for all cohorts. Good correlation between teacher assessments, national test and NGRT scores.
- Library is now being used by the majority of pupils in KS2 during their weekly slot since its renovation. Pupils are engaging in books more willingly, resulting in greater enjoyment and reading for pleasure as well as impacting positively on most pupils' reading skills.

Our next steps

- To focus on raising standards in oracy so pupils become confident, ambitious learners.
- Continue spelling focus.

#### **Action area 2 – Numeracy**

##### **To raise standards in numeracy across the school (particularly counting and remembered facts)**

**Link Governor:** E. Davies / W. Meredith

[RRS Article 28: Your right to learn and go to school.](#)

**Outcomes: Strong Progress**

- Good correlation between teacher assessments and National Tests. Diagnostic Nat tests identified strengths in reasoning and procedural maths across Y2-6. Areas of development eg spelling, feedback to subject leaders to inform SDP 18/19.
- Daily drillio across school is impacting positively on most pupils' counting and remembered facts as evidenced in AoLE Team observations. KS2 pupils use Daily Download booklets well, completing in set times allocated. Monitoring evidences most pupils are making good progress and can see this improvement for themselves.
- Easter Maths Competition (Year 2-6) got more pupils involved in problem solving and challenged more able to try out new ways of working. Nearly all pupils participated, and this raised profile and interest in maths.

Our next steps

Explore new Numeracy 'What Matters' draft curriculum to ensure skills progression and vocabulary development in our school's curriculum.

#### **Action area 3 - STEM**

##### **To promote and raise standards of STEM subjects across the school.**

**Link Governor:** P. McNeill, H Roberts

[RRS Article 3: Everyone who works with children always does what is best for each child.](#)

**Outcomes: Very Good**

- Nearly all pupils have achieved expected levels, or better, within the Science and Technology subject areas. This is evidenced through our monitoring systems.
- Science Week monitoring evidenced most pupils in Year1/2 have a greater understanding of scientific skills such as ideas/prediction, reflecting and planning an enquiry. For example, most Y2 pupils were confident predicting what they thought would happen to a flower when food colouring was added to the water. Nearly all

were able to add personal experience to their prediction. Y5/6 crime scene investigation saw pupils use a range of skills as they made a logical approach towards investigation. Many pupils demonstrated greater confidence in choosing variables independently. These can then identify what type of variable they are eg as controlled, independent or dependent.

- Very successful Transition project Y6 STEM based linked to Tour De France. Nearly all pupils were highly engaged when designing and making own nutrition bar. This was particularly noticeable with the boys.

Our next steps

- To continue to embed approach to planning, development and reflecting on scientific enquiries across the school to ensure pupils access higher levels with the assistance of more focused activities.
- Further improve independence in STEM learning using Challenge and Mission approaches.

#### **Action area 4 - Curriculum Reform – Teaching and learning**

**To review teaching and learning in accordance with curriculum reform (*ongoing as we move to 2025 full implementation*)**

**Link Governor:** F. McCready, A. Evans

**RRS Article 12 & 29: Your right to say what you think should happen and to be listened to and your right to be the best that you can be.**

**Outcomes: Very Good Progress**

- All pupils reflected on their understanding of the 4 purposes in their end of year reports.
- All staff have participated in extensive training including curriculum reform, metacognition, attachment awareness and ACEs, emotion coaching and Thrive.
- Enhanced provision has been changed to include 'Our Voice, Our Choice' pupils' planning. As a result, pupils have a greater say in their enhanced provision activities. 'Our Voice, Our Choice' boards are displayed in all classes. This serves as a visual reminder to all pupils and as a result, most pupils agree they have increased ownership and engagement in their learning, have a greater say in what they want to learn and who they would like to help (greater empathy). Literacy, ICT and Discovery areas as part of enhanced provision have been introduced in KS2.
- Mission and Bubble terminology is used consistently by all staff and pupils. Pupils are gaining in confidence completing missions independently and are motivated and engaged with the innovative activities on offer which they have help plan.
- Y5/6 Lead Creative Schools was a huge success. Pupil voice was key to the project with nearly all pupils deciding the project title and the School Council leading the interview process to select the candidates who would be the expert agents working with the pupils through the project. Every pupil participated and developed skills in costume design, set productions, oracy presentation skills and knowledge of Victorian era and the life of John Dillwyn Llewellyn. Work was presented to parents via a Victorian 'This is Your Life' fashion show. This demonstrated the high level of all pupils' communication and creative skills.
- Y3/4 Entrepreneurial project – ideas came from the pupils. Most pupils had a high level of engagement due to it being pupil led. Pupils applied literacy skills to write a persuasive letter, numeracy skills to calculate costs of materials in a range of shops and ICT skills to create a form to be used on Twitter as a questionnaire to parents.
- School Council successfully received a Top up play grant and purchased play equipment for breaktimes. Staff have seen a decrease in playground incidents at break times and most children are showing greater social engagement and team work on the yard. This has also helped to boost the confidence and self-esteem of children with social difficulties and has given more responsibility to children involved in pupil voice groups such as members of the School Council & Playground Buddies.

Our Next Steps:

- AoLE Action Plans
- Continue refining pedagogy.
- Further develop curriculum design through Leadership collaboration - designing new curriculum maps that interrelate through rich learning experiences. This will inform new policy and practice.
- Set up AoLE Website area to effectively communicate to the community and wider, the provision and developments within each AoLE and build a bank of evidence.
- Outdoor area to be developed as part of enhanced provision/missions across KS2.

## **Action Area 5**

**To ensure whole school skills coverage of DCF to raise standards in teaching and learning of ICT**

**Link Governor: P. McNeill**

[RRS Article 3: Everyone who works with children always does what is best for each child.](#)

**Outcomes: Very Good Progress**

- DCF display in school hall – raises profile of digital competence across our school and shows standards and progression of every strand.
- Most pupils show understanding and awareness of staying safe online.
- Visits to SONY have supported coding using raspberry-pi and provided support for staff in delivering their DCF strands. Nearly all pupils who took part demonstrated high levels of engagement and further sessions developed by teaching staff. Coding, Microbit and Scratch training has upskilled staff in teaching computational thinking. Loaned set of Microbits provided Y6 with the opportunity to write some basic programs. This has had a positive impact on attitude to learning particularly with disengaged boys in the class as it encouraged collaboration and developed computational and problem-solving skills.
- Lunchtime Code club for all Y5/6 pupils and afterschool club led by volunteer parents (Thank you!). 14 pupils on average using Scratch to develop coding skills and DVLA code challenge entries had a good deal of success.
- One teacher has achieved technocamps coding qualification. Teacher has led inhouse training for staff and supported colleagues with use of Green screen to enhance mission areas. This has led to higher standards within 'producing' Strand of DCF. As a result, many pupils are combining a variety of media independently and enhancing their oracy skills alongside.

Our next steps are:

- Further develop innovation and collaboration strand of DCF
- Continue with 360 e-safety
- Keep abreast of digital technologies
- Further develop pupils' computational thinking across the school, ensuring progression of skills. For example, use specialist during PPA time to deliver and ensure consistency between classes.