

Penllergaer Primary School
Evaluation School Development Plan (SDP) July 2020

- 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 2020 – July 2021. 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.
- The academic year 2019/20 was an unusual one in that schools were closed on 24th March 2020 due to the Covid-19 pandemic. Despite the short notice, Penllergaer responded quickly to closure. Pupils were sent home with their Hwb email, Mymaths and Activelearn account login details and instructions how to use. Staff prepared weekly tasks and set personalised learning for each pupil on Mymaths and Activelearn (Reading and maths). In addition, teachers updated our school website with additional activities, ideas, games and quizzes and links to relevant websites such as daily PE with Joe Wicks and the Governments Oak National Academy daily lessons. Four Penllergaer teachers represented other schools as part of a working party developing daily virtual lessons – swanseavirtual – accessible to all pupils in LA.
- On closure, school was repurposed to provide emergency childcare to children of key workers and to vulnerable pupils. Staff worked in the EC on a rota basis and continued to work from home on research, e-learning modules assigned by HT and setting/marking pupils work. Teachers made weekly checkin phonecalls to vulnerable pupils and responded to emails/calls on request.
- School surveyed parents regarding IT devices and those families in need with a device.
- Food parcels/daily lunch for eligible FSM pupils were delivered by staff throughout.
- Covid-19 Lockdown from 24th March to end of academic year in July has impacted positively on staff CPD as they had time to complete all LA H&S e-learning modules, Welsh language e-learning and undertaking reading and research around pedagogies. Staff ICT skills also developed as we moved into virtual teaching and learning using blended approaches. Teachers set and marked worked electronically throughout. However, despite our school achieving Excellent judgements in all five areas from Estyn Inspectors at the end of the Autumn term 2019, there are aspects of the SDP 2019/20 we have not completed due to lockdown.

The evaluation of the SDP is to Easter 2020. Not all actions within the 2019-20 priorities have been completed and we have identified that some minor actions not completed will be signed off as not completed and discarded as priorities for 2020/21 have changed. Some actions not completed are still relevant and will feature in new SDP 2020/21.

Action Area 1 – Literacy

To raise standards in oracy across the school (English and Welsh-Siarter Iaith Silver). This supports developing pupils as ambitious, capable learners.

Link Governors: Cllr. W. Fitzgerald, E. Davies, W. Meredith

Link to Estyn Recommendation 2 – pupils take responsibility for their own learning

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

Outcomes: Good Progress

(See Estyn Nov 19 report on literacy standards across the school – judged excellent)

- National Reading Tests were postponed due to Covid-19. The annual NGRT was not completed in June. We aim to administer in September. Targeted intervention guided reading and strategies such as daily detectives and timetabled 1-2-1 reading were used to raise standards successfully as evidenced by monitoring and L2L exercises in Feb 20.
- Most pupils use varied vocabulary and respond and ask questions appropriately evidences good listening skills.
- Bont Book Awards (Year 1 to 6) supported successfully, pupils' oracy skills as each pupil orally shared their preferences and critiques to their class.
- Pupil Voice activities and Events such as Bont book, Enterprise, concerts promote pupils' oracy skills and give them authentic relevant purposes for speaking to an audience. and a few pupils then the cluster resulted in all

pupils reading and presenting their favourite book to their class (linked with oracy and presentations). Nearly all children responded with enthusiasm and the project provided a real stimulus for reading for enjoyment.

- Cold and Hot tasks used consistently for genre writing across the school. Nearly all pupils' confident (Year 2 to 6) using success criteria when writing specific genres. AoLE Language Team monitors standards via book scrutiny and learning walks. Monitoring Rec to year 6 evidence extended cross curricular writing across school with most pupils writing at same standard as in English. Most pupils are confident applying features of different genres to cross curricular writing. Excellent evidence of extended writing and Literacy across the curriculum.
- Deputy led staff training to extend teachers' repertoire of Slot Drillio skills. This has ensured progression of oracy skills across school. Voice21 programme attended by Deputy was suspended due to lockdown.

Our next steps

- Continue SPAG focus to ensure accuracy when writing.

Action area 2 – ICT

To ensure appropriate progression of pupils' ICT skills across the school. This supports developing our pupils as ambitious, capable learners and enterprising, creative, contributors.

Link Governor: P. McNeill

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

Outcomes: **Excellent Progress**

- Team monitoring evidence nearly all pupils have evidence of a variety of DCF strands within their J2e folders. Pre lockdown - Y1/2 have marked two pieces of work online using learning conversations. Every child has responded to the marking and teachers have added relevant progression tags to each piece of work. Y1-6 staff have added marked on-line evidence to DCF folder. However, during lockdown a minority have a learning conversation with teacher and respond to marking.
- Parent workshops in Autumn term regarding online safety were attended by very few parents. All parents given online safety playlists each month to raise awareness of appropriate behaviours and challenges online; most parents using the guidance to support online safety in the home. For example, parents have commented that they 'now know how to put settings into place to keep everything secure' and are 'more aware of threats posed online for children'.
- 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.
- School has progressed towards Level 2 on 360 tool (2.9). School position is ahead of global level for schools in nearly all areas; and hitting the ICT online safety mark in half of the areas. This will be reassessed end 2020
- 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. Most pupils in KS2 showing progression when creating algorithms to code robotics. Many pupils in Upper KS2 understand how to use block coding to create algorithms and debug. Listening to learners – most pupils had evidence of databases linked to their topic with a clear progression of skills e.g. WW2 mystery soldier database included the use of advanced searching in UKS2.
- Lunchtime Code club for all Y5/6 pupils and afterschool club led by volunteer parents. 14 pupils on average using Scratch to develop coding skills.
- KS2 Lego sessions have provided excellent opportunities to further develop coding. Many pupils have enhanced skill levels of programming and a few more able can use algorithms effectively.
- Digital Leaders continue to provide support for pupil voice groups and classes and are supporting DCF developments in other Areas of Learning e.g. Criw Cymreig.
- All classes have had the opportunity to create and communicate ideas using software such as PowerPoint and Playlists; programmed and coded software; undertaken tasks helping them understand and learn how to stay safe online; recognised that they have used ICT in a cross-curricular format.
- Most pupils' computational thinking across the school, ensuring progression of skills have developed well. For example, use specialist during PPA time to deliver and ensure consistency between classes. KS2 pupils have created and used databases. Half of pupils in KS2 have undertaken excel and spreadsheet

tasks. In nearly all classes, pupils have there is evidence that pupils have recorded and edited videos using iPads and applications such as iMovie.

- Use of Chromebooks in Y1/2 has enabled teachers to plan regular ICT tasks for small groups. This has promoted greater ICT skills and motivation to use the class laptops independently during enhanced provision.
- Reception continue to use Beebots as an early introduction to develop pupils' programming skills. They have had the opportunity to explore and engage with the Beebots during enhanced provision. Building upon prior learning, most Reception pupils are competent at using the Beebots and the Beebot app to programme the top and have enhanced their understanding of direction and associated vocabulary.
- IT Lead has achieved technocamps coding qualification. Teacher has led inhouse training for staff and supported colleagues with use of Green screen to enhance mission areas. (Lesson Study). 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 (*link to Action 1*)
- IT Leader uses weekly assembly time to train TAs. Staff recap training on sharing using the J2e & O365 platforms and creating collaborative documents. Pre=lockdown, nearly all pupils showed evidence of collaborative work using Microsoft Powerpoint and J2e5 (supported by digital leaders). Most pupils could identify the benefits of working collaboratively. SLT noted improved collaboration and communication as a result of upskilling staff use of Hwb eg emails and resources shared.
- All staff have undertaken e-learning modules and virtual training from school IT Leader eg. Microsoft teams, Flipgrid, google docx, Adobe Spark
- IT devices were distributed to families in need through lockdown.
- IT Leader has made many 'How to guides' for parents and staff as part of a blended approach to learning.
- IT leaders keep abreast of digital technologies. 4 teachers supported the LA's new SwanseaVirtual site by contributing daily lessons for use for all schools in Swansea.
- IT has been used highly effectively to support reduction of teacher workload and creating more efficient systems eg online forms such as GDPR data collection, school trips, club booking and policy understanding, online marking, using sharepoint, playlists and teams.
- Online consent forms used for ASC's and GDPR – paperless and reduced workload. Microsoft Teams introduced to support with Pupil Voice groups and reduce workload of keeping minutes. All pupil voice groups agreed consistent approach was reducing workload and giving a stronger evidence base

Our next steps are:

- Continue IntoFilm cluster PLC - Focus on film making tools, in particular, creating sound effects/loops in Garageband which was cancelled due to Covid-19
- Further develop innovation and collaboration strand of DCF
- Continue with 360
- Further develop use of IT to support blended teaching and learning both in school and at home, with focus on ensuring all teachers and pupils use online learning conversations as effective feedback and moving learning forward.
- Ensure all pupils can independently login to Hwb from any device

Action area 3 – Curriculum Reform

To sustain high levels of pupil progress by continually developing provision in line with the new curriculum. This supports developing our pupils as ethical citizens, creative contributors and ambitious learners.

(*Link to Estyn Recommendation 2 - pupils take responsibility for their own learning and Estyn Rec 3- good to excellent teaching*)

Link Governor: N. Gedrych/S. Tucker

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

[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

- Estyn outcome regarding standards, pupil progress and teaching and learning were judged excellent. All staff continually reflect and review their work based on pupil outcomes. Monitoring evidences most pupil make good progress and a few make excellent progress.

- Pupils Leading their own Learning is evidenced effectively through Question Tree research, Missions and home learning logs. These have all developed most pupils' independence and resilience as well as their key and wider skills. Most Y5/6 pupils research confidently using the P.E.E technique. They use this in a cross-curricular manner across numerous lessons and themes as evidenced in Language Books and Daily Detective Books. Many Y3/4 pupils research with confidence and work produced independently is becoming increasingly more equivalent to the work produced under the guidance of the teacher, as in pace, presentation and expected level of detail required.
- Pupil Voice groups support thematic and mission class planning. 'Menu of Irresistible Learning' and 'Our Voice, Our Choice' (Enhanced provision) evidence pupils' voices are heard and they influence decision making regarding what they want to learn. planning pupils have a greater say in their enhanced provision activities. 'Our Voice, Our Choice' boards are displayed in all classes serve 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).
- Termly flowcharts summarise effectively the four purposes and pupil input. January session observations evidence many pupils are showing greater engagement and enthusiasm for learning. In addition, many pupils can reflect positively and accurately on their learning and with help identify their next steps. However, this needs further developing and embedding.
- Many learners across the school understand the four purposes through the Headteacher start of week assembly. A central hall display ensures pupils have a visual cue to remind them of the focus for the week.
- Staff reference the four purposes in their planning. Four characters representing each purpose, designed by stakeholders, support younger pupils understanding of how the purposes define and support our school vision, ethos, aspirations, provision and curriculum.
- Covid-19 school closure meant pupils received an annual written report based on 1.5 terms. Pupils did not have the opportunity to reflect on their understanding of the 4 purposes in their end of year reports this year.
- Teachers have engaged in professional dialogue, responding to WG AoLE What Matters draft curriculum consultation. As a result, they have gained an understanding of the skills, knowledge and experiences required for the new curriculum.
- Headteacher consultation with pupils from Y1-6 regarding what pupils believe our curriculum should consist of including how best they learn and what hinders their learning has been feedback to all staff and is currently being used to inform teaching and learning. AoLE Teams and Pupil Voice groups have undertaken reviews of current provision alongside familiarising themselves with draft curriculum, as well as learning walks and book scrutinies across the school. This has supported whole school self-evaluation and feedback on progress towards the whole school SDP Targets. This also demonstrates that leadership at all levels has made significant progress. Again, Covid-19 has hindered progress in respect of teachers using stakeholder feedback to start to design our Penllergaer Curriculum using new CfW.
- Extensive staff training including curriculum reform, metacognition, attachment awareness and ACEs, emotion coaching and Thrive will support return to school following pandemic.
- In the moment marking has been recognised by pupils as being most important to moving their learning forward and helping them know how well they are doing. However, this needs embedding. Weekly filing of observations has helped to identify pupils who don't aim to seek challenge in the missions. Staff target these pupils to improve their outcomes.
- Pre-lockdown, nearly all pupils in KS2 are confident responding to teacher's marking. Nearly all are confident using tickled pink and green for growth with success criteria eg instructional writing for nutrition bars
- Improved outdoor provision has resulted in high levels of pupil engagement and motivation. The introduction of the Lit/num/construction sheds has inspired pupils' imagination and creativity when using outdoors. Staff observed pupils' skills being used in a cross curricular way. Pupils are eager to go outdoors investigate and lead their own learning. Trim trail has provided an opportunity for pupils to take risks when they are climbing and exploring. Twitter feed and L2L exercises evidence. Listening to learning and monitoring 'My nana says Fresh air is good for you. Outside we have a forest and I collect sticks and make letters and numbers with them. However, planned developments for KS2 outdoor provision was halted due to Covid-19.
- AoLE teams developed AoLE sections on our school Website to include a bank of resources and evidence of pupils' work. This effectively communicates to the community and wider, the provision and developments within each AoLE

Our Next Steps:

- Further develop curriculum design through Leadership collaboration - designing new curriculum maps that interrelate through rich learning experiences. This will inform new policy and practice.
- Outdoor area to be developed as part of enhanced provision/missions across KS2.
- Further develop blended approach to teaching and learning

Action area 4 - ALN Reform

To further develop standards of wellbeing including positive attitudes to learning during transformational ALN reform. This supports developing our pupils as healthy, confident, individuals.

Link Governor: H. Roberts

[RRS Article 14: To be safe](#)

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

[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 (Estyn judgement – Excellent)

- Transformation of ALN Documentation and systems to new legislation completed eg PCR in place
- ALNCo has reviewed systems and practice eg Provision mapping, IDP coordination, supporting staff with advice and resources, deploying TAs according to strengths and needs, overseeing interventions and training needs. and interventions
- ALNCo has provided staff with relevant training regarding PCR and IDP ensuring school compliance with ALN Bill.
- ALNET readiness plan submitted to LA
- School purchased EDUKEY online programme to streamline paperwork into a more effective, efficient one-stop shop.
- That assists record keeping and tracking pupil progress, costs and input given to statemented individuals and impact of interventions. Covid-19 has hindered staff training to use this programme effectively.
- All Vulnerable pupils have received targeted appropriate support to meet their needs. As a result, pre-lockdown, nearly all pupils have made progress against their targets and particularly with regulating behaviours. Effective tailored interventions and the school ethos developed through extensive high-quality staff CPD, is impacting very positively on pupils' social skills, forming relationships and schoolwork.
- School invited to write a case study on staff wellbeing for Healthy Schools – prestigious and good PR for school
- New wellbeing policy developed with pupil voice and shared with staff/govs. This will be revisited with pupils as part of return to school recovery curriculum.
- Improved pupil attitudes to learning as evidenced by pupil/staff questionnaires, MySelfie and Estyn and SLT observations.
- What zone am I in posters to support pupils' identifying feelings and de-escalating strategies shared by HT in assembly and distributed across school. These need embedding
- All TAs received Resilience training from Exchange Counselling. Delivered programmes to individuals and whole school strategies used have proved to be very successful. This will be crucial to return to school recovery curriculum.
- Mental health staff training with Consultant Charlotte Lowe cancelled.
- This year saw the introduction of PPS Parliament/Senedd. This involved the collaboration of pupil groups (Criw Cymraeg, digital leaders, Wellbeing Warriors, School Council, Eco-Council) to develop a cohesive approach to Health and Wellbeing initiatives. Pupils take ownership and know they are influencing school improvement.
- Pupil Voice blog/newsletter through IT Teams/forms has improved communication and leadership skills of pupil voice groups.
- Environmental Review carried out by pupils in their classes, led by Eco Council representatives found school is very environmentally friendly and clean of litter.
- Eco Council articulated and presented clearly evidence for Eco Schools Platinum Award to Matthew Bunt Assessor. As a result, school successfully received Award with no recommendations.
- Sustained whole school attendance. 3 yearly attendance letters to targeted parents sent at the start of the academic year have had some degree of success in politely reminding parents their child has a low

attendance trend. The school follows ERW attendance protocol. Parent Meetings with EWO have a limited degree of success as persistent absentees remain persistent. No Penalty Notices issued in 19/20.

- Nearly All pupils are building their mental and emotional well-being by developing confidence and empathy.
- Nearly all pupils involved in pupil voice groups understand and exercise their human and democratic responsibilities and rights. Listening to learners and Estyn pupil questionnaire evidence that nearly all pupils believe they have a voice at PPS, are listened to and have a say in decision making at class Bay and whole school levels.

Our next steps:

- Ensure all statemented and ALN pupils' information is uploaded to EDUKEY to start recording and evidencing interventions and support individuals receive.
- Charlotte Lowe Mental health staff training
- Refresher training of key strategies and principles that support and underpin our school ethos. Eg emotion coaching, RP, CoC and trauma informed. Revisit What zone am I with staff and pupils.
- Continue to monitor and improve attendance.

Action Area 5

To develop all staff as leaders of learning, to sustain and improve effective pedagogy through strengthening the school as a learning organisation.

Link Governor: A. Hussey/ F. McCready

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

Outcomes: **Very Good Progress (Estyn judgement – Excellent)**

- A purposeful Inset day at start of academic year, allowed staff to reflect on all aspects of school life and give their opinions, using the SLO toolkit to reflect on systems and practices. Staff completed the online WG SLO survey which removed 'rose tinted specs' as it provided SLT with a honest, accurate analysis of our school as a SLO. and evaluate our school as a learning organisation. We have successfully developed an ethos of trust, honesty and integrity where nearly all staff feel valued and are proud to be a part of a highly effective team.
- Teachers as individuals, AoLE team or as part of a Trust Trios have undertaken a great deal of educational research around a range of pertinent topics eg differentiation, ability or mixed ability groups, feed forward, instant feedback, behaviour, outdoors and ASD. Teachers conducted Action Research baseline assessment during the autumn term and had just begun to implement intervention strategies during the spring term when school went into lockdown. Therefore, assessment and evaluation of impact of their action research is not available.
- Mentoring teachers who are aspiring to leadership has been very effective in developing leadership skills and further improving leadership capacity at PPS. As a result, two teachers have been accepted on ERW Middle Leaders course – Suspended through Covid-19.
- New Prof standards for assisting teachers have been shared with TAs. All staff have self-reflected on their practice, individually and collectively, using national professional standards.
- One of our HLTAs is an ERW Lead TALP trainer. This is good PR for the school and our staff upskill others. Suspended through Covid-19
- Governing Body are actively involved with the development and self-review process. This improves their knowledge and understanding of SDP progress and enable them to challenge effectively. They are also fully informed of the curriculum reform within Wales and our school through termly presentations and meetings with AoLE Leaders and Pupil Voice Groups.

Our next steps:

- All staff review their practice and experience using professional standards as guidance. SLT to use to inform CPD.
- Teachers to complete their 19/20 action research
- Develop all staff as leaders