

Penllergaer Primary School
Evaluation School Development Plan (SDP) July 2021

- Despite the Covid-19 pandemic continuing to disrupt another academic year, the school has worked hard to sustain standards and be innovative during a time of educational reform. Covid-19 guidance imposed various restrictions such as minimising movement of staff and keeping classes in small contact groups. This impacted negatively on our school's Mission work. However, staff creatively ensured learners received a broad curriculum.
- 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. For the new academic year, the school is exploring a new format for SER, to be more user friendly, easily accessible for continuous review and improvement and suit all audiences. Targets can take two years to implement and fully embed.
- Our SDP is developed in consultation with Governors, Staff, Pupils and Parents.
- The academic year 2020/21 was an unusual one in that schools were periodically closed for a second time due to the Covid-19 pandemic. Penllergaer responded quickly to closure. All pupils have Hwb email, and Activelearn account login details and instructions how to use. Staff continued to prepare weekly tasks and set personalised learning for each pupil on J2Homework (Foundation Phase) and Teams (KS2) and Activelearn (Reading and maths). In addition, our school website was updated to include a wealth of resources and signposts for parents and pupils regarding wellbeing, teaching and learning and outline our continuity of learning policy.
- Flipped learning – weekly synopsis of learning and main activities – are uploaded to J2E and Teams at the start of every week to support Continuity of learning. This means pupils can access their learning from home and parents know the main objectives/concepts that their child is learning in school each week. Flip learning strategies used to support EAL pupils as they can access learning at home for pre-learning, revisiting and consolidation.
- Staff prepared and provided video tutorials for modelling teaching and learning. This developed and evolved as we took on board feedback from parents.
- Check in sessions to support wellbeing were introduced via Teams for Reception to Year 6 during lockdown.
- Staff continued to undertake high quality training particularly around wellbeing.

Action Area 1 – Standards – Literacy (Welsh), Numeracy and ICT

To develop pupils' basic skills in literacy and numeracy and to apply at same standard across all AoLEs

This supports developing pupils as ethical citizens and ambitious, capable learners.

Link Governors: Cllr. W. Fitzgerald and E. Davies.

[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)

- NGRT were completed in the Autumn and Summer Terms. As a result of analysis of standardised Reading Test score, work scrutiny including any work produced in lockdown and teacher assessments, individuals from year 1 to 6 pupils were identified for targeted support. The school used Accelerated Learning Programme (ALP) funding to employ additional staff. Throughout the year, staff consistently targeted pupils that required extra support with reading or targeted those pupils that needed to be challenged. A few Foundation Phase pupils benefitted from a reading program called Headsprout. Assessment of Pupil Progress (APP) meetings evidence these pupils made good progress against their starting points, with a few closing the reading/chronological age gap. ALP groups were set up across the school and run daily. ALP groups have resulted in most children now recognising high frequency words which they could not spell/recognise initially. However, there are still a few pupils in every cohort who require further intervention.
- Whole school Empathy week promoted pupils' writing skills giving them authentic relevant purposes for responding to an empathetic book. Nearly all children responded with enthusiasm and a high level of engagement. The project provided a real stimulus for reading for enjoyment and also proved beneficial in

promoting pupils' oracy and thinking skills in that the book contents fuelled debate that involved pupils using decision-making, problem solving skills.

- Whole school IntoFilm week was very successful with all pupils engaging in activities linked to their chosen class music video. Nearly all pupils were able to express themselves creatively through a range of activities. The IntoFilm project was a great success as not only did it support the Expressive Arts AoLE it also developed opportunities for extended pieces of writing linked to film.
- Cold and Hot tasks continued to be used consistently for genre writing across the school. Nearly all pupils are 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 pupils' books evidence extended cross curricular writing across school with most pupils writing at same standard as in English. Most pupils are correctly apply features of different genres to cross curricular writing. Excellent evidence of extended writing and Literacy across the curriculum.
- Deputy led staff training to introduce 'Boost- Interactive Read Aloud' using oracy to unlock comprehension, vocab development, listening and interaction. 'Boost' will become a non-negotiable teaching aspect from Sept 2021, as a key factor in developing pupil's wellbeing, self-reflection and empathy skills. As a result of this training, staff will focus on the importance of talking, appropriate questioning and vocabulary development.
- **Welsh** - Summer Term Siarter Iaith Silver award achieved. Consequently, nearly all pupils hear, see and speak Welsh on a daily basis. Nearly all pupils have a greater sense of belonging and understanding of Welsh culture.
- **ICT** - School has progressed towards Level 2 on 360 tool (2.8). 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.
- IT leaders developed a consistent whole school approach to online learning platforms. Foundation phase predominantly used J2e, KS2 used MS Teams. During lockdown pupils developed interacting and collaborating strand through shared learning and feedback opportunities. Many pupils were able to access online learning independently during lockdown.
- **Numeracy**- Numeracy leaders have developed whole school resources for daily counting and remembered facts drills. As a result, most pupils display rapid and instant recall of numeracy facts (age appropriate). In addition, staff have a wider range of mathematical daily challenges and drilling tasks they use with increased confidence. However, there are still a few pupils in each class who require further conceptual intervention.

Our next steps

- Prepare for Gold Siarter Iaith Award.
- Implement Boost sessions -Interactive Read aloud across the school
- Continue targeted reading and maths interventions (ALP)
- Continue with fortnightly flipped learning activities to support home/school learning links.

Action area 2 - Wellbeing

To promote pupil and staff wellbeing as we return to school

Link Governor: H. Roberts / E. Davies / F. McCready

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

Outcomes: Excellent Progress

- **Weekly wellbeing check-ins** - Teachers organised and set up live Microsoft Teams calls for their class during lockdown. Excellent feedback from pupils and parents. This had a positive impact on wellbeing as well as pupil engagement during lockdown, with around 80% of pupils in each class tuning in.
- **Wellbeing Warriors** – One pupil from each class (Y1-6) chosen by their peers to be class representative. Pupil voice groups met within their 'bubbles' and discussed the ways in which wellbeing could be improved and developed in Penllergaer Primary School. Wellbeing warriors developed a wellbeing calendar shared with whole school and parents through Twitter. Wellbeing activities received positive feedback from parents and pupils.
- Pupil Voice Leaders supported by Wellbeing Warriors, organised a very successful 'Wellbeing Day'. There was high engagement as all pupils completed wellbeing and mindfulness activities. Many pupils stated they use the mindfulness strategies in various contexts to calm, regulate or motivate themselves.

- **Junior Dukes** – Introduction of Junior equivalent of senior Duke of Edinburgh Award. The Junior Dukes Award fostered home/school partnerships, improved pupil motivation and engagement and development of wider skills through enrichment activities. Over 110 pupils signed up to the scheme and strong links have been established with other Junior Duke schools nationally and internationally as a result. Most pupils participating have developed their independence, resilience and global citizenship (linking to the UN SDG 2030).

Our next steps are:

- Continue Junior Dukes
- Continue to ensure pupil voice groups are valued and remain purposeful

Action area 3 – Curriculum Reform

To continue to develop a transformational new curriculum to sustain high standards of literacy, numeracy and digital competency. ([Link to priority 1 and continuity of learning](#))

Link Governor: Mr Hines /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

- Blended approach to learning highly developed to enable teachers to support both pupil wellbeing and learning during lessons and build on pupils' well-established independent learning skills by setting work for completion at home. Foundation Phase accessed online learning through J2e, KS2 use Microsoft Teams classes. Pupils/parents could access fortnightly flipped learning to support them in class or if they are isolating. Nearly all pupils were confident using Microsoft Teams and J2Homework. Nearly all pupils self-isolating accessed and engaged with fortnightly flipped learning tasks. However, only a few pupils who were in school have accessed these tasks to support learning.
- Blended Learning lesson videos created to support classroom practise. Teachers created more asynchronous learning materials so pupils had resources they could use as reusable models, such as videos that model skills and knowledge that can be played, paused and rewound at a pace suitable for the individual. Teachers used IT lockdown CPD to develop screen castify/flipgrid presentations to coach, support and engage pupils (and parents to support their children's) learning. Examples of good practise and evaluation of experiences shared between trios.
- Nearly all pupils accessed learning autonomously and showed high levels of engagement. Most pupils achieved the Learning Objective.
- Teachers participated in ERWs Principles for Excellence training to deepen understanding and knowledge of the 12 pedagogical principles. This training used evidence-based research. As a result, all teachers have a sound understanding and use the 12 PPs effectively as part of their daily practice as evidenced in headteacher learning walks and performance management session observations. All teachers are highly effective mentors, modelling and supporting colleagues as appropriate, for example, lesson studies on managing classroom organisation, managing challenging pupil behaviour, maths and welsh drilios.
- All teachers engaged with the education consultant, Professor Mick Waters who challenged our thinking and practice thereby deepening our understanding of excellent pedagogy and advised us on effective characteristics for designing an authentic curriculum for PPS. As a result, all teachers have a common language, expectations and goal to sustain our high quality teaching and learning whilst beginning to innovatively develop a curriculum fit for purpose within in our context.

Our Next Steps:

- Develop outdoor areas as part of enhanced provision/missions across KS2.
- Continue with fortnightly flipped learning activities to support home/school learning links.

Action area 4 - Assessment/ALN Reform

During transformational return to school, curriculum and ALN reform, review assessment procedures (including assessing pupil and staff wellbeing) .and tracking progress of all pupils

This supports developing our pupils as healthy, confident, individuals. ([link to priority 2](#))

Link Governor: H. Roberts / R. Thomas / P. Smallbones

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)

- SLT reviewed current assessment tracking system ascertaining it was not fit for purpose as schools begin curriculum transformation. The headteacher and deputy headteacher have been part of a working party with Incerts - the assessment foundation, to design a fit for purpose online tracking and assessment package for schools. The system is being built to align to CfW progression steps and our school will use it as a planning tool also. The school will trial the system in the new academic year.
- Staff have critically examined the purpose of assessment and what type of assessments (test, retrieval quizzes, diagnostic, marking, AfL) are essential. During staff meetings staff examined core purposes on assessment and reflected on effective marking using book scrutiny as examples. Pit stops and learning conversations using online Jit/team assignments through blended learning are proving most effective regrading moving learning forward and seeing learner progress. Most pupils understand how well they are doing and know/can identify their next steps. All learners are respected and challenged to achieve the best that they are capable of, while being supported to overcome barriers that inhibit their learning.
- The school follows the ERW attendance protocol. Fortnightly EWO meetings identify pupils with below 92+ and parents contacted. Lockdown in Jan 2021- EWO given a list of individuals who are not engaging, and staff have difficulty contacting parents. No Penalty Notices issued in 20/21. Although schools do not need to report attendance this academic year due to the disruption from the pandemic, overall attendance at 94.6%, below school's 95.5% self-target.
- Inset on emotional and mental wellbeing led by HT. Staff have a wide repertoire of strategies and more knowledgeable to meet the needs of nearly all pupils and have a greater understanding of mental and emotional health. Staff completed wellbeing questionnaires and results used to inform staffing structure for 2021/22. Staff have also completed the scoping stage of WG whole school approach to emotional and mental health and wellbeing framework. Staff reported during refresher training that scoping audit illustrates the vast amount we do as a school which is firmly embedded as we do it naturally. Reflection has allowed us to realise and appreciate our expertise and the positive impact this makes on our learners, as well as each other. All staff believe the systems and practices, together with high quality training ensure staff have the relevant skills and knowledge to support the wellbeing of our pupils very effectively. The school offers very good value.
- School's ALN documentation and systems are in line with new ALNET legislation. HT presented ALN Reform to govs in Summer term GB meeting. All TAs completed elearning ALNET modules and as a result are abreast with developments and have a greater understanding of ALN reform. ALNCo and HT have undertaken a universal provision mapping exercise.
- The school is in a very good position to implement ALNET.

Our next steps:

- Taith360 training for teaching staff to introduce the new online tracking and assessment package for schools. Consider using system for new PPS CfW planning.

Action Area 5 - Leadership

To develop all staff as leaders of learning in order to further improve standards through strengthening the school as a learning organization and ensuring continuation of learning.

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 the 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 revisited WG SLO online 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 continue to successfully develop 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. This was replicated in an end of summer term staff wellbeing questionnaire.

- The Governing Body are actively involved with self-review processes and school development. This improves their knowledge and understanding of all aspects of school life, progress on SDP priorities and enables them to challenge effectively. They are also fully informed of ALNET and curriculum reform Wales and our school through termly presentations and meetings with AoLE Leaders and Pupil Voice Groups.

The HT is part of the LA CoL (Continuation of Learning) working party. A school CoL/Virtual Learning Policy linked to LA guidance has been developed and communicated to parents. Extensive staff training on asynchronous learning and Principles for Excellence has resulted in staff developing high quality resources/materials to ensure CoL for our pupils. This has informed our pedagogy and shaped our philosophy of providing our learners with a taste of SALT (Stimulus, Authentic, Learning SKE and Transfer of skills). As a result, pupils' learning continued successfully despite time off school due to the pandemic. Monitoring evidence records our Blended learning approaches engaged and motivated nearly all learners effectively.

- Trust Trios developed home learning tasks that complimented work taught in school. Teachers used the platforms that were familiar to pupils and fostered independence. Teachers developed 'how to guides' for parents to support their child's learning at home. Home learning weekly tasks set through lockdown were high quality, covered a range of skills and experiences and balanced across the AoLEs. As a result, engagement doubled since first lockdown and pupils were submitting more work. Teachers produced fortnightly flipped learning tasks which were uploaded to J2Homework and Teams supporting and informing parents of concepts and skills that were taught in class. As a result, parents were aware of expectations and concept/key vocabulary and 'time to talk' questions they can ask their child. Unfortunately, very few parents made use of this valuable resource.
- All staff have opportunity to reflect on all aspects of school life and give their opinions. All staff have received 1:1 reviews with their line manager and information has been used to provide quality training for individual and whole school development.
- All teachers reflect on their practice, individually and collectively, against nationally agreed standards of effective practice and affirm and celebrate their successes. All staff have a greater understanding of their role, responsibilities, expectations and aspirations as outlined in standards. All teachers track and evidence their own professional development against the national teaching standards. They know their next steps for development and take responsibility for their professional development.
- All TAs have successfully completed ERW's TALP module training. As a result, TAs have a greater understanding of their role against the professional standards, have made a more accurate self-assessment of their skills, knowledge and experience, and know the next steps in their professional development.

Our next steps:

- All staff review and self-evaluate their practice and experience using professional standards as guidance. SLT to use to inform CPD.
- Continue to develop all staff as leaders