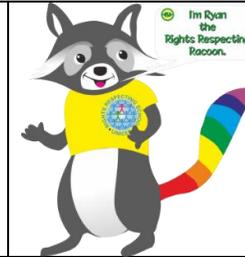




Penllergaer Primary School
School Development Plan
2021 – 2022



This document is based on [The Education \(School Development Plans\) \(Wales\) Regulations 2014](#)
[Framework on embedding a whole-school approach to emotional and mental well-being](#)

Academic Year	Actions
2020-21 Review Framework	<ul style="list-style-type: none">• Establish lead person & team• Review Framework• Share with staff and governors
2021-22 Scoping Stage	<ul style="list-style-type: none">• Design and share questionnaires to gather stakeholders views, needs and strengths• Evaluate
2022-23 Action Plan & Implementation	<ul style="list-style-type: none">• Develop plan to address gaps and build on strengths• Implement and refine universal and targeted provision to support all learners and staff• Align effective collaboration with external agencies
2023-24 Evaluation and Re-alignment	<ul style="list-style-type: none">• Review effectiveness of measures in place, consider key learnings in partnership with children and young people.

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

Contents
School Vision, context and plan context
Well-being
Cymraeg 2050: A million Welsh Speakers / Welsh in Education Strategic Plan
Grant finance
Summary of priorities (current and 'high level priorities' for years 2 & 3)
Review of progress against the previous year's priorities
Priority 1 – To develop pupils' literacy, numeracy and digital competence to apply at same standard across all AoLEs.
Priority 2 – To continue PPS authentic curriculum design (ensure Welsh history and diversity is explicit).
Priority 3 - To further embed a whole school approach to emotional and mental wellbeing for all.
Priority 4 - To begin to implement ALNET and revise assessment procedures to track progress of all pupils
Priority 5 - To develop all staff as leaders of learning to further improve standards through strengthening the school as a learning organization
Reduce impact of poverty – link to priority 1,2 and 4. See PDG Spend Plan and Evaluation
Progress along Language Continuum (a million Welsh speakers & Our National Mission)
Summary of Professional Learning

PENLLERGAER PRIMARY SCHOOL SDP 2021-2022

School Vision

“To provide a safe and caring learning environment where everyone can thrive. We want to develop every child as resilient, independent life-long learner capable of making an active contribution to an ever-changing technological, diverse world.”

We believe that education should be an enjoyable, continuous process with strong home/school links providing that vital continuity. *Please see our Home School Partnership Agreement.* Penllergaer has 12 values (*See policy*) that are firmly embedded in our inclusive ethos. Penllergaer Primary staff are ‘ACE’s’ aware and trauma informed, and emotion coaching is at the heart of our practice.

The school is trialling new approaches and pedagogy that are evidence-based. We continually refine teaching and learning when evaluating impact of methodologies on standards, pupil outcomes and wellbeing.

We have asked pupils, via a series of whole school assemblies, what content, skills and experiences they believe are important to inform the design of a purposeful new curriculum for Penllergaer. Parents and governors have also contributed to our Passport of Experiences.

Our School Council has undertaken an extensive exercise with their peers and produced useful posters regarding ‘what helps us learn’ and ‘what stops us learn’. These are displayed in classes across the school.

School Context

The school serves the old village of Penllergaer and the new developments at Parc Penderri, Tir Coed and Parc Penllergaer, so has a diverse catchment. Recently, the village has been given ‘urban settlement’ status due to its housing and economic developments. 83.4% of pupils living in our catchment area attend our school. Approximately 16% are preferred placements and live outside the catchment. A very small proportion of pupils (7%) come from ethnic minority backgrounds with, generally, dual language background.

Penllergaer is a semi-open plan school on a split site.

The main building accommodates eight classes, a school library, an ALN/conference room, light room, large hall, staffroom and offices. The hall is used for Breakfast Club, assemblies, PE, lunch, extra-curricular activities and other functions such as concerts and PTA events. School meals are cooked on site. The school benefits from extensive grounds - Woodland Area and playing field, two playgrounds and adventure trim trail areas. A further two classrooms and an ALN support room are situated in demountable classrooms opposite the car park. The PMLD unit for infant pupils is to be found in the lower building, together with a light room, a Wraparound Nursery and two further mainstream classes currently housing Nursery and a Yr 5/6 class. There is a large separate sports hall for physical activities.

Currently, there are 14 teachers at the school which include the Headteacher, who took up appointment in January 2011. The deputy headteacher has NPQH. There are 12 mainstream class teachers, and 2 STF teachers. 2.5 level 4 Teaching Assistants provide class cover for PPA alongside dance/sports/music and art specialists. The school is organised into 2 part time Nursery classes, 2 x Reception classes, 2 x Y3 classes, 10 mixed-age classes (3 x Yr1/2, 4 x Y3/4 and 3 x Yr5/6) and 2 STF units for pupils with profound and multiple learning difficulties (PMLD). Class sizes and age



PENLLERGAER PRIMARY SCHOOL

SDP 2021-2022

ranges are reviewed on an annual basis. This does not disadvantage pupils in any way as thorough planning by the class teacher along with detailed school policies and schemes of work guarantee continuity and progression. The school supports the development of creative skills by funding specialist tuition from a sports coach, dance and drama coach and peripatetic music teachers. In addition there are 6 HLTAs, 2 Teaching Assistants Level 3, 1 full-time office manager, 1 administration assistant, 19 Teaching Assistants Level 2, a Reprographics Assistant Level 2, 4 breakfast Club play workers, 4 midday supervisors, a cook in charge, 2 cook's assistants, 5 cleaners and 1 full time caretaker.

Pupil numbers have remained steady over the past few years. The school is over capacity as a few pupils enter through appeal. At the start of Sept 2021, there are currently 369 pupils on roll. Numbers will increase as new Nursery pupils start. The following data is based on Jan 2021 PLASC with 395 on roll. The percentage of pupil mobility is 1.4 % below the 5.6% LA average. The school's admission number is 43. Average class size is 29 (excl PMLD) which is above the LA average of 26. Around 13% of pupils are recorded on the school's ALN register with 22 pupils at School Action and 13 pupils at School Action Plus. 15 pupils currently have a statement of educational need, including STF Unit pupils and 17 families are in receipt of multi-agency support (health, housing, family and social services).

In the Welsh Index of Multiple Deprivation, Penllergaer 1 is ranked 1786th and Penllergaer 2 is 369, where rank 1 is the most deprived in Wales. Around 27% of the pupils on roll live in areas classed in WMID as being in the most deprived 30% of all areas. 7% of pupils are eligible for free school meals. There has been two fixed term exclusions in the last three years. There have been no racial incidents recorded in the past 6 years.

The three buildings present challenges and the upkeep demands a large resource budget. The Local Authority Development plan has a new school scheduled for 2025. This will ease current over capacity.

The school was last inspected in November 2019 and judged: All 5 key aspects were judged as Excellent.

[Context of the School Development Plan.](#)

This plan is formulated as part of the school's self-evaluation procedures. It is written following consultation and input from staff, pupils, governors, parents and wider stakeholders. This is carried out through INSET days, questionnaires, pupil voice forums and stakeholder meetings. Priorities 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. All grant funding referred to in this plan is to be spent by March 31st 2022 (unless grant provider allows carry forward). The school is developing as a learning organisation and uses research to underpin philosophy and practice.

Progress against the plan is reported in each Headteacher's Report to Governors, through the work of the various governor committees and school newsletters. There is ongoing review of the plan and a written evaluation available at the end of the academic year. Evaluations inform and updated annually. The Governing Body and all school staff have a copy of the plan. A summary is available to other stakeholders on request and is published on our school website.

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

[Well-being](#)

Well-being supports academic attainment and wider benefits to community and society, both in the here and now as well as in the future. Well-being is at the heart of our curriculum. Promoting [well-being](#) is a prominent feature of our strategic planning.

The Framework on embedding a whole-school approach to emotional and mental well-being was issued in March 2021. It aims to address the emotional and mental well-being of all children and young people, as well as school staff. In Penllergaer Primary School, the senior leadership team lead the implementation of the framework. The SLT ensure that only those interventions with a sound or innovative and developing evidence base are delivered. Our overarching principles in our whole school approach are:

- All children in Wales have rights under the UNCRC to be safe, to be treated with equality and non-discrimination, to be supported to develop their physical and mental health, to express their thoughts and feelings, to be involved in decisions made about them, to receive extra support if they are disabled, and to receive an education that enables them to fulfil their potential.
- To view as central to the success of learning about health and well-being and the four purposes of the new curriculum.
- It is everyone's responsibility to promote good mental health and emotional well-being to ensure it is universal and integral to a successful school environment.
- To achieve emotional and mental well-being through effective leadership, positive culture and co-productive implementation in partnership with all school stakeholders.
- To the child at the centre of decisions made about them and relies on partnership and involvement with families, the community, other statutory bodies and the third sector. Activity within the school is part of a wider whole-system approach to emotional and mental well-being.
- To promote equity for all, reducing variation and using evidence-based practices consistently and transparently, in terms of both use of data for planning and any interventions.

PENLLERGAER PRIMARY SCHOOL SDP 2021-2022

Cymraeg 2050 / Welsh in Education Strategic Plan

The Welsh language is one of the treasures of Wales. It is part of what defines us as people and as a nation. The Welsh Government's 'Cymraeg 2050 – A million Welsh speakers' is a strategy that spans a generation and has three key themes: increasing the number of Welsh speakers; increasing use of Welsh; and creating suitable conditions and an environment where the Welsh language and its speakers can thrive.

At Penllergaer Primary we are committed to promoting and developing the Welsh language. As soon as you enter our grounds and buildings, you know we are a school in Wales. Welsh leaders ensure the school environment is Welsh language rich. Displays and signage develops reading the language, incidental 'traws iaith' and conversational Welsh is heard and spoken by staff and pupils, and curriculum learning tasks and events such as Eisteddfod Week, promote Welsh heritage and culture. We are proud of our heritage and strive to build a sense of cynefin in all.

Our journey towards bilingualism started several years ago. At this time, we had no fluent Welsh speaker on staff. We have mixed age groups across the school, so teachers work in Trust Trios supported by experienced and highly skilled teaching assistants. Staff are committed to learning Welsh. Indeed, a few have used their own time to attend out of work classes and e-learning modules, in conversational Welsh. There is very much a team spirit at Penllergaer. Collaboration and communication are crucial in setting our strategic direction. Staff understand the need for positive attitudes towards the language and for good role modelling.

Welsh leaders also upskill support staff by providing them with age-appropriate commands, phrases, vocabulary and questions. They also hold regular training sessions eg using assembly time, for teaching assistants to practice and learn the language.

Our Welsh leaders advise on schemes of work, resources, Welsh policy and practices and standardisation and moderation exercises. Their skills and experience are used by the comprehensive cluster of schools. This results in:

- More confident, skilled and experienced Welsh second language teachers in post.
- Improvement pupil standards in Welsh second language.
- Raised teacher confidence in delivering Welsh and using incidental Welsh evidenced by staff questionnaires, learning walks and interviewing staff.
- Improved standards in teaching Welsh as evidenced by senior leadership monitoring of session observations.
- More informed senior leadership team of Welsh standards across the school and next steps for development, including training.

The acquisition of a new language can take a few years. To learn a second language, one must be immersed in it; to see it, hear it and speak it on a daily basis. This can only be accomplished through a whole school approach. Each class's timetable is continually reviewed and structured to allow for best use of teachers' expertise. Teachers may swap classes and the school uses PPA time/management time to release staff to observe, coach, plan, deliver and model sessions. The success of this is reliant on effective and creative timetabling. Our teachers have upskilled others, not just in-house, but delivering on local authority courses or presenting and modelling to student teachers.

PENLLERGAER PRIMARY SCHOOL

SDP 2021-2022

Our main challenge is sustaining momentum. We do this by ensuring daily Welsh drillios, using Welsh through all lessons, planned regular events such as Dydd Swmae, our Criw Cymraeg pupil voice group, Welsh question/phrase of the week and monthly Welsh assemblies.

The school has an excellent partnership with the LA's Welsh in Education Officer (Nerys Jones) who support us effectively with resources, self-evaluation and training.

The school has taken advantage of the Welsh Sabbatical programme and as a result, teachers are strategically placed across the school to either lead on the subject or be supported by a teacher who has attended the sabbatical. In addition, the network of colleagues established is key to keeping momentum and ideas fresh, long after the course. Following a Sabbatical, teachers are expected to support colleagues via modelling sessions and coaching sessions and helping with planning and delivery of lessons.

Siarter Iaith - This is a project introduced by the Welsh Assembly to all schools in Wales, to promote the Welsh language, to develop a Welsh ethos and encourage pupils to improve their Welsh language skills. The Charter provides a framework for schools to follow to achieve a bronze, silver or gold award. The school encourages participation from every member of the school community - pupils, parents, school governors and the wider community. In July 2021, the school was accredited the Silver Award.

Our Criw Cymraeg promote the use of the Welsh language in the playground, at home and the classroom. They present weekly awards to pupils and staff for hearing the language spoken in different places across the school. This is part of our Dydd Gwener Gwasanaeth Seren Yr Wythnos.

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

<u>Grant Finance</u> 2021-22			
Source of Funding	Purpose	Sum	Cross-referenced to priorities in the SDP
Education Improvement Grant	Aim is to ensure each pupil profits from excellent teaching and learning, focusing on <ul style="list-style-type: none"> • Improving Literacy • Improving Numeracy • Breaking the link between disadvantage and educational attainment 	£150,601 NB – the entire grant is allocated to staffing the Foundation Phase.	Priority 1
Pupil Deprivation Grant	Breaking the link between disadvantage and educational attainment for eFSM and vulnerable pupils (See PDG plan) <i>NB decrease of £16,100 (44%) in PDG funding from 20/21 due to falling numbers of eFSM on roll.</i>	£45,098.12 forecast spend (Grants total - £27,061.14. £20,700 funded through eFSM, £1,761.14 LAC & £4,600 Early Years allocation)	Priority 1 and 2
RRRS: ALP	Recruit, recover, raise standards – As a result of Covid lockdown, support learners in closing any identified literacy, numeracy and digital competence gap and develop independent learning skills to enable all learners to make accelerated progress by working more effectively alone and out of school.	£20,373	Priority 1
Professional Learning	Courses, visiting other schools, shadowing, observing, modelling	£7551	All priorities
MEGRT	Supporting pupils with English as an additional language (See plan)	£4516	Priority 3 and 5
OU PGCE partnership	Student mentoring, placement and support	£1,500	Priority 1,3, 4 and 5
NQT WG Grant	NQT for Autumn term 2021	Fully funded by WG	All priorities

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

[Summary of School Priorities](#)

<p>Learning (Estyn – learning, teaching, assessment and curriculum)</p>	<p>Priority 1 To develop pupils’ literacy, numeracy and digital competence and apply at same standard across all AoLEs. <i>This supports developing pupils as ambitious, capable learners, ensures basic skills remain a focus within our developing curriculum and assists recovery following the pandemic.</i> Link Governors: Cllr. W. Fitzgerald / E. Davies RRS Article 29 – The right to be the best you can be RRS Article 28 – The right to an education.</p> <p>Priority 2 To continue PPS authentic curriculum design (ensure Welsh history and diversity is explicit) (Link to priority 1) 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.</p>
<p>Wellbeing (Estyn – wellbeing, attitudes and care, support and guidance)</p>	<p>Priority 3 (minor) To further embed a whole school approach to emotional and mental wellbeing for pupils and staff. <i>This supports developing pupils as healthy, confident individuals and ethical citizens.</i> Link Governor: H. Roberts / E. Davies / F. Mcready RRS Article 19 – The right not to be harmed and kept safe</p> <p>Priority 4 (During transformational curriculum and ALN reform) To begin to implement ALNET and revise assessment procedures to track progress of all pupils (link to priority 2 and 3) <i>This supports developing our pupils as healthy, confident, individuals and ambitious learners.</i> Link Governor: H. Roberts / R Thomas / P Smallbones 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. RRS Article 14: To be safe</p>
<p>Leadership Estyn- leadership and management)</p>	<p>Priority 5 (minor) To develop all staff as leaders of learning to further improve standards through strengthening the school as a learning organization Link Governor: A. Hussey/ F. McCready RRS Article 28: To an education RRS Article 3: Everyone who works with children always does what is best for each child.</p>



PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

Three-year plan

Aspect	2021-22	2022-23	2023-24
Learning – Teaching and Curriculum	Secure staff understanding of skills, knowledge and experiences and ensure planning addresses these Fine tune current pedagogies when developing bespoke curriculum - Transferring planning to new Taith 360 Develop learners’ skills equally and in all subjects Embed Silver Siarter Iaith Develop reading for enjoyment Further develop mastery in maths Further develop pupil voice to promote more independent learning – Heutagogy Raise standards of writing across school. Develop outdoor learning across school Introduce an additional language Explore the history of Wales	Audit T&L Audit curriculum coverage and explore What matters statements, reviewing planning accordingly Implement the new PPS curriculum Embark on Gold Siarter Iaith. Raise standards of oracy throughout the school. Further develop heutagogy through Intofilm, enterprise etc to support mastery and deeper thinking. Evaluate assembly encourages reflection Embed Learning detectives Further develop an additional language	Refine and embed the curriculum Review and enhance Heutagogy approaches
Wellbeing /Care	Improve approaches to Emotional and mental wellbeing for all eg Myselfie wellbeing tracking, Staff Wellbeing – mentor, supervision Audit pupil voice - influencing planning, learning detectives. Refine tracking and pupil progress measuring. Attendance drive Develop role of ALNCO/ALN team implementing ALNET Strengthen Intervention groups – Thrive, Wellcomm, DCD, Positive Play, S&L Link, Lego Therapy, Explore ELSA training	Embed emotional and mental wellbeing provision Provide more extra-curricular opportunities for Foundation Phase pupils Embed tracking and assessment processes Maintain/improve current attendance level. Embed positive mind sets and independent learning strategies to impact on attitudes Enhance ALN provision to meet the needs of all learners Reassessment of national accreditation award for Healthy Schools and Eco.	Evaluate Emotional and mental wellbeing provision Pupil voice firmly embedded Embed ALN provision to meet the needs of all learners
Leadership	PPS is a SLO – Reflection on Mick Waters work Quality PL - Coaching and mentoring SLT, middle leaders, TALP, Diversity – BME history, History of Wales MyVoice stakeholder questionnaires Mentor and induct new staff Continue school to school working eg Intofilm	Evaluate leadership and management against 4 Enablers of CfW Embed PPS as a SLO Review effectiveness of SE systems Further development of leadership opportunities for all staff. Embed coaching and mentoring	Embed parent support information Evaluate impact of outdoor learning and refine provision accordingly

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

	<p>Refine self-evaluation processes - learning walks, book scrutiny and lesson studies to make accurate judgements and move teaching and learning from good to excellent Developing all staff as leaders - staff self-reflection using prof standards Develop role of parents in their children's education through e.g. workshops, volunteers and outdoor and indoor play. Reintroduce Parent Toddler Group – EY Active Prog</p> <p>Premises Revisit Lockdown and security as per Premises Plan Audit current H&S, safeguarding procedures to ensure that they continue to meet requirements. LA audit with Lisa Collins /Andy Lawton Outdoor Shelters off Y3/4 and Y1/2</p>	<p>Further develop staff action research Further develop outdoor provision in KS2. Strengthen S2S Further develop parent understanding of play and child development</p> <p>Premises Possible summer school provision Revisit Staff H&S E-learning modules - Basic first aid, CP, health and fire staff refresher training Barn roof repair</p>	<p>Premises Full H and S review – LA audit</p>
--	--	--	---

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

Year on year maintenance

TARGET	TIMESCALE	PERSON RESPONSIBLE
ALN Annual report to Govs	Summer term	
Analysis of data /pupil progress	Summer / Autumn term	
Analysis of class data / pupil progress	Summer / Autumn Term	
IDP writing and reviews twice annually	Oct, march	
Review ALN support timetable & intervention programs according to need (see provision mapping and intervention programs database)	July and Jan	
Local colleges link for training students /student mentoring	Termly	
Pupil Voice (School council / RRS / Peace Mala)	Half termly	
Criw Cymraeg – Silver/Gold Siarter Iaith	Monthly	
ECO council	Half termly	
Healthy Schools	Half termly	
Science Royal Society	Termly	
EMLA Monitoring and Record keeping	Annual survey	
Buddies	Autumn term	
Reporting to parents /parents’ consultations	Termly	
Curriculum monitoring/ standards	On-going program	
T&L monitoring	Termly	
Performance management teachers /associate staff	Autumn / summer	
NGRT & Nat tests- maths, English, Reading	Summer term	
Analysis / feedback of tests	Summer Term	
AoLe Team annual review of policies	End of Summer Term	
Health & Safety checks eg Fire / Risk Assess.	Annual audit /Termly check	
Pupil / Parent / staff / Gov questionnaires	Autumn Biennially	
ELKLAN/Wellcomm support for staff /pupils	On –going	
Thrive/Scerts	Start of yr audit, group/individuals	
Ed Psych and ALNCo planning	Annual meeting - Sept	
In-house Standardisation and moderation	Termly – core	
Governor class visits and subject link meeting	Annual program	
Community Assemblies	Weekly program	
After School / extra-curricular clubs	Weekly program	

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

[Review of previous year's priorities](#)

A brief statement setting out the extent to which the school improvement priorities for the previous school year were met can be found in the appendix.

Policy Reviews

Statutory and non-statutory policies are reviewed on an annual basis. They are presented to Governors for ratification via an explanation of any change necessary or new policy introduced. See policy review list and Governing Body minutes.

School Budget linked to action plans

Action	Expected Outcome
CPD – staff courses and releasing staff to visit other schools, school to school support, cluster PLCs etc	High quality CPD for staff Improved partnerships Improved teacher repertoire of skills for T & L Time for collaborative planning to improve efficiency & effectiveness
Resources – contracts for Taith 360 (Incerts), My Concern, My Selfie/Thrive, Wellcomm, Incerts, Science resources, mental maths resources/active learn abacus, reading bugs, My maths and Twinkl, Boost	<ul style="list-style-type: none"> • Improved Teaching & Learning • Raised pupil outcomes • Teacher workload reduction • Improved pupil self-esteem and wellbeing • Pupils learning extended to home
H&S courses H&S courses for management	Appropriately trained staff ensure school is H&S compliant
Welsh AoLE Team – release to work with Athrawes Bro. Criw Cymraeg and purchase materials, resources, signage etc	<ul style="list-style-type: none"> • Welsh Team know standards across school • Improved CPD for Team working with Athrawes Bro • Sharing good practice / school to school support • Raised standards of Welsh across school • Excellent Welsh school ethos
Additional Music and Art provision	<ul style="list-style-type: none"> • 1 day PPA for KS2 (Sports, Art, Music external buy-ins) • Use HLTAs PPA • Music peripetetic (Brass) • Art and Music resources

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

Action Plan for Improvement 2021-22 Basic skills

Priority 1: To develop pupils' literacy, numeracy and digital competence and apply at same standard across all AoLEs.

This supports developing pupils as ambitious, capable learners, ensures basic skills remain a focus within our developing curriculum and assists recovery following the pandemic.

SE Estyn	UNCRC Article	National and Local Priorities (SLOs, NAPL, National Mission, EOs etc)	4 Purposes	Prof Standards	PM target
IA1 L IA3 T&L IA5 L	A29 – The right to be the best you can be A28 – The right to an education. A3 - Everyone who works with children should do what is best for each child.	CCoS Skills WG - CfW NAPL – all SLO – 1,2,3,4 and EO – 1,2,3,4	A-1,4,5,8,9 E – 1,2,5,6 EC- 1,2,4,5,6 H-2,7,8,9,10	Pedagogy – Advancing learning, Collaboration, Prof Learning Innovation, Leadership	

Rationale (why is this a priority - data link/evidence source)

Analysis of home learning engagement, parent and pupil questionnaires of Covid-19 school closure identified learner experiences were vastly different. A majority of pupils reported heightened fears and anxiety levels as they returned to school. A minority worried their work was not of a good standard, they had forgotten things and had missed learning.

Need to ensure four purposes drive improving pupils' basic skills.

Literacy- Pre-covid weekly, daily reader targeted groups and guided reading sessions were embedded across the school. Restrictions regarding mixing contacts hindered this practice on return to school. Staff professional research used to inform planning and methodologies, identified the need to use high quality literature to foster a love for reading, widen and extend pupil vocabulary and develop pupils' empathy to support wellbeing and recovery.

Analysis of NGRT test scores 20/21 evidenced nearly all pupils made progress in reading across the school. However, a minority of pupils July 2021 have a RA below CA. Following whole school training on Boost July 21, the programme is a non-negotiable practice from Sept 21. **Numeracy -**

Diagnostic analysis of in-house abacus math assessments have identified a dip in performance in multiplication, data interpretation and speed and accuracy of counting and remembered facts. In addition, pupils reasoning skills across the school have regressed.

Digital competency - CfW requires Digital competence to be embedded in all AoLEs where appropriate. Due to home learning, pupils have lacked the opportunity to use and apply some of their skills despite an increase in opportunities for 'producing'. Digital citizenship important for developing pupils as ethical, informed citizens and raises awareness of latest societal challenges/issues around technology. Embedding a secure digital citizenship approach supports the school with its target of achieving level 2 of Online Safety 360 tool. Although lockdown improved our blended learning model and gave staff and pupils confidence, this approach needs to be further embedded in classroom practice to develop pupils as independent learners. Staff and pupils need to further develop their problem solving and modelling skills and knowledge; the understanding of key vocabulary and how to use devices to support this.

Welsh – Silver Siarter award achieved evidencing Welsh standards are returning to expected levels. As we are designing new curriculum, we need to ensure the Welsh dimension features locally and wider. Staff require training on this. Improve reading standards in Welsh across KS2.

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

Action	Monitoring Who, How, When	Impact / Success Criteria / Outcome	Evaluation Aut / Spr / Sum (RAG narrative)
<p>Reading Diagnostic analysis of NGRT test data identifies target groups.</p> <p>Further embed Guided Reading (GR) from Reception to Year 6 with a focus on the 8 reading behaviours and SPAG through a range of genres. KS2 – daily GR to include carousel of activities that promote independence and high standards eg Newsround, Pobble365, Comprehension Boxes, Welsh GR, Reasoning Task GR, Boggle boards, Infographics and Spelling etc.</p>	<p>JW and Trio leaders by Sept 2021</p> <p>Literacy Leaders learning walk focus on GR carousels Dec2021. Lit Leaders and governors undertake L2L April 2022</p>	<ul style="list-style-type: none"> Increased scores for NGRT and National Tests – Most pupils have a RA similar to or above CA. Greater understanding of purpose and impact of GR for parents and governors. Pupils increased knowledge of genre styles and forms through developing their own success criteria. Pupils more aware of purpose and audience and choose appropriate genre Most pupils have extended vocabulary used appropriately. 	
<p>Writing – Extended Writing Revisit expectation to produce 6 pieces of extended writing per term linked to topic. Ensure link to cross curricular writing from Reception to Year 6.</p>	<p>Literacy leads monitor extended writing, via book scrutiny, undertake L2L and analyse Taith tracking - Termly Dec 21, Apr & Jul 22</p>	<ul style="list-style-type: none"> Most pupils have an increased awareness of genre, audience and form through cross curricular writing. Improved pupil research skills to enhance their writing. Improved pupil writing. Most pupils use a greater range of vocabulary appropriately when writing. 	
<p>Oracy – Boost (Interactive Read Aloud) To research texts and literature that promote empathy with content linked to class topics. To develop pupils' oracy (and wellbeing) across the school through introduction of Boost 'Interactive Read Aloud'. Focus on stamina & concentration paired & whole class interactions, vocabulary development, listening & interaction, responding, speaking & justifying, wellbeing, self-reflection & empathy. (Build on skills developed on Empathy Day work on 10th June 2021)</p>	<p>Literacy leads monitor Boost sessions & undertake L2L (Termly – Dec 21, Apr and Jul 22) Data Analysis and L2L June 22 Lit leads monitor Boost sessions – Nov 21 and Mar 22</p>	<ul style="list-style-type: none"> Improved awareness of oracy and well-being for parents and governors. Most pupils can respond to a text and justify their personal opinions. Most pupils are confident speakers Most pupils listen appropriately and concentrate for specific periods of time. Pupils develop a love for reading. Pupils can listen to/read high quality literature texts. 	

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

<p>Numeracy Counting and Remembered Facts Numeracy Leaders provide relevant booklets and resources to support daily Maths drilling sessions To ensure Daily Drilling of Counting and Remembered Facts, along with Times Tables Rock Stars, are ongoing in classrooms;</p>	<p>Numeracy Leaders Learning Walk - Focus on Daily Counting and Remembered Facts sessions - Jan 22 Numeracy Leaders to analyse Times Tables Rock Stars Baselines and speed test groups of learners - April 22</p>	<p>Improved speed, accuracy and instant recall of facts during daily counting and remembered facts sessions. Most pupils make accelerated progress.</p>	
<p>AoLE - Mathematics Numeracy Leaders to lead, organise, demonstrate and monitor cross curricular themed weeks promoting Numeracy across the area of Health & Well-being and Expressive Arts eg Arty Maths Week and Maths Gets Physical Week</p> <p>Moving children's independent learning forward To revisit developing children's independent learning through continued use of enhanced provision (Numeracy Mission area).</p> <p>Teachers must have numeracy within missions and set weekly investigation/problem solving session. applying numeracy skills across the curriculum through independent learning.</p>	<p>Numeracy Leaders and Link Governors undertake Listening to Learners whilst engaged in Numeracy Weeks.</p> <p>Aut 21 – Planning – GJ monitor Enhanced Provision in KS2. SB in FPh) focus on skill progression, knowledge, experiences across the curriculum.</p> <p>Spr 22 - Book Scrutiny Mission Books for standards and pace of sessions.</p>	<p>Pupils increased awareness of using and applying numeracy skills across the curriculum with a specific focus on Art and Healthy & Well-being; Most pupils use and apply maths skills across to curriculum at same standard as subject. Teacher planning clearly shows progression of skills, knowledge & experiences across the different KSs; Pupil Books show improved pupil independence and pace of applying numeracy concepts across curriculum; Pupils increased confidence in problem solving within a variety of themes and topics.</p>	
<p>Enterprise Voice Group Num Leaders set up an Enterprise Voice Group to promote innovation, creativity and entrepreneurial skills - Half Termly meetings</p> <p>To promote Enterprise Skills through practical, hands-on experiences on a half termly basis eg market research, advertising, selling etc Pupils use spreadsheets to analyse profit and loss of enterprise ideas.</p>	<p>Ongoing – After every Entrepreneurial experience focus on Purposefulness and skill development</p>	<p>Enterprise Pupil Voice Group established. Pupil Voice Group actively engaging in Enterprise activities within the school and community. Pupils actively involved in purposeful fundraising.</p>	

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

<p>Digital Competency To consolidate use of Digital Citizenship mapping to ensure skill coverage linking to Online 360 degree review tool where possible. To provide staff training on new resources and ideas for creating links within AoLEs.</p> <p>Staff to continue to use DC skills to support blended learning and continuity of learning scenarios – training on Teams, J2e, Spark & Flipgrid updates.</p>	<p>SBI to conduct work scrutiny – Oct 21, Mar 22, July 22. RF & SBI - Listening to Learners – Nov 21, May 22. SBL – Learning Walk Feb 22.</p>	<p>Nearly all pupils have a strong and secure understanding of digital citizenship. School policies relevant and linked to 360. Increased staff awareness of Digital citizenship and how it can be incorporated purposefully to enhance different AoLEs. Increased use of blended learning to support enhanced provision. Nearly all pupils develop greater independence when improving their Digital Competence skills.</p>	
<p>To further embed Digital Competence mapping document to ensure coverage and progression of skills across AoLEs.</p>	<p>SBL monitor mapping – Dec 21, Apr 22, July 22. SBL & RF - Listening to learners Nov 21, Feb 22, May 22.</p>	<p>Improved staff confidence and knowledge to purposefully develop pupils' digital skills across the curriculum Increased opportunities for pupils to apply cross-curricular Digital competence skills.</p>	
<p>To provide training staff on problem solving and modelling - Creating algorithms and flowcharts, Debugging, repetitions and loops (Use robotics and block code) Link to Sci & Tech WM6.</p> <p>To ensure coverage and application of Data and Information Literacy skills in planning – use of spreadsheets and databases. SBI to provide refresher training to support FP and KS2 with AoLE opportunities.</p>	<p>SBI learning walk Dec 21, Mar 22, July 22. SBL & RF - Listening to Learners Oct 21, Feb 22, Jun 22. SBL & RF – Work Scrutiny – Dec 21 & Jun 22</p>	<p>Nearly all pupils have an increased understanding of databases and spreadsheets and are more familiar with problem solving vocabulary. Nearly all pupils experience using a range of robotics in the curriculum. Skills are progressive from Rec-Year 6.</p>	
<p>Welsh</p>	<p>Welsh leaders termly monitor Welsh dimension in teachers' planning</p>	<p>Staff have wider repertoire of quality and relevant resources to support T&L.</p>	

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

<p>Teacher training from Nerys Jones LA WiEO on the Website Gwefan Caru Cymru devised by Rhodri Sion.</p> <p>Trios use website as research and resources gain a greater knowledge of Welsh history.</p> <p>Plan topics starting with locality to Wales and wider world, considering cross-cutting theme of diversity to explore 'big concepts' such as racism, immigration etc.</p> <p>Embed Tric aClic in Fph</p> <p>Introduce guided and reciprocal reading in KS2.Guided Reading</p>	<p>Welsh leaders monitor GR/Tric a Clic</p>	<p>Most learners are gaining an understanding of Welsh history.</p> <p>Most learners are gain a sense of cynefin through learning about Welsh culture and heritage.</p> <p>Welsh reading standards improved.</p> <p>Pupils more confident in speaking Welsh and have a wider range of sentences and questions to hold independent ag appropriate, basic conversations.</p>	
---	---	--	--

Working with Governors	Working with the community	Support from others
<p>Link Governors: Cllr. W. Fitzgerald / E. Davies</p> <p>Self-evaluation processes involve governors through meetings with link governor undertaking L2L exercises and learning walks. Governors invited to attend Numeracy Themed Weeks</p>	<p>Presentations and meetings with curriculum sub-committee.</p> <p>Sharing practice with other schools and colleagues.</p> <p>Engagement in Entrepreneurial Activities within the Community.</p> <p>Engage with local historical society, Merched Y Wawr, Valley Woods etc.</p> <p>Visits and guest speakers into school.</p> <p>Leaflets and website resources provide information for parents to best support their child at home e.g. multiplication tables, word problems, concepts, numeracy games.</p>	<p>LA Sch Imp Adviser</p> <p>Training – Gareth Coombes</p> <p>Waterfront museum curator</p>

Resource Implications including CPD	Financial Implications	Source
Boost training for key staff and end of term inset for all staff	£590	Sch budget
Boost monitoring – 1day supply teacher release	£180	Sch budget
Literacy Lead monitoring – L2L, book scrutiny, learning walks, modelling and coaching - 2day supply teacher release	£360	Sch budget
Purchase Boost Books linked to curriculum themes	£958	Sch budget
Lit Leads/Sch council select library and class books from moto services partnership grant.	£1,500	Moto in the community
Adds/Trio planning to research quality literature linked to class topics.		
Num Leaders release time for training/modelling – 2 x 0.5 days' supply each	£360	Sch budget
TT Rock Stars and White Rose maths subscription	£678	Sch budget
Problem solving & modelling training for all staff.	None – adds	Sch budget
Digital Competence Lead monitoring – 2 days' supply	£360	Sch budget
Release for AoLE leaders to undertake research and sources materials on Welsh history	£360	Sch budget

Progress Measure

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

Age appropriate:

Most pupils speak confidently and listen attentively

Most pupils use a range of sentence patterns confidently and appropriately.

Most pupils can engage in simple conversations – asking questions and responding appropriately to questions.

Most pupils display greater grammatical accuracy when speaking and writing.

Most pupils use extended sentences and a wide range of vocabulary appropriately when speaking and writing

Most pupils spell accurately when writing.

Most pupils write across curriculum at same standard as in literacy.

Pupils display resilience when undertaking problem-solving challenges

Pupils make connections in their learning and apply basic skills across curriculum

Most pupils know age-appropriate x facts with speed and accuracy

Most pupils know how to be good digital citizens.

Most pupils use a range of ICT tools and devices appropriately and confidently.

Most pupils work with increasing independence and develop research and enquiry skills.

School achieves Level 2 on 360-degree Online Safety tool

Most pupils recount their knowledge of local history.

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

Action Plan for Improvement 2021-22 Curriculum design

Priority 2: To continue PPS authentic curriculum design (ensure Welsh history and diversity is explicit). <i>This supports developing our pupils as ethical informed citizens</i>					
SE/Estyn	UNCRC Article	National and Local Priorities (SLOs, NAPL, National Mission, EOs etc)	4 Purposes	Professional Standards	PM target
IA1 L IA3 T&L IA5 L	Article 3: Everyone who works with children always does what is best for each child. 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.	CCoS - Education and skills Safeguarding, Poverty WG-Curriculum Reform NAPL- high quality training, action research EO2 – coaching and mentoring and collaboration to raise standards SLO – 1,2,3,4,5	A2,A3,A5,A9 E1,E2,E3,E4,E6 EC1,EC2,EC3,EC4,E C6,EC7 H2,H3,H5,H6,H8,H10	Pedagogy Prof Learning Innovation, Collaboration, Leadership	
Rationale (why is this a priority - data link/evidence source)					
<i>Despite the pandemic, PPS has made progress in having a deeper understanding of CfW What Matters statements and descriptors of learning. Stakeholders' views have been gathered and shared with staff. The four purposes drive our curriculum design and AoLE leaders are ensuring planning includes progressive skill development. Teachers ensure pupil voice influences authentic learning contexts. Experiences learned from the pandemic inform our pedagogy. A blended and flipped approach is firmly embedded to ensure continuity of learning between home and school. This is proving a powerful principle in developing pupils' independence, creativity, and curiosity. Developing pupils and parents to have the skills and resources for home learning continues to be a challenge. Pedagogy is sound and the school has a solid foundation on which to shape our curriculum. Teachers are currently exploring the history of Welsh and understanding the history of our locality, including BME history identity and culture. This will ensure curriculum planning includes opportunities to study local and Welsh history to help pupils develop as ethical and informed citizens of Wales.</i>					
Action	Monitoring Who, How, When	Impact / Success Criteria / Outcome		Evaluation Aut / Spr / Sum (RAG narrative)	
Trio Teams and AoLE teams use 'LEAN' approach to curriculum planning- weekly planning and evaluation to inform change and development. <ul style="list-style-type: none"> Research history of Wales and locality. PL opportunities for staff to develop their knowledge and in teaching pupils about locality, Wales and BE history. Develop whole school calendar of themes based on stakeholder feedback. Plan opportunities for pupils to develop their understanding of key 	Regular reflections and Professional dialogues as opposed to formal monitoring exercises as we find our way with CfW.	<ul style="list-style-type: none"> Staff have sound understanding of excellent teaching and learning approaches Teachers knowledgeable and confident in teaching history of Wales and BME history Greater Stakeholder involvement PPS curriculum consists of purposeful relevant teaching and learning experiences in authentic contexts. 			

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

<p>concepts Welsh history and BME history eg antiracism, prejudice, diversity.</p> <ul style="list-style-type: none"> • Use visits and visitors to enrich curriculum, engage learners and encourage learners to make connections between the history of the local area, Wales and the wider world. Eg Waterfront museum, Historical society, Valley Woods, Merched Y Wawr • Topics start with local context to national and beyond. They must promote cynefin. • Complete medium term planning templates. (use Taith 360 to record planning online). <p>How can we find out experience/knowledge of our parents without offending/prejudice?</p> <p>Further develop blended learning approach eg spacing, heutagogical, retrieval and flipped learning strategies via asynchronous learning materials so pupils have resources they can use as reusable/returnable models to strengthen memory, deepen understanding and continue learning at home.</p>	<p>Leaders monitor progression-Dec 21, Mar 22 and Jun 22</p> <p>AoLE teams monitoring coverage-Dec 21, Mar 22 and AoLE leaders scrutinise planning for depth, progression and breadth (eg debating, performing, discovering etc), including application of Lit, Num and DCF and wider skills. Jun 22</p>	<ul style="list-style-type: none"> • Learning objectives of an ambitious enough level are shared with learners. • Motivated and curious pupils though content and experiences • Most pupils have a joy and thirst for learning • Our co-curriculum prepares learners for life. • Most pupils' minds are exercised throughout their lessons. • Nearly all pupils apply their lit and num skills across the curriculum at the same standard. • Most pupils supported and engaged through coaching models. (RRRS) • Bank of resources in Remote Learning section of school website • Most parents have materials to best support and continue their child's learning at home. 	
<p>Working with Governors</p>	<p>Working with the community</p>	<p>Support from others</p>	
<p><i>Link Governors: Mr Hines /S. Tucker</i> L2L exercises, work scrutiny and Learning Walks Presentations to Curriculum Committee AoLE meetings Curriculum Gov meetings/presentations</p>	<p>Business links Visits and visitors to school Continue to share curriculum and pedagogies with parents through leaflets, asynchronous materials, website, twitter, open days, flipped learning, parent consultations, exhibitions and workshops S2S and networking</p>	<p>LA School Improvement Adviser to signpost and quality assure Waterfront museum, Valley Woods, EMAU Cluster planning of projects to assist transition Taith 360 – online planning</p>	
<p>Resource Implications including CPD</p>	<p>Financial Implications</p>		<p>Source</p>

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

<ul style="list-style-type: none"> • Lesson studies and modelling/coaching (supply cover to release teachers) • Bus for entrepreneurial project • Visits to places of interest linked to topic / residential • Resources for outdoors/Outdoor learning course • Employ part time specialists for part PPA and Peripetetic (art/music/PE) • Trust Trio/AoLE team planning meetings 	<p>£720 £180</p> <p>£2,000 + £95course and £180 supply £16,845 Nil</p>	<p>School budget School budget Parents PTA part funded School budget</p>
---	--	--

Progress Measure

A purposeful authentic curriculum for PPS driven by 4 purposes being developed through a thematic approach and mapped across school. Pupil influence learning and are supported appropriately to make connections and links in their learning to use and apply skills and knowledge in different contexts

Most pupils are engaged, creative and curious learners. They understand and explain how they learn best

Organised, well-resourced, stimulating teaching and learning environment

The curriculum allows pupils to consider history from different perspectives.

Many learners use historical sources to develop their understanding of local, Welsh and BME history.

Most pupils are developing as ethically informed citizens.

Most pupils make connections between events in their local area to Wales and beyond.



PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

zone am I Posters', Colour Monster and 'how our brains work'.	understanding emotions		
Junior Dukes – Continue Junior equivalent of senior Duke of Edinburgh Award	Pupil Voice Leader tracks progress – Nov 2022, Apr 22 and evaluates award achievement Jun 22	<ul style="list-style-type: none"> • Opportunities for pupils to follow own interests and lead own learning • Improved pupil motivation and engagement • Development of wider skills through enrichment activities 	
Revisit Positive Relationships policy that outlines our expectations of behaviour. Promote our school values. Develop school RSE policy Charlotte Lowe emotional and mental health training inset. Jan 22	HT Analysis of Myselfie data Oct 21 and June 22 Policy by Jul 22	<ul style="list-style-type: none"> • Nearly all pupils have a range of positive character traits. • Nearly all pupils are confident individuals, who display good manners and are considerate and respectful towards others. • Nearly All pupils are building their mental and emotional well-being by developing confidence, resilience and empathy • All staff have a toolkit of strategies and resources to support own mental health and that of others. 	
Pupil attitudes to learning and My Voice questionnaires SLT analysis (Oct 21 and Jul 22) and feedback to teachers. Interventions including whole class strategies used to support individuals and groups of learners	SLT analysis of progress Jul 22	<ul style="list-style-type: none"> • Nearly all pupils have improved attitude to learning. Nearly all pupils show greater perseverance and motivation to their work. 	
<ul style="list-style-type: none"> • SLT analysis of individual reviews (Jul 21) to set staffing structure and arrange CPD for new academic year. • Staff supervision, counselling, emotional health and wellbeing self-assessment and mentor, one- page staff profiles. • HT cascade coaching training to SLT • Mindfulness sessions for staff and pupils 	Autumn 21 - SLT 1:1 meetings to listen to staff, build relationships and understand to act on any concerns.	<ul style="list-style-type: none"> • Staff have high morale and professional satisfaction • Staff are well supported with their own EI and wellbeing • Staff are well supported by a range of learning support professionals who can provide the additional capacity that is needed to meet the needs of every child • Staff are creators of vibrant, warm and caring environments that support pupil wellbeing and inspire learning. 	
Working with Governors		Working with the community	Support from others
Link Governors: H. Roberts / E. Davies / F. Mcready Self-evaluation processes involve governors through meetings with link governor undertaking L2L exercises and learning walks.		Junior Duke Award Sharing with parents on website and events.	LA School improvement officer signposting for sharing practice with other schools and colleagues.

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

Presentations and meetings with curriculum sub-committee. Feedback to Governors on Junior Duke work		
Resource Implications including CPD	Financial Implications	Source
Wb questionnaires and 1-page profiles MySelfie updates and training Junior Dukes Award Counselling Wellbeing Posters Charlotte Lowe training INSET	Internal cover for 1:1 staff interviews Nil £10 per pupil £40 per session (min of 6 sessions) £30 £1100	Parents School budget School budget Prof Dev grant

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

Action Plan for Improvement 2021-22 Care and assessment of pupil progress

Priority 4: (During transformational curriculum and ALN reform, begin) To implement ALNET and review assessment procedures to track progress of all pupils (link to priority 2 and 3) This supports developing our pupils as healthy, confident, individuals and ambitious learners.					
SE Estyn	UNCRC Article	National and Local Priorities (SLOs, NAPL, National Mission, EOs etc)	4 Purposes	Prof Standards	PM target
IA4 CSG IA2 Wb IA5 L	A 3: Everyone who works with children always does what is best for each child. A 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. A 14: To be safe	CCoS – Safeguarding, Poverty SLO – 1,2,3,4 ,5 NAPL – training EO – 1,2,3&4 WG - ALNET	A1, A5, A9 E3, E4, E5 EC1, EC3, EC4, EC6, H2, H4, H6, H8, H9, H10	Pedagogy Refining teaching, Collaboration, Prof Learning, Innovation, Leadership	
Rationale (why is this a priority - data link/evidence source)					
<p>Analysis of school data on return to school following the pandemic and end of summer inhouse assessments has identified a few pupils are not working at the level expected for their age and ability. The school has trained specific staff with effective pedagogies that develop independent learning skills and motivate learners in all groups to make accelerated progress by working more effectively alone and out of school. Specific staff lead catch-up literacy and numeracy groups using ALP grant.</p> <p>ALN Reform implementation Sept 21 – The school’s EDUKEY system currently holds all stated, School Action + and School support pupils’ information, recording and evidencing interventions and support individuals receive. However, the LA has purchased IMPULSE and there is an expectation for all schools to use this new system. PPS will take some time to transfer to new system.</p> <p>To implement new curriculum reform guidance on assessment, the school has been working closely with INCERTS (online tracking tool) to develop a new tracking system Taith 360, based on capturing effective and accurate assessments of individual pupils that can be used to track pupil progress. This will support the school to track progress of individuals, different groups of learners, and cohorts. Taith 360 will use progression steps as a basis for its tracking system. However, PPS recognizes assessment is wider. The school will seek to develop purposeful formative assessment models to accurately assess and support personalized pupil progress. (Link Priority 2)</p> <p>Around 7% of pupils at PPA have English as an additional language. See MEGRT Plan regarding how school supports these pupils effectively.</p>					
Action	Monitoring Who, How, When	Impact / Success Criteria / Outcome		Evaluation Aut / Spr / Sum (RAG narrative)	
<ul style="list-style-type: none"> Use all school data systems eg speech and lang screenings, Thrive and Teacher assessments to establish individuals and groups requiring appropriate interventions eg Thrive, counselling, positive play link to Priority 2. 	Oct 2021 - Leaders analyse data shared with teachers to inform planning, target individuals and build support for identified needs into whole class	<ul style="list-style-type: none"> Nearly all pupils make progress from their starting points Nearly all learners’ needs are appropriately met. Close RA and CA gap. Conceptual misconceptions reduced. 			

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

<ul style="list-style-type: none"> • NGRT and Abacus maths summer reasoning and counting and remembered facts tests as baselines to establish where chd are at, what needs reteaching, identify misconceptions and establish gaps in learning. (link to priority 1). ALP staff provide catchup in reading, writing and counting and remembered facts. 	<p>practice where appropriate. Periodically revisit to monitor individual pupil progress Dec 21, Feb 21, Apr 21 and June 21</p>		
<p>Transfer data from EDUKEY to Impulse. Team established to devise a clear decision-making process regarding provisioning ALN support.</p> <ul style="list-style-type: none"> • Clear expectation of what Universal • Provision looks like at PPS. • ALNCo continues to develop effective links with other schools to improve support for severe and complex needs. • ALN documentation and systems are in line with new legislation. • Provide relevant training at all levels to meet the needs of all learners across the school and deliver our ALN support. • Provide information and workshops for Parent/Carers to build clearer understanding of provision at PPS. • Continue to foster good relationships with outside agencies for the benefit of individuals and their families. 	<p>HT/ALNCo training and transfer of data to new LA system – Aut 21 ALNCo reports self-review information to SLT, Governors and LA effectively to move the school forward in implementing ALNET – ongoing</p> <p>ALNCo termly feedback to SLT/teachers on reviews and developments.</p>	<ul style="list-style-type: none"> • Efficient and effective system for capturing support PPS gives pupils with ALN. • One-stop shop for ALN. • Staff have a wide repertoire of strategies and more knowledgeable to meet the needs of nearly all pupils. • Excellent care, support and guidance offered to all stakeholders, which improves provision and standards for nearly all pupils. Thereby promoting improving relationships. • New ALN legislation beginning to impact all areas of related work throughout the school. • School systems and processes meet ALN Bill regulations. • Staff led by ALNCo have relevant training and information to carry out their directed work to support pupils. • The school engages in effective partnerships to build a high-quality workforce to meet the needs of all learners 	
<p>Assessment DHT/HT Work with Taith 360 (Incerts) to develop new tracking system aligned to CfW progression steps Critically examine purpose of assessment and what type of assessments (test, retrieval quizzes, diagnostic, marking, AfL) are essential - Adds</p>	<p>New system ready for Oct 2021 SLT L2L Dec 2021 SLT Book scrutiny Jan 22 feedback to teachers</p>	<ul style="list-style-type: none"> • New tracking system aligned to CfW progression steps and LNF. • Most pupils understand how well they are doing and know/can identify their next steps. 	



PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

<p>How do we make Assessment During Learning (ADL) more effective? What feedback is most effective in moving learning forward? How do we evidence progress rather than end of phase outcomes? How do we reduce and ultimately remove distance marking? How do we develop ADL though high-quality self and peer assessment? How do we help learners to be more aware about their progress?</p>	<p>Further scrutinies done as whole staff to review practices</p>	<ul style="list-style-type: none"> • 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. • Planning for progress impacts on outcomes • Staff use assessments to inform planning, and next steps that moves learning on. • Removal of pointless marking 	
<p>Update SEP - use https://gov.wales/rights-respect-equality-guidance-schools to review/introduce new practice in specific areas include transgender, dietary needs, HCP, ASD, breastfeeding, Makaton/BSL, staff training (DV, prevent, equality)</p>	<p>Annual monitoring/update HT/ALNCo</p>	<p>School meets statutory duty regarding equality Stakeholders understand the difference between equity and equality</p>	
Working with Governors		Working with the community	Support from others
<p>Link Governors: H. Roberts / R Thomas / P Smallbones Self-evaluation processes involve governors through meetings with link governor undertaking L2L exercises and learning walks. Presentations and meetings with SLT, staff, parents and govts.</p>	<p>Sharing practice with other schools and colleagues, Parent information sharing regarding ALNET Bill and ALN reform</p>	<p>LA ALN Team – training, updates and sharing with parents on website and events.</p>	
Resource Implications including CPD		Financial Implications	Source
<p>ALN & AoLE Leaders Noncontact for researching /Action Planning / Training /Coaching & Mentoring / monitoring / annual reviews Taith 360 (Incerts) annual subscription EDUKEY annual subscription – move to LA Impulse (no future cost) when roll out is ready MyConcern annual subscription 3 days supply for assessment release analysing data and APP meetings Thrive, Speech link subscriptions Signage for SEP – ELRS</p>		<p>Min 20 days - £3600 £1230 £792 £815 £480 XX £57</p>	<p>SCN PDG PDG PDG School budget PDG /ALP/Sc budget Sch budget</p>
Progress Measure			
<p>New tracking system implemented IDPs in one place; IDPs more efficient in capturing support child receives Streamlined appropriate, purposeful interventions to meet individual needs. End of year evaluation / impact statements and Termly SDP updates Greater pupil engagement and involvement in decision-making</p>			

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

Action Plan for Improvement 2021-22 Leadership

Priority 5: To develop all staff as leaders of learning to further improve standards through strengthening the school as a learning organization (minor)					
SE Estyn	UNCRC Article	National and Local Priorities (SLOs, NAPL, National Mission, EOs etc)	4 Purposes	Professional Standards	PM target
IA5 L IA1 L	A28: To an education A3: Everyone who works with children always does what is best for child.	CCoS - poverty, teacher workload WG - NAPL SLO – all and EO –1,2&3	A- E – EC- H-	Pedagogy – Refining, Advancing learning, Collaboration, Prof Learning Innovation, Leadership	
Rationale (why is this a priority - data link/evidence source)					
<p>In this time of curriculum reform, we recognise it is not possible to have a new curriculum, new professional standards, new assessment and accountability arrangements, development of new qualifications, and the proposed Curriculum and Assessment (Wales) Bill, without changing anything in our school. Developing our workforce is a priority if we are to achieve this. Schools no longer work to comparative data reports, instead there is a focus on individual progress as the accountability measure.</p> <p>The school has a highly effective team of staff and governors. Professional Assisting teaching, teaching and leadership Standards set out a continuum for professional development for the school workforce. Staff have self-evaluated against these standards and now need to revisit to ascertain any progress or setback because of lockdown. School closures forced a blended approach to learning and staff, pupils and parents learned new IT applications very quickly. School needs to ensure this approach is effective and understood by all stakeholders to be prepared should there be future enforced closures or should some pupils/staff find themselves learning/teaching from home. PPS learned from school closure and can ensure continuation of learning.</p> <p>Roles and responsibilities have been considered as part of a staffing review in Summer term 21. As a result, all staff are linked to a team according to interest, strengths, experience, expertise, and development need.</p>					
Action	Monitoring Who, How, When	Impact / Success Criteria / Outcome		Evaluation Aut / Spr / Sum (RAG narrative)	
<p>Developments/curriculum design based on Educational research conducted by Teachers/Trios.</p> <p>Lesson Studies/unseen teaching (Hawthorne Effect) support pedagogy and risk taking whilst undertaking backward design approach to curriculum planning.</p> <p>Baseline assessments carried out during the autumn term, intervention strategies during the spring term and assessment of impact in the summer term.</p>	<p>HT Reports to Governing Body</p> <p>SLT APP Termly meetings and outcome updates</p> <p>feedback to staff</p>	<ul style="list-style-type: none"> Teachers are critical consumers and active researchers. Evidencing progress rather than end of phase outcomes. Staff use assessments to inform planning, and next steps that moves learning on. Planning for progress impacts on outcomes. Staff who are outward-looking and committed to raising standards within and between schools. 			

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

<p>Research – Welsh history, locality eg industry, Welsh local sports persons, musicians, entrepreneurs, artists, Eg Can use of Film and Digital media impact on pupils’ writing skills? Differentiation or What feedback is most effective in moving learning forward? <i>Link to PM and other SDP priorities 21/22</i></p>		<ul style="list-style-type: none"> • Unseen observations remove judgement and give staff confidence to experiment. 	
<p>SLO WG provided an accurate analysis – very similar results from teachers and TAs. SLT revisiting Enabling Objectives plan, SLO toolkit to reflect on school systems and practices and staffing reviews used to inform CPD and identify SDP priorities for academic year, as well as evaluate progress of our school as a learning organisation. All staff revisit their self-assessment of their work using national professional standards. SLT conduct 1:1 interviews with staff – <i>link to priority 4</i></p> <p>Acceptance that cannot sustain highly effective in all areas as cohorts and aspects change and we want them to evolve and develop, particularly if we are being innovative.</p>	<p>SLT Jul- Sep 21 – use to inform SDP and training program SLT professional discussions with all staff as part of performance management cycle – by Dec 21</p>	<ul style="list-style-type: none"> • All staff have a greater understanding of their role, responsibilities, expectations and aspirations as outlined in standards. • All staff have opportunity to reflect on all aspects of school life, their role, give their opinions, affirm and celebrate their successes. • SLT ‘rose tinted specs’ removed. • Staff feel valued and involved in decision making. • An ethos of trust, honesty and integrity. • School is well led by leaders who will ensure that every teacher can improve through effective collaboration, innovation, professional learning and opportunities to provide professional leadership to others. • School is moving forward with systems that support shared vision. • School is reflective with honest evaluation. 	
<ul style="list-style-type: none"> • Whole staff undertake ‘dysfunctions of a team’ evaluation and SLT coach moving aspects of strength from good to excellent and aspect of weakness to good. • NQT supported by mentor • ALP – targeted pupils receive quality support in developing basic skills. Staff gain expertise and valuable CPD. 	<p>ERW Course leader feedback to HT as appropriate</p> <p>Mentor supports staff members as required – half termly progress against standards. LA feedback</p>	<ul style="list-style-type: none"> • Teams function effectively. • Clear expectations about effective middle management. • Support practitioners to identify areas for further professional development. • ALP - Recruited staff gain experience for NQT, school staff upskilled through 	



PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

<ul style="list-style-type: none"> • LT continue to support as ERW Lead TALP trainer and support TAs in completing modules in-house • Middle leaders continue their ERW course. • SLT access LA national coaching course. • OU Lead Partner School - Student mentors continue to further develop their role. • AoLE teams lead curriculum design 	Line manager progress tracking May 22	modelling and coaching, key teachers delivering ALP develop wider T&L toolkit		
Working with Governors		Working with the community		Support from others
Link Governors: A. Hussey/ F. McCready Self-evaluation processes involve governors through meetings with link governor undertaking L2L exercises and learning walks. Presentations and meetings with curriculum sub-committee.		Sharing with parents on website and events. Sharing practice with other schools and colleagues eg TALP		Working with outside agencies and other schools Coaching course LA
Resource Implications including CPD		Financial Implications	Source	
Middle leadership course – 2 staff Line managing TAs and training HLTA (ERW TALP lead practitioner) release time for supporting/leading training in-house and for ERW ALP – release teachers to lead targeted groups of learners. Recruited staff cover teachers' classes OU staff release SLT coaching and mentoring courses – Chrysalis and National programme		2 days supply – approx. £720 3 days supply – approx. £440 Income £2,000 4 days supply x 3 staff £1,500	Prof Learning grant School budget ERW grant ALP grant OU income Prof Learning grant	
Progress Measure				
CPD and course Log evaluations Personal learning files WG SLO survey				

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

[Summary of Professional Learning](#)

This is subject to change as courses become available. All staff complete reflective CPD logs. The PL Coordinator keeps a record of courses and impact. See Adds Program 2021/22 and course evaluation log end July 2022 for impact

Priority	Focus of Improvement	Lead	Staff	Sharing, Resources, Cost (ADDS – nil cost)
Num/Lit	Leaders termly course	GJ/AW SB/JC	all	Adds Materials £400 £1,800 supply cover
H & Wellbeing	Cluster PLC and Inset Charlotte Lowe	GJ/SB/JW	all	Adds £450 -3x0.5 days supply and £1,200 Inset
Into Film	Cluster PLC	GJ/SBI/RF	Teachers	Adds £150 course + £450 (3x0.5 days) supply
Assessment	Standardisation and Moderation	GJ/PS/JC/ /SB	Teachers	Adds and PDG- £1,125 (7.5 days)
Incerts	Updates of on-line assessments	SB/JW	Teachers	Adds/Inset- £1.400 annual subscription
Thrive	Pupil wellbeing identification and tracker	JW/AW/FP AR/RS	Teachers	£2,100 annual subscription, £800 training, £300 supply. RS/AR/FP weekly day release no cost. AW analysis and feedback to staff. Setting up interventions
Wellcomm Speech Link	Sp & Language screening and tracker	DT/RS/CK LT	Nursery staff	£150 supply to release staff for analysis and tracking, no cost delivery - £240 cover LT for Sp Link
My Concern	Recording CP and welfare issues	JW/HG	All staff	£720 annual subscription
Action research	Visit other schools		TAs	PPA and £360 – 2 days supply and £300 - materials
Assessment	Foundation Phase Profile	RF	EY staff	£90- 0.5 days department feedback
Monitoring	Coordinator/ SLT release for monitoring and development work	SLT	Teachers	15 days supply - £2250
Middle Leaders	Middle Leaders course	ERW	SBI/AW	5 days supply x 2 Action research feedback to teachers
Erasmus	European project – international schools	KT	SW	British Council Grant funding
STEM	PSQM – STEM programme	KT	All staff	Adds and supply cover. PSQM grants and RSS Grant
Mindfulness	Course	SW	All staff	£1,600 course and release time to deliver to classes

PENLLERGAER PRIMARY SCHOOL
SDP 2021-2022

[PRESS](#)



[TO GO TO TOP OF DOUMENT](#)