



# Ysgol Gynradd Pontlliw Primary School

Plannu I hadau dyfu am oes – planting the seeds for a lifetime of growth

RESPECT – PARCH. CARE – GOFAL COMMUNITY-GYMNUED



## School Development Plan Summary

### An Overview of the findings of the school's self-evaluation

- Pontlliw Primary has an extremely caring and inclusive ethos where pupils and adults feel highly valued. Staff know and respect the pupils, their families and the local community. Parents share a strong belief that the school welcomes and cares for their children exceptionally. As a result, the school is a happy place to learn and work.
- Leaders create a strong culture of mutual support working together towards the school's core values of 'Respect, Care and Community'.
- The school's curriculum is broad, balanced and enriched by a wide variety of school visitors and trips. These enhance the curriculum and provide authentic learning contexts and stimulating experiences which broaden the children experiences of the world and the world of work.
- Pupil's have a strong voice within the school and all pupils felt that they have a voice and were listened to. All pupils liked the school and all pupils participate regularly in a pupil voice groups and make decisions about the school and their own learning. Pupils well-being is a high priority within the school. All pupils felt safe, respected and knew who to turn to if they had any worries or concerns in their school.
- Teachers plan and deliver a wide variety of high quality authentic and valuable learning experiences to ensure pupils are provided with progressive skill-based lessons that promote and build on prior knowledge enhancing and developing pupil progress.
- The school has developed strong community links and has used these as a focus to develop integral skills and the four purposes alongside its own values. Pupils have a strong sense of community because of this and the local community is a key part of the school's life and work. Pupils are encouraged to actively engage with the community through a variety of opportunities to enhance where they live and develop a sense of pride and purpose towards their surroundings.
- The school has developed translingualism this year and is now developing the teaching of Welsh, French and English to enhance opportunities for pupils to develop their knowledge of the diverse cultural and linguistic nature of Wales and the wider world.

### Celebrations and Achievements

- The school has developed its understanding and awareness of diversity which culminated in a whole school diversity day. This has helped to embed our school values of respect, care and community. Pupils have an improved sense of belonging and show increased levels of kindness and empathy towards one another.
  - Effective support and high priority placed on well-being parental and pupil workshops. These have been delivered by a variety of providers including CAMHS out-reach, and these have provided support and strategies and advice to improve well-being and skills to improve resilience and emotional regulation.
  - Improved teaching and learning through the introduction of 'Trust Teams'. Teachers using professional learning to research teaching techniques and then applying these to improve learner independence.
- Accreditation:**  
Grand Theatre Primary Partners Performance.  
Brangwyn Hall Band-a-long concert Choir asked to sing in front of the First Minister for Wales.  
Football team attended the Swansea schools final

## During 2023-2024 we achieved...

### Priority 1 – Learning and Teaching

**Emergent writing PS1** – Children are more involved in emergent writing and staff have developed areas to promote writing within their classrooms. All PS1 Staff have received training and are accessing the Language, literacy and communication progression document to assist with teaching the skills.

**Rich texts/Grammar** – All staff received training from the performance specialist for literacy. Poetry has been mapped across all year groups and big questions. Grammar ladders are in all PS3 classrooms. All teaching staff use the progression documents for grammar teaching to ensure high expectations for individual learners.

**Numerical skills progression** – Hot and cold tasks assess pupils' knowledge of mathematical concepts prior and post teaching. Most children now confidently demonstrate the progress they have made in their learning and discuss next steps with confidence. Most teachers have a stronger knowledge of individual pupils' progress in mathematics.

**Independence** – Pupils independence has been worked on through 'trust teams' with a focus on metacognitive strategies. Staff found the collaborative process beneficial and all pupils involved demonstrated an improved level of independence.

**Diversity** – A diversity lead has been appointed and a pupil voice group created. RVE has been mapped across the school and staff have been trained in different religions. The school has had a diversity day and has a variety of diversity displays around the school. A wide variety of diversity lessons have been planned. Staff and pupils' knowledge of diversity have improved. Parents have also supported diversity lessons within the school.

**Progression** – All AoLe progression documents have been completed at a cluster and school level.

### Priority 2 – Well-being, Care, Support and Guidance

**Independent learning skills** – Missions are now more open-ended to improve independence and work is of a similar standard when completed independently.

**Mental and emotional health** – The school website has a page for emotional and mental health. Parental workshops have been run by CAMHS outreach. Provision for emotional and mental health is included in class information sharing sessions. Information is included in newsletter. Views have been analysed and gathered from all stakeholders and areas of strength and for development identified.

**Universal/targeted provision** – The cluster ALNCos have produced a Universal provision booklet that has been shared with all staff.

**Urdd** – Year 5 and 6 pupils have the opportunity to join Urdd. Year 5 attend Urdd Llangrannog residential.

### Priority 3 – Leadership and Management-

**AoLe monitoring** – All AoLe leads have completed the new monitoring forms and findings have been fed into the new SDP.

**Governors** – Governors have participated in self-evaluation activities, events, spoken to pupil voice groups and pupils. They have also attended a variety of training.

**Professional Learning Organisation** – Mrs L Davis is leading professional learning. Trust teams has allowed staff to carry out research and learning.

## During 2024- 2025 we need to....

### Priority 1 Learning and Teaching

-Improve standards in reading and writing in Progression step 1.

-Ensure all pupils have the opportunity to develop their skills and knowledge in a wider variety of scientific concepts.

-Further develop pupils' independence through the development of pedagogical approaches and strategies.

-Refine and review our Area of Learning progression documents.

### Priority 2 – Well-being, Care, Support and Guidance

-Develop all stakeholder's awareness and knowledge of behaviour strategies and policies to improve learner's wellbeing.

### Priority 3- Leadership and Management

-Refine and further develop assessment and feedback to ensure pupil progress.

-Further enhance attendance and the role of the family liaison officer to improve well-being and the support provided to pupils, families and the wider community.

## Why are we doing this in 2024 -2025....

### Priority 1 – Learning and Teaching

-Phonics skills and emergent writing skills were not being transferred into other areas of the classroom or curriculum. Revising the way these are taught and the teaching methods will impact on reading and spelling skills throughout the school.

-Creating the Science and Technology progression document for the new curriculum 2022 highlighted some scientific concepts that were only taught in one progression step or not in the required detail.

-Estyn recommendation: Improve opportunities for pupils to develop their independent learning skills and make decisions in relation to their learning (R1)

-The progression documents have now been completed and these now need to be used by staff alongside the curriculum to ensure that they are suitable for the pupils in our school and are progressive. They will be refined where necessary over the next year to ensure that the best progression of skills is provided for our pupils.

### Priority 2 -Well-being, Care, Support and guidance

-During the second cycle of the Whole School Approach to Emotional and Mental Wellbeing framework it was identified through the stakeholder's questionnaires, that how conflict and behaviour is dealt with needs to be revisited, in order to improve pupil's wellbeing.

### Priority 3 – Leadership and Management

-Through meetings, conferences and discussions with professional bodies, schools need to ensure that assessments align with the new curriculum 2022.

-School communities have changed and families, due to numerous factors are now requiring more support. Attendance has declined since COVID and Family liaison officers have been appointed to assist with this work.