



'Plannu hadau i dyfu am oes – Planting the seeds
for a lifetime of growth'



PONTLLIW PRIMARY SCHOOL

Ysgol Gynradd Pontlliw

School Development Plan
Sept 2024 - July 2025

Respect, Care, Community
Parch, Gofal, Gymuned

This document is based on the Education (School Development Plans) (Wales) Regulations 2014

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School Vision

Planting the seeds for a lifetime of growth – Plannau hadau i dyfy am oes – School motto

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School Context

Pontlliw Primary School is a community primary school situated in the village of Pontlliw in the East of Swansea off Junction 47 of the M4 motorway. Pontlliw School is a Victorian building which dates to the 1900's and has been extended twice. The main building accommodates 4 junior classes, the main hall, Junior library, intervention pod, offices and school kitchen. The extensions accommodate 4 infant classrooms and an infant library. Outside there is ample playground space, an outside classroom, pond area and small grassed area.

The school caters for pupils between the ages of three and eleven taught in single aged classes in Progression Steps 1, 2 and 3. The school has 7 single aged classes and a morning Nursery class. There are currently 215 pupils on roll (September 2024) numbers increase as the new nursery pupils start. Numbers at the school have remained consistent over the last 3 years. The schools' admission number is 26 and, all classes have now nearly reached or exceeded that number. The school is now over capacity with 9 statemented/IDP pupils. 9.1% of pupils are eligible for free school meals.

Context of the School Development Plan

The school development plan is developed in consultation and with feedback from staff, pupils, governors and parents. This is achieved via questionnaires, parental meeting feedback, forms, INSET days, pupil voice groups and professional discussions. Priorities within the school development plan are agreed from a variety of monitoring exercises, data analysis and National, Local priorities. These priorities are closely aligned with the Headteacher's performance management, staff performance management, school budget and school data. This ensures that there are clear links between self-evaluation processes and the school development plan to ensure school improvement.

The duration of this plan is from 1st September 2024 to 30th July 2025. All grants referred to within the school development plan will be spent by March 31st, 2025 (Unless the grant provider allows this to be carried forward).

Progress against the plan is reported in the Headteacher's Report to Governors, through three sub-committees (Learning and Teaching; Well-being, Care support and Guidance and Leadership and Management). The plan is reviewed and updated termly. Copies of the plan are given to the Governing Body and every member of school staff. The main priorities are shared with the pupils in a pupil friendly format. Parents receive updates of the plan via school newsletters which are available on the school website.

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 in 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 Pontlliw Primary School the appointed named person to lead the implementation of the framework are Mrs Lousie Davis and Mrs Amy Bennett. However, the whole school community works closely with a range of agencies who support well-being e.g Platform counselling service, Education Welfare Service, Out-reach CAMHs support worker, Early Help Hub, child and family services as well as accessing continued professional development.

The school's leadership team ensure that only those interventions with a sound or innovative and developing evidence base are delivered. Our overarching principles are:

- All children in Wales have rights under the UNCRC/UNCPRD 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.
- Our whole-school approach should be viewed as central to the success of learning about health and well-being and the four purposes of the new curriculum.
- It is the responsibility of all school staff to take a whole-school approach to the promotion of good mental health.
- Emotional well-being is fundamental and vital to a successful school environment and learning.
- The whole-school approach to emotional and mental well-being is achievable through effective leadership, a positive culture and co-productive implementation in partnership with all school stakeholders.
- Our whole-school approach puts the child at the centre of decisions made about them, enables the participation of the child, and relies on partnership and involvement with families, the community, other statutory bodies and the third sector. Activities within the school are part of a wider whole-system approach to emotional and mental well-being.
- The whole-school approach promotes equity for all, reducing variation in experiences and outcomes, and uses evidence-based practices consistently and transparently, in terms of both use of data for planning and any interventions.

Academic Year	Actions	RAYG Rating
2020-2021 Review Framework	Review Framework <ul style="list-style-type: none"> • Establish lead person and team. • Review framework • Share with staff and governors 	
2021-2022 Scoping Stage	Scoping Stage <ul style="list-style-type: none"> • Design and share questionnaires to gather stakeholders views, needs and strengths. • Evaluate 	
2022-2023 Action plan and implementation	Action plan and implementation <ul style="list-style-type: none"> • Develop and 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 	
2023-2024 Evaluation and Re-alignment	Evaluation and Re-alignment <ul style="list-style-type: none"> • Review effectiveness of measures in practice, consider key learnings in partnership with children and young people. 	

Review of previous year's priorities 2023-2024

1. Teaching & Learning

L1 Literacy – Improve independent, emergent writing in progression step 1.

All progression Step 1 classes have developed emergent writing areas within their classrooms. SLT and governor classroom observations and book looks have shown that most children are now more involved in emergent writing and there is more evidence of them participating in these types of activities. All PS1 staff have access to progression documents developed by LLC leads within the cluster, which clearly break down the necessary skills for writing, and support staff in developing next steps for groups and individual learners. LLC lead has provided training and support to staff to develop pedagogical skills within early writing. Staff have also conducted their own CPD to develop their own awareness of early writing skills.

Next step: Further Progress and development into progression step 1 of phonics and early writing stages.

L2 Literacy - Improve staff knowledge and confidence in how to use rich texts to teach grammar and poetry.

All teaching staff received training from the Literacy Performance specialist, Rebecca Wisby. Poetry has been mapped across the year groups and topic webs. All staff were given strategies and pedagogical examples. Grammar ladders are available in all progression step 3 classes. Grammar is taught in a context through class novels and comprehension. This was applied and seen in the planning review and book look that was carried out. All teaching staff use progression documents for LLC which clearly break down the expectations and progression for grammar for individual and groups of learners.

Next step: AoLE lead to monitor on monitoring days and to assess through questionnaire impact and future needs.

L3 Numeracy – Ensure children are building on previous numerical skills to ensure individual pupil progression.

A book look with focus on hot and cold tasks was carried out by SLT and Governors and feedback was provided to staff. This helped to develop consistency in use amongst staff. The template that was being used by the staff was then updated and implemented across the year groups. This was then monitored to ensure that staff were using it consistently. Governors and SLT listened to learners and noted that most learners were able to articulate their next steps and were proud of the progress they could see that they were making. They could identify next steps and talked enthusiastically about their learning. The majority of learners felt that they were challenged and knew how to ensure that they challenged themselves with their learning.

In years 2 – 6 the pupils are using the hot and cold task template and formative assessments provided to progress pupil's learning effectively. Most pupils are now able to confidently refer to the hot and cold task template to demonstrate the progress they have made in their learning and discuss next steps with confidence. Most teachers feel that their teaching of Mathematics and Numeracy is more specific and focused. Most teachers also feel that they have a stronger knowledge of pupil's progress in Mathematics and Numeracy.

Next step: To review and refine the use of hot and cold tasks and mathematical assessments.

T1 Teaching - Improve pupils independence through the development of pedagogy.

Pupil's independence has been worked on through staff's professional learning - Trust Teams. The focus was metacognition and developing pupil's independence. Staff and pupils in Reception, Year 2, Year 4 and Year 6 participated in Trust Teams process. Following the process and a staff questionnaire, all teachers felt that they had an improved understanding of metacognition and that they now have a very good/excellent understanding. All teachers state that they will use

Very
strong
Progress

metacognitive strategies in the class because these strategies improve pupil's independence. Using the specific pupils observed during the process, all pupils showed an improvement in their level of independence displayed during the tasks. Strategies have been shared with staff and governors to improve pupil's independence; through the research these will now be further integrated into lessons.

Next steps - Team 2 to complete further research and embed the use of Metacognition strategies to develop pupil independence.

T2 Learning - Improve the diversity of the curriculum, to reflect the minority ethnic perspectives, our cultures and heritage within our community and the wider world.

School has appointed a diversity lead. All teaching staff successfully attended ADDS to ensure the coverage of the RVE learning across all P steps. All staff are now following the progression document ensuring full progression. Most staff have completed twilight training provided by Partneriaeth on their relevant religions, this has impacted on the quality of lessons as staff knowledge has been integrated. All classes are now experiencing a range of RVE session throughout each term linked to Swansea/SACRE syllabus 2023. The school has held a diversity day and developed a 'diversity developers' pupil voice group. The group led the day and has held assemblies to explain and encourage a celebration of diversity. Each class chose their own relevant focus, all classes completed activities, and most children have begun to discuss their learning and have begun questioning diversity and what it means to their own community/family/school. The Diversity group have begun to develop the idea of an Anti-racist approach in line with the 2030 Welsh Government vision. The group chose to celebrate SRRC and develop posters to reflect their anti-racist learning. There is more diversity on display around the school and staff have completed diversity training and completed lessons around diversity. Diversity is now included in the curriculum and the 'diversity developers' are helping to raise awareness. Parents have also been asked to get involved and share their heritage and culture with the children. There have been numerous visitors to the school to discuss diversity and share with the children their experiences.

Next Step: To develop a celebration calendar which will reflect the diversity and culture within the school and community.

P1 – Develop a shared understanding of progression.

The school alongside its cluster schools has been working on its shared understanding of progression. All individual AoLE progression documents are now completed and will be refined over the coming academic year. They are progressive up to progression step 4 which is into secondary education, as all pupils in Year 6 within the cluster need to end primary school with the same skill set.

Next Step: To refine and review the school's AoLe progression documents.

Our pupil voice groups have said the following about the impact the targets have had on them:

Digital Dragons- We think that the hot and cold tasks give us a good understanding of which level of challenge to pick in Maths and that it has helped us learn more. We like the fact that it allows us to understand what we already know and what we are already good at. We enjoyed taking part in Diversity Day and learning about different cultures. We enjoyed learning about different religions & cultures and trying different foods in Year 2. We have enjoyed reading different books on inspirational people from different cultures.

Safety Soldiers - In PS1 we have been doing lots of writing with grown-ups and by ourselves! We like having a go at writing by ourselves and we are good at it! We have lots of chances to try writing by ourselves. In maths, cold tasks help us to learn more things and understand what we need to work on. They also help to know what we can already do well. We know that being independent means to do things by yourself. When the teachers came around to watch us learn, the questions helped us to think more for ourselves. It would be helpful to have the questions in class to help us all of the time. We enjoyed Cultural Diversity Day because it helped us learn about what goes on in different countries and cultures. The help that we have in school is good because it is there for all of us. Our

teachers know what we need help with. We have had the chance to try more sports, such as athletics, football, rounders, cricket, netball and rugby. We have enjoyed joining other schools for sports because we have all had the chance to have a go and it was good to play against other people.

Healthy Heroes – We like the cold tasks because they help us to find out what we need to learn about. We like doing things independently sometimes because we like to have a go at things ourselves- you have a chance to show the teacher what you can do and choose your own methods on how to tackle the problem. Hot Tasks are helpful because we can then apply everything, we have learned to show our teachers. We can see our progress well when we compare the cold task to the hot task and this makes us feel happy, proud, and therefore we feel endorphins release through our body. We have been to Swansea Bay with the Ospreys this year (Year 5 and 6) and got to play rugby against other schools. It was a good chance to do something fun and have a go at something new. We have had the opportunity to play in tournaments and matches against other schools, so it is nice to meet new people and play against other schools. Bronze Ambassadors had training on how to promote healthy living in schools. Athletics tournament. We are excited for Sports Day soon. Netball and Cricket tournaments against the cluster schools which is a good way to meet the people who will be in comp with us. We have been down the park to do a session with Action for Children and the Ospreys. It was fun. Doing sporting events are important and positive because they help children to get fresh air and exercise. Diversity Day was a day to learn and celebrate people's differences and cultures. Wore red for 'Show Racism the Red Card Day'. We listened to an assembly from the Diversity Developers about celebrating differences and did a lesson in our class. We now have a pupil voice group that focuses on diversity and helps to raise awareness about cultural issues. Autism Awareness Assembly. 'Dare to be you' Day- to celebrate our uniqueness and talents. We were allowed to wear our own clothes and share our talents with our class.

Criw Cymraeg – Hot and Cold tasks help us in lots of ways. It helps us to see what we might need more help with, and for the teachers to see what we might find difficult. It means we are set work that will challenge us, which makes us realise how capable we are and how much progress we have made.

Metacognition- We enjoy working with the teachers. The teachers were there to give us tips if we needed it but when we are asked to do tasks, such as the task where we had to monitor our heart rate and record it, we realised how independent we can be and that we don't need the teachers help for everything. Tracking our learning journal and feel that it is a positive thing because it helps for us to see any mistakes that we have made, and any improvements that we need to make. Having a list of tasks to do for the day (and we do them in the order we choose). Using Teams to set assignments. Letting us choose the way that we present our work e.g powerpoint, poster, etc.

Missions. We have been made more aware of the world around us, and everything that is going on around us. We have had "diversity day", where we did research into different cultures and created posters, looked at influential people (Colin Jackson), had assembly taken by the 'Diversity Developers' to educate us.

Diversity Developers - Make decisions about how I show what I have learnt, what I can do to help myself learn and how I move my learning to the next step. We have been able to choose our own resources to help us to solve problems. We now have challenges that have a level, and if I find a level too easy or not a challenge, I am able to move myself on – sometimes the teachers will give a level to begin on but then we can move on. The steps to success help us, they help us to work out the problems – In year 3 we are learning about the steps, and we have all tried them when we solve a problem. In Y4,5,6 we get to choose the steps to success and then change them if it doesn't work. We think that working in this way has let us choose the way we like to work and work more independently.

Have more opportunities to write by myself within my classroom. We like practising our handwriting in the morning, we do it in a book and with paint/sand..... We have lots of space to write and we like using the white boards and the writing templates to help us with our writing. We use lots of things to help us write, we use pencils and whiteboard pens, sometimes we have word banks and sometimes the teachers will help and write some of the words on a board for us to write. We have the letters on the wall to help us look at for writing. We could have more writing in the role-play areas. Sometimes we have word book that help us to write.

Know about the different cultures that live in my community and world. We had Diversity Day, and we did an assembly – and every class chose a different culture to learn about. Some classes did artwork, writing and dance. In Missions we have been able to take part in some activities that promote diversity, and we could make posters. We also had a SRRC day – we wore red to show our support. We think that we need more opportunities to read books from different cultures – if we have had a book which is about or written by another culture, we don't think we have been told. We think that it would be helpful to have a section in the library that we can choose culturally diverse books. We would like to have more visitors in the school to tell us about cultures. Some of our Topics in school have taught us about different countries and cultures.

Improve my knowledge of grammar and poetry. In some classes we are reminded about our grammar, especially full stops and capital letters. We are using our purple pens to look at the grammar and it helps us to correct our work. We would like to learn more about our grammar. We would like more poetry work; we could do poems on World Book Day.

Eco Warriors - They help us stay on task. · If you get something wrong the first time but then get taught it you can see and understand if you have learnt something new. · Like getting the ticks for hot task to show we have improved. · Helps us to improve on what we do. If you get something right, you have to push on to the next piece of work. If you get something wrong, it shows you need to learn it and can help you to understand. · Everyone felt it was positive.

· Year 6 get choice of tasks – tasks on the board and organize ourselves and manage our time. · Josh felt the questions helped him to be independent. · Might be useful to have the questions displayed in class. · Missions allow us to be independent. · Encouraged to solve our own problems. · Use of Teams in Year 6 – encourages independence. · PE – given chance to work independently. · Get to make choices in art in Year 6. · Chance to choose own missions. Diversity Day activities – research and posters in Year 6 about diversity, religion etc. Posters for Diversity Day in Y3. Looking at diverse influential figures in Wales. · Diversity Developers – new pupil voice group and have done assembly. Missions · Missions are fun! · Enjoy having the choice of different subjects to work on. · Enjoy choosing own activities. · Gives us chance to practise what we have been doing in the last few weeks e.g. linked to maths concept or our work on how the body works. · They mean we always have something to do. Big Questions · Year 3 loved learning about the rainforest. Enjoyed learning about food chains, adaptations etc. Knew the big question was ‘Why are rainforests important?’ · Year 6 found their question really interesting because they liked learning about how the body works and enjoyed the biology part of the topic. · Year 6 would like to learn about Geography but have covered a good range of subjects. · Year 4 feel they have a good range and enjoyed learning about circuits. Year 4 football tournament – enjoyed having the chance to go. · Year 6 – netball and beach rugby tournament. · Year 6 have enjoyed the cluster tournaments and have had the chance to participate in different sports, but cricket and rounders were cancelled. · Enjoy football club. · Some equipment needs replacing e.g. skipping ropes, netball hoops, a basketball. · Could we fill the ‘nothing’ day with something? · Most would prefer a mix of sports clubs rather than football every term.

2. Well-being, Care, Support & Guidance

WB1 Attitudes to learning - Improve opportunities for pupils to develop their independent learning skills and make decisions in relation to their learning

A pupil's independent learning journal has also been trialled in progression step 3. Independence through learning tasks has been encouraged with pupils choosing how to record their work and researching learning at the end of the big questions. Missions have also been made more open ended to develop independence. The pilot Year 6 class identified throughout the year how they felt their independent learning had progressed and every element displayed an improvement of independence through at least 1 stage and in several cases through two steps of independent learning. (see pupils' self-assessment).

Next steps: To encourage pupils to access resources independently and to develop in other progression steps.

WB2 Stakeholders – Develop stakeholders' awareness and knowledge of a variety of provision for mental & emotional health.

The school website now has a page where parents can access information about what provision the school has for mental and emotional health. The information is also included in school newsletters and the analysis of parental questionnaires. Information for provision for emotional and mental health is also included in each class's information sharing session for parents and the power points can also be accessed or sent to parents.

Next steps – N/A

CSG1-.ALN - Monitor and refine universal and targeted provision to support all learners.

The ALNCo has worked with cluster ALNCOs to develop a Universal Provision handbook, which will be used to support staff in ensuring all learners have access to universal provision, before discussing possible targeted provision with the school's ALNCo. The ALNCo has attended training on Universal Provision, which

Very
Good
Progress

helped to give manageable ideas for ensuring UP and TP is managed effectively. ALN staff have continued to further develop their knowledge in the many assessments available within the school to identify learners who may require targeted provision.

Next step - To further develop all the staff's knowledge of the assessments available to support with explaining information to parents.

CSG2 - Physical Development - Provide opportunities for children to compete in local/cluster competitions in a wide range of sports (URDD).

The cluster has produced a timetable for the year of sporting events. All Year 6 pupils had an opportunity to take part in cluster sporting events. These have been extremely successful and culminate in a day of sport for all the cluster year 6 classes to get to know each other to aid transition. The children have also had the opportunity to work with the Osprey, participate in beach rugby, Urdd run sporting events and outdoor pursuits through the residential in Borfa and Llangrannog. This year has seen our infants participate in a 5x 60 Officer initiative which Mrs Evans has been asked to showcase – Disney football. All girls who took part in Disney football reported that they enjoyed the sessions and progressed with confidence and football skills. A powerpoint was shared with governors. The school has also participated in the Swansea schools' boys and girls football tournaments for Years 3,4,5 and 6. There has also been a rugby match between us and a Carmarthen school which the children thoroughly enjoyed. Athletics season is starting, and we are competing against a variety of schools at the local University playing fields. There have also been netball matches.

Next steps: To develop sporting activities with Urdd.

Our pupil voice groups have said the following about the impact the targets have had on them:

Digital Dragons - We enjoy taking part in all of the sports after school clubs like Football, Athletics, Disney football and outdoor games club. We feel like there are a good range of sports and that this can help our health & well-being. We in Juniors have enjoyed going to lots of different tournaments such as Netball, Football, Beach Rugby and Athletics. It is nice to get to take part with other schools in our community and we get to know more people. Year 2 girls also enjoyed going to a Disney Football demonstration. We (the infants) enjoy the red caps coming on to the yard and playing activities with us- it is fun, and the red caps give us lots of help and explain the instructions well.

Improving our ICT skills in infants has allowed us to be more independent with missions as we are learning to log in ourselves. Also having signs around the classroom to explain activities help us to be more independent. Picking our own missions in Juniors allows us to be more independent as we have thought of them ourselves and so we have a good understanding of what we need to do.

3. Leadership and Management

LM1 Self-Evaluation – Improve AoLe monitoring reports to ensure they are evaluative and can be used in the SER.

All members of SLT have received training on evaluative writing improving their understanding of how to write with a more specific focus. Some monitoring forms have been adapted to include a more specific focus, providing a greater understanding of concise strengths and areas to develop. The course will help them write evaluative reports. AoLe action plans evaluations will be completed in the ESTYN evaluative writing style. AoLe monitoring days give to core AoLes or AoLes that have SIP priorities. Two completed, one day left to complete. All AoLes complete action plans and RAG rate throughout the year. All members of SLT have received training on evaluative writing improving their understanding of how to write with a more specific focus. Some monitoring forms have been adapted to include a more specific focus, providing a greater understanding of concise strengths and areas to develop.

Next steps: Review and monitor quality of evaluations completed at end of year by AoLe leads.

LM2 Self-Evaluation - Develop the strategic cycle for Governor involvement when evaluating school targets.

Governors have participated in at least one self-evaluation activity per term. They have been in to complete a health and safety audit with the safety soldiers, book look, listening to learners, talking to staff, received talks from pupil voice groups, viewed assemblies, visited with the school community events and received training from staff. Governors have also participated in training courses run by the Local Authority and participated in their committee meetings with pupils, staff and members of the local authority. Pupils have met with the majority of the pupil voice groups. However, eco warriors and diversity developers are still groups that

Strong Progress

need to be met with. There is also a book look to be completed in the second half of the Summer Term.

Next Steps: Completion of the second book look, meet with two outstanding pupil voice groups.

LM2 Professional Learning- Develop the school as a professional learning organisation.

The school appointed a new Professional Learning Lead – Mrs Louise Davis. She has attended numerous courses, and this has impacted on the professional learning of all staff. She has set up the Trust teams initiative which allows all teaching members of staff to be involved in professional research and learning. This year's focus as Metacognition and staff were able to select an element and put this into classroom practice, observe the practice across the whole school and evaluate the impact through observations, professional dialogue and discussions with pupils.

Next steps: To review the professional learning system and implement it for the next cohort of staff.

Our pupil voice groups have said the following about the impact the targets have had on them:

Digital Dragons - We think that it is very important to have the governors in so that we can show them all of the lovely things that we do in school.

Criw Cymraeg – It is lovely to have the governors' part of our school so that they can support us in making our school a better place. Everyone in our school has a voice to ensure that all of our pupils are safe, happy and making progress.

Summary of Priorities

Priority Area /Aligned Sub-committee	Headline School Priorities 2024-2025		2025-2026	2026 - 2027
Teaching and Learning (L) IA1	Literacy (E)	L1: Improve standards in reading and writing in Progression Step 1	Evaluate and review approaches being used.	Evaluate and refinement
	Science & Technology	L2: Ensure all pupils have the opportunity to develop their skills and knowledge in a wider variety of scientific concepts.	Evaluate coverage and learning opportunities of Scientific concepts, skills and opportunities	Evaluate and refinement
Teaching and Learning (T) IA1	Teaching	T1: Further develop pupil's independence through the development of pedagogical approaches and strategies.	Review and embed the pedagogical approaches	Evaluate and refinement
	Progression	T2: Review and refine our Area of Learning progression documents.	Evaluate and refine	Evaluate and refinement
Well-being, Care Support and Guidance (WB) IA2	Wellbeing	WB1: Develop all stakeholders awareness and knowledge of behaviour strategies and policies to improve pupil wellbeing.	Evaluate and review implementation.	Evaluate and refinement
Leading and Improving (LI) IA3	Assessment	LI1: Refine and further develop assessment and feedback to ensure pupil progress.	Evaluate, refine and further develop	Evaluate and refinement
	Attendance and Safeguarding	LI2: Further enhance attendance and the role of the family liaison officer to improve well-being and the support provided to pupils, families and their wider community.	Evaluate and review	Evaluate and refinement



Pupil Friendly Priorities



1. Starting seeds to improve reading and writing skills.
2. Experience a range of different Science topics.
3. Improve independence in my learning.
4. Improve the everyone's knowledge of how behaviour issues are dealt with.
5. Make progress in all areas of learning with the teachers help.
6. Improve our wellbeing through different approaches and ideas.

**Priority 1 – Teaching and Learning
“Curriculum, learning and teaching”**

Links

NIA- ESTYN	Vision	UNCRC	Nat. / local priorities	Governors	CFW	Pupil Group
IA1	“Planting the seeds for a lifetime of growth”	<p>A29 – Your right to become the best you can be.</p> <p>A28 – The right to an education</p>	<p>NP1: Improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience</p> <p>NP2: Reducing the impact of poverty on learners’ progression and attainment</p>	Teaching and Learning Committee Chair – Ian Humphreys	<p>Pedagogy</p> <p>Curriculum Design</p> <p>Four purposes</p> <p>Integral skills</p>	<p>Criw Cymraeg</p> <p>Digital Dragons</p> <p>Health Heroes</p> <p>School Ambassadors</p>
Targets			Rationale			
L1: Improve standards in reading and writing in Progression Step 1			Through a variety of self-evaluation strategies used within the school it was noted that pupils were finding progress in spelling difficult despite the teachers being upskilled in new teaching techniques and new activities to assist pupils to learn spelling words. It was also noted that pupils were able to recite the phonic rhymes and songs but were not applying them in the lower progression steps. Through staff and pupil discussions and observations it was identified that pupils’ phonic knowledge required improvement. This is aligned with the findings of PISA and the Welsh government. The LLC lead through monitoring activities identified that pupils early writing skills were not developing quite as expected.			
L2: Ensure all pupils have the opportunity to develop their skills and knowledge in a wider variety of scientific concepts.			Staff have been working on the AoLe progression documents within the school and across the cluster. The staff realised that within the Science and Technology progression document that certain concepts required to address all the skills required within the three progression steps were not evident within the schools Science mapping document or were not revisited within certain progression steps. This meant that our pupils were not gaining the breadth of scientific experiences that the new curriculum required.			
T1: Further develop pupil’s independence through the development of pedagogical approaches and strategies.			During our Estyn inspection (March 2023), it was identified by inspectors that many pupils take responsibility for aspects of their own learning. There is also a strong emphasis on pupil choice when planning for learning activities, which has a significant impact on pupil engagement in lessons. However, in general, pupils do not sufficiently develop their independent learning skills or make decisions in relation to their learning. Also, in a few instances, teachers direct the pupils to such an extent that it limits their opportunities to decide what and how they learn. The focus for the school is to now ensure that pupils independence is developed further to ensure that opportunities for them to develop their independent learning skills are opportunities for pupils to decide what they learn are maximised and not so teacher directed.			

T2: Review and refine our Area of Learning progression documents.	All schools within 'Wales have been working within clusters and at a school level on the AoLE progression documents. The school has been working on these and are now able to implement them to aid progression of skills. These documents now need to be reviewed and refined to ensure they reflect the vision, curriculum and learning within the school. This is to ensure that pupils will have progressive learning across all the AoLEs.	
Very good progress Strong progress Satisfactory progress Limited progress		
Resources	Professional Learning requirements	Costs
<ul style="list-style-type: none"> Cluster progression documentation Metacognition resources Pupils Learning Journals 	<ul style="list-style-type: none"> LA – learning advisor - Jenna Gravelle Cluster schools School Improvement Advisor 	
How can the wider community of the school enrich the priority?		
<ul style="list-style-type: none"> Use school to school support to identify resources and share good practice Network with cluster Invite experts to support with learning Invite parents to support with learning Access performance specialists to support with targets. 		

Priority 2 - Well-being, Care support, Guidance “Well-being equity and Inclusion”						
Links						
NIA - ESTYN	Vision	UNCRC	Nat. / local priorities	Governors	CFW	Pupil Group
IA2	“Planting the seeds for a lifetime of growth”	A19 – Your right not to be harmed and kept safe A12 – Your right to say what you think should happen and to be listened to. A3- All adults should do what is best for you. When adults make decisions, they should think about how they decision affect you.	NP1: Improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience NP2: Reducing the impact of poverty on learners’	Well-bring, Care, Support and Guidance committee Chair – Laura Wells	Health and well-being Four purposes ALNET	Healthy Heroes Safety Soldiers Super Ambassadors Sports Ambassadors

			progression and attainment			
Targets			Rationale			
WB1- Wellbeing- To develop all stakeholders awareness and knowledge of behaviour strategies and policies to improve learner wellbeing.			We are currently in the second cycle of using the Whole School Approach to Emotional and Mental Wellbeing Framework. All stakeholders completed the questionnaires and from analysing the pupil responses, it showed that some of our pupils felt that an area for development would be for all staff to deal with conflict in the same way every time. Although we have previously received restorative practice training as a staff, we have had new members of staff join the school since and it would benefit all staff to receive further training as a 'refresher', to ensure we are adhering to a consistent approach.			
Very good progress						
Strong progress						
Satisfactory progress						
Limited progress						
Resources			Professional Learning requirements		Costs	
<ul style="list-style-type: none"> HAPPEN survey SCRN questionnaire PASS questionnaire. Restorative practice resources Healthy schools' resources CAMHS out-reach resources 			<ul style="list-style-type: none"> LA support for restorative practice training CAMHS out-reach worker support 		<p>£300 (approx) School budget</p>	
How can the wider community of the school enrich the priority?						
<ul style="list-style-type: none"> Health Schools network Good practice identified in other schools Working with outside agencies to support learners and staff – CAMHS out-reach worker, behaviour support, healthy schools Playground buddies training Super Ambassadors 						

Priority 3 – Leading and Improving “Vision and Leadership”						
Links						
NIA - ESTYN	Vision	UNCRC	Nat. / local priorities	Governors	CfW	Pupil Group
IA3	“Planting the seeds for a lifetime of growth”	A28 - You have the right to education A3 – Everyone who works with children should do what is best for each child	NP1: Improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience. NP2: Reducing the impact of poverty on learners’ progression and attainment.	Leading and Improving Committee Chair – Ian Humphreys Digital Lead - G.Jones	Curriculum Design	School Ambassadors Healthy Heroes Digital Dragons
Targets		Rationale				
LI1 – Refine and further develop assessment and feedback to ensure pupil progress.		The SLT team through discussion with staff, professional learning, headteacher meetings and conferences has realised that there is a need to amend and review the assessments that the school is using to ensure that they are aligned with Curriculum 2022, the school’s vision and the curriculum that the school has developed for its pupils. It is important that teachers have a clear knowledge of where individual pupils are and how to move their learning to the next step. The progression step documents that the cluster and school have been working on will assist with this but this needs to run alongside informative and useful assessment. The SLT visited other schools to discuss how they have developed assessment, they gathered ideas for good practice and are looking to adapt this good practice to suit the needs of the school.				
LI2 - Further enhance attendance and the role of the family liaison officer to improve well-being and the support provided to pupils, families and their wider community.		We have seen a change in the needs of school community especially our families. Families are requiring more support in various areas such as managing their household, attendance, finances, and well-being. As a school we are committed to helping wherever we can but are limited by resources which can sometimes put restrictions on our efforts. The school has appointed a family liaison officer (FLO) to help to support our family's needs and the wider community. To address this, we are restructuring our systems to focus on supporting families and the wider community. This means we can priorities their needs and provide time to offer guidance and help in the areas they require.				
Very good progress Strong progress Satisfactory progress Limited progress						
Resources			Professional requirements			
<ul style="list-style-type: none"> School website SIMS attendance 			<ul style="list-style-type: none"> Support from FLO network School improvement adviser to challenge and support Head teacher and SMT colleagues to identify and share staff expertise 			
How can the wider community of the school enrich the priority?						
<ul style="list-style-type: none"> • Invite experts in to support with care, support and well-being • School to School - sharing good practice and resources • • Cluster Schools Partnership working 						

- Volunteers
- Links with external services eg SSCE • Enlist expertise from Governing Body

Post Inspection Action Plan 2023 (Last Inspection March 2023)

IA1 – Teaching and Learning “Teaching and Learning”					
Links					
IA - ESTYN	UNCRC	Nat. / local priorities	Governors	CFW	Pupil Group
IA 1	A29 – Your right to become the best you can be. A28 – The right to an education	<p>National Objective 1 – Learning guided by the four purposes, engaging experiences relevant today and in the future.</p> <p>National Objective 3. – high quality teaching and leadership where everyone benefits from the best professional learning.</p> <p>LA Priority 4 – Workforce – focus on quality teaching in every classroom, every day to drive up outcomes and accelerate progress.</p>	Teaching and Learning Committee Chair – Ian Humphreys	Pedagogy Four purposes Integral skills	Criw Cymraeg Digital Dragons School Ambassadors Curriculum Council
Targets		Rationale			
Improve opportunities for pupils to develop their independent learning skills and make decisions in relation to their learning.		During our Estyn inspection (March 2023), it was identified by inspectors that many pupils take responsibility for aspects of their own learning. There is also a strong emphasis on pupil choice when planning for learning activities, which has a significant impact on pupil engagement in lessons. However, in general, pupils do not sufficiently develop their independent learning skills or make decisions in relation to their learning. Also, in a few instances, teachers direct the pupils to such an extent that it limits their opportunities to decide what and how they learn. The focus for the school is to now ensure that pupils independence is developed further to ensure that opportunities for them to develop their independent learning skills are opportunities for pupils to decide what they learn are maximised and not so teacher directed.			
Very good progress					
Strong progress					
Satisfactory progress					
Limited progress					
Resources			Professional Learning requirements		Costs
<ul style="list-style-type: none"> • Continuum of learning 			<ul style="list-style-type: none"> • Partneriaeth • Gareth Coombes 		£600 (Professional Learning Grant) £600 (School Budget)

How can the wider community of the school enrich the priority?

- Use school to school support to identify resources and share good practice
- Network with cluster
- Invite experts to support with learning
- Attend Partneriaeth training courses

Formative Narrative

Pupils were given time at the end of a big question to research questions from the topic web and produced a mini lesson and presented to the class. IMPACT: Pupils are developing independence and confidence while presenting in class. Completed Autumn, Spring and will continue to do so in the Summer.

Learning Journals have been a success this year. Pupils have made progress. This process makes pupils aware of what is expected of them. IMPACT Pupils have gained a greater understanding of expectations in relation to own personal development and next steps to becoming / developing as independent learners.

Year 5 and 6 pupils have been trialling and choosing how they record their work in certain lessons. IMPACT: Pupils have gained in confidence and are showing an increased pride in their work. IMPACT: Most pupils' attitudes towards their learning have improved and they are proud to share their work with others.

Providing a structure for pupils to share their independent work – IMPACT: The SLT completed a book look. The book look showed that mission books now reflected the work that was being completed in other books in the class. A majority of pupils work in independent mission books is completed to the same standard of the work completed in the class books under the supervision of their teachers.

Developing pupils understanding of how they learn through the use of Trust teams. The staff implemented a variety of questioning techniques that enabled learners to become more independent in their learning choices. Staff implemented these within their classrooms on the request if the pupils and what they had found useful in the lessons through the trust teams. IMPACT: Many pupils are now able to use the questioning techniques to approach learning more independently.

Evaluation (Standards and Progress)

All staff have received basic training in Metacognition.

The first trust team has completed their professional learning based on improving pupil independence and have implemented the strategies that were found to be affective within their classrooms. Nearly all pupil responses stated that they found the metacognition promoted their independence and were useful.

Year 6 pupils piloted the new intendent learning journals. Most pupils reported that they find the learning journals useful for identifying the strategies they need to use to improve their independence and what strategies they are currently using.

Most pupils' independence and confidence has increased as a result of being able to research and teach their own questions related to their big question.

Priority 3 - Leadership & Management
"Vision and Leadership"

Links

NIA - ESTYN	UNCRC	Nat. / local priorities	Governors	CfW	Pupil Group
IA - 5	A28 - You have the right to education. A3 – Everyone who works with children should do what is best for each child	National Objective 1 – learning for life so that everyone in Wales learns, developing their knowledge and skills. National Objective 3 – A positive education experience for everyone, with	Leadership and Management Committee Chair – Gregg Jones	Engaging and stimulating learning experiences. Pedagogy	Curriculum Council Healthy Heroes Digital Dragons

		learners and staff supported with their wellbeing and resilience. LA Priority 1 – curriculum, teaching and assessment		4 purposes	
Targets		Rationale			
Ensure that members of the governing body play a full part in self-evaluation processes to support the school to identify all strengths and areas for improvement.		The March 2023 Estyn inspection identified that members of the governing body were extremely supportive of the school they receive detailed reports from the headteachers which focus on progress against the priorities in the improvement plan. However, since the COVID 19 pandemic, the governing body has not participated robustly enough in the school's self-evaluation processes as a result, governors do not have a comprehensive understanding of the school' strength and areas for improvement and this limits their ability to act as critical friends.			
Very good progress					
Strong progress					
Satisfactory progress					
Limited progress					
Resources			Professional requirements		
<ul style="list-style-type: none"> Self-evaluation 			<ul style="list-style-type: none"> Training Self-evaluation timetable and documentation Appropriate proformas 		
How can the wider community of the school enrich the priority?					
<ul style="list-style-type: none"> Pupil and Governor unit Pupil voice groups Health and Safety Officer Teaching Staff Headteacher School Improvement Officer 					

Premises – 3 Year Plan

Links

UNCRC	Nat. / local priorities	Governors	Pupil Groups
A31 Your right to relax and play	Safeguarding	Leadership and Management Committee Premises governor – D.Mathias	Safety Soldiers Eco Warriors

Outcomes:

To enhance, improve and maintain the school grounds for the safety and learning of all pupils.

Very good progress	Strong progress	Satisfactory progress	Limited progress
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Actions	Who? (named)	When? (actual dates)	Success Criteria	Type of monitoring & reporting mechanism	Who? (named)	Date Completed	Costs	RAG rating of progress							
								2023	2024	2025					
P1 - To stop ingress of water in chimney breast in staffroom.	CCOS - Hannah Leach surveyor	Ongoing	Water ingress no longer occurs.	PG H&S Checks CCOS H&S Audit	DM NO, AN		£500	Red	Red	Yellow	Green	Green			
P2 - Repainting Junior classrooms	Caretaker	Rolling program	Junior classes all repainted.	PG H&S Checks CCOS H&S Audit	DM, AN NO		£400	Red	Red	Red	Yellow	Yellow			
P3 - Creating a recycled greenhouse	Friends of Pontlliw park Caretaker	December 2021	Recycled greenhouse completed.	GB H&S Checks CCOS H&S Audit	AK, AN,		Donations	Red	Yellow	Yellow	Yellow	Yellow			
P9 - Re-Build bank which has been washed away.	Contractor	Summer 2022	Bank back filled.	PG H&S Checks CCOS H&S Audit	AN NO		£	Red	Red	Red	Yellow	Yellow			
P10 - Cleaning out external guttering	Volunteers	Spring Term 2022	All external gutters cleared.	Premises Manager	AN		£	Red	Yellow	Yellow	Green	Green			
P11 Replaster stair hall window and paint	CCos	Spring Term 2022	Window replastered and painted.	CCos, Water checks.	AN		£	Red	Red	Yellow	Yellow	Yellow			
P12 – Repainting staffroom after water ingress	Caretaker	Autumn term 2025	Water ingress no longer occurs.	Premise manager	AN		£100					Green			
P13 - Painting of parking spaces within school yard area.	ELRS	March 2022	Parking spaces repainted.	Caretaker, Premises manager	AN		£	Red	Red	Yellow	Green	Green			
P14 - repainting of school main corridor	Keith Miles	Summer 2024	Corridor repainted	Caretaker	AN	Autumn 2024					Red	Green			

HS4 – Asbestos training	All staff	Sept INSET	All staff have been trained in Asbestos.	INSET day minutes / Signed staff training log	AN	Sept 2023	Nil										
HS5 – New fire drill, EAP, NOP procedures and fire risk assessment.	AN	September INSET	All staff are aware of the procedures and processes related to Fire.	INSET day minutes / Signed staff training log.	AN	Sept 2023	Nil										
HS6 – Completion and renew of all 6 H&S mandatory course HT/DHT	AN & KC	Sept 2022– July 2024	Improved training and knowledge of H & S protocols and procedures	HT Report to Governors	AN	July 2024	£400 Supply cover										
HS7 – Completion of H&S Audit with LA H & S officer.	AN	Summer Term	Improvement of H & S procedures and practice.	LA report.	AN	June 2024	Nil										
HS8 – Health and safety classroom checks	Teaching Staff	Annual	All staff complete the H & S classroom audit and	H & S Audit CCos	AN	Feb 2024	TBC										
HS9 – First aid training	All staff	Renewal of training	All staff to complete emergency first aid at work training.	H & S CCos	AN	July 2025	£2,500 approx										
Total Cost: £3,000 approx with possible additional costs to be confirmed.																	

Grant Finance 2023- 2024

Source of funding	Purpose	Amount	Cross referenced to priorities in the SDP
Local Authority Education Grant (LACEG)	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 • Improving wellbeing 	£ 203,247	Priority L1, L2, T1, T2, WB1, LI1, LI2
Pupil Deprivation Grant (PDG)	Breaking the link between disadvantage and educational attainment (See PDG plan)	£31,307 eFSM £21,850 EY eFSM £5,750 LAC FSM £3,468.53	Priority L1, L2, T1, LI2,
Professional Learning Grant (PL)	The Professional Learning Grant will be used to support the continued professional learning for all staff ensuring effective practice and preparation towards implementation of the 2022 Curriculum for Wales	£3,575	Priority L1, L2, T1, T2, WB1, LI1, LI2
HWB Infrastructure grant (HWB)	To support the development of digital learning, increasing pupil access to a variety of technology and therefore digital learning.	£4,410.1	Priority L1, L2, T1, T2, LI1, LI2,
Curriculum for Wales Grant	To support the development of the CfW and promote cluster working and a shared understanding of progression.	£3,153	Priority L1, L2, T1, T2

Summary of Professional Learning

Our Governing Body considers the Professional Learning needs of all staff including leadership development, in relation to achieving the school improvement priorities.

Priority	Activity	Staff involved	Costs
Teaching and Learning	<ul style="list-style-type: none"> -Metacognition and improve pupil independence training with LA - Cluster working on progression -Developing knowledge of scientific concepts -Developing writing and phonic skills knowledge. 	Teachers HLTAs TAs (when possible)	£450 3x full day (supply cover)
Well-Being, Care, support and Guidance	<ul style="list-style-type: none"> -Restorative practice training -Behaviour methods and practice -Playground buddy -Stakeholder engagement -PASS -ELSA update training 	TAs HLTAs Humanities AoLe lead	£600 6x am (supply cover)
Leading and Improving	<ul style="list-style-type: none"> -Middle leadership -Estyn training -Family liaison officer -Health and safety -Safeguarding – Child Protection - 	HT / DHT HT Governors/TAs/Teaches/ Admin staff/HLTAs	£280 x4 half day cover 360 x2 days (supply cover) £900 x 5 days (supply cover)

School Development Plan Checklist 2024/2025

SDP Requirement	RAYG	Comments
Does a clear vision set the context for the SDP? For the school to make sustained improvements and move forward, it needs to have a clear purpose that is shared and understood by all. In setting its vision, a school should consider the context in which it operates and agree a vision that is both motivational and achievable and is underpinned by solid practical strategies.		Vision statement can be found at the start of the document. Bold statement regarding whole-school approach to well-being also included in SDP.
In drawing up the SDP, has school performance information been considered? (A SDP will be informed by the regular self-evaluation a school undertakes of its own performance and contextual data.)		The rationale for each priority explains what has been considered. Also see Self Evaluation Document:
National priorities in regulations are: (a) raising the standards of education in relation to literacy and numeracy; and (b) reducing the impact of poverty on educational attainment;		Each priority allows school leaders to link it to national priorities. Priorities reflect the school's commitment to reducing the impact of poverty and implementing a whole-school approach to well-being.
Is there evidence of monitoring, review and revision of the SDP? Is it a live document? How are revisions reported?		Each current priority has half termly RAYG rating and a final narrative section
Consultation In preparing or revising a school development plan the governing body must consult— (a) the head teacher of the school (if that person is not a member of the governing body); (b) registered pupils at the school; (c) parents of registered pupils; (d) school staff; and (e) such other persons as the governing body considers appropriate.		Given in the 'context of the plan' section.
Professional development strategy Details of the governing body's strategy for the current school year as to how it will further the professional development of staff at the school in order to meet the school improvement targets.		Each priority lists professional learning required to realise it and this is combined in a summary towards the end of the plan. The school will also take advantage of appropriate

<p>Does it include all staff and leadership development?</p> <p>It will provide a context for the performance management process for all staff. How does the school use the professional standards?</p>		<p>professional learning opportunities as they arise.</p>
<p>Working with the community</p> <p>Details of how the governing body will seek to meet the school improvement targets for the current school year by working with parents/carers of learners at the school, local residents, other schools, agencies and businesses, in seeking to achieve the school improvement priorities.</p>		<p>Each priority considers how the community can contribute to its realisation.</p>
<p>School staff and school resources</p> <p>Details of how the governing body will make best use of the— (a) current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year; and (b) school staff and school resources (including financial resources) the governing body anticipates will be available to it to meet the school improvement targets for the next 2 school years immediately proceeding the current school year.</p>		<p>Staff roles and responsibilities are clearly indicated along with costs of staff activity and resources.</p>
<p>Previous targets</p> <p>A brief statement setting out the extent to which the school improvement targets for previous school year were met and where they were not met fully a brief explanation as to the reasons for that failure. Schools should evaluate the effectiveness of targets that have been achieved, in terms of raising standards and improving outcomes for all learners.</p>		<p>A review of the previous targets is included in the SDP</p>

Clearly sets out actions the school will take in order to achieve its targets.		Each priority lists actions and offers an opportunity for the school to signpost evidence that informed the inclusion of said actions.
Clearly sets out expected outcomes as a result of achieving those targets. Outcomes should focus on the core purpose of school development planning, raising standards and improving outcomes for all learners.		Each priority considers what success will look like.
Clear success criteria and milestones against which intended improvements can be evaluated.		Success criteria (see above). Milestones included in actions.
The plan covers a rolling three-year period with year 1 containing detailed priorities and years 2 and 3 capturing high-level priorities and targets.		High-level priorities for years 2 & 3 are articulated within the plan.

	Addressing the recommendation	Aspects still requiring attention	Impact on standards and/or quality of provision	Work required on the next monitoring visit
Very Good Progress	Addresses the recommendation in all respects.	No aspects require further attention.	Very good impact on quality of provision.	School to maintain and build on improved practice.
Strong Progress	Addresses the recommendation in most respects.	Only minor aspects still require attention.	Positive impact on standards and/or quality of provision.	Most aspects covered already with little significant work left to do.
Satisfactory progress	Addresses the recommendation in many respects.	A few important aspects still require significant attention.	Limited impact on standards and/or quality of provision.	Majority of aspects addressed but still significant work to do in important areas.
Limited Progress	Does not meet the recommendation.	All or many aspects still awaiting attention.	No impact on standards and/or quality of provision.	Much work still todo and many aspects still to consider.