



# 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 is a nurturing, happy and hard-working school that places a high priority on the well-being of its staff and pupils. Leaders create a strong culture of mutual support working together towards the school's core values of 'Respect, Care, Community'.
- The school 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.
- Staff ensure that the local community is a key part of the school's life and work. As a result, the school forms a central part of community life and there is a strong culture of belonging and community pride.
- The school's curriculum provides a wide range of interesting and stimulating experiences across many of the areas of learning and experience. Pupils' views are an important part of the process of planning activities and, as a result, pupils apply themselves enthusiastically to their experiences.
- Pupils feel safe and secure in school. They are happy and feel respected. They are proud of their school and feel that their views are listened to.
- The school has a strong shared vision for teaching and learning, which is linked successfully to a purposeful curriculum. This approach promotes pupil well-being and learning effectively.
- The school provides numerous authentic and engaging learning experiences that develop pupils' knowledge and skills well. Teachers provide well-planned opportunities for pupils to develop their listening, speaking and numeracy skills in meaningful contexts across the curriculum.
- Teachers provide a variety of valuable experiences to promote pupils' moral and spiritual development. They provide regular opportunities for pupils to reflect on their rights, relationships and responsibilities, and to think about what they are thankful for.
- The school has a beneficial range of opportunities that helps pupils to develop a good understanding of Wales, their local community, and their place in it. The cultural, linguistic and diverse nature of Wales is embedded firmly in the curriculum.

### Celebrations and Achievements

\*School values have led to improved respect and kindness. This has led to a strong sense of belonging and community pride.

\*Effective support and high priority placed on staff and pupils' well-being.

\*Strong shared vision for teaching and learning, which is linked successfully to a purposeful curriculum.

\*Authentic and engaging learning experiences that develop pupils' knowledge and skills well.

\*Pupils behaviour is exceptional. They show respect for other people and the school environment which is often commented on by visitors and when the pupils visit external sites.

\*Pupil voice groups include all pupils and develop a strong sense of responsibility

#### Accreditation:

Siarter Iaith Silver Award

Published Case study Estyn - Parental Participation

Expressive Arts Lead teacher secondment

## During 2022-2023 we achieved...

### Priority 1 – Learning and Teaching

The school made strong progress towards its teaching and learning targets. Spelling - The action research carried out showed that pupils benefited from the use of retrieval techniques which are now implemented across all year groups. Independent work – Using maths in authentic contexts has improved through 'Bumbles of Honeywood' and Swansea enterprise projects. Pupils can now transfer numeracy skills into real life contexts and understand the purpose and application of these skills. Computational thinking – this was developed across the school through the introduction of the Digital Learning Den and staff training. Further strengthened by in house training for teaching assistants, therefore creating a whole school approach.

Choice and Challenge - provision has been developed through challenges within mission and bubble sessions with tasks the pupils' devise to consolidate prior learning.

Curriculum – increasing range of pupil requested and led clubs which involve the features of the 4 purposes. Pupil participation and leadership roles have increased.

Diversity – Involvement in a Partneriaeth multi-cultural literature project has increased the diversity of the literature used in classes and available in the school libraries. Termly topic plans now include more diversity.

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

Self-directed -. Pupils now trained in yard games and peer buddy scheme reintroduced. Self-directed time is more productive for all pupils. New game boxes bought and in place on infant yard. Timetable for games on Junior yard. Assessment for learning techniques – New progressive assessment for learning training and techniques introduced which have improved understanding of their next steps in their learning.

ALN – Strengthened variety of assessments and improved awareness of needs. Pupils and staff emotional and mental well-being – Staff have received training in a variety of mental health issues, alongside parents and pupils. A Bounce Back initiative for emotional health was introduced and pupils' feel well supported with their mental health. There are emotional regulation tools within classrooms.

### Priority 3 – Leadership and Management

Strengthen links with school community – A calendar of community events was produced for the year. Every class contributed to a community event in mental health week. The school has developed strong links with the community which was recognised in the recent inspection.

Refine school's self-evaluation cycle – The self-evaluation cycle was reviewed to be aligned with the new curriculum. This will need to be further monitored and

## During 2023- 2024 we need to....

### Priority 1 – Learning and Teaching

Improve standards of Literacy through improving the use of rich texts and poetry. Further develop opportunities for emergent writing to improve early writing skills.

Improve standards in Numeracy by ensuring pupils are building on previously learnt numerical skills to ensure individual pupil progression.

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

Improve opportunities for pupils to develop their independent learning skills by providing opportunities for them to make decisions in relation to their learning.

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

Develop stakeholders awareness and knowledge of the variety of provision for mental and emotional health that the school provides.

Monitor and refine Universal and targeted support to ensure all learners needs are being provided for.

Provide opportunities for pupils' to compete in a range of sporting activities including the Urdd.

### Priority 3- Leadership and Management

Improve the AoLe monitoring reports to ensure they are evaluative and are fed into the self-evaluation report.

Develop the strategic cycle for governor involvement when evaluating school targets.

Develop the school as a professional learning organisation.

## Why are we doing this in 2023 -2024....

### Priority 1 – Learning and Teaching

To raise standards in basic skills of writing and number skills. To further develop curriculum 2022 to reflect the community of Pontlliw. *Estyn*

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

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

To ensure that well-being remains at the heart of our curriculum and is a prominent feature of our vision improving well-being for pupils' and staff.

### Priority 3 – Leadership and Management

To improve outcomes for pupils' by ensuring that all stakeholders have a clear process of self-evaluation and all forms of monitoring feed into the self-evaluation cycle to ensure school improvement. *Estyn recommendation: 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 (R2)*