

Evaluation of SDP 2023-2024 priorities (previous year)

Priority	Success Criteria	Evaluation
<p>1. To improve effectiveness of leadership at all levels</p>	<p>1a. To develop a shared vision and agreed values of Penywaun ensuring it provides effective direction for the learning experiences and outcomes for all learners.</p> <p>1b. To complete the proposed review of the leadership and staffing structure of the school, ensuring roles and responsibilities are clear and equitable.</p> <p>1c. To ensure there is a rigorous and robust performance management process in place and consistently high-quality leadership across the school.</p> <p>1d. To develop robust self-evaluation processes, involving all stakeholders, which lead to clear evaluations of the school's work to improve provision and standards.</p> <p>1e. To develop the roles of Governors in challenging leaders on the pupil's progress and standards,</p>	<ul style="list-style-type: none"> • Leaders and staff have worked alongside stakeholders to create a clear vision and values that focus successfully on providing a strong sense of working together for the benefit of the pupils and set out the high expectations of the school. • Input from stakeholders has ensured ownership. A shared and accurate vision for the school. • There is a strong team ethos across the school that ensures that staff collaborate successfully to provide a strong sense of working together for the benefit of all pupils. • All staff are trained to carry out their roles and responsibilities effectively, as a result, pupils make good progress academically, socially and emotionally from their starting points. • Leaders accurately identify aspects of strengths and areas in need of improvement. However, there is a need for the wider staff to be more involved in the self-evaluation process. • Our SDP sets out a suitable range of priorities which focus very well on teaching and learning, pupils' well-being, attendance and leadership. • Improvements in the behaviour of many children. Fewer incidents have occurred as can be seen by incident reports and fewer fixed-term exclusions. • Leadership roles have further developed through working with CSC and LA partners, delivering staff training, and discussions with IP. Significant progress in areas of the report that nearly all SLT are responsible for. • PL has been more focused and staff have arranged more themselves. PL has had a positive impact on staff confidence and competence e.g. curriculum planning, numeracy,

	<p>particularly for the most vulnerable learners through the PDG.</p> <p>1f. Develop effective links with parents/carers and the community to improve engagement, experiences and outcomes for learners.</p>	<p>writing, teaching and learning as identified by CSC staff. Lesson observations highlighted areas for development with two teachers concerning writing and planning. Support was put in place through further training and working closely with CSC staff. Meeting with Gordon Bell and Curriculum lead this half term, improvements were noted for both teachers.</p>
<p>2. Improve provision for health, wellbeing and attendance</p>	<p>The school's behaviour and wellbeing policies are reviewed with all stakeholders, including the school council.</p> <p>Behaviour expectations, both whole school and classroom level, are agreed and maintained by all members of staff.</p> <p>Clear systems of rewards and consequences are established and maintained across the school.</p> <p>Assembly provision is reviewed and includes regular opportunities to communicate high standards of behaviour.</p> <p>Provision at break times and lunchtimes improves to engage</p>	<ul style="list-style-type: none"> • Governors have reviewed and accepted wellbeing policies and these have been shared with all Stakeholders including the school council. (relevant sections made child-friendly) • Behaviour Support Nia Williams observed behavioural issues within the school mainly KS2 and provided the school with an approach. Training was delivered and Nia also worked with individual children over a few weeks. • Staff were trained in and strategies were trialled with fixed strikes and reflection room time. To continue to develop this consistent approach in all ks2 classes from September 2024. • Thrive Reparative work developing well with SJ working with individuals on their Thrive Action Plans. When assessed nearly all pupils had met the majority of their current targets. • Assembly provision is reviewed weekly with nearly all children behaving appropriate manner. • A minority of children still present with unwanted behaviours which can be disruptive. Celebration Assemblies are held on a Friday to celebrate children's success in the classroom. They are also focused on class and whole school attendance.

	<p>nearly all learners. Staff are trained to provide effective support for all.</p> <p>Improve universal provision for all children using Thrive strategies and techniques, as well as targeted provision for children requiring this reparative work.</p> <p>Ensure tracking systems for attendance are effective in identifying trends and any specific causes for concern.</p> <p>Seek additional support from partners to improve attendance for children with the lowest %'s.</p> <p>Decrease the number of pupils with irregular attendance patterns.</p> <p>Increase the number of pupils with excellent attendance (95%+).</p>	<ul style="list-style-type: none"> • Break times are still challenging, and engaging all learners remains an ongoing challenge despite new equipment being bought for the playground to stimulate and keep them engaged.
<p>3. Improve standards of teaching and assessment</p>	<p>All staff have a clear understanding of what good and excellent teaching looks like at Penywaun and as a result standard of teaching and learning across the school are consistently good or better.</p>	<ul style="list-style-type: none"> • The DHT has developed school based 'Non-Negotiables' to improve the consistency of teaching standards. Overall, the quality of teaching varies across the school. Where teaching is effective, teachers build on pupils' prior knowledge, pupils understand what is expected of them and teachers use effective questioning and scaffolding to move learning on and to clarify pupils' understanding. Where teaching is less

	<p>Staff have accessed a good range of relevant PL which has impacted positively on improving their practice.</p> <p>Consistent planning expectations ensure that staff appropriately focus on the progressive skills, knowledge and understanding needed for learners to make good progress.</p> <p>Teachers ensure that learning activities are planned with an appropriate level of challenge for all pupils.</p> <p>Staff have developed a range of effective pedagogical practices which are consistently used across the school.</p> <p>Planned activities are engaging, and actively involve learners and are appropriate to the stage of the pupils to meet the needs of all groups of learners.</p> <p>SLT have an informed and consistent view of the quality of teaching and learning through regular monitoring</p>	<p>effective, activities are not well matched to the needs of the children and activities lack purpose.</p> <ul style="list-style-type: none"> • In Foundation Learning, activities remain largely adult led, with few opportunities for pupils to develop their independent learning skills effectively. Recently established routines and higher expectations of behaviour are having a positive impact on teaching and attitudes learning in the older classes. • The school’s Teaching and Learning Policy has been created, reviewed, and amended by teaching staff. This includes the school’s expectations for their approaches to teaching based on the Great Teacher Toolkit. PL opportunities have been shared with staff, however there is limited evidence of a strategic plan for professional learning, and this remains a priority for the school. • The FL audit has been completed with support from CSC staff. This identifies a number of areas for further improvement, particularly focussing on the indoor learning environments. • During the recent monitoring, improvements to the role play and reading areas were recognise, however pupils’ engagement in these areas was very limited due to the organisation of the learning activities. • The Assessment Policy has been shared and reviewed by staff. • Learning intentions are now shared with pupils, however this remains inconsistent. Clear success criteria, shared and constructed with pupils, remain inconsistent. • Marking is completed, and there is some evidence of pupils responding to marking comments, however, this is inconsistent. Older pupils, on occasion, are encouraged to respond to marking comments, edit their work and make improvements
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	<p>and evaluation activities to provide challenge and support.</p> <p>Governors are well informed about the quality of teaching and learning in the school and feel able to challenge school leaders.</p> <p>Complete the FL audit and produce an agreed plan to implement improvements in each FL classroom.</p> <p>There is a good range of appropriate resources easily accessible to develop independence and challenge.</p> <p>The principles and pedagogy of the foundation learning are effectively implemented in all classes.</p> <p>There is a structured planning process in place which includes long term, medium term and short-term goals and allows for effective differentiation.</p>	
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	<p>There is a clear vision which is well understood by all stakeholders and is influential in the work undertaken to implement Curriculum for Wales</p> <p>The CfW leader is effective in their strategic role that ensures the effective implementation of the Curriculum for Wales.</p> <p>CfW leader is able to accurately evaluate progress in the implementation of CfW and identify appropriate ways forward for future development.</p> <p>Staff are in receipt of high-quality support to co-construct their curriculum plans collaboratively.</p> <p>Staff are well trained in the delivery of the teaching of phonics.</p> <p>There is a consistent approach to the delivery of phonics lessons across the school.</p> <p>Regular, well planned and high-quality Guided Reading sessions take place.</p>	<p>Teachers are beginning to adapt their planning to consider the areas of learning and experience, in line with the implementation of the Curriculum for Wales. This work is at an early stage of development.</p> <p>The school has good examples where progression has been mapped successfully to inform assessment teaching such as in writing and numeracy. However, overall, the curriculum mapping and plans do not always develop pupils' knowledge and skills systematically and progressively enough as they move through the school in other areas of learning experience by having an overall coherent plan for curriculum delivery.</p> <p>The CfW lead has engaged well with the CSC curriculum specialist and has established clear actions for improvements including a two year planning overview, a curriculum design model and clearer planning processes. Further support continues to be needed for staff leading other areas of the curriculum, including wider AOLEs, Welsh, cross cutting themes to ensure all aspects of CfW are being provided for.</p> <p>Medium Term planning is happening across the progression steps which is linked to medium-term plans. In the best plans planning is differentiated and children in each group are given an activity.</p> <p>A bespoke White Rose numeracy Curriculum for Penywaun has been developed by the DHT and CSC advisers. All available assessment data has been evaluated and a draft action plan for further improvements has been drafted. Staff have received</p>
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<p>4. Improve the curriculum and provision for the progressive development of pupils' skills.</p>	<p>Support is provided for staff to improve their skills in developing children's writing.</p> <p>Progression in teaching of writing skills is planned and taught to ensure skills are developed through the school.</p> <p>Nearly all pupils develop their ability to write at length and are more independent in presenting their work as evidenced in improvement in pupils' writing and standards of progress.</p>	<p>training and will familiarise themselves with the new scheme, in readiness for it to be fully implemented in September.</p> <p>Many pupils make expected progress in developing their mathematics skills. In reception pupils begin to develop simple number skills, for instance when counting the number. By Year 2, many have a good understanding with processes, such as basic addition. For example, in identifying simple number bonds. By Year 6 many pupils work confidently with numbers and calculations. Many pupils use their understanding of number to solve problems, often involving money, effectively. The numeracy curriculum is ensuring a good range of mathematical concepts are covered and developed well with many pupils. Many teachers have developed a good range of approaches and resources to support pupils' conceptual understanding.</p> <p>Most teachers are using the CPA approach effectively, and from a pupil voice questionnaire, 60% of children enjoy maths more now with the introduction of manipulatives previously 37%.</p> <p>Personalised assessments (procedural) indicate that many older pupils have developed numeracy skills at the average or above levels when compared to other pupils nationally. This is less strong for younger pupils, with around half at or above the national average. Very few pupils have developed numeracy skills above the average across the school.</p>
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