

Penllergaer Primary School

Summary of Evaluation of School Development Plan (SDP) July 2017

- The school's self-evaluation report (SER) is updated at least annually and reflects a position statement of what we are about at Penllergaer identifying both our strengths and areas of development in all areas. It includes targets for our SDP for Sept 2016 – July 2017. Targets are derived from information received through monitoring at a range of levels, analysis of data and local and national priorities.
- Current National priorities are improving attendance, Digital Competency, narrowing the poverty gap, Successful Futures Report and raising standards in Literacy and Numeracy Framework. National Testing introduced in May 2012 focuses on Reading, Procedural numeracy and mathematical Reasoning.
- Our SDP is developed in consultation with Governors, Staff, Pupils and Parents.

Action Area - Standards in numeracy

To improve standards of numerical procedural and reasoning across the school as evidenced by National Numeracy Test data.

Link Governors: E. Davies

Outcomes: Strong Progress

- Standards at the end of Foundation Phase and key stage 2 and in National Numeracy tests remain good and compare favourably with LA and National averages.
- Book scrutiny undertaken by all teachers confirms most pupils make good progress across the school and there is evidence of coverage of all subject skills. All marking is thorough and moves the learner forward.
- Cluster Numeracy PLC focused on Counting and Remembered Facts. These skills have been mapped from Nursery to Year 6 in accordance to The Numeracy Framework. Penllergaer staff have ensured consistency and progression in developing concepts across the school.
- Every class does a daily Mathemateg Bob Dydd slot which has impacted positively on pupil outcomes.
- Analysis of National Test Data has shown areas of strengths and weaknesses across both key stages. Strengths in money and data handling. Focussed areas of development for next year include Time and Fractions.
- Parent Maths leaflets (available on school website and from class teacher) and Numeracy workshops support parents in understanding expectations for each year group and can best support their child at home.

Possible Targets for 2017/18

- To use ERW numeracy SOW as a backbone for planning, particularly in Foundation Phase to challenge more able.
- Cluster Numeracy PLC will be replaced with STEM PLC

Action Area - Standards in literacy

To raise standards in literacy across the school, with a particular focus on spelling and oracy.

Link Governor: Cllr. W. Fitzgerald

Outcomes: Strong Progress

- Subject leaders undertaken a book scrutiny exercise. Excellent evidence of extended writing and Literacy across the curriculum.
- Although standards at end of Foundation Phase and key stage 2 remain good, there has been a decline in the percentage of pupils from Y1-6 with a reading age equal to or above their chronological

age. Standardised scores in National Reading test have declined slightly on last year but remain similar to LA and Wales averages.

- Years 1-6 now use 'Pobble' effectively to develop oracy skills and story writing and to engage all learners.
- Resources purchased and distributed (The Comprehension Box) to use during guided reading sessions to promote the use of reading behaviours with all pupils. Guided Reading carousels trialled in KS2 last part of summer term.
- Hall wall display showcases progress in standards throughout the school in a specific genre.

Possible Targets for 2017/18

- To focus on raising standards reading standards across the school.
- Guided Reading daily carousels across KS 2.

Action Area - WELLBEING

To raise whole school attendance to 95.7%, through reducing the barriers to learning. (attendance 14/15 95.2%, 15/16 – 95.04%)

Link Governor: N. Gedrych/A. Crowley

Outcomes: strong

- 95.5% attendance (statutory school age) for 2016/17. Percentage of pupils off for illness has risen and is above the LA average. Absences during term time has risen slightly.
- Meetings have been convened with parents of children whose attendance is under 92%. During these meetings, parents are informed about school expectations and the impact on the child's education when their attendance is not satisfactory.
- Incentive scheme continues resulting in raised profile of attendance through Class league tables, weekly reward for best class, regular newsletter to parents, Prize for pupil with 100% attendance at end of year and certificates for 98% and above. This has impacted on pupils and parents understanding of importance of attendance. Prize draw of £50 vouchers for 4 pupils with 98+% attendance made at the end of the academic year. Every pupil with 98+ attendance at the end of every half term has a raffle ticket to place in the draw. Tombola prize draw as incentive is having marginal success. 1 pupil winner in LA incentivising programme was celebrated at whole school level.
- Penalty Notices have been issued to 2 Families.
- Improved pupil outcomes due to improved attendance.
- Parents are regularly reminded not to take leave during school term.
- Nearly all parents submit 'request for Absence form' prior to taking leave.
- Holidays are not automatically authorised.
- Absences during term time are impacting negatively on attendance targets.
- The school has developed good partnerships with Health, Social Services, Team Around the Family and Exchange Counselling service. All services impact positively on pupils' well-being.

Possible Targets for 2017/18

- Continued focus on raising attendance as it is not improving quick enough.
- Use more incentivising attendance programmes eg class reward.

Action area - Learning Experiences

To revise weekly planning (using the online tool Building Blocks) to incorporate Rich task material and facilitate curriculum mapping and coverage as well as support pupil assessment.

Link Governor: W. Meredith / E. Davies

Outcomes: Very Good Progress

- Data analysis evidences there is good correlation between teacher assessments and National Tests.
- Curriculum has been mapped to ensure it is broad and balanced and there is full coverage of skills and range.
- Successful Future four core purposes and the Digital Competency Framework is identified in planning. Teaching staff use Building Blocks to monitor the skills planned for and covered this year using the monitoring tool. Staff are using this information to support future planning.
- Subject leaders use Building Blocks to monitor the skills taught in their subject across the school. As a result, they have a greater understanding of their subject and are able to identify the skills in each year group / class that need to be addressed in future planning.

Possible Targets for 2017/18

Maintain work

Action area – Learning experiences ICT

To implement the new Digital Competency Framework and raise standards of Digital Competency.

Link Governor: Mr McNeil

Outcomes: Very Good Progress

- All support staff and Y1-6 pupils have access to Hwb
- ICT policies have been reviewed to meet current needs
- Pupil digital leaders established. They meet regularly and assist around school e.g. set up of chrome books
- Awareness of digital safety raised through whole school e-safety poster competition
- Learning Walk with Governor to review evidence of ICT across the curriculum from current academic year. This evidenced strengths in of Data handling and presenting information and ideas. Feedback given to staff at the start of Summer Term and development areas, such as safe use of gaming and social media outside of school are being addressed.
- Digital Leaders led safer internet day assembly. All classes taught a lesson about use of photographs online to raise awareness. They are involved in a Digital Triad with Terrace Road and Plasmarl Primaries and meet termly in each other's' schools to share good practice.

Possible Targets for 2017/18

- Cluster Leader of Learning to train staff on coding element and support ICT curriculum planning.

Action area - Teaching and Learning /Assessment

To enable pupils, especially in KS2 to take more responsibility for their own learning.

Link Governor: N. Gedrych

Outcomes: Very Good Progress

- Marking and Differentiation codes revised and used consistently across school to help pupils to develop their reflecting skills and know what they have done well or where they have misconceptions.
- Pupils receive effective feedback which is both written and oral and as a result most pupils know what they need to do to maintain and improve good progress. Feedback is related to pupil behaviour, specific learning skills and linked to the task or lesson content success criteria. This has a positive effect of raising pupil's self-esteem and increasing motivation.
- Where applicable questions are used within written teacher feedback which encourages pupils to reflect on the feedback and respond appropriately. Teacher feedback develops pupils' ability to assess their own and their peers' performance.

- Purple pen of progress and green pen for growth are two effective marking strategies that are impacting positively on pupil outcomes and standards.

Possible Targets for 2017/18

- To continue to explore ways of ensuring KS 2 pupils become more independent learners take responsibility for leading their own learning. SDP 2017/18 and Estyn 2016 Rec

Action area – Learning environment

To pilot ERW's Siarter Iaith as a vehicle to promote the Welsh language and improve standards and pupil outcomes of Welsh across the school.

Link Governor: W. Meredith/ E. Davies

Outcomes: Very Good Progress

- March 1st Eisteddfod was a huge success in promoting Welsh language and culture and raising profile within the community. Governors and PCSO's judged event. All children took part in the preliminary competitions. Art and craft entries were outstanding and many members from the community visited the exhibition, impressed with the quality and creativity shown. Subject leaders received excellent feedback from pupils who participated. The school is appreciative of the parental support with this event.
- Criw Cymraeg organised a Welsh cake stall as part of the St David's Day celebrations and raised nearly £200 to spend on Welsh resources.
- Criw Cymraeg meet regularly and distribute awards in weekly Merit Assembly. They have shared good practice with Cwmrhydyceirw Primary, Fenton Primary, Plasmarl Primary and Athrawes Fro from Cardiff Central South Region.
- Year 5 children attended a residential at Llangrannog and had the opportunity to extend their vocabulary and to consolidate the sentence patterns used in school.
- Book scrutiny carried out by Athrawes fro. Excellent feedback showing progression from last year and targets met.

Possible Targets for 2017/18

- To achieve Siarter Iaith Bronze Award

Action area – Leadership (IMPROVING QUALITY)

To move teaching from good to excellent using modelling and coaching to include lesson study observation and book scrutiny.

Link Governor: H. Roberts

Outcomes: Very Good Progress

- Subject leaders support colleagues through modelling, coaching and team teaching. This has impacted on consistent high standards.
- Subject leaders work closely with their link subject Governor. Governors have undertaken listen to learner exercises as part of monitoring standards and teaching and learning linked to their subject.
- Performance Management lesson observations conducted during March 2017, 100% judged as at least good, with 64% Excellent.

Possible Targets for 2017/18

To introduce Teacher Continua as a means of tracking progress of individual teacher teaching and learning skills.