






Sketty Primary School

SDP Summary (2021-2022)

SUMMARY OF PRIORITIES – 2021-2022	
Priority 1 Wellbeing – The planned curriculum and school ethos sets wellbeing at the heart of the curriculum and contributes positively to support the health, emotional and mental wellbeing of all	
Develop pupils understanding of their own physical emotional and mental wellbeing eg through classroom activities, worry boxes small group activities.	
Improve emotional wellbeing and resilience of pupils through mindfulness techniques.	
Develop pupil voice through re-establishing school council- Ambassadors scheme and school committees, questionnaires	
Establishing wellbeing spaces eg wellbeing shed.	
Respond to wellbeing issues raised through questionnaires eg My Selfie	
Develop Staff understanding of and raise confidence in teaching and talking about emotional and mental wellbeing.	
Develop Staff mental health and wellbeing policy.	

Significant investment has been made in well-being support for pupils, including us having a non-class based HLTA who provides well-being support across the school and a non-teaching ALNCo who provides additional support and works with groups of learners. Investment in the well-being shed and well-being spaces in the classroom have developed pupils' resilience and given them support strategies when they are having difficulties in school.

Pupil voice is a real strength of our school and having important roles in the school council and as part of committees give our pupils ownership of their school and the developments that are being made. Some examples of their recent input has been through the appointment of the school's new Deputy Head, re-writing the Anti-Bullying policy and representing the school at Rights workshops with the Children's Commissioner.

Priority 2 ALN-implement changes to ALN policies/procedure in readiness for the new ALN Jan '22	
Develop areas highlighted in school readiness survey.	
Work with cluster to establish agreed universal provision.	
Provide training for IDP's for pupils in Nursery Years 1,3 and 5	
Establish decision-making process to form a consistent approach across the school and cluster when identifying and moderating pupils who need extra support.	

Our ALN provision is another strength of our school and again shows the positive impact of our investment in having a non-teaching ALNCO. The implementation of our next step books shows progress made by our pupils in their intervention work

Termly concern meetings ensure that the ALNCo and Class teachers are regularly in contact and progress is monitored weekly through our Next Step books.

All Staff have all been trained in the implementation of the new bill, the designated ALN governor has also received training from the ALNCo, and parents have been made aware of the changes through the school website, where information and videos have been uploaded. Appropriate letters and information leaflets, have been sent out to parents of children who previously were highlighted as being on the school action or school action plus register. The school website is a source of information for all aspects of ALN including the ALNET bill.

The SMT and decision making panel received a day's training in the role out of the new bill and the decision making process. Our decision making meeting are planned annually, and include members of the SMT, class teachers, headteacher, ALNCo and follow the cluster protocol for identification of ALN within each class in the designated year groups. Decision making meetings discuss children already identified as being school action or school action plus. A review of the first decision amking meetings', is due to take place in the Summer term.

As a cluster we work closely to ensure consistency across schools, we meet twice a year to discuss provision, in light of the new changes. IDP moderation is also planned this term, on the agenda for discussion.

Priority 3 Creating and developing a new curriculum. The journey to 2022.	
Continue to work in AoLe's to Establish visions	
Create skill pathways to provide teachers with tools to attach activities.	
Revisit Literacy and numeracy frameworks to ensure they are the golden threads that weave through new curriculum.	
Create information videos/power points for parents/carers and governors	
Continue to develop pedagogical principles.	

Our curriculum developments show our commitment to the view from our doorstep, which is the driving force behind the Sketty curriculum. Year group plans have adapted to the new curriculum requirements and the LNF is woven seamlessly throughout. Pupil voice plays a large part in guiding the curriculum within each year group, with EPIC planning and POP embedded throughout the school, giving pupils ownership of their learning and experiences. Pupils are now more aware of the areas of learning and the four purposes, meaning they can articulate their learning in a cohesive way. Workshops for parents on the new curriculum ensure they are kept informed on developments and how we are responding to changes in education.

Priority 4 Develop school based processes for measuring pupil progression in line with the new curriculum	
Develop the role of Progression manager.	
Design progression arrangements alongside the design of the new curriculum.	
Develop processes that are continuous and are part of the day to day teaching that informs next steps in learning.	

Progression arrangements continue to be developed across the school and our curriculum. This remains a work in progress as we work closely with the cluster on a consistent and progressive approach across all areas of learning.

Priority 5 REBOOT – PROCESSES, STRATEGIES THAT HAVE BEEN SUSPENDED OR HALTED DUE TO COVID	
Reintroduce EPIC planning across school.	Stopped due to covid and online learning. Reintroduced from Sept '21
Reintroduce Children led Committees	Not possible due to bubbles and continuation into new academic year. Reintroduced from January 2022
Reintroduce the Buddy System with year 6 and Reception	Due to bubble regulations not possible. Children meet outside and play games. Reintroduced in September 2022.
Reintroduce Missions across the school	Re-introduced in September 2021
Re-establish Triads in line with new curriculum requirements and Performance Management.	Triads to be reintroduced in January 2023
Re-establish school as a Research based school through project with Swansea University/David Egan	Waiting for green light from university. HT and JH attended projects meeting in December 2022.
Continue Development of pedagogical principles working in partnership with consortia	Waiting for dates from regional consortia
Continue Development of outdoor learning focusing on areas immediately outside classrooms and forest area.	Building works finished, Areas beginning to be developed.

The re-implementation of these initiatives has empowered the children and ensured they feel a greater part of the learning process. Committees are a huge part of our school at Sketty, with each child from Year 2-6 involved in a committee and therefore having a sense of ownership of their school and what happens. Buddies is a rite of passage for our Year 6 pupils and they learn so much about themselves from having that 4/5-year-old to look after and help in school.

The triads approach fosters excellent relationship between teachers across the school and builds the capacity for improvement between all colleagues. Continuing our work as a research based school improves the learning experiences we provide our pupils, developing innovative new techniques for how the children learn and methods of recording.