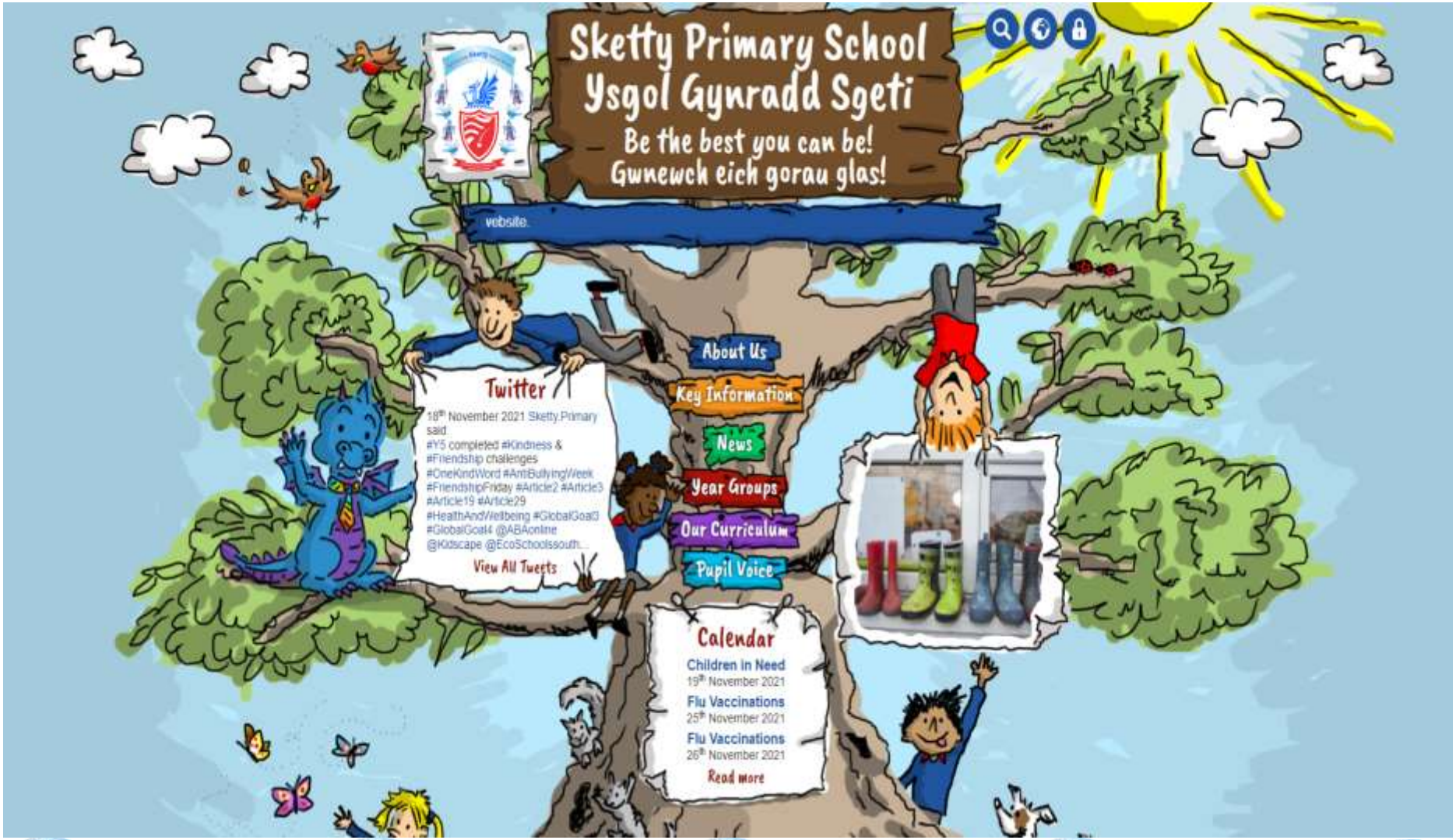
SKETTY PRIMARY SDP 2021-2022



Context

Sketty Primary school is situated on a large site with a pond, sports field, two playgrounds and a wooded area. Full-time equivalent pupil numbers have increased over the last few years and numbers in our nursery classes are promising for future growth. Current numbers on roll are 453 pupils (this figure includes our nursery children). the school is organised into 2 nursery sessions, 3 year groups serving foundation phase (6 classes) and 4 year groups in key stage 2 (8 classes) we have a complex staffing structure which includes 2 HLTA, 23 teachers including the head teacher. The head teacher took up post in Sketty in September 2017. The deputy-head has taken up a headship. For this term Miss L Johns continues to act up as deputy-head.

There are currently 155 pupils on the ALN/SEN register (as of November 2021). This includes 8 pupils with Statements of Special Educational Needs and currently 5 LAC pupil. All identified pupils are supported in a variety of ways in order to meet their individual needs. We have 1 child on a PSP. The number of pupils claiming free school meals is increasing, averaging at 6.8% and 5.3% over the last three years as an average. There have been no fixed term exclusions in the previous 12 months. Attendance currently stands at 93% (October 2021) We have had 63 cases of children contracting Covid 19 since September.

Vision statement

At Sketty Primary, our curriculum is led by the children, guided by the UN Convention on the Rights of the Child (UNCRC) and underpinned by cynefin.

We strive to provide our children with a progressive learning journey that reflects the four purposes, which is experiential, and skills driven and fosters a love for knowledge and lifelong learning.

Our curriculum is flexible and adaptable. It reflects and addresses, local, national and international events, promoting each learner as a Global Citizen who acts responsibly to ensure that the planet becomes more peaceful, sustainable and a fairer place to live.

The curriculum is relevant, purposeful, challenging and exciting. It will ensure our children are digitally literate and prepared for the challenges of living in an ever-advancing technological age.

Our children's well-being underpins the curriculum design, giving every learner the opportunity to become an independent thinker and learner, to be empathetic and become resilient. It respects and embraces diversity, giving careful thought to neurodiversity. Accountability is the responsibility of all. The curriculum is taught by talented, well-trained individuals, who utilise their expertise and nurture the pupils' talents and talents of the whole school community to ensure a high-quality learning experiences where every learner becomes "the best they can be."

"Come to the edge," he said.
"We can't, we're afraid!" they responded.
"Come to the edge," he said.
"We can't, We will fall!" they responded.
"Come to the edge," he said.
And so they came.
And he pushed them.
And they flew."

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.	
Priority 2 ALN-implement changes to ALN policies/procedure in readiness for the new ALN Jan ‘22	
Develop areas hi-lighted 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.	
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.	
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.	

Priority 5 REBOOT – PROCESSES, STRATEGIES THAT HAVE BEEN SUSPENDED OR HALTED DUE TO COVID	Update
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. Will be reconfigured and introduced January 22
Reintroduce the Buddy System with year 6 and Reception	Due to bubble regulations not possible. Children meet outside and play games.
Reintroduce Missions across the school	Re-introduced in September 2021
Re-establish Triads in line with new curriculum requirements and Performance Management.	Triads will reconvene in January'22 groups have been formed.
Re-establish school as a Research based school through project with Swansea University/David Egan	Waiting for green light from university
Continue Development of pedagogical principles working in partnership with consortia	Waiting for dates from Consortia
Continue Development of outdoor learning focusing on areas immediately outside classrooms and forest area.	Building works finished, Areas beginning to be developed.
Priority 6 Continue to ensure school is safe re – Covid 19 restrictions through review of Risk Assessment and schools framework.	Ongoing.

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	
National/Local Priorities Emotional and wellbeing framework Curriculum for Wales Additional Learning needs reform	Governor Links Staff links All Staff – Emotion Coaching specific to HT SK KP KL
Focus	Success Criteria
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 eg mindfulness techniques, pupil of the week, check ins 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. Staff questionnaires	Children across progression steps have a greater understanding of personal wellbeing. A whole school approach established to support wellbeing where children have strong relationships between each other and staff. Children talk freely about their needs and show understanding of others Vulnerable children identified early and networks of support established to support them. Staff have a good understanding of and are confident in talking about emotional and mental wellbeing. Staff are open and honest, and will share concerns and worries knowing there will be a supportive mechanism to help them. Staff are confident their concerns will be addressed and support given.
Actions **Link activities etc with Wellbeing aole** **Ensure activities are not an "add on" but part of the curriculum.** **Begin to create map of ongoing activities to ensure progression across progression steps** **Develop self-regulation areas/quiet areas in class room**	
<u>Areas for improvement</u> Staff not confident where to go if they need help. Map/leaflet needed to show staff what is available to support any issues or concerns they have.	
<u>MONITORING</u> Through use of questionnaires, regular checkin's for staff and children. Audit My Concern re children issues/concerns.	

Share Emotion Coaching diaries Evaluation of adds sessions	
NEXT STEPS	
Ensure wellbeing activities/strategies are not an add on and have a secure place in the curriculum. Monitor through planning and development of AOLE Prepare workshops for parents/carers re Emotion Coaching and resilience	
Staff development/professional learning required Emotion Coaching (PROFESSIONAL LEARNING DISSEMINATED TO STAFF THROUGH ADDS SESSIONS) Resilience training(PROFESSIONAL LEARNING DISSEMINATED THROUGH ADDS SESSIONS)	Cost £1000
SMT - HT SK KP	LINK TO NEIR

Priority 2 ALN-implement changes to ALN policies/procedure in readiness for the new ALN Jan '22	
National/Local Priorities Additional learning needs reform	Governor Links Rev Paul Mort Staff links ALNco TA support
Focus	Success Criteria

Develop areas hi-lighted in school readiness survey.	RAG rating of all requirements are at green
Work with cluster to establish agreed universal provision.	Universal provision map written and agreed by cluster
Provide training for IDP's for pupils in Nursery Years 1,3 and 5	Training needs identified and calendar of Adds sessions and inset day allocated.
Establish decision-making process to form a consistent approach across the school and cluster when identifying and moderating pupils who need extra support.	Decision making process established and clearly understood by staff parents/carers and governors
	Areas for Improvement Time allocation for all progression steps to meet with ALNco to discuss needs of children.
ACTIONS	MONITORING
See ALN action plan	Regular meetings between HT and ALNCO Regular updating of school readiness survey.
NEXT STEPS	
Plan Inset day to ensure all staff have the information they need to move forward. Re-look at allocation of TA'S across the progression steps. Governors to attend training.	
Staff development/professional learning required ALNCO to attend all LA and Consortia training. ALNCO to disseminate information to all staff	Cost £2000
SMT ALNCO part of SMT HT sharing ALNCO role.	LINK TO NEIR

Priority 3 Creating and developing a new curriculum. The journey to 2022.	
National/Local Priorities Curriculum for Wales 2022	Governor Links Curriculum Committee Staff links All staff
Focus	Success Criteria

Continue to work in AoLe's to Establish visions Create information videos/power points for parents/carers and governors	Visions created and articulated to all stake holders.
Revisit Literacy and numeracy frameworks to ensure they are the golden threads that weave through new curriculum.	All staff have a clear understanding of expectations to support pupil progress. Pupils understand their next steps in learning
Create skill pathways to provide teachers with tools to attach activities.	Matrix populated to show how each progression step works towards achieving the what matters statements and learning directives. (See plan)
School council – questions to all children re new curriculum what do they want it to be like?	Children have a voice in planning the new curriculum.
Continue to develop pedagogical principles driven by an enquiry/research based teaching and learning approach.	
Current Position	Areas for improvement
Curriculum - vision created by stake holders AoLe's established, vision for each AoLe created. Action plans established. 4 purposes continue to be embedded in planning, visible across the school. Children more aware of new curriculum. Equity model established Cynefin – being developed across the curriculum	Audit needed of Intergral skills
ACTIONS	MONITORING
Ensure all staff have access to schools framework	Aole lead for LLC to collate planning etc. Lessons observations Book Look Learning Walk
NEXT STEPS	
Staff development/professional learning required Access training from Stephanie Vaughan. Complete evaluation forms Audit use of new documentation in lessons Audit new timetabling of reading sessions and their impact	Cost£3000

SMT	LINK TO NEIR

Priority 4 Develop school based processes for measuring pupil progression in line with the new curriculum	
National/Local Priorities Curriculum for Wales	Governor Links Curriculum committee Staff links All staff
Focus	Success Criteria
Develop the role of Progression manager.	Progression Manager appointed Current assessment opportunities mapped and discussed. Specific development plan formulated

Design progression arrangements alongside the design of the new curriculum.	Consistent use of baseline assessments across the school ensure gaps in learning are identified and acted upon All learners understand their strengths and next steps in their learning.
Develop processes that are continuous and are part of the day to day teaching that informs next steps in learning.	Creation of a consistant approach to marking and feedback is retained and improved.
Current Position	Areas for improvement
Area currently running through Building Blocks	School needs to redesign assessment/progression arrangements Shared understanding of what progression is in Sketty Primary is needed.
ACTIONS	MONITORING
Review and develop progression in line with new curriculum that supports teaching and learning and ensures high expectations.	Aidit planning/books/talk to children to establish if assessment informs teaching and learning.
Develop specific plan for progression.	
NEXT STEPS	
Progression manager – allocated time to review current situation and formulate a plan to move forward.	
Staff development/professional learning required ADDS sessions re development of a Sketty approach to assessment/progression in line with the new curriculum.	Cost £2000
SMT All involved	LINK TO NEIR

Priority 5 REBOOT – PROCESSES, STRATEGIES THAT HAVE BEEN SUSPENDED OR HALTED DUE TO COVID	
National/Local Priorities Curriculum for Wales	Governor Links Curriculum Committee Staff links All staff
Focus	Success Criteria
Reintroduce EPIC planning across school. *Stopped due to covid and online learning.* *Reintroduced from Sept '21*	Children have a voice and contribute meaningfully to, and influence teaching and learning.
Reintroduce Children led Committees	Children's voice strengthened.

Not possible due to bubbles and continuation into new academic year. Will be reconfigured and introduced January 22	Children have a meaningful role in developing the direction of improvement for the school.
Reintroduce the Buddy System with year 6 and Reception *Due to bubble restrictions not possible. Children meet outside and play games.*	Children enjoy the responsibility and joy of having buddies.
Reintroduce Missions across the school *Re-introduced in September*	Children's development of interdependence is reflected in their independent approach to the ownership of their own learning through a missions approach.
Re-establish Triads in line with new curriculum requirements and Performance Management. *Triads will reconvene in January'22. Groups have been formed.*	Staff's professional dialogue will feed into the development plans of the school. Research will be the basis for change.
Re-establish school as a Research based school through project with Swansea University/David Egan *Waiting for green light from university*	Staff will be empowered to influence change within the school through a robust enquiry approach.
Continue Development of pedagogical principles working in partnership with consortia *Waiting for dates from Consortia*	The learning environment will enable children to access creativity problem solving critical thinking and learning through collaboration.
Continue Development of outdoor learning focusing on areas immediately outside classrooms and forest area. *Building works finished, Areas beginning to be developed.*	Improvement in provision that supports all 6 areas of learning and experiences through inquiry based learning. All staff understand the importance od outdoor learning to support a bespoke curriculum. Children access outdoor learning on at least a weekly basis.
Staff development/professional learning required Projects with university. Projects with Consortia Forest School training	Cost £12000
SMT All SMT involved	LINK TO NEIR

Priority 6 Continue to ensure school is safe re – Covid 19 restrictions through review of Risk Assessment and schools framework.	
National/Local Priorities Pandemic	Governor Links Chair of Governors Staff links All staff
Focus	Success Criteria
Ensure school is as safe an environment re-Covid restrictions for staff and children.	Limit cross contamination and contraction of Covid 19
New Framework	
CO2 Monitorss	
Current Position	Areas for improvement
	N/A
ACTIONS	MONITORING
Ensure all staff adhere to RA	Daily Monitoring of Risk Assessment
Monitor Lunchtimes Monitor midday cleaning. Ensure enough PPE soap hand sanitizer etc	

NEXT STEPS	
Respond to government guidelines re framework	
Staff development/professional learning required CO2 MONITOR TRAINING	Cost £4000
SMT HT oversees RA	LINK TO NEIR

Grant Finance 2021-2022		
EIG	£195,820	Staffing to support Foundation phase(Progression Step 1 and 2)
PDG	£35,650	Staff to support children across school with appropriate interventions to suite the needs of the child
RRS/ALP	£25,653	Staff to support catch up support across school, IT equipment(new touch screens)
PLG	£8465	Enable all staff to 1 day supply cover to develop curriculum AoLE
HWB INFRASTRUCTURE	£30,000	New touch screens across school(16 in total)
NQT PROGRAMMES 2 NQT SALARIES FUNDED BY WG		