THE RIGHT TO LEARN AND GO TO SCHOOL
~ Eich hawl i ddysgu a mynd i'r ysgol.~
Article 28

THE RIGHT TO BE THE BEST YOU CAN BE
~ Eich hawl i fod y gorau gallwch fod ~
Article 29

YSGOL GYNRADD SGETI/SKETTY PRIMARY SCHOOL
CYNLLUN DATBLYGU/DEVELOPMENT PLAN
2024-2025



This document is based on School improvement guidance: framework for evaluation, improvement and accountability 2022. **THE CONTENT OF THIS DOCUMENT WILL BE SUBJECT TO REVIEW ANNUALLY, AND FOLLOWING AN INSPECTION BY ESTYN**

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2024-2025



School Vision, context and plan context	Priority 1 – Continue to improve Welsh speaking skills across the school
National Priorities Content	Priority 2 – Develop Leadership Capacity within the school and the role of all staff in Self-Evaluation, Accountability and Improvement.
Grant Expenditure	Priority 3 – Further develop intervention and support strategies to enable all pupils to make progress and be the best they can be
Summary of Priorities for 2023/2024	Priority 4 - Review the teaching and learning experiences across the Mathematics and Numeracy and Science and Technology AoLEs
The school improvement priorities for the 2 school years immediately proceeding the current school year	Priority 5 – Review policies and procedures with an aim of raising attendance
Ongoing Activities	Summary of Professional Learning
Review of previous year's priorities	SDP checklist

PRESS TO GO TO TOP OF DOUMENT

School Vision

OUR VISION FOR THE NEW CURRICULUM

At Sketty Primary, our curriculum is child led and guided by the UN Convention on the Rights of the Child (UNCRC). We strive to provide our children with a progressive learning journey that reflects the four purposes, is skills driven and fosters a love for lifelong learning. Our curriculum is flexible and adaptable. It reflects and leads, local, national and international events, promoting each learner as a Global Citizen. It is relevant, purposeful, allows creativity and is exciting. It will ensure our children are digitally literate, 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 learner and develop resilience. It respects and embraces diversity, giving careful thought to neurodiversity. A curriculum for every child where accountability is the responsibility of all. Delivery of the curriculum is by talented, well-trained individuals who utilise expertise and exploit the talents of the whole school community to ensure a high quality leaning experience where every learner becomes "*the best they can be."*

"The best me I 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."
— **Guillaume Apollinaire**

PRESS TO GO TO TOP OF DOUMENT

MISSION STATEMENT

The school mission statement is **'Be the Best You Can Be'.** It shows our commitment to maximise every child's potential, whatever their potential may be. We place great emphasis on developing positive attitudes and relationships between all members of the school community to enable the children to achieve their very best.

Curriculum for Wales: The context for improvement. Vision for Successful Schools under the Curriculum for Wales

Learner Progress is central to the Curriculum for Wales, so progression needs to have similar importance within evaluation and improvement activities, and accountability processes. The School Improvement Guidance suggests that schools use the following 2 questions as a starting point for their improvement activities:-

The new 'national objectives' which Sketty has regard to when setting our improvement priorities are:-

- *Learning for life*
- *Breaking down barriers*
- *A positive education experience for everyone*
- *High quality teaching and leadership*
- *Community based learning*
- *Cymraeg belongs to us all*

(Our national mission: high standards and aspirations for all, WG 2023)

PRESS TO GO TO TOP OF DOUMENT

These are the contributory factors that we have built upon to ensure our curriculum is successful. *At Sketty Primary School, we:*

1. Enable all learners, and in particular, those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.

2. Continue to co-construct a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.

3. Ensure the school environment supports learners' and practitioners' well-being.

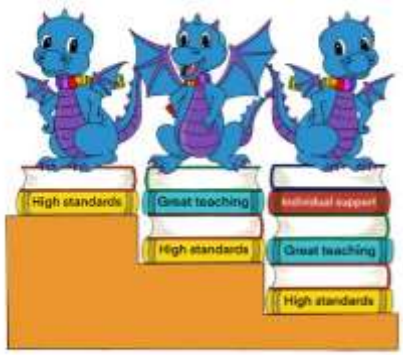
4. Support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.

5. Enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.

6. Embed reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.

7. We are at the heart of our community-building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.

8. Listen to children and young people as they engage with their learning and supporting them in achieving their aspirations.



PRESS TO GO TO TOP OF DOUMENT

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2024-2025

School Context

Sketty Primary School is situated in Swansea. At the start of the 2024-2025 academic year, the school had 470 pupils on roll between the ages of 3 and 11, taught in 16 classes. Numbers remain steady with a slight increase on last year in nursery applications. The average class size is 30, which is slightly above the Local Authority (LA) average of 27. The LA Pupil Admission Number is 63. Pupil mobility is at 2.5% which is significantly lower than the 8.7% LA average. 73% of pupils living in the catchment area attend the school. Around 5% of the pupils on roll live in areas classed in Welsh Index of Multiple Deprivation (WIMD) as being in the most deprived 30% of all areas. The number of pupils eligible for free school meals, has halved at nearly 5% and significantly below the LA average. There have been no fixed term exclusions or racial incidents recorded in the past 3 years. The school has 25% of pupils on the Additional Learning Needs (ALN) register and approximately this includes 16 children with an IDP 10% of pupils have English as an additional language (EAL). No pupils speak Welsh at home. There are 22 teachers at the school, including the Head Teacher, who was appointed in September 2017. The Deputy Head Teacher, was appointed in 2022. The school is a modern building on two levels situated on a large site. The extensive grounds, boasting a developed woodland, fields, yards, adventure playground and pond. The physical environment is well maintained, welcoming and vibrant. Sketty was inspected by Estyn in June 2023.

Context of the School Development Plan.

The School Development Plan has been created within the guidelines of the Framework for Evaluation, Improvement and Accountability

Information and Evidence for 'improvement planning' has been gathered and evaluated through honest, robust, evidence-based self-evaluation arrangements. The 3 main purposes for the use of this information is for:-

- ***Improvement** – for the learner*
- ***Accountability** – for governance purposes*
- ***Transparency** – for the wider citizen – telling them how well the school is doing*

This plan was written after consultation and input from the Head Teacher, pupils, parents or carers of pupils, school staff and the governing body. The consultation was carried out through INSET days, questionnaires and school council meetings. Due regard is given to the school's comparative data and pupil outcomes when creating the plan. The plan is formulated as part of the school's self-

PRESS TO GO TO TOP OF DOUMENT



evaluation procedures. The duration of this plan is from September 1st to July 21st. All grant funding referred to in this plan is to be spent by March 31st (unless grant provider allows carry forward).

The governing body will monitor and support the school's progress against the improvement targets for the current school year by working with:-

- Staff across the school
- Senior Leaders in aligned subcommittee meetings
- Pupils at the school and their families; and
- People who live and work in the locality in which the school is situated.

Progress against the plan is reported in each Head Teacher's Report to Governors and through the work of the various governor committees. The plan is reviewed and updated annually. Copies of the plan are given to the Governing Body and every member of school staff. A summary is available to other stakeholders on request.

The school has robust systems to review the previous year's targets. Learner Progress is central to these statements. On reviewing school improvement targets, we evaluate our performance through asking 2 questions:-

1. Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes?
2. Is the pace of learners' progress in line with the expectations of teachers and the curriculum?

As a school, we use these questions to help determine the lines of enquiry of subsequent self-evaluation and improvement. This carefully considers the progress made by specific groups of learners and the extent to which the school is helping to overcome the impact of poverty on attainment.

PRESS TO GO TO TOP OF DOUMENT

Curriculum for Wales – the context for improvement

NATIONAL PRIORITIES

Framework on embedding a whole-school approach to emotional and mental well-being
Cymraeg 2050: A million Welsh speakers
Additional Learning Needs and Education Tribunal (Wales) Act 2018
Supporting learner progression: assessment guidance

CONTENT	EVIDENCED IN SDP		REFERENCE TO STRATEGIC PRIORTY
Framework on embedding a whole-school approach to emotional and mental well-being	**YES**	**NO**	Priority 3 - Further develop intervention and support strategies to enable all pupils to make progress and be the best they can be.
Cymraeg 2050: A million Welsh speakers	**YES**	**NO**	Priority 1 – Continue to develop Welsh oracy skills across the school.
Additional Learning Needs and Education Tribunal (Wales) Act 2018	**YES**	**NO**	Priority 3 - Further develop intervention and support strategies to enable all pupils to make progress and be the best they can be.
Supporting learner progression: assessment guidance	**YES**	**NO**	Priority 4 - Review the teaching and learning experiences and assessment opportunities across the Science and Technology and Mathematics and Numeracy AoLEs.

PRESS TO GO TO TOP OF DOUMENT

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2024-2025

Grant Finance 2024-25			
Source of Funding	**Purpose**	**Sum**	**Cross-referenced to priorities in the SDP**
Education Improvement Grant	Ensure each pupil profits from excellent teaching and learning, focusing on • Improving Literacy • Improving Numeracy Breaking the link between disadvantage and educational attainment	**£193,913** **NB – All of the EIG for 2024 – 2025 is allocated to staffing the Foundation Phase.**	Priority 3 Priority 4
Pupil Development Grant	**Reducing education inequalities and a focus on Equity and Wellbeing for every learner** Breaking the link between disadvantage and educational attainment.	**£47,317** **(£29,100 funded through eligibility for Free School Meals & £5,750 Early Years allocation)** **Majority of funding used for staffing to support children's interventions.** **Grant used to ensure children have access to all extra- curricular experiences excursions and**	Priority 3 Priority 4

PRESS TO GO TO TOP OF DOUMENT

		residentials etc	
RRRS: ALP	Recruit, recover, raise standards: Accelerated learning Programme	**£26667.95**	Priority 3 Priority 4
Professional Learning	Enable staff to access time and training to be upskilled aligned with the requisites of the new curriculum and ALN Bill	**£7394.00**	
Period dignity grant	Stamp out period poverty	**£725**	
ALN	Continues to support introduction of the ALN Bill	**£10146**	
Arts Council	Year 4 project.	**£1000**	
HWB infrastructure	Enhancing opportunities for children to develop their digital competency across the curriculum using up to date high quality equipment	**£9000.00**	

Key: **EIG spend**, **PDG spend**, **RRRS: ALP,** **School spend**

PRESS TO GO TO TOP OF DOUMENT

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2024-2025



Summary of priorities 2024/25

National priorities underpin our school development:

- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- reducing the impact of poverty on learners' progression and attainment

Priority	SI Overarching areas for Self Improvement			UNCRC Article
1. Continue to improve Welsh speaking skills across the school	*Vision and Leadership*	*Curriculum, Teaching & Learning*	*Wellbeing, Equity and Improvement*	A3 - do the best for a child. A7– name and nationality A8- belonging and identity A28 – have an education. A29 – be the best you can be
2. Develop Leadership Capacity within the school and the role of all staff in Self-Evaluation, Accountability and Improvement	*Vision and Leadership*	*Curriculum, Teaching & Learning*	*Wellbeing, Equity and Improvement*	A3- do the best for a child A28- have an education
3. Further develop intervention and support strategies to enable all pupils to make progress and be the best they can be.	*Vision and Leadership*	*Curriculum, Teaching & Learning*	*Wellbeing, Equity and Improvement*	A3- do the best for a child A12 - Say what you think should happen and be listened to. A28- have an education A29 – be the best you can be
4. Review the teaching and learning experiences and assessment opportunities across the Science and Technology and Mathematics and Numeracy AoLEs.	*Vision and Leadership*	*Curriculum, Teaching & Learning*	*Wellbeing, Equity and Improvement*	A3- do the best for a child A12 - Say what you think should happen and be listened to. A28- have an education A29 – be the best you can be
5. Review policies and procedures with an aim of raising attendance.	*Vision and Leadership*	*Curriculum, Teaching & Learning*	*Wellbeing, Equity and Improvement*	A3- do the best for a child A19 – be safe A28- have an education

PRESS TO GO TO TOP OF DOUMENT

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2024-2025



The school improvement priorities for the 2 school years immediately proceeding the current school year.

Aspect	YEAR 2	YEAR 3
Learning – Teaching and Curriculum	Review curriculum coverage and explore What Matters Statements, reviewing planning accordingly Cluster work on progression within and across the school Continue to monitor Welsh oracy Develop outdoor learning across school	Continue to refine and review the curriculum
Wellbeing /Care	Continue Attendance drive Continue to Strengthen Intervention groups – Wellcomm, DCD, Positive Play, S&L Link, ELSA training BUSS Reassessment of Healthy Schools/Eco Flag	Evaluate impact of intervention groups and refine provision accordingly. Evaluate impact of outdoor learning and refine provision accordingly.
Leadership	Continue to develop the role of teachers as leaders across the school - self-reflection using prof standards Further develop leadership capacity through coaching and mentoring, middle leader programme Mentor and induct new staff Continue to refine self-evaluation processes – learning walks, book scrutiny and lesson studies to make accurate judgements and move teaching and learning from good to excellent Continue to develop the role of parents in their children's education through e.g. workshops, volunteers and outdoor and indoor play.	Embed parent support information
	Premises Review current H&S, safeguarding procedures to ensure that they continue to meet requirements. LA audit with Lisa Collins/Rob Lynch (site security)	**Premises** Full H and S review – LA audit

PRESS TO GO TO TOP OF DOUMENT

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2024-2025



ONGOING/BACKGROUND ACTIVITIES

TARGET	TIMESCALE	PERSON RESPONSIBLE	COST
ALN Annual report to Governors	Summer term	ALN GOV /ALNCo	NIL
Analysis of class data/pupil progress	Termly	HT, DHT, ALNCo, Teachers	2 supply days a term
IDP writing and reviews, PCR, ALN support timetable & intervention programs according to need	Ongoing	ALNCo	NIL - ALNCO TIME
Local colleges/universities link for training students/student mentoring	Termly	DHT	N/A
Pupil Voice groups	Half termly	All teachers	NIL
Criw Cymraeg –Gold Siarter Iaith /Lang of Month	Summer Term	JG/SLT	1 supply day a term
ECO council	Half termly	KP	NIL
Healthy Schools	Half termly	LC	NIL
MEGRT Monitoring and Record keeping	Annual survey	ALNCo	MEGRT Grant
Reporting to parents /parents' consultations	Termly	Teachers	NIL
Curriculum monitoring/standards	On-going programme	AoLE teams	PD time/ADDS
Teaching &Learning monitoring	Termly	DHT, SLT	NIL
Performance management teachers/support staff	Autumn/Summer	HT for teachers/SLT for TAs	3 supply days a term
Analysis / feedback of tests	Summer Term	DHT	NIL
AoLe Team annual review of policies and Action plans	Ongoing	AoLE teams	PD time/ADDS
Health & Safety checks eg Fire Risk Assessments.	Annual audit /Termly check	DHT	NIL
Pupil / Parent / staff / Gov questionnaires	Autumn	DHT	NIL
ELKLAN/Wellcomm support for staff /pupils	On –going	ALNCo/Support staff	NIL
Ed Psych and ALNCo planning	On –going	ALNCo	NIL - ALNCo Time
In-house Standardisation and moderation	Termly	SLT	ADDS
Governor class visits and subject link meeting	Annual programme	Leaders/Govs	NIL
After School / extra-curricular clubs	Weekly programme	Teachers/TAs	NIL
Safeguarding procedures and site security	Ongoing	HT, DHT	NIL

PRESS TO GO TO TOP OF DOUMENT

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2024-2025

Review of previous year's priorities
(September 2023-July 2024)

PRIORITY	
Priority 1 - **Refine self-evaluation processes to ensure that leaders consistently identify the impact of improvement strategies on pupils' learning and progress.**	
Over the year good progress has been with our self-evaluation processes. A new calendar of activities was established at the start of the academic year which outlines all activities to be carried out throughout the year. This has been closely monitored with all planned activities being completed and improvements being made as a result. All staff have been involved in Self-Evaluation sessions and as a result all feel part of the improvement process. All teachers have worked in TRIADS groups to look at their own practice in relation to one of our SDP targets. As a result, all teachers have now become more self-reflective, have learnt from each other and contributed to the development of one of our whole school priorities. All teachers also attended Self-Evaluation training from LA officers and now have a much better understanding of the Self-Evaluation process and their role within it at our school. Next step is to continue to develop our quality assurance templates.	**Good Progress**
Priority 2 - **Improve pupils' Welsh speaking skills**	
Continuing to improve Welsh oracy skills has been a huge focus this year at Sketty. The new Welsh Leader has brought a fresh energy with great enthusiasm and drive to improve pupils' oracy skills. However, it has been a collective team effort with all teachers working together in their Progression Steps, setting an action plan for improvements in their area and working collaboratively across the school on targets for Siarter Iaith. As a result, pupils and staff are more confident in using their Welsh language skills in the classroom and around the school. There is a true Welsh buzz around the school with Ffa-la-la songs being heard from Nursery right up to Year 3 and plans to take these even further in the new academic year with Progression Step 3. Our successful year culminated with the successful achievement of the Siarter Iaith Silver Award in July 2024 which highlights the progress made. ***"Since the ESTYN inspection, there has been significant improvement in Welsh oracy skills and bilingualism among staff and pupils in Sketty Primary School. Staff have engaged in targeted professional development, enhancing their proficiency and confidence in using Welsh, which in turn has enriched classroom interactions and curriculum delivery. Pupils have shown marked progress in their ability to communicate effectively in Welsh, benefiting from immersive language experiences and structured new support programs. This focus on bilingualism has fostered a more inclusive and dynamic learning environment, reflecting the school's commitment to promoting linguistic diversity and cultural heritage."***	**Strong Progress**

PRESS TO GO TO TOP OF DOUMENT



Priority 3 - Review EAL provision across the school	
Sketty Primary has continued to make strong progress in its provision for ME learners. The development of provision for ME and EAL learners has been a school priority throughout this year. Actions to support the development of this have included providing half termly staff training about EAL provision, holding admissions meetings for all new EAL learners and working towards becoming a School of Sanctuary. Alongside a clear vision from the EAL co-ordinator and other senior leaders, the school has made strong progress against all priority actions and will continue to develop them to ensure that they are fully embedded into school practices and procedures. Overall, the school has moved from 'established' to 'embedded and sustained' and has made progress in the following categories: Whole School Approach, Funding/Resourcing/Professional Learning and Teaching and Learning. The school is committed to providing professional learning opportunities for staff and has developed dedicated CPD time to enable staff to do this. This has supported the progress towards developing provision for ME and EAL learners, as staff have had the opportunity to engage in professional learning that has upskilled their knowledge and understanding, which therefore benefits learners. All staff receive dedicated CPD time each Friday afternoon and there have been a number of opportunities for staff to develop their knowledge through in-house training sessions. These include multilingualism, the Bell Foundation assessment framework and translanguaging. Teaching staff now have a greater awareness of different tools and how these can support learners and are developing their ability to use these tools when planning learning activities. Furthermore, the EAL co-ordinator ensures that all staff are aware of relevant professional learning opportunities. The EAL co-ordinator attended the Partneriaeth 'Multilingualism and Translanguaging' conference during the Autumn term and following this made links with Pam Cole, who has provided support and advice for developing this throughout the school. There has been a focus on multilingualism and ensuring that languages, and the celebration of them, are more prominent throughout this school. This includes introducing new languages during the register, learning phrases of the languages spoken in the class, developing the use of translation tools to support learning and introducing Language of the Month. This has enabled staff to develop a good understanding of their learners and multilingualism is becoming embedded across the school. The school will now start to develop an understanding of translanguaging and how this can support learners. We are very proud to have received the School of Sanctuary award. Becoming a SoS has helped the school to	**Strong Progress**

PRESS TO GO TO TOP OF DOUMENT



embed inclusivity and welcoming throughout the school and has supported the learners in developing an understanding of the world around them and how they can make their school more welcoming and inclusive. For example, making suggestions for how to reflect the diversity of the school in the upcoming school fete. All learners have engaged in the learning about sanctuary seekers, in a way that is appropriate to them, which has had a positive impact on all learners. A rotation of assemblies has been established linked to Language of the Month, SoS, rights and links to awareness days that support the development of inclusive practices. The school plans to share our work towards becoming a SoS with their cluster schools and parents. We have established stronger links with the community and invited parents to be involved in school life. Using Language of the Month has supported the development of links with parents and the community. Parents have been invited into school to share their culture and language via Class Dojo and there has been a good response to this. This has also helped the school to develop a good understanding of the language repertoires of parents, therefore enabling them to get to know the school community better. A pop-up café is held each Friday for parents to attend. Moreover, through discussion with the EAL co-ordinator, the school has developed a good understanding of the community and is keen to continue developing links with them. The EAL co-ordinator has a clear vision for the continued development of provision for ME and EAL learners and works in conjunction with other senior leaders to identify ways forward. Although many priority actions have been 'completed' this year, the school is keen to continue developing them to ensure that they become intrinsic to practices and procedures. Additionally, professional learning for all staff has been highlighted as a priority this year, as well as reviewing the new staff induction handbook to ensure it reflects that school's values and priorities.	
Priority 4 - Develop the school further as a community focused schools by auditing schools current links with the community and formulate a plan to strengthen existing links and develop new ones	
Strong progress has been made in further developing Sketty as a community focussed school. Over the year we have made a number of new community links, including with St Helens rugby ground as part of a project with Aberystwyth University on the Battle of Swansea which won a Heritage award in July 2024. As a result of this work, our Year 6 learners have a much greater understanding of Cynefin. Our school has continued to work closely with our local churches, including a wonderful opportunity for learners to understand the events of the Easter with an immersive retelling, including a real life donkey, at All Souls Church. Our Reception learners attended Sketty Community Church where they experienced a wedding as part of their topic on	**Strong Progress**

PRESS TO GO TO TOP OF DOUMENT



Celebrations. Fortnightly community cafes have been established at Sketty Community Church, which have been led by our Year 6 learners. This has provided learners with an excellent opportunity to develop their independence and prepare them for the journey to secondary school. During our Welsh fortnight, a number of further links were made as we had visits from Dunvant Male Voice Choir, Menter Iaith and a number of other Welsh speakers from the local community. As a result, our learners have been further immersed in the Welsh language and experienced the benefits of speaking the Welsh language. ALN coffee mornings for parents have been successfully held with a number of different groups including Snap Cymru and Action for Children. These have benefitted our parents greatly. Over the academic year, our singing club have also developed close links with local charities and organisations, performing at local churches to raise money for Breast Cancer Awareness and to entertain residents at care homes within the community. The singing club have also linked up with Abbey Players, a local amateur dramatic society, and performed in a summer concert for the local community. Our school is part of the Big Conversation and over the year, our Rights Respecting team have attended a range of sessions where they have had the opportunity to share their thoughts and experiences on playtimes, school dinners, disability and healthy relationships. They also were invited to the Big Intergenerational Conversation where they shared stories and experiences with members of all ages. This has developed their understanding of their role within our school and the community and showed them how young people can be change makers for the future.	

PRESS TO GO TO TOP OF DOUMENT

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2024-2025



STRATEGIC PRIORITY: Continue to develop Welsh oracy skills across the school

RATIONALE:
This continues to be a priority for the school following our ESTYN inspection in July 2023. Huge improvements have been made over the last year with an increasing emphasis on creating a whole school approach to learning the language together, driven by our new Welsh language lead.

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person (to include governors)	Timeline	Funding (to include grant funding)	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners (Reference documents or pages of documents from quality assurance timetable)
a) To raise standards and usage of incidental Welsh throughout the school.	• Patrwm yr wythnos is a consistent feature of weekly learning and links are made with parents also • Incidental Welsh can be heard around the school and in the playgrounds	• Patrwm yr Wythnos to be decided by JG and CC each week and shared with staff, pupils and parents on school website/Dojo. • Patrwm yr wythnos to be reinforced in Welsh assemblies and certificates given to pupils who have been	JG SLJ Nerine Griffiths All teachers Link Governor	July 2025	1 x Supply Cover a term for AoLE Lead	Book Looks/Monitoring Learning Walks – Criw Cymraeg, Nerine Griffiths, Jo Griffiths, link Governor. Weekly Whole School Welsh assembly Award certificates – Web

PRESS TO GO TO TOP OF DOUMENT



	• Pupils, staff and parents develop confidence and independence when using daily sentence patterns and Welsh vocabulary in the school environment. • Welsh conversations will be heard within our school community regularly/daily.	observed using the pattern by Criw Cymraeg and staff • Teachers and TAs to be awarded with 'Welsh speaker of the Week' certificate for using incidental Welsh and promoting the pattern of the week • New Y3 Criw Cymraeg to be selected by peers and introduced the current CC. • Criw Cymraeg to further embed Welsh games in FP yard and KS2 • Welsh tasks and competitions to be set by Criw Cymraeg in order to encourage the children to use Welsh at home. E.G. Shwmae Day, Welsh Fortnight, Croeso door competition. • Staff to model incidental Welsh in				site

PRESS TO GO TO TOP OF DOUMENT

		school environment. Hallways, corridors, playground, on the gate • Introduce new 'Tocyn laith' awards. Year groups/Phases compete to be language champions each month? Half term?				

Evaluation (Continuous)

Autumn Term

- Weekly Gwasanaeth Cymraeg led by Welsh lead and Criw Cymraeg and includes song, awards (teacher and pupil for speaker of the week), patrwm yr wythnos and school prayer. Consequently, Criw Cymraeg feel that they have a greater presence and influence on our progress in Welsh through our school community.
- Croeso door competition completed and judged by Criw - Winners Y5 (MW) and Reception (AB). This has created a positive buzz and greater excitement over the language and has engaged the whole school community.
- Staff greet parents and carers and pupils at the gate each morning. As a result, parents are now initiating conversation yn gymraeg and joining in the Welsh ethos of the school.

Spring Term

- Teacher of the week is selected by the Criw Cymraeg weekly and presented in assembly. As a result, the Criw take ownership of the reward and feel their opinion and input is valid and important.
- Patrwm yr Wythnos – weekly patterns are now used in our new 'Pwy wy Pwy?' mystery person competition. Consequently, learners are excited and engaged using the sentence patterns in the school environment, asking teachers and staff questions to solve the mystery. Winner is announced by Criw in Welsh assembly.
- Welsh Fortnight - Eisteddfod competitions were a huge success. Year group challenges were updated to fall in line with the categories of the Urdd Eisteddfod Dur a Mor. As a result, nearly all learners engaged and participated in the competitions. Family members worked



together to produce entries, and there was a clear buzz and excitement in our school community during our Welsh fortnight and special events. Additionally, we now have a wealth of superb competition entries for the Urdd creadigol competitions.						
b) Develop further and embed the use of Ffa La La across PS1 to PS3.	• Ffa La La scheme will be used consistently in weekly Welsh assembly. • All classes will access and use songs of the week to support Patrwm yr Wythnos. EG. Mae hi'n amser chwarae; Gorchmynion. • We will lead and support cluster schools on their Ffa La La journey.	• Continue to develop implementation of Ffa La La in PS3. • Embed use of songs and tracks for daily routines EG. Mae hi'n amser tacluso etc. Class sharing songs and learning in weekly Welsh assembly. • Share QR codes/links to songs on the school website. • Host Cluster schools Ffa La La gig. (February 2025) • Ffa La La video/film with other Swansea schools.	JG SLJ Nerine Griffiths All teachers Link Governor	July 2025	1 x Supply Cover a term for AoLE Lead	Learning Walks

Evaluation (Continuous)
<u>Autumn Term</u>

- PS1 and PS2 continue to use Ffa La La as a teaching resource in class and slot drilio. Daily routines and songs continue to be used. Welsh assembly continues to use songs to reinforce Patrwm yr Wythnos. Year 6 pupils are learning Ffa la la songs alongside their buddies. As a result, pupils Welsh oracy skills are developing and there is a much more positive vibe for learning songs and patterns

PRESS TO GO TO TOP OF DOUMENT



across the school.

Spring Term

- PS1 and PS2 are continuing to use Ffa La La as the main method of delivery for Welsh. As a result, sentence patterns and language are embedded in their daily drillio and learners are using Welsh vocabulary with confidence and independence.
- PS1 and PS2 home learning links E.G. Dylan y Dafad, use Ffa La La songs as a learning resource. Songs are accessed using a QR code and learners are able to access prior learning and share skills with family members. As a result, family engagement has risen as they record themselves performing the Ffa La La song, which is then shared back in school with the learner's buddies.
- Year 3 took part in a filming session with Carys, the founder of Ffa La La to create a promotional video for the Ffa La La scheme across Wales. Furthermore, Sketty's use of Ffa La La has been identified as good practice and our success and videos, shared in the Headteacher's conference in Swansea.
- Sketty Primary hosted our second Ffa La Gig with Carys and invited schools within our cluster to join us. This gave us another opportunity to further share our good practice, network, and support other schools to join us on the Ffa La La journey.
- Welsh lead invited and hosted student teachers from the UWTSD to our Ffa La La gig. As a result, responding to a need highlighted by our Student Mentor Network lead, students had the opportunity experience, and develop innovative strategies for teaching and developing their own skills in Welsh, and also informing their personal teaching practice.
- PS3 resources and tracks continue to be developed. Welsh lead attended the county conference for Cymraeg and as a result is able to share with teachers examples of the new resources to develop practice within Y4, Y5 and Y6.

c) Develop a consistent and efficient method to evidence progress in Oracy skills across the school.	• Oracy evidence easily accessed by teachers, pupils and subject leads, parents. • Progression and curriculum coverage across phases evidenced and easily	• Seesaw training for teachers and TAs. • Oracy evidence sorted in Seesaw Cymraeg oracy folders • QR codes in pupil books, displays, class story sacks and website/Dojo.	JG SLJ Nerine Griffiths All teachers Link Governor	July 2025	1 x Supply Cover a term for AoLE Lead	Book looks Learning Walks Subject monitoring

PRESS TO GO TO TOP OF DOUMENT



	accessed by Class QR codes.	• PS3 – pupils use Seesaw independently to record videos and save to Seesaw.				

Evaluation (Continuous)

Autumn Term

- QR codes being used in home story sacks for Dewi y Ddraig, as a result, pupils, alongside their siblings and parents are having more opportunities to be immersed in learning the language which is further developing their oracy skills.

Spring Term

- Monitoring with Athrawes Bro, identified that SeeSaw is being used effectively in PS1 and PS2 effectively to collect Oracy evidence. As a result, learner's work is organised and progress is evidenced clearly and easily through QR codes
- Seesaw QR codes are displayed in our school community alongside learners work. Consequently, all stakeholders can access Oracy evidence easily. Additionally, Sketty pupils can access their own and each other's learning independently, developing an environment that fosters a child led learning approach.
- Feedback from monitoring identified that PS3 should move from One Note to Seesaw to store and evidence Welsh Oracy, and practical activities. As a result, Sketty will develop a consistent and effective method of recording pupil progress and evidence of Oracy in Welsh.

D)To continue our Siarter Iaith journey and achieve the GOLD award.	• Achieve GOLD award in Summer term. • Raise profile of Urdd in Sketty.	• Amend and update target teams with new staff members. • RAG rate GOLD targets in Autumn term to identify priorities. • ADDS to collect, edit and update Gold Siarter evidence powerpoint.	JG SLJ Nerine Griffiths All teachers Link Governor	July 2025	1 x Supply Cover a term for AoLE Lead	Assessment evidence

PRESS TO GO TO TOP OF DOUMENT



		• New artwork/mural – Ein taith Cymraeg yn Ysgol Sgeti. • Take part in regular URDD events and activities EG. Jambori, Urdd leading activities in school, Mr Urdd visit to Welsh assembly, Mentor Iaith activities. • Enter creative and stage competitions in Urdd Eisteddfod Dur a Mor –Margam 2025				

Evaluation (Continuous)

Autumn Term

- A range of activities attended including Urdd Eisteddfod video with Bronwen Lewis, Urdd Dur a Mor Jambori with Martyn Geraint, Margam Park Urdd launch, visits from Mentor Iaith. As a result, our pupils have further developed their sense of cynefin by seeing Welsh used beyond the school community in a real life purposeful context which has raised the profile of the language in school and Sketty's profile with the county.

Spring Term

- ADDS dates planned to collect and update Siarter evidence. Consequently, teachers and staff have taken ownership of their targets, working collaboratively and developing further understanding and confidence of the Siarter Iaith.
- Our resident artist has created a new 'Ein taith Cymraeg yn Ysgol Sgeti' interactive display. As a result, all members of our school community including governors, can monitor, comment and give feedback on our journey in Welsh.
- Learners have entered the Urdd Eisteddfod ail iaith (learners) poetry competition for the first time at Ysgol Bryn Tawe. Sketty reached the second round of the process, therefore raising the profile and involvement of Ysgol Sgeti in the Urdd. As a result, the profile of the Urdd in our school community has been raised further, re-affirming how the profile of Welsh has been elevated and continues to

develop in Sketty.

- Tric a Chlic training delivered by Athrawes Bro (2 sessions) has given teachers and TAs the opportunity to develop their skills alongside each other, working collaboratively to implement the scheme within the learning environment. Therefore, learners confidence using the Welsh alphabet, letters and sounds has increased and they are accessing Welsh language texts with more confidence, success and independence.
- As a result of training from county advisors, teachers now have access to more Welsh resources and learning activities, ensuring that class lessons and tasks are engaging and innovative to continue to motivate and enthuse learners to enjoy Welsh.

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2024-2025



STRATEGIC PRIORITY: Develop Leadership Capacity within the school and the role of all staff in Self-Evaluation, Accountability and Improvement

RATIONALE:
Estyn recommendation from July 2023 was to continue to develop our Self-Evaluation processes and upskill staff to carry out this. This continues to be a priority for us as a school and we endeavour to make changes which impact on the children's learning experiences and standards across the school.

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person (to include governors)	Timeline	Funding (to include grant funding)	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners
a) Develop leadership capacity within the school	• Greater understanding of the role of a leader and the impact that can have on day to day school life. • Impact on the children's teaching and learning experience and the management of change across the school.	• DHT to attend refresher training for self-evaluation and suite of mandatory courses • Two middle leaders to complete the Middle Leadership Development Programme this academic year. • SLT to access self-evaluation training. • HT Accessing Coaching Network-	SLJ MJ JG SLT ALNCo BP	September – July 2025	Supply cover	Professional Dialogue in Performance Development

PRESS TO GO TO TOP OF DOUMENT



		ILM Level 5 Coaching and Mentoring Programme				

Evaluation (Continuous)

Autumn Term

- A range of training opportunities have been attended by DHT including Health and Safety and Primary Finance Training. As a result, DHT is now upskilled in a range of areas which has improved the efficient running of the school including when stepping into the role of head teacher.
- MJ and JG started Middle Leadership Development Programme and have identified their action research projects for this academic year. Action research is already having a positive impact on progress made by learners within their cohorts.
- HT completing Coaching Network- ILM Level 5 Coaching and Mentoring Programme, Consequently the skills and strategies acquired have been implemented to continue to improve classroom practice.

Spring Term

- Due to HT absence this term, the Deputy Head has acted up to Headteacher and LJ has acted up to Acting Deputy. As a result of preparatory training carried out in the previous term, this ensured a smooth handover for both roles and the efficient running of the school to continue.
- The Acting Headteacher has also completed further Health and Safety and Child Protection and Safeguarding training which has been very important this term in his role. Consequently, the school is well equipped to deal with any possible health and Safety and Safeguarding scenarios which may arise.
- MJ and JG have completed their Middle Leadership Development Programme and presented the findings of their action research projects to their cohort. MJ and JG have also cascaded the findings to the teaching staff. As a result of their projects, there has been significant improvement in the reading levels within the Year 2 cohort with all making huge strides with their reading level, recognition of sounds and key words and their ability to apply this to their written work. In Year 3, the action research project has resulted in improvements in resilience and growth mindset throughout the year group which has had a positive impact on the children and their understanding of the progress they are making with their learning.

b) Further develop the role of SLT/AoLE leaders in self-evaluation processes	• SLT/AoLE leads more confident with the process of self-evaluation • SLT/AoLE leads able to carry out self-evaluation tasks including book looks, learning walks etc and are evaluative in their feedback.	• SLT days once a term to review provision, SDP, progress made by learners • SLT/AoLE leads to carry out learning walks and book looks once a term, writing up an evaluation report after each day	BP SLJ SLT AoLE leads	September – July 2025	Supply cover	

Evaluation (Continuous)

Autumn Term

- SLT/AOLE leads have carried out learning walks, book look and listening to learners, as a result, they are all more familiar with the process of self-evaluation and using appropriate evaluative terminology and wording.
- BUSS Practitioners carried out self-evaluation of the LEAPlets programme which was shared with HT, Governors and Local Authority. Following completion of the programme, all pupils have been made steps of improvement with their core stability, gravitational security and bodily awareness which has been replicated within the classroom and in SKIP sessions.

Spring Term

- SLT/AOLE leads have carried out further learning walks, book look and listening to learners with a specific focus on ALN and Welsh across the school. As a result of these activities, further training has been provided for TAs delivering intervention, ensuring targets are SMART and those children are making the expected progress. In addition, specific teachers and TAs across the school have participated in additional Welsh training from the Welsh Advisory Service as well as in house training to ensure further improvements and consistency in spoken Welsh across the school.

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2024-2025



STRATEGIC PRIORITY: Further develop intervention and support strategies to enable all pupils to make progress and be the best they can be.

RATIONALE:
As a school we are committed to ensuring all our pupils make progress and have the opportunity to be the best they can be. Within our school we have 140 of pupils identified as having a learning need.

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person (to include governors)	Timeline	Funding (to include grant funding)	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners
a) Develop staff knowledge and expertise to support pupils with ADHD across the school	• All staff have a greater understanding and have further strategies to use in the classroom to support learners with ADHD	• Training with Penny Kennedy (02.09.24) to advance staff understanding of ADHD • Follow up meetings and discussion on next steps in Progression Steps • Further training from Penny Kennedy for parents and carers.	JM SLT Link Governor All teaching staff JM	September 2024 – July 2025	• £500	Lesson Observations Professional Dialogue in Class Concern Meetings

PRESS TO GO TO TOP OF DOUMENT

Evaluation (Continuous)

Autumn Term

- All staff throughout the school are now more ADHD informed which has had an impact on delivery within the classroom and understanding of the needs of pupils across the school. This has resulted in staff being able to offer more strategies to support pupils within the class and are able to offer additional support for parents, where necessary.

Spring Term

- As a result of access to an additional ADHD module this term, all staff have an increasing understanding of the needs of learners in their class and across the school with ADHD. This has also been evident during Class Concern meetings where teachers have been able to begin to identify learners with traits to make reasonable adjustments and individual pathways have begun to help support these children within the class.

b) Further develop early intervention strategies for our youngest learners.	• All learners in the group to have improved their core stability and gravitational security. • Impact of programme seen in the classroom	• Further BUSS Model training for lead practitioners - SLJ, CF and BUSS team - JM and SJ • First LEAPlets group up and running in the Autumn Term with further groups planned for 2025. • In house training for all staff with follow up meetings and discussions in Progression Step teams.	SLJ CF Link Governor	September 2024 – July 2025 Autumn Term 2024 Ongoing	• Ongoing supervision costs • Ongoing supervision costs	Supervision logs Data Analysis – start and end of the programme

PRESS TO GO TO TOP OF DOUMENT

Evaluation (Continuous)

Autumn Term

- Successful first cohort completed the LEAPlets programme. Excellent engagement from parents and carers throughout the training. As a result, all pupils have been made steps of improvement with their core stability, gravitational security and bodily awareness which has been replicated within the classroom and in SKIP sessions.

Spring Term

- As a team, we have identified pupils for the second cohort which will run from March to June. Excellent engagement from parents and carers in the initial sessions and three successful sessions held with the children. Early days with this cohort, however, progress has already been seen in terms of being in the moment, body regulation and core stability.

c) Review impact of interventions in supporting pupils to make progress	• All staff are aware of the most effective interventions, that will have the most impact. • Review of Intervention tracking and pupil progress within groups. • All staff have a good awareness of the needs of their class and how they are best supported. • Significant	• Meetings between teachers and TAs to set up and plan for intervention groups • Class concern meetings with HT, DHT and ALNCO three times a year • Next step book look • Intervention tracking sheet audit and feedback to key staff • Intense intervention and support for Year 2 cohort to boost reading levels and knowledge of sounds.	JM BP SLJ	September 2024	N/A	Professional Dialogue in class Concern Meetings Next steps book scrutiny

PRESS TO GO TO TOP OF DOUMENT



	improvement in reading and phonics across the Year 2 cohort					

Evaluation (Continuous)

Autumn Term

- Reviewed interventions across the school and staffing them. Following review, a new timetable of intervention has been devised and shared with staff. The Next steps book audit was successful and highlighted the work being done to meet the needs of the individual pupils identified. All staff have been given points for development which will be looked at in the review planned for the beginning of Spring term 2025. Class concern meetings highlighted a number of new children for decision making process. As a result, three new IDPs have now been written.
- Additional TA and teacher support has been provided for our Year 2 cohort where 30% of children were identified as having low reading levels and knowledge of sounds. As a result of a terms intervention, all have made good progress with their reading and all can now orally blend independently.

Spring Term

- Audit of Interventions, and recording of progress of the children, highlighted further staff training needed for TAs. As a result, the tracking sheets have now been updated, making it easier to record and identify progress individual children or groups of children are making.

d) Develop staff expertise to support the well-being of pupils across the school.	• All staff to have completed Trauma Informed training • All staff have a greater understanding and have further	• JM to complete the Trauma Informed Practice Diploma – Summer Term 2025 • All staff to complete e-learning on ACEs and Trauma Informed Practice.	JM SLT All staff	October 2024 – April 2025 January	• £1450	Professional Dialogue Lesson Observations

PRESS TO GO TO TOP OF DOUMENT

	strategies to use in the classroom to support learners with ADHD	• All staff to receive one day TIS training.		2025	• £1450	

Evaluation (Continuous)

Autumn Term

- JM has started her trauma informed diploma. All staff have completed e-learning, are now more trauma informed and have a greater knowledge of ACEs and the impact on early childhood development.

Spring Term

- Ongoing training, 2 days a month has highlighted the need for JM to be using the Trauma informed approach with individual pupils within the school, to support their well-being. As a result, 4 pupils have been identified and are working weekly with JM, using PACE approach and strategies learnt on the course. ALNCO successfully completed her Diploma and continues to support pupils using the PACE approach. As a result, better relationships are being fostered, the children feel psychologically safe and are better equipped to talk about their feelings, through a range of different approaches and strategies.

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2024-2025

STRATEGIC PRIORITY: Review the teaching and learning experiences and assessment opportunities across the Mathematics and Numeracy and Science and Technology AoLEs.

RATIONALE:
The teaching of Mathematics and Numeracy is a strength at our school, however, we are finding that a small number of children don't make sufficient progress in national tests. Our aim is that every child should be able to score at least within the average band in the national tests.

Technology within the Science and Technology AoLE is another strength of our school, however, we believe we could achieve far greater coverage of Science throughout the curriculum by implementing new strategies.

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person (to include governors)	Timeline	Funding (to include grant funding)	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners
a) Review teaching and learning strategies used across the school for Mathematics and Numeracy	• Improvement in attainment in their concept assessments	• Analysis of end of year National Test data • Audit current provision • Review and refresh delivery of White Rose across the school • AoLE leads to attend training for Singapore Maths.	SK SW	Autumn Term 2024	£395 per person	Book Look Teacher's planning Data analysis

PRESS TO GO TO TOP OF DOUMENT

Evaluation (Continuous)

Autumn Term

- The AoLE team identified an inconsistency in approach across the school which has now been rectified with all teaching staff from Year 1-6 using White Rose to deliver Maths. As a result, there is now consistency in language and approach across the school in PS2 and 3.
- Following training from James Nottingham, greater emphasis has been placed on progress of learners. Assessments are now carried out in Maths before and after a topic or concept. As a result, teachers and leaders are able to identify those who have made progress over time more easily and identify those who are not making the progress we would expect. Pupils are also more able to identify their own progress and journey through a unit of work.

Spring Term

- N/A

b) To develop Singapore style methodology in teaching through problems.	• Children are able to talk about their understanding of concepts and explain their methodology. • Evidence of the language used to in the way children explain their answers	• AoLE leads to share and disseminate training for Singapore Maths • SW and SK to model Singapore methodology to PS3 + AB using their class. • Provide training to PS3 • Explore Maths Makes Sense website and scheme of work. • Create a resource bank with digital resources for online manipulatives	SK SW AB	Spring and Summer term.	No cost	Data analysis - Assessments progress tracker. Listening to learners. Data analysis - Baseline and follow-up questionnaire.

PRESS TO GO TO TOP OF DOUMENT

		• Develop baseline questionnaire for numeracy Y4 SK and Y6SW				

Evaluation (Continuous)
Autumn Term

- N/A

Spring Term

- Investment has been made to provide training opportunities for leaders of Mathematics and Numeracy, including Singapore Maths and Problem Solving across the curriculum. Training has been disseminated to teaching and non-teaching staff throughout the term. Developing these approaches has been included as part of TRIADS this term, enabling colleagues across the school to trial methodology within their classes and share good practice with colleagues. As a result, we are developing a shared understanding of new approaches to enable all staff to support learning in the classroom and develop their skills appropriately.
- Developing a shared language for solving problems in Maths has been identified as a priority for the school and ensuring the children are able to explain the processes needed to find an answer. As a result, a new toolkit has been created which will help children to think and respond appropriately when questioned about processes of solving problems.
- Further research has been carried out by AOLE leads looking at other pathways, e.g Maths Makes Sense and Winning with Numbers.

C) Review teaching and learning strategies used across the school for Science and Technology	• AOLE lead to have a clear understanding of current provision within school. • AOLE to action plan the next two terms within school.	• Analysis of current topics covered by each year group. • Audit current provision • Book look in Progression Steps • Audit Science equipment.	NT EJ	Autumn Term 2024		Professional Dialogue ADDS meetings

PRESS TO GO TO TOP OF DOUMENT



Evaluation (Continuous)
Autumn Term

- Baseline audit established. Following audit, new allocation of topics and schemas for each year group which will mean greater breadth of coverage of Science topics over the remainder of the academic year.

Spring Term

- N/A

D) Disseminate and implement Swansea Bay Partnership schemas across the school.	• Consistent approach to teaching Science across the school, using the Swansea Bay Partnership schemas.	• Allocate topics per year group for the remainder of the academic year. • Monitor coverage over the Spring and Summer Term to ensure progression between phases • Continue to look at resources available to enhance teaching of topics.	NT EJ	Spring and Summer Term 2025		Professional Dialogue ADDS meetings

Evaluation (Continuous)
Autumn Term

- N/A

Spring Term

- All teachers now have access to the new schema and are delivering units of work for their year group. As a result, there is now a consistent approach for delivery of Science across the school and coverage is of the whole curriculum is more spread out to ensure rich

PRESS TO GO TO TOP OF DOUMENT

learning experiences for all learners. Book look and listening to learners was carried out at the end of term which showed a change in approach and positive feedback from the children about their learning.

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2024-2025

STRATEGIC PRIORITY: Review policies and procedures with an aim of raising attendance.

RATIONALE:
Our whole school attendance last year was 93.0% which is down on our pre pandemic figures and below our expected target of 95%. As a school we are keen to raise the profile on attendance with an aim of returning attendance levels to those before Covid.

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person (to include governors)	Timeline	Funding (to include grant funding)	Link to Monitoring/Self Evaluation Activities that will give you evidence of impact on learners
a) Review the new Attendance policy	• New Attendance Policy is approved and ratified by Governing Body • Action Plan shared with EWO	• SLJ to share policy with governors – questions or queries to be raised at the next Governing Body meeting. • Discussion at Governing Body meeting – policy to be agreed and ratified by Governors in attendance.	KD BP SLJ EWO Governing Body	Autumn Term 2024	N/A	Professional Conversation

Evaluation (Continuous)
Autumn Term

- Policy approved by Full Governing Body meeting in November 2024 - questions raised about the letters sent out to parents and carers and how it applies to those under 5. Discussion held with KD/SLJ and EWO about the letter. Consequently, the wording of the letter is being looked at as an EWO team.

PRESS TO GO TO TOP OF DOUMENT



Spring Term

- New policy is fully implemented and improvements in attendance have been noticed.

b) New attendance policy to be presented to parents and carers	• Greater awareness and understanding from parents of the policy and expectations regarding attendance.	• BP/SLJ to hold a parents meeting to discuss the new attendance policy.	KD BP SLJ EWO Governing Body	Autumn Term 2024	N/A	Professional Conversation

Evaluation (Continuous)

Autumn Term

- Attendance policy shared with parents in December 2024. As a result, parents have been informed about the changes in the policy and the expectations in terms of attendance for pupils.

Spring Term

N/A

c) Promote the importance of good attendance to the children	• Greater awareness and understanding from the children about good attendance and the benefits to	• Weekly attendance trophy awarded to individual classes with the best attendance that week. • School Council to create child friendly	KL BP SLJ School Council	Autumn Term 2024	N/A	Listening to Learners Pupil Voice

PRESS TO GO TO TOP OF DOUMENT



	their education and well-being.	attendance policy • Implement 100% day - one per term. • Liaise with EWO to visit for school assembly and information to be included on the website, newsletter and class dojo.				

Evaluation (Continuous)

Autumn Term

- Weekly attendance trophy has been awarded to the best attended class in assembly every Friday. School Council meetings have also discussed the importance of good attendance. As a result, the children are more aware of the importance of being in school for their well-being and education.

Spring Term

- Continued work with the EWO to support those with attendance below expected level including written notification for those with consistently low attendance this year.

d) Continue to develop the role of Attendance Officer in raising attendance	• Attendance Officer to be aware of where every child is if they are absent from school • Attendance Officer	• First day of absence call from Attendance Officer when children are not in school. • Follow up call from Attendance Officer after 3 days for	KD BP SLJ EWO Governing Body	Ongoing	N/A	Professional Conversation

PRESS TO GO TO TOP OF DOUMENT

across the school.	to meet with EWO every half term to discuss those children with attendance under 90% and who are consistently late. • Link Governor to meet with Attendance Officer once a half term to discuss attendance.	lengthy absences • Establish half-termly meetings for Attendance Officer and EWO. • Links to be made with Governor for Attendance				

Evaluation (Continuous)

Autumn Term

- Attendance Officer has met with EWO on a number of occasions, all procedures being carried out highly effectively and Attendance Officer has been commended for her work. Attendance for Autumn Term 2024 – 93.4%.

Spring Term

- Attendance Officer in regular contact with EWO and liaising with parents and carers on a daily basis. As a result, the school has a clear understanding of where all learners are by 10.00am daily.

YSGOL GYNRADD SGETI
SKETTY PRIMARY SCHOOL
SDP 2024-2025

Summary of Professional Learning

How the Governing Body will further the professional development of staff in order to meet the school improvement targets.

Priority	Activity	Staff Group	Costs
Continue to develop Welsh oracy skills across the school	**In House Training** **In House Training** **Menter Iaith**	**Teachers** **TA'S** **Progression step 3**	**£230 Supply Cover** **No cost**
To develop leadership capacity within the school and the role of all staff in self-evaluation, accountability and improvement	**Cath Delve** **SELF EVALUATION TRAINING** **SLT day X 3** **Monitoring activities AOLE** **Triads**	**All school** **In house** **D/H** **SLT** **Teachers** **Teachers**	**£750** **LA training** **£230** **£1000** **£1500** **£1500**
Further develop intervention and support strategies to enable all pupils to make progress and be the best they can be.	**ADHD TRAINING** **James Nottingham Learning Pit** **SLT Trauma informed schools diploma** **BUSS** **ELSA** **Multi Agency Training** **Aces e-learning** **Trauma Informed Training**	**WHOLE SCHOOL** **Teachers** **ALNco** **ALNco DH Nusery lead, All TA'S** **Pastoral support** **All Staff** **All Staff**	**£500** **£3500** **£1450** **£1632** **LA** **LA** **N/C** **£725**
Review the teaching and learning experiences and assessment opportunities across	**Technocamps** **Singapore Maths** **Maths Review** **Training**	**AOLE Lead**	**No Cost**

PRESS TO GO TO TOP OF DOUMENT

the Science and Technology and Mathematics and Numeracy AoLEs.			
Review policies and procedures with an aim of raising attendance.	**Policy Review** **Target Setting** **Meetings EWO** **Parent Meeting** **Governor Report** **Establish Governor Link**	**Attendance officer** **SLT** **EWO** **Teachers** **Governor** **Chair of Governors**	**No Cost**
	Total		

STAFF GROUPS

SMT – Senior Management Team
CL – Curriculum Leaders
TS – Teaching Staff
TA – Teaching Assistants
OSS – Other Supporting Staff (to include administrative, reception, cleaning, lunchtime, caretaking staff – this list is not exhaustive)
TS – Temporary Staff

PRESS TO GO TO TOP OF DOUMENT