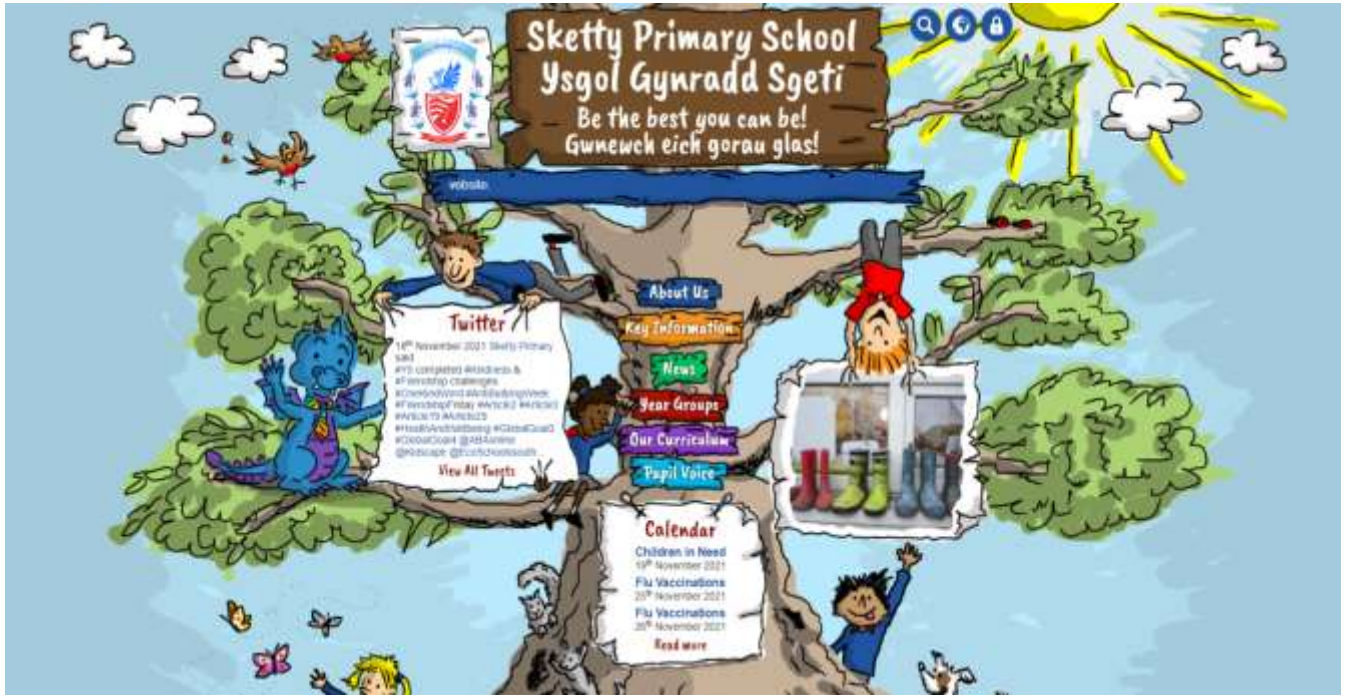
SKETTY PRIMARY SCHOOL
DEVELOPMENT PLAN
Current Targets
2022 - 2023



This document is based on The Education (School Development Plans) (Wales) Regulations 2014

09/22 – Updated in accordance with School Improvement Guidance: Framework for Evaluation, Improvement and Accountability

Note the School Improvement Guidance replaces the 2014 guidance 'School development plans'. It places the requirements of 'The Education (School Development Plans) (Wales) Regulations 2014' (School Development Plans Regulations) in the context of the new framework for evaluation, improvement and accountability

THE CONTENT OF THIS DOCUMENT WILL BE SUBJECT TO REVIEW ANNUALY, AND FOLLOWING AN INSPECTION BY ESTYN (following a school's inspection, the school development plan must be amended to reflect post-inspection feedback, findings, recommendations and proposed action. This should be done within 20 working days)

SKETTY PRIMARY SCHOOL

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SDP checklist

SKETTY PRIMARY SCHOOL

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**

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.

SKETTY PRIMARY SCHOOL

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:-

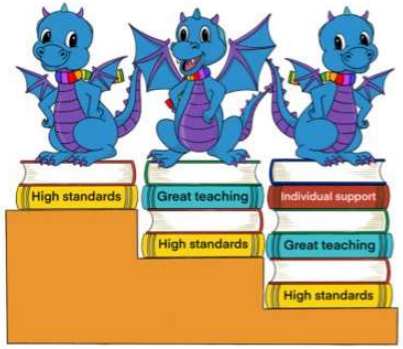
- *Learning for life*
- *Breaking down barriers*
- *A positive education experience for everyone*
- *High quality teaching and leadership*
- *Community based learning*
- *Cymraeg belongs to us all*

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

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.

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SCHOOL CONTEXT

Sketty Primary School is situated in Swansea. Currently, the school has 495 learners on roll between the ages of 3 and 11, taught in 16 classes. Numbers remain steady with a slight decrease in nursery. The average class size is 30, which is slightly above the Local Authority (LA) average of 27. The LA Learner Admission Number is 32. Learner mobility is at 3% which is half the LA average. 74% of learners living in the catchment area attend the school. Around 4% of the learners on roll live in areas classed in Welsh Index of Multiple Deprivation (WIMD) as being in the most deprived 30% of all areas. Approximately 8% of learners are eligible for free school meals, which is significantly below the LA average. There have been no fixed term exclusions or racial incidents recorded in the past 3 years. The school has almost 29% of learners on the Additional Learning Needs (ALN) register and approximately 14% of learners have English as an additional language (EAL). No learners speak Welsh at home. There are 23 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, boast a developed woodland, fields, yards, adventure playground and pond. The physical environment is well maintained, welcoming and vibrant.

The school has returned to normal pre-covid operations. Sketty was inspected by Estyn in February 2015. In May 2016, the school was removed from the list of schools requiring significant improvement as it was judged to have made sufficient progress in relation to the recommendations following the 2015 core inspection.

Context of the School Development Plan.

At Sketty Primary School, our SDP targets for this academic year are:

1) Implement a whole-school approach to emotional and mental well-being
2) Raise standards and further develop the Welsh language across the school
3) Develop school based processes for measuring Learner progression in line with the new curriculum
4) Use the outdoors effectively to support teaching and learning across the school
5) Review the school's current planning processes to align with CfW.

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We have decided on these school priorities because we want to:

1) Ensure all children are ready to learn and have the tools they need to be resilient individuals who are the best they can be.
2) Improve learner progress – boost Welsh Language across the school to counteract the after effects of Covid, and develop a love for the Welsh language through good role models.
3) Move away from a manufactured system to a more purposeful Sketty assessment system reflecting our school and the needs of our learners
4) Give our children the opportunity to access the outdoors for learning experiences and well-being.
5) Move away from a manufactured system to a more purposeful Sketty planning system reflecting our school and the needs of our learners

The Governing Body has invested in providing funding to support training and release time for the above priorities to be achieved.

Professional development strategy

The Governing Body has taken into consideration the needs of the priorities set by the school and allocated funding to ensure the successful completion of set targets. For example, a Welsh speaking teacher has been employed to deliver Welsh lessons across the school and the SMT have been directed to find appropriate training for all staff for the priorities to be achieved.

Working with the community

The Governing Body have allocated appropriate funding to enable the school to access high levels of training and support for the community to enhance the learners experience for the children and their families. For example, workshops have been developed for CAMHS, Emotion Coaching, RSE, New Curriculum and ALN. In addition, coffee mornings are arranged using a variety of different community based partners.

School staff and school resources

The Governing Body have delegated responsibility to the Headteacher to meet the school improvement targets for the current school year and ensure school staff and school resources will be available to meet the school improvement targets for the next 2 school years. For example, the Deputy Head has a reduced teaching commitment to 0.4. There is a full time non-teaching ALNCo, a Welsh speaking teacher appointed 0.6, and a full time non-class based Pastoral Support Officer.

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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 discussions. 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

Our governing body strives to ensure that the school improvement targets for the current school year are met by working in partnership with the Head teacher, Senior Management Team, all staff, learners 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 Headteacher's Report to Governors. 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.

Well-being

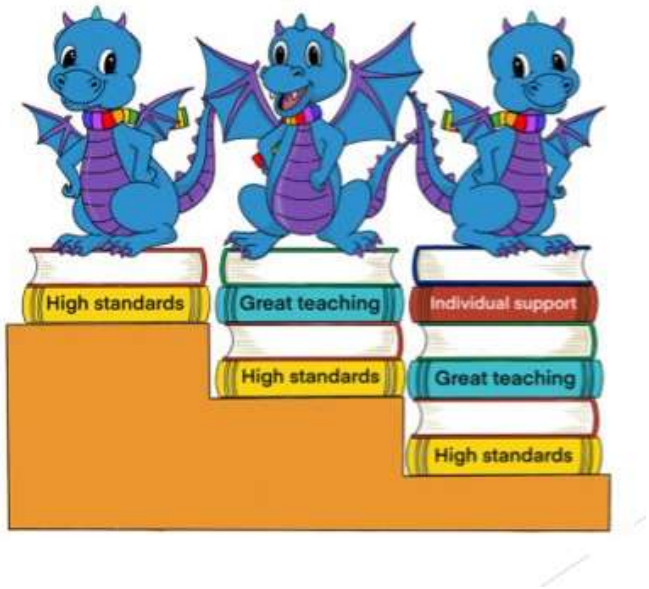
Well-being supports academic attainment and wider benefits to community and society, both in the here and now as well as in the future. Well-being is at the heart of our curriculum. Promoting well-being is a prominent feature of our strategic planning. As a school, we have invested in creating the role of pastoral support officer who provides a range of invaluable experiences for learners that ensures their mental health and well-being is at the forefront of our planning.

The Framework to embed a whole-school approach to emotional and mental well-being was introduced in September 2022. It aims to address the emotional and mental well-being of all children and young people, as well as school staff. In Sketty Primary School, the appointed, named person to lead the implementation of the framework is Mr Sam Knight. We work closely with local authority to realise the framework in our school.

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The school's leadership team ensure that only those interventions with a sound or innovative and developing evidence base are developed. Our overarching principles are:

- All children in Wales have rights under the UNCRC to be safe, to be treated with equality and non-discrimination, to be supported to develop their physical and mental health, to express their thoughts and feelings, to be involved in decisions made about them, to receive extra support if they are disabled, and to receive an education that enables them to fulfil their potential.
- Our whole-school approach should be viewed as central to the success of learning about health and well-being and the four purposes of the new curriculum.
- It is the responsibility for all school staff to take a whole-school approach to the promotion of good mental health and emotional well-being is universal and integral to a successful school environment.
- Our whole-school approach to emotional and mental well-being is achievable through effective leadership, positive culture and co-productive implementation in partnership with all school stakeholders.
- Our whole-school approach puts the child at the centre of decisions made about them and relies on partnership and involvement with families, the community, other statutory bodies and the third sector. Activity within the school is part of a wider whole-system approach to emotional and mental well-being.
- Our whole-school approach promotes equity for all, reducing variation and using evidence-based practices consistently and transparently, in terms of both use of data for planning and any interventions.



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Grant Finance			
Source of Funding	**Purpose**	**Sum**	**Cross-referenced to priorities in the SDP**
Education Improvement Grant	Ensure each Learner profits from excellent teaching and learning, focusing on • Improving Literacy • Improving Numeracy Breaking the link between disadvantage and educational attainment	**£186169** **NB – All of the EIG for 2022 – 2023 is allocated to staffing the Foundation Phase.**	Priority 1 Priority 2 Priority 4
Learner Development Grant **All PDG Activities will be highlighted in green in this document**	Reducing education inequalities and a focus on Equity and Wellbeing for every learner Breaking the link between disadvantage and educational attainment.	**£44850** **(£33350 funded through eligibility for Free School Meals & £11500 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 residentials etc**	Priority 1
RRRS: ALP	Recruit, recover, raise standards: Accelerated learning Programme	**£26667.95**	Priority 1 Priority 2 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	**£8061**	Priority 1 Priority 2 Priority3

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Period dignity grant	Stamp out period poverty	**£725**	Priority 1
ALN	Continues to support introduction of the ALN Bill	**£10200.75**	Continues to support introduction of the ALN Bill
ADDITIONAL FUNDING UTILITIES	Monies from LA to counteract inflation.	**£52819.95**	n/a
Arts Council	Year 4 project.	**£4500**	n/a
HWB infrastructure	Enhancing opportunities for children to develop their digital competency across the curriculum using up to date high quality equipment	**£9000**	n/a

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Summary of School Priorities

Current Priorities *Resources, costs etc. for the current year can be found in the detailed priorities later in this document*
Priority 1 Implement a whole-school approach to emotional and mental well-being
Rationale Ensure all children are ready to learn and have the tools they need to be resilient individuals who are the best they can be. National Objective 3 – A positive education experience for everyone Continue to deal with issues impacted by COVID Ensure all learners are ready to learn and have the ability to self-regulate and the tools needed to be the best they can be.
Priority 2 Raise standards and further develop the Welsh language across the school
Rationale Improve learner progress – boost Welsh Language across the school to counteract after effects of Covid and develop a love for the Welsh language through good role models. National Objective 6 – Cymraeg belongs to us all2050 Achieving the Siarter Iaith Bronze award
Priority 3 Develop school based processes for measuring Learner progression in line with the new curriculum
Rationale Move away from a manufactured system to a more purposeful Sketty assessment system reflecting our school and the needs of our learners National Objective 1- Learning for life
Priority 4 Use the outdoors effectively to support teaching and learning across the school
Rationale - Giving our children the opportunity to access the outdoors for learning experiences and well-being. National Objective 1 – learning for life National Objective 4 – High quality teaching and leadership
Priority 5 Review the school's current planning processes to align with CfW.
Rationale - Move away from a manufactured system to a more purposeful Sketty planning system reflecting our school and the needs of our learners National Objective 1 – learning for life National Objective 4 – High quality teaching and leadership

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Next 'High Level' Priorities
Priority 1 Review EAL provision across school.
Rationale - From the recent EAL audit the above priority has been established. From the recent EAL audit the above priority has been established. National Objective 3 – a positive education experience for everyone
Priority 2 Review Self-evaluation processes looking at formalizing current informal MBWA
Rationale - From the recent EAL audit the above priority has been established. Audit to ensure there is rigour in the self evaluation processes National Objective 4 – high quality teaching and leadership
Priority 3 Continue to develop the Welsh language across the school
Rationale Build on Welsh Language skills further – achieving the Siarter Iaith Silver award National Objective 6 – Cymraeg belongs to us all2050
Priority 4 Community focused schools – audit schools current links with the community and formulate a plan to strengthen existing links and develop new ones
Rationale – engage and integrate more with the local community, empowering all learners, families and the communities to build strong relationships and partnerships with school so we can tackle disadvantage and deliver world-class education locally and nationally National Objective 5 – Community focused schools
ONGOING WORK Continue to monitor and review ALN Continue to monitor and review CfW
Rationale – audit and ensure changes have made effective impact on the children and their progress National Objective 1 – learning for life National Objective 2 - Breaking down barriers

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Review of previous priorities (2021-2022)

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**

Significant investment has been made in well-being support for learners, including 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 learners' resilience and given them support strategies when they are having difficulties in school.

Pupil voice is a real strength of our school. Learners have important roles in the school council and as part of committees, which give our learners ownership of their school and its developments. 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.

2. **ALN-implement changes to ALN policies/procedure in readiness for the new ALN Jan '22**

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 learners in their intervention work.

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

All Staff have 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 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 meetings 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-making 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.

3. Creating and developing a new curriculum. The journey to 2022.

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 learners ownership of their learning and experiences. Learners 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 informed on developments and how we respond to changes in education.

4. Develop school based processes for measuring Learner progression in line with the new curriculum

Progression arrangements continue to develop 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.

5. REBOOT – PROCESSES, STRATEGIES THAT HAVE BEEN SUSPENDED OR HALTED DUE TO COVID

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 1-6 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 learners; 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 learners. It helps develop innovative new techniques how the children learn and their methods of recording.

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Priority 1: Implement a whole-school approach to emotional and mental well-being

Rationale/Evidence-base: Why is this a priority?	**Success Criteria**
National and Local Priority Part of the Health and Well-Being AOLE Emotional and wellbeing framework Curriculum for Wales Additional Learning needs reform	**All staff are trained appropriately to support learners** **Interventions are adequately baselined and reviewed through impact statements.** **Areas highlighted as concerns in the well-being surveys are addressed.**

Cross reference / links:

CfW	Vision	NIA/ESTYN	UNCRC	Nat. / local priorities (SLOs, NAPL, National Mission etc.)	Governors	Learners
X	X	X	X	X	X	X

Actions and accompanying milestones if applicable (completed)	Who? (named)	When? (actual dates)	Type of monitoring & reporting mechanism (including external support)	Who? (named)	When? (actual dates)	Action/ Monitoring Costs	RAG rating of progress					
							Aut.		Spr.		Su.	
Audit provision across the school using the whole school approach documentation	All staff Governors Learners Parents	Spring Term onwards	Evaluating the results of the questionnaire. Report to Governors	SMT Report to whole staff		Reboot TA Perf Management						
Audit current practices with Emotion Coaching, Regulation Stations and Restorative Practise	SK – H+WB lead All teachers International Links	Spring Term onwards	Report to Governors – reboot TA Performance Development as an outcome of this Impact statements around intervention delivered by Pastoral Support Officer			£1,500 for H+WB team international links Supply cover £1,000						

Deliver workshops for parents on Emotion Coaching, Regulation Stations and Restorative Practise	SK/KP Parents	Spring Term	Parental feedback									
Continue to access workshops around well-being from CAMHS, Exchange, Spectrum, Action for Children	All staff Learners	Autumn Term onwards	Impact reports and exit cards from the children									
Training for Pastoral Support Officer, e.g ELSA project, Mental Health first aider	KL	Ongoing	Impact reports and exit cards from the children									
Access training for whole staff re well-being for children	All staff	Autumn Term onwards										
Establish well-being policy for staff and a calendar of events	All staff	Autumn Term onwards	Feedback from staff in questionnaires									

Resources	Costs	Professional Learning requirements	Costs
Investment in resources to adapt the sensory room	£8,000	Teaching supply cover to fund courses	£4,000

How can the wider community of the school enrich the priority?	What support do we need from others to realise this priority?
School accessed EHH, CAMHS support, Exchange, engaged in the Bounceback project for Year 6 with Action for Children, Spectrum workshops for Year 2, 5 and 6	Continue to build strong links with the community and engaging with our partners, parents and governing body

Termly Review Notes (to support RAG rating above)		
AUTUMN	SPRING	SUMMER
School accessed programmes from various partners to enhance the delivery of the health and well-being AOLE. Staff well-being policy implemented and developed the calendar of events to support staff well-being, e.g. Prostrate Cymru, Menopause.	Parent workshops delivered by school and CAMHS Effective programmes continue to be delivered in class by outside agencies and class teachers All stakeholders involved in auditing the whole school approach documentation	All actions achieved

Engaged with CAMHS and further develop the links Continue to re-establish Emotion Coaching practices across the school		

Priority 2: Raise standards and further develop the Welsh language across the school	
Rationale/Evidence-base: Why is this a priority? National/Local Priorities Curriculum for Wales 2022	**Success Criteria** **Achieve the Bronze Siarter Iaith**

Cross reference / links:						
CfW	Vision	NIA/ESTYN	UNCRC	Nat. / local priorities (SLOs, NAPL, National Mission etc.)	Governors	Learners
X	X	X	X	X	X	X

Actions	Who? (named)	When?	Type of monitoring & reporting mechanism	Who? (named)	When?	Resources/Costs	RAG rating of progress					
							Aut.		Spr.		Su.	
Achieve the Bronze Siarter Iaith	SW	Autumn Term 2022 through to Summer Term 2023 (Assessment date 26.05.23)	Assessment Reporting to SLT on progress made and governors	NG	Ongoing	Release time – 3 days (1 per term)						
Implement the Tric a Chlic scheme effectively across Year 1-3	Year 1-3 staff	Ongoing	Class observations by co-ordinator	NG SW	Summer Term	Tric a Chlic resources already provided by WG						
TA Training (identified through performance development requests)	TAs	Spring Term 2023	Performance Development targets and use of incidental Welsh in class and	NG SW SLT	Spring/Summer Term	N/A						

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			around the school										
Co-ordinator to be released to collate evidence and audit against requisites of Siarter Iaith Bronze Award.	SW	Autumn Term 2022 through to Summer Term 2023 (Assessment date 26.05.23)	Assessment and book looks Reporting to SLT on progress made and governors			Release time – 3 days (1 per term)							
Investment made in Welsh speaking PPA teacher across the school	EJ	Autumn Term 2022 through to Summer Term 2023	Lesson observations and book looks	HT DHT SW	Summer Term	Teacher salary 0.6 Release time – 3 days (1 per term)							

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Providing opportunities for learners to experience Welsh using different forms of media	HUW AND AMEER	Summer Term 2023	Evaluation from the children	SW PS3 staff	Summer Term	£1000						
Sabbatical opportunity for Welsh co-ordinator	SW	Autumn Term 2023	Impact on return to school		Summer Term	Teacher salary paid for by WG						

Resources	Costs	Professional Learning requirements	Costs
Ameer Rana-Davies and his equipment for podcasting, recording booths etc	£1000	Supply cover for lead teacher TA cover for training with Welsh Peripatetic teacher	£2000

How can the wider community of the school enrich the priority?	What support do we need from others to realise this priority?
Building relationships with Ameer to help reach the National priority of 1 million welsh speakers. Encouraging parents to use Welsh during greetings at the start and end of the day.	Continue support from Welsh Peripatetic teacher to realise Siarter Iaith Silver Award Closer links with the URDD and other local Welsh schools

Termly Review Notes (to support RAG rating above)		
AUTUMN	SPRING	SUMMER
Employed a Welsh speaking teacher to cover PPA across the school. Journey to Bronze Award has begun again – release time given to Welsh co-ordinator and previous co-ordinator to collaborate and hand over Tric a Chlic is up and running TA training has been identified and booked for Spring Term	PPA Welsh sessions are going well and progress is being made Tric a Chlic continues to be used effectively TA's have accessed training from Nerine Griffiths Ameer Rana Davies spent two days in school, inspiring and engaging learners in Welsh	Bronze Award for Siarter Iaith achieved. Welsh co-ordinator has been interviewed for sabbatical for next year.

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Priority 3: Use the outdoors effectively to support teaching and learning across the school.	
Rationale/Evidence-base: Why is this a priority? National/Local Priorities Curriculum for Wales 2022 Emotional and Mental Well-Being	Success Criteria – Learning is guided by the four purposes, is age appropriate and enables learners to access purposeful, authentic outdoor learning experiences

Cross reference / links:						
CfW	Vision	NIA/ESTYN	UNCRC	Nat. / local priorities (SLOs, NAPL, National Mission etc.)	Governors	Learners
X	X	X	X	X	X	X

Actions and accompanying milestones	Who? (named)	When? (actual dates)	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Action/ Monitoring Costs	RAG rating of progress					
							Aut.		Spr.		Su.	
Completion of forest schools training	SG SP	Summer Term 2023	Achieved criteria addressed	BP SLJ	Summer Term	End of course certification						
GRANT REQUISITES (Gower Society) - AM TRAINING for TAs	All TAs	Autumn Term 2022	Training accessed									
International links – opportunities to experience the use of outdoors in different countries	AB NC LD	Spring Term 2023	Impact reports									
Audit of equipment	All	Autumn Term 2022	Evaluate class lists to establish need									

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Cath Delve support re Active Learn	PS1 and PS2	Spring Term 2023 and Summer Term 2023	Reports provided and shared with all staff and governors									
Monitoring of provision	CF JW CD	Spring Term 2023	Reports provided and shared with all staff and governors									
Focussed INSET Day looking at outdoor provision	All staff	Summer Term 2023	Evidence in change of practice									
Access training for LA re foundation phase and through university	All teachers in PS1 and PS2	Autumn Term onwards	Evidence in change of practice – see Cath Delve report									

Resources	Costs	Professional Learning requirements	Costs
Purchase of identified equipment Cath Delver	£2000 £2000	Supply cover for training	£4000

How can the wider community of the school enrich the priority?	What support do we need from others to realise this priority?
Continue to work with external agencies, e.g. Gower Society and University	Support from LA to continue to monitor and maintain standards of outdoor learning

Termly Review Notes (to support RAG rating above)		
AUTUMN	SPRING	SUMMER
Forest school training ongoing Gower society training accessed for TAs Equipment audit completed and resources ordered Internal monitoring of outdoor provision carried out through MBWA SKIP training accessed and LA FP training accessed	Forest school training ongoing International trips accessed – see impact reports SIA visit carried out - see report Continued access to training from LA	Forest school training completed Further International trips accessed – see impact reports SIA visit carried out - see report Cath Delve monitoring carried out – see reports Continued access to training from LA

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Priority 4: Develop school based processes for measuring Learner progression in line with the new curriculum.	
Rationale/Evidence-base: Why is this a priority? National/Local Priorities Curriculum for Wales 2022	Success Criteria – *What will success look like? What are the intended outcomes?* New Sketty tracking and assessment system developed ready for full implementation in September 2023 A system that reflects the need of our learners and has impact on their learning.

Cross reference / links:						
CfW	Vision	NIA/ESTYN	UNCRC	Nat. / local priorities (SLOs, NAPL, National Mission etc.)	Governors	Learners
x	x	x	x	x	x	x

Actions and accompanying milestones	Who? (named)	When? (actual dates)	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Action/ Monitoring Costs	RAG rating of progress					
							Aut.		Spr.		Su.	
Tracking system for National Test developed	MJ	Autumn Term 2022	Completion by all staff Forms developed for analysis of data	All staff	Autumn Term	Release time as required						
Continue to participate in the Swansea Bay Partnership, focusing on the results of the Lucy Crehan training	All staff	Ongoing	Schema developed and implemented through the cluster Regular meetings for each AOLE lead and Assessment Lead	All staff	Ongoing	Teacher release time for AOLE leads and Progression Leads once a term						

SKETTY PRIMARY SCHOOL

Audit current use of Building Blocks	SLJ MJ All staff	Ongoing	See monitoring report	All staff	Ongoing	Summer Term Inset Day 28.04.23						
Develop an assessment system for LNF and AOLEs using Blooms approach	SLJ	Spring Term 2023	Auditing provision to ensure that the system effectively delivers all of the WM statements and DOLs	All staff	Ongoing	Teacher release time for AOLE leads and Progression Leads once a term						

Resources	Costs	Professional Learning requirements	Costs
Building Blocks	£3000	Release time and supply cover for AOLE Leads/Assessment lead to attend Swansea Bay sessions	£6000

How can the wider community of the school enrich the priority?	What support do we need from others to realise this priority?
Working with the cluster of schools	Working with Partneriaeth

Termly Review Notes (to support RAG rating above)		
AUTUMN	SPRING	SUMMER
National Test system has been updated and feedback to all teachers Beginning of partnership work with the Swansea Bay cluster – meetings for each AOLE lead this term Initial audit of BB has taken place – general feeling is that the system is clunky, taking a lot of time and we need to look at an alternative moving forward. There are parts of BB, which are beneficial such as the progress over time graphing tool, but other parts that we want to streamline.	Continue work with Swansea Bay Partnership – progress has been made, but it is slow. Concerns that work is being replicated with what has already been done by Partneriaeth. BB – continuing to use this system until a new alternative is available SMT have discussed an in house system in line with Blooms Taxonomy	Continued work with Swansea Bay Partnership – some schemas are now developed fully for implementation in the Autumn Term BB – continuing to use this system for this academic year New system has been developed by SMT, this has not yet been shared with staff. This action needs to continue for introduction in the Autumn Term as well as the Swansea Bay Partnership schemas which have been developed

SKETTY PRIMARY SCHOOL

Priority 5: Review the school's current planning processes to align with CfW	
Rationale/Evidence-base: Why is this a priority? National/Local Priorities Curriculum for Wales 2022	Success Criteria – *What will success look like? What are the intended outcomes?* *Developed and using a manageable, purposeful and workable planning model which aligns with CfW and our assessment systems, ensuring a positive impact on the children across the school*

Cross reference / links:						
CfW	Vision	NIA/ESTYN	UNCRC	Nat. / local priorities (SLOs, NAPL, National Mission etc.)	Governors	Learners
x	x	x	x	x	x	x

Actions and accompanying milestones	Who? (named)	When? (actual dates)	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Action/ Monitoring Costs	RAG rating of progress					
							Aut.		Spr.		Su.	
Continue to participate in the Swansea Bay Partnership, focusing on the results of the Lucy Crehan training	All staff	Ongoing	Schema developed and implemented through the cluster Regular meetings for each AOLE lead and Assessment Lead	All staff	Ongoing	Teacher release time for AOLE leads and Progression Leads once a term						
Audit current use of Building Blocks	SLJ MJ All staff	Ongoing	See monitoring report	All staff	Ongoing	Summer Term Inset Day 28.04.23						
Develop an effective mid-term planning system	SLJ All staff	Autumn Term 2022	All school piloted new model of planning, Review Summer Term 2023	All staff	Ongoing	Monitor planning by PS and Assessment leads						
Audit effectiveness of current system for coverage of WM statements and DOLs	All staff	Summer Term 2023	Teachers to audit and collate evidence for the current academic year against the WM statements and DOLs.	All staff	Ongoing	AOLE leads to audit work for gaps.						

SKETTY PRIMARY SCHOOL

Resources	Costs	Professional Learning requirements	Costs
Building Blocks	£3000	Release time and supply cover for AOLE Leads/Assessment lead to attend Swansea Bay sessions	£6000

How can the wider community of the school enrich the priority?	What support do we need from others to realise this priority?
Working with the cluster of schools	Working with Partneriaeth

Termly Review Notes (to support RAG rating above)		
AUTUMN	SPRING	SUMMER
Beginning of partnership work with the Swansea Bay cluster – meetings for each AOLE lead this term Initial audit of BB has taken place – general feeling is that the system is clunky, taking a lot of time and we need to look at an alternative moving forward. There are parts of BB, which are beneficial such as the progress over time graphing tool, but other parts that we want to streamline. SMT looked at current mid term planning and feel the need for a more consistent approach to planning across the school. Teachers have been given autonomy to develop the CfW within their year groups and progression steps – Summer Term audit needed	Continue work with Swansea Bay Partnership – progress has been made, but it is slow. Concerns that work is being replicated with what has already been done by Partneriaeth. BB – continuing to use this system until a new alternative is available New mid-term planning template has been adopted by the school. This is now in use by all classes – see sharepoint. Teachers have been given autonomy to develop the CfW within their year groups and progression steps – Summer Term audit needed	Continued work with Swansea Bay Partnership – some schemas are now developed fully for implementation in the Autumn Term BB – continuing to use this system for this academic year New mid term planning template is being used effectively across the school – see sharepoint. Audit of provision carried out by class teachers in readiness for AOLE leads to look at