





# Sketty Primary School

# SDP (2022-2023)

| SUMMARY OF PRIORITIES – 2022-2023 | |
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| **Priority 1**<br>**Wellbeing – Implement a whole-school approach to emotional and mental well-being** | |
| Audit provision across the school using the whole school approach documentation | |
| Audit current practices with Emotion Coaching, Regulation Stations and Restorative Practise | |
| Deliver workshops for parents on Emotion Coaching, Regulation Stations and Restorative Practise | |
| Continue to access workshops around well-being from CAMHS, Exchange, Spectrum, Action for Children | |
| Training for Pastoral Support Officer, e.g ELSA project, Mental Health first aider | |
| Access training for whole staff re well-being for children | |
| Establish well-being policy for staff and a calendar of events | |

At Sketty Primary School, the emotional and mental well-being of pupils is of utmost importance.

***'The school prioritises pupil well-being and provides a wide range of highly effective support where needed. For example, regulation areas in each class are accessible to all and a well-being shed provides a safe place for pupils to access targeted interventions to help manage their emotions.' (ESTYN – JULY 2023)***

The whole school approach to emotional and mental well-being has been fully implemented. We appointed our well-being lead, and during the process, engaged with all stakeholders, which proved so valuable in identifying areas for further development. Through the process, we identified the need for improved communication with support staff and immediately put actions into place which included a weekly meeting on a Friday afternoon with the Headteacher, Feedback Friday meetings with class teachers and a box in the staff room for questions or concerns to be highlighted. In addition to the ongoing performance development cycle, this has ensured that support staff are much more familiar with whole school approaches and the way forward.

Our well-being lead audit current practises for Emotion Coaching, Regulation Stations and Restorative Practise and delivered workshops for parents and carers. Pupils across the school also benefitted from workshops around well-being from CAMHS, Exchange, Spectrum, Action for Children and celebrated Children's Mental Health Day. Our well-being officer has completed ELSA training, is a mental health first aider and '**offers high quality, bespoke support for pupils' well-being across the school**' **(ESTYN – JULY 2023).**

Staff well-being is a high priority at the school. An effective well-being policy is in place and is visible for all staff. A calendar of events has been established for all staff including sessions on menopause and Prostate Cancer. Staff have also accessed Stress Managements session from the local authority and benefitted from a series of health checks which have been gratefully received. A well-being box is also available in the staffroom with snacks and a range of items included in all staff toilet areas to enable staff to look after themselves.

| **Priority 2**<br>**Raise standards and further develop the Welsh language across the school** | |
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| Achieve the Bronze Siarter Iaith | |
| Implement the Tric a Chlic scheme effectively across Year 1-3 | |
| TA Training (identified through performance development requests) | |
| Co-ordinator to be released to collate evidence and audit against requisites of Siarter Iaith Bronze Award. | |
| Investment made in Welsh speaking PPA teacher across the school | |
| Providing opportunities for learners to experience Welsh using different forms of media | |
| Sabbatical opportunity for Welsh co-ordinator | |

Developing the Welsh language in school has been a huge focus this year, with a big effort going in to ensure more of a Welsh ethos across the school, starting from the gates where parents and pupils are greeted enthusiastically using the Welsh language and this has now permeated throughout the school day. Pupils have benefitted from a range of opportunities where they have been able to see the benefits of Welsh for now and the future, including inviting Ameer Rana-Davies into school to deliver a whole school assembly on his journey to success thanks to the Welsh language, and additional workshops for older pupils in Year 5 and 6, using podcasting and other digital media.

We have a strong Welsh lead who has been supported by a number of members of the SLT and a very effective Criw Cymraeg who attend meetings, know the school's priorities and have been key to helping us to successfully achieve the Bronze Siarter Iaith Award in May 2023. As part of this process, we appointed a Welsh speaking PPA teacher, who has delivered sessions throughout the school, and helped the implementation of the Tric a Chlic scheme in Year 1-3.

Training and support has been provided by Nerine Griffiths, as a whole staff team, in phases and also individually. Staff have attended Welsh training and the Welsh lead has applied to go on the Welsh sabbatical. Specific training for support staff has also been provided and extremely positive received, targeting phrases and games for them to play within their phases.

| **Priority 3**<br>**Use the outdoors effectively to support teaching and learning across the school.** | |
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| Completion of forest schools training | |
| GRANT REQUISITES (Gower Society) - AM TRAINING for TAs | |
| International links – opportunities to experience the use of outdoors in different countries | |
| Audit of equipment | |
| Cath Delve support re Active Learn | |
| Monitoring of provision | |
| Focussed INSET Day looking at outdoor provision | |
| Access training for LA re foundation phase and through university | |

The use of the outdoors has improved significantly across the school. Two teachers have successfully completed Forest School Training and we have also provided training for TAs on use of the outdoors. A number of staff, across the school, have had opportunities to visit other schools through our International links programme, with a focus on how the outdoors is used in different countries. Outdoor provision within PS1 and PS2 has been an area for development this year. Focussed INSET days for staff in these phases, as well as external support from Cath Delve, has resulted in a great improvement in opportunities for pupils**.**

**'Provision for younger pupils includes beneficial opportunities to learn through play and exploration. For instance, pupils develop their thinking skills and personal and social skills successfully as they try out different ways to transport toy ducks down a length of guttering. Staff provide valuable opportunities for pupils to benefit from learning outdoors. Younger pupils access a useful range of resources including balance bikes and water play that support their learning effectively' (ESTYN – JULY 2023)**

Use of the outdoors has also developed effectively in PS3, with staff keen to take the learning outdoors and using the community to move learning experiences forward and enhance pupils' understanding of concepts.

**'Older pupils enjoy regular opportunities to learn outdoors, such as when they learn how to calculate the area of outdoor spaces or grow a range of plants effectively' (ESTYN – JULY 2023)**

| **Priority 4**<br>**Develop school based processes for measuring Learner progression in line with the new curriculum.** | |
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| Tracking system for National Test developed | |
| Continue to participate in the Swansea Bay Partnership, focusing on the results of the Lucy Crehan training | |
| Audit current use of Building Blocks | |
| Develop an assessment system for LNF and AOLEs using Blooms approach | |

Our system for tracking National Test data is robust, and we were able to use it to ensure all pupils across Years 2-6 completed their tests this summer. The results are analysed by the Assessment Lead and within handover meetings, pupils were identified who did not perform as well as they did previously or were expected to.

An audit was carried out on use of Building Blocks during the year. Whilst it remains a great tool for demonstrating progress over time, it has become a very difficult and time consuming process due to the number of additional facets added to the system. As a Senior Leadership Team, and in consultation with all teachers, we have therefore decided to proceed with the new system for tracking LNF progress and AoLEs from September 2023.

| **Priority 5**<br>**Review the school's current planning processes to align with CfW.** | |
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| Continue to participate in the Swansea Bay Partnership, focusing on the results of the Lucy Crehan training | |
| Audit current use of Building Blocks | |
| Develop an effective mid-term planning system | |
| Audit effectiveness of current system for coverage of WM statements and DOLs | |

As a school, we continue to work closely with our cluster of schools within the Swansea Bay Partnership. AoLE leads have attended meetings once a term looking at a progressive approach across the cluster. The Assessment Lead and Progression manager have also attended sessions which have been very useful and beneficial to us a school.

As part of our curriculum review, we identified inconsistencies with the medium term planning process, these have been ironed out and a consistent approach is now in place across the school. From September 2023, we will also be adopting a new weekly planning approach and no longer using Building blocks for planning.

During an Inset Day in June 2023, teachers worked within year group teams and AoLE, looking at coverage of WM statements and DOLs. Some gaps have been identified and plugging these gaps will be part of our first INSET Day in September 2023.