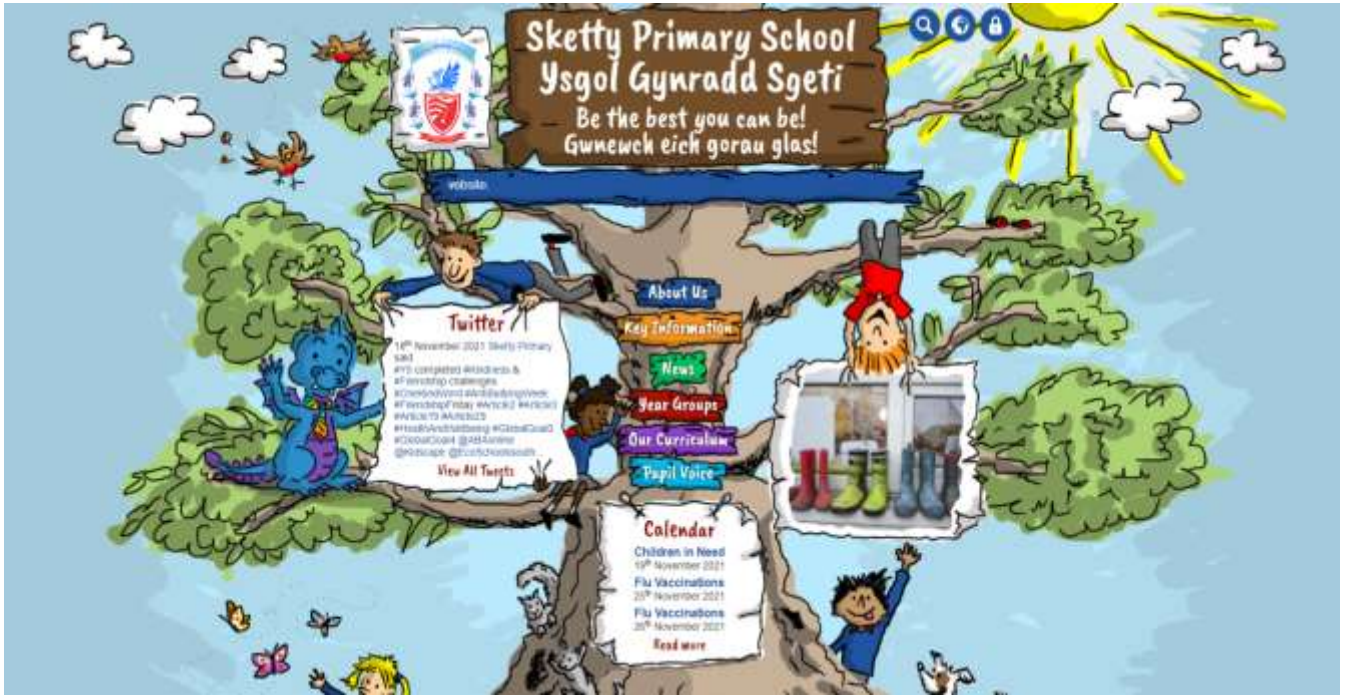
SKETTY PRIMARY SCHOOL
DEVELOPMENT PLAN
Current Targets
2023 - 2024



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)



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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

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.

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:-

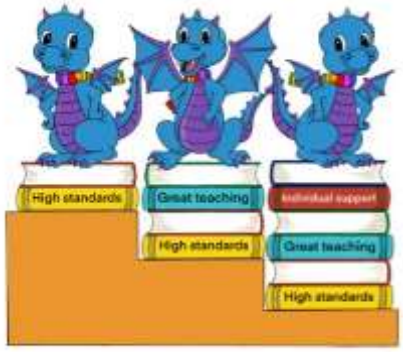
The new 'national objectives' which Sketty has regard to when setting our improvement priorities are:-

- *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.



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 July 2023.

Context of the School Development Plan.

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

1. Refine self-evaluation processes to ensure that leaders consistently identify the impact of improvement strategies on pupils' learning and progress.
2. Improve pupils' Welsh speaking skills
3. Review EAL provision across the school
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

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

1) Capatilise fully on the effective Management by Walk About that is carried out by the Headteacher, Deputy and SLT.
2) Continue to build pupils' love of the Welsh language.
3) Ensure we are enabling all pupils to be the best they can be
4) Build our profile within the community, making stronger links and ensuring we are embracing all opportunities we have within the community.

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, an experienced teacher was appointed for September 2023, who is highly effective in leading and delivering Welsh, as well as us continuing to have a non-teaching ALNCo to enable us to support ALN and EAL learners. 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, and a full time non-class based Pastoral Support Officer.

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.

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.

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
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

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 (ESTYN AREA 5 – LEADERSHIP) Refine self-evaluation processes to ensure that leaders consistently identify the impact of improvement strategies on pupils' learning and progress.
Rationale – ESTYN recommendation Audit to ensure there is rigour in the self-evaluation processes National Objective 4 – high quality teaching and leadership
Priority 2 (ESTYN AREA 1 – LEARNING) Improve pupils' Welsh speaking skills
Rationale – ESTYN recommendation Build on Welsh Language skills further – achieving the Siarter Iaith Silver award National Objective 6 – Cymraeg belongs to us all 2050
Priority 3 (ESTYN AREA 4 – CARE, SUPPORT AND GUIDANCE) Continue to develop provision for EAL learners across the 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 4 (ESTYN AREA 4 – CARE, SUPPORT AND GUIDANCE) 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
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

Next 'High Level' Priorities
Priority 1 (ESTYN AREA 1 – LEARNING) Continue to raise Welsh speaking skills across the school
Rationale - ESTYN recommendation Build on Welsh Language skills further National Objective 6 – Cymraeg belongs to us all 2050
Priority 2 (ESTYN AREA 5 – LEADERSHIP) Continue to develop our Self-evaluation processes and upskilling staff to carry out this
Rationale – ESTYN recommendation Audit to ensure there is rigour in the self-evaluation processes National Objective 4 – high quality teaching and leadership
Priority 3 (ESTYN AREA 3 – TEACHING AND LEARNING) Review the teaching and learning experiences across the Science and Technology AoLE
Rationale Continuing to develop our curriculum National Objective 3 – a positive education experience for everyone
Priority 4 (ESTYN AREA 2 – WELL BEING AND ATTITUDES TO LEARNING) Review policies and procedures with an aim of raising attendance.
Rationale National Objective 2 – Breaking down barriers
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

REVIEW OF PREVIOUS PRIORITIES (2022-2023)

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

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.

2. Raise standards and further develop the Welsh language across the school

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.

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

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.

4. Use the outdoors effectively to support teaching and learning across the school

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 from seed' (ESTYN – JULY 2023)

5. Review the school's current planning processes to align with CfW.

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.



Priority 1 – Refine self-evaluation processes to ensure that leaders consistently identify the impact of improvement strategies on pupils' learning and progress.	
Rationale/Evidence-base: Why is this a priority? Estyn Recommendation National Objective 4 – high quality teaching and leadership	**Success Criteria**

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	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.	
SDP Development Days	All staff Governors	Termly	SLT meetings	SLT	Half termly							
Questionnaires – parents, pupils, staff, governors	Whole school community	October 2023	Analysis results	SLT	Termly							
Class Meetings with SLT - Analysing individual progress.	All teachers	Termly	Looking at books, progress made by the children	SLT	February 2024							
Book Scrutiny and Listening to Learners	All teachers	Termly	Listening to learners	SLT	Termly							
Performance Management	All staff	Autumn Term 2023	Lesson observations	SLT	Termly							
TRIADS	All teachers	Spring Term 2024	Feedback reports	SLT	End of Spring Term 2024							

Resources	Costs	Professional Learning requirements	Costs

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

Termly Review Notes (to support RAG rating above)		
AUTUMN	SPRING	SUMMER
• Successful SDP development day in Autumn Term where we worked as a whole staff team with governors to analysis ourselves as a school, looking specifically at the Estyn recommendations. • Staff questionnaire completed by the majority of staff with positive feedback received. • Positive class meetings held – looking at all the children in each cohort, discussing how they are progressing, do they have any barriers to learning. • Performance Development meetings held with all staff.	• Another successful ADDS session spent reviewing Welsh oracy and looking at action plans. • Parents/Carers questionnaire completed and results analysed. • Second class concern meetings held, again looking at all the children in each cohort, discussing how they are progressing, do they have any barriers to learning. • Triads initial meetings held with groups. Observations and planning moved to the Summer Term.	

Priority 2: Improve pupils' Welsh speaking skills	
Rationale/Evidence-base: Why is this a priority? ESTYN recommendation Build on Welsh Language skills further – achieving the Siarter Iaith Silver award National Objective 6 – Cymraeg belongs to us all 2050	**Success Criteria**

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.	
Review Welsh as part of SDP Development Day – what is going well, what do we need to improve and how are we going to do it.	All staff	Monday 4th September 2023 – Inset Day	Observation and feedback	SLT	Autumn Term							
Welsh training day	All staff Nerine Griffiths	Friday 27th October 2023 – Inset Day	Observation and feedback	SLT	Autumn Term							
Review provision across the school – developing and working on Phase Action Plans for developing oracy.	JG All teachers	Termly	ADDS meetings Phase meetings	JG	Termly							
Welsh audit of resources and provision	JG	Spring Term 2024	Listening to learners Observation	JG	Spring Term							
Achieve Silver Award for Siarter Iaith	JG All staff	By Summer Term 2024	Assessment day	Nerys Jones	Summer Term							



Resources	Costs	Professional Learning requirements	Costs

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

Termly Review Notes (to support RAG rating above)		
AUTUMN	SPRING	SUMMER
• Very successful SDP day, identified lots of things we are doing successfully with Welsh, looked for ways forward and ideas for how we are going to get there. • Training day held on October 27th. Very positive day with PS1 working on Ffa La La with Amy Baldwin, PS2 working on songs, patterns and games with Joanne Griffiths, PS3 working on patterns and apps with Nerine Griffiths • PS teams have all completed action plans for developing Welsh oracy within their phases.	• Positive review of phase action plans held. Progress made across the school. Another review due in the Summer term. • Audit of resources carried out • Collection of evidence started towards Siarter Iaith. Teaching staff split into groups to collect evidence for each target. Training held and RAG rating for current progress.	• Additional session used to review phase action plans. Good progress made towards targets. • Continued training and evidence collection opportunities through ADDS sessions



Priority 3 - Review EAL provision across school.	
Rationale/Evidence-base: Why is this a priority? From the recent EAL audit the above priority has been established. National Objective 3 – a positive education experience for everyone	Success Criteria

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.	
Staff EAL training – at least session held each half term	All teachers	Half termly	Feedback and review of provision	JM	Ongoing							
New admissions meeting held for EAL pupils	JM	Ongoing throughout the year – introduced Spring Term 2024	Feedback from parents	JM	Ongoing							
Apply for School of Sanctuary	JM	Evidence gathering Autumn Term 2023 with submission beginning of Spring Term 2024	Assessment – Summer Term 2024	JM	By Summer Term 2024							

Resources	Costs	Professional Learning requirements	Costs

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

Termly Review Notes (to support RAG rating above)		
AUTUMN	SPRING	SUMMER
• Review meeting held with Natasha Blows to look at our EAL provision – completed the School Self-Evaluation. Most areas are now embedded and sustained or established • School of Sanctuary training held with Ruth Castle. Julie Miller working on paperwork ready for submission at the start of January 2024. • First admissions meetings held by Julie Miller for new families.	• Continued admissions meetings held with new families and shared with staff. • Ongoing collection of evidence for School of Sanctuary. Application submitted.	• School of Sanctuary committee established and have met to focus on content for school assembly. Discussed fundraising opportunities and next steps for inclusion and becoming a more multi-lingual school. • Pupil audit of displays around the school and multi-lingual approaches. • ADDS training – School of Sanctuary focusing on evidence in application and next steps. • Delivered whole school assembly so all pupils are aware of the award we are working towards • DAPL TA training held on Anti-racism (FF) • Invite sent for parents to come in to talk about special celebrations, e.g. Eid, Iranian New Year • School of Sanctuary assessment day – visited by Ruth Castle and other representatives. Successfully achieved the status. Attended and presented at celebration day on June 10th.

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	
Rationale/Evidence-base: Why is this a priority? 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	Success Criteria

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.	
Further develop links within the local and wider community – local churches, library, businesses etc	All teachers	Ongoing	Evidence presented to governors									
Enhance links with Welsh speakers in the community	JG	Spring Term 2024	Siarter Iaith evidence									
Continue to develop international links	All teachers	Ongoing	Evidence presented to governors									

Resources	Costs	Professional Learning requirements	Costs

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

Termly Review Notes (to support RAG rating above)		
AUTUMN	SPRING	SUMMER
• As part of VIP topic in Year 2, visits from parents and family members including doctors, police officers, paediatric nurse, audiologist etc • Visit to Sketty Fire Station • Helen Docherty (local author) visited to read her latest book • Year 6 working with Aberystwyth Library and St Helens Rugby ground on an apartheid project with Lord Peter Hain. • ALN coffee mornings held with Snap Cymru, Parent Carer Forum, Action for Children etc • Visits to Caerleon, Mumbles Lighthouse, Theatr Nanog, Glynn Vivian, Morgans hotel, Gower Christmas tree farm. Parental engagement – links!!	• School nurse visit for handwashing to Nursery and Reception • Links made with the local churches. Year 2 visited for Shrove Tuesday and Year 2-6 visited the church for an immersive Easter experience. • A variety of Welsh speakers visited during Welsh fortnight, including menter iaith, local secondary schools, assemblies, Dunvant Male Voice Choir • Police/Magistrate/Paramedic visits to PS1 • Three teachers visited Malaga for a well-being conference	• RNLI workshops for the whole school • Three teachers visited Sweden for an outdoor learning conference.