

Pentrehafod School

Ysgol Pentrehafod



Pentrehafod School
School Development Planning
“Be The Best That You Can Be”
Autumn 2023

Self-Evaluation 2021-2022

Leaders at Pentrehafod School have engaged in a range of self-evaluation activities over the course of the year, using a rigorous, evidence-based approach that considers the views of a range of stakeholders. The self-evaluation focussed on the following key priorities:

- Quality of Teaching and Learning
- Progress in cross-curricular skills
- Student behaviour, attitudes to learning, and well-being
- Curriculum and Assessment for Wales
- Additional Learning Needs and Inclusion
- Leadership Development

These are reflected in the 3 overarching areas of:

Vision and Leadership;

Curriculum, Learning, and Teaching;

Well-being, equity, and inclusion

Vision and Leadership	
Strengths	Areas for Development
<ul style="list-style-type: none">• Leaders across the school are beginning to establish an evidence-based approach to self-evaluation and the language of evaluation is beginning to be used which helps in framing areas for development and in formulating actionable steps• The school is committed to being learning organisation by providing developmental opportunities for all members of staff e.g., HLTAs, Masters programme, job shadowing.• The school has made judicious use of all available resources to support school improvement.• There are opportunities for staff to develop their leadership skills as evidenced by the National Entitlement audit	<ul style="list-style-type: none">• Continue to embed the school student and staff values as being central to school improvement• Further strengthen self-evaluation processes to support sustained school improvement• Proliferate the effective use of student voice to support self-evaluation• Continue to provide a range of leadership development opportunities for staff•

<ul style="list-style-type: none"> • School-to-school peer work has continued to grow and the school is working with a wider range of schools within the secondary phase than ever before • All self-evaluation and quality assurance processes align to the school development plan. 	
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Curriculum, Learning, and Teaching

Strengths	Areas for Development
<ul style="list-style-type: none"> • Most teachers use a range of pedagogical approaches e.g., modelling so that students can quickly learn new material. • Many AoLEs are planning for implementing retrieval strategies to build upon prior learning. • Most AoLEs have a clear intent to support student to develop their skills, knowledge and experiences progressively • Key Objectives have been mapped across the curriculum and are monitored and tracked by teacher, pupil and parents/carers through the DPR system • All teaching staff have engaged with disciplined inquiry which has supported innovation in pedagogy. • The Writing Revolution strategies for improving sentence-level writing are beginning to be utilised by teachers across the school 	<ul style="list-style-type: none"> • To build independence in learning to support student progress. • To strengthen assessment systems to identify and plan for progression for all groups of students. • To develop a whole school approach for checking for understanding. • To plan for curriculum progression across KS2 and 3. • Continue to grow the school community's bilingualism and Welsh culture through Y Siarter Iaith • Continue to develop strategies to improve learners' reading, writing, oracy, numeracy and digital skills

Well-being, equity, and inclusion

Strengths	Areas for Development
<ul style="list-style-type: none">• Wellbeing data has informed a comprehensive programme of universal, targeted, and specific programme of support.• System development has enabled key staff to be responsive to needs of the most vulnerable students e.g., Choices, YoS.• The school has made progress in developing a whole school approach to mental health and wellbeing e.g., 5-year curriculum.• The school has started to include the most disadvantaged students in all aspects of its work e.g., transition activities and awards evening.• A shared understanding of ALNET across the cluster to support ALN progression.• Community partnerships have supported the delivery of the formal and informal curriculum e.g., Gower College, Swansea Library Services and Police.	<ul style="list-style-type: none">• To reduce the number of exclusions for the most vulnerable groups.• To refine provision for students with SEBD.• Attendance has improved from 2021-2022 but is still a top priority for the school especially the attendance of our most disadvantaged students• To reduce persistent absenteeism.• To develop whole school systems to support behaviour.

School Development Priorities 2023-2024

In order to improve student progress and wellbeing, the high-level priorities for the school are:

1. Great Leadership
2. Great Behaviour
3. Great Support
4. Great Curriculum
5. Great Teaching
6. Great Assessment

Great Leadership	Great Behaviour	Great Support	Great Curriculum	Great Teaching	Great Assessment
To develop Pentrehafod School as a community focussed school	To improve student behaviour and attitudes to learning.	To refine systems for evaluating the impact of wellbeing interventions.	To improve standards of reading	To strengthen pedagogical content knowledge with all new teachers.	To develop a shared understanding of progression across the school and cluster.
To fully implement the SLO model to support professional development	To reduce the number of fixed term exclusions and increase learner engagement.	To embed positive mental health and emotional wellbeing across the school.	To improve standards of writing	To develop opportunities for students to engage in independent practice.	To develop systems to capture progression across years 5-8
To build leadership capacity at all levels	To improve attendance of all groups	To work with community partners to support disaffected students.	To improve the standards of oracy	To ensure high quality feedback for all students.	To develop baseline assessments to improve the validity of baseline data.
	To reduce persistent absenteeism especially for ALN and FSM students.	To refine the ALN provision according to need	To develop a shared understanding of progression in curriculum design across the cluster		
			To refine the whole school approach to the development of bilingualism and CWRE		

The planned actions to achieve these priorities are outlined below.

01: Great Leadership	CIF Link/Rec	SLT Lead	SI Overarching areas for <u>Self Improvement</u>			Autumn Term Monitoring	Spring Term Monitoring	Summer Term Monitoring
L1.1: To ensure Ambition for All is understood and enacted by all members of the school community.	IA5.1	MG/DLE	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement			
L1.2 To ensure Professional Learning opportunities support personal growth	IA5.3	DLE/AGR	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement			
L1.3 To strengthen the quality and effectiveness of leadership and management	IA5.1/IA5.2 Rec 3	DLE	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement			

02: Great Behaviour	CIF Link/Rec	SLT Lead	SI Overarching areas for <u>Self Improvement</u>			Autumn Term Monitoring	Spring Term Monitoring	Summer Term Monitoring
B2.1 To ensure consistency in implementation of the student values for success and routines	IA2.2/IA4.2	MT	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement			
B2.2 To develop robust systems to improve attendance	IA2.2/IA4.1	MT	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement			
<u>B2.3</u> To develop robust systems to reduce exclusions	IA2.2/IA4.2	MT	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement			

03: Great Support	CIF Link/Rec	SLT Lead	SI Overarching areas for <u>Self Improvement</u>			Autumn Term Monitoring	Spring Term Monitoring	Summer Term Monitoring
S3.1 Develop a coherent whole school approach to mental health and wellbeing	IA4.1	DH	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement			
S3.2 Develop a robust relationship and sex education provision	IA3.1	DH	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement			
S3.3 To strengthen the provision of learning support, including for those students with ALN	IA4.1	DH	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement			

04: Great Curriculum	CIF Link/Rec	SLT Lead	SI Overarching areas for <u>Self Improvement</u>			Autumn Term Monitoring	Spring Term Monitoring	Summer Term Monitoring
C4.1 Develop an ambitious and inclusive curriculum across all <u>AoLEs</u> that embodies the principles of the 4Ps	IA3.1	LJC	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement			
C4.2 Develop a Personal development curriculum, mapped out in detail, including Careers Education and Enrichment	IA3.1	DH	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement			
C4.3 To deliver an effective literacy, numeracy and digital strategy	IA3.1/IA1.1 Rec 1	LJC	Vision and Leadership	Curriculum, Teaching & Learning	Wellbeing, Equity and Improvement			

05: Great Teaching	CIF Link/Rec	SLT Lead	SI Overarching areas for <u>Self Improvement</u>			Autumn Term Monitoring	Spring Term Monitoring	Summer Term Monitoring
T5.1 To further develop teachers' understanding and implementation of all components of PETAL	IA3.2/ Rec 2	AGR	<i>Vision and Leadership</i>	<i>Curriculum, Teaching & Learning</i>	<i>Wellbeing, Equity and Improvement</i>			
T5.2 To further develop the classroom culture for learning	IA3.2/ Rec 2	AGR/MT	<i>Vision and Leadership</i>	<i>Curriculum, Teaching & Learning</i>	<i>Wellbeing, Equity and Improvement</i>			
T5.3 To further develop high-quality classroom talk for learning	IA3.2/ Rec 2	AGR	<i>Vision and Leadership</i>	<i>Curriculum, Teaching & Learning</i>	<i>Wellbeing, Equity and Improvement</i>			

06: Great Assessment	CIF Link/Rec	SLT Lead	SI Overarching areas for <u>Self Improvement</u>			Autumn Term Monitoring	Spring Term Monitoring	Summer Term Monitoring
A6.1 Develop habitual checking of work to judge progress towards endpoints and to inform planning	IA3.2/ Rec 2	LJC/AGR	<i>Vision and Leadership</i>	<i>Curriculum, Teaching & Learning</i>	<i>Wellbeing, Equity and Improvement</i>			
A6.2 To further develop the provision and quality of feedback	IA3.2/ Rec 2	LJC/AGR	<i>Vision and Leadership</i>	<i>Curriculum, Teaching & Learning</i>	<i>Wellbeing, Equity and Improvement</i>			
A6.3 Develop effective use of summative assessment data to diminish gaps and identify student progress, particularly for disadvantaged students	IA3.2/ Rec 2	LJC/AGR/ DLE	<i>Vision and Leadership</i>	<i>Curriculum, Teaching & Learning</i>	<i>Wellbeing, Equity and Improvement</i>			

The detailed actions are contained within the School Improvement Toolkit, which highlights relevant milestones for each of the individual priorities and actions.