



## **HENDREFOILAN PRIMARY**

*Learn, have fun, and reach for the stars.*

### **SCHOOL DEVELOPMENT PLAN (SDP)**

**2023-2024 (V4)**

This document is based on School improvement guidance: framework for evaluation, improvement, and accountability

**THE CONTENT OF THIS DOCUMENT WILL BE SUBJECT TO REVIEW ANNUALLY, AND FOLLOWING AN INSPECTION BY ESTYN**

## HENDREFOILAN PRIMARY SCHOOL

### SDP 2023-2024

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#### [School Vision](#)

At Hendrefoilan Primary School, we aim to:

- Create a happy welcoming learning environment.
- Promote equal opportunities and respect for everyone, irrespective of belief, race, and gender.
- Develop self-worth, self-discipline and thoughtfulness through a calm, mindful and safe environment.
- Encourage pupil independence so they organise their learning and manage their time.
- Encourage a 'growth mindset' approach that encourages the pursuit of challenge.
- Deliver an exciting curriculum, driven by four purposes and represented by the Hendre Hearties of Hendrefoilan.
- Support and challenge every pupil to meet their full potential through a wide range of high-quality learning experiences.
- Intensify effective thinking and the ability to innovate and solve problems creatively.
- Use all opportunities to develop numeracy, literacy, and digital competence skills.
- Secure interest and imagination through a wide range of authentic experiences.
- Develop pupils' natural curiosity about themselves, their locality, and the wider world.
- Develop an appreciation of the heritage and history of Wales as well as learning the Welsh language.
- Promote mental and physical health and well-being through an extensive range of fitness activities.
- Encourage a love of expressive arts through a wide range of curricular and extra-curricular activities.

#### [School Context](#)

Hendrefoilan Primary School is situated in Killay, Swansea. There is pre-school childcare provision, nursery 'Wrap Around' an After-School Club and a Holiday Club, which are registered with the Care Inspectorate Wales. Hendrefoilan Primary School has 233 pupils on roll. The Local Authority (LA) Pupil Admission Number (PAN) is 30. Approximately 8% of pupils are eligible for free school meals (FSM). There have been no fixed term exclusions or racial incidents recorded in the past 3 years. The school has 10% of pupils with Additional Learning Needs (ALN). 27% of pupils have English as an additional language (EAL) and no pupils speak Welsh at home.

There are 9 teachers at the school, including the Headteacher (HT), who was appointed in 2012. There is an Acting Deputy Headteacher (DHT) and the school has recently appointed a new DHT and she will be in post in Y6 from April 2024. In addition, a new Clasteacher has recently taken up her post in Y4. Hendrefoilan has 8 mainstream classes from Nursery to Year 6. The school is a popular choice for families and had double the applications for

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Reception places in 2023. From September 2024, the PAN is to increase to 34 and provisional plans are in place for mixed year groups in Y1/Y2 to increase capacity. The school is situated on a large site with extensive grounds, boasting developed woodland, fields, adventure playgrounds, netball courts, football pitches and a Celtic Roundhouse. The school is judged to have made good progress in respect of the recommendations following an Estyn monitoring visit in May 2017.

Leaders have established a calm, happy atmosphere in which all stakeholders strive for excellence. Clear aims, policies and plans with strategic priorities focus on meeting pupils' needs well. An experienced senior member of staff is currently Acting DHT, and she meets with the HT and Chair of Governors weekly to review the school's performance. In 2023, the school's leadership structure was reviewed, and the final structure comprises of the HT, Acting DHT and a Teaching and Learning Responsibility (TLR) for Inclusion. In addition, the school's Additional Learning Needs Coordinator (ALNCo) returned to school from Local Authority (LA) secondment in September 2023, has resumed her teaching post, and is an important part of the SLT. The core SLT, comprising of the HT, Acting DHT and Inclusion Lead, meet weekly, and they are clear about the school's strengths and needs. Moreover, the newly appointed DHT is completing a useful induction term and joins weekly SLT meetings. 'Phases,' Teachers, and Teaching Assistants (TAs) meet weekly for purposeful meetings that focus on Hendrefoilan's agreed priorities.

Performance management has a significant impact on staff development, which leads to improved outcomes, for example improvements to teaching because of well-established, purposeful action research and honest performance related feedback. Hendrefoilan invests in staff and has a strong history of teachers going on to take leadership positions in other schools/the LA. Senior Leaders have forged links with other schools that influence successful partnerships, for example the Swansea Bay Partnership (SBP). Leaders have accurately evaluated staff skills and consulted with them regarding their specific roles and as a result, staffing structures are strong. The indicative budget is set with a strong staffing structure until 31st March 2025, with planned reserves of £6,610. Over the last few years, significant investments to the school and grounds have enhanced the well-being of the whole school community.

Hendrefoilan is emerging as a community hub and hosts events that bring others together in a celebratory way, for example, pupil led afternoon visits and choir events. The school hosts multi school sporting events for Swansea schools, and a café for the school community. Feedback from staff, parents and pupils indicates high levels of satisfaction and shows that the school community is aligned to the school's shared vision. Results of recent staff, parent and pupil questionnaires are used to inform the rationales for the school's priorities. The four purposes are at the core of Hendrefoilan's curriculum. Pupils share the school's aspirations for their futures, and this is evident through their responses in class, assemblies, and displays around the school and in their work. The four purposes are embedded through the work of the HT, Head pupils and the School Council, using the Hendre

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Hearties certificates and Hendre House Points system. Teachers make effective use of the Education Effectiveness Framework (EEF) and EBSCO databases to read about educational research and inform their pedagogical action research. Staff share their studies and findings, where appropriate, to inform practice. The school uses the National Professional Enquiry Project (NPEP) as a platform to share its research data.

Teachers have collaborated to create new and authentic curriculum maps, aligned to the CfW. The whole school curriculum map is broken down into four phases: Lower, Middle, Upper and Higher. Monitoring records evidence that phase-working in teams is already impacting positively on standards of teaching and learning as well as consistency and progression. Topics are broken down into systematic planning modules. All planning is easily accessible to staff on the school's bespoke webpage called the Curriculum, Planning and Assessment (CPA) site. The SBP (SBP) Progression Plan informs a shared understanding of progression within and between the primary and secondary phases to ensure smooth transition. The role of Area of Learning and Experience (AoLE) Leader is well developed, as evidenced by the worthwhile SPB schemata work which directly informs progression in teaching and learning.

At Hendrefoilan, assessment focuses on finding each individual learner's strengths, achievements, areas for improvement and, if relevant, any barriers to learning. Staff do this in discussion with the learner and through assessment of pupil progress (APP) meetings with leaders. They use this understanding and knowledge to inform their planning and to provide any additional challenge and support required. The school uses a menu of standardised and diagnostic testing to monitor pupils' maths/reading/spelling ages. Suitable interventions support any identified individuals, for example, should a pupil's reading age fall eighteen months or more behind their chronological age, they are referred for further testing to identify any specific difficulty in reading, writing, and spelling.

Pupils' work and test data are used as required to chart individual pupil progress and trends in performance across the school. The assessments enable teachers to make more holistic judgements as they triangulate each pupil's progress against their capabilities, and challenge pupils to reach their maximum potential. Assessment also supports staff in identifying the progress made by each individual learner over time. The school is planning to use online portfolios to exemplify progress and standards against the skills in each AoLE progression step. At Hendrefoilan, feedback to learners includes both immediate next steps and longer-term targets that learners work towards. Personal targets are used, alongside diagnostic test results and teacher assessments, as a basis for communicating progress and engaging with parents/carers. There is a robust assessment system to support progression through the 'School on a Page' (SOP) spread sheet, the 'Class on a Page' (COP) document and the personalised progress of individuals through the 'Pupil on a Page' (POP) teacher assessments.

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At Hendrefoilan, Looked After Children (LAC) make much higher than expected progress, and nearly all FSM pupils make expected progress in reading and higher than expected in spelling. High quality ALN provision, including interventions such as Toe-by-Toe, Nessy, POPAT and the Power of 2, ensures the majority of ALN pupils make expected progress in relation to their ability and this is measured through the number of personal targets attained. For example, higher than expected progress in spelling is due to highly successful interventions to support pupils with Specific Learning Difficulties. The use of appropriate resources help EAL learners to make expected or higher than expected progress in literacy. Differentiated tasks ensure challenge according to ability and the school collaborates well with subject specialists from KS3 and KS4 to enhance provision for the MA. Many MA pupils make expected, higher, or much higher than expected progress in literacy, numeracy, science, music, art, drama, and sports. An analysis of progress in reading and spelling ages from Autumn 2022 to Summer 2023 (Y2 to Y6) indicates that ALN/FSM pupils made the least progress in reading in relation to their peers but made expected progress in relation to their ability. More able pupils made the highest progress in reading and spelling. Boys made higher progress than girls in reading and boys and girls made the same progress in spelling. In Numeracy, boys outperformed girls in procedural maths and in reasoning.

In the Lower and Middle Phases, a range of high-quality numeracy outcomes are evident. Moreover, a range of resources are used effectively to challenge the more able. In the Lower Phase, phonic assessments show expected/higher than expected termly progress, and pupils write longer sentences correctly. In the Middle Phase, pupils use punctuation correctly to demarcate longer sentences and sequence their writing using time connectives. Presentation is good and pupils use a consistently neat, looped cursive style of handwriting. Pupils use erasable pens skilfully, and as a result, presentation is improving. Pupils' literacy work is neatly presented and of a high standard and in the Higher Phase, illustrations are evident alongside a range of cross-curricular topic work. There are excellent examples of pupils' cross-curricular language work on Seesaw, and in the developing AoLE portfolios. Across the school, 'Free Writing Friday' combined with the school's new Progression Plan in Grammar, is transforming extended writing.

Staff morale is high, and they have embraced the transition through the Curriculum for Wales. Pupil questionnaires evidence that the school is a fun and welcoming place. Nearly all pupils feel safe in school, and they know who to talk to if they are worried and upset. Pupils are encouraged to make healthy choices and there are many opportunities to exercise and develop good mental health. However, pupils feel less secure about working independently, explaining what they are learning about and what they need to do next to improve. The school plans to address this. The school encourages pupil involvement in school development priorities, and further opportunities are underway to improve this, led by the School Council. In September 2022 PASS data indicated that most pupils are prepared to learn and respond to learning well. However, feelings about school and learners' self-worth are lower, particularly for FSM pupils. In July 2023, all percentages had gone up apart from learner self-worth which has gone down slightly

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(1 child's response). Pupils' well-being is supported through a menu of provision, including daily mindfulness sessions, collaboration with CAMHS In Reach, the Early Help Hub (EHH), the Education Welfare Officer (EWO), the Behaviour Support Teacher and the Educational Psychologist. Barriers to learning are recognised and addressed through partnership work, for example, with the EHH, and/or appropriate interventions, such as sensory circuits. The school takes every opportunity to support others, using the school uniform grant to purchase uniform/warm clothing and providing food and sundries for FSM families, for instance, Christmas Hampers hand delivered to families in need.

All the actions in the LA Health and Safety Audit (March 2023) and the LA Peer Inspection for Child Protection and Safeguarding (September 2023) have been met in full. The school is reinforcing the LAs expectations for attendance using the LA Attendance Pathway. All late comers must sign in at the office and give a reason for absence. For a minority of pupils with over 10 'lates', written expectation for time-measured improvement is issued. Additionally, all pupils with under 90% attendance receive letters reinforcing the school's high expectations and setting dates for improvement. The school works closely with the EWO to arrange home visits and follow up meetings as required. This term, the LA/school has issued six fixed penalty notice for low attendance. Attendance of statutory age pupils in 2018/19 was 94.8% and 2021/22 was 91.4%. Due to a renewed focus on lateness and absence, attendance is improving and at 93.9% for the academic year September 2023 – July 2023. Leaders promote good attendance via assemblies and class league tables, challenge/support of a few extremely low attending families, and as a result, attendance has risen to 94.9% (December 2023).

#### [Plan Context.](#)

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

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

*Improvement* – for the learner.

*Accountability* – for governance purposes.

*Transparency* – for the wider citizen – telling them how well the school is doing.

This Plan was written after consultation and input from the Governors, HT, pupils, parents/carers of pupils, and school staff. The consultation was carried out through INSET days, meetings, questionnaires, and school council meetings. Due regard is given to the school's comparative data and pupil

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outcomes when creating the plan. The plan is formulated as part of the school's self-evaluation procedures. The duration of this plan is from September 2023 to July 2024. All grant funding referred to in this plan is to be spent by March 31<sup>st</sup>, 2024 (unless the grant provider allows carry forward).

The Governing Body will seek to meet the school improvement targets for the current school year by working with:

- Pupils at the school and their families; and
- People who live and work in the locality in which the school is situated.

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

#### NATIONAL PRIORITIES

- Our National Mission (March 2023).
- Framework on embedding a whole-school approach to emotional and mental well-being.
- Cymraeg 2050: A million Welsh speakers.
- Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- Supporting learner progression/Shared understanding of progression: assessment guidance.

CONTENT	EVIDENCED IN SDP		REFERENCE TO STRATEGIC PRIORITY
Framework on embedding a whole-school approach to emotional and mental well-being.	YES	NO	<a href="#">Priority 1</a> - To enhance the outdoor learning environment to facilitate pupil enquiry.
Cymraeg 2050: A million Welsh speakers.	YES	NO	
Additional Learning Needs and Education Tribunal (Wales) Act 2018.	YES	NO	



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Supporting learner progression: assessment guidance/ Shared understanding of progression: assessment guidance.	YES	NO	<a href="#">Priority 2</a> - To develop a shared understanding of progression at a cluster and beyond level, including demonstrating progression in the schemata identified within each AoLE.
Our National Mission (March 2023). Objective 5 – Community based learning.	YES	NO	<a href="#">Priority 3</a> - To develop Hendrefoilan as a community focused school.

#### A Shared Understanding of Progression 2023 – 2024 (link to Priority 2)

##### Rationale

Linked to statutory SUP Guidance 2023. This will inform:

- Future professional dialogue.
- Curriculum and assessment.
- Curriculum design.
- Learning and teaching practices within the school.

##### Desired impact

Developing and maintaining a shared understanding of progression

Within the school	Within the cluster	Outside of the cluster
To develop a shared understanding of progression at a school, cluster and beyond level, including demonstrating progression in the schemata identified within each AoLE.	Phase 3 of the SBP Progression Plan will continue this work and incorporate collaboration on approaches to curriculum, assessment, and pedagogy in classrooms across the cluster to maximise learner progress.	<p>The SBP has made a video <a href="#">‘Developing a Shared Understanding of Science and Technology when planning for CfW’</a> that was selected and shown at a national conference.</p> <p>To continue to collaborate with regional experts to make a database that can be used as a shared</p>

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(All teachers through staff meetings, monitoring, half termly AAP meetings, curriculum planning meetings, reporting to governors).	(Progression and AoLE Leads through half-termly meetings, sharing policies and planning, development of exemplifying materials, professional dialogue).	cluster portfolio to exemplify progression in learning.  (Progression leads through training/support/QA from region)
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#### Grant Finance 2023-24

Source of Funding	Purpose	Sum	Cross-referenced to priorities in the SDP
<b>Education Improvement Grant</b>	Ensure each pupil profits from excellent teaching and learning, focusing on <ul style="list-style-type: none"> <li>Improving Literacy</li> <li>Improving Numeracy</li> <li>Breaking the link between disadvantage and educational attainment</li> </ul>	£90,329 NB – £77,162 of the EIG for 2023 –24 is allocated to staffing the Foundation Phase. £13,167 is allocated for SEG.	Priority 2 - To develop a shared understanding of progression at a cluster and beyond level, including demonstrating progression in the schemata identified within each AoLE.
<b>Pupil Development Grant</b>	Reducing education inequalities and a focus on Equity and Wellbeing for every learner Breaking the link between disadvantage and educational attainment.	£17,250 (£17,250 funded through eligibility for Free School Meals & £0 Early Years allocation)	Priority 3 - To develop Hendrefoilan as a community focused school.
<b>Professional Learning</b>	To help schools meet the demands of the new National Approach to Professional Learning (NAPL) and enable investment in the elements of	£4,315	Priority 2 - To develop a shared understanding of progression at a

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	the model. To enable investment in practitioners' individual professional learning journeys and investment in collaboration.		cluster and beyond level, including demonstrating progression in the schemata identified within each AoLE.
<b>Minority Ethnic and Gipsy Roma Traveller</b>	<p>The Welsh Government principles of the grant are:</p> <ol style="list-style-type: none"> <li>1. Inclusion – both into school and the wider community</li> <li>2. Equity – remove barriers and improve life chances</li> <li>3. Removal of barriers to accessing the curriculum - including a focus on language acquisition</li> <li>4. Improving attendance</li> <li>5. Engagement with learners, families, and communities</li> <li>6. Training and capacity building in the school workforce</li> <li>7. Integration into education - including a focus on transition into school and between phases</li> <li>8. Supporting transition Post 16 into FE, training, or employment</li> </ol>	£5,444	<p>Priority 1 - To enhance the outdoor learning environment to facilitate pupil enquiry.</p> <p>Priority 2 - To develop a shared understanding of progression at a cluster and beyond level, including demonstrating progression in the schemata identified within each AoLE.</p> <p>Priority 3 - To develop Hendrefoilan as a community focused school.</p>
<b>Recruit Recover Raise Standards</b>	'Recruit, Recover, Raise Standards: Accelerating Learning Programme' grant (the RRRS grant) in schools and the catch-up grant in further education (FE) colleges. Both grants were part of the Welsh Government's response to the COVID-19 pandemic.	£12,978	<p>Priority 1 - To enhance the outdoor learning environment to facilitate pupil enquiry.</p> <p>Priority 2 - To develop a shared understanding of progression at a cluster and beyond level, including demonstrating progression in the schemata identified within each AoLE.</p>

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			Priority 3 - To develop Hendrefoilan as a community focused school.
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**Summary of priorities 2023/24**

Priority	SI Overarching areas for Self-Improvement		
Priority 1: To enhance the outdoor learning environment to facilitate pupil enquiry.	<i>Vision and Leadership</i>	<i>Curriculum, Teaching &amp; Learning</i>	<i>Wellbeing, Equity, and Improvement</i>
Priority 2: To develop a shared understanding of progression at a cluster and beyond level, including demonstrating progression in the schemata identified within each AoLE.	<i>Vision and Leadership</i>	<i>Curriculum, Teaching &amp; Learning</i>	<i>Wellbeing, Equity, and Improvement</i>
Priority 3: To develop Hendrefoilan as a community focused school.	<i>Vision and Leadership</i>	<i>Curriculum, Teaching &amp; Learning</i>	<i>Wellbeing, Equity, and Improvement</i>

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**The school improvement priorities for the two school years immediately preceding the current school year.**

Aspect	
<b>Learning – Teaching and Curriculum</b>	<p>Review curriculum coverage in each AoLE and explore What Matters Statements.</p> <p>Review and refine medium term planning accordingly e.g., for relevance and progression.</p> <p>Cluster work on progression within and across the school.</p> <p>Use well-established, purposeful action research to improve teaching.</p> <p>Review FP pedagogy and provision to ensure greater focus on learning</p> <p>Gain the Silver Siarter laith.</p> <p>Develop handwriting with a focus on a consistency of presentation of pupils' work and raise standards of presentation throughout the school.</p> <p>Develop the outdoor area and outdoor learning across school.</p> <p>Develop Missions from Nursery to Y6.</p> <p>Improve Baseline accuracy.</p>
<b>Wellbeing /Care</b>	<p>Evaluate Emotional and mental wellbeing provision using questionnaires and PASS tests.</p> <p>Embed Mindfulness.</p> <p>Improve staff communication.</p> <p>Use Helping Hands stress counselling to support staff wellbeing.</p> <p>Develop Pupil Voice Groups– influencing planning ‘Our Voice, and groups involved in AoLE monitoring and leading whole school projects.</p> <p>Introduce a new pupil tracking system and review and improve assessment processes e.g., SOP, COP, POP.</p> <p>Embed Universal ALN provision to meet the needs of all learners</p> <p>Re-establish Hendrefoilan’s attendance drive following COVID.</p> <p>Continue to develop role of ALNCO implementing ALNET.</p> <p>Strengthen Intervention groups – Wellcomm, DCD/Sensory Circuits, S&amp;L Link, training.</p> <p>Design and build a Sensory Room.</p> <p>Redecorate the staff room/toilet, Nursery, Reception, Y1, Y2 and Y3.</p> <p>Achieve the Peace Mala Bronze Award.</p> <p>Achieve the Healthy Schools Phase 5.</p>
<b>Leadership</b>	<p>Restructure the TLRs and SLT in line with the CfW.</p> <p>Quality PL – Coaching and mentoring SLT, middle leaders.</p> <p>Establish a robust induction policy and checklist and set up links with TSD students.</p> <p>Establish and drive school-to-school work regarding CfW progression within the SBP.</p>

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	<p>Refine the school's self-evaluation policy and processes – sharpen the focus of learning walks, book scrutiny and lesson studies and move teaching and learning from good to excellent.</p> <p>Evaluate impact of outdoor learning and refine provision accordingly.</p> <p>Develop all staff as leaders – use honest, clear, and accurate staff self-reflection using prof standards and PM and challenge under-performance.</p> <p>Develop the role of parents in their children's education through e.g., workshops, volunteers, and open events.</p> <p>Continue the review of current H&amp;S, and safeguarding procedures to ensure that they continue to meet requirements. LA H&amp;S Inspection by Rob Lynch (March 2023) - all actions were met in full.</p> <p>Full Safeguarding LA Peer Assessment (May 2023) with Amanda Jones/David Thomas – all actions were met in full.</p> <p>Painting of staff room, staff toilets and Reception and Y1.</p> <p>Painting and re-carpeting Nursery and Y2.</p> <p>Roundhouse and path.</p>
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#### ONGOING/BACKGROUND ACTIVITIES

TARGET	TIMESCALE	PERSON RESPONSIBLE	COST
ALN Annual report to Governors	Summer term	ALN GOV /CD	Nil
Strategic Plans, Reports and Presentations	Updated annual and/or as required	AF/SLT etc.	Nil
Analysis of whole school data /pupil progress	Termly	AF	Nil
Analysis of class data / pupil progress	Termly	Teachers	£240 x 3 = £720 (supply)
Performance management teachers /associate staff	Autumn / summer	Team Leaders	£240 x 3 (supply)
Assessment, SOP, COPs, and POPs	Ongoing/Termly	AF and Teachers	Nil
IDP writing and reviews twice annually, PCR, ALN support timetable & intervention programmes according to need (see provision mapping and intervention programmes database)	Ongoing	CD/ALN Team	ALNCO TIME
Local colleges link for training students /student mentoring	Termly	SH Teacher Mentor training	£80 ½ DAY PER TERM
Pupil Voice groups	Half termly	CB	NIL
Criw Cymraeg – Silver/Gold Siarter Iaith /Language of the Month	Ongoing (1 day paperwork)	DT	£180 supply
ECO council	Half termly	CB	NIL
Healthy Schools	Half termly	CB	NIL
MEGRT Monitoring and Record keeping	Annual survey	CD	MEGRT Grant
Buddies	Autumn term	HB	Nil

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Hendre Hearties, Houses, House Points and Parties	Ongoing	AF and all staff	Nil
Reporting to parents /parents' consultations	Termly	Teachers	NIL
Curriculum monitoring/ standards	On-going programme	AoLE Leads	PPA TIME
T&L monitoring	Termly	AF/CB	NIL
NGRT & Nat tests- Maths, Spelling, Reading	Summer term	Teachers	GL Complete digital solution (£3500)
Nursery and Reception Baselines	Autumn Term 1	Nursery and Reception Teachers	PPA time
Analysis / feedback of tests	Summer Term	AF/Teachers	Nil
AoLE annual review of policies and Action plans	Ongoing	AoLE teams	PPA TIME
AoLE cluster curriculum design	Termly	AoLE teams	£240 x6 per term (£1440 x3)
Health & Safety checks e.g., Fire / Risk Assess.	Annual audit /Termly check/as necessary	Health and Safety Team	Nil
Pupil / Parent / staff / Goveernor questionnaires	Autumn Biennially	AF	NIL
Wellcomm support for staff /pupils	On going	CD/ALN Team	Supply as required
Sensory Circuits and Sensory Room	On going	DT/CD	In-house cover
Ed Psych and ALNCo planning	Annual meeting – Sept	CD	ALNCO Time
In-house Standardisation and moderation	Termly – core	SLT	Weekly meetings
Governor class visits and subject link meeting	Annual programme	Leaders/Govs	Nil
Assemblies	Weekly programme	Teachers	Nil
After School / extra-curricular clubs	Weekly programme	Teachers/TAs	Nil
Safeguarding procedures and site security	Ongoing (termly staff reminders)	All staff	Nil

### [Review of previous year's priorities](#)

*A brief statement setting out the extent to which the school improvement targets for the previous school year were met and where they were not met fully a brief explanation as to the reasons.*

PRIORITY	PLANNED	OUTCOMES
Priority 1: Assess and support staff well-being and further improve pupil well-being.	Improve communication and focus on initiatives to enhance staff wellbeing.	Leaders addressed areas that negatively influenced staff well-being, for example, improvements made to the staff room/toilets, and team-building activities have strengthened morale. Focussed staff surveys have accurately assessed barriers to clear communication, and established methods of communication to ensure that the

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	<p>Train all staff in mindfulness techniques and introduce daily mindfulness sessions in all classes.</p> <p>Design and make a Peace Mala Garden and Celtic Roundhouse.</p> <p>Increase percentages of pupil positives in PASS data in all areas.</p>	<p>school operates as an effective team and that all are empowered to meet their potential. For example, the School Newsletter, the Information Board in the Staff Room, regular, purposeful meetings, and an extensive training/support menu. However, a very few TAs said meetings feel more like 'training' than 'communicating' and they would appreciate a general information sharing meeting where they were able to bring up items for discussion with a member of the SLT or senior staff. This was actioned.</p> <p>Staff and pupils are trained in Mindfulness and all pupils from Reception to Y6 participate in daily relaxation sessions. Many pupils understand the benefits of mindfulness and most pupils say they are calmer as a result, although a few find it challenging. Older pupils articulate how this helps them recognise their emotions and self-regulate. The School Council has presented to the Governing Body on their collaborative, whole school completed community work and resultant improvements to the Top Field, i.e., the Celtic Roundhouse and Peace Mala Garden. The school Peace Mala display was the centrepiece in the Swansea Summer Peace Mala exhibition. The school's next steps are to increase the use of the outdoor learning environment to support pupils and staff in their wellbeing and resilience.</p> <p>See results of PASS and pupil questionnaire.</p>
<p>Priority 2: Develop a shared understanding of progression within each AoLE.</p>	<p>Set up collaborative networks within the SBP and with regional experts.</p> <p>Develop a shared understanding of progression within the school.</p> <p>Review and improve medium term plans for</p>	<p>Hendrefoilan leads curriculum innovation within the SBP. Regional curriculum specialists have offered appropriate challenge and advice and supported the SBP, and quality assured processes. Teachers have reported these progression plans have provided beneficial 'areas of knowledge' that inform their understanding of progression within each AoLE. Phase 2 of the Progression Plan is well underway with staff using the schemata to inform a shared understanding of pupils' progress. The innovative curriculum design work of the Swansea Bay Partnership (SBP) was selected to be shared at a National conference. Staff have considered the SBP schemata when reviewing the school's medium-term plans for effectiveness/levels of pupil engagement. However, to have a positive impact on learners the school needs to</p>



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	effectiveness/levels of pupil engagement.	consider how the threads of progression are transferred into their school's curriculum and the pedagogical choices made by teachers. Furthermore, leaders have recognised the school needs to work closely with the SBP and regional experts to develop a portfolio of exemplar work to demonstrate progression in the schemata.
Priority 3: Improve effective teaching and learning strategies across the school.	<p>Increase the repertoire of teaching approaches across the school.</p> <p>Develop teacher scaffolding to move pupils from directed learning to independent learning.</p> <p>Develop a consistent Play Continuum in the Foundation Phase/across the school.</p> <p>Increase cross-curricular extended writing in the Upper and Higher Phases.</p> <p>Ensure consistency in presentation of pupils' work across the school.</p>	<p>Action research is embedded across the school with each teacher, this academic year, focusing on pupils' motivation to learn. Leaders have provided staff training on a blend of teaching approaches and strategies that encourage pupils to take increasing responsibility for their own learning. Teachers' planning and the organisation of the learning environment have been examined alongside the effective deployment of teaching assistants. Through the consistent application of co-constructed approaches, staff use a range of teaching strategies that inform learning and as a result, many pupils across the school make higher/much higher than expected progress particularly within the core skills of reading and spelling.</p> <p>The HT and Foundation staff attended LA Foundation Learners' training, and this, alongside effective classroom organisation has strengthened the school's consistency in approach to supporting pupils to be learners that are more autonomous. Because of clear planning and thorough timetables, beneficial opportunities for cross-curricular writing are increasing and this has led to improvements in pupils' extended writing. In addition, pupils' presentation has improved because of a whole school expectation for neatness. However, leaders must continue to ensure all staff have consistently high expectations regarding the presentation of pupils' work. A member of staff required support with classroom organisation and when considering the learning within tasks set for pupils.</p>

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**STRATEGIC PRIORITY 1:** To enhance the outdoor learning environment to facilitate pupil enquiry.

#### **RATIONALE:**

Evidence from lesson observations and learning walks shows that that physical activity in natural environments is more beneficial to health than that undertaken in traditional, structured, classroom environments and that pupils enjoy it more. The school's response to pupil and parental feedback is to use the grounds to stimulate interest and enjoyment in learning. Excellent use will be made of Hendrefoilan's extensive grounds, boasting developed woodland, fields, adventure playgrounds, netball courts, football pitches, a Celtic Roundhouse, and a Peace Mala Garden. Consistently high percentages of pupils say that they enjoy learning outdoors.

- 94% in July 2022.
- 94% in July 2023.
- 89% in December 2023.

Learning walks indicate that outdoor learning affords time to play, imagine, think, move, and socialise. Learning walks show that outdoor mindfulness sessions develop the skills pupils required for wellbeing. Increasing percentages of parents think that the school grounds are interesting.

- 87% in July 2022
- 90% in July 2023
- 89% in December 2023.

High percentages of parents think their child enjoys being at Hendrefoilan.

- 89% in July 2022
- 97% in July 2023
- 92% in December 2023.

High and increasing percentages of parents think that their child finds Hendrefoilan interesting.

- 95% July 2022.
- 96% July 2023.
- 97% in December 2023.

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person	Timeline	Funding	Link to Monitoring/Self Evaluation Activities that will give evidence of impact on learners
Build pupils' long-term motivation towards outdoor	Pupils have rich opportunities to be	Use the new additions to the grounds	H&W Leader (CB).	A detailed outdoor	Gower Society Grant.	Gather a detailed baseline on pupil

## HENDREFOILAN PRIMARY SCHOOL

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<p>learning through resilience and enjoyment.</p> <p>Seek means to making outdoor learning fun and for pupils to enjoy the challenge. Link this with pupils' choice in what and how they learn.</p>	<p>involved in outdoor learning and this improves pupil driven learning.</p>	<p>effectively to promote enjoyment, wellbeing, and learning. Further develop the grounds in line with pupils' views.</p>	<p>ALN/Wellbeing Link Governor.</p>	<p>learning baseline questionnaire is complete by December 2023 and repeated in July 2024.</p>	<p>PTA funding. Donations from parents.</p>	<p>enjoyment in learning outdoors, review results and consider next steps.</p> <p>How do we use the school's outdoor area to encourage pupils' motivation to learn and improve?</p> <p>Use care of the chickens to improve wellbeing and measure the results.</p>
<p>To develop an Outdoor Learning Policy and Outdoor Learning Continuum</p>	<p>Outdoor learning is consistently well planned for in the lower/middle phases in the continuous and enhanced provision and in the upper/higher phase in main lesson plans/missions.</p>	<p>To develop practitioners' understanding of how children learn outdoors through developing an outdoor learning policy. Ensuring staff are aware of a cross-curricular progressive approach to learning outdoors and that this is consistently followed.</p>	<p>H&amp;W Leader. ALN/Wellbeing Link Governor.</p>	<p>July 2024</p>	<p>Release time.</p>	<p>Half-Termly planning scrutiny.</p> <p>Termly learning walks by the H&amp;W team.</p> <p>Discussion with pupils as to how they learn outdoors and how it makes them feel.</p>

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<p>Ensure constant access to outdoor provision in the Lower/Middle Phases.</p> <p>Ensure that each class spends a morning/afternoon session a week outdoors in the Upper/Higher Phases</p>	<p>Pupils are accessing outdoor areas independently with enthusiasm and motivation.</p>	<p>For all pupils in the Lower/Middle Phases to be involved in outdoor learning activities every day. In the Upper/Higher Phases at least once a week. Moreover, for pupils to have a 'voice' in deciding how they will be learning outdoors.</p>	<p>H&amp;W Leader. ALN/Wellbeing Link Governor.</p>	<p>Ongoing</p>		<p>Termly learning walks by the H&amp;W team.</p> <p>Results of Pupil Questionnaires.</p> <p>Minutes of School Council meetings.</p> <p>Discussion with pupils as to how they learn outdoors and how it makes them feel.</p>
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#### *Evaluation (Continuous)*

#### **Summary of Progress - Autumn Term 2023**

Pupil questionnaires indicate 82% of pupils think that they get exercise at school. However, only 67% think that adults in the school plan interesting activities outdoors and 89% like learning outdoors/were not sure. As staff prepare better lessons outdoors, pupils' enjoyment in learning outdoors should increase. Five members of staff benefited from the LA led outdoor learning course and are starting the use what they learnt, and this is evident in learning walks and observations, for example, when pupils care for the chickens. The Outdoor Learning Policy is drafted and ready to use. Outdoor Learning Cards, constructed by the School's Eco Committee are available for trial in each class. Senior leaders have given clear guidance regarding continuous access to the outdoors areas in Reception, Y1, Y2 and Y3 from 9.10 am onwards. Shared outdoor resources have been carefully considered for Reception, Y1, Y2 and Y3. However, these are not yet used effectively in all classes. In the Spring term, focused monitoring of outdoor learning interventions across the school, will assess what is working well/needs further development.

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**STRATEGIC PRIORITY 2:** To develop a shared understanding of progression at a cluster and beyond level, including demonstrating progression in the schemata identified within each AoLE.

#### **RATIONALE:**

Hendrefoilan will continue to lead curriculum innovation within the Swansea Bay Partnership (SBP). This is highly creative school-to-school work that will have significant impact on teaching at Hendrefoilan and in the other participating schools. The regional curriculum specialists have offered appropriate challenge and advice and have supported the SBP in their development of schemata and quality assured processes which informs an expertly designed curriculum for all. The innovative curriculum design work of the SBP was highly praised by regional specialists and selected to be shared at a national conference. To have a positive impact on learners the SBP schools must consider how the threads of progression are transferred into their school's curriculum and the pedagogical choices made by teachers. Leaders have recognised the school needs to work closely with the SBP and regional experts to develop a portfolio of exemplar work to demonstrate progression in the schemata.

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person	Timeline	Funding	Link to Monitoring/Self Evaluation Activities that will give evidence of impact on learners
Ensure a shared understanding of progression from 3 to 16 within the cluster.	Ensure all AoLEs have identified clear threads that are agreed upon and shared with staff.	SBP AoLE Leads continue to meet to 'fill in gaps' and refine the existing schemata.	AF and AoLE Leads	July 2024	Any available Partneriaeth funding streams.	Half-termly review by the SBP Progression Leads.  Termly review by the Curriculum Committee.
Consider how the threads and articulation of progression are transferred into the design of their school's curriculum and assessment and the	Medium-Term Schemes of Learning reflect the threads.	Review which threads have most relevance within existing Medium-Term Schemes of Learning for each AoLE.	AoLE Leads	July 2024	Any available Partneriaeth funding streams. Teachers' Meetings. PPA time.	Quality assurance by regional experts during each AoLE meeting.  Termly planning scrutiny by AoLE Leads.

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### SDP 2023-2024

pedagogical choices made by teachers.		Examine if the Medium-Term Schemes of Learning allow threads to be revisited over time (spiral curriculum). Examine the pedagogical approaches to the teaching of threads in lessons.				Termly learning walks and lesson observations by AoLE Leads.
Examine if assessment opportunities give rise to opportunities to formatively assess pupils' knowledge, understanding and skills.  Ensure coherence between curriculum intentions and the purpose of assessment.	Assessment opportunities provide feedback opportunities on the threads. Curriculum and assessment arrangements are outlined to stakeholders (e.g., parents) with reference to the Swansea Bay Progression Plan work.	AoLE Leads collect strong examples of pupils' outcomes in the WMS from PS1 – PS3 in each AoLE. Progression Leads work closely with the SBP and regional experts to develop a portfolio of exemplar work to demonstrate progression in the schemata.	AoLE Leads	July 2024	PPA Time and Release Time.	Moderation activities during termly SBP AoLE meetings.  Teachers' Meetings.  PPA Time.
<i>Evaluation (Continuous)</i>						

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#### Summary of Progress - Autumn Term 2023

The HT has further developed her leadership skills through highly successful cluster working. The SBP Progression Plan, Phase 3 is well underway with staff starting to use the schemata to inform a shared understanding of pupils' progress in each AoLE. The SBP Progression Leads provided clear directions to AoLE Leads and as a result, Teachers have closely considered progression when reviewing the schools' medium-term plans. Praise from Teachers indicates that the schemata have provided extremely beneficial 'areas of knowledge' that successfully inform progression. To directly assist teaching, AoLE Leads are completing a glossary of key vocabulary (approximately five key words from key vocabulary rows in each schema). To inform the links between the higher level statutory CfW and their medium-term plans, AoLE Leads are exemplifying the schemata carefully and this exemplification has the potential to form a shared database. As a result of evaluative feedback and self-reflection regarding progression in writing, staff have developed a detailed continuum in sentence level progression that is transforming pupils' work, and this now needs time to embed.

**STRATEGIC PRIORITY 3:** To develop Hendrefoilan as a community focused school.

#### RATIONALE:

The school is an extremely popular choice for families and had double the applications for a place in Reception in 2023. From September 2024, the PAN will increase and there is a Capital Grant in place for a new classroom. Following the difficult COVID National Lockdowns, there is an appetite for community involvement and a great deal of support from families in the school community, as evidenced by day-to-day feedback and responses to Parental questionnaires. The school is situated on a large site with extensive grounds, boasting developed woodland, fields, adventure playgrounds, netball courts, football pitches and an outstanding Celtic Roundhouse that can be used by the community. The school has already established links with the community and plans to build on its popularity. Feedback from governors, staff and pupils indicates they are passionate about sharing the school's learning experiences with the community. Observational evidence indicates that pupils, staff, and parents gain enjoyment and make very successful connections through inter-generational/family learning. Community links strengthen extra-curricular opportunities to teach the purposes of our curriculum through the promotion of good health, wellbeing, authenticity, enterprise, and entrepreneurialism. Community rentals and innovative activities generate income that is used to sustain successful projects.

- 94% of parents thought that Hendrefoilan was a good school (July 2022)
- 95% of parents thought that Hendrefoilan was a good school (July 2023)
- 96% of parents thought that Hendrefoilan was a good school (December 2023).

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- 86% of parents thought that the school community celebrated diversity and was inclusive to all (July 2022).
- 89% of parents thought that the school community celebrated diversity and was inclusive to all. (July 2022)
- 92% of parents thought that the school community celebrated diversity and was inclusive to all. (December 2023).
  
- 96% of parents thought that they knew what was going on in the school (July 2022)
- 97% of parents thought that they knew what was going on in the school (July 2023)
- 100% of parents thought that they knew what was going on in the school (December 2023).

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person	Timeline	Funding	Link to Monitoring/Self Evaluation Activities that will give evidence of impact on learners
<p>To develop a range of extra-curricular, community activities that build on pupils' long-term motivation towards the four purposes of the curriculum through learning in/with the community and enjoyment.</p> <p>Seek means to making community-learning fun and for pupils to enjoy the challenge. Link this</p>	<p>Pupils have rich opportunities to be involved in community learning and this links well to pupil driven learning.</p>	<p>Use the school resources effectively to promote community events that provide enjoyment, health, wellbeing, and learning.</p> <p>Introduce:</p> <ul style="list-style-type: none"> <li>• Pilates' sessions.</li> <li>• Wrap Around and Holiday Club.</li> <li>• Mad Science Holiday Clubs.</li> <li>• The Community Café.</li> <li>• Choir/Orchestra events.</li> <li>• Open Days.</li> <li>• Mums' vs Mums netball.</li> <li>• The Hendrefoilan Hype Newspaper.</li> <li>• Writers' Workshop.</li> <li>• Art Club.</li> </ul>	AF	July 2024	Community focused grants as available.	<p>Gather a detailed baseline/survey of pupil enjoyment in community learning, review results and consider next steps.</p> <p>How do we use the strengths in the school's community to encourage pupils' motivation to learn and improve?</p> <p>Measure success through July 2024</p>



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with pupils' choice in what and how they learn.		<ul style="list-style-type: none"> <li>• PTA activities, i.e., Fetes and fun fundraising events.</li> <li>• Free range hens/ sell the eggs.</li> <li>• Parent led Football Clubs for a wider range of ages and genders.</li> <li>• Cooking sessions with staff and pupils.</li> <li>• Use of the Roundhouse and Outdoor Learning Cards/Outdoor Learning Policy.</li> </ul>				Parental/Pupil/Staff questionnaires.
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#### *Evaluation (Continuous)*

#### **Summary of Progress - Autumn Term 2023**

Nearly all parents agree that Hendrefoilan is a good school. Art, Netball and Football Clubs are flourishing. The Mums vs Mums Netball Club is thriving and supports good physical and mental health for a range of ages and abilities. Inter-generational netball is developing connections and teamwork and embedding strong links between staff, parents, and pupils. There have been superb community events, that promote enjoyment, health and wellbeing for all, examples of which can be viewed in the [Hendrefoilan Community Fun Video](#). All community activities are at the very least, self-sustaining and in the most successful cases, they generate tens of thousands of pounds in income which is used by the school to provide an extensive range of provision.

#### Summary of Professional Learning

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

Governing bodies must consider -

Professional learner needs of ALL staff, including leadership development, in relation to achieving the school improvement priorities. These provisions also include teaching assistants and staff temporarily placed at the school.

Priority	Activity	Staff Group	Costs
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## HENDREFOILAN PRIMARY SCHOOL

### SDP 2023-2024

<u>Priority 1</u> - To enhance the outdoor learning environment to facilitate pupil enquiry.	Excellent Teacher Course – Nick Jones	Classteachers	£750
<u>Priority 2</u> - To develop a shared understanding of progression at a school, cluster and beyond level, including demonstrating progression in the schemata identified within each AoLE.	Cluster work and regular meetings with Progression and AoLE Leaders	AoLE and Progression Leads	Non-contact time, 6 x supply days a term total £1200
<u>Priority 3</u> - To develop Hendrefoilan as a community focused school.	Various activities that are self-funding	Headteacher Various Staff Members PTA Pupils	This priority has generated over £3000 income for the school and wider community.
Mandatory	Group A CP and Safeguarding Training	All Staff	None
<b>Total</b>			<b>£1950</b>

#### STAFF

HT – Headteacher

DHT – Deputy Headteacher

ALNCo – Additional Learning Needs Coordinator

SLT – Senior Leadership Team

Area of Learning and Experience - AoLE Leaders

TS – Teaching Staff

TA – Teaching Assistants

OSS – Other Supporting Staff (to include administrative, reception, cleaning, lunchtime, caretaking staff – this list is not exhaustive)

TS – Temporary Staff

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### SDP 2023-2024

#### [SDP Checklist](#)

SDP requirement	Comments
<p>For the school to make sustained improvements and move forward, it needs to have a clear purpose that is shared and understood by all. In setting its vision, a school should consider the context in which it operates and agree a vision that is both motivational and achievable and is underpinned by solid practical strategies.</p> <p>This overview should cover learner progress and well-being, and other issues reflected in the 3 overarching areas for self-evaluation set out in this guidance:</p> <ul style="list-style-type: none"> <li>• <b><i>Vision and Leadership</i></b></li> <li>• <b><i>Curriculum, Teaching and Learning</i></b></li> <li>• <b><i>Wellbeing, equity, and inclusion</i></b></li> </ul>	<p>A vision statement can be found at the start of the document. A bold statement regarding whole-school approach to well-being is included in SDP.</p>
<p>In drawing up the SDP, has school performance information been considered?</p> <p>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:</p> <ul style="list-style-type: none"> <li>• <b><i>Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes?</i></b></li> <li>• <b><i>Is the pace of learners' progress in line with the expectations of teachers and the curriculum?</i></b></li> </ul>	<p>The school context section makes judgements against the pace of learners' progress in line with the expectations of teachers and the curriculum.</p> <p>SDP 2 and the SUP section makes judgements against learners' progress in the ways described in the principles of progression.</p> <p>The rationale for each priority explains what has been considered.</p>
<p>National priorities in regulations are:</p> <ul style="list-style-type: none"> <li>• <b><i>Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills, and experience.</i></b></li> <li>• <b><i>Reducing the impact of poverty on learners' progression and attainment</i></b></li> </ul>	<p>Priority 2 allows school leaders to link it to national priorities such as progress through Priority 3 is dedicated priorities for reducing the impact of poverty and implementing a whole-school approach to outdoor learning.</p>

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### SDP 2023-2024

Is there evidence of monitoring, review, and revision of the SDP? Is it a live document? How are revisions reported?	Each current priority has a termly narrative summary section. The current SDP update is V4.
<b>Consultation</b> In preparing or revising a school development plan the Governing Body must consult: (a) The HT at the school (if that person is not a member of the Governing Body); (b) Registered pupils at the school; (c) Parents of registered pupils; (d) School staff; and (e) Such other persons as the governing body considers appropriate.	Given in the 'context of the plan' and rationale sections. Regular questionnaires go to: <ul style="list-style-type: none"> <li>• Parents.</li> <li>• Pupils.</li> <li>• PASS data.</li> <li>• Individual Parental Consultation Meetings.</li> </ul> Posters are displayed around the school and the summary and full SDP (V4) is shared on the school's website.
<b>Professional development strategy</b> Details of the Governing Body's strategy for the current school year as to how it will further the professional development of staff at the school to meet the school improvement targets.  Does it include all staff and leadership development?  It will provide a context for the performance management process for all staff. How does the school use the professional standards?	Each priority lists professional learning required to realise it and this is combined in a summary towards the end of the plan.  The Governing Body review and share the PM Policy annually. PM is robust and honest and there is a summary of teaching and learning in the context section of the plan.
<b>Working with the community</b> Details of how the governing body will seek to meet the school improvement targets for the current school year by working with parents/carers of learners at the school, residents, other schools, agencies, and businesses, in seeking to achieve the school improvement priorities.	Each priority considers how the community can contribute to its realisation. SDP 3 is entirely community focussed.
<b>School staff and school resources</b>	Staff roles and responsibilities are clearly indicated along with costs of staff activity and resources.

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<p><b>How the school deploys its staff and other resources including funding, equipment, school buildings and grounds.</b></p> <p>Details of how the governing body will make best use of the:</p> <p>(a) current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year; and</p> <p>(b) school staff and school resources (including financial resources) the governing body anticipates will be available to it to meet the school improvement targets for the next 2 school years immediately preceding the current school year.</p>	<p>School reserves are listed in the plan. The school provides excellent value for money year upon year evidenced by the previous targets met section of this plan.</p>
<p><b>Previous targets</b></p> <p>A brief statement setting out the extent to which the school improvement targets for the previous school year were met, and where they were not met fully, a brief explanation as to the reasons for that failure.</p> <p>Schools' answers to these questions will help determine the lines of enquiry of subsequent self-evaluation and improvement.</p>	<p>A review of the previous two years priorities is included in this plan.</p> <p>Rationales from each priority are provided.</p>
<p>Clearly sets out actions the school will take to achieve its targets.</p>	<p>Each priority lists actions and offers an opportunity for the school to signpost evidence that informed the inclusion of said actions.</p>
<p>Clearly sets out expected outcomes because of achieving those targets.</p> <p>Outcomes should focus on the core purpose of school development planning, raising standards and improving outcomes for all learners.</p>	<p>Each priority considers what success will look like.</p>
<p>Clear success criteria and milestones against which intended improvements can be evaluated.</p>	<p>Success criteria and milestones are included in each action.</p>
<p>The school improvement priorities for the current school year.</p> <p>The school improvement priorities for the 2 school years immediately preceding the current school year.</p>	<p>A review of the previous two years priorities is included in this plan.</p> <p>Each current priority has a termly narrative summary section.</p> <p>The current update is V4.</p>

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Refresh improvement priorities at least annually but take account of the impact of self-evaluation and latest information on priorities throughout the year.	
Publish the plan by providing copies to each member of the Governing Body and school staff.	First draft shared with Teachers, TAs, and CoG on 4.9.23. Summary updates were provided to the Governing Body by the HT on 24.10.23 and 5.12.23. Reviews with staff took place on 27.10.23, 22.12.23 and 8.1.24.
The Governing Body must make a summary copy of the school development plan available via the School Governors Annual Report (in line with Regulation 11 of the School Development Plans)	The school's SDP summary is published on the website and summary posters are displayed inside and outside of the school. The full SDP (V4) is updated.
The school should publish the summary copy on its website.	

#### Additional Information from School Improvement Guidance Contents of a School Development Plan

As set out in Annex B: The Education (School Development Plans) (Wales) Regulations 2014 - Schedule

SDP Requirements	
<b>School Improvement Priorities</b> <ol style="list-style-type: none"> <li>1. The school improvement priorities for the current school year.</li> <li>2. The school improvement priorities for the 2 school years immediately preceding the current school year.</li> <li>3. In setting the school improvement priorities the governing body must take account of the national priorities <ul style="list-style-type: none"> <li>• <b><i>Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills, and experience</i></b></li> <li>• <b><i>Reducing the impact of poverty on learners' progression and attainment</i></b></li> </ul> </li> </ol>	<p>Each priority allows school leaders to link it to national priorities such as CfW and SUP.</p> <p>The SDP contains a summary review of progress against last year's priorities.</p>

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<b>School improvement targets expected outcomes and strategy.</b> A brief statement setting out the school improvement targets, expected outcomes, and the governing body's strategy to meet those targets.	Each priority shows planned outcomes and their success criteria.
<b>Professional development strategy</b> Details of the governing body's strategy for the current school year as to how it will further the professional development of staff at the school to meet the school improvement targets.	The report shows how governors are considering staff development.
<b>Working with the community</b> Details of how the governing body will seek to meet the school improvement targets for the current school year by working with (a) Pupils at the school and their families; and (b) People who live and work in the locality in which the school is situated.	Priority 3 focusses on the further development of strong community links.
<b>School staff and school resources</b> Details of how the governing body will make best use of the— (a) Current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year; and (b) School staff and school resources (including financial resources) the governing body anticipates will be available to it to meet the school improvement targets for the next 2 school years immediately preceding the current school year.	The report identifies and describes the use of funding streams and grants.
<b>Previous targets</b> A brief statement setting out the extent to which the school improvement targets for the previous school year were met and where they were not met fully a brief explanation as to the reasons for that failure.	Previous targets for the last two years are reviewed.