



April 2024

Penclawdd Primary School

Annual Governors' Report to Parents & Carers

2023-2024

Welcome to the 2023- 2024 Governors' Report to Parents & Carers

Contents

- ✓ [A word from the Chair](#)
- ✓ [Governing Body Structure](#)
- ✓ [Staffing Structure](#)
- ✓ [Pupil Numbers](#)
- ✓ [Children's Rights](#)
- ✓ [School Performance](#)
- ✓ [Assessment](#)
- ✓ [Attendance](#)
- ✓ [ALN 1](#)
- ✓ [ALN 2](#)

- ✓ [Welsh](#)
- ✓ [Sport](#)
- ✓ [Breakfast Club](#)
- ✓ [Pupil Voice](#)
- ✓ [School Council](#)
- ✓ [School Finances](#)
- ✓ [Community Links -1](#)
- ✓ [Community Links -2](#)
- ✓ [School Prospectus](#)
- ✓ [Session Times](#)
- ✓ [Secondary School](#)

- ✓ [Healthy Schools](#)
- ✓ [Curriculum for Wales](#)
- ✓ [Four Purposes](#)
- ✓ [Our Curriculum](#)
- ✓ [SDP Targets](#)
- ✓ [Progress on Targets](#)
- ✓ [Progress on ESTYN Targets](#)
- ✓ [School Policies](#)
- ✓ [H&S & Safeguarding](#)
- ✓ [Toilet Facilities](#)
- ✓ [Term dates](#)
- ✓ [Complaints](#)
- ✓ [Accessibility Plan](#)

A word from the Chair of Governors

I am pleased to inform parents that our school continues to go from strength to strength. As a community school, our governors, staff, pupils, and you as parents share our joint aims to make Penclawdd primary a place to learn, a place of safety, and of welcome.

We have recently seen the installation and opening of our community kitchen. This will directly benefit our children as well as offer opportunities to parents to expand their skills in the kitchen. With the cost of living crisis affecting so many families, this could be something that many could take advantage of.

During the February half term break, we saw the resurfacing of the Foundation yard area. It was in need of repair, but with the help of Swansea council, and a contribution from the school, we were able to have it all resurfaced. All the staff and pupils are really pleased with it.

Thankfully, we are being less impacted by Covid 19 as time goes by, but we still haven't been able to return to pre-Covid attendance levels as yet. This is not unique to our school but is something I would like to see improve with time. To get the best education possible, children need to be in attendance as often as they can.

A major focus for the governing body is our finances. I am pleased with our current financial situation. Despite all of the negative headlines we all hear about cutbacks, we have been able to keep our budget in the positive. Although our main focus is the education of our children, by keeping control of our finances, this allows us the ability to spend on important projects like the resurfacing of the yard which is over and above our day to day expenditure.

I and all the governing body are so grateful to our dedicated team of staff in the school, but in particular, the head, Mrs Reynolds-Milnes. She continues to drive for excellence throughout the school and ensures we look to expand on the fantastic achievements of our last Estyn inspection

Mark Thomas – April 2024





Role	Name	Term of office
Clerk to Governors	Mrs. Pam Beynon	n/a
Headteacher	Mrs. Louisa Reynolds-Milnes	n/a
Chair of Governing Body	Mr. Mark Thomas	19/09/2027
Vice Chair of Governing Body	Mr. Howard Evans	27/12/2027
LA Governor	Mrs. Sarah Hopkins	21/11/2025
Parent Governor	Ms. Sara Smith	20/10/2025
Parent Governor	Vacancy	ASAP
Parent Governor	Mrs. Vicky Davies	08/02/2027
Parent Governor	Mrs. Joanne Settle	21/03/2027
Community Governor	Mrs. Katie Frances	29/08/2027
Community Governor	Mr. Michael Ellor	05/10/2027
Staff Governor	Mrs. Kerry Stevens	10/07/2027
Teacher Governor	Mr. David Miller	14/01/2026
Observer – Deputy Head	Mrs. Catherine Percival	n/a

Current Governing Body structure

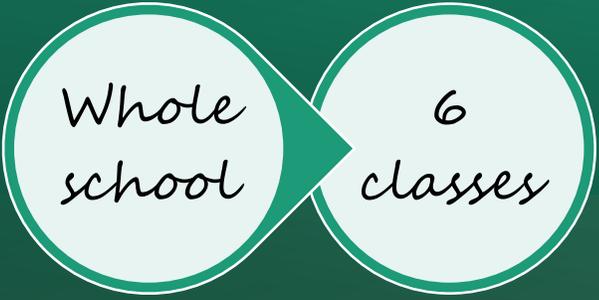
The Full Governing Body meets at least once a term in addition to organising several committees, including: School improvement; Finance, Premises and Health and Safety Committee etc. Terms of reference have been agreed for all committees.



Current staffing structure



Headteacher	Mrs. Reynolds-Milnes
Deputy Head/SLT/Year 6 Class Teacher	Mrs. Percival
Nursery/Reception Class Teacher	Mrs. Davies
Year 1/ 2 Class Teacher	Mrs. Rees
Year 3/4 Class Teacher/ALNCo	Mr. Miller
Year 4/5 Class Teacher/SLT	Mrs. Garcia
KS2 TA ; ALN & TA and PPA	Mrs. Williams
PS2/3 TA & whole school wellbeing support	Mrs. Thomas
PS1-2 TA	Mrs. K Smith
PS1-2 TA	Ms. Griffiths
PS1-2 TA	Ms. Hopkins
PS2/3/4TA	Ms. S Smith
PS2/3 TA	Miss. Stevens
PS1-2 TA	Mrs. Davies
PS2/3 TA	Mr. Howells
Administration and Organisation Support	Mrs. Beynon
Caretaker	Mr. Hughes
Cook	Julie
Kitchen staff	Shirley and Rebecca
Supervisors	Mrs. S Davies / Mr. Howells/ Mrs. Robinson



Pupil Numbers

- March 2024
- Total children including Nursery - 142 pupils
 - Total FTE - 131
 - N2 - 16
 - N1 - 6 (1 pending)





Children's Rights

Children's rights are the human rights of children set out in the United Nation Convention on the Rights of the Child (UNCRC). Children need their human rights to be happy, healthy and safe.

The key principles of the UNCRC are the rights of all children to:

- Equality and non-discrimination;
- Decision making in their best interests;
- Survival and development;
- Participation of the child in decisions that affects their life.

Penclawdd Primary is a Silver Rights-respecting school. This means that these principles of children's rights are at the centre of decision making in the school. We have Rights Ambassadors who are 'signed up to the Children's Commissioner for Wales' Super Ambassador scheme, and receive termly special missions' from the Commissioner to help promote children's rights.

Our school motto is 'a happy face, a learning place, a growing space.' This is based on Article 29 of the UNCRC, the right of all children to develop their talents and skills to the full.





School Performance

As Curriculum for Wales rolls out in schools and settings across Wales, it marks a significant shift in the role of assessment within education, at both a national and a school/setting level. The purpose of assessment is to support each individual learner to progress at an appropriate pace, ensuring they are supported and challenged accordingly. To do so, the Curriculum for Wales (CFW), as defined in the [Supporting Learner Progression: Assessment Guidance](#) sets out the three key reasons for assessment:

- support individual learners on an ongoing, day-to-day basis
- identify, capture and reflect on individual learner progress over time
- understand group progress in order to reflect on practice

To enable this approach to assessment, aspects of the previous arrangements have been removed and new requirements have been introduced to ensure that supporting learners to make progress is at the heart of assessment going forward. .



Assessment



At Penclawdd we use a range of information to ensure every pupil is supported appropriately. We place huge value on the importance of "formative" and "in the moment" assessment which enables the staff to facilitate immediate progress. Parents receive regular information on their child's progress, and are given help to understand their next steps in learning. Assessment arrangements include:

- On-entry assessment

- Day to day formative assessment

- Identifying, capturing and reflecting on learner progress over time

- Understanding group progress

- A shared understanding of the principles of progression

- Learner progress meetings

- Opportunities to plan and refine progression and assessment practices—in school and across the cluster

- personalised assessments

- parent/carer involvement

As a school place a strong focus on monitoring the well-being of every pupil to ensure they are getting the support they need to have the best life opportunities.



 **Peer – Assessment** 

Marked by _____

WWW

EBI

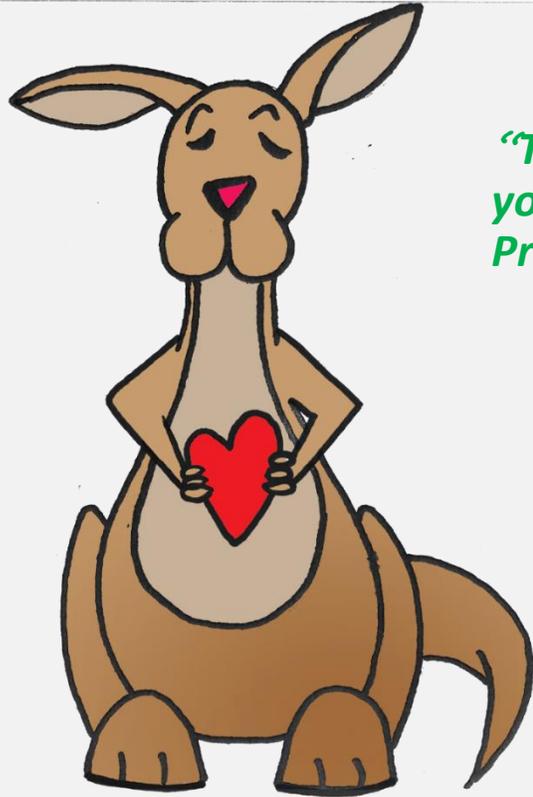


I love my teachers because they are ...





Parent views...



“Thank you to Mrs Percival, Mrs Reynolds and all the teaching staff for your support this year. I’m proud to say the boys go to Penclawdd Primary .”

“It’s lovely to come in and see the kids learning and progress, learn about what they’ve been doing in class, topics etc and for them to show case they’re work”.

“We love Nursery. It is so calm and welcoming”.





“Our well-being is important. Because happiness comes from being cared for”
- Reception/Year 1 pupils





Additional Learning Needs -1

We continue to provide a high standard of support within the Additional Learning Needs and Educational Tribunal Act 2018.

What is ALN?

ALN refers to any children who have a greater difficulty in learning than the majority of others the same age. These children will require additional learning provision, a level above what is available to all within the classroom.

Who is Responsible for Delivering ALN Support Within Our School?

Mr Miller is the ALNCO (Additional Needs Co-Coordinator). Support is also provided by Teaching Assistants, under the guidance of class teachers when appropriate. Mr Miller is always happy to discuss your child's progress in relation to special needs, should you wish to do so.

New ALN Bill

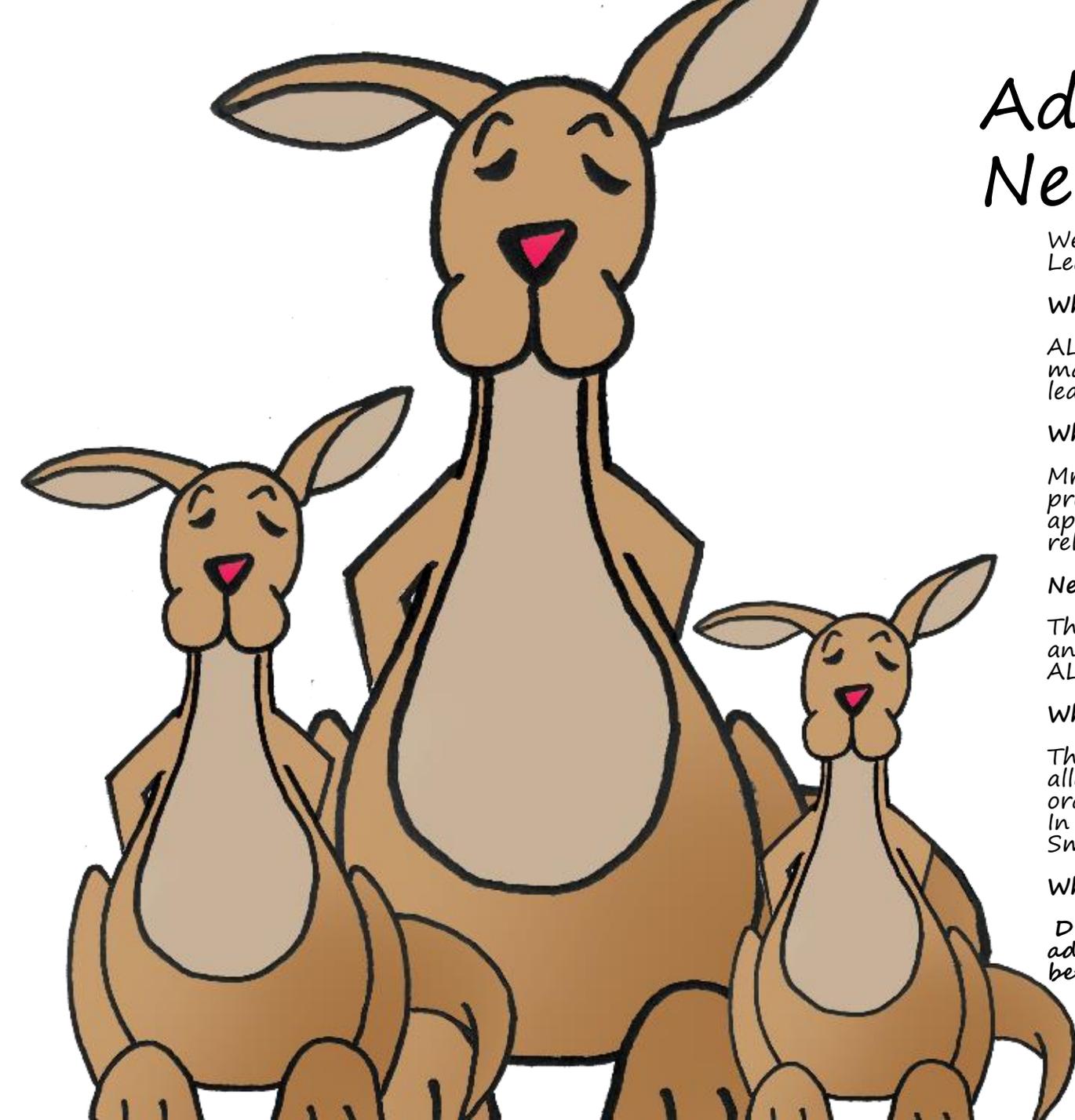
There is a new statutory ALN Bill from 2022. All staff have received training and are aware of their responsibilities of meeting the needs of learners with ALN.

Who is the Governor with Responsibility for Special Needs?

The Code of Practice requires that a member of the governing body is allocated the responsibility of liaising with the ALNCO and Head Teacher, in order to maintain a high standard of provision for children with special needs. In the case of Penclawdd Primary School this is Mr. Mark Thomas. Miss S Smith is the link Governor for ALN.

What did Estyn say about our ALN in November 2022?

During their time in school most pupils, including those with additional needs and those who are vulnerable, make good and often better progress in all areas of learning.





Additional Learning Needs

How do we identify pupils with ALN?

- The school currently operates on two ALN systems. Some year groups have already moved onto the new ALN system, some remain on the old. The old system followed a 'Graduated Response' to ALN, beginning with School Concern if it was felt that intervention may be required in the future. Diagnostic testing informed us when pupils may have needed additional support through an IEP (School Action (SA) stage), and pupils who had additional support from outside agencies were at the School Action Plus (SA+) stage. The final stage of the Graduated Response was a Statement of Special Educational Needs from the Local Authority. Children who require support are identified and placed on suitable interventions. Their progress is carefully monitored each term to check progress. Any children who are newly identified as having ALN automatically go onto the new system.
- Under the new system, an internal panel meets to discuss children's progress and follows a criteria set by Welsh Government to decide whether or not a child has ALN. If a child does have ALN, a Person Centred Meeting is held with parents and professionals working with the child to decide on how best we can support them. Any actions/ targets from this meeting are recorded and used to create an Individual Development Plan.
- In Spring 2024, 10.4% of children in school have ALN.

How do we address pupils' needs?

- Needs will be met in a variety of ways including; classroom based support, targeted intervention programmes and Individual Development Plans All classes differentiate work and their learning environments to meet the needs of all learners.

What are IDPs?

- An Individual Development Plan will be created once it has been decided that a child has ALN. A person centred approach is used to ensure that family, school and outside agencies all work together to develop outcomes and outline support for the child. IDPs must be reviewed annually but can be reviewed if the needs of the child change.





Additional Learning Needs

How do we identify pupils with ALN?

- The school currently operates on two ALN systems. Some year groups have already moved onto the new ALN system, some remain on the old. The old system followed a 'Graduated Response' to ALN, beginning with School Concern if it was felt that intervention may be required in the future. Diagnostic testing informed us when pupils may have needed additional support through an IEP (School Action (SA) stage), and pupils who had additional support from outside agencies were at the School Action Plus (SA+) stage. The final stage of the Graduated Response was a Statement of Special Educational Needs from the Local Authority. Children who require support are identified and placed on suitable interventions. Their progress is carefully monitored each to term to check progress. Any children who are newly identified as having ALN automatically go onto the new system.
- Under the new system, an internal panel meets to discuss children's progress and follows a criteria set by Welsh Government to decide whether or not a child has ALN. If a child does have ALN, a Person Centred Meeting is held with parents and professionals working with the child to decide on how best we can support them. Any actions/ targets from this meeting are recorded and used to create an Individual Development Plan.
- In Spring 2023, 10.1% of children in school had ALN.

How do we address pupils' needs?

- Needs will be met in a variety of ways, including Individual Education Plans (IEPs), Individual Development Plans (IDPs), Individual Behaviour Plans (IBPs), 'Reasonable Adjustments', and targeted intervention programmes. All classes differentiate work and their learning environments to meet the needs of all learners.

What are IEPs?

- IEPs are written and reviewed termly, prior to the Learning Review to monitor the stage of the Graduated Response for each pupil. During these reviews decisions will be made using diagnostic test data, teacher assessment and professional judgement, as to whether pupils remain at the same stage, progress to the next stage, or have made sufficient progress and no longer require the same level of intervention. Pupils, parents and staff are involved in the setting of targets, and the document is signed by all parties concerned.

What are IDPs?

- An Individual Development Plan will be created once it has been decided that a child has ALN. A person centred approach is used to ensure that family, school and outside agencies all work together to develop outcomes and outline support for the child. IDPs must be reviewed annually but can be reviewed if the needs of the child change.



Arrangements for the teaching of Welsh – [see our Estyn case study here](#)

Penclawdd is an English medium school and communications with parents are provided in English. Welsh is taught as a second language from Nursery age. The National Curriculum requires children to develop skills in speaking, listening, writing and reading Welsh. Penclawdd school aims to use the Welsh language so that children see, hear and use it as a natural part of school life. It is given a prominent role in many school activities. Children also have an opportunity to learn about Welsh culture and heritage, as well as the language of Wales, through activities such as St. David's Day celebrations. Our teaching of Welsh is supported by the LA's team of peripatetic Welsh teachers (Athrawon Bro), who visit the school regularly to work alongside teachers and pupils in developing Welsh Language. All staff undertake relevant training to improve their competency in teaching and learning Welsh.

Estyn 2022 recognised our excellent practice in Welsh...

The school fosters a strong Welsh ethos where all staff have high aspirations for the development of pupils' Welsh communication skills. An outstanding feature of the school's work is the provision for developing pupils' listening, reading and speaking skills in English and Welsh.





Sport @ Penclawdd

A variety of sport is taught and covered across the school. All year groups are taught skills from dance, gymnastics and games, including skills from sports such as football, rugby, netball, athletics, cricket and rounders'. The school teaches 'Real PE' and Skip.

Pupils in Y3 – 6 also enjoy skills session from rugby coaches.

Nursery-Year 2 also enjoy tennis lessons and balance bike sessions.

Classes also participate in multisport lessons. KS2 also have swimming lessons.



Out of school many of our pupils take part in a diverse range of individual and team sports, showing commitment and dedication. Their achievements in their chosen sports are celebrated throughout the year. The Governors and Staff would like to congratulate all our pupils for their achievements this year, be it in the field of sport, music or the arts. We are proud of you all!



Breakfast Club



- The school offers a Rise and Shine Club from 7.50am to 8.20 am at a cost of £3.00 per session for places booked in advance. Adhoc sessions can be booked.
- Payment can be paid on sQuid (please ask Mrs. Beynon). If you would like to block book at term, please contact Mrs. Beynon
- Also, there is a free breakfast service to pupils of nursery age and above.
- This service, which starts at 8.20am offers a range of nutritious foods.
- Our breakfast/ lunchtime supervisory assistants and canteen staff must be commended for the way they have been part of the team at Penclawdd by working together. Their work is very much appreciated and doesn't go unnoticed.

Pupil Voice & Active Citizenship



The school works with a number of charities that promote active citizenship such as Matthew's House, Comic Relief, The Christmas Shoe box appeal, North Gower Food Hub and Children in Need. Pupils and parents are encouraged to become aware of local, national and global issues faced by children.

We promote a sense of community and respect. Penclawdd Primary School pupils are encouraged to be active and informed citizens who look after their school local community and beyond to develop a positive future for all.

Children have a variety of roles through a wide range of pupil voice groups including bankers, librarians, digital wizards to name but a few. Children take their responsibility very seriously and show commitment for the good of our school. These activities develop children's sense of wellbeing as they focus on needs of others around them and their relationship with those around them.

In November 2022 Estyn commented:

The school truly values the pupils' opinions. They have numerous opportunities to influence the work of the school and are thrilled to work alongside school leaders to bring about improvements.

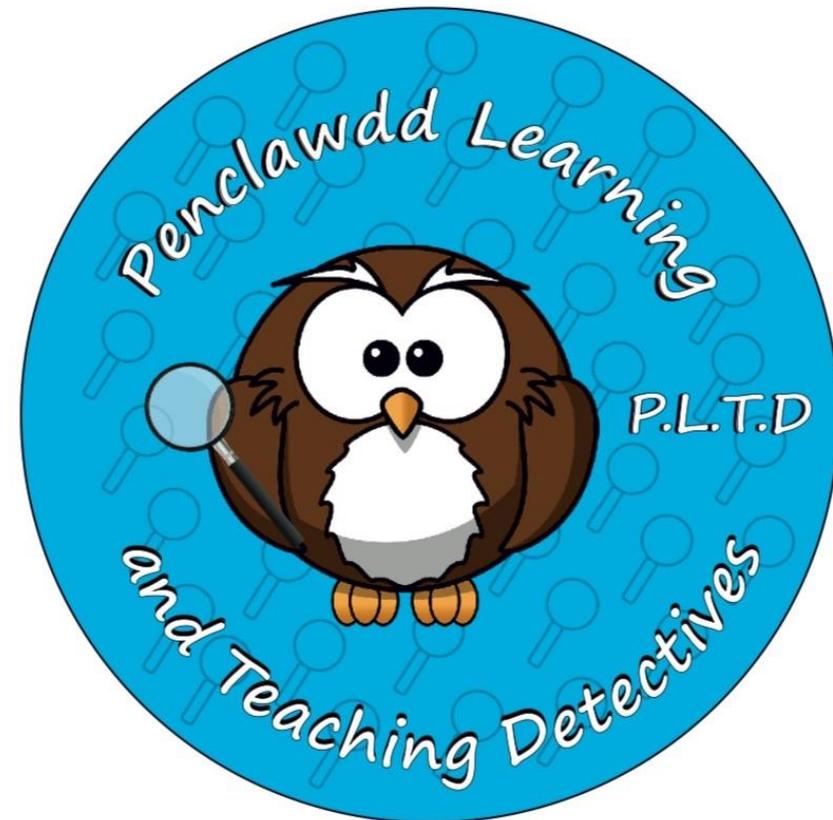
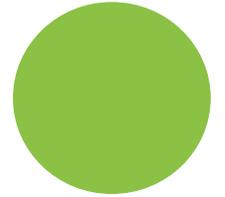
Visit our pupil voice pages on our school website [here](#)

Penclawdd Learning & Teaching Detectives

- The school council at Penclawdd is an important pupil voice group.
- They are aptly named the Penclawdd Learning and Teaching Detectives (PLTD's) as their role is integral to school development
- They work alongside staff, governors and pupils
- Pupils can be elected by their peers to represent their class or apply for this role and attend an interview.

Mrs Garcia leads the PLTD's. Here are a few things the PLTD have said this year...

- ❖ We have the most important job in the school, because if the children are not happy they come to us.
- ❖ We have to check that there is enough RVE being taught and other subjects.
- ❖ One of our favourite jobs is organising and judging the talent show for Children In Need.
- ❖ I have been on the PLTD every year, I love it and it's important. I was excellent in the inspection talking and helping the inspectors





School Finances Statement of Actual Expenditure

2022/23 Financial year

SCHOOL: Penclawdd Primary			
STATEMENT OF ACTUAL EXPENDITURE 2022/23 FINANCIAL YEAR			
	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	438,494	2,521	441,015
Salaries	229,944	53,795	283,739
Other Employee Costs	1,752	5,081	6,832
Premises	-46	0	-46
Transport	100	0	100
Supplies & Services	191,014	0	191,014
Recharges	0	0	0
Gross Expenditure	861,257	61,397	922,655
Grant Income	-136,848	0	-136,848
Other Income	-41,858	3,993	-37,865
Gross Income	-178,706	3,993	-174,713
Net Expenditure	682,551	65,390	747,941
RESERVES:		£	
FINAL FORMULA ALLOCATION:		673,322	
TOTAL NET EXPENDITURE:		682,551	
TRANSFER TO / (FROM) RESERVES:		-9,229	
OPENING BALANCE ON RESERVES 01/04/22		111,485	
CLOSING BALANCE ON RESERVES: 31/03/23		102,256	



Community links-1

Links between the school and the larger local community enhance both the quality of life and learning experienced by both communities. The school fosters close relationships between itself, the pupils' homes, and the local community. We have a great relationship with Gowerton Comprehensive School and the NGP cluster.

Our PCSOs Andrew and Joelle are regular visitors at our school, supporting events and raising awareness of items like road safety. The school liaison officer also delivers lessons that include internet safety, substance mis-use, diversity, stranger dangers and people who help us. This programme ensures different aspects of the RSE curriculum are being enhanced by an outside agency as well as being delivered by staff.

The school has strong partnerships with the local chapels and churches that support the moral and spiritual development of our children. The school recognises that it has a significant role to play within the community of Penclawdd and seeks to support local charities and engages in various community events. The children benefit from regular visits by local faiths.





Community links-2

Governors, parents, families, Friends of Penclawdd, local business and education institutions continue to support the school in many ways. This includes, fundraising events, sponsorships, grants, sports, workshops, including the use of the local tennis courts, rugby pitch and bowls lessons! We have close links with Swn Y Gan nursing home, who kindly support so many of our events. In 2023 we also commenced our weekly Rhyme Time session for children 0-3 in our community.

Our pupils are involved in local charities, for example we are regular supporters of the North Gower foodbank and our choir regularly perform at Swn Y Gan Nursing home, GG's and CKs.

Our excellent links with Tabernacle Toddlers continue to help families before they enter our Nursery.

We work hard to support working parents by continuing to offer our Rise and Shine Breakfast Club and through the dedication and hard work of teachers and TA's, a number of sporting and nurture clubs after school and during lunchtime. This not only supports working parents but also contribute to a range of rich learning experiences and well-being. We also welcome local choirs for performances and enjoy our visits from the wonderful Penclawdd Brass Band.

Estyn 2022 :

Partnerships with parents are exceptional and the school has earned their trust, particularly when deciding the right approaches to adopt so that their children can thrive





Prospectus

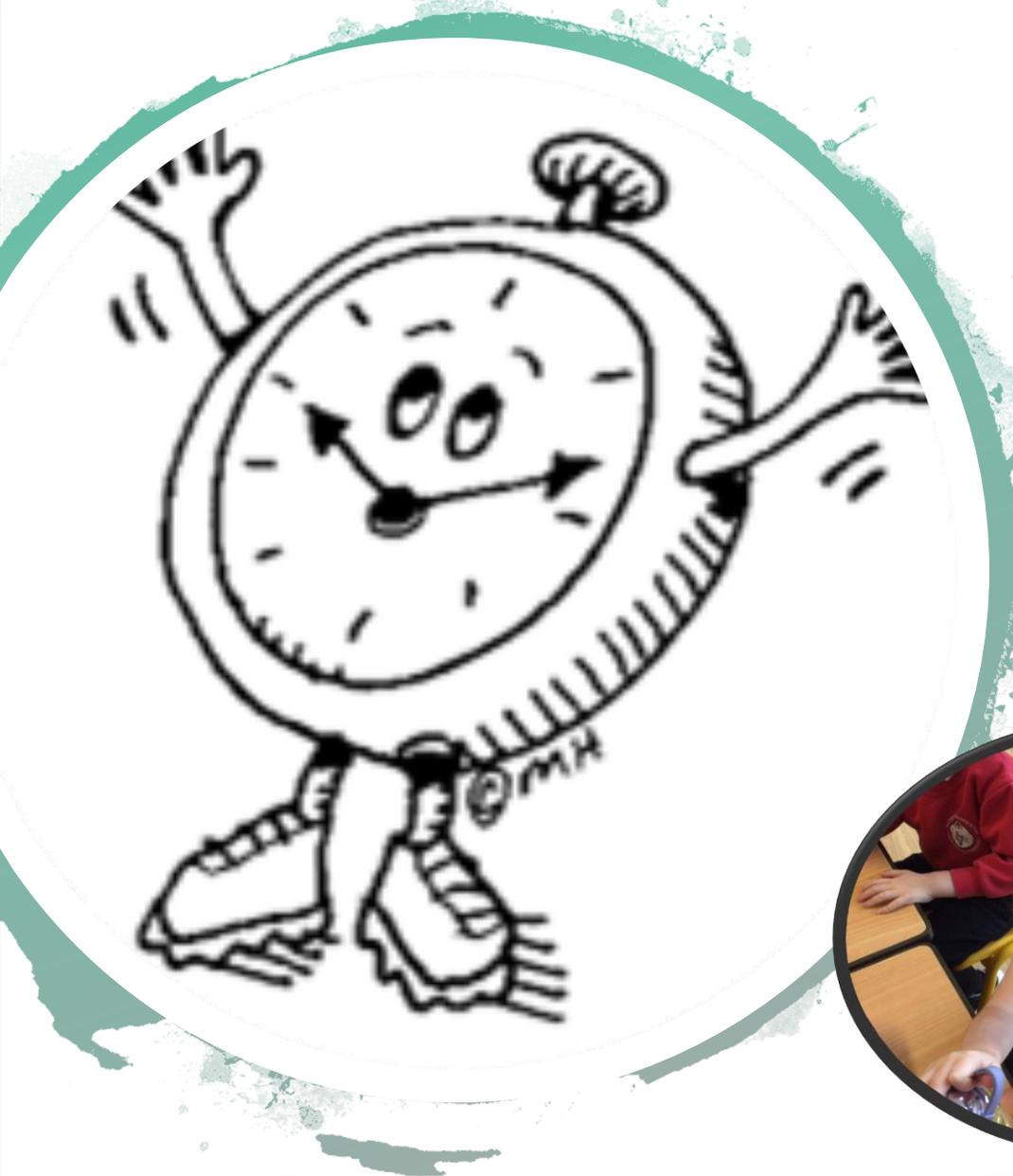


The school prospectus is reviewed and updated regularly. This is posted on the school website. The prospectus contains information about the school's class structures and outlines the aims and vision of the school.

For a full colour copy of the prospectus, please ask Mrs. Beynon in the school office or see the [school's website](#)



Session Times



Morning Session Nursery:
8:50am -11.20am

Full time hours

Foundation Learners AM Session:
8.50am- 11.50am

Foundation Learners PM Session:
12.50pm-3.10pm

KS2
AM Session:
8.50am-12.05pm

KS2
PM Session:
12.50pm – 3.10pm

Secondary School

- Our links with our partner secondary school, Gowerton School have continued to be strong over the course of the year.
- The Year 5 and 6 children have the opportunity to attend a number of days at the school.
- Gowerton organise a 'transition period' in which our Year 6 children will spend several days at the school familiarising themselves with the layout of the site, the teachers, and procedures and routines in regards to lunchtimes etc.



Healthy Schools

- We are a healthy school and have a fruit trolley from Reception to Year 6, where the children can purchase fresh fruit. This is payable via Squid. Alternatively, children can bring in a piece of fruit from home. Children from N-Y2 also have milk daily.
- We encourage all our pupils to keep hydrated and so water bottles can be purchased from the office. Please contact the office for more details.
- We are also committed to the Design to Smile tooth brushing in School's project. Consent forms need to be completed and are available from the classteacher.
- We are also actively involved in the 'Eat them to defeat them' campaign.

DYMA EIN HEALTHY HEROES



LONGYFARCHIAD

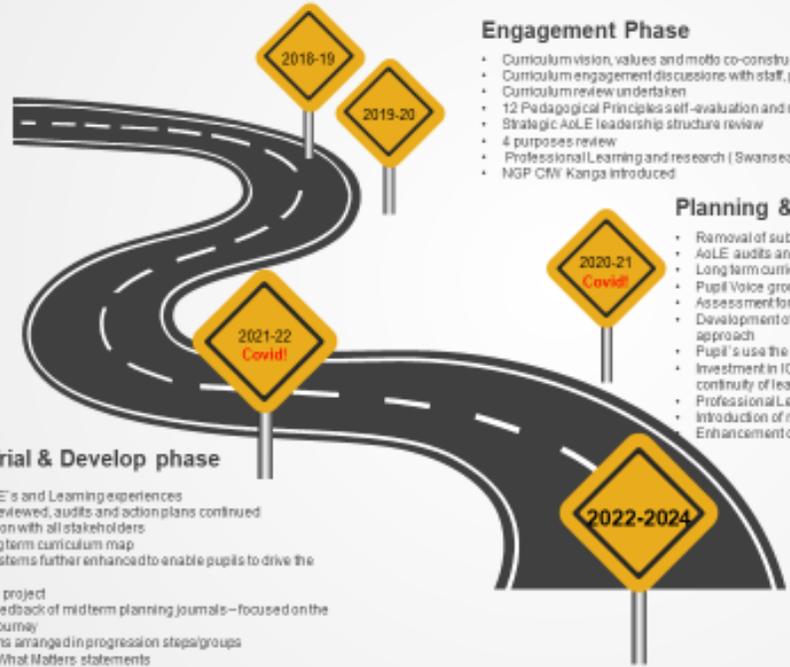
CLICK
HERE





Curriculum Penclawdd | Cwricwlwm Penclawdd

Our Curriculum for Wales journey



Engagement Phase

- Curriculum vision, values and motto co-constructed
- Curriculum engagement discussions with staff, pupils, families and governors
- Curriculum review undertaken
- 12 Pedagogical Principles self-evaluation and research
- Strategic AoLE leadership structure review
- 4 purposes review
- Professional Learning and research (Swansea Uni)
- NGP Cw/ Kanga introduced

Planning & initial design phase

- Removal of subjects to become AoLE's
- AoLE audits and action plans designed
- Long term curriculum map reviewed
- Pupil Voice groups reviewed
- Assessment for learning continuum developed
- Development of long, medium and short term formats more in line with our curriculum approach
- Pupil's use the 4 purposes in learning
- Investment in ICT resources to meet the needs of the curriculum and to develop approach to continuity of learning
- Professional Learning network: Action research with Swansea University
- Introduction of mid term planning journals – focused on the pedagogical journey
- Enhancement of the learning environment

Design, Trial & Develop phase

- Focus on AoLE's and Learning experiences
- AoLE lead's reviewed, audits and action plans continued
- Review of Vision with all stakeholders
- Review of long term curriculum map
- Pupil Voice systems further enhanced to enable pupils to drive the learning
- NPEP enquiry project
- Review and feedback of mid term planning journals – focused on the pedagogical journey
- ADOB sessions arranged in progression steps/groups
- Focus on the What Matters statements

CfP 22 Curriculum launch/Evaluation phase

- First draft of CfP launched across the school
- Monitoring of 'impact' and changes made to enhance our CfP
- Review of themes
- Review of progression steps -assessment





Four Purposes of Education

At Penclawdd we are developing a curriculum that puts the following four purposes right at the heart of what we do.

We want every learner to leave Penclawdd as:

- ✓ ambitious, capable learners, ready to learn throughout their lives
- ✓ enterprising, creative contributors, ready to play a full part in life and work
- ✓ ethical, informed citizens of Wales and the world
- ✓ healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

In November 2022 Estyn said:

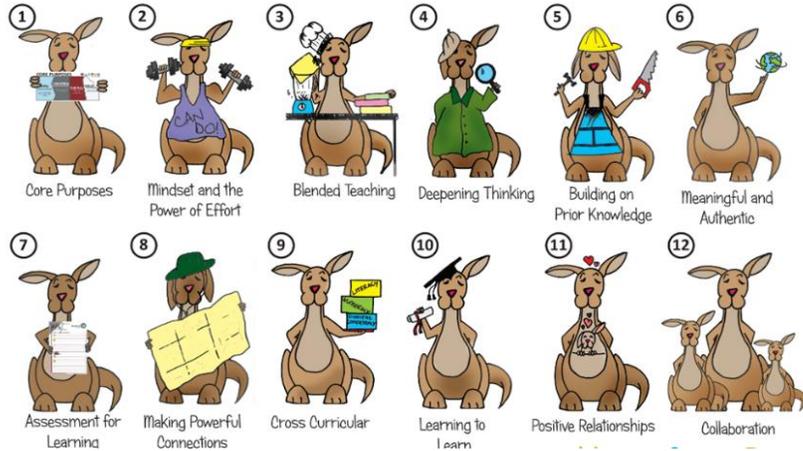
Staff have a very good understanding of the principles behind the Curriculum for Wales. They are developing original learning experiences that provide effective opportunities for most pupils to become confident creative learners through well planned 'missions'





Our curriculum

Pedagogical Principles



Wales introduced a new curriculum in 2022 that aims to create a successful and exciting future for all children and young people in Wales. The new curriculum is a continuum of learning for children from 3 to 16 years of age. There will no longer be 'phases' or 'stages', with all children learning along the same continuum.

You can see the how we are designing our new curriculum [here](#). The new curriculum has more emphasis on equipping young people for life. It will build children's ability to learn new skills and apply their subject knowledge more positively and creatively. As the world changes, they will be more able to adapt. They will also get a deep understanding of how to thrive in an increasingly digital world. A digital competence framework is now introducing digital skills across the curriculum, preparing them for the opportunities and risks that an online world presents.

Meanwhile teachers will have more freedom to teach in ways they feel will have the best outcomes for their learners. The central focus of assessment arrangements will be to ensure learners understand how they are performing and what they need to do next. There will be a renewed emphasis on assessment for learning as an essential and integral feature of learning and teaching.

Estyn in November 2022 stated:

The school has a clear focus on developing an authentic community-led curriculum to support learner engagement. The school provides a broad and stimulating curriculum and staff plan exciting engagement visits to encourage learner enthusiasm





School Development Targets 2023-2024



Penclawdd Primary School 2023 –2024 School Development Plan Overview



Curriculum, Learning & Teaching	<ul style="list-style-type: none">•CI. Further develop the provision for RVE (HG)•T1. To review the teaching and learning in Humanities - Geography (HG)•A1. To refine standardisation and assessment (CP/LRM/DM)
Well-being Equity & Inclusion	<ul style="list-style-type: none">•WB1. To develop our whole school approach to RSE (CP)•WB2. Continue to develop the outdoor learning environment so that all pupils have more opportunities to strengthen their independent skills (Estyn) (LRM/ND/SR/CP)
Vision & Leadership	<ul style="list-style-type: none">•LD1. To further develop and strengthen our approach to family and community engagement (CP/LRM)•LD2. To strengthen professional learning for staff (LRM)



Progress on our School Development Plan (SDP)

Parents are made aware of the focus via newsletters, Seesaw, HT Blog , parent forms and our school website.

The SDP is available at the school office and is online should any parent wish to read it in more detail.

Our SDP runs from September to July each academic year. Our targets are devised using a number of sources. These include analysis of end of academic year data from national and standardised tests and teacher assessments; local and national priorities; Estyn recommendations; staff, parent, pupil and governor questionnaires and monitoring and audits undertaken by the Head teacher, Senior Leadership Team, AoLE leads and external advisors.

Our PLTD's (Penclawdd Learning and Teaching Detectives) evaluate our Teaching and Learning targets from a pupil perspective each year. They present findings to staff and Governors.

Progress since the Last Inspection



November 2022

Actions

R1 Continue to develop the outdoor learning environment so that younger pupils have more opportunities to strengthen their independent skills

- ✓ Phase 2 : Further enhancement of our 'downstairs woodland', as a space for teaching and learning (January 23-July 2024)
- ✓ Phase 2 : Further development of the main yards for P1 (September 2023-July 2024)
- ✓ Sourced £1500 funding from Mollart
- ✓ Sourced funding for materials from Gower Timber
- ✓ A wooden stage is to be built
- ✓ Resources purchased for the N-R small yard
- ✓ £565.20 spent on large waterproof green storage wheelie bins for Downstairs woodland and Y1/2 garden
- ✓ Moved climbing frame and mats into a corner of the big yard
- ✓ Pupil and staff questionnaires undertaken



Policies

We regularly review and update our school policies.

Reviews are undertaken on a rolling programme, led by relevant leaders. Review of policies ensures the inclusion of new developments, resources and methodologies particularly with the Government drive on safeguarding and raising standards in literacy and numeracy.

Copies of school policies can be obtained from the school office, on request



Health & Safety & Safeguarding



All staff and governors are required to take child protection training every three years. Training is up to date. Mrs Reynolds-Milnes is the designated Child Protection Officer for the school. Mr Mark Thomas is the designated Child Protection Governor for the School.

Whilst encouraging independence and decision making, the school strives to provide the pupils with a safe environment in which to nurture their skills.

Changes to the school over the last two years in terms of health and safety have included an example of the following :-

- Renewed bark chippings on the park
- Internal re-decoration across the school
- Maintenance of trees on school grounds
- New ceiling in Y4/5
- New fire doors (phase 1)
- Locks renewed
- New fence in Nursery yard
- Resurfacing of Foundation Learning yard

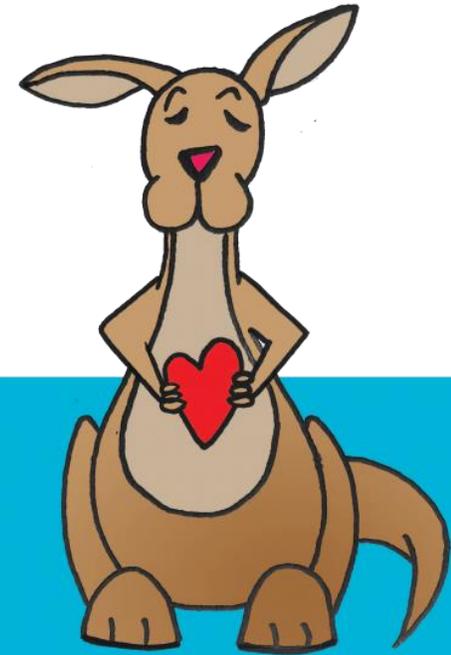


The school promotes a culture of safety, empathy, care and support. There is an established system to report safeguarding concerns and the school makes timely referrals to outside agencies when appropriate. The school has a strong culture of safeguarding with clear arrangements for monitoring pupils' attendance and punctuality.

Estyn November 2022

Toilet Facilities

- Penclawdd Primary provides appropriate toilet facilities throughout the school. The school recognises that well-maintained toilet facilities where learners feel comfortable and safe and have open access to throughout the school day, are essential for health, well-being, and learning. Toilets and washroom facilities are open and available to learners throughout the school day. They are suitable for the range of anticipated users, including learners with disabilities and special needs, with adequate lighting, fixtures and fittings.
- Older girls have access to a toilet equipped with appropriate sanitary protection and sanitary disposal equipment.



Healthy
confident individuals

Ready to lead
fulfilling lives as
valued members
of society





Term Dates 2023-2024



Term Dates	Term begins		Mid-term holiday begins	Mid-term holiday ends		Terms ends	Total days
Autumn 2023	Friday 1 September	Friday 27 October	Monday 30 October	Friday 3 November	Monday 6 November	Friday 22 December	76
Spring 2024	Monday 8 January	Friday 9 February	Monday 12 February	Friday 16 February	Monday 19 February	Friday 22 March	50
Summer 2024	Monday 8 April	Friday 24 May	Monday 27 May	Friday 31 May	Monday 3 June	Friday 19 July	69
Total							195



Complaints

There are occasions where parents/carers feel the need to make a complaint regarding the school. Our school aims to be fair, open and honest when dealing with any complaints. We give careful consideration to all complaints and deal with them as swiftly as possible. We treat all complaints seriously and respond to them quickly which often means they can be resolved at an early stage and without recourse to additional procedures. We aim to resolve any complaint through dialogue and mutual understanding and where necessary, we put the interest of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed, and then addressed.

If you require further information about how to make a complaint please contact the school office.





Accessibility Plan & Disability Equality Plan

- The school's Strategic Equality Plan - SEP - is reviewed every three years and was last reviewed in 2023. It identifies access needs in order that the school may continue to be inclusive to all. This has been used to inform the LA of school priorities in this area. All visitors are asked to inform the office if they have specific needs and we endeavour to meet requests.
- A copy of the SEP is available from our school office.



"Our School is a happy place."

"The school environment is exhilarating".

"I am a really proud member of PLTD."

"We have amazing after school and lunch clubs"







Contact
details :
Park Road,
Penclawdd ,
Swansea
SA4 3FH

Telephone:
01792 850239

Email :
[Penclawdd.primary@swansea-
edunet.gov.uk](mailto:Penclawdd.primary@swansea-edunet.gov.uk)

Website:
<https://www.penclawddprimary.co.uk/>

Twitter - @Penclawdd

Headteacher: Mrs. Reynolds-Milnes

