



## **HENDREFOILAN PRIMARY**

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

### **SCHOOL DEVELOPMENT PLAN (SDP) 2024-2025 (V8)**

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 2024-2025

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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

### School Vision

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.
- By 2029, Hendrefoilan aims to have excellent educational standards and be a beacon of inclusivity and comprehensive childcare. This commitment will not only enhance the learning experience for all students but also support families and foster a strong, inclusive community. To do this we will construct new learning spaces to accommodate 50 new pupils over the next five years and restructure the existing childcare facilities, so they are run by the school. This will offer flexible childcare options, including breakfast club, after school club, part-time nursery and wrap around options. We also aspire to establish a class for pupils with moderate to severe additional learning needs.

### School Context

Hendrefoilan Primary School is situated in Killay, Swansea. There is pre-school childcare provision, nursery 'wrap around' and after-school club and a Holiday Club, which are registered with the Care Inspectorate Wales. Hendrefoilan Primary School has 230 pupils on roll. The local authority (LA) pupil admission number (PAN) is 34. Seven percent of pupils are eligible for free school meals (FSM). The school has 16 percent of pupils with additional

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learning needs (ALN). 17% of pupils have English as an additional language (EAL) and no pupils speak Welsh at home. There have been no fixed term exclusions or racial incidents recorded in the past three years.

There are nine teachers at the school, including the head teacher (HT), who was appointed in 2012. The deputy head teacher (DHT) took up her post in April 2024. Hendrefoilan has eight mainstream classes from nursery to Year 6. In September 2024, the PAN was increased to 34 and mixed year groups in Y1/Y2 were put in place 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 was last inspected in March 2024. Inspectors said as follows:

*“Hendrefoilan Primary School is a calm and happy place where pupils make good progress and achieve well. Staff develop strong working relationships with pupils and the community. Pupils of all ages are friendly polite and talk about their learning confidently. The school celebrates diversity and ensures that everyone is treated equally.”*

The HT and the chair of governors, meet regularly to review the school’s performance. In 2023, the school’s leadership team (SLT) was restructured, and the final structure comprises of the HT, DHT and a senior teacher with a teaching and learning responsibility (TLR) for inclusion. The core SLT, comprising of the HT, DHT and inclusion lead, meet weekly, and they are clear about the school’s strengths and needs. Professional development has an impact on staff development, which leads to improved outcomes, for example improvements to teaching because of well-established clear and accurate performance related feedback. Hendrefoilan invests in staff and has a strong history of teachers going on to take leadership positions in other schools/the local authority (LA). Senior leaders have forged links with other schools that influence successful partnerships, for example the Swansea bay partnership (SBP). Leaders have set the indicative budget, with a strong staffing structure, until 31st March 2025, with planned reserves of £35,056. Following the Estyn Inspection in March 2024, staff are keen to build on the school’s strengths and address the recommendations. The school’s strengths include the following:

- Celebrating diversity and ensuring that everyone is treated equally.
- Working with local schools to design a curriculum that meets the needs of pupils well.
- Planning successfully to ensure that pupils build on their learning to make strong progress in literacy, mathematical and digital skills.
- The warm relationships between staff and pupils.
- Prioritising pupils’ well-being, creating a culture of trust in which pupils thrive.

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- Developing pupils' creative skills.
- Valuing and celebrating the process of creativity.
- Understanding pupils' individual needs and making every effort to meet these needs effectively.
- The partnership between the school and parents.

The school started addressing Estyn's recommendations immediately following the inspection and these are:

- Address the inconsistencies in teaching in foundation learning classes.
- Develop pupils as independent learners.
- Improve opportunities for pupils to apply their numeracy skills in their work across the curriculum.

Hendrefoilan is a community hub and hosts events that bring others together in a celebratory way, for example, the hendrefest and multi school sporting events for Swansea. The partnership between the school and parents is strong and parents appreciate the commitment leaders and staff demonstrate in supporting their child's learning and well-being. 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, using the hendre hearties certificates and hendre house points system.

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 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 developed, as evidenced by the worthwhile SPB schemata work which directly informs progression in teaching and learning. Plans for AoLE actions and teaching triads are underway to report on what is happening and ensure that staff move in the same direction. As part of the improvement cycle, professional learning opportunities and enquiry deepen pedagogy.

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The school makes effective use of a range of assessment strategies to monitor pupil progress over time. Regular pupil progress meetings that include leaders, class teachers and the additional learning needs co-ordinator (ALNCo) ensure that most pupils receive the support and challenge they need to make good progress. 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 to chart individual pupil progress and trends in performance across the school. The assessments enable teachers to make more holistic judgements, and challenge pupils to reach their maximum potential. Assessment also supports staff in identifying the progress made by each individual learner over time. 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 - 2024](#) 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 2024/25, the 'class on a page' (COP) document and the personalised progress of individuals through the 'pupil on a page' (POP) assessments.

In Y3 to Y6, girls slightly outperformed boys by one percent in reading. Boys outperformed girls in spelling by six percent. Overall, there is an increase of approximately ten percent on last year's reading data and this is the result of the specialist advice and support of the newly appointed DHT. However, monitoring activities showed inconsistency in the approach to early reading and phonics in the foundation phase. To address this quickly, the school purchased £15,000 of Oxford Reading Tree books, introduced a new approach to the systematic teaching of phonics, and designed a new library. Pupils with EAL sustain good progress in reading and excellent progress in spelling, due to the robust use of tracking data and a successful range of specialist interventions, i.e., learning village and the bell foundation tool. It helps that most EAL pupils are more able (MA). Pupils with ALNs progress in spelling is consistently high due to the beneficial use of Popat, Toe by Toe and Nessy and the expertise of specially trained staff. For example, the percentage of ALN pupils making expected progress in reading has increased by 29 percent on last year. MA pupils made outstanding progress in reading and spelling. However, pupils in receipt of free school meals (FSM) made much less progress in reading than spelling than others. These pupils have extenuating factors that negatively affect their progress rates that are difficult for the school to overcome. Boys outperformed girls by ten percent in procedural maths. Boys outperformed girls by 14 percent in reasoning and this is like last year. Increased percentages of EAL and MA pupils made expected progress

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### 2024-2025

(or higher) in maths and reasoning. Overall, ALN pupils improved their progress rates in maths and reasoning. However, the progress rates of many FSM pupils decreased 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' 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 good 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.

Pupils feel safe in school, and they know who to talk to if they are worried and upset. Leaders and staff prioritise pupils' well-being, creating a culture of trust in which pupils thrive. 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 and the school is working to address this priority. The school encourages pupil involvement in school development priorities, and further opportunities are underway to improve this, for example assemblies led by the Head pupils and school council. 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), 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.

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. Overall, the school has appropriate arrangements in place to safeguard pupils. The school is reinforcing the LA's 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 ten 'lates', written expectation for time-measured improvement is issued. Additionally, all pupils with under 90 percent 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 penalties notices for low attendance. Attendance of statutory age pupils in 2021/22 was 91.4 percent, 2022/23 was 93.9 percent and 2023/24 was 93.6 percent.

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### 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 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 2024 to July 2025. All grant funding referred to in this plan is to be spent by March 31<sup>st</sup>, 2025 (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 the website and displayed around the school.

### NATIONAL PRIORITIES

Our national mission (March 2023).

- Framework on embedding a whole-school approach to emotional and mental well-being.

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- 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	
Cymraeg 2050: A million Welsh speakers.	YES	NO	<a href="#">Priority One</a> – Strengthen pedagogy across the school to impact positively on learner outcomes.
Additional learning needs and education tribunal (Wales) Act 2018.	YES	NO	<a href="#">Priority Four</a> - To improve distributed leadership and develop leadership capacity.
Supporting learner progression: assessment guidance/shared understanding of progression: assessment guidance.	YES	NO	<a href="#">Priority One</a> – Strengthen pedagogy across the school to impact positively on pupil outcomes. <a href="#">Priority Two</a> – Develop pupils as independent learners. <a href="#">Priority Three</a> - Improve opportunities for pupils to apply their numeracy skills in their work across the curriculum.
Our national mission (March 2023). Objective five – community based learning.	YES	NO	

### A Shared Understanding of Progression 2024 – 2025

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### 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 three of the SBP progression Plan will continue this work and incorporate collaboration on approaches to curriculum,	The SBP has made a video ' <a href="#">Developing a shared understanding of science and technology when</a>

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(All teachers through staff meetings, monitoring, half termly AAP meetings, curriculum planning meetings, reporting to governors).	assessment, and pedagogy in classrooms across the cluster to maximise learner progress.  (Progression and AoLE Leads through half-termly meetings, sharing policies and planning, development of exemplifying materials, professional dialogue).	<a href="#">planning for CfW'</a> that was selected and shown at a national conference.  To continue to collaborate with regional experts to make a database that can be used as a shared cluster portfolio to exemplify progression in learning.  (Progression leads through training/support/QA from region)
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### Grant Finance 2024-25

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.	

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<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)	
<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 the model. To enable investment in practitioners' individual professional learning journeys and investment in collaboration.	£4,315	
<b>Minority Ethnic and Gipsy Roma Traveller</b>	The Welsh government principles of the grant are: 1. Inclusion – both into school and the wider community 2. Equity – remove barriers and improve life chances 3. Removal of barriers to accessing the curriculum - including a focus on language acquisition 4. Improving attendance 5. Engagement with learners, families, and communities 6. Training and capacity building in the school workforce 7. Integration into education - including a focus on transition into school and between phases 7. Supporting transition Post 16 into FE, training, or employment	£5,444	
<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	

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## Summary of priorities 2024/25

Priority	SI Overarching areas for Self-Improvement		
Priority One: Strengthen pedagogy across the school to impact positively on learner outcomes.	<i>Vision and leadership</i>	<i>Curriculum, teaching &amp; learning</i>	<i>Wellbeing, equity, and improvement</i>
Priority Two: Develop pupils as independent learners.	<i>Vision and leadership</i>	<i>Curriculum, teaching &amp; learning</i>	<i>Wellbeing, equity, and improvement</i>
Priority Three: Improve opportunities for pupils to apply their numeracy skills in their work across the curriculum.	<i>Vision and leadership</i>	<i>Curriculum, teaching &amp; learning</i>	<i>Wellbeing, equity, and improvement</i>
Priority Four: To improve distributed leadership and develop leadership capacity.	<i>Vision and leadership</i>	<i>Curriculum, teaching &amp; learning</i>	<i>Wellbeing, equity, and improvement</i>

## 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 foundation learning (FL) pedagogy and provision.</p> <p>Attain the bronze siarter iaith.</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>Cath Delve mini audit and follow up (September 11<sup>th</sup> and 12<sup>th</sup> 2024).</p> <p>Improve baseline accuracy.</p>

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	Ensure consistency in teaching and learning.
<b>Wellbeing /Care</b>	Evaluate emotional and mental wellbeing provision using questionnaires and PASS tests. Embed mindfulness. Improve staff communication. Use helping hands stress counselling to support staff wellbeing. Develop pupil voice groups– influencing planning ‘our voice, and groups involved in AoLE monitoring and leading whole school projects. Introduce a new pupil tracking system and review and improve assessment processes e.g., SOP, COP, POP.
	Embed universal ALN provision to meet the needs of all learners. Re-establish Hendrefoilan’s attendance drive following COVID. Continue to develop role of ALNCO implementing ALNET. Strengthen Intervention groups – wellcom, DCD/sensory Circuits, S&L Link, training. Design and build a sensory room. Redecorate the staff room/toilet, nursery, reception, Y1, Y2 and Y3. Attain the peace mala bronze award. Attain healthy schools phase five.

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<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> <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 to consistently good in FL.</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>Improvements to the premises, such as the roundhouse and path.</p> <p>New DHT (appointed in April 2024).</p> <p>Each AoLE coordinator has an action plan that they are responsible for driving through the year. As far as possible, these compliment the main whole school priorities and are a balance of maintenance, minor areas to address/develop and new initiatives. The maths action plan is SDP 3.</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 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

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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	DT Teacher mentor training	£80 ½ DAY PER TERM
Pupil voice groups	Half termly	CB	NIL
Criw cymraeg – silver/gold sarter 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
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 / governor questionnaires	Autumn biennially	AF	NIL
Wellcom 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 15 Sept	CD	ALNCO Time

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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](#) ([Review of the SDP 2023/24](#))

*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
To enhance the outdoor learning environment to facilitate pupil enquiry.	We planned to make excellent use of Hendrefoilan's extensive grounds. The aim was to make outdoor breakout areas to promote independence and for consistently high percentages of pupils say that they enjoy learning.	<p>Estyn said <i>"Pupils benefit from opportunities to explore, practise, and enhance their skills in the school's extensive outdoor environment. For example, younger pupils create tally charts from the data they collect when bird watching in the school's Coed Cadno woods"</i> (Estyn, March 2024).</p> <p>Monitoring shows that foundation learning pupils have daily free flow access to the outdoors and teachers plan effectively for this. In years 3-6, a few staff are beginning to plan effectively how they develop pupil independence. These staff have well-resourced and organised, purposeful, indoor/outdoor breakout areas. However, this is not consistent across the school and there is a need to share the good practise to upskill others. Senior leaders have given clear guidance to staff that there is an expectation for pupils to have continuous access to the outdoors areas and at least one outdoor planned activity for years 3-6 each week. This is non-negotiable.</p> <p>Listening to learners' exercises evidence most pupils enjoy learning outdoors and want even more opportunities to do so. They can explain why learning outdoors</p>

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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

		<p>is fun and useful. They like how the grounds have been developed to give them the chance to play team games, relax, practice physical skills like jumping, throwing, hopping using the yard markings and small games equipment, learn about keeping hens, and undertake forest activities such as planting, den making, and bush crafts. As a result, pupils use the outdoor environment as a stimulus to work imaginatively and independently.</p> <p>Next steps: Purposeful planning develops opportunities to integrate indoor/outdoor provision.</p> <p>Minor priority – share good practice and develop high-quality, indoor/outdoor breakout areas across years 3-6.</p>
To develop a shared understanding of progression at a cluster and beyond level, such as demonstrating progression in the schemata identified within each AoLE.	<p>Hendrefoilan is in the SBP - a highly creative school-to-school network having significant impact on teaching at Hendrefoilan and other schools. The priority was for AoLE Leads to identify all the key threads highlighting the big concepts in our shared curriculum. The SBP also</p>	<p><i>“School leaders and staff have developed a curriculum that aligns with the Curriculum for Wales appropriately. Teachers plan a range of relevant topics that capture pupils’ interests well.” “The school has worked successfully with its cluster schools to develop a shared understanding of progression across the curriculum.” (Estyn, March 2024)</i></p> <p>AoLE progression leads from across the cluster have identified the key threads, derived from the statements of what matter which highlight the big concepts/key</p>

## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

	<p>planned to consider how the threads of progression are transferred into their school's curriculum and the pedagogical choices made by teachers.</p>	<p>ideas integral to learning in that area around which knowledge, skills, and experiences are chosen. Progression leads articulate how learners progress in the ways described by the 'principles of progression' for each of these threads. Teachers planned to use the SBP biological processes schema and pupils in the upper school, pupils named and located major body organs on physical body maps, and many explained the function of the organs, through dissections and displays. Teachers reflected on delivery and found that although the schemata are useful for ensuring progression of skills, how these skills are taught and learned needs to be more evident in planning if we are to develop learner effectiveness. They recognised careful regard needed to be given to how learners increase their effectiveness, increase their breadth and depth of knowledge, deepen their understanding of the ideas and disciplines within the areas, refine and grow their sophistication in the use and application of skills and make connections and transfer learning into new contexts across the three to sixteen continuums. This has led to a focus for SDP 2024-25 on improving learner effectiveness, deepening knowledge, and understanding (mastery) and application of skills learned across the curriculum.</p> <p>Next steps: Phase four (2024-25). The focus will be on pedagogy and how SBP curriculum planning can best impact upon pupils in the classroom. Cluster meetings will focus on using the principles already established to plan some learning together, with a team-teaching approach taken to 'plan together, deliver together.' This is a SBP plan, however action research will also be undertaken at a class level.</p>
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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

<p>To develop Hendrefoilan as a community focused school.</p>	<p>From September 2024, the PAN increased and there is a Capital Grant in place to increase capacity for 50 new pupils by 2029. There was an appetite for community involvement and a great deal of support from families. The priority was to strengthen community links using extra-curricular opportunities. Existing links were built upon, and the plan was to promote well-being, authenticity, enterprise, and entrepreneurialism. We planned for community rentals and festivals to generate income that would be used to sustain successful projects and buy new resources.</p>	<p><i>“The partnership between the school and parents is strong and parents appreciate the commitment leaders and staff demonstrate in supporting their child’s learning and well-being”. “Leaders have identified key areas for improvement linked to their monitoring and evaluation and to national priorities. For example, the school’s work to develop links with the community has been successful.”</i> (Estyn, March 2024). 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. All community activities are at the very least, self-sustaining and in the most successful cases, they generate income which is used by the school to provide an extensive range of provision. There is an excellent take up of a wide range of extra-curricular activities, which include football, netball, and choir. The school provides additional opportunities for pupils to participate successfully in inter-schools’ sports events, and regional competitions. As a result, pupils are very motivated to join these clubs and teams. The school provides many opportunities to develop pupils’ creative skills. Pupils demonstrate their competence and talent, when playing instruments in the school orchestra. In the Summer Term, the Hendrefest reinforced strong community links and the Hendrefest led to an increase in cross curricular numeracy and many opportunities to develop pupils' creative and cross curricular skills.</p>
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**STRATEGIC PRIORITY ONE:** Strengthen pedagogy across the school to impact positively on learner outcomes.

## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

**RATIONALE:** FL staff have attended LA FL courses and have begun to review provision, both inside and outdoors and worthwhile improvements have been made. They are using the cluster schema to contextualise and support skill and conceptual development to design a curriculum that is fit for purpose and engaging for Hendrefoilan learners. However, monitoring of planning and learning walks undertaken by senior leaders and external consultants found that teachers are focusing more on content and have neglected the 'how' children learn. Listening to learners' exercises evidence that whilst many pupils state they are given the opportunity to influence what and how they learn, this is not yet fully embedded across year groups. Now that curriculum design has worked through a two-year cycle, teachers need to refocus on effective pedagogy that can best deliver Hendrefoilan's curriculum.

In addition, Estyn March 2024 reported "Where teaching is effective, teachers have a good understanding of how younger pupils learn through play and experiences that allow pupils to express themselves physically, creatively, and imaginatively. In a minority of foundation learning lessons, teachers do not provide the correct balance between activities planned by the teachers and activities that are led by the pupils. And a minority of teachers do not understand how pupils learn through play well enough. There are inconsistencies in the quality of teaching in the younger classes." (Estyn, May 2024).

As teachers move year groups for the academic 2024-25, leaders are strategically placed within each phase to lead triad working will allow greater collaboration when planning, and a sharing of resources, ideas, and expertise to strengthen pedagogy and ensure skills progression across the school. Therefore, a focus on researching using and evaluating effective pedagogies that impact positively on pupil outcomes is a priority this year.

This will include pupil outcomes in Welsh as Estyn March 2024 stated 'Generally, pupils do not use the Welsh language outside of lessons confidently'.

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person	Timeline	Funding	Link to Monitoring/Self Evaluation
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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

<p>Hendrefoilan's '<a href="#">Look Together, Move Together.</a>' cycle supports consistency in teaching and learning through a Triad approach.</p>	<p>Professional development improves teaching across the school.</p> <p>Teachers strengthen their understanding of the pedagogical principles and have a wider repertoire of strategies in their teaching toolkit.</p> <p>Teachers select the most appropriate approach that best develops learning, including strategies that accelerate learning.</p> <p>Pupils are more engaged in their learning.</p> <p>Pupils construct knowledge through real world problem-solving based on information gained during experimentation.</p>	<p>Staffing structure set with teachers working in triads with each triad appointing a leader. Introduce in INSET day (2.9.24).</p> <p>Leaders adopt a coach and modelling approach. (Link to priority 4)</p> <p>Professional discussion and recap on previous work on pedagogical principles to establish a shared understanding of what constitutes effective teaching and learning at Hendrefoilan.</p> <p>Each triad reflects on their own pedagogy and identifies an aspect they need to develop e.g. pupil groupings, areas of learning, and any other approaches to develop independence.</p> <p>Undertake purposeful action research/ professional enquiry.</p>	<p>RW</p>	<p>Set focus for development by 16.9.24.</p> <p>SLT Check in – 19.3.25</p> <p>Feedback in Adds, January 2025 and May 2025</p>	<p>Learning walks and observations in Triads by end of December 2024, March 2025, and July 2025.</p>
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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

	Pupils are encouraged to make choices and as a result they learn appreciate what methods work best for them.	Teachers jointly plan, share ideas, resources, and strategies.  Triads feed back to other triads during adds on progress, impact, and lessons learned that can influence teaching and learning across the school not just their phase. This informs the school's teaching and learning policy.				
Address the inconsistencies in teaching in FL classes	FL staff have a sound understanding of effective practice aligned to child development.  The quality of educational provision ensures pupil standards across FL are at least age appropriate.  Pupils' standards in literacy and numeracy are at least	Staff reflect on what is effective teaching and learning in FL.  LA FL training on using observational assessments to impact on pedagogy and pupils' progress. Teachers use a range of observations (notice, analyse and respond) which can also be collated to support the referral process for ALN pupils.	AF	Foundation Policy updated and shared with staff by end Sep 2024		Consistency in practice by Cath Delve 19 <sup>th</sup> March 2025.

## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

	<p>age appropriate as evidenced by national test data.</p> <p>Teachers' assessments contribute to building a holistic picture of the individual learner and inform planning at an individual and group level.</p>	<p>Re-write the FL policy to use as a reference to ensure consistency in practice and monitoring.</p> <p>Use the FL policy to develop the physical learning environment (e.g. areas of learning, organisation, and accessible resources) for continuous explorative playful learning, direct teaching and facilitating independent application.</p> <p>Involve TAs in planning and ensure they know purpose of activity, skill and knowledge being developed so that they can make timely interventions, tackle any misconceptions promptly and make purposeful observations that the teacher can use to inform next steps.</p>				
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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

Review planning to ensure consistency in the quality of teaching and learning.	The school's long-term and mid-term planning develops skills systematically as pupils move through the year/school.	<p>Review the teaching and learning policy.</p> <p>Staff use professional research, such as daily review, presenting new material using small steps, effective questioning, modelling, practice, differentiation/challenge, and application of skills learned) to inform planning and methodologies.</p> <p>Ensure teachers' planning identifies effective use of TAs, differentiation, challenge, and effective planning of missions.</p> <p>Integrate interdisciplinary links in planning to facilitate pupils making purposeful connections that enhance learning.</p>	AF	<p>Revisit the Gareth Coombes continuum INSET Day On 22.12.2024 and 6.1.2025</p> <p>Half termly triad meetings.</p>		Fortnightly review of planning by SLT starting 11.10.2024
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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

Develop the physical learning environment from years 3-6 to support teaching and learning	<p>The physical environment fosters achievement, and prosocial behaviour.</p> <p>Pupils are attentive and engaged.</p> <p>Pupils have positive attitudes to learning.</p> <p>Pupils have the autonomy to choose the materials required for the task set and select appropriately.</p> <p>Pupils have the autonomy to decide how they do and present their work and can access equipment required to do this independently.</p>	<p>Establish with each triad Hendrefoilan non-negotiables e.g. pupil voice on class planning trees.</p> <p>Teachers work collaboratively to establish well organised and appropriately equipped classrooms/shared areas with easily accessible resources, flexible seating and work stations and clear learning areas.</p>	Teaching Triads - RW	Ongoing	Purchase resources, as necessary. Budget - £150 per class.	<p>Cath Delve audit 19.3. 2025</p> <p>Regular informal learning walks by the SLT.</p> <p>Informal Coaching learning walks and 'pop ins' within triads.</p>
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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

Use pedagogical approaches to encourage the use of the Welsh language outside of lessons confidently.	Pupils across the school use the Welsh language outside of lessons confidently.	<p>Training for all staff by LA athrawes bro.</p> <p>Lanyards for staff with language patterns and questions to refer to when around the school.</p> <p>Canteen language patterns displayed on wall for staff and pupils to refer to.</p> <p>Pupils speak incidentally and earn tocyn iaith and these link to house points.</p> <p>The criw cymreig learn/lead playground games in Welsh once a week.</p> <p>Reinstate the fruit tuck shop and pupils must order fruit in Welsh (link to tocyn iaith).</p>	<p>KdV and NG</p> <p>Criw cymreig</p>			Termly monitoring of pupils' use of the Welsh language.
Evaluation (Continuous)						

## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

**STRATEGIC PRIORITY TWO:** Develop pupils as independent learners.

**RATIONALE:** Estyn said “Teachers across the school do not provide enough opportunities for pupils to develop appropriately as independent learners. Many teachers over-direct learning and do not plan enough for pupils to develop independence, for example to make choices about their learning. And, where teaching is less effective, teachers often over-direct the learning and do not use observation well enough to ensure pupils make sufficient progress in developing their knowledge and skills.” (Estyn, May 2024). In house monitoring and monitoring by external consultants agreed with this statement. LA FL training and Cath Delve’s training on developing pupils’ independence through a mission-based approach has been reflected upon and will support development in this priority. Staff will recap on their understanding of the curriculum for Wales principles of progression and reflect on how these can be used to shape teaching and learning and develop pupils’ independence across year groups. (link to priority 1)

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person	Timeline	Funding	Link to Monitoring/Self Evaluation.
To facilitate opportunities for pupils to develop as independent learners using breakout areas and missions.	<p>Teachers’ planning provides opportunities for pupils to develop independence.</p> <p>Nearly all pupils have greater ownership and autonomy of how they approach and present their work.</p> <p>Nearly all pupils are actively engaged in selecting resources and use them well.</p>	<p>Staff training with Cath Delve Day One - A 'find out' day to see what/where the inconsistencies are. Day 2 - Work with the teachers on observations, in the moment planning and progression in continuous and enhanced provision training.</p> <p>Use the findings to update the Foundation Learning and</p>	AF	Inset 12.9.24. ongoing		<p>Learning walks by Cath Delve, the DHT and HT on 11.9.24.</p> <p>Listening to foundation learners – taking ownership of learning, organising, and presenting their work, reflecting on their work and how they tackle problems</p>

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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

	<p>Nearly all pupils are less reliant on worksheets and templates and make more choices about how and what they learn.</p> <p>Pupils take ownership of their work, are independent and responsible, and develop essential skills such as problem-solving, organising, initiative, and reflection.</p> <p>Pupils enhance their reasoning, creative and critical thinking skills.</p>	<p>Teaching and Learning Policies. (Link to priority 1)</p> <p>Plan more frequent opportunities for pupils to engage in reasoning activities.</p>				<p>(missions) by HT December 2024.</p> <p>Learning walk consistency in independent learning approaches by Cath Delve on 19.3.2025</p>
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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

<p>Increase learner effectiveness</p>	<p>Pupils can articulate their strengths and areas for improvement.</p> <p>Nearly all pupils can articulate how they will improve.</p> <p>Pupils demonstrate a growth mindset regarding curiosity, engagement, and perseverance.</p> <p>Pupils can demonstrate their planning and organising skills.</p> <p>Pupils can draw on many sources of information to find answers.</p> <p>Nearly all pupils can evaluate what they have found with increasing independence.</p>	<p>In triads, teachers plan how they develop pupils' skills across the curriculum.</p> <p>Teachers plan to develop pupils' integral skills (e.g. their personal effectiveness and their planning and organising skills).</p> <p>All adults use timely, appropriate questioning to prompt, scaffold, ascertain misconceptions, check understand and challenge to moving learning forward.</p> <p>Adults give timely feedback to allow pupils to engage effectively with the feedback.</p> <p>Also, give time for pupils to respond to feedback, edit and redraft where appropriate.</p>	<p>Teaching Triads - RW</p>	<p>Ongoing</p>		<p>Learning walk and listen to learners to monitor learner effectiveness by SIA and HT in March 2025.</p>
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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

Develop pupil voice in what and how they learn	<p>Nearly all pupils make decisions to a significant degree in how, and what, they learn.</p> <p>Nearly all learners feel listened to.</p> <p>Pupils across the school can talk confidently about their work.</p> <p>Pupils' confidence to present their work to their peers increases with practice.</p> <p>Nearly all pupils engage in home learning tasks that practise, consolidate and at times extends their learning.</p>	<p>Staff ask pupils for their ideas about what they want to learn, and pupils' contributions will be added to teachers' planning for their missions in red (the teachers' ideas will be in black).</p> <p>Classes have a pupil voice tree whereby pupils' ideas are written on leaves. The leaves are removed as the ideas are explored and answered through the pupils' learning/exploration, and new ideas added.</p> <p>Introduce a termly home learning open ended task linked to the question tree. Pupils have autonomy to research and present their work.</p>	AF	September 2024	<p>Pupil Voice Questionnaires September 2024 and June 2025.</p> <p>Learning walk and listening to learners, with Olchfa colleagues on 9.10.24 and 16.10.24. And 19.11.24 and 26.11.24</p> <p>Learning walk and listen to learners to monitor learner effectiveness by SIA and HT in March 2025.</p> <p>Follow up audit of improvements and further work needed with Cath Delve on 19.3. 2025</p>
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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

*Evaluation (Continuous)*

**STRATEGIC PRIORITY THREE:** Improve opportunities for pupils to apply their numeracy skills in their work across the curriculum.

**RATIONALE:** Estyn May 2024 reported “Teachers do not plan enough opportunities for pupils to apply their numeracy skills across the curriculum. Most pupils do not apply their numeracy skills across the curriculum in purposeful contexts often enough. Although most pupils develop secure mathematical skills, teachers do not plan opportunities for pupils to apply these skills across the curriculum often enough.” In-house monitoring by the AoLE numeracy coordinator supports this. Diagnostic analysis of procedural personalised maths assessments indicates that nearly all pupils from Y2 to Y6 perform above national averages. However, monitoring of teachers’ planning, work scrutinies and listening to learners' exercises evidence that pupils do not have enough opportunities to apply their numeracy skills in real life contexts. Numeracy catch-up is required across the school for targeted pupils. Teachers require training in the five mathematical proficiencies and effective problem-solving teaching methodologies.

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person	Timeline	Funding	Link to Monitoring/Self Evaluation.



## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

<p>Improve teachers' understanding of the five mathematical proficiencies.</p> <p>Focus on the logical reasoning and strategic competence proficiency.</p> <p>Focus on conceptual understanding moving</p>	<p>Teachers have a greater understanding of the five mathematical proficiencies and how they can be applied and connected by using a range of real-life contexts to introduce and explore mathematical concepts, as well as to consolidate them.</p>	<p>The local authority/region numeracy adviser/and the maths teacher from Olchfa lead staff training in the five proficiencies.</p> <p>Introduce Guided Reasoning as part of the Guided Reading carousel in years 2- 6.</p> <p>Maths drillio to take place every day for 20 minutes, with</p>	DT	Autumn 2024		<p>SLT monitor planning starting 18.10. 2024 for proficiencies and monthly thereafter.</p> <p>The numeracy link governor evaluates provision on 15.1. 2024 and termly thereafter (dates tbc).</p>
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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

pupils' independent learning forward.	Pupils have an increased awareness of how numeracy is used in everyday life.	<p>opportunities for mental maths, guided reasoning tasks and problem-solving activities.</p> <p>Teachers plan numeracy within missions and set weekly investigation/problem solving session to ensure pupils apply numeracy skills across the curriculum.</p>				<p>Listening to learners' observation of usefulness of guided reasoning sessions in developing pupils problem-solving skills by AoLE numeracy lead in February 2025</p> <p>AoLE numeracy lead monitors skill progression, knowledge and purposeful activities set in missions across the school- starting 18.10.2024 for proficiencies and monthly thereafter.</p>
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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

Develop learning environments so that they are rich in numerical and mathematical vocabulary.	<p>Pupils use a range of maths apparatus to help them solve problems.</p> <p>Nearly all pupils select the most appropriate methods/tools to solve problems across the curriculum.</p>	<p>Audit, review and update maths resources and ensure age-appropriate resources in each class are easily accessible.</p> <p>Use manipulatives to secure pupils' numeracy skills to move from concrete to abstract.</p> <p>Explore online manipulative tools for teaching and learning maths concepts.</p> <p>Develop maths resource areas in classrooms to support learning and encourage pupil independence and resilience.</p>		Second half of the autumn term.		<p>Numeracy coordinator learning walk on physical environment promoting pupils' maths skills – February 2025 (date tbc).</p> <p>AoLE numeracy coordinator and SIA learning walk and work scrutiny looking at opportunities for/standards of cross curricular maths in learning journey.</p>
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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

<p>Improve pupils' reasoning skills and application of skills across the curriculum.</p>	<p>Pupils have increased opportunities to apply their numeracy skills in real-life contexts.</p> <p>Pupils can accurately use number facts when undertaking cross-curricular activities.</p> <p>Pupils can select the numeracy skills needed to solve authentic problems. Pupils can confidently explain how they solved a problem.</p> <p>To develop a deeper understanding of reasoning and prepare more able pupils for the mathematical competitions from the UK maths trust.</p> <p>Pupils display resilience when undertaking problem solving challenges.</p>	<p>Teachers use diagnostic analysis of national reasoning test data to inform planning and target pupils for intervention.</p> <p>Revisit the numeracy framework and identify areas for improvement in planning activities for pupils to practise their skills in numeracy in real life contexts.</p> <p>Explore methodologies/ strategies for tackling reasoning problems. E.g. RUCSAC.</p> <p>Start a maths club aimed at more able mathematicians in the higher school.</p> <p>Teachers collaborate to plan purposeful, authentic cross curricular reasoning tasks. (Use AI to support this)</p>	DT	Ongoing	1-day noncontact time	<p>On 9.12. 2024, Numeracy AoLE lead monitors seesaw and learning journey books for 5 cross-curricular pieces.</p> <p>Numeracy AoLE lead listens to learners in January and May 2025 (dates tbc) – pupils explain their reasoning work (give pupils an age-appropriate set task to complete and explain)</p>
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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

	<p>Pupils make connections in their learning and apply their numeracy skills accurately across the curriculum.</p> <p>Girls narrow the gender gap and perform as well as boys in the national reasoning tests.</p>	<p>Increase number of reasoning /problems solving tasks set to pupils.</p> <p>Ensure a minimum of five cross curricular opportunities for pupils to apply their numeracy skills at same standard as in maths lessons, per term.</p> <p>Staff give pupils regular opportunities to discuss how they solved a problem and why they used a certain method. Discussions to include most effective methods and why.</p> <p>Pupils are set home learning tasks on TT rock stars and reasoning tasks as an item in their home learning menu.</p>		May 2025		
Evaluation						

## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

**STRATEGIC PRIORITY FOUR:** To improve distributed leadership and develop leadership capacity.

**RATIONALE:** Estyn said “The headteacher is well supported by the governing body. Together they ensure that pupils’ well-being and achievement are at the heart of the school's work. Leaders accurately identify and secure improvement in many of the areas of the school’s work most in need of attention. However, they do not always identify a few important areas in need of further development”. (Estyn, March 2024). The school’s self-evaluation indicates that there must be an investment in distributed leadership to enhance educational outcomes in all areas/AoLEs. There is a newly appointed DHT and their role is pivotal in driving the school towards excellence. The DHT identifies and implements improvements in the school's operational processes. This will allow the HT to focus more on strategic initiatives and less on day-to-day management. The DHT will play a pivotal role in professional development for teachers and staff. By implementing effective training programs, mentorship, and support systems, they will enhance teaching quality and staff morale.

Sub Priorities	Intended Impact/ Success Criteria	Key Actions	Lead Person	Timeline	Funding	Link to Monitoring/Self Evaluation.
The HT attends Estyn ALN additional inspector training to support the ALNCo.	The HT guides and supports the ALNCo in her leadership role and as this leads to earlier identification and improved provision for ALN pupils.		AF	22 <sup>nd</sup> and 23 <sup>rd</sup> October 2024.	2 days supply cover for DHT to act as HT	
Transition from performance management to the new professional development model.	Distributed leadership creates numerous opportunities for professional growth as staff members engage in collaborative decision-making processes.	HT and DHT attend LA led professional development training.	AF	1.10.2024  Personnel Committee on 2.10.24		Self-evaluation forms given to staff on 4.11.24.

## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

	<p>Continuous development builds a robust professional learning community within the school.</p> <p>Teachers and staff who are empowered as leaders can swiftly implement and adapt teaching methods to meet the evolving needs of students, fostering a more personalized and responsive pedagogical approach (link to priority one).</p>	<p>Draft a school policy and consult with governors and staff.</p> <p>Present to staff.</p> <p>Link to the professional development cycle and include provision for all staff in the professional development model.</p>		<p>Staff on 7.10.24 and 9.10.24</p> <p>Full GB on 12.11.24</p>		<p>Teachers' meetings to set targets on 18.11.24.</p> <p>Mid-year check ins in February 2025.</p> <p>End of year reviews in July 2025.</p>
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## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

<p>Leaders model leadership behaviours effectively to promote a culture of leadership development.</p> <p>To share practice and upskill teachers through a team-teaching approach. (link to priority one).</p>	<p>Teachers' planning is robust and followed well by TAs and pupils. As a result, all pupils have the correct degree of challenge and support.</p> <p>Nearly all learners are self-motivated, excited, and engaged throughout the lessons.</p>	<p>Undertake action research as part of quality assurance of the humanities schemata. The Olchfa history teacher and Hendrefoilan Y4 teacher plan and deliver activities that develop pupils' historical enquiry skills through the Victorians topic. Teachers select best methodologies to teach and engage learners.</p> <p>Repeat in the spring and summer terms with different year group and AoLE maths.</p> <p>Reflect on project regarding whether schemata framework is fit for purpose.</p>	<p>JC AE (Olchfa)</p>	<p>9.10.24 - Planning  16.10.14 – Delivery</p> <p>Spring and summer term dates tbc</p>	<p>Half day noncontact time £100</p>	<p>Minutes of SBP meetings.</p> <p>Feedback from other schools in the SBP.</p> <p>Feedback from school staff.</p>
Evaluation (Continuous)						

### Summary of Professional Learning

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



## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

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
Address the inconsistencies in teaching in foundation learning classes	Cath Delve	All staff	£1894.00
Develop pupils as independent learners			
<b>Total</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

## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

### [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 three 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 two 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>The rationale for each priority explains what has been considered.</p>

## HENDREFOILAN PRIMARY SCHOOL SDP 2024-2025

<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>Is there evidence of monitoring, review, and revision of the SDP? Is it a live document? How are revisions reported?</p>	<p>Each current priority has a termly narrative summary section. The current SDP update is V8.</p>
<p><b>Consultation</b> In preparing or revising a school development plan the Governing Body must consult:</p> <ul style="list-style-type: none"> <li>(a) The HT at the school (if that person is not a member of the Governing Body);</li> <li>(b) Registered pupils at the school;</li> <li>(c) Parents of registered pupils;</li> <li>(d) School staff; and</li> <li>(e) Such other persons as the governing body considers appropriate.</li> </ul>	<p>Given in the 'context of the plan' and rationale sections. Regular questionnaires go to:</p> <ul style="list-style-type: none"> <li>• Parents.</li> <li>• Pupils.</li> <li>• PASS data.</li> <li>• Individual Parental Consultation Meetings.</li> </ul> <p>Posters are displayed around the school and the summary and full SDP (V8) is shared on the school's website.</p>
<p><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.</p> <p>Does it include all staff and leadership development?</p> <p>It will provide a context for the performance management process for all staff. How does the school use the professional standards?</p>	<p>Each priority lists professional learning required to realise it and this is combined in a summary towards the end of the plan.</p> <p>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.</p>

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<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.
<b>School staff and school resources</b>	Staff roles and responsibilities are clearly indicated along with costs of staff activity and resources.
<b>How the school deploys its staff and other resources including funding, equipment, school buildings and grounds.</b> Details of how the governing body will make best use of the: <ol style="list-style-type: none"> <li>current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year; and</li> <li>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.</li> </ol>	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.
<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. Schools' answers to these questions will help determine the lines of enquiry of subsequent self-evaluation and improvement.	A review of the previous two years priorities is included in this plan. Rationales from each priority are provided.
Clearly sets out actions the school will take to achieve its targets.	Each priority lists actions and offers an opportunity for the school to signpost evidence that informed the inclusion of said actions.

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Clearly sets out expected outcomes because of achieving those targets. Outcomes should focus on the core purpose of school development planning, raising standards and improving outcomes for all learners.	Each priority considers what success will look like.
Clear success criteria and milestones against which intended improvements can be evaluated.	Success criteria and milestones are included in each action.
<p>The school improvement priorities for the current school year.</p> <p>The school improvement priorities for the two 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 V8.</p>
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.	<p>First draft shared with school staff on 2.9.24 and then agreed on 16.9.24.</p> <p>Summary updates were provided to the Governing Body by the HT on 10.9.24 and the full SDP was shared with the SIA on 25.9.24 and Governors and Parents on 26.9.24.</p> <p>QA'd by the LA on 16.10.24 and updated by SIA and HT to V6/7/8.</p> <p>QA'd by the Curriculum Committee on 17.10.24</p> <p>Reviews with staff will take place throughout the year.</p>

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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 should publish the summary copy on its website.

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.

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

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<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.	
<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.