

Strategic planning in practice: What is the school's approach to strategic planning?

Pontarddulais Primary School

Cathryn Jones

Deputy Headteacher

Approach to Strategic Planning

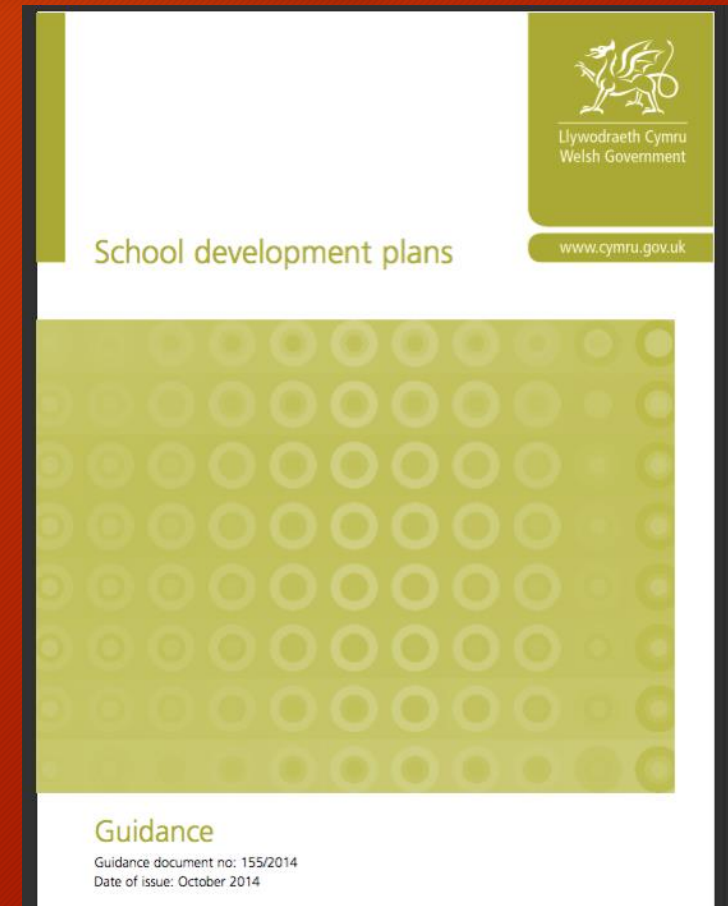
- Focus on a particular aspect of its strategic plan that links directly to community.
- Specific attention should be given to:
 - how the plan is implemented
 - its impact
 - how its impact is measured
 - its link to the Four Purposes

Evidence...

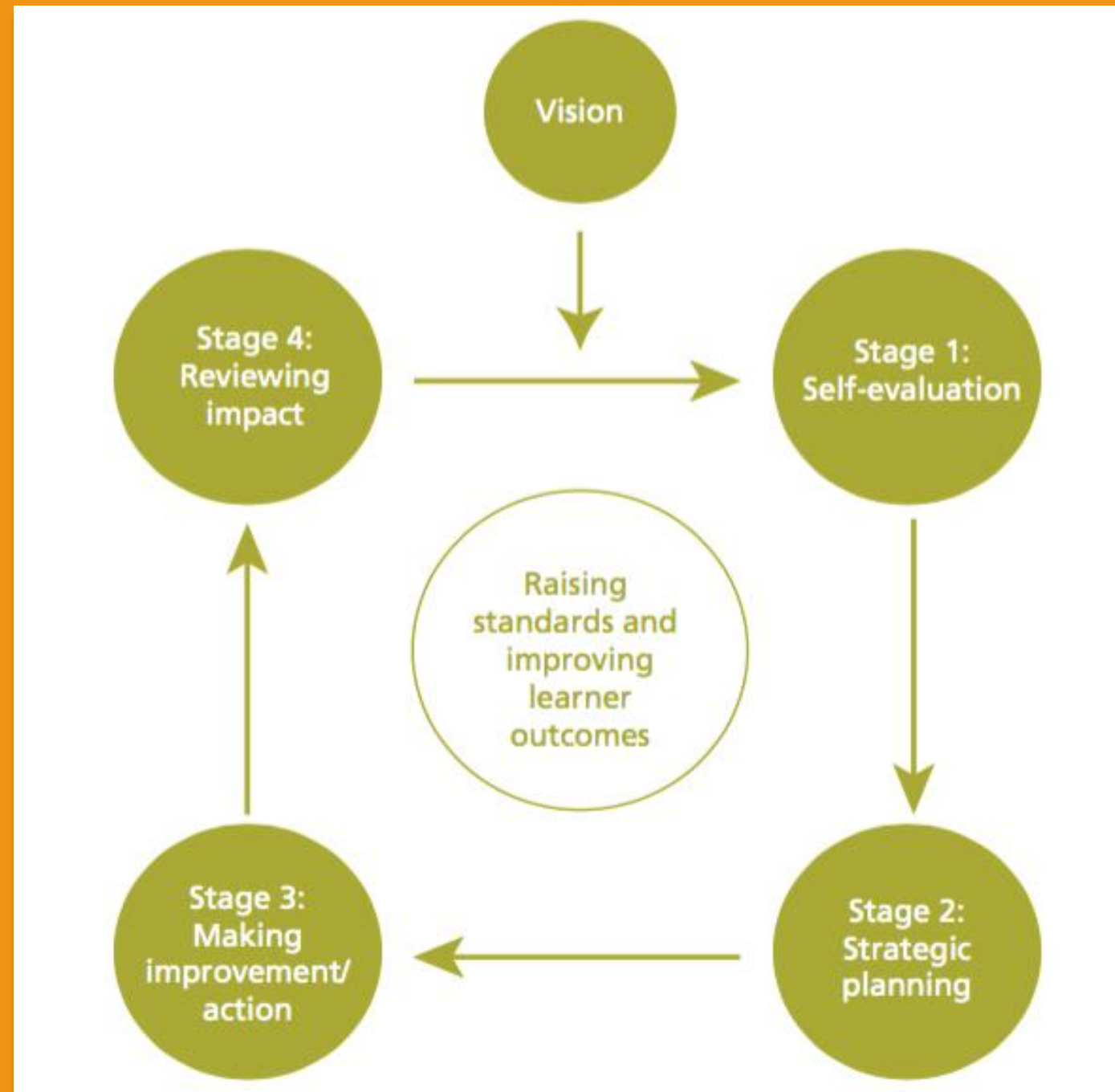
- Learning walk
- Presentation from the pupils
- Viewing information on the school website
- Viewing details of a community project that has contributed to school, learner and community development.
- Pupil assessment through 'Creative Web' and self reflection

School Development Plan (SDP)...

- The school development plan (SDP) is the school's strategic plan for improvement. It sets out the actions a school will take to improve learner outcomes. A SDP will be informed by the regular self-evaluation a school undertakes of its own performance and contextual data, and will contain the school's improvement priorities together with short- and longer-term targets.



Vision...



Self Evaluation...

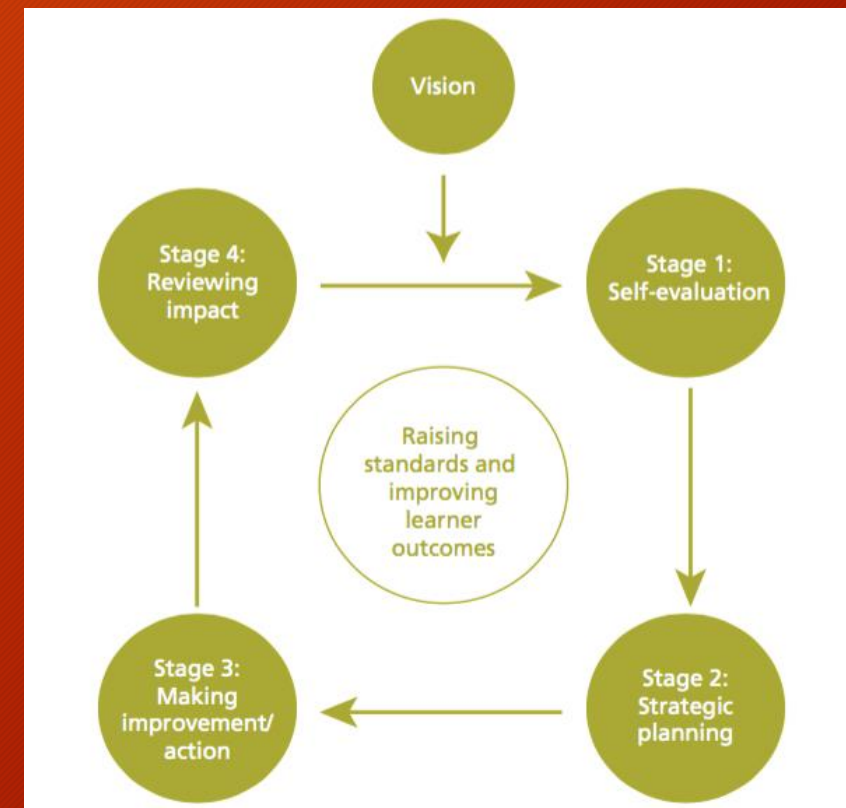
Stage 1: Self-evaluation

Self-evaluation is the means by which schools reflect upon their performance and use it as a basis for sustainable improvement planning. The process of self-evaluation and improvement planning is central to supporting advances in school improvement, professional learning and learner outcomes. As an annual process, self-evaluation is a key tool in assisting a school to assess its performance. It helps schools to identify:

- how well they are performing
- areas of strength
- what needs to be improved
- what actions to take to make those improvements.

In their self-evaluation manuals, Estyn provides three key questions for schools to work through during the process of self-evaluation.

- How well are we doing?
- How do we know?
- How can we improve things further?



Self Evaluation: Four Purposes Audit

Four Purposes Audit: *Ambitious, capable learners who are ready to learn throughout their lives*

Area	Rating 1 to 5 (1 is not developed at all, 5 is fully embedded)	Evidence	Next Steps / Way Forward
Students set themselves high standards and seek and enjoy challenge.			
Students are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.			
Students are questioning and enjoy solving problems.			

Four Purposes Audit: *Enterprising, creative contributors and are ready to play a full part in life and work.*

Area	Rating 1 to 5 (1 is not developed at all, 5 is fully embedded)	Evidence	Next Steps / Way Forward
Students can communicate effectively in different forms and settings, using both Welsh and English.			
Students can explain the ideas and concepts that they are learning about.			
Students can use number effectively in different contexts.			
Students understand how to interpret data and apply mathematical concepts.			
Students use digital technologies creatively to communicate, find and analyse information.			
Students undertake research to evaluate critically what they find.			
Students connect and apply their knowledge and skills to create ideas and products.			
Students think creatively to reframe and solve problems			
Students identify and grasp opportunities.			
Students take measured risks.			
Students lead and play different roles in teams effectively and responsibly.			
Students express ideas and emotions through different media.			
Students give of their energy and skills so that other people will benefit.			

Four Purposes Audit: *Ethical, Informed Citizens who are ready to be citizens of Wales and the World.*

Area	Rating 1 to 5 (1 is not developed at all, 5 is fully embedded)	Evidence	Next Steps / Way Forward
Students find, evaluate and use evidence in forming views.			
Students engage with contemporary issues based upon their knowledge and values.			
Students understand and exercise their human and democratic responsibilities and rights.			
Students understand and consider the impact of their actions when making choices and acting.			

Students are knowledgeable about their culture, community, society and the world, now and in the past.
Students respect the needs and rights of others, as a member of a diverse society.
Students show their commitment to the sustainability of the planet.
Students use digital technologies creatively to communicate, find and analyse information.
Students undertake research to evaluate critically what they find.

Four Purposes Audit: *Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.*

Area	Rating 1 to 5 (1 is not developed at all, 5 is fully embedded)	Evidence	Next Steps / Way Forward
Students have secure values and are establishing their spiritual and ethical beliefs.			
Students are building their mental and emotional wellbeing by developing confidence, resilience and empathy.			
Students apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives.			
Students know how to find the information and support to keep safe and well.			
Students take part in physical activity.			
Students take measured decisions about lifestyle and manage risk.			
Students have the confidence to participate in performance.			
Students form positive relationships based upon trust and mutual respect.			
Students face and overcome challenge.			
Students have the skills and knowledge to manage everyday life as independently as they can.			

Findings...

Enterprising, creative contributors and are ready to play a full part in life and work.

Students connect
and apply their
knowledge and skills
to create ideas and
products.

Students think
creatively to
reframe and solve
problems

Students identify
and grasp
opportunities.

Students take
measured risks.

Students lead and
play different roles
in teams effectively
and responsibly.

Students express
ideas and emotions
through different
media.

Students give of
their energy and
skills so that other
people will benefit.

Ethical, Informed Citizens who are ready to be citizens of Wales and the World.

Students are knowledgeable about their culture, community, society and the world, now and in the past.

Students respect the needs and rights of others, as a member of a diverse society.

Students use digital technologies creatively to communicate, find and analyse information.

Pedagogical Principles Audit

12 Pedagogical Principles

Where do we go from here?

Areas to Develop

Deepening Thinking, Critical and Creative

Learning Autonomy

Collaboration and Meaningful/Authentic

Mind set/Power of effort

Making Connections and Overall Purpose

Blended Teaching and AfL

Cross Curricular Expectations

Learning Autonomy (Learning to Learn) & Collaboration:

Good teaching and learning encourages children and young people to take increasing responsibility for their own learning.

Good teaching and learning encourages collaboration.

Way forward...

*Creative project that
would develop their
understanding of their
history and community and
support collaboration.*

Who ?

where ?

When ?

when ?

How ?



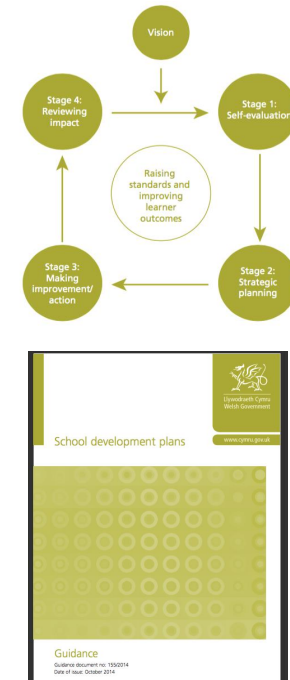
‘Working Whispers’

Our creative collaboration entitled ‘Working Whispers- An exploration of Industrial Heritage’ will allow children to consider how communities have been established and affected by industrial change .

Children will explore and manipulate natural, man-made and reclaimed materials, to produce art work to explore the concept of a lost past and a chance for those ghosts from a lost landscape to speak once more.

Stage 2: Strategic Planning

- For school development planning to be most effective, it should involve all school partners and stakeholders; this is essential in ensuring that everyone has a commitment to the school's improvement agenda.*



Working with the community (paragraph 4 of the Schedule)

As previously mentioned, for school development planning to be most effective, it should involve all school partners and stakeholders. The SDP must contain details of how the governing body will work with the wider school community, e.g. parents/carers of learners at the school, local residents, other schools, agencies and businesses, in seeking to achieve the school improvement priorities.

Foci: A Curriculum for Wales A Curriculum for Life 2022

Teaching & Learning: To review Teaching and Learning in accordance with curriculum reform, enabling pupils to take responsibility for their own learning. Further develop Pedagogical Principles to ensure that pupils become independent learners through a blend of approaches and develop links with the community.

Links:	SER	CIF/ESTYN	UNCRC	Nat. / local priorities	Governors	Pupil Group(s)
	Priority 1	1, 2, 3 & 4	Article 3: Everyone who works with children should always do what is best for each child. Article 28: To be the best that they can be.	Curriculum Reform – A Curriculum for Wales A Curriculum for Life 2022 Pioneer School – HWB Network WAG	Mrs. C Appleby	School Council Rights Respecting AoLE Teams (Develop 2019 - 2020)

Improve provision, engagement and independence in learning, focusing

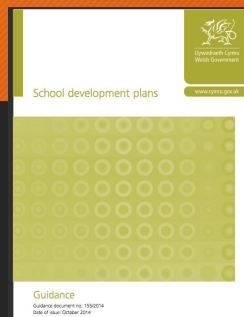
Very good progress		Strong progress		Satisfactory progress			Limited progress							
Actions / Milestones/ Success Criteria	Who? (named)	When? (actual dates)	Intended outcomes	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Cost	RAYG rating of progress						
								Aut.		Spr.		Su.		
Review progress to date and identify the way forward Evaluate progress: - Four Purposes - Areas of Learning - Twelve Pedagogical Principles Pioneer Research Cycles and implications: - Restructuring of Responsibilities - Cross Curricular Responsibilities - Areas of Learning Experience Teams & Leaders - Four Purposes Reporting to Governors & Parents – New Curriculum	CJ & GD	Sep 2019	- All staff fully aware of the progress made and to continue to embed good practice. - All staff aware of the priorities for the year and identify how the journey continues. (Change Management) - All staff fully aware of their responsibilities and the responsibilities of others. - A new staffing structure to support the implementation of the new curriculum. - Governors are aware of the changes to the curriculum	PowerPoint Adds Sep 2019 Presentation to Governors & Parents	CJ	Presentation to Governors New Curriculum Autumn Term (& parents) Four Purposes Spring Term Review of the year Summer Term	£0							
Training - Access training on 'Developing Independence' in Key Stage 2. - Partner Key Stage 2 teachers with Foundation Phase Teachers to view good practice in: • Foundation Phase Teaching • Classroom organisation • Enhanced & Continuous Provision • Planning • RAP (Reflect & Plan – Pupil Voice)	CJ Teachers	Sep – Oct 2019	- Collective and consistent approach to developing independent in Key Stage 2. - Teachers view good practice at developing Blended Teaching and Independence in Learning. - Teachers feel supported and involved in professional dialogue with colleagues. - Planning for Enhanced & Continuous Provision is understood by all and ready to be utilized within the Key Stage 2 classrooms. - Reflect & Plan is used consistently in all classrooms ensuring that pupil	Impact of support monitored through 'Forms' questionnaire.	CJ Teachers		4 days supply 0.5 for every teacher							

<u>Areas of Learning & Experience</u> Teachers to identify the way forward: - Zones - Planning - Challenge cards / Mission Statements - RAP - Timetable – Independent Learning Key Stage 2 classrooms to develop Areas of Learning within classroom. (non-negotiable) • Literacy Zone • Numeracy Zone • Creative Zone • Investigative Zone	CJ Teachers	October 2019	- Pupils develop their independent learning by applying their skills to challenges in Areas of Learning. - Classrooms have clearly defined Areas of Learning supported by resources and displays to support independent learning. - Pupils develop Literacy, numeracy, creative, investigative and other skills independently. - Pupils experience a variety of pedagogical approaches when learning	Learning Walk to view learning in the areas of learning	CJ & GD	February 2020								
<u>Planning:</u> - Incorporate Areas / Zones into the planning document building on the success of the format in the Foundation Phase.	EW CJ	October 2019	- Staff plan explicitly for challenges - Monitoring of challenges and the application of skills - Clear link between the teaching of skills and application	Monitoring of planning. Monitoring Timetable	Teachers									
<u>Pupil Independence in evidencing their work:</u> - Develop the use of Seesaw within the school to evidence learning in Areas of Learning & Experience. - View good practice in using Seesaw - Pupils use intuitive tools to capture and demonstrate learning in a portfolio - Seesaw to be set up under Areas of Learning & Experience to monitor teaching, learning & pedagogy across all AoLE's.	CJ LM NW All teachers and support staff	January 2020	- Students use intuitive tools to capture and demonstrate learning in a portfolio - Teachers get valuable insights into what students understand without extra work - Families see their child's work and leave comments and encouragement - Ensure consistency and coverage across all Areas of Learning & Experience	Termly monitoring of Seesaw evidence Use of Seesaw during Learning Walk Coverage of learning across all AoLE's linked to AoLE's Action Plan and monitoring	AoLE Leads	Implementation: 01/20 Learning Walk: 02/20 Monitoring: 03/20 Monitoring: 06/20								
<u>Pupil Voice</u> - All pupils to be involved in RAP (Reflect & Plan) - Areas of Learning & Experience Groups to be developed to ensure pupils voice when creating our new curriculum.	RD/RAD AoLE Lead	Oct 2019 Jan 2020	- Pupils involved in the planning of their learning in a consistent manner - Pupil led planning - Pupils have a voice in the development of all Areas of Learning & Experience. (Forms)	Learning Walk Discussion with pupils	RD/RAD CJ & GD	Learning Walk								

Community: Working Whispers

<u>Community:</u> Further develop and improve links with the community. - Arts Council Wales project Working Whispers in collaboration with St Joseph's Catholic School to develop the Expressive Arts. - Web Page: incorporate information on the web page on: • The Four Purposes • Pedagogical Principles	CJ CF	Sep 2019 To July 2020	- Develop the Expressive Arts skills of pupils based on the heritage and culture of their home in collaboration with another school in preparation for building a New Curriculum. - Develop relationships, communication and collaboration with others. - Working with a variety of talented artists to inspire creativity. - Develop the creative skills of staff. - Share the development of the New Curriculum with the community through the Web Page. - Develop a community page on the web page	Increase in Expressive Arts skills – INCERTS Report – Arts Council of Wales Pupil Feedback Measure Progress – Spider Diagram Views on the Web Page	CJ EW SC CF	Sep 2019 To July 2020
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Actions...

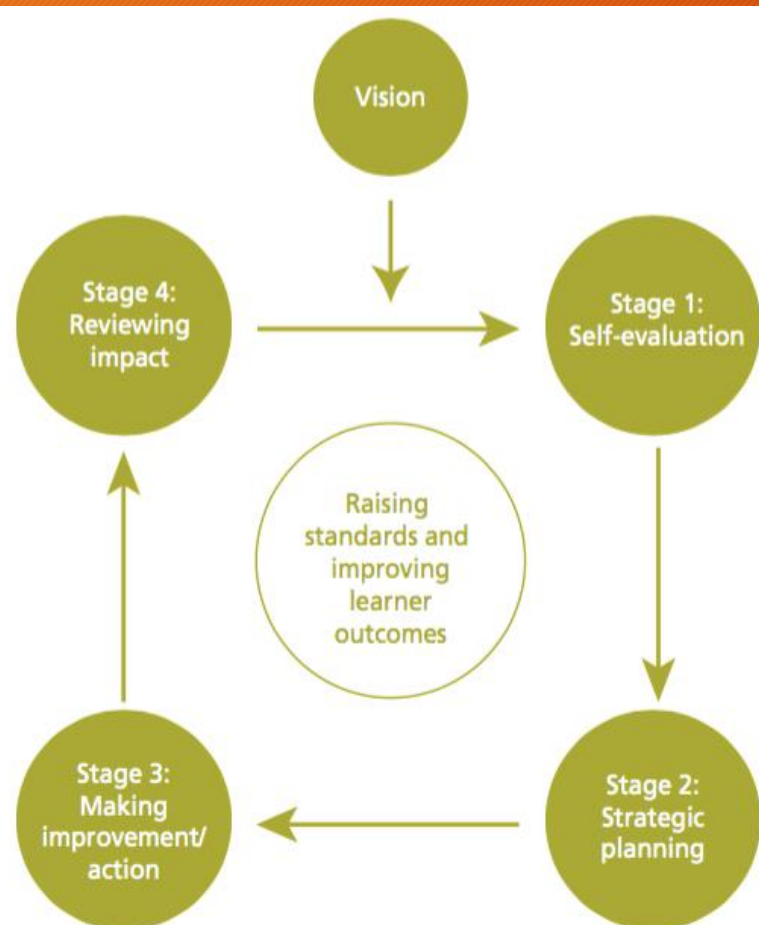


Stage 3: Making improvement/action

The next stage of the school development planning cycle is to put into practice the actions and strategies outlined in the SDP.

The school staff will have been consulted during the preparation and revision of the SDP and will be aware of their responsibilities in implementing the actions necessary to bring about improvement. High-quality leadership at all levels is crucial in sustaining the involvement and commitment of staff throughout the development process in order for the SDP to be implemented efficiently and effectively.

It is important that the SDP contains clear details of responsibilities, accountability, actions and timescales in order to avoid confusion, duplication and to ensure the most effective use of resources.



Collaboration

- The collaboration will target pupils of St. Josephs Primary, an urban faith-based school and Pontarddulais Primary, a rural school with a thriving town community.
- The schools differ greatly in their composition but are inherently linked by their industrial heritage.
- The collaboration will focus on a multi-sensory, multi-disciplinary approach where children will take a lead in steering the learning and have ownership of the performance and installation pieces.
- Children will immerse themselves in an expressive arts approach using sketchbooks, illustration, painting, print making, material manipulation, sculpture, music, dance and film.
- The development of sketchbooks will be used as one method of developing artistic confidence in the learners, allowing pupils an avenue to explore their creative thoughts just as artists do and will be intrinsic as to how they perceive the creative process.



St. Joseph's Cathedral Primary

- St Joseph's Cathedral Primary is a large Catholic primary school in the heart of inner-city Swansea. The school provides education for pupils aged three to eleven and at present, there are 495 pupils on the school's roll.
- A third of our pupils live in 10% of the most deprived areas of Wales with many other pupils living in areas of Wales categorised as deprived.
- No pupils speak Welsh as their first language but approximately 43% of pupils speak English as an additional language a figure that represents the diverse culture and dynamic make-up of our school population.
- We also currently have a number of pupils who are seeking asylum and who are applying for permanent residency in the UK. Art will transcend all language barriers through this collaborative initiative we would like to engage more with those children who have become part of our school community but where English is an additional language and look at ways we can make our school, and communities more inclusive and welcoming.
- We encourage them to consider how their work and those that they collaborate with, can influence others in a wider context, going beyond the classroom and can reach and influence wider communities on both a local and global scale. We believe that developing an expressive arts approach to the curriculum is the answer. We believe funding through the creative collaboration initiative will enable us to develop new processes and techniques to do just that.



Pontarddulais Primary

- Pontarddulais Primary School is in the town of Pontarddulais in the City and County of Swansea. There are 481 pupils aged three to eleven years on roll, including 75 part-time pupils in the nursery. There are 16 single-year classes, including two nursery classes.
- Around 21% of pupils are eligible for free school meals. This is slightly above the average for Wales of 19%.
- The school identifies 34% of pupils as having additional learning needs, which is higher than the national average of 21%. A very few pupils have a statement of special educational needs. A very few are in the care of the local authority. Most pupils are of white British ethnicity and a very few pupils have English as an additional language. A very few pupils speak Welsh at home.
- They aim to use this initiative to support them in achieving this goal. They believe by engaging in experiences within the expressive arts, children will recognise, interpret and represent ideas and concepts deduced from the world around them and that teaching through an expressive arts approach helps children to safely express how they feel and understand their own emotions and those of others.



Aim: The initiative will culminate in cohesive, collective works from the two schools;

- An installation of sculpture, art work, dance and music performances and a reportage-style docurama viewing that will revealing the intricate links between modern day communities and those from a forgotten past.
- The collaboration will engage children emotionally and make them more reflective participants and allow them a vision of what their community was, is and allow them to explore what this might look like in the future and consider the part they might play in it.
- The initiative focuses around the importance of enabling a child to realise how he or she can learn to think and act creatively and resourcefully and acquire skills which can benefit everyone, throughout school and beyond into adult life.

- 
- Using multimodal approaches, incorporating text, music, dance, and collaboration, to teach process and technique, pupils will investigate and manipulate different materials to expressively explore the heritage of their local community. By understanding the foundations of art, students will be able to explore a wide variety of both traditional and experimental, artistic media. Exploration of materials and sketchbook recordings will act as prompts to kick-start conversations about communities' histories, futures and inspire new thinking about community integration and cohesion.
 - The pupils will use materials to represent previous local industry (copper inserts, clay, tin, brick etc.) and integrate them into the physical structure of the resultant art forms. The collective works will reflect different kinds of materiality expressed by pupils in physical sensations and memories (arrangements of objects/materials e.g. garment pieces, fragments of paper publications linked to Rebecca riots, Hafod Copper Works) associated with past industries and modern day. Furthermore, pupils will lead partner and community sharing events.

**Steering
Group:**

Cerian Appleby (St. Joseph's)

Cathryn Jones (Pontarddulais
Primary)

Bill Taylor Beales

Dr. Julian Lewis

The Creative Team ...

Sarah Tombs and Imogen Higgins are practising sculptors. They will work with children and staff to develop sculptural art forms using a range of processes and utilising natural, manmade and recycled materials including working with constructed and fabricated steel, copper, bronze and stone. This will link seamlessly with the materials used in the industrial heartlands that the two schools find themselves.

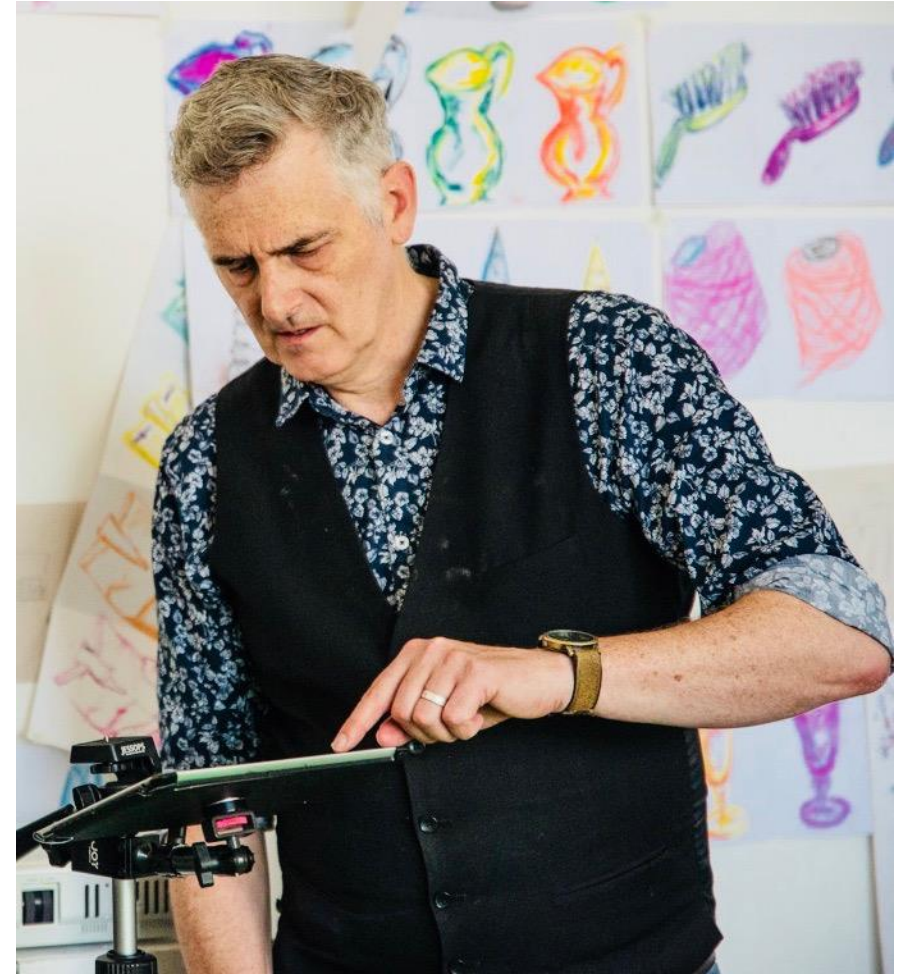
Catherine Bennett is a performer, director and choreographer and film maker. Catherine will work with pupils from both schools to create their own imaginative, movement sequences and will exploit opportunities for children to explore their ideas, inspire one another and acquire new skills.

Volcano Theatre and Mission Gallery will be utilised for the dissemination of the collaborative art forms at the community and partner shared event.

Swansea School of Art will engage through workshop provision for staff and pupils and would provide opportunity for Higher Education students to engage in this project and work to support pupils. The culmination of the project would result in an exhibition and film screening which the university will support.

Bill Taylor Beales

- Bill Taylor Beales is an experienced freelance Creative Arts practitioner.
- He specialises in visual mixed media, text, songwriting/recording, storytelling, sculpture, portraiture, film and music.
- He operates as a socially engaged artist in a wide range of disciplines and contexts.

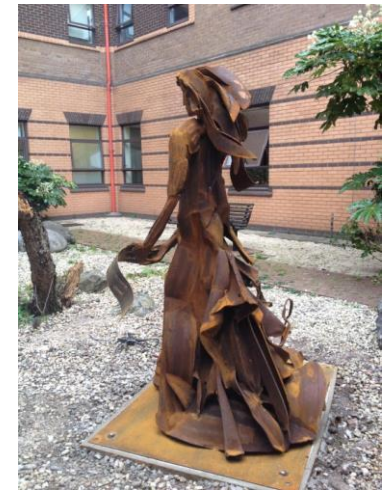


Dr Julian Lewis

- Dr. Julian Lewis is an experienced freelance Creative Arts practitioner.
- He specialises in visual mixed media, text, printmaking, portraiture.
- He operates in a wide range of disciplines and contexts.
- Examples of previous initiatives can be seen by looking at the link below:
- <https://www.tate.org.uk/art/albums/348995>

Sarah Tombs

- Sarah Tombs is a practising sculptor and lecturer, working to commission and making sculpture for research projects and exhibitions. Her lecturing experience encompasses extensive university teaching and gallery- based teaching including at the National Gallery, London where Sarah works as a gallery artist and lecturer (2008 - present).
- Her sculpture practice is varied and uses a range of materials and processes that include working with constructed and fabricated steel, copper, bronze and stone.
- She recently completed a commission for the Morriston Burns Unit, 'The Lady of Llyn yr Fanfach' working with Tata Steel and Eastgate primary school.



Imogen Higgins

- Imogen Higgins is a material led artist who is inspired by the way different materials look, feel and behave.
- When working with a material, she like to practise traditional and then use these traditional techniques to create something wholly unexpected.
- She has a passion for sharing creative experiences with others which is why she is currently working as a community artist.
- She has also delivered lectures and practical skills to university students concerning the use of sustainable building materials in art.



Catherine Bennett

- Catherine Bennett is a performer, director and choreographer and film maker.
- She aims to provide the opportunity for young people to explore their ideas, inspire one another, and discover new skills.
- Her emphasis is on enabling the participants to unlock their creativity through experimentation in performance and to build trust and confidence (in themselves and one another) in a supportive professional environment.
- She aims to equip young performers with the tools and the skills to think and move for themselves with confidence and to embrace risk and vulnerability in a collaborative setting.

Swansea College of Art

Swansea School of Art

Founded 1853

- Swansea School of Art aim is to educate students of all ages and backgrounds. Collaboration is key and they have the potential to inspire learners, staff and partners to create exciting new learning futures. This initiative will allow us to strengthen the working partnership we already have with the art school.

Mission Gallery

- Mission Gallery is committed to providing a programme for learning and participation where every person can access contemporary art and it prides itself in working with primary education and higher education.



Volcano Theatre

- Volcano Theatre Volcano is a small, energetic, responsive arts company with an ability to move quickly and imaginatively to make things happen, and a track-record in inspiring and engaging others, working in partnership and setting big ideas in motion. They are outward-looking Welsh internationalists with deep Swansea roots, fascinated by the place we live and make work and its relationship to other places.

A large, bold, black, sans-serif font spelling out the word "VOLCANO" diagonally across the frame.

Pupils in Year 5...

- Initially our collaboration will involve 128 Year 5 pupils (aged 9-10 years) from the two primary schools. Pupils will act as participators in workshops where they will gain knowledge of traditional and more abstract, experimental art forms.
- They will gain a wide experience of different techniques and a growing understanding of how different art forms can be used and have the ability to evoke a feeling or emotional response. They will develop an understanding of how expressing an emotional response to an art form can help with communication and wellbeing and help to connect people erasing all barriers, helping to unite and form a shared interest, understanding and cohesion between people. They will
- Engage emotionally with the art forms produced through workshops and by the other pupils involved in the project. Pupils will also lead a number of dissemination events to present and deliver their work illustrating the wide spectrum of art practices and processes they will have utilised in the initiative. From initial sketches to film and to forge, they will impart the 2 dimensional and 3 dimensional pathways used to unpack and illuminate the processes to the wider school community and beyond.



Year 5



- *Dissemination to the wider school community will mean that approximately another 420 pupils will engage in this project in Pontarddulais Primary and a further 400 from St. Joseph's. These dissemination events will target children aged 4-11 year old.*

**Wider School
Community...**

Initial Teacher Training...

- Through the involvement of both schools in training Initial Teacher Training students, trainee students will participate in workshops led by teachers and pupils at both St. Joseph's and Pontarddulais schools.
- In doing so the opportunity to influence a creative, expressive arts approach to deliver curriculum concepts and develop learning through an expressive arts approach will be maximised.



Wider Community...

The wider community including:

- Parents
- Governors
- other stakeholders of both schools
- Local Authority
- ERW (the regional consortia)

will have the opportunity to view installations and art forms in the various galleries and to see the pupil performances through expressive dance and docurama viewings.



WORKING WHISPERS



[HOME](#)

[Jamboree](#)

[Print](#)

[Hafod Trip](#)

[Big Pit](#)

WELCOME - CROESO

Josef Herman

Dr Julian Lewis



Working

Whispers



Joseph Herman



Josef Herman





Working Whispers - Jamboree Day 21.10.2019

Event: Jamboree day of Creative Arts
Place: Pontaddulais Primary School
Date: 21 - 10 - 19

Both schools and all five artists plus teachers are all together for the first time to get to know each other and learn new skills.

Our five artists and their disciplines are:

Dr. Julian Lewis - Print making
Sarah Tombs - Metal Sculpture
Imogen Higgins - Willow Weaving
Catherine Bennette - Dance
Bill Taylor-Beales - Creative Habits Of Mind

Five creative stations were set up and the two school were mired into five groups. We used a carousel system for everyone to move around all the stations throughout the day. Everyone got to now each other and experience new skills.



<https://workingwhispers.wixsite.com/workingwhispers/about>



Metal Work...

Jamboree day

Jamboree day was very exciting. We took part in different activities and we also teamed up with St Josephs' school. The first activity we did was with Bill and we had a piece of paper with a circle in it with lines poking out of it and the lines were pointing at some words and I can only remember some of them. Like creative and adventurous. There were a lot of circles around the big circle and then we had to put lines between the other circle and if you put the line by the first circle then you are saying that your 1/5 at it. If you put the line at the very top you would be 5/5 at it. The next activity we did was weaving. We would weave with different sticks and we weaved a circle. Then we made a boat out of cans and cloth. We would cut up the cans into big lines and we would also cut up pieces of cloth and then we would glue them to the boat. Next, we were with Mr. Lewis and we would have a massive piece of paper and then we would color the paper black and then we would put another piece of paper but it would have a drawing on it. Then you would put the blank piece of paper on it and then the drawing would be on the paper. Finally we did movements and some of the movements were being rocks falling down, miners dying, the explosions and more. Then at the end we did a little show. That was the whole of Jamboree day and it was really really fun!



Hafod Walk

HAFOD COPPER WORKS TRIP

Event: Heritage walk to the Copper Works
Place: St. Joseph's Cathedral Primary School
Date: 24 - 10 - 19

Today was St. Joseph's turn to take the walk down from their school to the remains of the Hafod Copper works.

We had Gareth Thomas from Swansea University tell us all about the history of this remarkable site.

The Hafod works was founded in 1810 by the Cornishman John Vivian. During the 19th century, this was the largest copper works in the world, employing over 1,000 people. The rival Morfa works was established in 1835 by Williams, Foster & Co., and the two adjacent sites combined in 1924 under Yorkshire Imperial Metals.

Swansea was core to the global copper industry, and by 1823 10,000 of Swansea's 15,000 residents were supported by the copper industry. By 1883 there were 124 works including 12 copper works in the Lower Swansea Valley. But as raw geological resources had waned in South Wales, it became more economic to produce copper elsewhere. In 1971 the Lower Swansea Valley Project had started to transform the most derelict industrial landscape in Britain, resulting in the closure of the rolling mills in 1980.

The former rolling mills were converted into the Landore Collection Centre, part of Swansea Museum.



The Big Pit

Event: School visit to The Big Pit
Place: The Big Pit National Coal Museum
Date: 08 - 10 - 19

Today was a beautifully sunny but cold day in Blaenavon South Wales and a great day to go 90 meters underground!

Both schools met and soon got out their sketchbooks to start recording the amazing pieces of machinery and original buildings. In groups of 15 pupils with three adults they then descended the 300 feet to explore the coal workings.

They saw the original signalling systems and where the horses were stabled. At one point everyone turned off their lamps and experienced what it would have been like for the young children working down the mines in total blackness. Early times in the mine saw women, children and men all working together with just candles for light on their cloths caps.

The tour guide lead the groups for a 50 minute exploration of the passageways and revealed fact after fact about the incredibly tough working conditions.

A day to remember both above and below at The Big Pit.

Please explore the Big Pit site for further info.
<https://museum.wales/bigpit/>



Develop creativity through Language and Poetry...

Inspired by what he
experienced in the Big Pit

Big Pit

All of those miners muddy and wet, kids taking care of horses where is respect.
Mines collapsing and explosions too, rattling and rubble the ceiling is coming through.
Dark as night as they mine a tunnel through, the smell of gas fills the air too.
Ching ching as they mine, if there an explosion they'll die, their lives gone in the blink of an eye.

Brave strong men with a miner's lamp guiding the way, tap tap tap every second of the day.
Colourful parrots blackend by coal don't forget they were ever so small.
Tweet tweet the parrots go, keeping the miners from death's door.
300 ft high what could go wrong maybe a whiplash or a bird song.
5 kg of equipment tied to their waist adding extra weight to the dark rusty cage.
25 mph the cage used to go clanging really fast to really slow.
Breathing up coal dust is there a care, stuck in their lungs making it hard to breathe air.

You've worked hard brave miner, your shifts over at last, its time to say goodbye to the deep dark mine shaft.
Going up in the cage with your parrot in tow the light getting nearer every foot that you go.
Hang your boots it is the end of the day, your family are calling, you made it today.

By Mason Cromwell

Collaboration Hwb Classes

- <https://hwb.gov.wales/classes/147f378e-6ad4-4fa9-812e-43be59d7c1a5>



Hwb

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Creative Collaboration Working Whispers- Our Industrial Heritage

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Hello All!

In St. Joseph's we have really enjoyed the sessions with Dr Lewis so far. We would like to know what art medium did you enjoy using the most? Was it:

- Pencil
- Pen and wash
- Graphite
- Charcoal

We would love to hear your reasons why. You can read what we think below too.

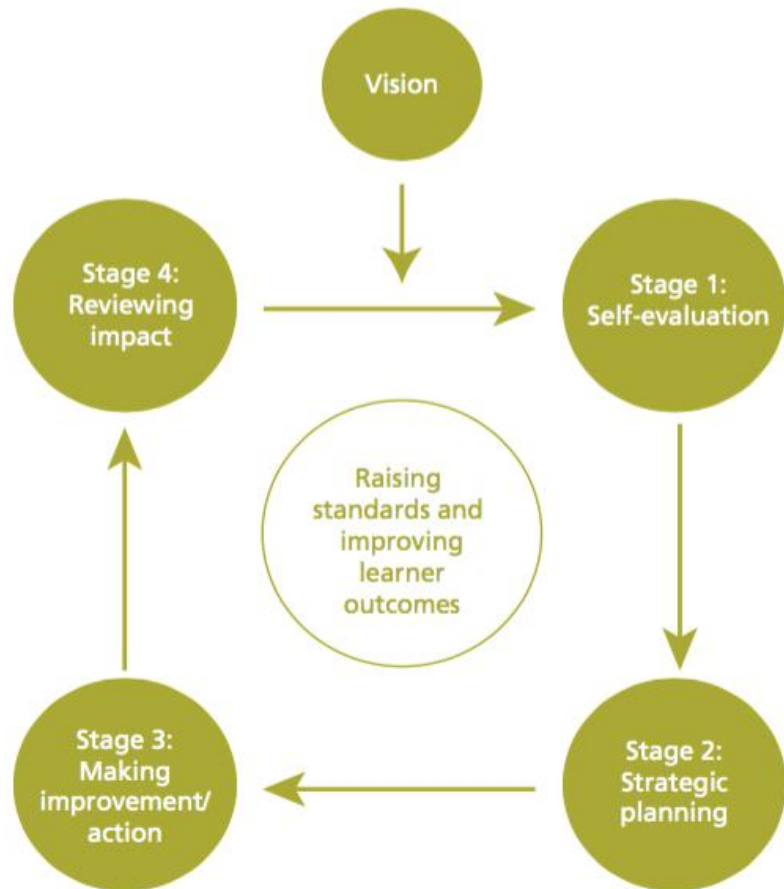
 [Unsubscribe](#) 

 [Joined](#)

Social Media...

- Dissemination will also take place via the schools' websites and twitter feeds and in parent newsletters.
- <https://www.pontarddulaisprimaryschool.co.uk/year-5-news-and-events-2019-20/>
- Local press and radio will also be invited to dissemination events to maximise the coverage received.
- Pupils will be directly involved in contributing to website content and in approaching the different types of media for coverage.
- <https://workingwhispers.wixsite.com/workingwhispers>

Reviewing Impact...



Stage 4: Reviewing impact

SDPs should be considered as live documents that are regularly monitored during the development cycle and formally reviewed and revised at least annually.

The governing body must monitor, review and update the school development plan annually (as a minimum) or following an Estyn inspection, whichever is sooner (Regulation 6). This will ensure that the school's improvement planning and strategies reflect the up-to-date context of the school. If the SDP is to be revised following an inspection, it must be done so within the required timescale as set out in The Education (School Inspection) (Wales) Regulations 2006.

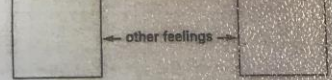
Self Reflection: Before & After

Name: _____ Date: _____

Before the sessions:

I felt this way because: _____

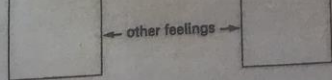
What I felt today

					
happy	relaxed	proud	surprised	excited	calm
					
sad	scared	angry	lonely	frustrated	worried
					
uncertain	shocked				

After the session:

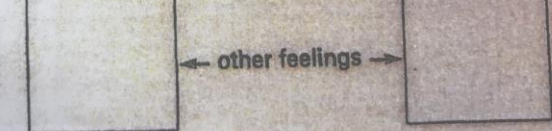
I felt this way because: _____

What I felt today

					
happy	relaxed	proud	surprised	excited	calm
					
sad	scared	angry	lonely	frustrated	worried
					
uncertain	shocked				

WEEK 1
10.09.23

What I felt today

					
happy	relaxed	proud	surprised	excited	calm
					
sad	scared	angry	lonely	frustrated	worried
					
uncertain	shocked				

Creative Web

Inquisitive

- Wondering and questioning
- Exploring and investigating
- Challenging assumptions

Imaginative

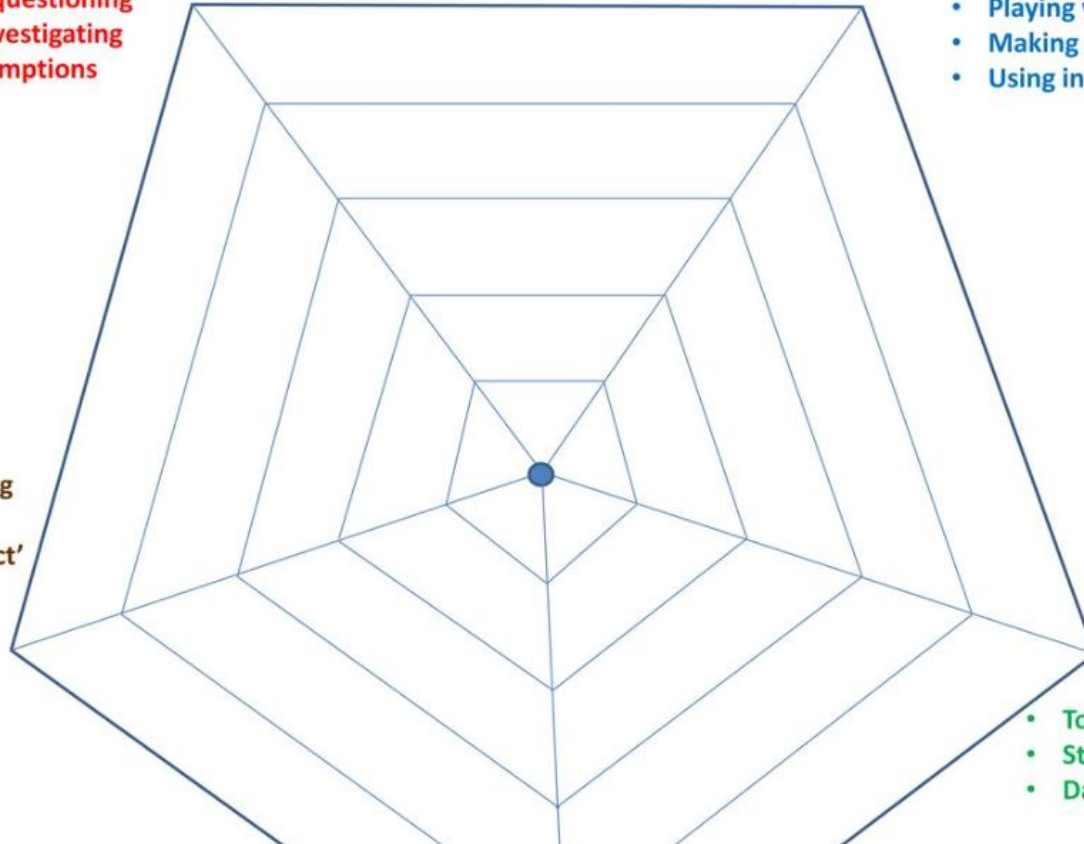
- Playing with possibilities
- Making connections
- Using intuition

Collaborative

- Co-operating appropriately
- Giving and receiving feedback
- Sharing the 'product'

Persistent

- Tolerating uncertainty
- Sticking with difficulty
- Daring to be different



Pupil Voice...

The collaboration

We met St Joseph's school because we have an art teacher called Mr. Lewis that works with both schools. we were learning about the Victorians and Mr. Lewis taught us about Joseph Herman and then told us that we are going to collaborate with a school called St Josephs. After we collaborated, we had a trip to go to big pit with St Josephs and we went down the mines which were 300 feet high and went down in the cage it was really fast and dark and we went to the pit bottom and there was a water stream above the mine and it was really dark with 5 kg of equipment on with a torch on our helmets we experienced how dark it was for the little children

Then we went for a packed lunch in a museum/cafe and we ate there and then went back onto the bus and we arrived at school at 4:10.

We made a lot of new friends since working together and I'm looking forward to continuing this collaboration.

Jamboree day

Jamboree day was very exciting. We took part in different activities and we also teamed up with St Josephs' school. The first activity we did was with Bill and we had a piece of paper with a circle in it with lines poking out of it and the lines were pointing at some words and I can only remember some of them. Like creative and adventurous. There were a lot of circles around the big circle and then we had to put lines between the other circle and if you put the line by the first circle then you are saying that your 1/5 at it. If you put the line at the very top you would be 5/5 at it. The next activity we did was weaving. We would weave with different sticks and we weaved a circle. Then we made a boat out of cans and cloth. We would cut up the cans into big lines and we would also cut up pieces of cloth and then we would glue them to the boat. Next, we were with Mr. Lewis and we would have a massive piece of paper and then we would color the paper black and then we would put another piece of paper but it would have a drawing on it. Then you would put the blank piece of paper on it and then the drawing would be on the paper. Finally we did movements and some of the movements were being rocks falling down, miners dying, the explosions and more. Then at the end we did a little show. That was the whole of Jamboree day and it was really really fun!

IMPACT...

- Through accessing the curriculum creatively pupils are better equipped and more confident at linking learning to unfamiliar and more abstract situations, collaboration is improved and pupils are more open and willing to trying new approaches and techniques when learning across the curriculum. We believe the creative collaboration funding will have a direct impact on attainment across the entire curriculum as pupils see themselves as imaginative, disciplined, collaborative learners who embrace challenge and are not afraid to make mistakes.
- Pupils will consider how society is emergent, dynamic and ever changing and realise the part they play in ever-changing, dynamic communities. If successful we believe that the funding will help to change the curriculum of both schools, through shared practices
- co-learning opportunities so that in both schools children can develop important skills, both those specific to the expressive arts and those which are very transferable. We hold a shared belief that for all pupils this opportunity will be truly memorable but for some it will be life-changing.

Professional Development...

- The collaboration will enable professional development opportunities for artists who often work in isolation to share ideas and gain inspiration from others on the project. Consequently through such opportunities career prospects and employability may be enhanced.

Workshops and events will:

- encourage new people participation -the project will reach out to as many age groups as possible by providing a welcoming setting, in venues that steeped in creative immersive practice and are easily accessible.
- establish a real sense of involvement and inspire new thinking - creating inspirational space and offering participants opportunities to contribute to the project by sharing their ideas and experiences and emotional responses to the artistic installations. Allowing them opportunity to 'share their own story'.
- develop partnerships - the collaboration is demographically diverse and connects with people regardless of race, gender, age, religion. Dissemination events will bring different people from different educational settings and community groups together in a neutral space where they can connect and find a shared understanding and common ground that will help members of all communities re-define and re-imagine what community past, present and future means to them.

Training and/or CPD opportunities included in the project for teachers and artists:

- Developing teaching and learning through an expressive arts approach-
- Workshop for staff at Pontarddulais Primary, St. Joseph's Primary
- Initial Teacher Training students workshops at both St. Joseph's and Pontarddulais- to introduce and showcase why teaching through an expressive arts approach is so beneficial. Delivery by artists , teachers and pupils- a cohesive approach to delivery of this concept.
- Development of a CPD programme for teachers in various expressive art practices - facilitated by Swansea School of Art.
- Employability opportunities- the project will engage with local artists to provide professional development opportunities of working with artists specialising in other disciplines, up-skilling all involved in this process.

LEGACY: *'Working Whispers' An Exploration of Industrial Heritage.*
*Developing community cohesion through a greater understanding of
community and industrial change and how it affects communities.*

- Dance and Music to convey and interpretation of what industrial heritage and community means
- Sculpture pieces produced by individual schools and jointly in collaboration- for members of the school community/public to engage with.
- Reportage-style docurama - to be viewed at dissemination events. Members of the community will be asked to respond to the film and add to the project by leaving comments and reflections.

Future Plans...

- Link work from this initiative with charitable organisation Swansea City of Sanctuary in order for St. Joseph's and Pontarddulais Primary to establish themselves as Schools of Sanctuary.
- <https://swansea.cityofsanctuary.org/>
- Develop work with other partner schools -Look at how the initiative can be an outreach to other members of our school and community and build a more cohesive, accepting and embracing communities through an understanding of where our communities have originated.
- Develop partnerships with organisations such as Volcano Theatre, Mission Gallery and Swansea College of Art.
- Develop enterprise projects in collaboration with these partnerships.

Stakeholder Q&A

- An opportunity for student-teachers to meet key members of staff/stakeholders involved in the school's community aspect of their strategic plan. These stakeholders might include parents, community partners such as local businesses or charities, local residents, other school staff and agencies.

Stakeholders:

- Cerian Appleby - Project Lead
- Bill Taylor Beales
- Dr Julian Lewis
- Pupils from Year 5: Mason Cromwell, George Edgell, Charlie Bonham, Lauren Jones and Martha Appleby.
- ITE Students (Placed in Year 5 at Pontarddulais Primary)