

School Background

Llynfi Primary School is an English-Medium primary school located in the South-East Wales Valleys. The school belongs to Bridgend County Borough Council. The number of pupils on roll is two hundred and six. A small number of pupils come from ethnic-minority backgrounds. Very few pupils are fluent Welsh speakers. Around twenty eight percent of pupils are entitled to free school meals. StatsWales (unknown date) suggest that around four thousand and twenty two pupils are entitled to free school meals in Bridgend county. With this percentage of free school meals, the schools are entitled to additional funding also known as pupil premium (Welsh Assembly Government, 2015). Within this school, pupil premium is usually spent on resources and interventions that raise standards. Successful schools plan interventions that focus on improving children's attainment, especially those who are entitled to free school meals (Welsh Assembly Government, 2015). The average class size is twenty six. Around fourteen percent of the two hundred and six have an additional learning need.

The school has seven teachers, three higher level teaching assistants, three learning support officers and two relief special needs support assistants. The headteacher has been in post since September 2016. The headteacher is non class based. Schools should endeavour to provide continuous learning opportunities for all staff (Welsh Assembly Government, 2017a). Llynfi Primary School encourages their staff to undertake continued professional development throughout their careers, to maximise their knowledge. Therefore, enhancing and arguably improving teaching and learning opportunities. In early 2017, the school has begun to implement Donaldson's Successful Futures curriculum (2015). The school have embedded the principles of the curriculum within their school ethos and also now use areas of learning and experience.

Llynfi Primary School boasts a good board of governors who have a really good relationship with the school. Governors play a huge role in leading, supporting and improving schools. Governors act as a link between parents, the local community and the school and are expected to be impartial and make decisions that improve the school (Bridgend County Borough Council, unknown date).

The school has recently had a visit from their challenge advisor and one of their recommendations is that the school needs to help a select group of children overcome their social interaction problems. The recommendation arose from a suggestion from a member of staff last term. Currently the school have an amber rating according to the Welsh Assembly Government. Categorisation is

decided upon many factors which include self-evaluation by the school and also the school's capacity to improve learning and teaching (Welsh Assembly Government, 2018). The school has a school development plan (Appendix Four) documenting their priorities for the forthcoming academic year, and the first predominant priority is raising the levels of support for pupils with social interaction issues. The school have procedures on carrying out a priority and ensuring outcomes are met and these are documented on their school process cycle (Appendix Fourteen).

Rationale for Selected Intervention

It could be suggested that social inclusion is currently a priority issue for all in education (Denham, 2007). At the start of the assignment, the author initially researched different types of primary school interventions and brainstormed ideas (Appendix One). With the initial ideas documented, the author then selected an intervention that was to be explored in more detail. After much deliberation, the author concluded Barnado's Friendship Groups was the intervention that was to be examined in more detail. Friendships play a massive role on children's social and emotional development (Bierman, et al., 2017; Barnardo's, unknown date). Some children have difficulty forming friendships and maintaining them. The intervention would possibly help children who struggle to make friends help make and sustain friendships. As the OECD (unknown date) suggest social and emotional skills influence a wide range of personal and societal outcomes throughout a person's life.

The author has had then benefit of witnessing Friendship Groups first hand when working as a teaching assistant. The author believed that the first hand knowledge could potentially benefit the outcome of the assignment as the prior knowledge could be used to support and discuss the impact they can have on children's social development. It has been a priority of the author's own professional development to gain a better understanding of what could be done to help children who struggle with social skills, in order to help them develop and progress.

Ayers and Prytys (2002) suggest that friendship is a complex and demanding skill and schools can play an important role in facilitating friendships for the isolated and the vulnerable. Some may suggest that as children progress throughout the school, peer acceptance and peer rejection becomes more predominant. Arguably, one outcome that really matters for children is enjoying and achieving and developing skills for adult life (UK Government, 2003). Therefore arguably it is fundamental

for primary schools to intervene if children are reaching the end of key stage two and are still struggling to form friendships. As arguably, friendships and relationships are a really important factor of adult life. I have chosen key stage two to specialise in for my next upcoming professional teaching experience. Thus, also demonstrating why key stage two was the selected phase throughout this assignment.

Harding (1986) suggested a long term prospect of lack of social skills could result in a lifestyle with few friends, a limited range of activities and possibly no work. Donaldson (2015) has envisaged a curriculum where practitioners foster ethical, informed citizens who understand the consequences of their actions and how they can affect others. Also, Donaldson (2015) has proposed that practitioners should help children become healthy, confident individuals who know how to develop and maintain positive relationships.

It could be argued that friendship groups are based on social constructivist principles. Throughout friendship groups, children would hopefully be making and understanding their own social perception through experiences and activities. Also, friendship groups encourages collaboration and resilience. One way of possibly building resilience is by encouraging supportive school environments, such as creating peer role model programmes (The Public Policy Institute for Wales, 2016b). Hypothetically, children with social interaction issues would have possibly have low involvement on the Leuven Scale (Laevers, cited in Early Learning HQ, unknown date). Arguably, the friendship group intervention would help increase levels on involvement and raise levels of well-being. Within the scenario, the author has documented the outcomes and priorities on a school development plan. A school development plan should document the actions a school will undertake in order to improve learner outcomes (Welsh Assembly Government, 2017b).

Critical Evaluation

Overall, I am pleased at the outcome of this assignment. When I was personally working as a teaching assistant, I witnessed my selected intervention- friendship groups, first hand. The impact it had on children's well being and confidence was tremendous but it was not without its limitations. I believe this personal experience enabled me to create this assignment, as I have referred to in aforementioned points throughout my assignment. Also, my personal research and wider reading allowed me to embellish and support any statements I made. One difficulty I had was clarifying

how much the intervention training course cost so I had to use my professional judgements and research to approximate some figures.

I am quite pleased with how well I delivered the speech in the video. I also believe the manner in which I discussed the intervention was of a good level and showed willingness to provide an intervention that was suitable and relevant for the group of target children. I believe that my expression and 'engagement' with the board of governors was appropriate. I feel that my level of knowledge was accurately demonstrated throughout the clip and is hopefully reflected through the file. I feel the evidence in my file is fairly well collated. I have tried to carefully select the information I placed in the file in order to demonstrate and reflect my understanding of the theory and background of the intervention. It was a little difficult not to overload the file with information however, I feel I carefully selected a good range of information to show the broad scope of research I perused. Also, I tried to demonstrate in my bibliography my range of wider reading.

Every practitioner in Wales has to ensure they meet a set of standards through their professional career (Wales Assembly Government, 2009). Throughout the assignment I believe I have addressed QTS standard 2.4, showing a demonstration of how I understand that learners' intellectual, linguistic, social, and emotional development can affect their learning. Also addressed was QTS standard 3.3.9., this standard shows that practitioners set high expectations for learners' behaviour and manage learners' behaviour constructively, and promote self-control and independence. Collaboration was also demonstrated throughout, therefore addressing QTS standard 3.3.13.

Overall, I have enjoyed the module and found it most beneficial for my professional development. Throughout this assignment, I have tried to embed the main themes explored throughout the module, where appropriate.

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Llynfi Primary School
School Development Plan 2018

Whole School Action	Proposed Outcomes	Key Priorities	Cost	Timeline	Stakeholders
• More support for pupils with social interaction issues	• Raise standards of pupils with social interaction issues through chosen intervention • Maximise progression by successful implementation of the intervention.	• Identify target children (consult class teachers and refer to data) • Implement Barnardo's Friendship Group strategy • Create resource pack	• Total cost- £700 • Breakdown- • Training session- £250 per staff member • Supply- £100 per staff member	• 10 sessions at 40 minutes per week • Introduced in Spring Term	• Target children • Lead by BP • BP and ALNCo (to go on training course on 10.12.18)
• Improve school attendance	• Current attendance is 92%, below local recommendations needs to be improved • Implement school incentive to encourage attendance	• Implement the 100% attendance rewards scheme • Start in class incentives	• TBC	• Whole school year	• Whole school
• Strive to improve boys' attainment in reading	• Consult class teachers • Send senior leaders on training day	• Implement Premier League Reading Stars • Organise trips to the library so children can peruse their own reading material	• TBC	• Whole school year • Premier League Reading Stars begins Autumn Term	• Key stage two staff

Llynfi Primary School
Process for carrying out intervention

