



"Grow. Learn. Succeed. Together!"
Inspiring our children to be the best they can be!

Annual Governor Report to Parents & Carers

Llanrhidian Primary School
Autumn 2022

Welcome to the 2022-2023 Governors' Report to Parents & Carers

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Introduction

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The 2021-2022 academic year brought challenges but also optimism and smiles for our school. We were hugely affected by the pandemic in the autumn and into the spring. Our fantastic staff worked tirelessly to support the community through this time, and to keep our children happy, healthy and enjoying learning.

Fortunately, the impact of the pandemic on our school lessened through 2022, and the staff and children were able to welcome back families and the wider community to take part in the traditional calendar of events such as the Easter Parade and Sports Day.

This report gives you key info from the last year. It's one way your Governing Body lets you know about the school's progress.

You'll see in this report some of the effects of the pandemic on our school over the year: attendance figures are one obvious example. However, you'll also see that there has been strong progress made in many areas, with clear progress on the targets from our last inspection, and exciting developments in our innovative curriculum and assessment approach.

You'll also see what children think about their school. The children's voices shared in this report give an insight into their experiences. This is essential for us as a Governing Body - we hugely valued the evaluation report prepared for us last year by pupils, and this has helped inform our evaluation of progress against the school development plan.

A huge thank you on behalf of the whole Governing Body to the whole community of Llanrhidian Primary: to the Head teacher and staff; the children; and the families and community members that support our children to 'be the best they can be'.

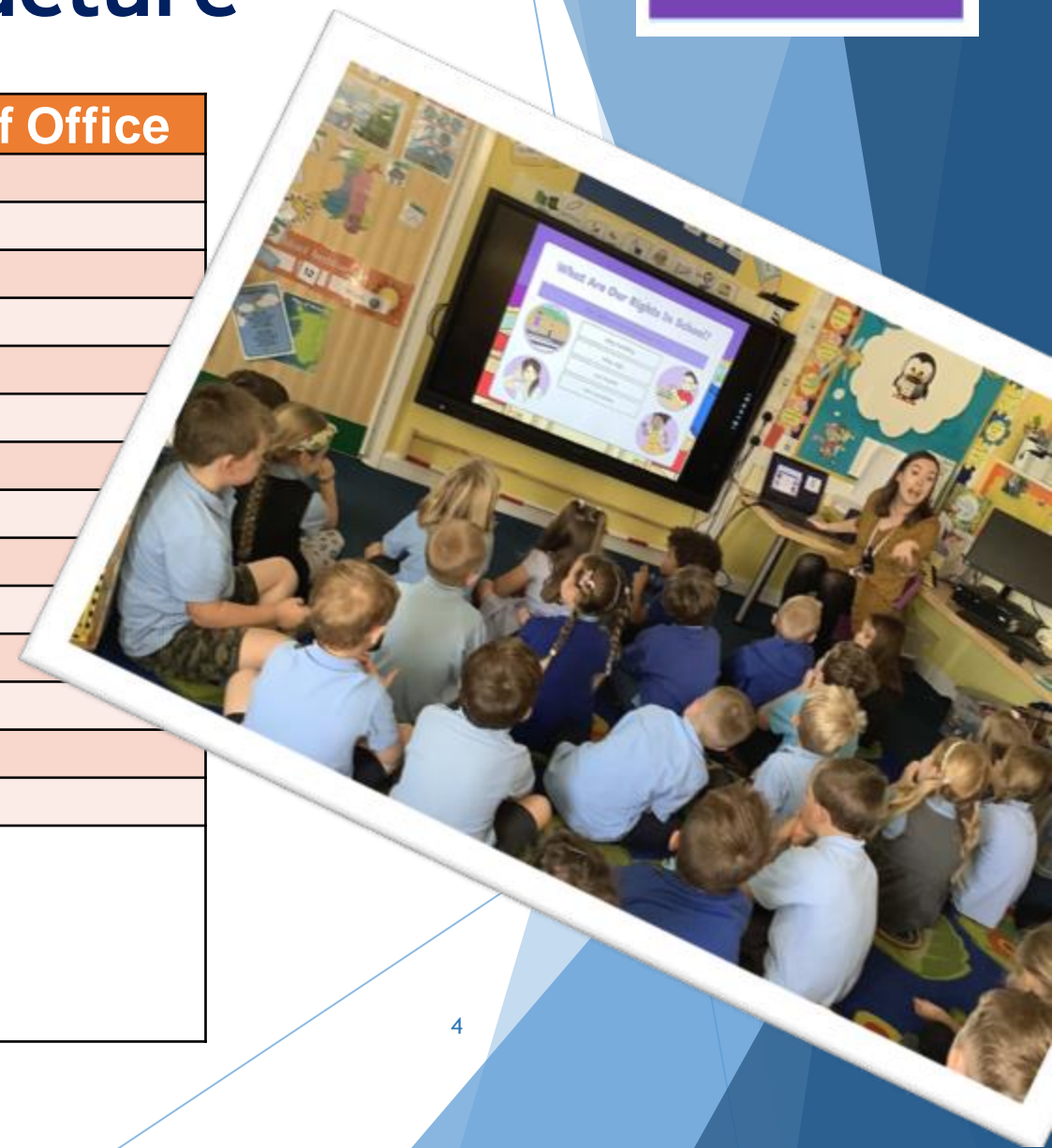
Jane Houston
Chair of Governors



Current Governing Body Structure

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Governor	Role	Term of Office
Donna Caswell	Head Teacher	
Vacancy	Community Governor	
Fr Tim Ardouin	Community Governor	22/11/2024
Lynsey Hughes	Community Governor	27/05/2025
Laura Jarvis	Local Authority Governor	24/10/2022
Karthnik Ramesh	Local Authority Governor (Vice COG)	18/07/2026
Zoe Hughes	Parent Governor	22/10/2022
Nicola Chartier	Parent Governor	29/04/2026
Jane Houston	Parent Governor (COG)	19/05/2023
Marion Jenkins	Parent Governor	19/05/2023
Ruth Costigan	Local Authority Governor	18/06/2024
Nicola Gosney	Non Teaching Staff	05/10/2024
Michael Dowsett	Teaching Staff	31/08/2022
Jo Gooding	Additional Community Council Governor	31/10/2024
Clerk to Governors: Jayne Whitehead The Forge Burrows Lane Llangennith SA3 1JB		



Current Staffing Structure

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Head Teacher	Mrs D Caswell
Deputy Head Teacher	Mrs S Archard
Class Teacher	Miss Colwill
Class Teacher	Mr S Goremano
Class Teacher	Mr M Dowsett
Class Teacher	Mrs M Marchant
Class Teacher	Miss J Walters
Athrawes Bro	Mrs N Griffiths
Well-Being & Admin	Mrs J Froom
Unqualified Teacher (PGCE)	Miss C Weatherley
Teacher Assistant	Mrs V Rees
Teacher Assistant	Mrs N Gosney
Teacher Assistant	Mrs K Blackmore
Teacher Assistant	Mrs S Parry
Teacher Assistant	Miss Viggers
Clerical Assistant	Mrs J Whitehead
School Cook	Mrs J Webb
Assistant Cook	Mrs C. Veck
Supervisors	Ms S Roberts
Caretaker	Mr M Trowbridge



MRS CASWELL



MRS ARCHARD



MRS GOSNEY



MRS MARCHANT



MISS WALTERS



MRS REES



MISS BLACKMORE



MISS COLWILL



MR GOREMANO



MRS PARRY



MISS WEATHERLEY



MISS VIGGERS



MRS WHITEHEAD



MRS FROOM

Pupil Numbers

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Whole School

4 x PODS

7 x Kinship Groups

Sept 2022 Total Children (including nursery) =152

- Total FTE = 146
- N2 = 12
- N1 = 1
- Capacity = 140 (not including nursery)
- Actual = 142 (100% not including nursery)
- Capacity = 180 (including nursery 1 and 2)
- Actual = 153 (84% including nursery 1 and 2)



Children's Rights

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Children's rights are the human rights of children set out in the United Nation Convention on the Rights of the Child (UNCRC).

Children need their human rights to be happy, healthy and safe. The key principles of the UNCRC are the rights of all children to:

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

Llanrhidian school is a rights-respecting school. This means that these principles of children's rights are at the centre of decision making in the school. Our school vision is 'to inspire learners to be the best they can be!'

This is based on Article 29 of the UNCRC, the right of all children to develop their talents and skills to the full.



“It is good that girls have the opportunity to go to school because in some countries they do not!”

"I like our pod system because it gives us the chance to mix with children who are not in our year. We also have more learning spaces!"



(Pod Prycop Pupils)



School Performance

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

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

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



Assessment

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

Assessment arrangements include:-

- On-entry assessment
- Day to day formative assessment
- Identifying, capturing and reflecting on learner progress over time
- Understanding group progress
- A shared understanding of the principles of progression
- Learner progress meetings
- Opportunities to plan and refine progression and assessment practices-in school and across cluster,
- personalised assessments
- parent/carers involvement

As a school we also monitor the well-being of every pupil to ensure they are getting the support they need to have the best life opportunities.



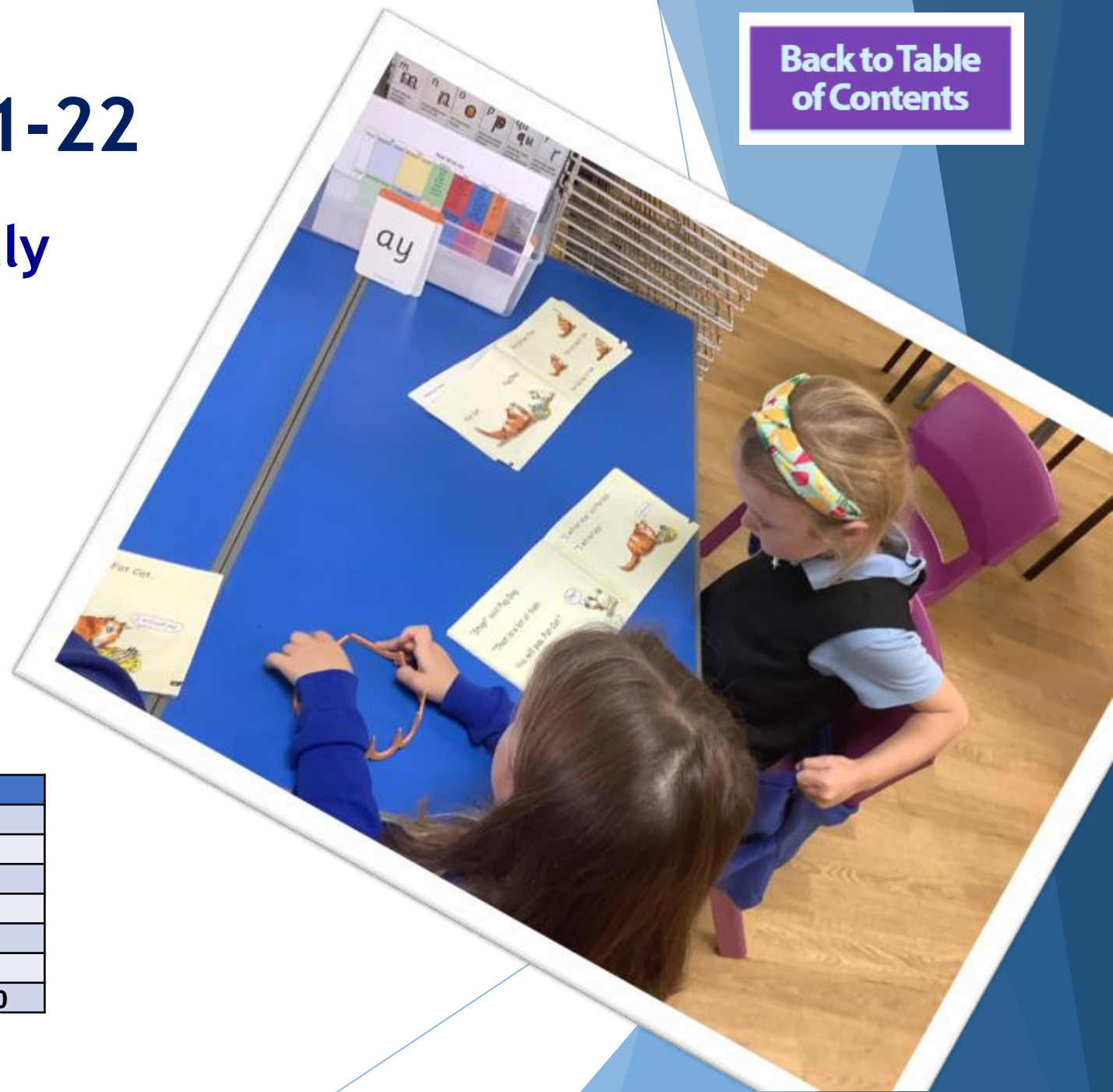
Attendance Data 2021-22

The school target is currently
96.85%

Yr Group	% Att.
Rec	92
1	93
2	87
3	92
4	90
5	89
6	92
School	90.7

Attendance	Pupils	%
100%	4	2
95% - 99.9	36	21
90% - 94.9%	67	39
85%-89.9%	35	21
Less than 85%	17	10
Less than 80%	12	7
Total	171	100

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"School is important because we get to play with our friends, we learn our letters and numbers and we get to go on the bus!"

"I think it's important to be listened to because if there is a fire we need to tell the teacher that we are in school."

"If you are sad you can tell the teacher and she can tell us a joke. We can play nicely with our friends when we listen to each other."

(Pod Penguin Pupils)



Additional Learning Needs (ALN)

We are currently working with two ALN systems the Special educational needs code for Wales 2002 and the new Additional Learning Needs Code for Wales 2021. The transformation program will take three years and we began the process of transferring to the new system in January 2022.

We are currently moving pupils in specific year groups from IEP's to IDP's if required. All identified pupils are discussed with school staff, ALNCo and the Headteacher and decisions are made on whether the school can meet that pupils needs through Universal Provision or whether they require more targeted intervention or support from an outside agency.

Parents are notified throughout the process and are fully involved in discussions and listened to through Team Around the Child (TAC) and Pupil Centred Review (PCR) meetings.

How is the ALN Register Constructed?

When a parent, carer or member staff has a concern related to the academic progress, emotional development or medical condition of a pupil, they bring their concerns to the attention of the Additional Learning Needs co-ordinator (ALNCO). The ALNCO, appropriate staff members and parents will then meet to discuss the pupil and decide on a course of action.

Identified pupils on the old SEN system would be graded, dependent on their needs e.g. School Action, School Action Plus (require outside agency support e.g. Speech and language) and Statemented pupils.

The new system would mean that newly identified pupils would follow a graduated response where progress would be monitored over a decided short period of time. If progress was limited and the gap between peers was significant for that pupil then the process of writing an IDP would begin.

There are currently 17 pupils on our dual system ALN register: 4 pupils are School Action(SA), 10 pupils are School Action Plus(SA+), 2 are statemented and 1 already has an IDP. During the 2022 academic year these pupils, dependent on their year group will be transferred over to IDP's as needed.

How is the ALN Register Constructed?

The definition of ALN and ALP (please refer to Chapter 2 of the ALN Code)

This school policy adopts the definition of ‘additional learning needs’ (ALN) as given:

A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.

A child of compulsory school age or a person over that age has a learning difficulty or disability if he or she:-

- has a *significantly* greater difficulty in learning than the majority of others of the same age, or
- has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home. in the ALN Code

How is the ALN Register Constructed?

The definition of additional learning provision (ALP)

- (1) ‘Additional learning provision’ for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in -
- Mainstream maintained schools in Wales,
 - Mainstream institutions in the further education sector in Wales, or
 - Places in Wales at which nursery education is provided.
- (2) “Additional learning provision” for a child aged under three means educational provision of any kind.
- (3) In subsection (1), “nursery education” means education suitable for a child who has attained the age of three but is under compulsory school age.

School Decision Making Process

In order for the school to determine whether a child has ALN, the following tests must be applied.

- (a) Does the child or young person have a learning difficulty or disability?

The key questions that need to be asked are:

- i) Does the child or young person have a greater difficulty in learning than the majority of others of the same age?
- ii) Does the child or young person have a disability (within the meaning of the Equality Act 2010) which prevents or hinders the child or young person from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream FEIs.

If the answer to either (or both) question is ‘yes’, it is necessary to proceed to apply the second test. If the answer is ‘no’ to both questions, the child or young person does not have ALN.

- (b) Does the learning difficulty or disability call for ALP?

If the child or young person has a learning difficulty or disability which calls for ALP, the child or young person¹⁶ has ALN for the purposes of the Act.

Individual Development Plans

What is an individual Development Plan and Who is issued one?

All pupils listed on the ALN Register will have an IEP (Individual Education Plan) or a Statement of special educational needs.

The New ALN code states that all schools will follow a decision making process and where an Additional Learning provision is needed and IDP will be written, constructed with direct reference to their individual needs.

In accordance with the requirements of the Code of Practice, the view of parents and pupils are sought and recorded within the review process.

In most cases an IDP is maintained by the school but there are instances where a it is maintained by the Local Authority.

LAC - Looked after Children - A local authority is responsible for making decisions about ALN and maintaining any IDPs for all children it looks after who are in the area of a local authority.

Dual registered pupils - The Local Authority will be responsible for writing and maintaing IDP in the case of pupils who are registered in two settings e.g. Nursery schools & Creche, ABA home/ school provision.

Who is Responsible for Delivering ALN Support Within Our School?

Mrs Marchant is the ALNCO (Additional Needs Co-Coordinator). Support is also provided by Teachers & Teaching Assistants, Mrs Marchant is always happy to discuss your child's progress in relation to special needs, should you wish to do so.

Who is the Governor with Responsibility for Special Needs?

The Code of Practice requires that a member of the governing body is allocated the responsibility of liaising with the ALNCO and Head Teacher, in order to maintain a high standard of provision for children with special needs. In the case of Llanrhidian Primary School this is Ruth Costigan.

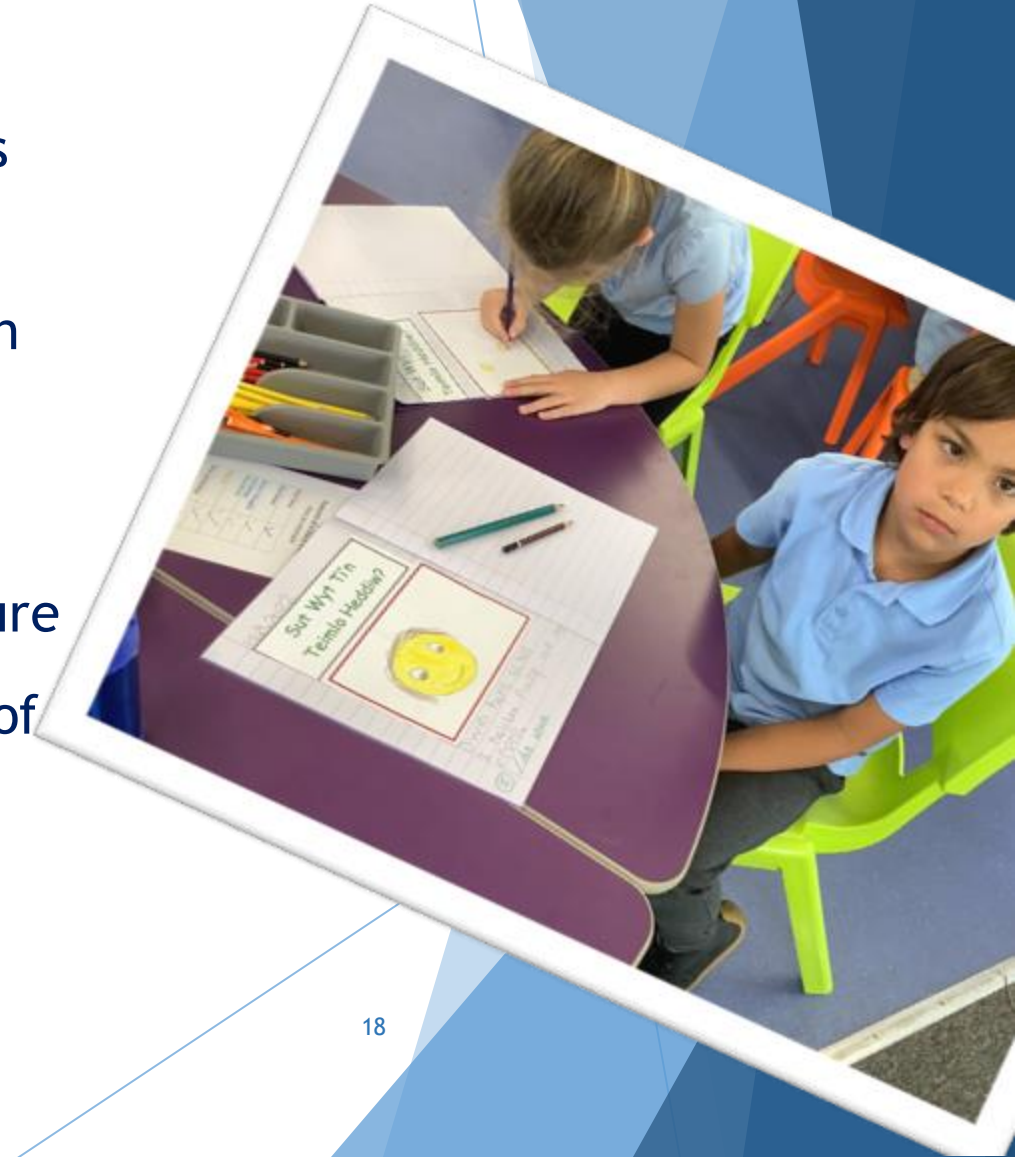
Arrangements for the teaching of Welsh

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Llanrhidian is an English medium school and communications with parents are provided in English. Welsh is taught as a second language from Nursery age.

The National Curriculum requires children to develop skills in speaking, listening, writing and reading Welsh. Llanrhidian school aims to use the Welsh language so that children see, hear and use it as a natural part of school life. It is given a prominent role in many school activities.

Children also have an opportunity to learn about Welsh culture and heritage, as well as the language of Wales, through activities such as St. David's Day celebrations. Our teaching of Welsh is supported by the LA's team of peripatetic Welsh teachers (Athrawon Bro), who visit the school regularly to work alongside teachers and pupils in developing Welsh Language. All staff undertake relevant training to improve their competency in teaching and learning Welsh.



Arrangements for the Teaching of Sport

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The school offers at least one hour of physical education each week as part of the curriculum. Teams in different sports compete in various competitions. There is also an after schools club which is free and run by staff. Pupils in Pod Pry Cop attend swimming lessons. By the time pupils leave Llanrhidian we endeavour for them to have attended at least one residential, and also a surf lesson.



"I love learning in school because I get to play on the computers and can play CBeebies on a Friday."

"I love it when the healthy hat hides food for us to cook with."

"School is fun and I like playing in the bakery."

(Pod Penguin Pupils)



Breakfast Club

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The school offers an Art & Craft Club from 8.00am to 8.25am at a cost of £20 per half term - a contract needs to be in place.

Also, there is a free breakfast service to pupils of nursery age and above. This service, which starts at 8.25am offers a range of nutritious foods. Our breakfast/ lunchtime supervisory assistants and canteen staff must be commended for the way they have been part of the team at Llanrhidian by working together.

Their work is very much appreciated and doesn't go unnoticed.



Pupil Voice & Active Citizenship

The school works with charities that promote active citizenship such as Matthew's House, Sponsored Child and Children in Need.

Pupils and parents are encouraged to become aware of local, national and global issues faced by children. We promote a sense of community and respect.

Llanrhidian Primary School pupils are encouraged to be active and informed citizens who look after their school local community and beyond to develop a positive future for all.

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

Visit our pupil voice pages on our school website here:
<https://www.llanrhidian.swansea.sch.uk/news-from-the-pupils/>

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"My favourite thing about school is playing with all my friends, doing Maths with my teachers and my IQs."

"School is important to me because I get to learn and paint pictures and I can see my friends."

(Pod Pysgodyn)



School Council

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The school council at Llanrhidian is an important pupil voice group. Pupils are elected by their peers to represent their class on the council. The school council is signed up to the Children's Commissioner for Wales' Super Ambassador scheme, and receive termly 'special missions' from the Commissioner to help promote children's rights in Llanrhidian. Mrs Archard is the link teacher for the school council.

“The elections for school council are really exciting and nerve wracking, but its an important job so we have to get it right!” (Year 5 pupil)

“When I got elected for school council I felt proud” (Year 4 pupil)



School Finances

Statement of Actual Expenditure 2021/22 Financial Year

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	Delegated Expenditure	Non-Delegated Expenditure	Total Net Expenditure
	£	£	£
Teachers Salaries	469,864		469,864
Salaries	205,154	53,106	258,260
Other Employee Costs	-405		-405
Premises	9,284		9,284
Transport	110	41,736	41,846
Supplies & Services	201,903		201,903
Recharges		350	350
Gross Expenditure	885,910	95,192	981,102
Grant Income	-207,977		-207,977
Other Income	-60,057		-60,057
Gross Income	-268,034	0	-268,034
Net Expenditure	617,876	95,192	713,068
RESERVES:		£	
FINAL FORMULA ALLOCATION:		609,542	
TOTAL NET EXPENDITURE:		617,876	
TRANSFER TO / (FROM) RESERVES:		-8,334	
OPENING BALANCE ON RESERVES 01/04/21		143,554	
CLOSING BALANCE ON RESERVES: 31/03/22		135,220	

Community Links

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It is a regular focus of our School Development Plan that we maintain and extend our links with the community. Eg Big Meadow Farm. The school maintains close links with the local community through school performances and events.

Close links are also maintained with Gowerton Comprehensive School through visits of pupils (Year 4, 5 & 6), Headteacher meetings, curriculum leader meetings and sporting activities.

Open the Book Assembly group are regular visitors to the school, telling traditional bible stories to the school. The police liaison team are well known visitors and carry out various personal and social workshops with the pupils. P.C. Andrew Brown comes in regularly to support the school with road safety.



"I think its important to be listened to because it's rude if grown ups don't listen to us!"

"If there is an emergency we need to listen to keep each other safe."

"I love school because you learn lots of new things. When you leave Llanrhidian and start doing exams you will be able to answer questions!"

"Learning with my friends is fun because I can help them if they need a little bit of help, and they can help me."

(Pod Pysgodyn Pupils)



School Prospectus

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The school prospectus is reviewed and updated regularly. This is posted on the school website. The prospectus contains information about the school's class structures and outlines the aims and vision of the school. For a full colour copy of the prospectus, please ask Mrs. Whitehead in the school office or see the school's [website](#).



Session Times

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	a.m. times	p.m. times
Pod Pili Pala	8.55 a.m. - 11.40 am	12.55 p.m. - 3.10 p.m.
Pod Pengwin	8.55 a.m. - 12 pm	12.55 p.m. - 3.20 p.m.
Pod Pysgodyn	8.55 a.m. - 12 pm	12.55 p.m. - 3.25 p.m.
Pod PryCop	8.55 a.m. - 12 p.m.	12.55 p.m. - 3.25 p.m.



Secondary School

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



“I am looking forward to going to Gowerton because I will get to meet new people and take part in more subjects. When I am in year 9 and can pick which subjects I want to do at GCSE!”
(Year 6 pupil)



Moral & Social Development

Our innovative curriculum helps guide and support the moral and social development of our pupils. Our school ethos and school policies plan and support this area. This is underpinned by the United Nations of the Rights of the Child and the Sustainable Development Goals.

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"Without school I would not have a good education and it helps me to work out new questions. It helps me make friends and play and mix with others."

"It is important to learn about SDGs because it helps us to be ambitious with our learning!" (Year 5 pupils)



The New Curriculum 2022

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A new curriculum is being developed for schools in Wales. Llanrhidian has been part of developing this new curriculum as a 'pioneer school'.

You can see the how we are designing our new curriculum [here](#).

The new curriculum has more emphasis on equipping young people for life. It will build children's ability to learn new skills and apply their subject knowledge more positively and creatively. As the world changes, they will be more able to adapt.

They will also get a deep understanding of how to thrive in an increasingly digital world. A digital competence framework is now introducing digital skills across the curriculum, preparing them for the opportunities and risks that an online world presents.

Meanwhile teachers will have more freedom to teach in ways they feel will have the best outcomes for their learners.

The central focus of assessment arrangements will be to ensure learners understand how they are performing and what they need to do next. There will be a renewed emphasis on assessment for learning as an essential and integral feature of learning and teaching.



Four Purposes of Education

As a school, we are developing a curriculum that puts the following four purposes right at the heart of what we do.

We want every learner to leave Llanrhidian as:

ambitious, capable learners, ready to learn throughout their lives

enterprising, creative contributors, ready to play a full part in life and work

ethical, informed citizens of Wales and the world

healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

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Headline Targets 2022-2025

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Priority Area and Aligned Sub Committee	Headline School Priorities 2022-23		2023-24	2024-25
Learning & Teaching IA1	Literacy (E)	L1 Literacy - Further develop reading strategies to find information and/or ideas to support their independent work (1.1)	Raise Standards in identified literacy areas	Raise Standards in identified literacy areas
	Numeracy	L2 Numeracy - Further develop strategies for calculation using mental and written methods (1.1)	Raise Standards in identified numeracy areas	Raise Standards in identified numeracy areas
	Science and Technology	L3 Science/DCF - Develop computational thinking across all pods (1.1)	Evaluate and refine consistent approach to technology	Evaluate and refine consistent approach to technology
Learning & Teaching IA3	Teaching	T1 Teaching - Continue to develop choice and challenge to facilitate appropriate self-directed learning to apply existing knowledge, skills and understanding. (3.1)	Evaluate the impact of pedagogical approaches and refine to meet pupils' needs	Evaluate the impact of pedagogical approaches and refine to meet pupils' needs
	Experiences	T2 - Develop a wider range of additional clubs and activities to better reflect the four purposes (3.1)	Evaluation and Refinement	Evaluation and Refinement
	Cluster Working	T3 - Develop Welsh oracy as a cluster approach to ensure progression, high standards and positive attitudes (3.1)	Implementation of cluster approach	Review and refinement
	Cross Cutting Element	T4 - Improve the diversity of the curriculum, ensuring that learning reflects Black, Asian and Minority Ethnic perspectives. (3.1)	Evaluation and Refinement	Evaluation and Refinement
	Curriculum Design	T5 Curriculum Design - Further develop a shared understanding of progression, within each AoLE, across the whole cluster. (3.2)	Evaluation and Refinement	Evaluation and Refinement
Wellbeing/ Care, Support & Guidance IA2	Attitudes to Learning	WB1 Revisit assessment for learning techniques to ensure pupils are evaluating their learning accurately, with limited adult involvement. (2.1)	Evaluation and Refinement	Evaluation and Refinement
	Environment	WB2 Further improve pupil participation through developing provision that best suits the need of individual learners at the top end of the school. (2.2)	Evaluation of Impact	Refinement of provision
Wellbeing/ Care, Support & Guidance IA4	ALN	CSG2 Further develop pupil screening to identify additional learning needs across literacy and numeracy.(4.1)	Evaluation of Impact	Refinement of provision
	Personal Development	CSG1 Re-develop "Pupil Progress Meetings" to align with school expectations of standards and progress in line with the curriculum for Wales (4.1)	Evaluation of Impact	Refinement of process
Leadership & Management IA5	Stakeholder Engagement	LD1 To strengthen and develop links with its stakeholders through face to face engagements and events. (5.1)	Continue to seek opportunities to strengthen community links	Continue to seek opportunities to strengthen community links
	Self Evaluation	LD3 Re-design AoLE monitoring to ensure processes are robust, streamlined and effective to facilitate improvement. (5.2)	Evaluate and refine assessment systems	Evaluate and refine assessment systems

Progress on our School Development Plan

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Parents are made aware of the focus via newsletters, parent meetings and our school website. The SDP is available at the school office should any parent wish to read it in more detail.

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

Our PESTs (Pupil Evaluation School Team) evaluate our targets from a pupil perspective each year. To access our past and present development plans please click [here](#).



Progress on our targets from last ESTYN Inspection (2017)

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Date of Last Inspection: July 2017				
Recommendation	Very good progress	Strong progress	Satisfactory progress	Limited progress
	Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation
Definition	<p>Does not require any further attention to any aspect.</p> <p>Very good effect on the quality of provision.</p>	<p>Requires attention only to minor aspects.</p> <p>Positive effect on standards and / or the quality of provision.</p>	<p>Continues to require substantial attention to some important aspects.</p> <p>Limited effect on standards and / or quality of provision.</p>	<p>Each aspect or many important aspects continue(s) to require attention.</p> <p>No effect on standards and / or quality of provision.</p>
R1. Share the best practice in teaching and learning across the school to improve standards further - STRONG PROGRESS	<ul style="list-style-type: none"> • Whole school vision which promotes high expectations. • Developed new curriculum teams consisting of 3 teachers across the school. • Teaching Triad protocol being developed within the curriculum teams to monitor peer teaching and learning - supportive and collaborative approach • Aligned PM with professional standards in terms of "excellent" • Pods share good and effective practice through adds and informal meetings • Extended planning and preparation time for pod staff to collaborate and share • Excellent team developed where every member of staff is valued and has a say in curriculum design based on what they feel works well • Effective system of professional development where professional learning is shared. 			
R2. Expand the opportunities to improve pupils' oracy skills in Welsh - STRONG PROGRESS	<ul style="list-style-type: none"> • Expanded opportunities for authentic Welsh Oracy eg Amser Tost, Dydd Mercher Maeth • Instructional Welsh videos being developed via website to support learners with Welsh patterns • Siarter Iaith Bronze Application • Gwasanaeth Cymraeg - weekly • Daily Slot Drillio • Extended sentences for everyday use displayed in pods e.g. Diolch am dy ateb ond..... • Working with Cymraeg secondary link person to develop a cluster approach to progression in Welsh language skills 			

Our Curriculum

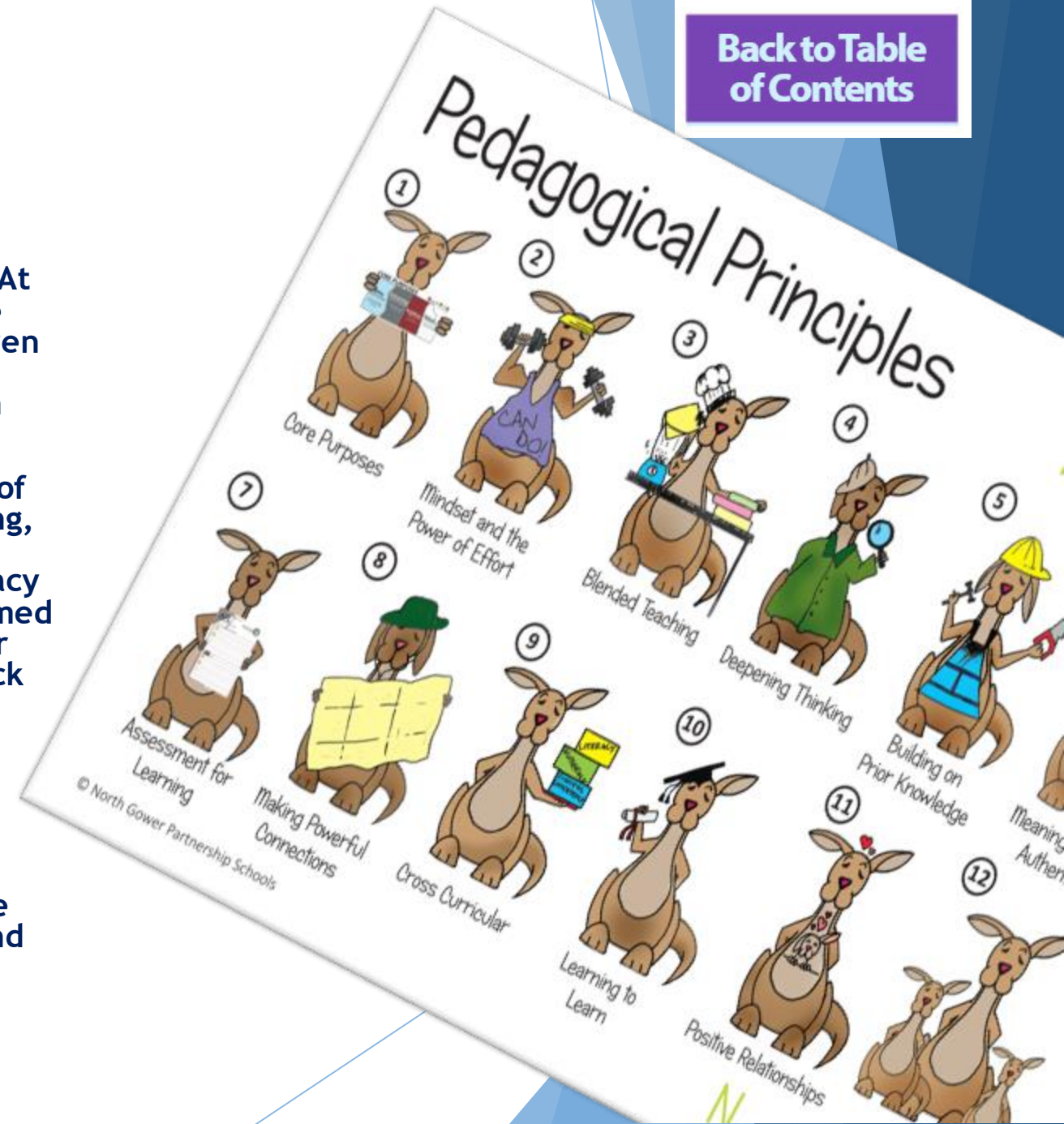
We are in a time of significant change in primary education. At Llanrhidian we embrace such changes by ensuring we put the pupils at the heart of all our decisions. Our curriculum is driven by the four purposes, and we ensure that professional development is a high priority for all staff. At the heart of an excellent school must be excellent teaching and learning!

Planning and assessment for progressive skills is at the heart of this change, in addition to raising standards in reading, writing, numeracy and digital competency. Annual National Tests (Personal Assessment) are undertaken in Reading and Numeracy each Summer for all pupils from Y2 to Y6. Parents are informed of their child's scores in these tests at the end of the Summer Term. The school uses this, and a range of other data, to track pupils' progress, inform teaching and learning and also to identify and support individual pupil needs.

Our Curriculum for learning policy is updated and reviewed regularly, and our purpose based curriculum planning is continually reviewed.

Governors and members of staff have worked closely with the Head teacher regarding school self-evaluation, assessment and raising standards.

A summary of our curriculum can be found [here](#).



School Policies

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We regularly review and update our school policies. Reviews are undertaken on a rolling programme, led by relevant leaders.

Review of policies ensures the inclusion of new developments, resources and methodologies particularly with the Government drive on safeguarding and raising standards in literacy and numeracy. Copies of school policies can be obtained from the school website which can be accessed [here](#).



Health & Safety & Safeguarding

Safeguarding is of paramount importance to the staff and governors of Llanrhidian. All staff and governors are required to take child protection training every three years. The school provided training in Spring 2022. Mrs D Caswell is the designated Child Protection Officer for the school. Mrs J Houston is the designated Child Protection Governor for the School.

Whilst encouraging independence and decision making, the school strives to provide the pupils with a safe environment in which to nurture their skills. Changes to the school over the last two years in terms of health and safety have included:-

- New windows in Pod Prycop and Pysgodyn
- New toilets in the multi-purpose learning space (Pysgodyn/Dining Area)
- Re-plastering and decorating
- New Decked area Pod Penguin
- New Multi-purpose floor Pod Penguin

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"My favourite thing to do in school is to play with my friends in the Orchard. I also love to eat my dinner and to dress up in the home corner.
(Pod Pengwin)

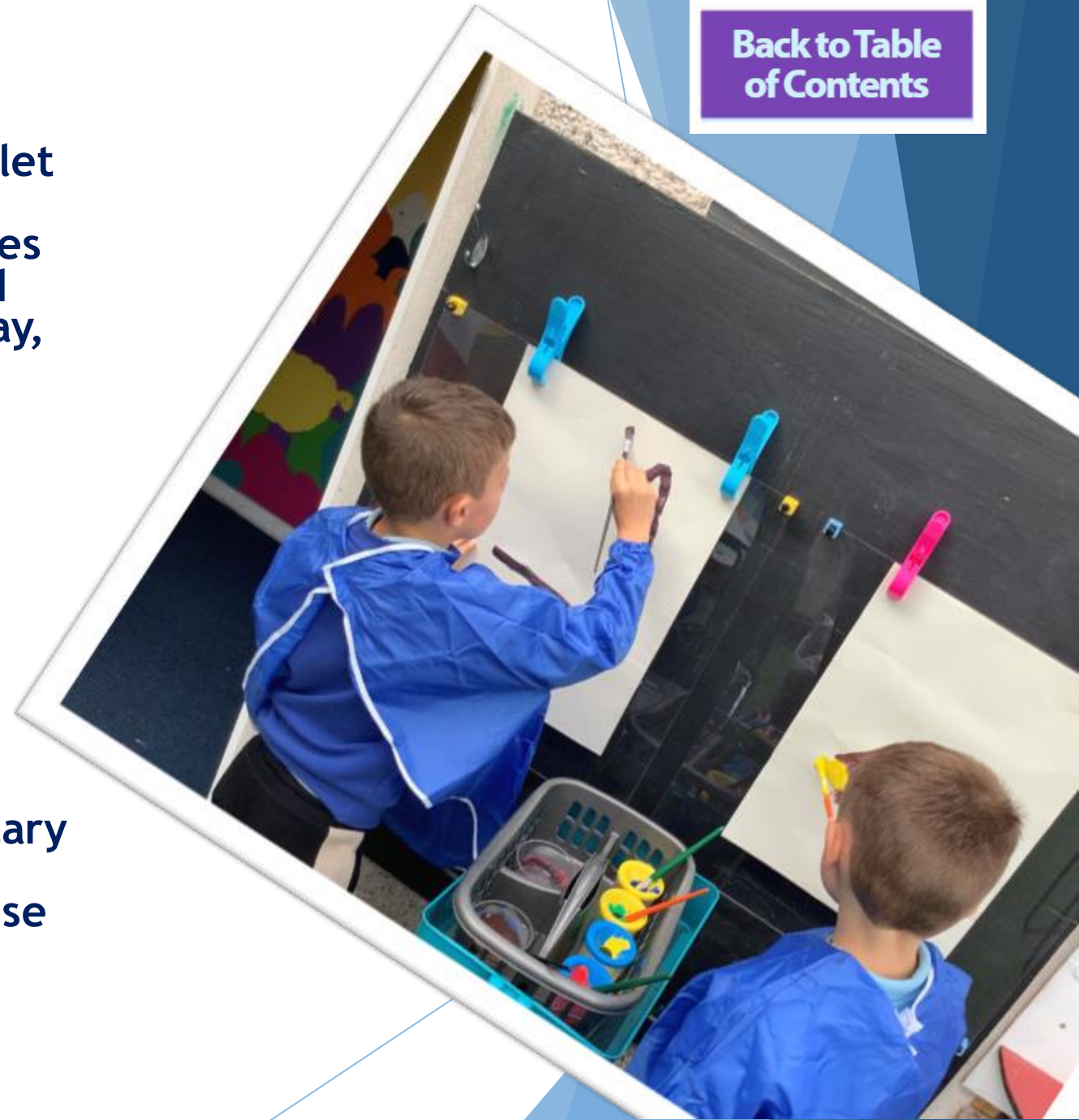


Toilet Facilities

Llanrhidian Primary provides good quality toilet facilities throughout the school. The school recognises that well-maintained toilet facilities where learners feel comfortable and safe and have open access to throughout the school day, are essential for health, well-being, and learning.

Toilets and washroom facilities are open and available to learners throughout the school day. They are suitable for the range of anticipated users, including learners with disabilities and special needs, with adequate lighting, fixtures and fittings. There is a “Big Girls’ Toilet” for the use of all year 5 and 6 girls. This is equipped with appropriate sanitary protection and sanitary disposal equipment. The school makes appropriate use of the period poverty grant.

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Accessibility Plan & Disability Equality Plan

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The school's Strategic Equality Plan - SEP - is reviewed every three years and was reviewed in Autumn 2020. It identifies access needs in order that the school may continue to be inclusive to all. This has been used to inform the LA of school priorities in this area. All visitors are asked to inform the office if they have specific needs and we endeavour to meet requests.

A copy of the SEP is available from our school office. This is also be available via the school website.



“If I could change one thing about my school, it would be more lunch options!” (Year 6 pupil)

