



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

Annual Governor Report to Parents & Carers

Llanrhidian Primary School
Autumn 2024

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

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Introduction

[Governor
Webpage](#)

Message from Chair of Governors Autumn 2024

Our Annual Report shares important information about Llanrhidian Primary School. In this report you'll find an overview of the work of our inspirational staff team and hear an insight into some of the experiences of children over the last year.

Llanrhidian is a school where every child is valued and welcome. You'll see in our Annual Report how the views of pupils are listened to and how our staff nurture children's wellbeing and sense of belonging. You'll also see how Llanrhidian is developing a curriculum which is authentic and meaningful, so that all children can develop their talents and skills to the full.

Llanrhidian School is also an essential partner in the North Gower Partnership - a learning community of local schools. This strong collaboration between schools is really important for children in this part of Gower. It means children can develop from the age of 3-18 supported by a coherent approach to learning, progression and wellbeing.

2023-4 has been a year of real strength for this remarkable school. Despite the challenge of a tight budget our school has developed new community initiatives and continued to innovate and improve.

A huge thank you on behalf of the 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 pupils.

Jane Houston

Chair of Governors



Current Governing Body Structure

Governor	Role	Term of Office
Donna Caswell	Head Teacher	
Fr Tim Ardouin	Community Governor	22/11/2024
Lynsey Hughes	Community Governor	27/05/2025
Laura Jarvis	Local Authority Governor	29/03/2027
Karthik Ramesh	Local Authority Governor	18/07/2026
Zoe Hughes	Community Governor (VCOG)	25/01/2027
Jane Houston	Parent Governor (COG)	08/06/2027
Marion Jenkins	Parent Governor	08/02/2027
Ruth Costigan	Local Authority Governor	18/06/2024
Joesph Lisk	Non Teaching Staff	05/10/2024
Sol Goremano	Teaching Staff	31/08/2026
Denise John	Additional Community Council Governor	31/08/2026
Amy Hutchings	Parent Governor	31/08/2027
Clerk to Governors: Nicola Gosney Llanrhidian Primary School Llanrhidian Gower, SA3 1EH		



Current Staffing Structure

Office Administrator and Family Engagement Officer



Headteacher & Deputy Headteacher



Head Teacher	Mrs D Caswell
Deputy Head Teacher	Mrs S Archard
Class Teacher	Mr De Kirckhove
Class Teacher	Mr S Goremano
Class Teacher	Mr M Dowsett
Class Teacher	Mrs M Marchant
Class Teacher	Miss J Walters
Unqualified Teacher	Mr. J. Lisk
Family Engagement Officer & Admin	Mrs N Gosney
Teacher Assistant	Mrs V Rees
Teacher Assistant	Mrs K Blackmore
Teacher Assistant	Mrs S Parry
Teacher Assistant	Miss Rhiannon Jones
Teacher Assistant	Mr. J. Lisk
School Cook	Mrs J Webb
Assistant Cook	Mrs C. Veck
Supervisors	Ms S Roberts

Pod Pry Cop



Pod Pili-Pala and Penguin



Pod Pysgodyn



Staff Webpage

Catering Staff



Breakfast Club



School Finances

Statement of Actual Expenditure 2023/24 Financial Year

	Delegated Expenditure	Non-Delegated Expenditure	Total Net Expenditure
	£	£	£
Teachers Salaries	484,438	0	484,438
Salaries	198,397	19,019	217,415
Other Employee Costs	228	60	288
Premises	10,186	0	10,186
Transport	155	74,753	74,908
Supplies & Services	161,272	0	161,272
Recharges	0	0	0
Gross Expenditure	854,674	93,832	948,506
Grant Income	-97,004	0	-97,004
Other Income	-72,758	0	-72,758
Gross Income	-169,761	0	-169,761
Net Expenditure	684,913	93,832	778,745

RESERVES:	£
FINAL FORMULA ALLOCATION:	676,172
TOTAL NET EXPENDITURE:	684,913
TRANSFER TO / (FROM) RESERVES:	-8,741
OPENING BALANCE ON RESERVES 01/04/23	99,950
CLOSING BALANCE ON RESERVES: 31/03/24	91,209



Session Times

Session Times & Term Dates

	a.m. times	p.m. times
Pod Pili Pala	8.55 a.m. - 11.45 am	
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. (Year 2 3.20 p.m.)
Pod PryCop	8.55 a.m. - 12 p.m.	12.55 p.m. - 3.25 p.m.



Pupil Numbers

[School Website](#)

Sept 2024 Total Children (including nursery) =159

Total Full Time Equivalent = 148

Capacity = 140 (not including nursery)

Actual = 137 (97.8% not including nursery)

Capacity = 180 (including nursery 1 and 2)

Actual = 159 (88.3% including nursery 1 and 2)

Whole School Places: 38



Attendance Data 2023-24

The school target is currently 96%. Swansea's Target is 95%.

Year Group	%
Reception	93.9
Year 1	93.8
Year 2	94.4
Year 3	94.8
Year 4	94.4
Year 5	94.4
Year 6	93.8
Whole School	93.6

Attendance	Pupils	Approx %
100%	7	4%
95% - 99.9	47	30%
90% - 94.9%	64	38%
85%-89.9%	37	22%
Less than 85%	4	2%
Less than 80%	9	5%
Total	168	

Attendance Ladder

How close is your child to 100%?

0 Days off school	100%	perfection!
Equates to 2 days off school each year	99%	Excellent!
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight Concern
Equates to 20 days off school each year	90%	Concerned

Health & Safety & Safeguarding

The safety and well-being of our pupils is of paramount importance to our dedicated staff and governors.

To uphold these standards, all staff and governors are required to complete child protection training every three years, with our most recent training conducted in October 2024.

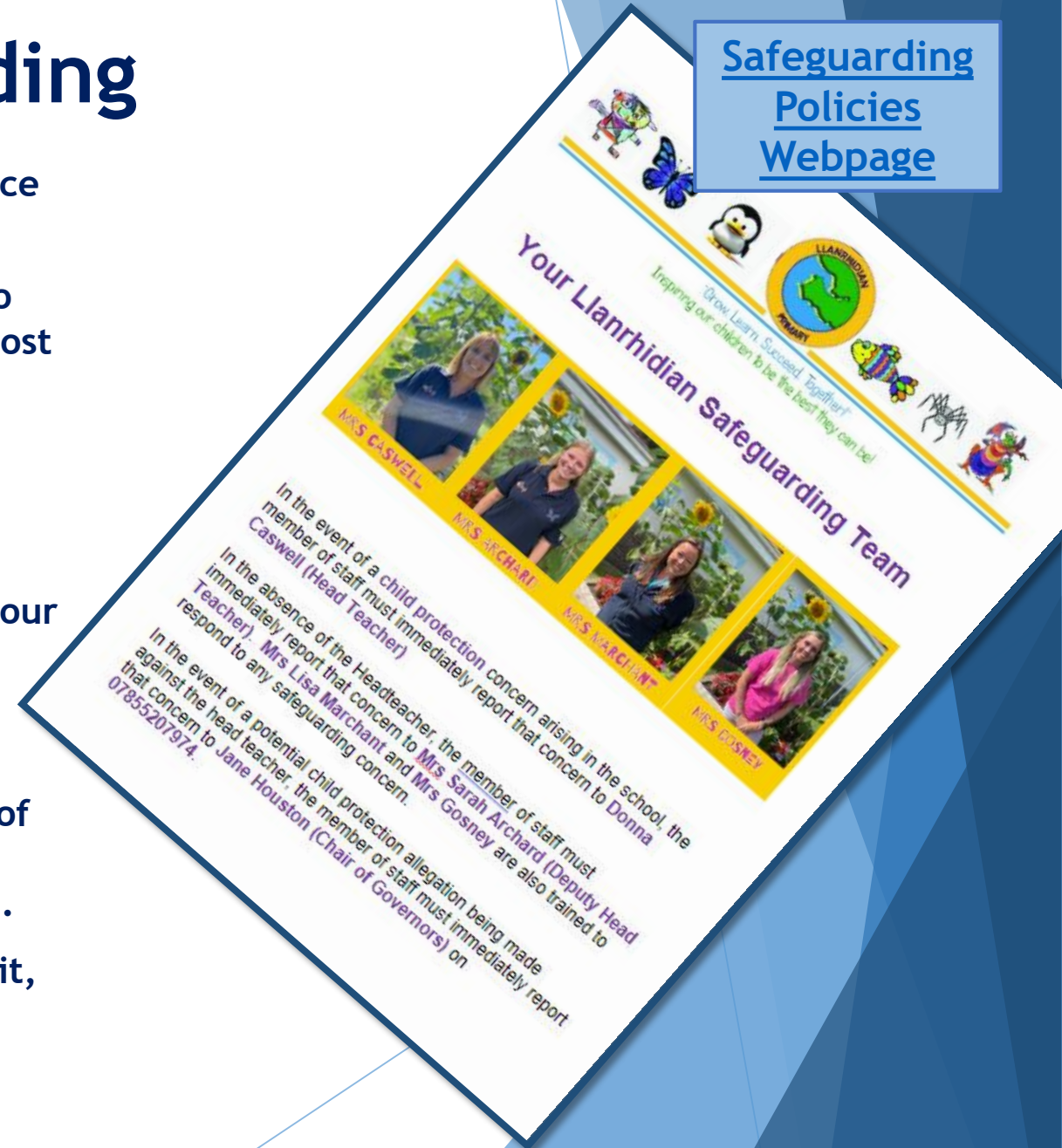
Mrs D Caswell serves as our designated Child Protection Officer, while Mrs J Houston holds the position of designated Child Protection Governor.

As we strive to instil independence and decision-making skills in our pupils, we remain steadfast in providing a safe and nurturing environment that fosters their growth.

Over the last two years, we have implemented several improvements within the school, including the creation of new well-being areas for pupils and family meetings, beautifully decorated spaces, and comfortable new furniture for Pod PryCop.

Additional enhancements such as the Oriel Cynefin, a new sandpit, and our multipurpose marquee have also benefitted the pupils.

[Safeguarding Policies Webpage](#)



School Prospectus

School
Prospectus

We remain committed to maintaining high educational standards and transparency in our operations.

We would like to remind you that our school prospectus is reviewed and updated regularly to ensure it accurately represents our school. This document is available on our school website and contains vital information about our class structures, as well as outlining our aims and vision for the future.

It is essential for us to keep you informed, and we encourage all parents to familiarise themselves with the prospectus. For those who would prefer a full colour copy, please feel free to ask at the school office. Your engagement and feedback are invaluable as we work together to support our children's learning journey.





Children's Rights

[Your Rights
Webpage](#)

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.

The 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.

[Curriculum
Summary
Webpage](#)



The New Curriculum from 2022

[Curriculum
Summary
Webpage](#)

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

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.



The Llanrhidian Curriculum

[Curriculum
Summary
Webpage](#)

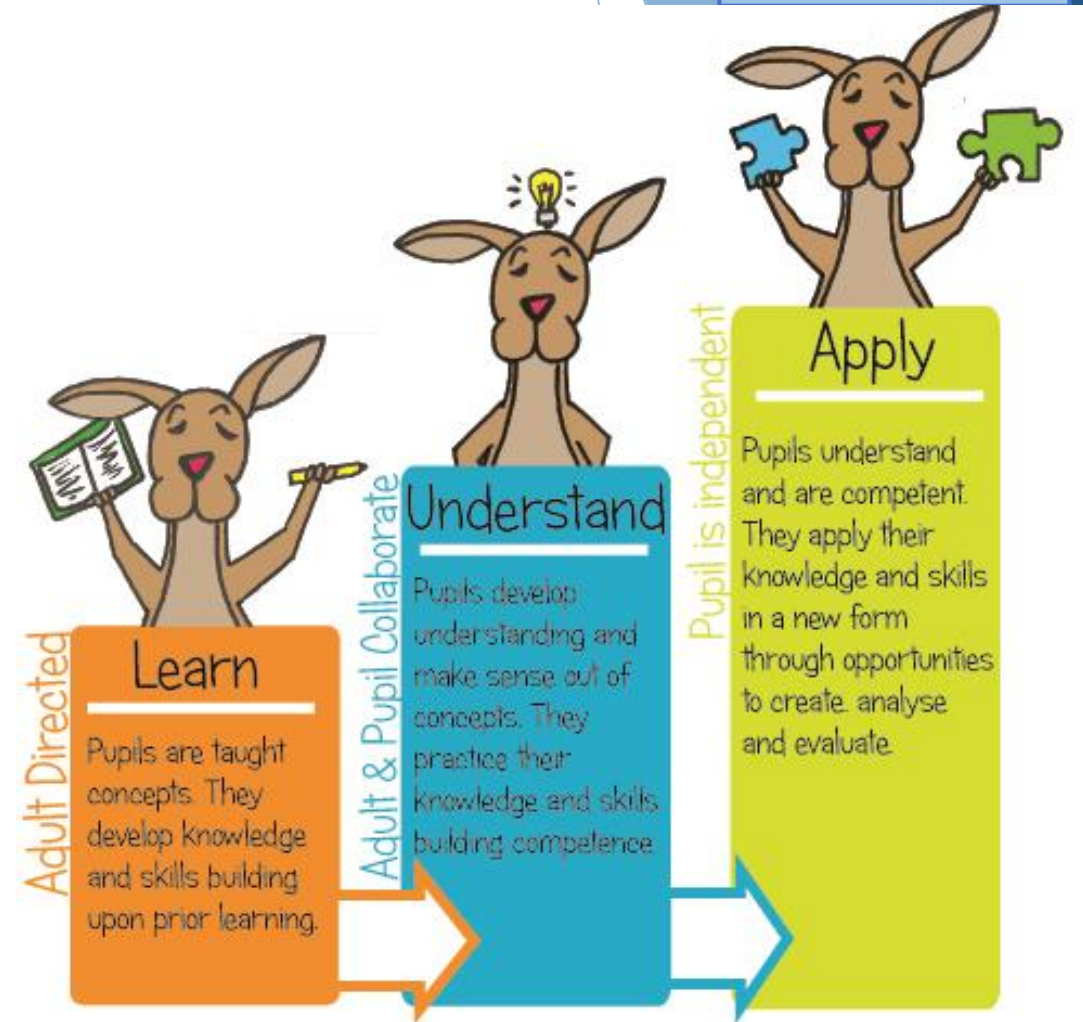
At Llanrhidian, we believe that education is of utmost importance, and it should be an enjoyable experience. Happiness in learning is essential; when pupils are happy, they thrive. Our curriculum focuses on three distinct types of learning experiences:

Spotlight Lessons, where teachers guide pupils in acquiring new concepts and skills.

Independent Quests (IQ), promoting negotiation between pupils and teachers to determine the best strategies for improvement.

Choice and Challenge, empowering pupils to take charge of their learning by making informed choices based on their understanding.

We utilise Bloom's Taxonomy to enhance our teaching approach, ensuring pupils not only learn but also practice and apply their knowledge in various contexts. Each term, we introduce a fresh, engaging whole school topic tailored to meet the needs and interests of all learners. Through this dynamic curriculum, we aim to foster both academic excellence and a love for learning.



School Performance

[Curriculum
Summary
Webpage](#)

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.



Assessing Learning

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 online 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.

Assessing
Learning
Policy



Your Child's Progress

At Llanrhidian, we believe that progress takes many forms. Whether in writing, reading, number work, social skills, behaviour, drawing, or confidence, each child's development is valuable and unique. Our conviction is that children learn best when provided with robust instruction, opportunities to practise their skills, and chances to apply their learning in real-life situations. We refer to this holistic approach as the Learn, Understand, Apply (LUA) methodology.

Our dedicated teachers carefully plan lessons using the LUA approach to identify each child's current stage in their learning journey. This progression is grounded in sound research, drawing extensively on Bloom's Taxonomy, which aids our understanding of cognitive development and helps us create meaningful learning experiences.

So, how can we truly observe progress? It presents itself in various ways, such as increased effectiveness in tasks, broader knowledge across areas of learning, and a deeper understanding of concepts. Additionally, children refine their skills and grow more sophisticated in how they apply what they have learned, making connections and transferring their knowledge into new contexts.

You may notice your child's progress through the quality of their workbooks, conversations you share, during performances, or by witnessing their confidence blossom in new situations. At Llanrhidian, we prioritise progression within our educational ethos, ensuring that your child aspires to meet the four purposes of education, equipping them for a successful and fulfilling future. We are committed to nurturing every child's potential as they learn and grow within our community.

Curriculum
for
learning
Policy



What Pod Pry Cop Pupils say about their school!

- ▶ The best thing about my school is that I am safe and I am listened to and my teachers.
- ▶ I know our school listens to us because there is always a staff member that I can go talk to.
- ▶ Children's rights are important because if children did not have rights, then people would find it hard to understand each other when they grow up. Also it keeps us safe.
- ▶ I know how to improve my work because the school helps me work out my targets by using marking labels and talking to me.

[Pod Pry
Cop
Webpage](#)



Relationships, Sexuality Education

Relationships & Sexuality Education

Links to the UNCRC Rights of the Child:

Article 2 "Your right to equality and non-discrimination."

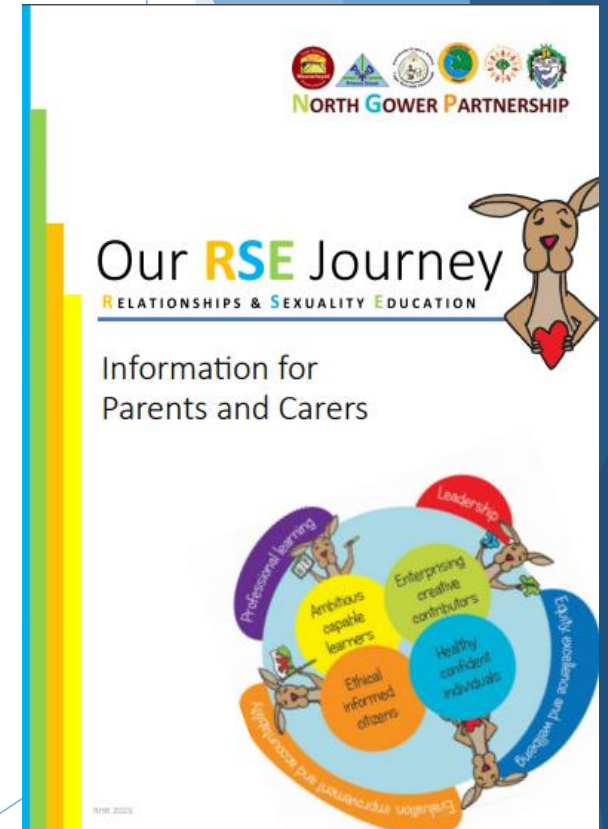
Article 6 "Your right to grow up and be healthy."

Article 13 "Your right to have information."

Article 34 "Your right to be protected from abuse."

Our school curriculum embraces the RSE Code. Our RSE provision will have a positive and empowering role in our learners' education and will play a vital role in supporting them to realise the four purposes as part of a whole-school approach. Helping learners to form and maintain a range of healthy relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy.

In accordance with Welsh Government legislation, there is no right to withdraw from RSE. All lessons are stage appropriate and can be viewed on the school website. Our RSE lead, Mrs Chafey, has produced a useful parent leaflet that is available on request. [Or click here.](#)



Arrangements for the teaching of Welsh

At Llanrhidian, an English medium school, we prioritise high-quality education while fostering an appreciation of Welsh language and culture. Communication with parents is conducted in English, ensuring clear understanding and engagement. From Nursery age, children are taught Welsh as a second language, in line with the Curriculum for Wales, which promotes the development of skills in speaking, listening, writing, and reading Welsh.

We strive to integrate the Welsh language seamlessly into daily school life, allowing children to hear, see, and use it naturally. Welsh is woven into various school activities and events, such as our St. David's Day celebrations, enriching learners' understanding of Welsh heritage. Furthermore, our teaching is enhanced by the support of the Local Authority's peripatetic Welsh teachers (Athrawon Bro), who regularly collaborate with our staff. All educators receive ongoing training to improve their Welsh competency, ensuring a robust language-learning environment for our pupils.

Arrangements for the Teaching of Sport

[Health & Wellbeing Webpage](#)

At our school, we prioritise a well-rounded education that includes a strong emphasis on physical fitness and health. Each week, we dedicate at least one hour to physical education, helping our pupils to foster a lifelong love for fitness. Our sports teams actively participate in various competitions, promoting teamwork and sportsmanship, which are essential values for our learners.

To further enrich our pupils' experiences, we offer a free after-school club run by our dedicated staff, providing additional opportunities for engagement and skill development. By the time they leave Llanrhidian, we strive for all pupils to have enjoyed at least one residential trip, creating lasting memories and friendships.

Additionally, during the winter months, we utilise a marquee to ensure that all pupils can engage in daily exercise, no matter the weather conditions. This commitment to physical activity supports not only their health but also their overall well-being.



Moral & Social Development

The moral and social development of our pupils is centre of our planning. Our innovative curriculum actively supports this journey, guiding pupils in understanding their responsibilities to themselves and others.

Our school ethos and policies create a strong foundation that encourages respect, empathy, and positive interactions among pupils. This holistic approach not only fosters academic success but also nurtures essential life skills.

We align our values with the United Nations Convention on the Rights of the Child, ensuring every child is heard and valued. Additionally, we incorporate the Sustainable Development Goals into our teaching, promoting global citizenship and responsibility.

[Children's Rights Webpage](#)





Pupil Voice & Active Citizenship

[Pupil Voice](#)
[Pupil Choice](#)
[Web Page](#)

We are pleased to share an update on the numerous ways Llanrhidian Primary School encourages our pupils to engage with their community and beyond. Our school collaborates closely with charities such as Matthew's House, NSPCC, and Children in Need, which help promote active citizenship and raise awareness of local, national, and global issues affecting children.

Our pupils are inspired to become active, informed citizens, taking responsibility for their school and local community while fostering a sense of respect and belonging. Through various pupil voice groups, children undertake meaningful roles, demonstrating their commitment to enhancing our school environment.

These activities not only encourage a strong sense of wellbeing among pupils but also cultivate compassion as they focus on the needs of others. We invite you to explore our pupil voice pages on the school website for more information on their inspiring initiatives.

What Pod Penguin Pupils say about their school!

- ▶ I like coming to school because I like eating and healthy hat.
- ▶ I like playing with my friends.
- ▶ I know I am big because I stay in school all day.
- ▶ I know I am big because I eat in the canteen.
- ▶ I am really good at cutting with a scissors and sticking.
- ▶ I am really good at helping my friends.
- ▶ Penguin teachers are good at cooking and Miss Blackmore likes digging and looking for worms.





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.



The Definition of ALN

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



The Definition of Additional Learning Provision

(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 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.



The 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 person has ALN for the purposes of the Act.



Individual Development Plans

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.



Responsibilities

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.

Mentally Healthy School

NGP Mentally
Healthy
School

Llanrhidian Primary School has worked with our partners across the cluster to develop a "Mentally Healthy School Model".

The aim of this model is to provide a consistent approach to developing and maintaining mentally healthy schools across the partnership. When considering "stakeholders" we include pupils, staff, parents, governors and members of our community.

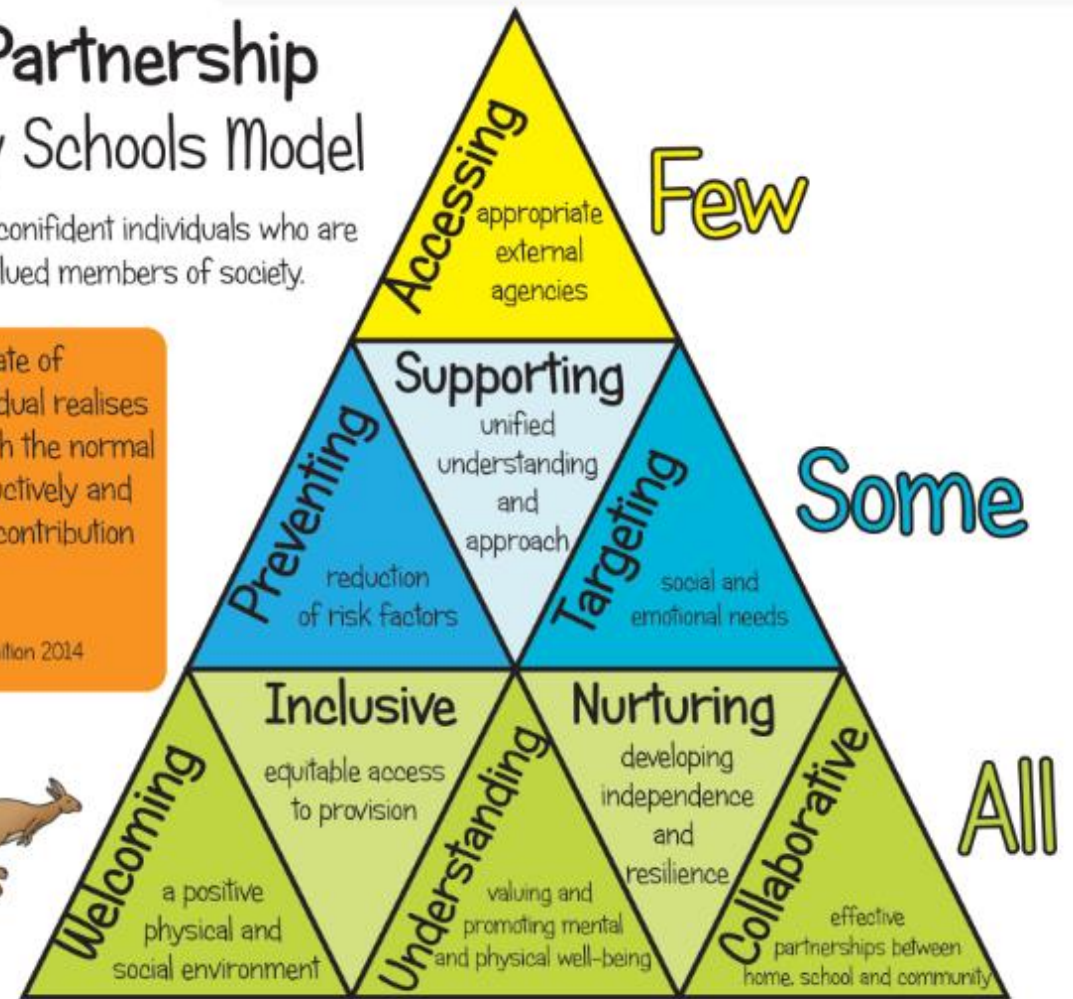
It must be made clear that there is no expectation upon the North Gower Partnership to be experts in Mental Health, however, all involved stakeholders should expect to receive, accept and promote this consistent approach.

North Gower Partnership Mentally Healthy Schools Model

Our Purpose: To create healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

Mental health is defined as a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to their community.

Based on The World Health Organisation Definition 2014



What Pod Pysgodyn Pupils say about their school!

- ▶ My teachers help me when I am stuck.
- ▶ I can get back in the green zone by counting to 10.
- ▶ The best thing about our pod is learning and playing.
- ▶ I make my friends happy by making sure they are not lonely.

[Pod Pysgodyn Webpage](#)



School Council

We are pleased to highlight the vital role of the school council at Llanrhidian. This important pupil voice group is comprised of representatives elected by their peers, ensuring that pupils have a say in the decision-making process. The school council not only champions the rights of pupils across the school but also plays a key role in supporting school improvements that directly impact all learners.

Mrs Archard serves as the dedicated link teacher for the school council, providing guidance and encouragement to our young leaders. Through their initiatives, the council fosters a sense of responsibility and community among pupils, empowering them to articulate their views and contribute positively to the school environment.

[School Council Web Page](#)



Breakfast Club & Early Bird Craft Club

As the governing body, we continue to provide enriching opportunities for our pupils, such as the Art & Craft Club, running daily from 8.00 am to 8.25 am. This initiative allows our children to express their creativity in a supportive environment.

We are also proud to offer a free breakfast service for all pupils from nursery age and above. Starting at 8.25 am, this service provides a range of nutritious foods, ensuring that our young learners begin their day with a healthy meal.

We would like to take this opportunity to commend our breakfast and lunchtime supervisory assistants, as well as the canteen staff, for their dedication and teamwork here at Llanrhidian. Their hard work and commitment to our pupils truly make a difference, and we appreciate everything they do. Thank you for your continued support.

[School](#)
[Clubs](#)
[Webpage](#)



Clwb Ceirios

[Clwb](#)
[Ceirios](#)
[Webpage](#)

As we reflect on the past year, we would like to highlight the importance of Club Cierios. This after-school childcare provision caters to our full-time pupils from Reception to Year 6 and is run by our dedicated school staff.

At Club Cierios, your children benefit from a safe and engaging environment where they receive a nutritious drink and snack. They engage in a variety of play-based activities, including arts and crafts, games, and outdoor fun, which are essential for their holistic development.

We are immensely grateful to the staff who give their time and expertise to run this club. Their commitment and enthusiasm ensure that we can continue to offer this wonderful provision.



Community Links

As part of our commitment to enhancing our community links, which remains a regular focus of our School Development Plan, we have engaged in various local visits, school performances, and events.

Our close relationship with Gowerton Comprehensive School continues to thrive through joint activities involving Year 4, 5, and 6 pupils, as well as productive meetings between Headteachers and curriculum leaders.

We are also delighted to welcome the Open the Book Assembly group, who enrich our learners' experience with traditional Bible stories. Additionally, P.C. Andrew Brown regularly visits our school to educate our pupils on road safety, and we must not overlook the incredible contributions of our Caffi Cynefin.

Furthermore, this year marks the introduction of our new Family Engagement Officer, dedicated to supporting families in need and developing fundraising initiatives. Together, we can create a vibrant and supportive community for our children.

[Community
Events
Webpage](#)

A vibrant banner for 'Caffi Cynefin' with a green and blue background. It features illustrations of a cookie with a face at the top left and a pink cupcake with white frosting at the bottom left. The text on the banner reads: 'Caffi Cynefin' in large yellow letters, 'Every Thursday' in large purple letters, '9am - 11:30am' in large purple letters, and 'All welcome' in large red letters.

Caffi Cynefin
Every Thursday
9am - 11:30am
All welcome

Our Partner Secondary School

We are pleased to update you on our school community and partnerships over the past year. Our links with Gowerton School remain strong, benefiting our Year 6 children greatly.

Throughout this year, our pupils have participated in a variety of sporting activities at Gowerton, helping them to familiarise themselves with the school and to forge new friendships. Additionally, Gowerton organises a valuable 'transition period' for Year 6, allowing them to spend several days at the school.

During this time, they familiarise themselves with the layout, meet new teachers, and learn about important routines, particularly at lunchtimes. This initiative greatly eases any concerns and prepares our children for their transition to secondary education.



Headline Targets 2024-2027

School Development Plan

Main Priority Area	Headline School Priorities 2024-25		2025-26	2026-27
Teaching & Learning (IA1)	Maths and Numeracy	Further develop targeted numeracy interventions focusing on understanding of number.	Raise Standards in identified numeracy areas	Raise Standards in identified numeracy areas
	Curriculum	Develop a progressive approach to locality education exploiting our natural and physical resources to enhance learner skills and knowledge.	Review and refine locality education	Review and refine locality education
Wellbeing, Care Support & Guidance (IA2)	Attendance & Safeguarding	Further enhance the role of the Family Engagement Officer to improve the support provided to pupils' families and the wider community.	Evaluation and Refinement	Evaluation and Refinement
Leading & Improving	Professional Learning	Develop staff skills in professional enquiry to raise standards in teaching and learning.	Evaluate and refine self-assessment systems	Evaluate and refine assessment systems

Sub Priority Area and	School Sub - Priorities 2024-25		2025-26	2026-27
Teaching & Learning (IA1)	Maths and Numeracy	Continue to develop reasoning skills, building on the effective work of 23-24	Raise Standards in identified numeracy areas	Raise Standards in identified numeracy areas
	Literacy	Further develop targeted reading interventions to enhance the reading ages of identified pupils.	Raise Standards in identified literacy areas	Raise Standards in identified literacy areas
	Literacy	Continue to build up on the success of editing to improve pupils' sentence structure	Raise Standards in identified literacy areas	Raise Standards in identified literacy areas
Wellbeing, Care Support & Guidance (IA2)	ALN	To further develop the school's universal and targeted offer for pupils with additional learning needs.	Evaluation and Refinement	Evaluation and Refinement
Leading & Improving	Managing School's Resources	To enhance systems for effective data capture, analysis and reporting of key information eg attendance.	Evaluate and refine self-assessment systems	Evaluate and refine assessment systems

Progress on our School Development Plan

The Governing Body agrees the School Development Plan (SDP), which runs from July to June each year.

Parents are kept informed about our developments through newsletters, parent meetings, and updates on our school website. Should you wish to delve deeper into the SDP, it is available for review.

The targets set within our SDP are crafted using a variety of sources, including analysis of end-of-year data from national and standardised tests, teacher assessments, local and national priorities, and Estyn recommendations. Input from staff, parents, pupils, and governors, along with monitoring and audits conducted by the Head Teacher, Senior Management Team, AoLE teams, and external advisors, informs our process.

Additionally, our Pupil Evaluation School Team (PEST) evaluates our targets from a pupil's perspective each year to ensure we are meeting the needs of all learners.

[Pupil
Evaluation
School Team](#)

[Past School
Development
Plans](#)



Progress on our targets from last ESTYN Inspection (2017)

Past School
Development
Plans

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	Does not require any further attention to any aspect. Very good effect on the quality of provision.	Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision.
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 			

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.



Strategic Equality Plan

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 current SEP is available from our school office. This is also be available via the school website.

We are currently awaiting a new format from the Local Authority and will be sharing the updated SEP when available.





School Policies

[School
Policies
Webpage](#)

As governors, we are committed to maintaining the highest standards at our school, and we wish to keep you informed about our ongoing efforts. One key aspect of our work is the regular review and updating of our school policies. This is undertaken on a rolling programme, led by relevant leaders who ensure that our practices remain current and effective.

Our policy reviews focus on incorporating new developments, innovative resources, and methodologies. This is particularly important in light of the Government's drive on safeguarding our children and raising standards in literacy and numeracy.

We encourage you to engage with these policies, which can be easily accessed via our school website. Your support and feedback are invaluable as we strive to provide the best possible education for your children.

Thank you for reading this report. This is just a glimpse of what the school offers its pupils. For a more comprehensive view of our programmes, achievements, and upcoming events, please visit our amazing website.

We encourage you to follow us on Instagram, where you can gain a weekly insight into your child's activities and the vibrant life of our school community. [llanrhidian_primary_school](#).

Together, we can continue to nurture and inspire our young learners. We appreciate your ongoing support and look forward to another successful year ahead.