



## Llanrhidian Primary School Review of School Targets 2018-19



### Progress since the Last Inspection

Date of Last Inspection: July 2017		Current Performance: 1		Capacity to Improve: A		Subsequent Monitoring: None	
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		<ul style="list-style-type: none"><li>Developed a new monitoring process to identify and share excellent practice</li><li>Shared identified excellence in Year 5/6 through a training session for our teachers and those from other schools</li><li>Aligned PM with teaching continua in terms of “excellent” characteristics</li><li>Planned peer observations to align with teaching continua focus</li><li>Developed a system of sharing CPD via Hwb</li></ul>					
R2. Expand the opportunities to improve pupils’ oracy skills in Welsh		<ul style="list-style-type: none"><li>Shwmae Day Oct 13<sup>th</sup></li><li>Further developed Dreigiau Cymraeg</li><li>Continued with Gwasanaeth Cymraeg</li><li>Pupil led certificates</li><li>Siop Cierios used dalily</li></ul>					



## Llanrhidian Primary School Review of School Targets 2018-19



### School and Governing Body appraisal of the progress with 2018-2019 priorities

The Governing Body met on July 2018 for the final evaluation of the 2017-18 SDP	Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
<b>1. Standards</b>				
<b>S1 Raise standards of progress in numeracy across KS2 SEN pupils (TA - nearly all pupils to make at least expected progress, and around half to make above expected progress within the number strand of the curriculum.) <b>Not Met</b></b> Monitoring of data highlights that against this target SEN pupils have not made sufficient progress in the number strand. Intervention has been run following the agreed programmes suggested by the Maths Lead.  Progress has not been made in-line with the target that was set. A minority (22%) of pupils made expected progress with very few (4%) making above expected progress. Many( 74%) pupils did not make the expected progress. Other quantitative data and monitoring reviews have been positive, with all pupils making positive progress on chilli challenges. This resource was delivered in a "What am I going to teach" mode and not a "What do the children need" mode. This was not monitored effectively throughout the year. As a result, the following targets will be a focus next year: <ul style="list-style-type: none"><li>• <b>Refine intervention strategies to focus on pupil need.</b></li><li>• <b>Improve process of intervention monitoring to ensure pupils' needs are met and the attainment gap is reduced. (Measureable outcome to be agreed)</b></li></ul> <b>S2 Raise standards of extended writing across the school (Qualitative data - pitch, pace and presentation) <b>Partially Met</b></b> Monitoring suggests that the re-drafting process is being adhered to across the school. This has impacted upon the quality and quantity of writing in most classes. However, there are still too few writing opportunities in the higher end of the school, to ensure pupils' are developing writing stamina, as well as applying the conventions of writing independently. This has been identified through a number of monitoring exercises and will be included in the school's development plan for 2019-20. Presentation has improved but is still too variable. As a result, the following targets will be a focus next year. <ul style="list-style-type: none"><li>• <b>Develop consistency and rationale for recording pupils learning across the school. (Measureable outcome to be agreed)</b></li></ul>				<b>Limited Progress</b>



## Llanrhidian Primary School Review of School Targets 2018-19



- **Raise opportunities and value independent recording, especially in IQ time, using this as a vehicle for pupil progress (In Welsh and English) (Measureable outcome to be agreed)**

These will enable the school to develop a consistency in principle of independent recording during IQ time.

### **S3 Increase progress of Welsh Oracy across the school (TA by 5%) Estyn Recommendation 2 Not Met**

All teaching assistants have received additional training in the use of incidental Welsh. As a result, people are using more Welsh around the school, however monitoring suggests that this is not to a high enough level in some classes, and pupil voice tells us that Welsh is not being taught regularly. This suggests that Welsh is still not being valued by all staff, and whole school data, when looking at teacher assessment, demonstrates little improvement from 2018. (See Table below)

%Welsh Oracy At or Above (Whole School)	
June 2018	June 2019
66%	66.7%

In addition, book scrutiny and pupil voice demonstrates that Welsh writing is under-developed in many classes. It is evident that Welsh writing activities are not frequent enough, and although pupils have the potential to develop their independent writing, they are not being provided with the opportunities to do so, or being taught the appropriate language patterns to apply to their work

Pupils have been receiving Welsh reading support by a TA, however, this needs to be valued and driven by the class teachers. As a result, the following targets will be a focus next year.

- **Raise standards in Welsh Oracy by developing a whole school approach (Measureable outcome to be agreed)**
- **Raise standards in Welsh writing by developing a whole school expectation (Measureable outcome to be agreed)**

### **S4 Raise reading scores of identified pupils through developing higher order reading skills (Suffolk Reading Test data - Raise numbers at or above reading age by 5%) - Fully met**

There has been a noticeable improvement in attitudes to reading across the school. Qualitative data for this includes a rise in learners bringing books in every day, children asking to read in their relax and refuel time, and a general rise in enthusiasm for text. Some children use the CAPER system regularly, but it is not used by all children and their families. Data reflected this as the percentage of pupils reading at or beyond their reading age rose from 67.5% (July 18) to 75% (June 19) which is a 7.5% increase.





## Llanrhidian Primary School Review of School Targets 2018-19



In every class there has been an improvement of pupils reading 6 months ahead. Across the school, the number of pupils reading 6 months ahead rose from 55.26% to 69%. In addition, the numbers of pupils who were reading 6 months behind dropped from 44.2% to 31.8%. Finally, of those pupils still reading 6 months behind, 65.9% of them made more than 12 months progress. In other words, closing the gap. As a result intervention can be deemed as a success this year, and will continue next year to further improve the attitudes and attainment of reading across the school. We expect the reading behaviour training to impact upon teachers planning, and also have set an expectation that each Kinship group has a novel or books to encourage enjoyment in text.

### 2. Wellbeing and Attitudes to Learning

#### W1 Continue to improve attitudes to learning through growth mindset and four purposes - **Fully met**

There has been a measurable decline in incidence of disruptive or aggressive behaviour over the year. Firstly, playing music in the morning to welcome the learners has had a calming effect. All teachers welcome the pupils in the morning, visually checking on their wellbeing. However, it is often the latecomers that have issues with learning, and we remain committed to liaise with the families to get the children to school on time. We have spent time this year ensuring pupils understand the science behind their learning. ie that the brain is a muscle that needs to be fed, needs to work and needs to rest. The development of Relax and Re-fuel time has had an immediate and positive impact upon the learners. This is because it can be taken at a time that suits the class, and also because it is underpinned by developing firm relationships between the peers and between the adults and the pupils. It has been wonderful to see the children choose to play with their teacher at times, then choosing to play with their peers another time. Some children choose to spend time alone quietly, and that has given the children real ownership of this important part of the school day. We feel that because they value this time more, they use it more wisely. All staff are continuing to use restorative practice to deal with and solve any issue.

Growth mindset has featured highly in all classes throughout the year. In addition celebration awards focus upon effort and resilience. Pupils are developing and understanding of their own levels of independence, and the use of the maturity continuum is well embedded in each class. As a result the children are approaching IQ tasks with increasing confidence, however we accept that this is the start of the journey and a lot more development is needed in this area next year. (In particular developing independent recording – see evaluation of S2).

All children have been exposed to the four purposes, and all teachers are integrating these into their planning. This will continue next year. It is vital that everyone understands that the new curriculum is driven by these four purposes, and that these have to be at the centre of planning for skills, knowledge and experiences.

**Good  
Progress**



## Llanrhidian Primary School Review of School Targets 2018-19



### W2 Develop support for pupils with poor resilience - **Fully Met**

Three staff members are now qualified to screen pupils' levels of resilience. As a result, a number of pupils, and their families, have benefitted from the screening and the subsequent activities to support identified areas. Another two staff members have attended the resilience initial training sessions, and have an overview enabling them to support the learners in the identified areas. Strong links with the Behaviour Support Team (BST) as well as Team Around the Family (TAF) have developed this year and have been effective in supporting learners with a range of issues. Some of these include anxiety, appropriate touching, managing own behaviour, dealing with complications at home and controlling behaviours.

In addition The North Gower Partnership have developed a range of resources to support learners and to have a consistent approach across the partnership. These include self-regulation zones and a provision model for mentally healthy schools.

However, the school now needs to continue to promote Mental Health and Wellbeing awareness across the school, and integrate this within the Health and wellbeing AoLE. *As a result, the following targets will be a focus next year.*

- **Raise staff awareness of the non-negotiables needed to be a mentally healthy school (Measureable outcome to be agreed)**
- **Raise pupil awareness of the science behind our mental health in terms of being proactive, reactive and understanding the impact that physical health can have on mental health**

### 3. Teaching and Learning Experiences

#### T1 Develop more opportunities for the development of RE skills across the school **Not Met**

Monitoring in this area has not been as strong as it should be. This needs addressing next year, and the new planning and assessment tool should enable more effective monitoring. However, work scrutiny and listening to learners does suggest this is still an area that the school needs to improve in. The RE lead had effectively identified opportunities for improvement, and will be leading staff in 2019-20 in line with CfW. Opportunities to develop knowledge about a range of faiths and cultures has been

**Satisfactory  
Progress**





## Llanrhidian Primary School Review of School Targets 2018-19



improved this year. This now needs to be sustained and further developed. As a result, the following targets will be a focus next year.

- **Raise staff understanding of the statutory expectations for RE (Rise in the intrinsic teaching of RE skills)**
- **To develop teaching to encourage critical thinkers in our learners (Measurable outcome TBC)**

### **T2 Improve opportunities for authentic Welsh oracy across the school Partially Met**

The Dreigiau Llanrhidian have successfully developed a Welsh shop that is popular with all learners. This Siop encourages the authentic use of Welsh to either purchase goods or order food during special events eg Maple Syrup Day, St David's Day, Hot Cross Bun day etc. The success of the shop enables the children to purchase the prizes for the Eisteddfod. In addition there is a regular and purposeful Gwasanaeth Cymraeg to celebrate and promote Welsh oracy. Despite this, the oracy across the school has not improved, and this will be targeted in 2019-20. (See S3)

### **T3 Further develop opportunities for authentic DCF skills across the school - Partially Met**

An audit of staff need has been completed to identify areas for development. Both TAs and teachers have identified where the support is needed, and although some sessions have been delivered to staff, these have not been regular enough. A DCF map has been developed by the cluster to map the skills across all schools. This will further support the appropriate authentic application of skills. ie. Not the same skill used in different contexts, but considering the appropriate skill to enhance the learning within the context. As a result, the following target will be a focus next year:

- **To improve monitoring and feedback of staff's DCF skills to enable progress and improved fine planning for authentic DCF skills**

### **T4 Develop pedagogical principles through a 5678 project Fully Met**

Monitoring has demonstrated that pedagogical principles are embedded across the cluster. All the planned events, exhibitions and meetings have been well attended and new actions have been taken forward each time. This has impacted on the levels of engagement across all AoLEs from all cluster schools. Cluster planning in advance has allowed all AoLEs to be addressed over the course of the school year.

From a qualitative point of view the impact on pupils has been positive and all those that have been involved in the events have given positive feedback and have enjoyed the themes in their respective schools, when asked by staff. These principles are now being



## Llanrhidian Primary School Review of School Targets 2018-19



developed and the best ways forward are being identified for next year for the project to continue and build on the successes it has had so far.

### **T5 Further develop opportunities for outdoor learning - commensurate to pupils' needs - Partially Met**

A whole programme of CPD for teachers has been completed. This has now upskilled staff in how to use the outdoors effectively to develop appropriate learner skills. However, despite a large investment in CPD and resources, outdoor learning is not being valued by all classes. Too often this has been seen as a lower level task that a TA can do. Monitoring has also identified the need to be clear about "What outdoor learning is!" As a result we have identified a two pronged approach to outdoor learning. Firstly to use outdoors to support wellbeing, understanding of eco and sustainability issues etc. Secondly the use of outdoors to complete learning that cannot be done in the classroom eg when it is scaled up. As a result, the following targets will be a focus next year.

- **Develop ECO Ed through the Health & Wellbeing AoLE eg Wellbeing Wednesday/Out and Active (Measureable outcome TBC)**
- **Identify opportunities across AoLEs for appropriate outdoor learning (Measureable outcome TBC)**

### **T6 Further embed the HAKA approach in science and other areas of learning to ensure skills are progressive across the school - Fully Met**

Monitoring has demonstrated that this is now well embedded and impacting upon the levels of science attained across the school. Science books have been shared with other schools. In relation to CfW, the HAKA supports the enquiry approach, and will make transition into this AoLE smooth.

## **4. Care Support and Guidance**

### **C1 Improve SEN processes including early screening and effectiveness of IEP – Partially Met.**

Staff have received training to use the WellComm screening tool to assess pupils' levels of receptive and expressive language. All children are assessed within their first term in Nursery and areas for development are highlighted and suitable programmes are put in place. Termly SENCO meeting have kept the ALNCo up to date with new assessment strategies. To address the needs of pupils who have difficulty with reading and spelling we use the Nessy reading and spelling programme. This can be used from Y1 onwards. There is also a Dyslexia screening tool that will highlight areas of concern that can be addressed while an EP appointment

**Strong  
Progress**





## Llanrhidian Primary School Review of School Targets 2018-19



is sought. Monitoring demonstrates that some staff still need to address IEP's so that they are updated regularly, especially when a pupil's target has been achieved.

### **C2 Further develop staff understanding of pupil behaviour - Fully Met**

Appropriate staff members have worked effectively with the Behaviour Specialist Teacher (BST) Tilly McMorron to use the strategies that they have observed with other pupils throughout the school. Nearly all staff have completed the ASD Awareness online training. Several staff members have attended the ASD training delivered by the LA. As a result, strategies used by staff are supporting pupils effectively.

### **C3 Complete and implement a wellbeing tracking tool "My selfie" - Fully Met**

All the pupils from Y1 to Y6 have completed the My Selfie Tool twice this year. The most recent data capture, will be used to aid transition into Pods. The data has effectively identified pupils who need intervention, and parents are being fully involved in any concerns. Analysis of My Selfie will enable the school to identify whole school issues for 2019-20

### **C4 to raise awareness of new ALN Bill in readiness for 2020 - Partially Met.**

The ALNCO has shared what information and updates she has received from the Local authority with Governors and is scheduled to share this with parents on July 10<sup>th</sup>. The Headteacher and ALNCO have attended two legal training courses provided by the LA and delivered by Lawyer Tom Frost. These courses helped us to understand what two factors define a pupil having a disability and what factors would decide whether a pupil would require an IDP. The school recognises that more awareness raising will be needed next year.

## **5. Leadership and Management**

### **L1 Improve parent feedback processes Fully Met**

Feedback from parents has been totally positive regarding the open evening followed by a formal one to one. Nearly all parents said it was much more informative, and including the learners was invaluable in understanding their child's learning journey. Teachers also felt it was more relaxed and beneficial to all. Teachers formally raised an issue with feeling uncomfortable with some parents on a one to one basis. This, unfortunately, has resulted in too many situations where staff have been accused of things, felt that their professionalism was being questioned, and even challenged on the accuracy of what was said after the meeting. Too many situations like this led the school to asking the governing body in their support to move the formal parent meeting to the hall.

**Good  
Progress**





## Llanrhidian Primary School Review of School Targets 2018-19



This way teachers do not feel vulnerable and threatened. We have trialed this, and although an initial surprise to parents, worked very well. This will continue next year.

### **L2 Improve learning environment by developing more space** Partially Met

An additional learning area has been developed at the back of the hall. This is called Pod Dysgu. We have a start date to convert the toy shed into Pod Pili Pala. School staff have worked hard to take a fresh look at how we use school space, and this has contributed to the plans for 2019-20. The new school structure will make better use of all areas inside and out of the school. Relax and refuel time has led to better use of the outdoors and given children more choice in the use of their environment during this time. For example, some chose to read in a reflection zone, while others choose the rugby pitch. The new school structure will be monitored. The school and its community would still benefit from a wraparound provision to enable nursery pupils to stay all day.

### **L3 Develop a Governor and Parent Training Menu** Fully Met

A training menu has been dynamically implemented since September. It has responded to parents' recommendations eg for more Hwb Training. However, there has not been a huge take up for these sessions, despite us holding them while children are in Sports Club. DCF have been the most popular. The school will still offer the training sessions to ensure that ALN and CfW changes are available to keep everyone up to date. DCF will also be on the training Menu.

### **L4 Further develop performance management process to include New professional Teaching Standards (PTS)** Fully Met

These have been fully implemented within the PM Process, and staff now assess themselves against each strand. The impact of this is that teachers are becoming more familiar with the expectations, and that they are able to apply and respond to these appropriately. All teachers have undergone action research throughout the year and will be submitting these as part of their final PM review.

## **6. Curriculum Reform**

### **CR1 Plan against current Expressive Arts Progression Steps** - Not Met

The school wrongly expected a draft version of the document before the rest of Wales. But this was not possible due to frequent changes to the knowledge, skills and experiences within the AoLE. As a result, the school did not meet this target. However, instead the school put their efforts into considering how progression would look within each progression step. This has been shared with Building Blocks and other schools, and we look forward to developing this further next year.

### **CR2 Improve opportunities for music including appreciation and percussion for all pupils across the school** Fully Met

**Strong  
Progress**



## Llanrhidian Primary School Review of School Targets 2018-19



This has improved across the school. PBuzzes are used across the whole of KS2 and performances for parents have been enjoyed. All KS2 pupil can read music scores and respond on the PBuzz. All TAs have had training. Next year's music provision has also been planned. The school has increased the class tuition time and reduced the individual tuition time slightly. This will be monitored.

### **CR3 Align action research for PTS with new curriculum expectations for the learning environment Fully Met**

All teachers have completed an action research based upon the development of the learning environment. This whole school approach has fed into the structure for 2019-20. The philosophy behind the maturity continuum, for example, has developed the Spotlight and IQ styles of teaching, and the Paul Collard approach to developing a high functioning space has led to the development of Pods and Workshops. In addition, the research that the headteacher undertook in Ontario, Canada, has led to the improvement in wellbeing strategies within the school and across the cluster.

### Monitoring and Evaluating Progress

	Addressing the recommendation	Aspects still requiring attention	Impact on standards and/or quality of provision	Work required on the next monitoring visit
<b>Very Good Progress</b>	Addresses the recommendation in all respects.	No aspects require further attention.	Very good impact on quality of provision.	School to maintain and build on improved practice.
<b>Strong Progress</b>	Addresses the recommendation in most respects.	Only minor aspects still require attention.	Positive impact on standards and/or quality of provision.	Most aspects covered already with little significant work left to do.





## Llanrhidian Primary School Review of School Targets 2018-19



<b>Satisfactory progress</b>	<b>Addresses the recommendation in many respects.</b>	<b>A few important aspects still require significant attention.</b>	<b>Limited impact on standards and/or quality of provision.</b>	<b>Majority of aspects addressed but still significant work to do in important areas.</b>
<b>Limited Progress</b>	<b>Does not meet the recommendation.</b>	<b>All or many aspects still awaiting attention.</b>	<b>No impact on standards and/or quality of provision.</b>	<b>Much work still todo and many aspects still to consider.</b>

