



**Learn, Grow, Succeed
Together!**

**Llanrhidian Primary
School Development Plan
School
Development Plan
September 2019 – August 2020**

Part 2

Inspiring our children to be the best they can be!





Headlines for Improvement 2019-20

1. Standards

- Raise standards in Welsh, English and mathematical skills across the school

2. Wellbeing & Attitudes to Learning

- Continue to develop wellbeing through outdoor learning

3. Teaching & Learning Experiences

- Improve the teaching of RE and Welsh, through cross curricular opportunities

4. Care, Support and Guidance

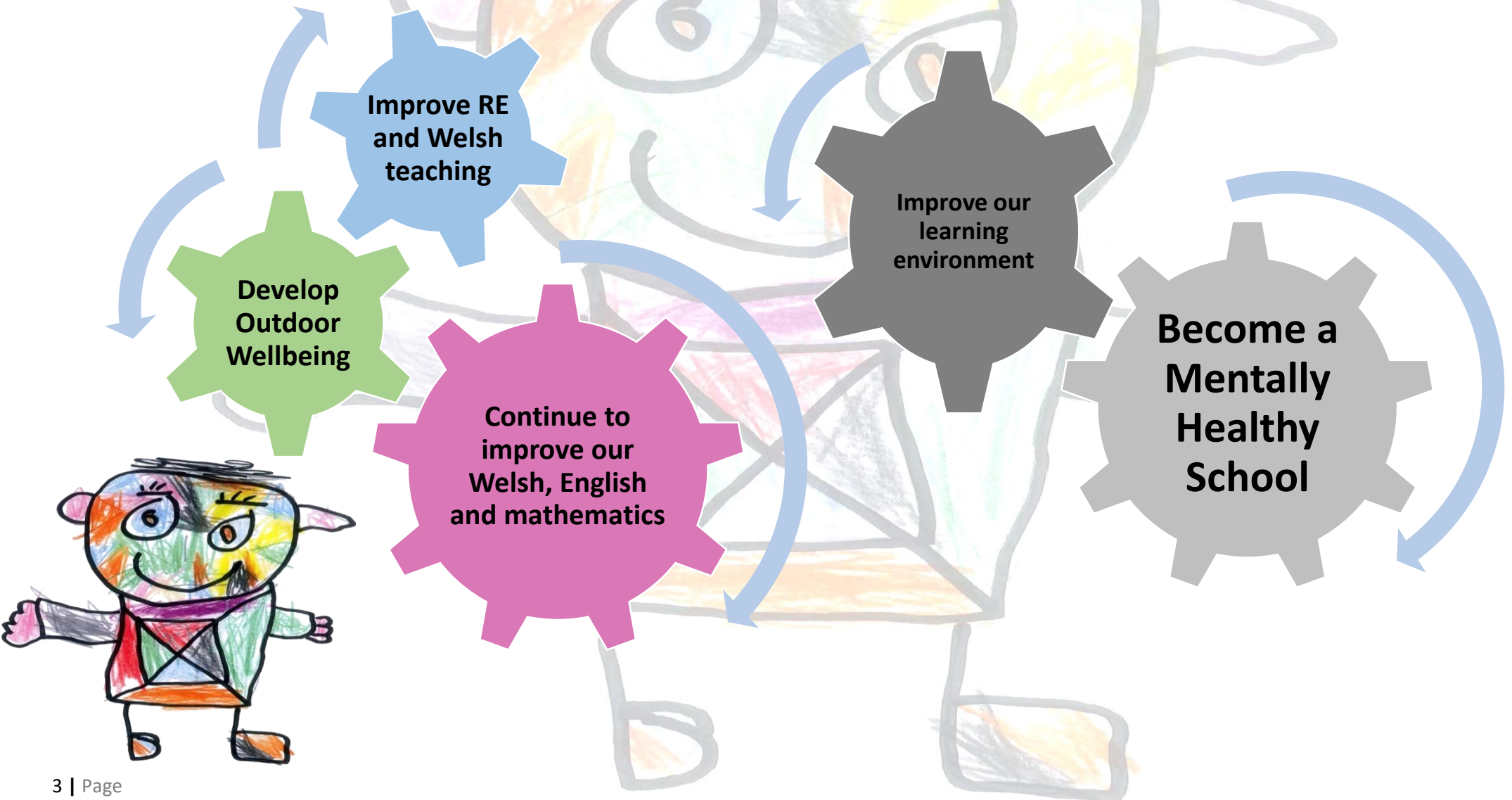
- Develop minimum expectations to be a Mentally Healthy School

5. Leadership & Management

- Develop systems of planning, reporting and assessment in line with CfW.



Areas we need to improve in 2019-20 (Child Friendly)





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|---|
| Priorities 2019 – 2020 <u>Standards</u> <u>Wellbeing and Attitudes to Learning</u> <u>Teaching and Learning Experiences</u> <u>Care Support and Guidance</u> <u>Leadership</u> |
| <u>Self Evaluation linked to WG's 4 Enablers</u> |
| <u>School's three-year priorities linked to 4 Enablers 2019 - 2022</u> |
| <u>Buildings and Premises Plan</u> |
| <u>Health and Safeguarding Plan</u> |



Inspection Area 1 Standards

Raise standards in Welsh, English and mathematical skills across the school

Links

| SER | NIA - ESTYN | UNCRC | Nat. / local priorities | Governors | Pupil Group |
|-----------------------------|-------------|---|--|-------------------------|---|
| Inspection Area 1 Standards | 1 | A29 – Your right to become the best you can be. | Literacy Numeracy Digital Competency | Standards Sub Committee | PESTS Digital Leaders AoLE Groups |

Targets

Rationale

S1 Raise standards of progress in numeracy across eFSM and SEN pupils and pupils identified for intervention. (i. Raise eFSM from 73% to 80% at expected progress (0.1) and from 9% to 20% at above expected progress (0.2+) (ii. Raise SEN from 63% to 80% at expected progress and from 14% to 20% at above expected progress)

Pupil tracking data, teacher assessment and other monitoring demonstrated that identified pupils had not made enough progress despite intervention. Both groups of learners were identified as not making as much progress as other groups across the school.

S2 Raise standards of extended writing and recording across all AoLEs (pitch, pace and presentation) (Qualitative data – raise the quality and productivity of independent writing and recording across the school)

Work scrutiny, listening to learners and analysis of a range of data demonstrated a lack of opportunity to enable pupils to reach their potential in writing across all areas of learning.

S3 Increase progress of Welsh across the school - Estyn Recommendation (Raise whole school data from 69% to 80% at expected progress and from 17% to 20% at above expected progress)

Estyn recommendation. Work scrutiny, data analysis and listening to learners demonstrated that work was not always commensurate to pupils' ability.

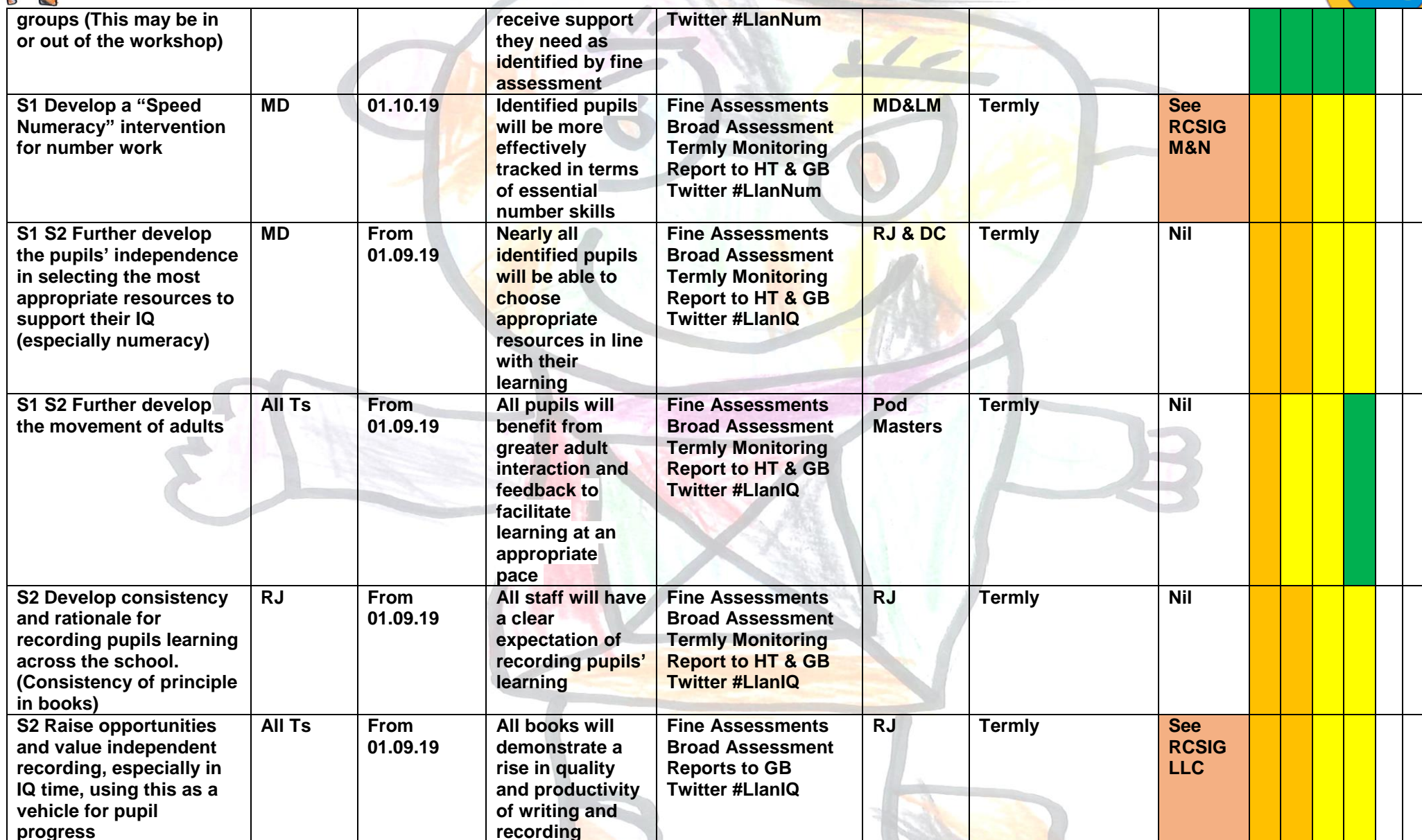
Very good progress

Strong progress

Satisfactory progress

Limited progress

| Actions | Who? (named) | When? (actual dates) | Intended outcomes Who? How many? How well? | Type of monitoring & reporting mechanism | Who? (named) | When? (actual dates) | Costs | RAYG rating of progress | | |
|---|--------------|----------------------|---|---|--------------|----------------------|-------|-------------------------|------|-----|
| | | | | | | | | Aut. | Spr. | Su. |
| S1 Identify pupils for numeracy intervention | DC & RJ | 01.09.19 | All pupils in need of intervention will be timetabled for support | Fine Assessments Broad Assessment Reports to GB Twitter #LlanNum | All Ts | 01.10.19 | Nil | | | |
| S1 Pod timetable of intervention for identified | DC & RJ | 01.09.19 | All pupils in need of intervention will | Fine Assessments Broad Assessment Reports to GB | All Ts | 01.10.19 | Nil | | | |





| | | | | | | | | | | | |
|---|--------|---------------|--|--|-----------|--|-----|--|--|--|--|
| S3 Develop daily Welsh language routines in Kinship time | All Ts | From 01.09.19 | Greater use of Welsh in authentic situations | Monitoring Reports | LM | | Nil | | | | |
| S3 Develop a minimum Welsh writing expectation for each Pod | LM | From 01.09.19 | Increased opportunities for Welsh recording | Fine Assessments Broad Assessment Reports to GB Twitter #LlanCym | LM and DC | | Nil | | | | |
| S3 Athrawes Fro to work with teachers to identify authentic opportunities for Welsh | CCOS | From 01.09.19 | Improvement to teaching | Fine Assessments Broad Assessment Reports to GB Twitter #LlanCym | LM | | Nil | | | | |
| Resources | | | | CPD required | | | | Costs | | | |
| <ul style="list-style-type: none">Numeracy ResourcesWelsh Resources | | | | <ul style="list-style-type: none">Welsh Oracy | | | | See PLP Table | | | |
| How can the wider community of the school enrich the priority? | | | | | | | | | | | |
| <ul style="list-style-type: none">Invite parents in to support with topicsUse school to school support to identify successful resourcesNetwork with clusterUtilise local Welsh speakers to motivate learnersInvite parents in to read to and with learners. | | | | | | | | | | | |
| Formative Narrative | | | | | | | | Evaluation | | | |
| <p>All staff have received training on expectations for 2019-20 including targets and actions.</p> <p>S1 – (September 2019) All pupils in need of intervention have been timetabled for support. Speed Maths programme has been identified, and tracking system set up to monitor progress. All staff have received further Numeracy training in terms of using apparatus and resources effectively to promote authentic learning. All classes have a “Maths Area” to support independent choice. All Ts have received further training on using concrete resources. (February 2020) All pupils are making progress, however a few are still not retaining number bonds. Data shows positive progress with a number of pupils having already moved and further pupils being close to moving. Excel being updated by teachers and 1-2-1 feedback is proving beneficial for pupils. This is reflected in their chilli challenge scores, which is based on the facts this speed maths intervention supports. Independence through IQ time has improved since September and pupils are making better choices regarding the planning and organisation of their work. They are thinking more critically and being more creative in how they resource and create their</p> | | | | | | | | <p>S1 – Very good progress in this target and measureable target has been made. Nearly all pupils Have made expected progress, and are on track to exceed the above expected progress target. (Spring 2020)</p> | | | |



work. Improvements are continually being identified and discussed and progress will continue to be made against this target. Pupils understand where the resources are that will support their work and they freely collect what they need during sessions.

S2 – (September 2019) All staff have received training on independent recording (INSET) and this needs to be monitored. (October 2019) Monitoring of EPIC books showed inconsistencies of principles across the school eg allowing learners to default to “low level” tasks. However, this has been discussed, and books are already showing an improvement, especially in extended writing. Informal monitoring has demonstrated that more numeracy opportunities need to be included in IQ tasks. (December 2019) Improvements made in all Pods. High expectations of all staff needed to drive this target forward. January INSET planned to address specifics. (November 2019) All Ts visited to Penllagaer school for book sharing – especially to see creativity and extended writing. (February 2020) EPIC books across the school are demonstrating good progress in terms of extended writing opportunities. Work scrutiny shows that children are making strong progress towards this target – especially when their work is compared to the beginning of the year. Children are becoming far more independent in recording IQ challenges and explore different ways of laying out their work. In most books children’s writing is productive and of a high quality. Last term’s inconsistencies in presentation and recording has been addressed and now nearly all books show a consistent approach. However, there is still a need for pod masters to ensure all new staff are briefed in agreed writing and presentation procedures as there were some inconsistencies in a minority of books. Learning walks show that children know where to find the resources they need to help them present their writing independently and creatively. Pupils say that they enjoy illustrating their writing but would like more opportunities for this when writing extended pieces in their big blue books. Work scrutiny shows that pupils need more opportunities to edit their work using purple pen.

S3 – (September 2019) Welsh lead has set expectations for year in INSET . Feb 2020 – Booked Siarter Iaith Bronze award assessment for July 13th 2020. Miss Colwill attended a three day course to look at good practice and to share ideas with Pod Teachers to improve Slot Drilio activities and thus pupil Oracy skills. Routine Welsh assembly, new jackets for Dreigiau and the introduction of Cinio Cymraeg have also began to impact on Oracy around the school. Book monitoring has indicated that Welsh writing continues to need to be developed as opportunities are being missed to bring the Welsh element into IQ’s and other Topic work. Athrawes Bro has worked with all teaching staff to share resources and offer support. She will continue to support all staff in the Summer term.

S2 – Strong progress in this target. Nearly all pupils are demonstrating at least good progress in their extended writing across all Pods. (Spring 2020)

S3 – Satisfactory progress in this target.

Final Evaluation (Pupils)

S1 Raise standards of progress in numeracy. The Number Nerds - We have had a productive year and have monitored and reflected on the progress of several targets. We identified that books across the school show good use of marking labels, which reflect the maths being covered. We believe there is a clear growth mindset message across the Pods and all agree that making mistakes is part of the journey in our learning. As the year progressed the we could see an increase in evidence in the books of the younger Pods. We also saw how Twitter #LlanNum for younger Pods is effectively used by staff to evidence the skills being used. We still feel there needs to be an increase in the amount of numeracy being evidenced through IQ challenges and EPIC books. We felt that as the year progressed there was more evidence in younger Pods, but more needs to be evidenced in the older Pods to show more progress. This target will therefore remain in place next year. We found that reasoning evidence in books is also increasing through the school after initially setting this as a target. #LlanNum is being well used for evidence of this too. We identified and discussed that the activities are also being linked to topic work. <https://www.llanrhidian.swansea.sch.uk/mathematics-numeracy-llannumnerds/>



S2 We met several times this year and enjoyed looking through the EPIC books and the big blue writing books to monitor this target. We noticed that there was a big difference in the books in the Spring term compared to the Autumn Term. The children were beginning to present their work in really creative ways and the EPIC books looked great! We thought that some children illustrated their stories and writing really well but this is something that could be improved further across all pods. We think that illustrating stories is an important skill and helps make your work more interesting to read. We were also very impressed with how neat some of the younger children's work was and how quickly they learned to join their writing. We haven't been able to promote the CAPER books as much as we would like so we will need to carry this on to next years targets. We are also very keen to carry on running our book club with younger children because Pod Pengwin used to love us coming to their class and we really enjoyed it too.

<https://www.llanrhidian.swansea.sch.uk/language-literacy-llanlitleaders/>

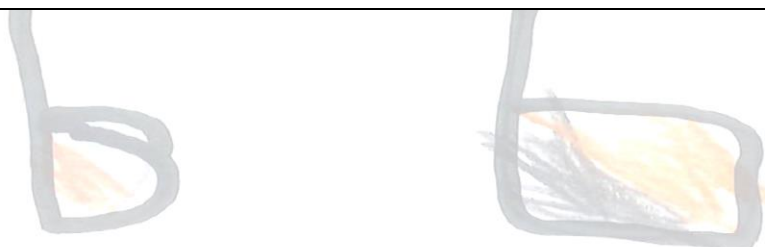
S3 Increase progress of Welsh across the school - Estyn Recommendation - We have all worked our socks off this year, spreading the love for the language of Welsh through lots of big events and through our regular daily activities. Dydd Miwsig Cymru and our Eisteddfod are events that the whole school enjoyed. Our teachers have made our slot drillio's much more fun with new games and activities. Our assemblies happen every week and more people are speaking the language so that they can get a lovely prize.

Final Evaluation (School)

S1 Raise standards of progress in numeracy across eFSM and SEN pupils and pupils identified for intervention. (i. Raise eFSM from 73% to 80% at expected progress (0.1) and from 9% to 20% at above expected progress (0.2+) (ii. Raise SEN from 63% to 80% at expected progress and from 14% to 20% at above expected progress) - **Strong** progress. Although nearly all pupils have made expected progress, and are on track to exceed the above expected progress target, the school closed due to COVID19 on March 20th. Based on Spring data 70% made expected progress. However, 47% made above expected progress. 95% of SEN pupils have made at least expected progress and 30% made above expected progress.

S2 Raise standards of extended writing and recording across all AoLEs (pitch, pace and presentation) (Qualitative data – raise the quality and productivity of independent writing and recording across the school) **Strong** progress in this target. Nearly all pupils are demonstrating at least good progress in their extended writing across all Pods. (Spring 2020) No new data due to COVID 19

S3 Increase progress of Welsh across the school - Estyn Recommendation (Raise whole school data from 69% to 80% at expected progress and from 17% to 20% at above expected progress) **Satisfactory** progress in this target. Data as of Spring 2020 demonstrates that progress and attainment in Welsh remains variable across the school. In 2020, at the end KS2, 87.5% of pupils achieved L4+ and 18.75% of pupils achieved L5+. This was down from previous year. Across the school, 76% were attaining below expected level by Spring 2020. However 84% had made at least expected progress, and 42% had made above expected progress.





| Inspection Area 2 Wellbeing and Attitudes to Learning Continue to develop wellbeing through outdoor learning | | | | | | | | | | | | | |
|---|--------------|---|---|---|--|----------------------|-------|-------------------------|--|------|--|-----|--|
| Links | | | | | | | | | | | | | |
| SER | NIA - ESTYN | UNCRC | Nat. / local priorities | Governors | Pupil Group | | | | | | | | |
| Inspection Area 2 Wellbeing and Attitudes to Learning | 2 | A19 – Your right not to be harmed and kept safe | Wellbeing Act | Care Support & Guidance Sub Committee | PESTS Wellbeing Warriors Llanrhidian Buddies | | | | | | | | |
| Targets | | | | Rationale | | | | | | | | | |
| W1 - Further develop outdoor learning under the Health and Wellbeing AoLE (All pods to have increased opportunities to develop health and wellbeing using the outdoors) | | | | Monitoring and pupil voice demonstrated that despite professional learning, there was still not enough appropriate opportunities for pupils to develop their physical, mental and emotional health. | | | | | | | | | |
| Very good progress | | | | | | | | | | | | | |
| Strong progress | | | | | | | | | | | | | |
| Satisfactory progress | | | | | | | | | | | | | |
| Limited progress | | | | | | | | | | | | | |
| Actions | Who? (named) | When? (actual dates) | Intended outcomes Who? How many? How well? | Type of monitoring & reporting mechanism | Who? (named) | When? (actual dates) | Costs | RAYG rating of progress | | | | | |
| | | | | | | | | Aut. | | Spr. | | Su. | |
| W1 Pods to identify opportunities to develop physical and mental well-being | Pod Masters | From 01.09.19 | All pupils receive at least 25 minutes of outdoor wellbeing time per day. | Fine Assessments Broad Assessment Termly Monitoring Report to HT & GB Twitter #LlanHealth | SC | Termly | Nil | | | | | | |
| W1 To develop an additional range of outdoor provision to support mental and physical development | Pod Masters | From 01.09.19 | All learners will develop a range of strategies to support personal skill in social settings eg fair play, self regulation etc. | Fine Assessments Broad Assessment Termly Monitoring Report to HT & GB Twitter #LlanHealth | SC | Termly | Nil | | | | | | |



| | | | | | | | | | | | | | |
|---|--------|---------------|--|---|--|--------|------------------------|--|--|--|--|--|--|
| W1 Improve the teaching of the science behind physical and mental health | All Ts | From 01.09.19 | All learners will understand the effects of physical and mentally stressful activity and understand their own and others' emotions | Fine Assessments Broad Assessment Termly Monitoring Report to HT & GB Twitter #LlanHealth | SC | Termly | Nil | | | | | | |
| W1 To continue to develop pupils' skills to make the most out of their Relax and Refuel time | All Ts | From 01.09.19 | All learners to have a voice and choice within their R&R time. | Fine Assessments Broad Assessment Termly Monitoring Report to HT & GB Twitter #LlanHealth | SC | Termly | Nil | | | | | | |
| W1 To develop a system of monitoring the Health & Well Being AoLE through fine and broad planning and assessments. | SC | From 01.09.19 | Health & Wellbeing Lead to be developed against professional teaching standards | Fine Assessments Broad Assessment Termly Monitoring Report to HT & GB Twitter #LlanHealth | DC | Termly | Nil | | | | | | |
| W1 To develop a new staffing position of lunchtime wellbeing lead (LWL) | DC | From 01.09.19 | Improved wellbeing at lunch times | Learner feedback | SC | | Delegated budget costs | | | | | | |
| Resources | | | | | CPD required | | | | | | | | |
| <ul style="list-style-type: none">NGP NetworkOutdoor Resources | | | | | <ul style="list-style-type: none">CfW training | | | | | | | | |
| How can the wider community of the school enrich the priority? | | | | | | | | | | | | | |
| <ul style="list-style-type: none">School to school sharing of effective practiceWorking with parentsWorking with outside agencies to support learners | | | | | | | | | | | | | |
| Formative Narrative | | | | | | | Evaluation | | | | | | |



W1 - (September 2019) All staff have received training on the Mentally Healthy School Model as devised by NGP. Expectations set regarding use of the physical and emotional environment. All staff have received training on the "Amygdala Hijack" which has been taught to the learners. (October 2019) LWL staff have started their position of LWL. All staff have received ACES training. A new lunchtime routine has been set up which is starting to have a positive impact on the pupil's behaviour. First terms monitoring and learning walk completed by Health and Well-being lead. New areas of improvement set. (February 2020) Twitter and monitoring demonstrates greater use of outdoors with activities commensurate to pupil needs. Lunchtimes have been re-defined and improved. Health and Well-being lead has met with cluster to discuss a possible cluster approach to P.E. with support from the P.E. teachers at Gowerton Comprehensive. Health and Well-being lead has continued to update her monitoring regular and set new targets.

W1 **Very good** progress in this target has been made. Nearly all pupils are experiencing more opportunities to develop physical, mental and emotional well-being. (Spring 2020)

Final Evaluation (Pupil)

W1 Eco Squad - We feel that we have had more outdoor lessons this year. When we looked on Twitter with Mrs Joseph we saw a lot more outdoor lessons happening in all pods. #LlanEco #LlanOut #LlanHealth. We know this because we made and carried out a survey about outdoor learning where 52 children responded. 100% said that they enjoy outdoor learning and 100% said that they had had more opportunities to work outside. They also gave us lots of ideas to try out in the year. The Llan Wellbeing Squad evaluated this target and reported that EPIC books showed lots of lessons were being planned against the HWB AoLE. <https://www.llanrhidian.swansea.sch.uk/eco/> The well being Squad - We feel that we have had more outdoor lessons this year. When we looked on Twitter with Miss Colwill we saw a lot more outdoor lessons happening in all pods. <https://www.llanrhidian.swansea.sch.uk/health-well-being-llanwbsquad/>

Final Evaluation (School)

W1 - Further develop outdoor learning under the Health and Wellbeing AoLE (All pods to have increased opportunities to develop health and wellbeing using the outdoors) - **Very good** progress in this target has been made. Nearly all pupils are experiencing more opportunities to develop physical, mental and emotional well-being. (Spring 2020)





Inspection Area 3 Teaching and Learning Experiences

Improve the teaching of RE, Welsh, science, Digital Competency through cross curricular and outdoor learning

Links

| SER | NIA - ESTYN | UNCRC | Nat. / local priorities | Governors | Pupil Group |
|---|-------------|---|--|-------------------------|--------------------------|
| Inspection Area 3 Teaching and Learning Experiences | 3 | A29 – Your right to become the best you can be. | Literacy Numeracy Digital Competency | Standards Sub Committee | PESTS All AoLE Groups |

Targets

Rationale

T1 Develop more opportunities for the development of RE skills across the school

Monitoring demonstrates a lack of consistency across the school in terms of provision for the development of RE skills.

T2 Improve opportunities for authentic Welsh oracy and writing across the school - Estyn Rec 2

Estyn Recommendation. Monitoring, including summative data, demonstrated inconsistencies in the provision to develop Welsh oracy across the school.

T3 Further develop opportunities for outdoor learning - commensurate to pupils' needs

Monitoring demonstrated a lack of challenge when outdoor activities were planned for in some areas of the school.

T4 To develop critical thinking skills in pupils across all AoLEs

Monitoring demonstrated inconsistencies in the opportunities to develop pupils' critical thinking across the school.

T5 Develop a consistent approach to RSE across the cluster

There is no consistent approach to the development of RSE across the cluster. This was raised by HTs in the NGP.

Very good progress

Strong progress

Satisfactory progress

Limited progress

| Actions | Who? (named) | When? (actual dates) | Intended outcomes Who? How many? How well? | Type of monitoring & reporting mechanism | Who? (named) | When? (actual dates) | Costs | RAYG rating of progress | | |
|---|-----------------|----------------------------|---|--|-----------------|----------------------------|-------|----------------------------|------|-----|
| | | | | | | | | Aut. | Spr. | Su. |
| T1 Identify opportunities for meaningful RE opportunities within the Pod topics in a local and global context | All Ts | From Sept 19 | Raised opportunities for KSEs within the RE framework | Fine Assessments Broad Assessment Termly Monitoring Report to HT & GB | SG | Termly | Nil | | | |



| | | | | | | | | | | | | | | | | | |
|--|--------|--------------|---|---|----|--------|---------|--|--|--|--|--|--|--|--|--|--|
| | | | | Twitter #LlanRE #LlanHum | | | | | | | | | | | | | |
| T1 Develop a weekly “Big Question” to drive collective worship during Kinship Time (Linked to UNCRC Rights of the month and Sustainable Development Goals) | All Ts | From Sept 19 | Adherence to Collective Worship expectations | Fine Assessments Broad Assessment Termly Monitoring Report to HT & GB Twitter #LlanRE #LlanHum | SG | Termly | Nil | | | | | | | | | | |
| T2 Continue to develop the role of Siop Ceirios for authentic Welsh | LM | From Sept 19 | Teachers can build upon the language patterns within their own Pods commensurate to pupil ability | Fine Assessments Broad Assessment Termly Monitoring Report to HT & GB Twitter #LlanCym | LM | Termly | Nil | | | | | | | | | | |
| T2 Train up Dreigiau with mentor iaith for yard games | LM | From Sept 19 | LWLs can work with Dreigiau to promote Welsh games | Broad Assessment Termly Monitoring Report to HT & GB Twitter #LlanCym | LM | Termly | Nil | | | | | | | | | | |
| T2 New Athrawes Bro to support each Pod with a programme to deliver effective Welsh each term | NG | From Sept 19 | All Ts will be confident and competent to deliver effective Welsh spotlight and IQ sessions | Fine Assessments Broad Assessment Termly Monitoring Report to HT & GB Twitter #LlanCym #Llanlit | LM | Termly | Nil | | | | | | | | | | |
| T2 All teachers to use Literacy books to record Welsh | All Ts | From Sept 19 | All stakeholders will value Welsh as a literacy strand | Fine Assessments Broad Assessment Termly Monitoring Report to HT & GB Twitter #LlanCym #Llanlit | LM | Termly | Nil | | | | | | | | | | |
| T3 Plan alongside professional expert to identify meaningful opportunities for outdoor learning | All Ts | Autumn Term | All Ts will have support to identify effective learning opportunities commensurate to pupil ability | Fine Assessments Broad Assessment Termly Monitoring Report to HT & GB Twitter #LlanCym #Llanlit | DC | Termly | See PLP | | | | | | | | | | |



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|--|---------|--------------|--|---|---|--------|---------|--|--|--|--|---|--|--|--|
| T4 To develop an acronym to support teachers with the development of critical thinking skills | SG | October 2019 | All stakeholders have a snappy acronym to support them to question what they see, hear, read and watch. | Fine Assessments Broad Assessment Termly Monitoring Report to HT & GB Twitter #LlanCym #Llanlit | DC | Termly | Nil | | | | | | | | |
| T5 Set up cluster network to agree a SRE curriculum across the cluster | SC | July 2020 | A SRE curriculum in line with CfW expectations | Termly Monitoring Report to HT & GB Twitter #LlanHealth | DC | Termly | See PLP | | | | | | | | |
| T1-T5 Improved monitoring systems across the school | All Ts | July 2020 | All leads to have a better understanding of the strengths and areas for improvement of each area of learning | Fine Assessments Broad Assessment Termly Monitoring Report to HT & GB Twitter #Llanimp | DC | Termly | Nil | | | | | | | | |
| T1-T5 Further develop CPD Opportunities for staff working alongside skilled professionals. | DC & RJ | From Sept 19 | All staff to receive the support they need to improve teaching and learning | Fine Assessments Broad Assessment Termly Monitoring Report to HT & GB Twitter #Llanimp | DC | Termly | See PLP | | | | | | | | |
| Resources | | | | | CPD required | | | | | | | | | | |
| <ul style="list-style-type: none">NGP networkWooden shedMulticultural visitors | | | | | <ul style="list-style-type: none">Emotional Intelligence Training | | | | | | | | | | |
| How can the wider community of the school enrich the priority? | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none">School to school networkingNGP Cluster working (DCF)Language Champions (NGP) | | | | | | | | | | | | | | | |
| Formative Narrative | | | | | | | | | | | | Evaluations | | | |
| T1 (September 2019) - RE lead set standards for daily worship in staff INSET. All Ts and some TAs trained in level 2 emotional intelligence through SDGs. Whole school ADDs based on emotional intelligence and SDG's, these are helping T's devise 'big questions' linked to these areas. (February 2020) – EPIC books show an RE IQ. Teachers have | | | | | | | | | | | | T1 Very good progress in this target has been made. Nearly all pupils are experiencing more consistent opportunities to develop knowledge, | | | |



used resources from Welsh Government – Randolph's Spiritual Quest. Summer Term we need to include a Multicultural Week with an emphasis on RE.

T2 (November 2019) – Athrawes Bro met with each teacher to discuss planning and give ideas. **This needs to be addressed again for the summer term.** (December 2020) Nia from the Urdd taught the Dreigiau some yard games that they are now able to play with other pupils on the yard. (January 2020) Siop Ceirios has been rejuvenated and now has a shop manager. Pupils open 4 days a week and are supported by TA's and Teachers. (Feb 2020) Literacy books are being used to record Welsh writing. **Pupils need to use log books to record draft Welsh writing to show the development and weekly lessons that contribute to the finished Sgrws or Dyma Fi's.**

T3 (September 2019) All Ts have received planning time with outdoor learning expert. **Quality of task needs to be monitored.** (February 2020) Planning, listening to learners, learners' work and observations demonstrate improved opportunities for outdoor learning, commensurate with pupils' needs.

T4 (September 2019) - Acronym "HABER" (Helpful, Accurate, Balanced, Empathetic and Respectful) (February 2020) - New Cluster Poster created with HABER acronym. Haber is used all across the school where appropriate to encourage critical thinking especially during Big Questions. Continue to monitor Big Questions ensuring all pupils know some, or all of the HABER acronym.

T5 (September 2019) - Cluster network set up. SC attended first meeting. (December 2019) RSE network have met several times. MD as Y5/6 teacher has attended meetings as well to discuss any concern about the RSE lessons. (December 2019) Health and Well-being leads have met to design a cluster approach parent information leaflet with healthy schools and school nurse. (December 2019) Ts have been shown all the resources and lessons for the appropriate age group regarding RSE. (February 2020) Parent workshop completed. Cluster leaflet sent out to parents and information available on the school website. Dates have been put in the diary for Spring 2 for Ts to complete lesson 1.

skills and experiences across the school (Spring 2020)

T2 – **Satisfactory** progress in this target. (Spring 2020)

T3 **Very good** progress in this target has been made. (Spring 2020)

T4 **Very good** progress in this target has been made. All Pods are providing a consistent approach to the development of critical thinking. (Spring 2020)

T5 **Very good** progress in this target has been made. (Spring 2020)

Final Evaluation against measurable targets (Pupil)

T1 The PESTS team have been interviewing the staff about improvements in RE and report positive improvements to the planning for RE skills. <https://www.llanrhidian.swansea.sch.uk/pupil-evaluation-school-team/> The humanities pupil group stated that many pupils enjoyed more opportunities for RE. In addition to the bi-monthly assemblies from Open the Book, pupils have enjoyed taking part in learning about Matthew's House a Christian organisation that collects and provides food and clothing for the homeless. Pupils enjoyed a visit from Swansea Mosque who were making a collection for the underprivileged in Swansea. They enjoyed knowing more about Islam as the guests explained about Ramadan, Eid and the Muslim religion. Alongside Father Tim we had planned another Multicultural Week with guests from different religions and faiths. Nearly all pupils during IQ Time have completed an RE IQ, developing their RE knowledge and skills. <https://www.llanrhidian.swansea.sch.uk/humanities-llanhumgoals/>



T2 The Dreigiau meet regularly to evaluate Welsh improvements across the school <https://www.llanrhidian.swansea.sch.uk/dreigiau/> We have tried hard to use Welsh across the school through playground games and Siop Ceirios. We were really looking forward to Cinio Cymraeg but Lockdown stopped us doing it. We will have to try it again when we are back in school. Mrs Marchant says that we need to do more writing in Welsh. They have identified that many targets have been met as they work towards the Bronze Siarter Iaith Award. PESTS Have also been evaluating this target and have interviewed Mrs Marchant. They report that teachers are planning more Welsh. <https://www.llanrhidian.swansea.sch.uk/pupil-evaluation-school-team/>

T3 Eco Squad - In our meetings, Mrs Joseph told us that she has been going to meet with other schools to work on this in Gowerton. On our school website you can find different types of outdoor activities that we worked on together with Mrs Joseph, for different ages or skill levels that we could choose from. The older Pod decided they wanted to record their outdoor work in a collaborative book so that they could up level their skills and also develop their teamwork skills too! <https://www.llanrhidian.swansea.sch.uk/eco/>

T4 Nearly all Pupils have enjoyed using the acronym HABER to help them develop their critical thinking skills. They have enjoyed being given an opportunity to collectively and individually share their opinions about current issues appropriate to their age. We have called these Big Questions. Some pupils have submitted videos to the school website showcasing their critical thinking skills in response to a Big Question. Nearly all pupils like the phrase Big question and they like talking about their ideas. <https://www.llanrhidian.swansea.sch.uk/humanities-llanhumgoals/>

T5 In our meetings, Miss Colwill told us that she has been going to meet with other schools to work on this. In the Spring term we all had a lesson from our teachers. On our school website you can find an information leaflet that has been sent to all the families in our cluster. <https://www.llanrhidian.swansea.sch.uk/health-well-being-llanwbsquad/>

Final Evaluation against measurable targets (School)

T1 Develop more opportunities for the development of RE skills across the school - **Very good** progress in this target has been made. Nearly all pupils are experiencing more consistent opportunities to develop knowledge, skills and experiences across the school (Spring 2020)

T2 Improve opportunities for authentic Welsh oracy and writing across the school - **Estyn Rec 2** - **Satisfactory** progress in this target. (Spring 2020)

T3 Further develop opportunities for outdoor learning - **commensurate to pupils' needs** - **Very good** progress in this target has been made. (Spring 2020)

T4 To develop critical thinking skills in pupils across all AoLEs **Very good** progress in this target has been made. All Pods are providing a consistent approach to the development of critical thinking. (Spring 2020)

T5 Develop a consistent approach to RSE across the cluster **Very good** progress in this target has been made. (Spring 2020)





Inspection Area 4 Care Support and Guidance

Continue to develop staff to meet the needs of pupils and their own professional development

Links

| SER | NIA - ESTYN | UNCRC | Nat. / local priorities | Governors | Pupil Group |
|---|-------------|--------------------------------------|--|------------------|-------------|
| Inspection Area 4 Care Support and Guidance | 4 | A39 – Your right to special help. | Literacy Numeracy Digital Competency | Felicity Parrott | PESTS |

Targets

Rationale

CSG1 - Develop a cluster approach to being a Mentally Healthy School (Pupils and staff) in line with ALN Bill

The North Gower Partnership identified the need to develop consistency of principle across the cluster in order to support all pupils and staff in line with the ALN Bill and the CfW

CSG2 - Develop a consistent approach of daily worship

Monitoring of daily worship identified that assemblies were not meeting the developmental needs of pupils across the school.

Very good progress

Strong progress

Satisfactory progress

Limited progress

| Actions | Who? (named) | When? (actual dates) | Intended outcomes Who? How many? How well? | Type of monitoring & reporting mechanism | Who? (named) | When? (actual dates) | Costs | RAYG rating of progress | | |
|---|-----------------|----------------------------|--|--|-----------------|----------------------------|---------|----------------------------|------|-----|
| | | | | | | | | Aut. | Spr. | Su. |
| CSG1 Develop an agreed cluster model for being a "Mentally Healthy School" | NGP | Dec 2019 | All schools to have an agreed approach to MHS status – positive impact on pupil wellbeing. | Minutes of NGP meeting Feedback from pupils | DC | July 2020 | See PLP | | | |
| CSG1 Develop a detailed document to support the "Mentally Healthy School Model" | NGP | March 2020 | A supportive document for all staff to detail where additional information and | Minutes of NGP meeting Feedback from staff | DC | July 2020 | Nil | | | |



CSG1 - We have all had training on the 'lizard brain' and we know what to do if we get into the red zone. *How do you know what to do?* We know what to do because we have the the what zone am I in poster. We asked Miss Colwill if she could ask the teachers to revisit the 'lizard brain' talk at the start of each term. We know that this happened in all pods at the beginning of the spring term. <https://www.llanrhidian.swansea.sch.uk/health-well-being-llanwbsquad/>

CSG2 - Nearly all Pupils have enjoyed Kinship time which is what we have decided to call daily worship. Some Pods have conducted this time during the end of the day or sometime during the school day. Pupils have enjoyed being given time to think, reflect and exposed to Big Questions. The Big Questions explore issues about religion, spirituality, morality, individuality, society using HABER to further develop critical thinking skills. <https://www.llanrhidian.swansea.sch.uk/humanities-llanhumgoals/>

Final Evaluation (School)

CSG1 - Develop a cluster approach to being a Mentally Healthy School (Pupils and staff) in line with ALN Bill **Very good** progress in this target has been made. (Spring 2020)

CSG2 - Develop a consistent approach of daily worship **Very good** progress in this target has been made. (Spring 2020)





Inspection Area 5 Leadership & Management Continue to improve self-evaluation processes

Links

| SER | NIA - ESTYN | UNCRC | Nat. / local priorities | Governors | Pupil Group |
|---|-------------|--------------------------------------|--|-----------|-------------|
| Inspection Area 5 Leadership & Management | 5 | A39 – Your right to special help. | Literacy Numeracy Digital Competency | R Verge | PESTS |

Targets

Rationale

L1 - Further develop planning and assessment in line with CfW including reporting to parents and internal standardisation

School leaders recognise the need to develop its assessment for CfW which it is indistinguishable from planning (teaching and learning) and where progress can be reported to parents in a narrative and meaningful way.

L2 - Digitalize administration tasks for parents and staff develop a more effective system of communication

School leaders have a moral responsibility to reduce staff workload and streamline systems for parents

L3 - Further develop the physical and emotional environment to support the expectations of CfW pedagogy

Monitoring has identified inconsistencies across the school in terms of its environmental provision for learners.

Very good progress

Strong progress

Satisfactory progress

Limited progress

| Actions | Who? (named) | When? (actual dates) | Intended outcomes Who? How many? How well? | Type of monitoring & reporting mechanism | Who? (named) | When? (actual dates) | Costs | RAYG rating of progress | | |
|---|-----------------|----------------------------|--|---|-----------------|----------------------------|-------|----------------------------|------|-----|
| | | | | | | | | Aut. | Spr. | Su. |
| L1 Update the school's monitoring manual using the CfW guidance | DC | Sept 2019 | The school will be in the position to trial systems against new guidance | Reports to GB Twitter #Llanimp | DC | Termly | Nil | | | |



Llanrhidian Primary School



| | | | | | | | | | | | | | |
|---|----|-----------|---|-----------------------------------|-------------------|--------|-----|--|--|--|--|--|--|
| L1 Update the school's Assessment policy using the CfW guidance | DC | Sept 2019 | The school will be in the position to trial systems against new guidance | Reports to GB Twitter #Llanimp | DC | Termly | Nil | | | | | | |
| L1 Update the school's Feedback Policy using the CfW guidance | DC | Sept 2019 | The school will be in the position to trial systems against new guidance | Reports to GB Twitter #Llanimp | DC | Termly | Nil | | | | | | |
| L1 Trial new system of summative (broad) pupil tracking | DC | Sept 2019 | The school will be in the position to trial systems against new guidance | Reports to GB Twitter #Llanimp | DC | Termly | Nil | | | | | | |
| L1 Trail new termly system of reporting to parents | DC | Sept 2019 | The school will be in the position to trial systems against new guidance | Reports to GB Twitter #Llanimp | DC | Termly | Nil | | | | | | |
| L2 Digitilise Admissions Pack and consent forms for parents | DC | Sept 2019 | Ease of data access, time saving and cost saving | Reports to GB Twitter #Llanimp | DC | Termly | Nil | | | | | | |
| L3 Develop Pods across the school to meet pupils' needs | DC | July 2020 | Improve the learning and emotional environment for our pupils in line with the cluster "Mentally Healthy Schools Model" | Reports to GB Twitter #Llanimp | DC | Termly | Nil | | | | | | |
| Resources | | | | | CPD required | | | | | | | | |
| • Sims Team | | | | | In house training | | | | | | | | |
| How can the wider community of the school enrich the priority? | | | | | | | | | | | | | |



- School to school sharing
- Networking
- Parent and GB links

Formative Narrative

L1 (September 2019) Policies updated in line with CfW expectations. Shared with staff and governors. Agreement to update annually. Systems in place and ready for trial. (October 19) CCOS support established to trial online reporting to parents. GDPR issues assessed. (December 2019) All policies aligned. (February 2020) Policies will need further refining in light of new CfW guidance and assessment codes. (March 2020) Spring Reports being collated for parents. Only positive feedback to date. Assessment systems developing well and feedback from staff are positive. School is now working with another school to build a tracker that is fit for purpose and will track progress across all AoLEs. However, the school is keen to see further guidance from WG on assessment.

L2 (September 2019) Admissions Pack and forms online. Evaluation of system demonstrates that collecting data in one go is too much. However, this will be only for new pupils from next year. (October 2019) This has now changed into an admission pack for all new families. A number of our current families have still not completed. (December 2019) All consent forms working well online. (February 2020) All systems up and running and working well.

L3 (September 2019) Pods and kinship groups in place. Expectations for pedagogical principles revisited with all staff. Continue to monitor. (December 2019) Identified the need for an environment section to be placed within the Curriculum for Learning Policy. (February 2020) High expectations for the environment set. Pupil and staff feedback very positive. More consistency across Pods in terms of provision for all areas of learning. Resources for independent learning are explicit and enabling pupils to be more self-directed. Wellbeing areas and resources are being used effectively to support well-being.

Evaluations

L1 **Strong** progress in this target has been made. (Spring 2020)

L2 **Very Good** progress in this target has been made. (Spring 2020)

L3 **Very Good** progress in this target has been made. (Spring 2020)

Final Evaluation against (School)

L1 - Further develop planning and assessment in line with CfW including reporting to parents and internal standardisation **Strong** progress in this target has been made. (Spring 2020)

L2 - Digitalize administration tasks for parents and staff develop a more effective system of communication **Very Good** progress in this target has been made. (Spring 2020)

L3 - Further develop the physical and emotional environment to support the expectations of CfW pedagogy **Very Good** progress in this target has been made. (Spring 2020)



Whole school Self-Evaluation Activity linked to the Welsh Government 4 Enabling Objectives

Enabling Objective 1- Developing a high quality education profession

Welsh Government priorities- Digital Competence, STEM, Foundation Phase, Welsh, ALN, More able, well-being.

| Question | Scale 1-5 (circle) 1- developing 5- well developed | | | | | Strengths |
|---|--|---|---|---|---|--|
| Opportunities to improve pedagogy | 1 | 2 | 3 | 4 | 5 | <ul style="list-style-type: none"> Embedded focus upon pedagogy Teachers have high expectations of themselves and their learners Teachers collaborate well to drive improvements eg peer observations, monitoring, planning All teachers are involved in at least one network across or beyond the cluster There is a range of professional learning opportunities in line with CfW and staff need All teachers undertake action research as part of their performance management. All teachers see themselves as learners as stated in the Curriculum for learning policy. |
| Developing aspirational teachers | 1 | 2 | 3 | 4 | 5 | |
| Working with others (in house) | 1 | 2 | 3 | 4 | 5 | |
| Working with others (school to school) | 1 | 2 | 3 | 4 | 5 | |
| Quality and range of professional learning | 1 | 2 | 3 | 4 | 5 | |
| Opportunities for research | 1 | 2 | 3 | 4 | 5 | |
| Teachers as learners | 1 | 2 | 3 | 4 | 5 | |
| Priorities for your school moving towards 2022 and the New Curriculum <i>'Teachers should be the most dedicated students in the classroom. We will support them to be lifelong professional learners to help raise standards for all of our young people'</i> | | | | | | |

Enabling Objective 2- Inspirational leaders working collaboratively to raise standards

| Question | Scale 1-5 (circle) 1- developing 5- well developed | | | | | Strengths |
|--|--|---|---|---|---|---|
| Existing collaboration with other leaders | 1 | 2 | 3 | 4 | 5 | <ul style="list-style-type: none"> Leaders have embedded networks in place within and beyond the cluster School leaders have worked effectively upon a cluster approach to the new curriculum Leadership standards are robustly used alongside performance management for all leaders Governors are kept fully up to date with the outcomes of all monitoring, professional learning and progress against targets |
| Collaboration with other leaders in preparing for the New Curriculum | 1 | 2 | 3 | 4 | 5 | |
| Effective use of the leadership standards | 1 | 2 | 3 | 4 | 5 | |
| Governor involvement in improving standards | 1 | 2 | 3 | 4 | 5 | |



| | | | | | | | | | | |
|--|--|--|--|--|--|---|---|---|---|---|
| Governors' understanding of the New Curriculum | | | | | 1 | 2 | 3 | 4 | 5 | <ul style="list-style-type: none">Governors have a clear understanding of the new curriculum through range of training and information sharing opportunities. |
| Priorities for your school moving towards 2022 and the New Curriculum <i>'Wales needs inspirational leaders working together, committed to raising standards and reducing the attainment gap'.</i> | | | | | | | | | | |
| Enabling Objective 3- Strong and inclusive schools committed to excellence, equity and well-being | | | | | | | | | | |
| Question | | | | | Scale 1-5 (circle) 1- developing 5- well developed | | | | | Strengths |
| Challenge for pupils | | | | | 1 | 2 | 3 | 4 | 5 | <ul style="list-style-type: none">All pupils are challenged through focused tasks and through opportunities for independent learningThe school has a robust "Mentally Healthy Schools Model" as agreed by whole clusterThe school has robust and embedded physical activity provision including daily puff and physical wellbeing lessonsProvision for ALN support has improved greatly within the past year as a result of professional learning and the introduction of effective screening by the new ALNCOStaff, Governors and Parents have all received training on the changes to the ALN Bill.The school has a new H&WB lead who is striving forward with ways to improve provision and the emotional environment. The school has recently appointed lunch time wellbeing leads to improve wellbeing of pupils at this time of the school day.The school receives little PDG but all is spent upon supporting eFSM learners. These pupils are robustly tracked, and appropriate intervention is put in place.Four members of staff have now been trained in the resilience assessment programme. This |
| Provision for emotional well-being | | | | | 1 | 2 | 3 | 4 | 5 | |
| Provision for physical well-being | | | | | 1 | 2 | 3 | 4 | 5 | |
| Provision for ALN support | | | | | 1 | 2 | 3 | 4 | 5 | |
| Understanding of the ALN Bill | | | | | 1 | 2 | 3 | 4 | 5 | |
| Provision for EAL | | | | | 1 | 2 | 3 | 4 | 5 | |
| Provision for Health and Well-being | | | | | 1 | 2 | 3 | 4 | 5 | |
| Effective use of PDG | | | | | 1 | 2 | 3 | 4 | 5 | |
| Provision for developing pupil resilience | | | | | 1 | 2 | 3 | 4 | 5 | |
| Promoting positive behaviour | | | | | 1 | 2 | 3 | 4 | 5 | |
| Priorities for your school moving towards 2022 and the New Curriculum <i>'We are committed to the success and well-being of every learner. We believe in a system that combines equity with excellence'.</i> | | | | | | | | | | |



is used regularly to support learners with emotional needs.

- The school has recently changed its Positive Behaviour Policy into a Positive Relationships Policy to ensure all staff understand the importance of such relationships.

Enabling Objective 4- Inspirational leaders working collaboratively to raise standards

Question

Scale 1-5 (circle)
1- developing
5- well developed

Quality of robust self-evaluation processes

1 2 3 4 5

Collaborative self-evaluation with peers

1 2 3 4 5

Sharing good practice

1 2 3 4 5

Providing support

1 2 3 4 5

Capacity for teaching staff to continually learn and improve

1 2 3 4 5

Capacity for support staff to continually learn and improve

1 2 3 4 5

Self-Evaluation procedures are robust and accurate

1 2 3 4 5

School Development Plan targets are closely linked to outcomes of self-evaluation

1 2 3 4 5

Priorities for your school moving towards 2022 and the New Curriculum

'For the first time in a generation, educators right across our system are working together to craft a new and innovative vision for our schools'.

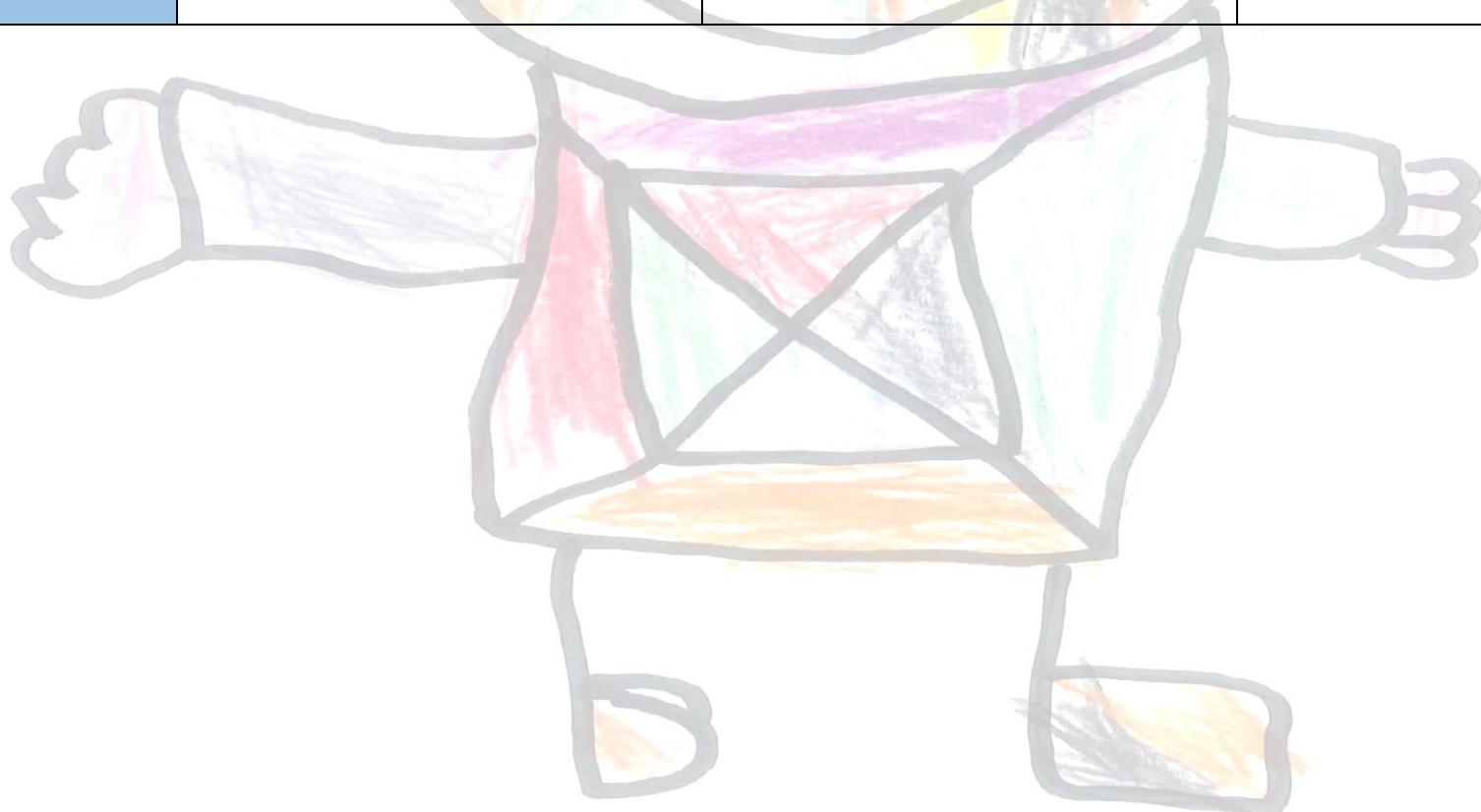
Strengths

- The school has a long standard record of robust self evaluation
- The school has recently developed a peer self evaluation model with leaders within the cluster. The school has an embedded approach to peer evaluation within the school.
- The school has a long standing record of sharing good practice
- The school has a long standing record of providing support to other schools at all levels
- The staff (Ts and TAs) know that it is their entitlement to develop professionally, and attend a wealth of training including an annual cluster INSET event, in school training and being part of professional networks.
- Triangulation of self evaluation evidence is used robustly to ensure that the results of monitoring are accurate.
- The SDP is generated from accurate self assessment which feeds in to annual AoLE position statements and the school's SER.



Action Plan for School moving towards The New Curriculum 2022

| What do you want to improve within your school for each of the 4 enablers? | 2019-2020 | 2020-2021 | 2021-2022 |
|--|---|---|---|
| Enabling Objective 1- High quality education profession | CPD – Expressive Arts CPD – Leadership (AoLE Monitoring) | Outcomes from monitoring will drive targets | Outcomes from monitoring will drive targets |
| Enabling Objective 2 – Inspirational Leadership | CPD - Leadership (Develop SMT) | Develop role of ALNCO in line with new ALN Bill | Develop role of ALNCO in line with new ALN Bill |
| Enabling Objective 3- Strong Inclusive School | Develop H&WB (Physical and emotional) | Develop a system to support Self Directed Learning to meet needs of every learner | Develop cluster approach to suicidal thoughts and self harm |
| Enabling Objective 4- Robust assessment and evaluation | Develop assessment procedures in line with CfW | Further develop reporting systems in line with the new curriculum, | Finalise tracking system |





Premises – 3 Year Plan

Links

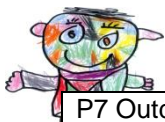
| SER | CIF/ESTYN | UNCRC | Nat. / local priorities | Governors | Pupil Group |
|---------------------------------|--------------|----------------------------------|-------------------------|-----------|-------------|
| Additional Priority - Buildings | 2.4.4, 3.4.1 | A31 Your right to relax and play | Safeguarding | R Verge | PESTS |

Outcomes:

To enhance, improve and maintain the school grounds for the safety and learning of all pupils.

| | | | |
|--------------------|-----------------|-----------------------|------------------|
| Very good progress | Strong progress | Satisfactory progress | Limited progress |
|--------------------|-----------------|-----------------------|------------------|

| Actions | Who? (named) | When? (actual dates) | Intended outcomes / milestones | Type of monitoring & reporting mechanism | Who? (named) | When? (actual dates) | Costs | RAG rating of progress | | |
|--|------------------|----------------------|---|--|------------------------|----------------------|-------------------|------------------------|------|------|
| | | | | | | | | 2020 | 2021 | 2022 |
| P1 Re- develop mound | Local Volunteers | | Improve area for play | GB H&S Checks CCOS H&S Audit | RV, PR NO, DC | On going | £100 (Grass Seed) | | | |
| P2 Replace Roof above KS2 classrooms | CCOS | | Improved protection of building/facia boards | GB H&S Checks CCOS H&S Audit | RV, PR NO, DC | Dec 2019 | £TBC | | | |
| P3 Replace Both KS2 Fire Exit Doors | CCOS | | Improve compartmentalization of classroom | GB H&S Checks CCOS H&S Audit Fire Drills | RV, PR NO, DC MT | April 2018 | £2000 | | | |
| P3 All weather pitch | Contactor | | Enable pupils to play on pitch all weather Provide income for school | GB H&S Checks CCOS H&S Audit | RV, PR NO, DC | TBC | xxx | | | |
| P4 Develop the library with patio doors leading onto decked area | Contractor | | More space for learning | GB H&S Checks CCOS H&S Audit | RV, PR NO, DC | TBC | £15,000 | | | |
| P5 Corridor Lighting | CCOS | | Improved lighting, visibility and energy efficiency | GB H&S Checks CCOS H&S Audit | RV, PR NO, DC | Awaiting Costs | xxxxx | | | |
| P6 Extend CCTV | CCOS | | Improved security around the school. Blind spots. Improved pupil safeguarding | GB H&S Checks CCOS H&S Audit | RV, PR NO, DC | Awaiting Costs | xxxxxx | | | |



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| P7 Outdoor Covered Play Area (Winter Months) | Gower Brewery & CCOS | | Extended learning and play area during bad weather - wellbeing | GB H&S Checks CCOS H&S Audit | RV, PR NO, DC | Oct 20 to Jan 21 | £2000 for 4 months | | | | | | | | | | |
|---|----------------------|--|--|---------------------------------|------------------|------------------|--------------------|--------|--|--|--|--|--|--|--|--|--|
| P8 Canteen Refurb – lighting, ceiling & storage | CCOS | | Improved learning, eating environment | GB H&S Checks CCOS H&S Audit | RV, PR NO, DC | Awaiting Costs | xxxxx | | | | | | | | | | |
| P9 Poly tunnel Cover | TBA | | Improved learning space (Repair wind damage) | GB H&S Checks CCOS H&S Audit | RV, PR NO, DC | Awaiting Costs | xxxxx | | | | | | | | | | |
| Resources | | | | Grant Funding | | | | Costs | | | | | | | | | |
| • | | | | • £TBC | | | | • £TBC | | | | | | | | | |





| Safeguarding/Health & Safety – 3 Year Plan | | | | | | | | | | | |
|---|-----------------|---|---|---|-----------------|-------------------------|-------------|------------------------|------|------|--|
| Links | | | | | | | | | | | |
| SER | CIF/ESTYN | UNCRC | Nat. / local priorities | | Governors | | Pupil Group | | | | |
| Additional Priority - HS | 2.3.3, 2.1.1 | A19 You should not be harmed, and should be looked after and kept safe. | Safeguarding | | P Ransome | | PESTS | | | | |
| Outcomes: To enhance, improve and maintain the school grounds for the safety and learning of all pupils. | | | | | | | | | | | |
| Very good progress | | Strong progress | | Satisfactory progress | | Limited progress | | | | | |
| Actions | Who? (named) | When? (actual dates) | Intended outcomes / milestones | Type of monitoring & reporting mechanism | Who? (named) | When? (actual dates) | Costs | RAG rating of progress | | | |
| | | | | | | | | 2019 | 2020 | 2021 | |
| HS1 Child Protection Training – Staff & GB | CCOS | Bi Annual | Up to date knowledge of CP procedures | Register Follow up sessions to refresh | CCoS | | £Nil | | | | |
| HS2 – Ensure prevent training for all staff | DC | Bi Annual | Awareness of prevention of radicalism programme | HT Report | DC | | Nil | | | | |
| HS3 – Lock down procedures for staff | DC | Bi Annual | Consistency of what to do in an emergency | HT Report | DC | | Nil | | | | |
| HS4 – Diabetes training | TBC | TBC | Two staff trained to deal with diabetes | HT Report | DC | | Nil | | | | |
| HS5 – Digitalize H&S documentation | DC | On going | More robust record of who has completed mandatory Training and accessed appropriate documentation | HT Report | DC | | | | | | |



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| HS6 – Set up H&S E learning for all staff | DC | Autumn 2019 | Improved CPD Package for staff | HT Report | DC | | | | | | | | | | | | | | |
|---|----|-------------|--------------------------------|-----------|---------------|--|--|-------|--|--|--|--|--|--|--|--|--|--|--|
| HS7 – Upskill First Aider | HW | 3 Year Prog | Upskilled first aider | HT Report | DC | | | | | | | | | | | | | | |
| HS8 – Epi Pen Update Training | DC | Bi Annual | Upskill staff | HT Report | DC | | | | | | | | | | | | | | |
| Resources | | | Costs | | Match Funding | | | Costs | | | | | | | | | | | |
| • Time | | | | | • £0 | | | • £ | | | | | | | | | | | |





Llanrhidian Primary School

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