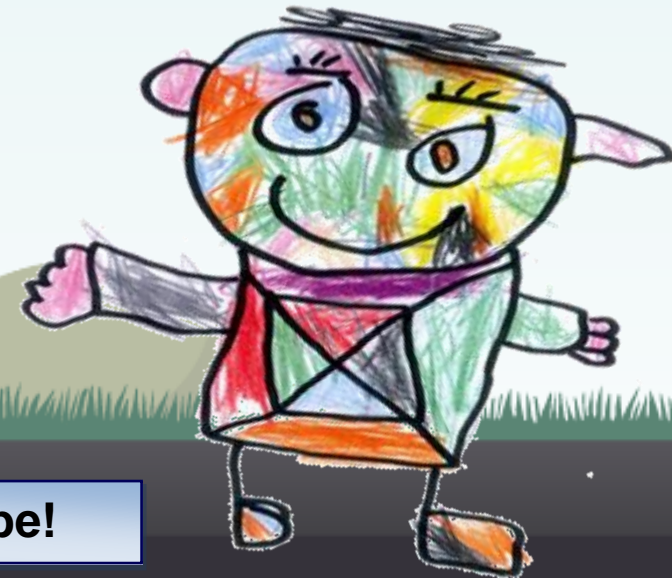




Learn, Grow, Succeed
Together!

School Development Plan Sept 2020 to July 2021 Part 2

Inspiring our children to be the best they can be!





Headlines for Improvement

1. Learning

- Raise standards in basic skills to support progress in Science and Technology and Welsh

2. Wellbeing & Attitudes to Learning

- Support high levels of wellbeing in staff and pupils

3. Teaching & Learning Experiences

- Refine consistency of pedagogical, androgical and heuatogical skills
- Embed consistency in Welsh provision

4. Care, Support and Guidance

- Refine tracking of wellbeing and attainment across all AoLEs

5. Leadership & Management

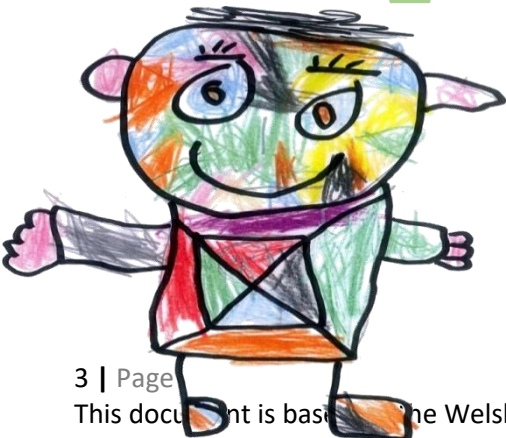
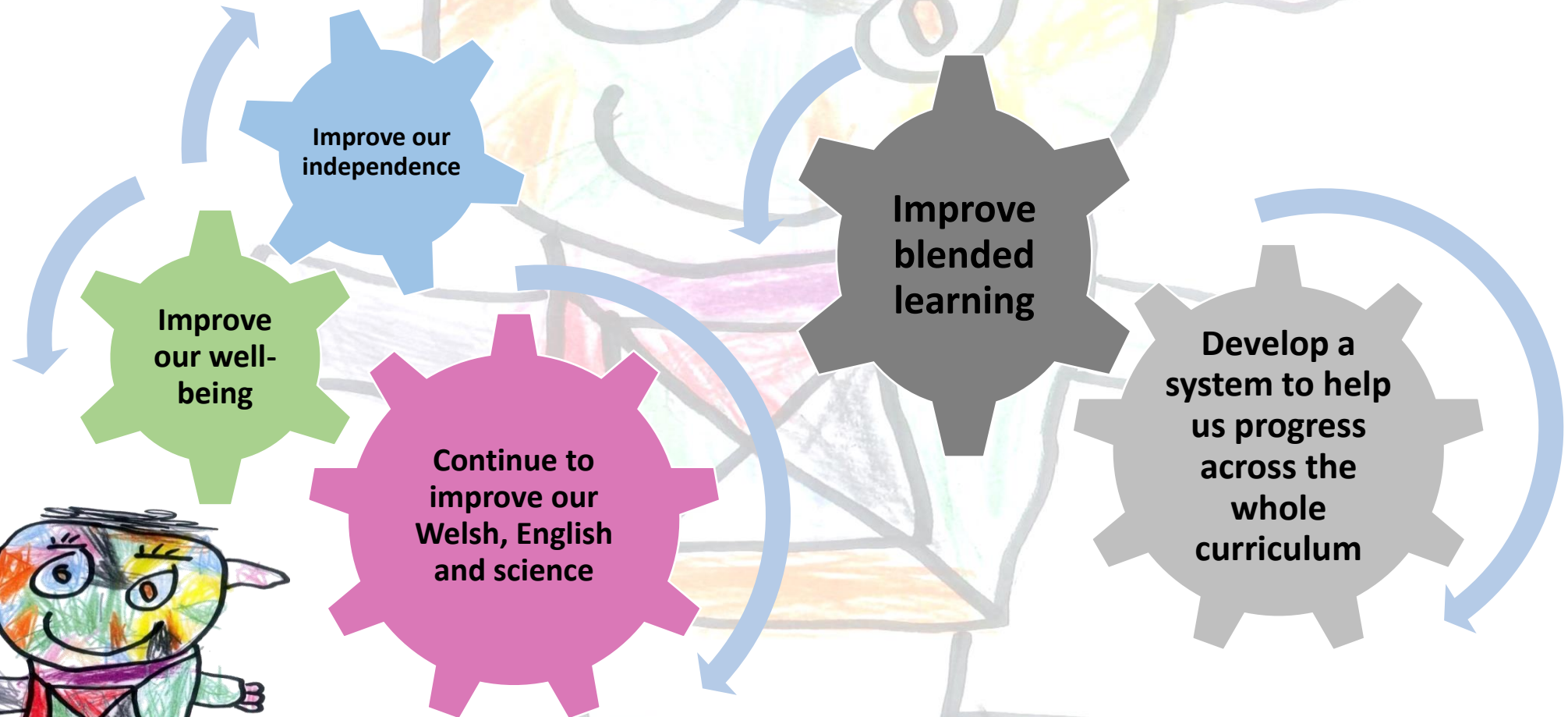
- Develop and refine consistency of blended learning across the school



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Pupil Friendly Headlines for Improvement





Contents
Priorities 2020 – 2021 <u>Learning</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>
School's three-year priorities linked to 4 Enablers 2020 - 2023
<u>Buildings and Premises Plan</u>
<u>Health and Safeguarding Plan</u>



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Inspection Area 1 Learning

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.	Curriculum for Wales	Standards Sub Committee	PESTS Digital Leaders AoLE Groups
Headline Target Raise standards in basic skills to support progress in Science and Technology and Welsh		Rationale			
S1 To develop basic skills in literacy to support progress across all AoLEs		Due to school closure, the school has identified the need to develop basic literacy skills to support progress across all AoLEs. Evidence from home learning indicates that some pupils had greater access to learning opportunities than others. There is a clear need for intervention which focuses on closing the gap for pupils who may not have accessed home learning for a variety of reasons.			
S2 To develop basic skills in numeracy to support progress across all AoLEs		Due to school closure, the school has identified the need to develop basic numeracy skills to support progress across all AoLEs. Evidence from home learning (nationally and from school's own observations) indicates that some pupils had greater access to learning opportunities than others. There is a clear need for intervention which focuses on closing the gap for pupils who may not have accessed home learning for a variety of reasons.			
S3 To improve progress and attainment within Science and Technology AoLE		Subject leader monitoring and end of year data demonstrates that standards and progress across the school in Science was below the school's usual standard. This could be partially due to school closure, however, coverage up to this point was not sufficient in some year groups.			
S4 To raise standards in Welsh Oracy, Reading & Writing		Subject leader monitoring identifies standards in Welsh as adequate, in some areas of the school, due to lack of rigor and routine. Pupils work in Welsh is not commensurate with their attainment in other areas of the curriculum. Nationally, a low number of families speak Welsh at home so supporting their children with Welsh has been a challenge for many families during closure. Progress in this area would have been stronger had the school not been faced with closure.			
S5 To raise standards in the technical use of film and media to support pupil oracy		Subject leader monitoring for technology and expressive arts has identified a lack of pupil and staff skills in the use of film and media to enhance oracy across all areas of learning. In addition, such skills are needed to engage learners at home, and is needed to support wellbeing through enabling pupils to feel connected with their school.			



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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 & S2 Identify pupils in need of intervention	RJ & MD	September 2020	All Ts will have a clear list of identified pupils for support and all pupils will be receive support	Confidential School register of pupils	DC	September 2020	£7000 ALP			
S1 Develop a whole school strategy and minimum expectations for use of Reading Eggs across the school	RJ as lead implemented by all staff	October 2020	All staff will have clear expectations. All pupils will be tracked effectively. All pupils and parents will receive support. All pupils will make progress.	Addition to Curriculum for Learning Policy & Website Subject Monitoring Reports to GB Position Statement Website	RJ	July 2021	£2000			
S1 Improve the tracking and monitoring of Reading attainment and progress across the school.	RJ as lead implemented by all staff	October 2020	All staff will have clear expectations. All pupils will be tracked effectively. AoLE will be able to monitor effectively	Addition to Curriculum for Learning Policy & Website General Monitoring Reports to GB Subject position statement	RJ	Termly Monitoring	£0			
S2 Develop a whole school strategy and minimum expectations	MD as lead implemented by all staff	October 2020	All staff will have clear expectations.	Addition to Curriculum for	MD	Termly Monitoring	£400			



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for use of My Maths across the school			All pupils will be tracked effectively. All pupils and parents will receive support. All pupils will make progress.	Learning Policy & Website Subject Monitoring Reports to GB Position Statement Website										
S3 Provide all staff with a rigorous expectation for science and technology	MD as lead implemented by all staff	September INSET	All staff will have clear expectations. All pupils will be tracked effectively.	Addition to Curriculum for Learning Policy & Website Subject Monitoring Reports to GB Position Statement Website	MD	Termly Monitoring	£0							
S3 Improve the tracking and monitoring of Science & Technology attainment and progress across the school.	MD as lead implemented by all staff	October 2020	All staff will have clear expectations. All pupils will be tracked effectively. AoLE will be able to monitor effectively	Addition to Curriculum for Learning Policy & Website General Monitoring Reports to GB Subject position statement	MD	Termly Monitoring	£0							
S4 Provide all staff with a rigorous expectation for Welsh	LM as lead implemented by all staff	September INSET	All staff will have clear expectations. All pupils will be tracked effectively.	Addition to Curriculum for Learning Policy & Website Subject Monitoring Reports to GB Position Statement	LM	Termly Monitoring	£0							



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S5 Provide all staff with a rigorous expectation for Film & Media	SG as lead implemented by all staff	September INSET	All staff will have clear expectations. All pupils will be tracked effectively. Nearly all pupils' oracy will improve	Addition to Curriculum for Learning Policy & Website Subject Monitoring Reports to GB Position Statement	SG	Termly Monitoring	£0						
Resources					CPD required				Costs				
<ul style="list-style-type: none">IT equipmentFilm Equipment					<ul style="list-style-type: none">AoLE Leads to utilize Adds sessions for training				£4000				
How can the wider community of the school enrich the priority?													
<ul style="list-style-type: none">Invite parents in to support with topics (Post Covid)Use school to school support to identify successful resourcesNetwork with clusterUtilise local Welsh speakers to motivate learnersInvite parents in to read to and with learners.													
For Ongoing Narratives and Evaluations, please see formative monitoring reports													
Final Evaluation (Pupils)													
<p>Pupil groups have had limited meetings due to Covid19. However, feedback from groups was as follows:-</p> <ul style="list-style-type: none">Pupils felt well supported during lockdownPupils thought the new online platforms (MyMaths and Reading Eggs) were usefulThey felt that the school was now doing loads of filming which was developing both staff and pupils' skillsPupils felt that Welsh videos really helped them with new patterns as they could play them over and over when applying to their writingThey enjoy the daily slot drillio and feel that these benefit their welsh language skillsPupils enjoy science and feel they have done more, but lockdown meant that a whole term of investigations was missed.Pupils are enjoying the new digital devices and are developing new skills such as coding													



Final Evaluation (School)

S1 To develop basic skills in literacy to support progress across all AoLEs

Whilst Autumn progress in basic skills across the school looked positive, the second lockdown had an impact on pupil progress. Reading intervention has been limited to podlets – however reading eggs and cross curricular opportunities have enabled pupils to continually practice reading behaviours. The latest reading data demonstrates that not enough pupils have made enough progress across the school

Teachers are reporting an increase in writing stamina. Handwriting is taking time to recover since lockdown, and staff will need to continue to develop this across all pods. Cross curricular links are providing pupils with opportunities to write in both English and Welsh.

Film and media projects have had a positive impact upon oracy, and pupils' confidence in presenting and performing.

Nearly all pupils' listening skills are improving and all teachers are planning for opportunities to develop this as an explicit skill.

S2 To develop basic skills in numeracy to support progress across all AoLEs

All Podlets from Y2-Y6 improved their basic maths skills in numeracy. This was reinforced by the data from MyMaths assessments which showed that the average pod score improvement was 21%.

All Pods have used basic skills to support across AoLEs with IQ activities highlighting this and Twitter portfolio regularly shows evidence of this from Foundation Phase where work is not recorded in books as concrete resources are used to embed numeracy skills. TTRS recall skills have improved with 88% of pupils from Y4-Y6 improving their times tables recall by more than 50% on weekly assessments. Number bond recall skills have improved in other Pods, with the use of Numicon, along with weekly assessments allowing positive progress to be made with this skill. Covid-19 has impacted the pace of applying these basic skills to other skills within numeracy. This therefore needs to be a focus going forward to ensure the basic skills are transferred successfully to other new skills across numeracy.

S3 To improve progress and attainment within Science and Technology AoLE

Positive progress was made against this target in autumn 2020, however due to school closure in the spring term 2021 due to Covid-19 and the subsequent recovery curriculum implemented upon the pupils' return, this target has not been met. Further time and consistent routines need to be established again, in order to allow all pupils to gain the confidence and consistency required for this AoLE. The resources, planners etc. are all in place ready to support pupils' needs. Regular, uninterrupted time in school is now needed to allow the teachers to embed these skills and set the expectations again with the pupils.

S4 To raise standards in Welsh Oracy, Reading & Writing

We have been unable to fulfill and achieve all that we wished to do in September. The Tric a Chlic reading scheme was started in the lower Pods in the Autumn Term but due to Covid books then had to be viewed and read online. Slot Drillio is firmly embedded in all classes but once again Covid prevented pupils from hearing and using Welsh on a daily basis. We have been fortunate that lockdown enabled staff to be released to attend a Welsh course designed and delivered by Owen Price of Pennard Primary School. After speaking to our pupil Voice Group Pod Pry Cop were pleased that they now have weekly Welsh lessons instead a lesson once a fortnight. We will be purchasing the Welsh course at a cost of £100 which will be ready to use by staff in the Autumn Term.

S5 To raise standards in the technical use of film and media to support pupil oracy.



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All teachers have developed their own technical skills to support pupils' oracy. Applications such as iMovie, FlipGrid and Loom were purposefully chosen for the tasks. Pupils' independence has improved in line with confidence, and a range of purposeful, authentic and beneficial films have been created across every Pod. Staff videos have enabled more effective and motivational blended learning, and pupils felt connected to the school throughout lockdown. Data demonstrates an improvement in the progress of oracy for nearly all learners.





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Inspection Area 2 Wellbeing and Attitudes to 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

Headline Targets Support high levels of wellbeing in staff and pupils	Rationale
WB1 – Continue to embed the Mentally Healthy School Model	Although the school introduced the Mentally Healthy School Model in 2019, school closure has led to this not being implemented regularly by staff. Staff will need re-training to ensure they understand and implement the model consistently.
WB2 – Improve intervention for pupils through improved monitoring of wellbeing through the school's new tracking system	As a result of lockdown and COVID19, anxiety levels in pupils have risen. A school survey demonstrated that many pupils were worried about their work, and worried about returning to school and re-building relationships with others.
WB3 – Further develop anti-bullying approaches	The school needs to respond to the new requirements of the "Rights, Respect & Equity" guidance released in October 2019. https://gov.wales/rights-respect-equality-guidance-schools
WB4 – Support the wellbeing of Staff	The school staff are taking on additional responsibility of running their pods within the restrictions of a pandemic. This impacts on both home and school life. The school recognises the need to ensure we have a strong workforce to best support the pupils in our care.

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.
WB1 – Re-training for staff on MHS model	SC as lead implemented by all staff	September INSET	All staff will have clear expectations. All pupils will be	Addition to Curriculum for Learning Policy & Website	SC	Termly Monitoring	£0			



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			tracked effectively.	Subject Monitoring Reports to GB									
				Position Statement									
WB1 – Improve the tracking of WB across the school through the new tracking system (CSG TAB)	DC as lead implemented by all staff	September INSET	All staff will have clear expectations. All pupils will be tracked effectively.	Addition to Curriculum for Learning Policy & Website Subject Monitoring Reports to GB Position Statement	SC & DC	Termly Monitoring	£0						
WB2 – Align check-ins with anxieties around school re-turn. Enable flexibility as COVID19 waxes or wanes.	SC as lead implemented by all staff	September INSET	All staff will have clear expectations. All pupils will be tracked effectively.	Addition to Curriculum for Learning Policy & Website Subject Monitoring Reports to GB Position Statement	SC & DC	Termly Monitoring	£0						
WB2 - Implement My Selfie and analyse individual and whole school results	SC as lead implemented by all staff	September 2020	All pupils' wellbeing will be assessed and individual/group support implemented	Addition to Curriculum for Learning Policy & Website Subject Monitoring Reports to GB Position Statement	SC & DC	Termly Monitoring	£0						
WB1&2 - Upskill staff on the integrated approach between well-being and the H&WB AoLE	SC as lead implemented by all staff	September INSET 2020	All pupils will receive a coherent and reinforced curriculum to support wellbeing	Addition to Curriculum for Learning Policy & Website Subject Monitoring Reports to GB	SC & DC	Termly Monitoring	£0						



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				Position Statement										
WB3 – Review and align existing anti- bullying policy with new guidance	SC	December 2020	All staff and pupils will have clear understanding of expectations for behaviour and where they can access support.	Updated polices Reports to GB	SC & DC	Termly Monitoring	£0							
WB4 – Review PPA to best support teachers to manage their planning and preparation time.	DC	September 2020	All Teachers will have the opportunity to express their views on when and where they can have PPA	Report to CSG	LM & SC	Termly Monitoring								
WB4 – Reduce staff meetings to allow more preparation time for staff to enable more family time.	DC	September 2020	Reduce time pressure	Report to CSG	LM & SC	Termly Monitoring								
Resources				CPD required										
<ul style="list-style-type: none">My SelfieNew Tracker				<ul style="list-style-type: none">DC & SC to lead										
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														
For Ongoing Narratives and Evaluations, please see formative monitoring reports														
Final Evaluation (Pupil)														
The pupil voice group “Well-Being Warriors” met regularly to discuss the school’s targets. The pupils were aware of the mentally healthy school model and recognised that this still needed to be developed. All the pupil sin the group agreed that COVID-19 has done is made our check-ins better. They felt that the online form is good, and felt it was important for them to be able to contact our teachers when we need them. The pupils in Pod Pry Cop felt strongly that the														



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online check-in is better as they had more privacy to share their problems. The group reported felt that sharing their thoughts was helpful, and that majority of pupils finish with a 'check-out' of positive news.

Pupils rated their learning environments highly as they were warmer and comfortable. Pupils felt that the spill out rooms were better areas to work in, especially if needed to concentrate. The older pupils rated the new rooms as much more suitable than the canteen.

Pupils felt it was important to update the anti-bullying policy and felt it was important to share with all pupils.

<https://www.llanrhidian.swansea.sch.uk/monitoring-20-21/>

Final Evaluation (School)

WB1 – Continue to embed the Mentally Healthy School Model

All staff have received training in the cluster model and practice across the school is consistent. However, the cluster head teachers recognise that this needs further development. Two separate documents will be developed (one for staff and one for pupils).

Additional information will include:-

1. Universal Provision and Resources for the "All" section
2. Targeted Provision and Resources for the "Some" section
3. Agencies and Contact details for the "Few" section

WB2 – Improve intervention for pupils through improved monitoring of wellbeing through the school's new tracking system

All staff are effectively tracking pupils well-being through both the AoLE (Curriculum) and the CSG tracker.

The school has made significant progress in supporting pupils' well-being needs. However, cases of anxiety have risen over the year leading to the need for more intervention. As a result the school has responded with more allocated time for the well-being officer, more referrals and further staff training. The school will remain committed to supporting the well-being of pupils and staff during 2021-22 through the implementation of "A whole School Approach to Emotional & Mental Well-Being." A high level plan has been developed and the school will be focussing upon a range of strategies including physical well-being. The school's well-being lead has developed a range of strategies to teach pupils about well-being, and school assemblies have supported this throughout the year, supporting whole school approach to be followed. As a result there is a clear and integrated approach being adopted by all staff through both the curriculum offer and the everyday routines and support offered.

WB3 – Further develop anti-bullying approaches

The well being lead, along side her pupil voice group, effectively updated and shared the pupils' Anti-Bullying Policy in line with latest guidance. The My Selfie is currently being updated for all schools to be aligned with guidance and to ensure all pupils understand what bullying is and what to do if they feel bullied.

WB4 – Support the wellbeing of Staff

The well-being of staff is an area for further development. Systems have been streamlined this year and leaders are ensuring that this is not effecting provision or quality. However, to provide high a quality curriculum for the pupils, that meets the needs of every individual, takes innovation, hard work and dedication. A balance needs to be met between workload and providing for the pupils in our care. The school's new mentally healthy model and the plan for developing a whole school approach to emotional and mental well-being will support this target next year.



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Inspection Area 3 Teaching and Learning Experiences

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

Headline Targets

Refine consistency of pedagogical, androgogical and
heuatogogical skills
Embed consistency in Welsh provision

Rationale

TL1 – Develop a consistent understanding of PAH

Although a lot of progress was made in line with the implementation of CfW in 2019-20, school closure hindered staff application and therefore refinement. Refreshing staff on the principles of independence, underpinned by the four purposes, is crucial to the success of the curriculum. As we are uncertain how school will look, we need to be prepared to ensure that our principles continue whether the school is fully open, or we deliver a blended learning curriculum. Staff need to be prepared for all eventualities to minimize the impact on learning.

TL2 – Improve & embed a consistent approach to the teaching of Welsh

In 2019-20, subject leader monitoring has highlighted limited improvements in Welsh provision has had limited positive impacted upon attainment across key stage two. This could be attributed to COVID19 closure, however, standards in reading, writing and Welsh oracy are not commensurate with pupil ability in many instances.

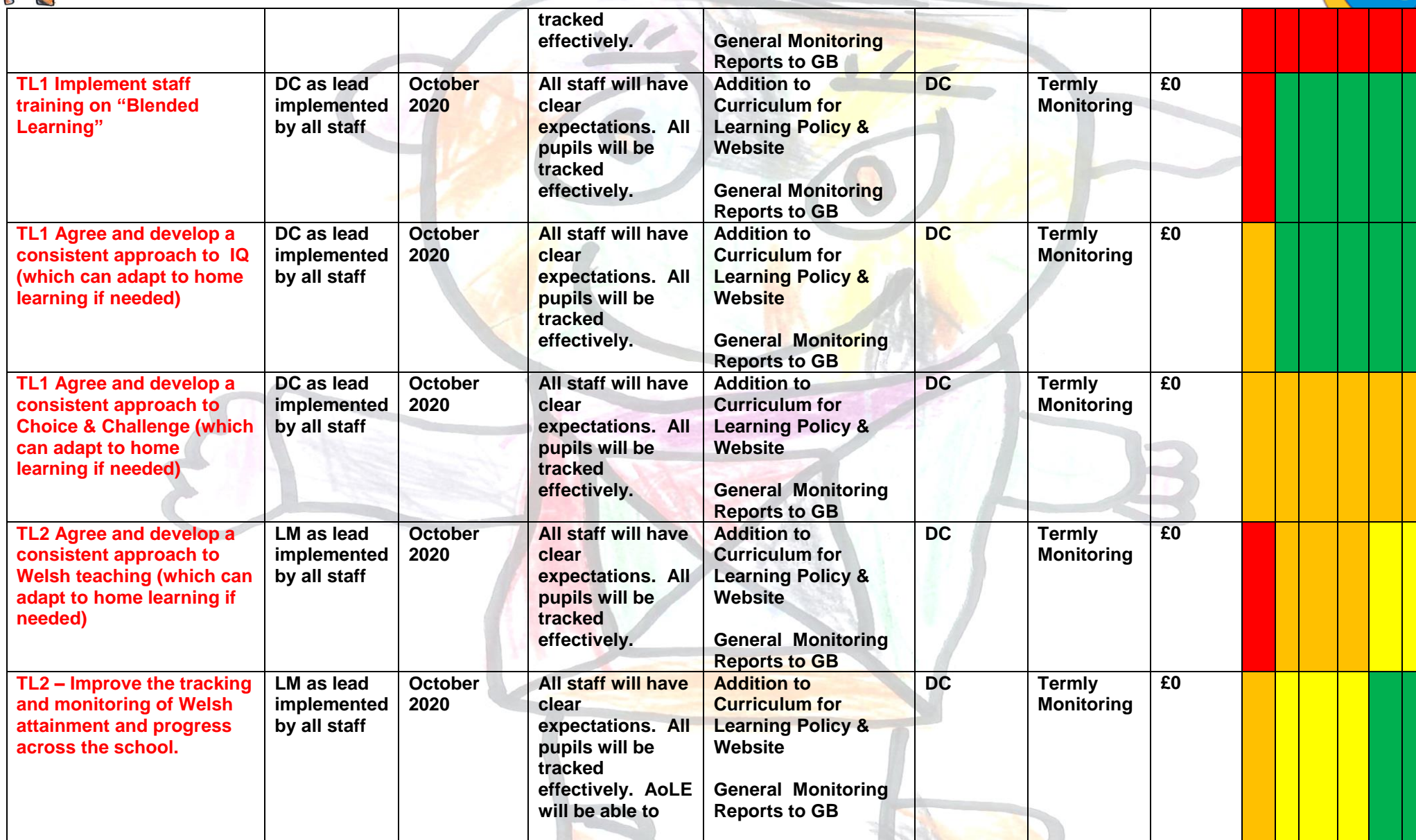
Very good progress

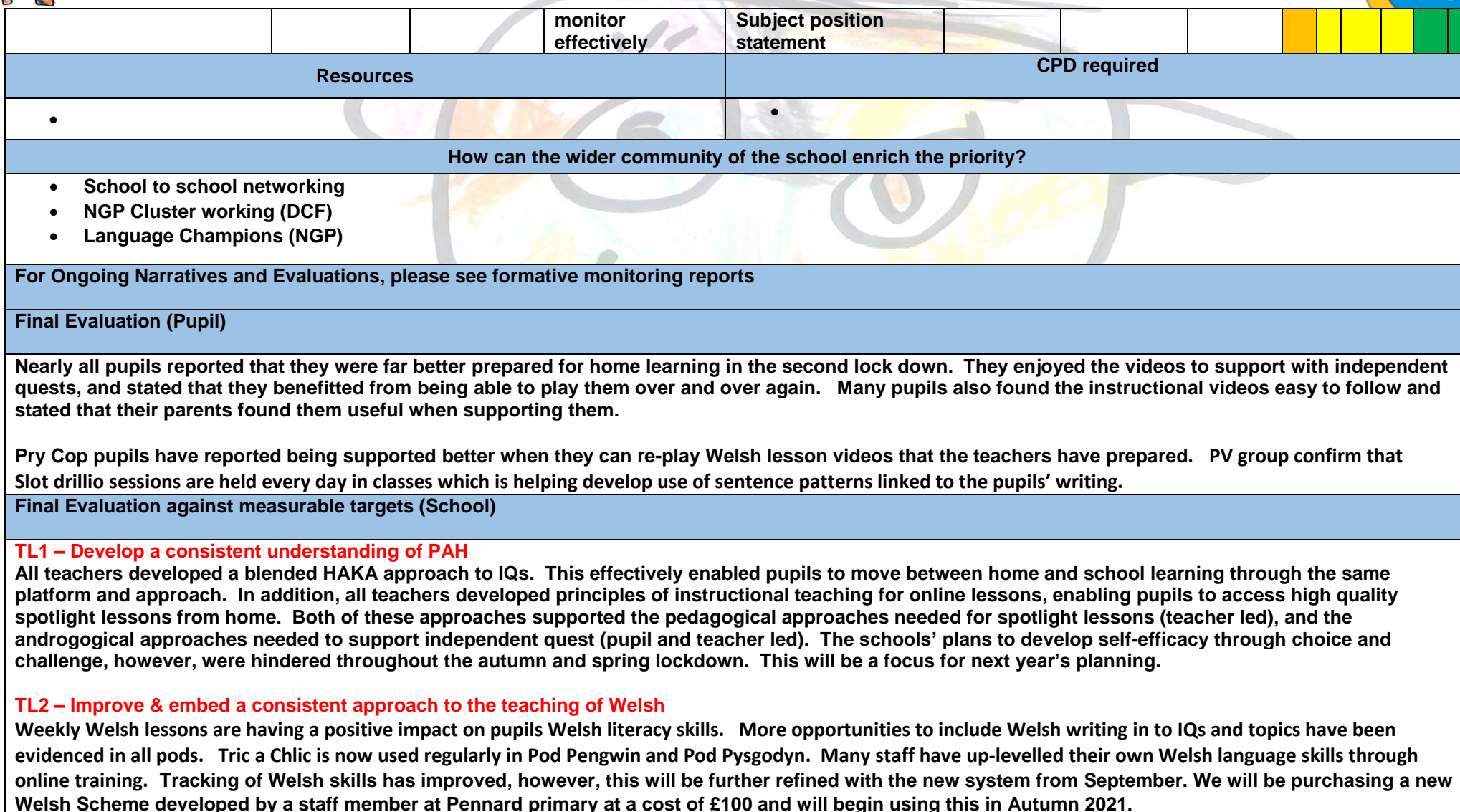
Strong progress

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.
TL1 Re-cap training on PAH for all staff	DC as lead implemented by all staff	September INSET	All staff will have clear expectations. All pupils will be	Addition to Curriculum for Learning Policy & Website	DC	Termly Monitoring	£0			







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Inspection Area 4 Care Support and Guidance

Links

SER	NIA - ESTYN	UNCRC	Nat. / local priorities	Governors	Pupil Group
Inspection Area 4 Care Support and Guidance	4	A3 - Adults should always do what is best for you	Curriculum for Wales	xxxxx	PESTS

Headline Targets

**Refine tracking of wellbeing and attainment
across all AoLEs**

Rationale

**CSG1 To implement the EDSM system of tracking across
all AoLEs**

**Due to the COVID19 situation, the schools new and evolving tracking system has not yet been
rolled out across all AoLEs.**

**CSG2 To improve monitoring of all AoLEs through
tracking progress and attainment**

**Despite using the monitoring manual, improvements to independently monitoring AoLEs needs to
be developed. This will enable greater ownership for each AoLE enabling them to fulfil professional
teaching standards (leadership) as well as improving their own area of responsibility.**

**CSG 3 – To further develop staff, parent and pupil
understanding of the new ALN bill and Code of Practice.**

**Although the school has fully briefed governors, staff, parents and pupils to date, this is an area of
significant change for schools, and one which will need constant review and in light of forthcoming
guidance and mandatory expectations.**

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 Prepare tracker for all Teachers	DC	September 1st	All teachers will have access to	General Monitoring Reports to GB	DC	Termly	£0			



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For Ongoing Narratives and Evaluations, please see formative monitoring reports

Final Evaluation (School)

CSG1 To implement the EDSM system of tracking across all AoLES

All teachers have effectively used the new tracker to broadly track pupil attainment against statements of what matters. This has enabled teachers to give a professional value against each AoLE to track broad progress and to identify whole school trends, areas of strength and areas for development. Due to the Autumn/Spring lockdown, effective assessment was not viable and a gap in data occurred. However, teachers professionally gathered information needed to pull assessment together for the summer term.

CSG2 To improve monitoring of all AoLEs through tracking progress and attainment

All AoLE leads have used the data from the new EDSM tracker to gather whole school information against their areas for development. This has supported effective monitoring and identified clear areas for improvement. The school has been working with an external company to develop an online tracker and will be piloting this in September.

CSG3 To further develop staff, parent and pupil understanding of the new ALN bill and Code of Practice

Staff have attended courses throughout the year linked to Person Centred practice which is at the heart of the new ALN code and Bill. The ALNCO has attended courses relating to preparing IDP's, Writing Outcomes, legal training and determining who requires an IDP. CPD reports about these courses are shared with all staff and Governors

The ALNCo meets regularly with the NGP cluster, where information is fed back from Cluster Lead ALNCO's. The ALNCO updates SMT and Governors through regular meetings. The ALN page on our school website has information for parents & carers from the WG <https://www.llanrhidian.swansea.sch.uk/aln/>. There will be regular updates as the term progresses with the LA devising information for parents so that there is consistency across schools.





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Inspection Area 5 Leadership & Management

Links

SER	NIA - ESTYN	UNCRC	Nat. / local priorities	Governors	Pupil Group
Inspection Area 5 Leadership & Management	5	A28 - You have the right to education	Literacy Numeracy Digital Competency	R Verge	PESTS

Targets

Develop and refine consistency of blended learning across the school

Rationale

L1 – Develop agreed principles of blended learning with all staff

Due to the pandemic, the school now needs to be prepared for sudden closure, or part closure. As a result, pupils and staff need to be prepared for effective home learning. Due consideration is also needed for those pupils who will not be returning.

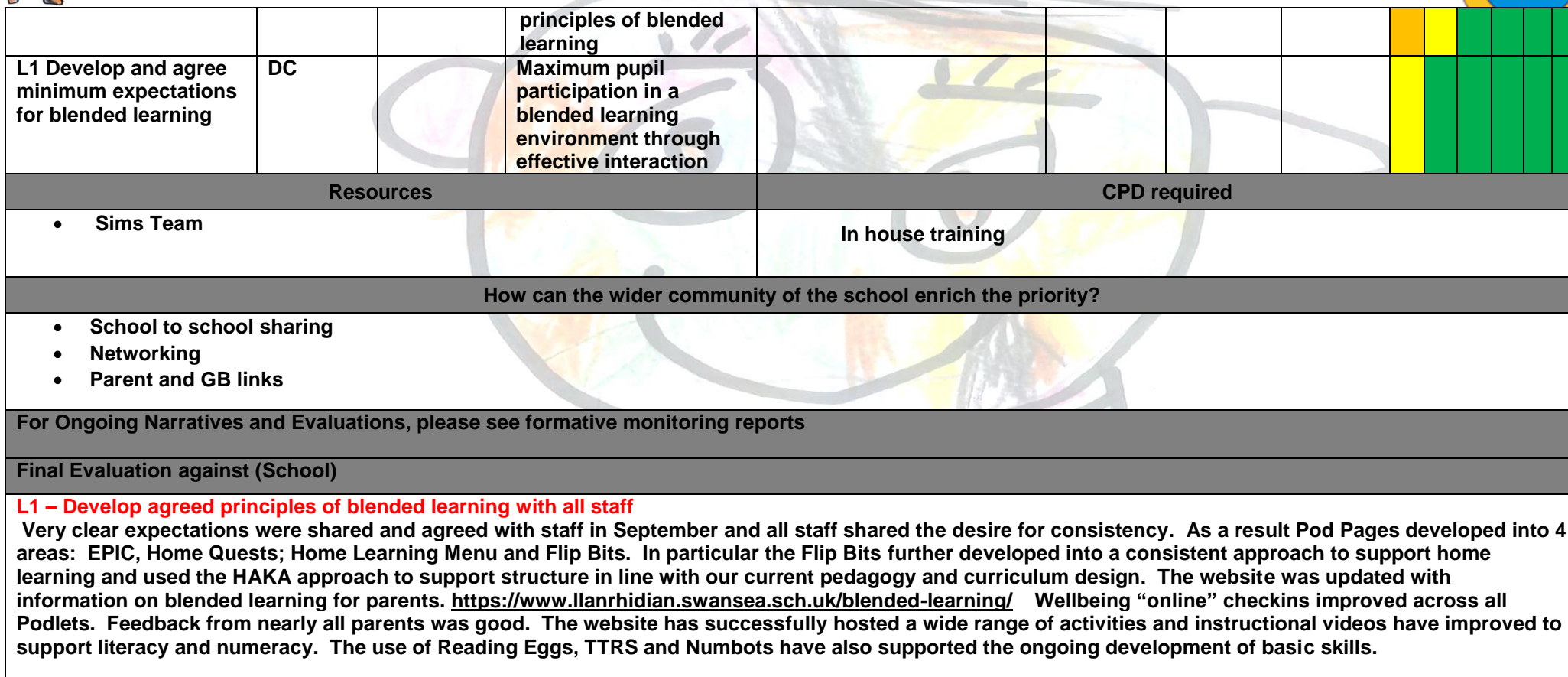
Very good progress

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 Develop Staff understanding of blended learning	DC	September INSET	All staff will understand key language and principles of blended learning	General Monitoring Reports to GB	DC	Sept 2020	£0			
L1 Develop Pupil understanding of blended learning	Pod Teachers	September INSET	All staff will understand key language and principles of blended learning	General Monitoring Reports to GB	DC	Sept 2020	£0			
L1 Develop Parent understanding of blended learning	Pod Teachers	September INSET	All parents will understand key language and	General Monitoring Reports to GB	DC	Sept 2020	£0			





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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> COVID19 – New pedagogical approaches will be needed due to the pandemic. The school will be developing effective blended learning to maximize progress for ALL pupils.						

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
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	



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Governor involvement in improving standards	1	2	3	4	5
Governors' understanding of the New Curriculum	1	2	3	4	5

Priorities for your school moving towards 2022 and the New Curriculum

'Wales needs inspirational leaders working together, committed to raising standards and reducing the attainment gap'.

COVID19 – Governors will need to be fully aware of the pedagogical approaches to blended learning

- Governors are kept fully up to date with the outcomes of all monitoring, professional learning and progress against targets
- Governors have a clear understanding of the new curriculum through range of training and information sharing opportunities.

Enabling Objective 3- Strong and inclusive schools committed to excellence, equity and well-being

Question	Scale 1-5 (circle) 1- developing 5- well developed				
Challenge for pupils	1	2	3	4	5
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

'We are committed to the success and well-being of every learner. We believe in a system that combines equity with excellence'.

COVID19 – Blended learning needs to be focused on the needs of all learners including pupils with ALN.

Strengths

- All pupils are challenged through focused tasks and through opportunities for independent learning
- The school has a robust "Mentally Healthy Schools Model" as agreed by whole cluster
- The school has robust and embedded physical activity provision including daily puff and physical wellbeing lessons
- Provision 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 ALNCO
- Staff, 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.



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- Four members of staff have now been trained in the resilience assessment programme. This 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'.

COVID19 – Self-evaluation needs to be aligned with blended learning. le AoLE leads will need to consider home learning in their monitoring activities.

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.



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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?	2020-2021	2021-2022	2022-2023
Enabling Objective 1- High quality education profession	Outcomes from monitoring will drive targets	Outcomes from monitoring will drive targets	Outcomes from monitoring will drive targets
Enabling Objective 2 – Inspirational Leadership	Develop role of ALNCO in line with new ALN Bill	Develop expertise of teachers and key staff in line with new ALN Bill	Develop expertise of all staff in line with new ALN Bill
Enabling Objective 3- Strong Inclusive School	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	Further develop reporting systems in line with the new curriculum,	Finalise tracking system	





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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
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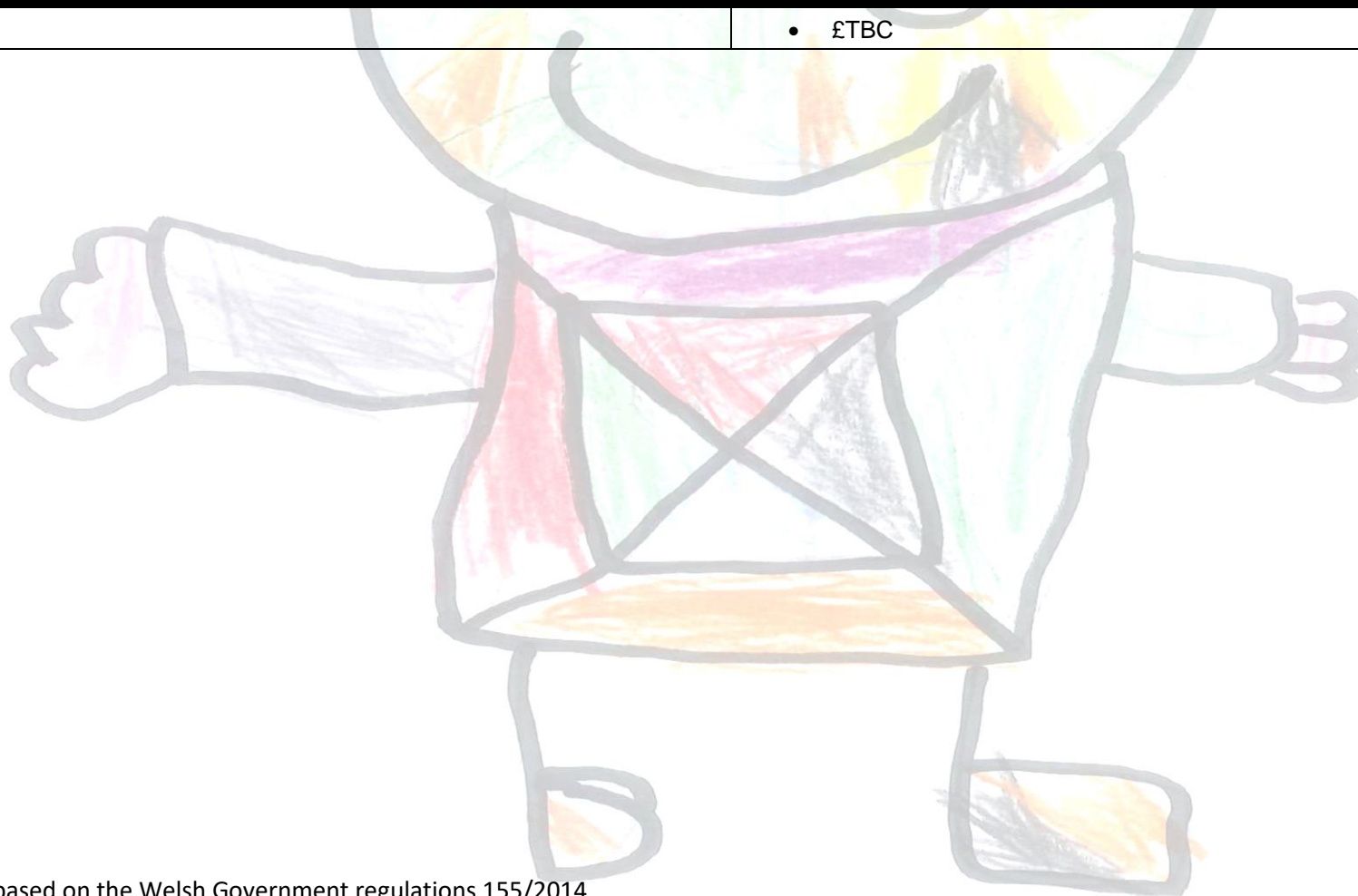
Actions	Who? (named)	When? (actual dates)	Intended outcomes / milestones	Type of monitoring & reporting mechanism	Who? (named)	When? (actual dates)	Costs	RAG rating of progress		
								2020	2021	2022
P1 Re- develop mound	Local Volunteers		Improve area for play	GB H&S Checks CCOS H&S Audit	RV, PR NO, DC	On going	£100 (Grass Seed)			
P2 Repair 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	£4500 ccos			
P3 All Weather pitch	Contactor		Enable pupils to play on pitch all weather	GB H&S Checks CCOS H&S Audit	RV, PR NO, DC	TBC	£20,000 ccos			
P4 Develop the library into a learning area for Pod Pry Cop	Contractor		More space for learning	GB H&S Checks CCOS H&S Audit	RV, PR NO, DC	TBC	£15,000 ccos			
P5 Corridor Lighting	CCOS		Improved lighting, visibility and energy efficiency	GB H&S Checks CCOS H&S Audit	RV, PR NO, DC	Awaiting Costs	Still awaiting quote			
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	£500			



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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	£700 for 6 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	£5000 for ceiling - ccos										
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									





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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			
								2020	2021	2022	
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 School Development Plan 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.