



LLANRHIDIAN PRIMARY SCHOOL DEVELOPMENT PLAN – EVALUATED JUNE 2022 2021-22

This document is based on [The Education \(School Development Plans\) \(Wales\) Regulations 2014](#)



**LLANRHIDIAN PRIMARY SCHOOL
SCHOOL DEVELOPMENT PLAN 2021-2022**

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School Vision

“Inspiring our pupils to be the best they can be!” (Vision Statement)

“Learn, Grow, Succeed Together!” (Mission Statement)

School Context

Llanrhidian Primary School is situated in the beautiful Gower Peninsula, approximately 6 miles from the City of Swansea. Llanrhidian School serves a large area of North West Gower, comprising the villages of Llanrhidian, Llangennith and Llanmadoc and the hamlets of Old Walls, Burry Green, Landimore, Cilibion and Llethryd. The school is within a designated Area of Outstanding Natural Beauty and close to the Heritage Coastline. Some of the children arrive by bus from the Llangennith/Llanmadoc area. Currently 49% of our pupils come from out of catchment.

Context of the School Development Plan.

This Plan was written after consultation and input from the staff, governors, parents and pupils. The consultation was carried out through INSET days, questionnaires and pupil voice meetings. Due regard is given to the school's comparative data and pupil outcomes when creating the plan.

The plan is formulated as part of the school's self-evaluation procedures. **The context of Covid-19 has been considered when evaluating standards and progress.**

The duration of this plan is from September 2021 to July 2022. All grant funding referred to in this plan is to be spent by March 31st 2022 (unless grant provider allows carry forward).

Progress against the plan is reported in each Headteacher's Report to Governors, via three sub-committees. (Learning & Standards; Care, Support & Guidance; Leadership & Management). The plan is reviewed and updated termly. Copies of the plan are given to the Governing Body and every member of school staff. A termly updated version is made available on the schools website.

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Review of previous year's priorities (2020-21)

This section summarises the evaluations against last year's targets. The Governing Body agreed the final evaluations through sub committee meetings and a full governing body meeting.

1. Standards

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

**Strong
Progress**

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basis. We have been fortunate that lockdown enabled staff to be released to attend a Welsh course designed and delivered by 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. 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.

2. Wellbeing and Attitudes to Learning

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.

Good
Progress

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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. A group is currently being set up to look at staff well-being. This approach will enable the staff to identify their own priorities, needs and challenges. School has established effective links with the LA stress counselling as well as Welsh Government funded Education Support.

3. Teaching and Learning Experiences

TL1 – Develop a consistent understanding of PAH All teachers developed a blended HAKA approach to IQs. This effectively enabled pupils to move between home and school learning through the same platform and approach. In addition, all teachers developed principles of instructional teaching for online lessons, enabling pupils to access high quality spotlight lessons from home. Both of these approaches supported the pedagogical approaches needed for spotlight lessons (teacher led), and the androgogical approaches needed to support independent quest (pupil and teacher led). The schools' plans to develop self-efficacy through choice and challenge, however, were hindered throughout the autumn and spring lockdown. This will be a focus for next year's planning.

TL2 – Improve & embed a consistent approach to the teaching of Welsh Weekly Welsh lessons are having a positive impact on pupils Welsh literacy skills. More opportunities to include Welsh writing in to IQs and topics have been evidenced in all pods. Tric a Chlic is now used regularly in Pod Pengwin and Pod Pysgodyn. Many staff have up-levelled their own Welsh language skills through online training. Tracking of Welsh skills has improved, however, this will be further refined with the new system from September. We will be purchasing a new Welsh Scheme developed by a staff member at Pennard primary at a cost of £100 and will begin using this in Autumn 2021.

Satisfactory
Progress

4. Care Support and Guidance

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.

Strong
Progress

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

5. Leadership and Management

L1 – Develop agreed principles of blended learning with all staff Very clear expectations were shared and agreed with staff in September and all staff shared the desire for consistency. As a result Pod Pages developed into 4 areas: EPIC, Home Quests; Home Learning Menu and Flip Bits. In particular the Flip Bits further developed into a consistent approach to support home learning and used the HAKA approach to support structure in line with our current pedagogy and curriculum design. The website was updated with information on blended learning for parents. <https://www.llanrhidian.swansea.sch.uk/blended-learning/> Wellbeing “online” checkins improved across all Podlets. Feedback from nearly all parents was good. The website has successfully hosted a wide range of activities and instructional videos have improved to support literacy and numeracy. The use of Reading Eggs, TTRS and Numbots have also supported the ongoing development of basic skills.

Good
Progress

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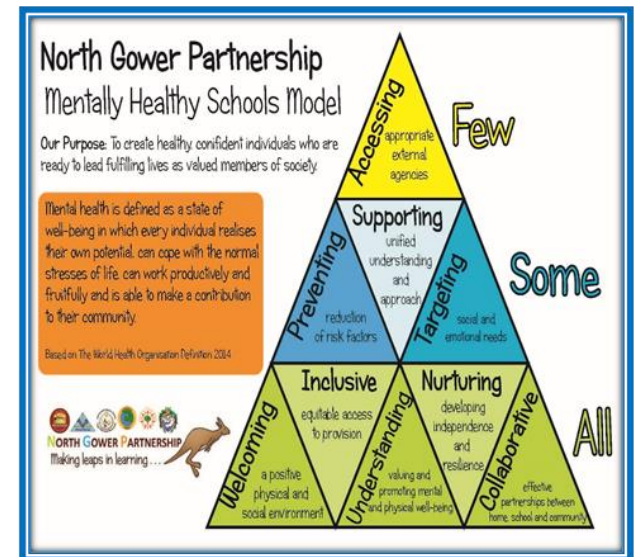
Well-being

Well-being supports academic attainment and wider benefits to community and society, both in the here and now as well as in the future. Well-being is at the heart of our curriculum. Promoting well-being is a prominent feature of our strategic planning.

The Framework on embedding a whole-school approach to emotional and mental well-being was issued in March 2021. It aims to address the emotional and mental well-being of all children and young people, as well as school staff. In Llanrhidian Primary School, the appointed, named person to lead the implementation of the framework is **Stephanie Colwill**. However, a team of staff, governors and pupils has also been established. We work closely with a range of agencies to support the well-being of staff and pupils. Eg Exchange Counselling, Camhs, Early Help Hub, Helping Hands, Education Support, child and family services as well as accessing professional development.

The school's leadership team ensure that only those interventions with a sound or innovative and developing evidence base are delivered. Our overarching principles are:

- All children in Wales have rights under the UNCRC to be safe, to be treated with equality and non-discrimination, to be supported to develop their physical and mental health, to express their thoughts and feelings, to be involved in decisions made about them, to receive extra support if they are disabled, and to receive an education that enables them to fulfil their potential.
- Our whole-school approach should be viewed as central to the success of learning about health and well-being and the four purposes of the new curriculum.
- It is the responsibility for all school staff to take a whole-school approach to the promotion of good mental health
- Emotional well-being is universal and integral to a successful school environment.
- Our whole-school approach to emotional and mental well-being is achievable through effective leadership, positive culture and co-productive implementation in partnership with all school stakeholders.



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- Our whole-school approach puts the child at the centre of decisions made about them, enables the participation of the child, and relies on partnership and involvement with families, the community, other statutory bodies and the third sector. Activity within the school is part of a wider whole-system approach to emotional and mental well-being.
- Our whole-school approach promotes equity for all, reducing variation in experiences and outcomes, and uses evidence-based practices consistently and transparently, in terms of both use of data for planning and any interventions. Our whole-school approach builds upon and develops the NGP mentally healthy school model which has been adopted across the partnership.

The Following Table outlines the high level plan for implementing the framework for a whole-school approach to emotional and mental well-being.

Academic Year	Actions	RAYG Rating
2020-21	Review Framework: <ul style="list-style-type: none"> • Establish lead person & team (Staff, Pupils & Governors) • Review Framework • Share with staff and governors 	
2021-22	Scoping Stage <ul style="list-style-type: none"> • Design and share questionnaires to gather stakeholders views, needs and strengths • Evaluate information gathered 	
2022-23	Action Plan and Implementation <ul style="list-style-type: none"> • Develop plan to address gaps and build on strengths • Implement and refine universal and targeted provision to support all learners and staff • Align effective collaboration with external agencies 	
2023-24	Evaluation & Re-alignment <ul style="list-style-type: none"> • Review effectiveness of measures in place, consider key learnings in partnership with children and young people. 	

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Summary of Main School Priorities

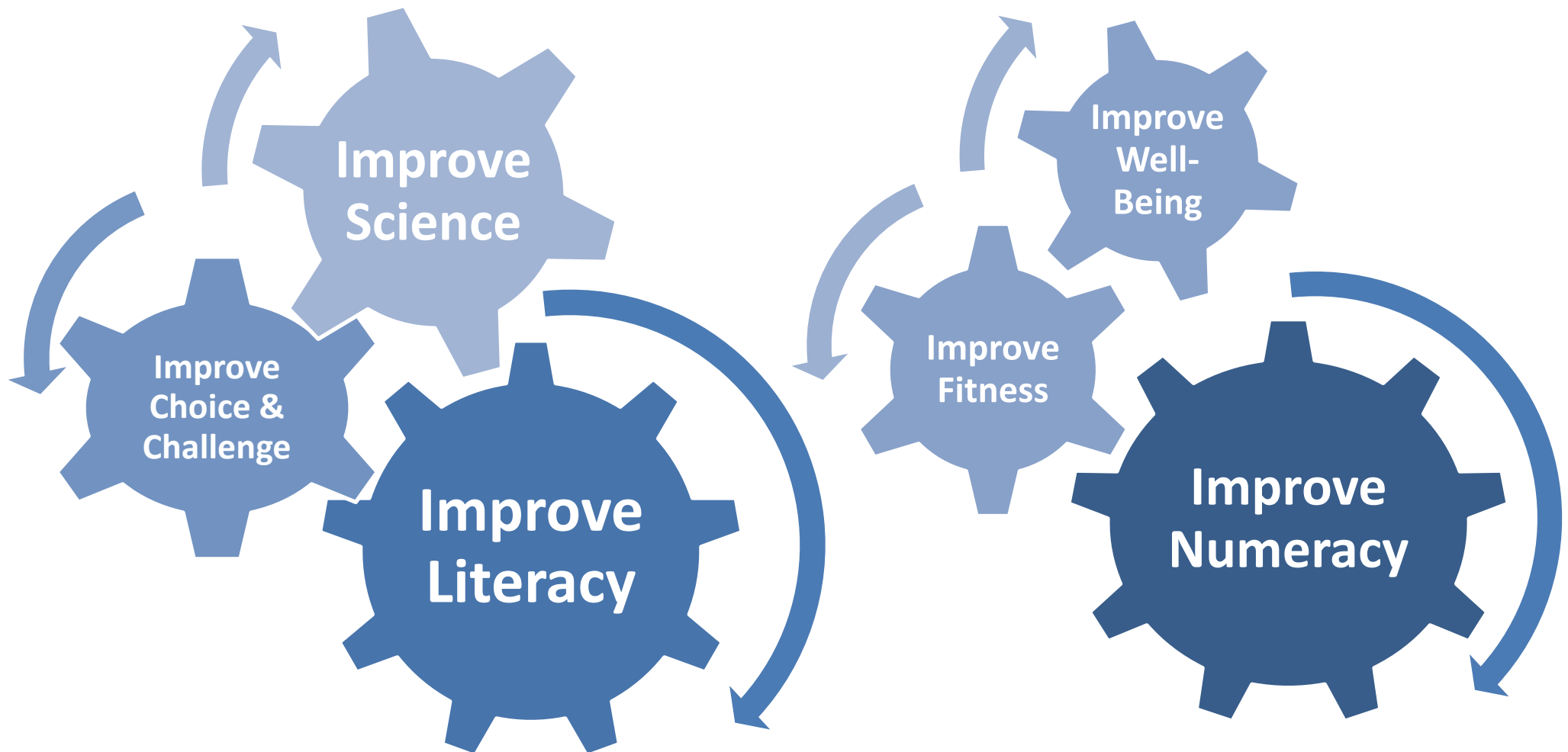
Priority Area and Aligned Sub Committee	Headline School Priorities 2021-22		2022-23	2023-24
Learning & Standards (L)	Literacy (E)	Raise standards in basic skills to support progress in reading and writing (L1)	Raise Standards in identified literacy areas	Raise Standards in identified literacy areas
	Literacy (W)	Raise standards in Welsh oracy, reading and writing (L2)	Achieve Siarter Iaith bronze	Achieve Siarter Iaith silver
	Numeracy	Raise standards in basic skills to support progress in the application of calculation (L3)	Raise Standards in identified numeracy areas	Raise Standards in identified numeracy areas
	Science and Technology	Raise standards in critical thinking and problem solving through embedding the HAKA approach consistently across science investigations (L4)	Develop a consistent approach to technology	Evaluate and refine consistent approach to technology
	Curriculum & Pedagogy	To further develop independence and inter-dependence through refining the consistency of pedagogical, andragogical and heutagogical approaches (L5)	Evaluate and refine PAH approaches	Evaluate and refine PAH approaches
Care, Support & Guidance (C)	Health & Well-Being	<p>To develop a mentally healthy school model (cluster) to support the implementation of the “Framework on embedding a whole-school approach to emotional and mental well-being”, for pupils and staff (C1)</p> <p>To develop a whole school programme and expectations for “physical health” (C2)</p>	<u>Action Plan and Implementation</u>	<u>Evaluation & Re-alignment</u>

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	ALN	To continue developing staff, governor, parent and pupil understanding of universal provision in line with the ALNET (C3)		
Leadership & Management (LD)	Leadership Roles	To develop a clear system of leadership for every AoLE lead, to ensure success and development against the professional leadership standards. (LD1)	Continue to develop leadership in line with professional standards	Continue to develop leadership in line with professional standards
	Assessment	To further develop assessment to enable school leaders to plan for the progress of each learner in terms of attainment and well-being through all AoLEs. (LD2)	Evaluate and refine assessment systems	Evaluate and refine assessment systems

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Pupil Friendly Priorities



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Priority 1: Learning & Standards						
Cross reference / links:						
CfW	Vision	NIA/ESTYN	UNCRC	Nat. / local priorities	Governors	Pupils
Pedagogy Curriculum Design Four Purposes Integral Skills	"Inspiring our pupils to be the best they can be!"	NIA 1 & NIA 3	A29 – Your right to become the best you can be.	National Mission Framework for evaluation, improvement and accountability Renew and Reform	Learning Sub Committee Chair: L Jarvis	Pupil Voice Groups
Headline Target		Rationale				
Raise standards in basic skills to support progress across all AoLEs		Covid-19 has had a negative impact on the rate of progress across all AoLEs. However the school needs to focus on the basic skills for greatest impact. Position statements reflect the targets across humanities, expressive arts, DCF and RVE				
Raise standards in basic skills to support progress in reading and writing (L1)		Pupil attaining at or beyond the expected level is lower than in pre-covid years. The school recognises the need to implement a recovery programme to motivate and enthuse learners to read and write for enjoyment.				
Raise standards in Welsh oracy, reading and writing (L2)		Pupil attaining at or beyond the expected level is lower than in pre-covid years. The school recognises the need to implement a recovery programme to motivate and enthuse learners through the learning of Welsh.				
Raise standards in basic skills to support progress in the application of calculation (L3)		Pupil attaining at or beyond the expected level is lower than in pre-covid years. The school recognises the need to implement a recovery programme to initially focus upon the four operations to support quick re-call and calculation.				
Raise standards in critical thinking and problem solving through embedding the HAKA approach consistently across science investigations (L4)		Pupil attaining at or beyond the expected level in science, particularly in their application of skills through investigations, is lower than in pre-covid years. The school recognises the need to re-introduce the HAKA approach to investigations to ensure a consistent approach across the school.				
To further develop independence and inter-dependence through refining the consistency of pedagogical, andragogical and heutagogical approaches (L5)		Covid-19 has hindered the school's plan to develop and extend its approach to developing independence. Staff recognise that a consistent approach to Spotlight, Independent Quests and choice and Challenge will support this journey, whilst also supporting the recovery of basic skills.				

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Very Good Progress		Strong progress		Satisfactory Progress		Limited Progress			
Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	RAYG rating of progress			
						Aut.	Spr.	Su.	
L1 Set out expectations for class reading including home quests	Literacy Lead by End of September	All staff have a clear understanding of expectations in order to raise standards	Formative monitoring in line with AoLE policy Reports to "Learning Sub Committee" One Note Monitoring Report Position Statement	Literacy Lead - Termly					
L1 Identify pupils for additional reading intervention and implement appropriate support	ALNCO Lead by End of September	All identified pupils make above expected progress		ALNCO - Termly	ALP				
L1 Set out expectations for writing through 3 styles of learning	Literacy Lead by End of September	All staff have a clear understanding of expectations in order to raise standards		Literacy Lead - Termly					
L1 Implement a new spelling assessment to ascertain "spelling ages" for Y2-Y6	Literacy Lead by End of September	All pupils have a spelling age and can be supported appropriately in class to make at least expected progress		Literacy Lead - Termly					
L2 Set out expectations for Welsh through 3 styles of learning	Welsh Lead by End of September	All staff have a clear understanding of expectations in order to raise standards		Welsh Lead - Termly					
L2 Implement a whole school scheme of work for Welsh language development that staff	Welsh Lead by End of September	All pupils receive a consistent and progressive programme of		Welsh Lead - Termly	£200 School Spend				

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[illegible]

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[illegible]

Resources	Costs	Professional Learning requirements	Costs
<ul style="list-style-type: none"> Welsh Language Scheme Powys Scheme 	£100	<ul style="list-style-type: none"> Lucy Crehan Partneriaeth Lynwen Barnsley 	£2009 (PL) School Costs against equipment

How can the wider community of the school enrich the priority? (Covid RA to be considered)	What support do we need from others to realise this priority?
<ul style="list-style-type: none"> • Invite experts in to support with learning • School to School - sharing good practice and resources • Cluster networking • Local Welsh speakers including governors • Volunteers to support learning 	<ul style="list-style-type: none"> • School improvement adviser to challenge and support with curriculum design • Head teacher colleagues to identify and share staff expertise

Termly Review Narrative (to support RAYG rating above) Can be Found in the AoLE Monitoring Reports, Pupil Voice Pages and Final Position Statements

Final Evaluation	
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Pupil Evaluation:

The Pests and other pupil voice groups have met each term to evaluate the school's progress against targets. They have looked at books, interviewed pupils and staff and produced videos on our [website](#). We made the targets more child friendly:-

1. Improving our "Independence"
2. Improving standards in "Maths, Welsh, English and Science" and develop an improved way of tracking pupil progress

Here is what pupils found out:

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Improving our Independence - “Pupils across all pods are enjoying the choice and challenge. It is important that we challenge ourselves as we will not get better if we just have choice. Teachers have tried out lots of ways to help us be more independent. Now each pod are supporting us with reminders of how to be a good thinker, be creative, be organised and be effective.”

Literacy – “The majority of the pupils said they liked story writing and the creative freedom of literacy. Some of the pupils said they like more choice in terms of illustrating their work to enhance their writing. Pupils rated it a 7 out of 10 in Autumn and 8 out of ten in the Spring. **We think we need to have a fresh look at spellings.** Pupil voice have led a 2nd hand book sale and have taken the money raised back to their Pods in order to spend on books for the Pod.”

Cymraeg - “Cymraeg has improved because lots of people are speaking yn Gymraeg. We know this because of slot Drilio and assemblies every Wednesday. Next, we need to get our bronze award to show how our school is amazing at Welsh.”

Maths – “Most pupils said that they enjoyed how challenging Maths is. **They wanted to have more maths in Choice and Challenge** but it has greatly improved in IQ. **Many pupils would like more chilli options to support their IQ.** They rated it 7 in the Autumn and 9 out of 10 in the Spring. The pupils think that this year we have done more of a variety of different maths skills e.g. algebra and have enjoyed the challenge. The pupils have said that they like the school website and the videos of the maths. They have been using them to support their home learning journals which started this year. **The pupils say that they do a lot of authentic problem-solving around times of the year and topics, however, they think that this can happen more times during the year.**”

Science – “A lot of pupils like doing the investigations. Some wanted to do less writing in their books. It was scored about 5 out of ten in Autumn and 8 out of 10 in the Spring. We think we need to do mini experiments from time to time (not full investigations) to keep pupil interested in science. This could be linked to the EPIC board more as we haven't used as many ideas as we usually have. eg A mini science hands on lesson to explore and experiment with different aspects of science.”

School Evaluation:

L1 Raise standards in basic skills to support progress in reading and writing. - All Pods have adapted new activities and ideas to promote basic skills within their Pod, especially in reading and writing. The top 2 pods now participate in daily GRaSp activities which focusses in on grammar, reading and spelling. We hope that providing learners with a short spotlight session on these areas will help improve their understanding that can then be transferred to their everyday reading and writing. **Reading and spelling data is showing some improvement term on term, however it is not where we would like it yet,** staff are encouraging much more reading for enjoyment within pods with the hope this will promote reading throughout the school. **“Curriculum team Sarah” will be looking at how we can encourage and incorporate ‘reading for understanding’ within our GRaSp and challenge reading slots. The team will also liaise with other primary schools on spelling ideas and strategies.** Monitoring of books have shown us that all pods are covering a good variety of genre and text types, presentation is improving. All pupils are encouraged to illustrate their work, this means that books look very personalised and appealing. Pupils’ handwriting is a focus from Reception to year 6 and progress of this can be seen in nearly all books. Pace was a concern in some literacy activities towards the beginning of the year, however listening to learners and book looks show that this has improved. Reading in lower pods is taught through Read Write Inc, and nearly all pupils have progressed or moved up to the next set of books over the year, short and sharp RWI lessons tailored to a small group of pupils needs have benefitted our pupils. This target has made good progress. School summative assessment data show that 27% of pupils are below their expected target, 51% are at and 21% are above their expected target. Personalised assessment data shows 98 (Y2) 102(Y3) 106(Y4) 108(Y5) 112(Y6) as standardised scores for each year group for reading. In addition, 33% of ALN pupils made expected progress and 54% above expected progress. 42% of FSM pupils made at expected progress and 63% above. **This target has made good progress.**

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L2 Raise standards in Welsh oracy, reading and writing - Summer Term observations saw an improvement in Slot Drillo sessions with the majority of pupils engaged and enthusiastic during these sessions. The Pupil Voice group have all said that Slot drillio happens on a daily basis throughout all Pods. The Dreigiau Llanrhidian have begun leading assemblies throughout the school with pupils being rewarded for their use of Welsh throughout the school. There is evidence of pupils engaging in Welsh reading activities and evidence of this can be found on the Pod Ceirios pod page. <https://www.llanrhidian.swansea.sch.uk/pod-ceirios/> **Welsh writing has improved but we still need to be mindful of over scaffolding work.** Summative assessment data shows that 29% of pupils throughout the school are below their expected level, 58% are at and 13% are above their expected target. **However we need to continue to raise standards in Oracy in particular with pupils using the basic patterns and extending their sentences in a variety of different scenarios across the school** **.This target has made good progress.**

L3 Raise standards in basic skills to support progress in the application of calculation - As a result of intervention, focused class teaching and using opportunities to drill mental maths 60% of pupils across the school have made at least expected progress and 29% of pupils have made above expected progress. Personalised assessment data shows 90 (Y2) 98(Y3) 103 (Y4) 105(Y5) 108(Y6) as standardised scores for each year group for procedural. In addition, 46% of ALN pupils made expected progress and 31% above expected progress. 50% of FSM pupils made at expected progress and 25% above. 47% of pupils with well-being needs made at expected progress and 40% above. Opportunities to apply numeracy skills have improved through IQ and choice and challenge. This is evidenced in pupils' books. **However, this needs to continue as a target next year to monitor how the pupils apply their skills developed in a spotlight lesson to their IQ and choice and challenge.** After feedback to staff from autumn and spring monitoring and CPD training for all staff throughout the year, most pods are providing challenging and engaging lessons that allow their learners to make progression. Many pods are using DINS effectively to extend and challenge their learners. Website and Twitter demonstrates a range of tasks being planned for to support the mathematical and numeracy development inside and outside school. Pods have clear numeracy routines set up across the school. This year we embedded a numeracy intervention for learners who have poor numeracy skills, this intervention supports learners who learn by repetition. Monitoring showed that pupils stamina to mathematics and numeracy has made progress, however, this needs to continue as a target next year. **This target has made good progress.**

L4 Raise standards in critical thinking and problem solving through embedding the HAKA approach consistently across science investigations - After an initial staff training in the Autumn Term, all teachers agreed to the expectations of using HAKA to develop a consistent yet progressive approach across the school. As a result science books show this consistency. All teachers are adding the "Hook" into the books to give investigations context. The authenticity is made explicit to pupils, making links to the real world. Pupils are researching the knowledge needed, and most are summarising these in to key facts (not just copying). In addition, there is an improvement in presentation and organisation. Graphs are differentiated appropriately. Critical thinking has been supported with the use of HABER in the older pods. **The school recognises further opportunities to develop exploration and experimental opportunities through enhanced and continuous provision across the school.** **This target has made very good progress.**

L5 To further develop independence and inter-dependence through refining the consistency of pedagogical, andragogical and heuatogological approaches - Balancing learner choice with challenge has been a journey that all teachers have been willing to go on. As a result, the school is in a far stronger position than at the start of the year. **A range of differentiated integral skills have been recently developed, however implementation of these is not yet embedded.** Choice and Challenge expectations across the school have been established to meet the needs and interests of the pupils. We have listened to the pupils, and are trialling a refined approach, which is looking positive. Pupils are choosing their own context, generating their own questions and producing higher quality independent work which involves literacy, numeracy and creativity. Pupils are following their own lines of enquiry and are demonstrating and enthusiasm for working in this way. **However, this target needs to continue next year to monitor how the pedagogy embeds across the school, and impacts on pupil progress.** **This target has made good progress.**

Key: **EIG spend**, **PDG spend**, **ALP**, **PL**, **School spend**

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Priority 2: Care, Support & Guidance

Cross reference / links:

CfW	Vision	NIA/ESTYN	UNCRC	Nat. / local priorities	Governors	Pupils
Health & Well-Being Four Purposes	"Inspiring our pupils to be the best they can be!"	NIA 2 & NIA 4	A19 – Your right not to be harmed and kept safe	Wellbeing Framework ALNET RSE RVE	CSG Committee Chair: R Costigan	Pupil Voice Groups
Headline Target To further develop Health & Well-Being and ALNET across the curriculum and school		Rationale				
To develop a mentally healthy school model (cluster) to support the implementation of the "Framework on embedding a whole-school approach to emotional and mental well-being", for pupils and staff (C1)		The cluster have developed a mentally healthy school model which has been implemented across all primary feeder schools and the comprehensive. However, all head teachers agree that this can be further developed to align with the whole school framework for emotional health and well-being. In addition this needs to be further developed to support the increasing well-being needs of both staff and pupils.				
To develop a whole school programme and expectations for "physical health" (C2)		Covid-19 has led to increased inactivity across our pupils. Observations show that levels of engagement with sport has decreased as pupils screen time has increased. Lack of sports clubs has impacted negatively upon both motivation and skills. The school recognises the need to raise the profile of sport and further develop pupils' stamina, speed and skills.				
To continue developing staff, governor, parent and pupil understanding of universal provision in line with the ALNET (C3)		The imminent implementation of the ALNET Bill set clear recommendations that all staff and all stakeholders must be fully informed of changes in order to best support the learners. Although the ALNCO has developed a number of training sessions for stakeholders, Covid-19 has led to less meetings and therefore decreased communication.				
To develop staff readiness for RSE (C4)		Although the NGP has developed a sound curriculum for existing RSE provision, it now needs to be aligned with new guidance and shared with all stakeholders.				

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Very Good Progress		Strong progress		Satisfactory Progress		Limited Progress					
Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	RAYG rating of progress					
						Aut.	Spr.		Su.		
C1 Update pupil MHSM to include links to agencies and resources across the three levels	North Gower Partnership by December 2021	Coherent document to outline universal and targeted provision across the NGP	Formative monitoring in line with AoLE policy	Head Teacher & HWB Lead							
C1 Update staff MHSM to include links to agencies and resources across the three levels											
C1 Develop a suite of "My Voice Questionnaires" for a range of stakeholders with a golden thread of HWB.	Head Teacher by December 2021	Views of a range of stakeholders gathered to inform implementation plan.	One Note Monitoring Report Position Statement	Head Teacher & HWB Lead							
C1 To develop and whole school approach to staff well-being	S Colwill & Staff Team by December 2021	An effective "go to" resource to enable staff to support their own (and others) well-being.		Head Teacher & HWB Lead							
C1 To further develop "My Selfie"	D Caswell & S Colwill by December 2021	An effective questionnaire to identify individual and whole school well-being needs.		Head Teacher & HWB Lead							
C1 To develop "Positive Language" across the school through daily gratitude	All Staff by September 2021	A whole school approach to daily gratitude, equipping pupils with positive language		Head Teacher & HWB Lead							

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C3 All Pod Masters to complete a one-page profile with all pod staff	All Staff by September 2021	All staff can be appropriately supported by their pod master throughout the year		ALNCO All Staff							
C4 Provide staff with up to date training to understand the expectations of the RSE curriculum	SC and NGP H&WB group	All teachers will have the necessary skills and resources to confidently deliver the RSE curriculum		H&WB Lead							

Resources	Costs	Professional Learning requirements	Costs
<ul style="list-style-type: none"> Taith360 	Subscription to Taith £500	<ul style="list-style-type: none"> ALNET Training Cluster networks Partneriaeth Training Real PE Training 	School Costs against equipment £500

How can the wider community of the school enrich the priority?	What support do we need from others to realise this priority?
Local Authority ALN Cluster Leads NGP ALNCO's NGP H&WB Group NGP HT Group Taith working party	

Termly Review Narrative (to support RAYG rating above) can be found in the AoLE Monitoring Reports, Pupil Voice Pages and Final Position Statements.

Final Evaluations

Pupil Evaluation:

The Pests have met each term to evaluate the school's progress against targets. They have looked at books, interviewed pupils and staff and produced videos on our website. In addition the Health and Well-being Pupil group have evaluated progress against this target. We made the targets more child friendly:-

Improving the wellbeing of pupils and staff during the Covid19 pandemic - We will be finding out if everyone feels "happy, healthy and safe" in our school.

Here is what the pupils found out

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Mental Health - “The pupil voice group think that we have done a lot this year to ensure everyone feels ‘happy, healthy and safe’. Pupils are enjoying the Amser Snac and Dydd Mercher Maeth. PEST have been making sure that staff have been revisiting self-regulation with all the pupils. **Pupils enjoyed creating their one-page profile but believe we should revisit halfway through the school year. All pupils from Year 1 up are part of a pupil voice group and enjoyed helping to make changes to the school.** All pupils have taken part in RSE lessons, and the older pupils have had workshops with Exchange around anxieties of transition.”

Physical Health – A lot of pupils liked the new style PE lessons and that sports club had started again. **The pupils believe that we can include a range of different clubs during the different terms.** The pupils voice group have stated that the new PE lessons using Real PE are a range of different lessons that make sure everyone is included. **The majority of pupils said we can improve outdoor learning in the summer term across the whole school.** Pupils rated it 4 out of 10 in the Autumn and 8 out of ten in the Spring. **We would like more cluster games.”**

School Evaluation:

C1 To develop a mentally healthy school model (cluster) to support the implementation of the “Framework on embedding a whole-school approach to emotional and mental well-being”, for pupils and staff - The school has made strong progress with this for both staff and pupils. Staff have completed a yearly audit and changes have been made because of it. Staff also attended staff well-being training. Clear communication systems have been established and a designated place on the website for well-being resources for staff. **However, after networking with other schools a new website for staff is to be created next year.** This year the school has had strong community links with members of the community completing workshops for pupils e.g., police, Welsh water, local businesses. The older pupils have also had lessons to support transition anxiety. Our school has developed our universal provision to meet the needs of all pupils. This year Amser Snac has been introduced to support pupils with self-regulation. The school also has a strong link with outside agencies e.g. Exchange. The cluster leads have met in spring and summer term to establish a cluster approach to resources for the framework. **The school recognises that parent well-being can be supported through further developing its community links eg by creating a Café Ceirios, where parents can meet and chat.** **This target has made very good progress.**

C2 To develop a whole school programme and expectations for “physical health” - A cluster approach has been developed to support the teaching and learning of physical fitness. Lead has monitored the lessons and pupils seem to be engaged and enjoying the variety of lessons. **The monitoring of the new scheme needs to continue next year with support from the PE lead at Gowerton Comp.** After school clubs have restarted again, with pupils in the older Pods joining a team sport. With schools now in 0 alert, we can now plan cluster games. However, we want to have more cluster games next year. **The school recognises the opportunity to improve the range of clubs offered to pupils throughout the year. Eg gardening.** **This target has made very good progress.**

C3 To continue developing staff, governor, parent and pupil understanding of universal provision in line with the ALNET

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.

Pupils have been identified in the LA designated transition year groups and letters sent out notifying parents of ALN & ALP status.

IDP's have been created for pupils in Year 5 & year 3.

We will continue to transfer identified pupils over to the new system in 2022-23

This target has made good progress.

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C4 To develop staff readiness for RSE - Lead has attended training with CCOS and Brook about the new RSE code and has feedback with staff. All RSE lessons have taken place across the Pods this year. However, Swansea Bay will be providing up to date lessons align with the new framework and code. Cluster plan to have whole cluster training next year. Lead has attended gender identity training. **This target has made good progress.**

Key: **EIG spend**, **PDG spend**, **ALP**, **PL**, **School spend**

Priority 3: Leadership & Management

Cross reference / links:

CfW	Vision	NIA/ESTYN	UNCRC	Nat. / local priorities	Governors	Pupils
Curriculum Design	"Inspiring our pupils to be the best they can be!"	NIA 5	A28 – You have a right to education	Framework for evaluation, improvement and accountability Supporting learner progression	Leadership Committee Chair: J Houston	Pupil Voice Groups
Headline Target To support all staff to be effective middle or senior leaders within their area of responsibility, to support succession planning and the future of the school		Rationale				
LD1 To develop a clear system of leadership for every teacher, to ensure success and development against the professional leadership standards		Although the school has an excellent system of monitoring, this could be further streamlined to enable teacher to focus on the recovery for all pupils across all AoLEs. The head teacher had identified that some school data is not being used as effectively as it could at both class and AoLE level. In addition, some areas of monitoring could be streamlined to reduce workload. All teachers in the school deserve the opportunities to develop professionally to enable them to be successful in their professional journey. All staff can potentially move to other roles, and the school needs to prepare all teachers for further responsibilities and senior roles.				
LD2 To further develop assessment to enable school leaders to plan for the progress of each learner in terms of attainment and well-being through all AoLEs.		The school has been trialling its own EDSM model of assessment for the past two years. Despite there being disruptions for over half of this time, staff have embraced the new system at a fine and broad level. As a result, the school feels confident that the model works and meets of WG expectations. However, our system now needs to be supported with a robust and effective tracking tool to enable staff to analyse broad assessment to a high standard. As a result, the school has been working alongside a private company canlled Incerts. They have, in consultation with head teachers across Wales, developed "Taith 2022" and the school will be trialling this from September.				

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Very Good Progress			Strong progress		Satisfactory Progress		Limited Progress					
Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	RAYG rating of progress						
						Aut.		Spr.		Su.		
LD1 Training for all staff “What is Leadership”	Head Teacher INSET Sept 2021	All staff empowered and feel trusted to carry out their roles	Reports to “Leadership Sub Committee”	Headteacher - Termly								
LD1 Re-establish a whole teaching staff SLT to give all teachers the opportunity to be part of the annual school improvement process	Head Teacher INSET Sept 2021	All teaching staff to develop insight into leadership roles, commensurate with their own professional standards self-assessment.		Headteacher - Termly								
LD1 provide one teacher with a secondment “SWAP” with another school to gain experience in another setting	MD and CM Sept 21 to Aug 22	Successful completion of leadership year.		Headteacher - Termly								
LD1 provide every teacher with the opportunity to attend and present at Governing Body meetings	J Houston From Sept 2021	All teachers develop insight into how GB run to develop their understanding of strategic leadership		Headteacher - Termly								
LD1 Re-align GB Sub Committees with the new LCL model	D Caswell & J Houston From Sept 2021	All teachers to linked up with one sub-committee		Headteacher - Termly								
LD2 Provide all teachers with Taith 2022 training in preparation for capturing broad assessment	Taith 2022 September 2021	All Teachers fully competent at completing half termly assessments		Headteacher - Termly	£500 – School Spend							
Resources		Costs	Professional Learning requirements			Costs						

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• Taith 2022	£500	• Taith 2022 training	School
How can the wider community of the school enrich the priority?		What support do we need from others to realise this priority?	
Working with other Headteacher to evaluate Taith 2022			
Termly Review Narrative (to support RAYG rating above) can be found in the AoLE Monitoring Reports, Pupil Voice Pages and Final Position Statements.			
Final Evaluations			
School Evaluation:			
<p>LD1 To develop a clear system of leadership for every teacher, to ensure success and development against the professional leadership standards - Every teacher has had opportunities to lead at least one area of learning, and most teachers have also led on additional initiatives. As a result leadership across the school has developed well, with many teachers identifying the areas which need further development. The AoLE Lead policy has been updated, although will need revisiting again before next year. This is due to the need to develop “curriculum teams” for monitoring which will support curriculum design by making strong links between AoLEs. All teachers have presented to governors. Feedback from teachers demonstrates that all feel that they have had the opportunities and the support to develop against the professional standards, and are confident when speaking in meetings or presenting. For example the school was recently praised for the strength and confidence of staff in developing a cluster progression map, and also for another member of staff who is developing a RVE resource for Welsh Government. Every teacher is representing the school either on a local authority or Welsh Government level. This target has made very good progress.</p>			
<p>LD2 To further develop assessment to enable school leaders to plan for the progress of each learner in terms of attainment and well-being through all AoLEs. - Despite attending a number of professional learning sessions, the school still sees the advantage of using its existing EDSM model of assessment. Taith 360 has been a useful planning tool, but the advantage of its data outputs are not yet clear. However, we are tied in to this package until March 2023 so we will continue to assess its value. The school is developing a useful and purposeful termly data summary which will be used to identify whole school and pupil groups (eg FSM) targets in terms of pupils’ standards. This draws upon a wide range of pupil information across the school. Individual pupil progress is also assessed using a wide range of information which ranges from formative to summative to diagnostic. Nearly all teachers are improving their use of performance information to identify strengths and areas for development. Expectations are set for every teacher to evaluate and analyse own class data to ensure all pupils receive the support they need. In addition, each AoLE lead checks the data for their area to identify any pupils needing additional support. However the school recognises the need to continue to place greatest value on formative assessment and feedback. As a result the school’s Assessment for Learning and Feedback Policies have both been updated to ensure all staff are clear of the expectations and benefits to pupil progress. The school recognises the need to improve its systems of pupil progress meetings. This target has made good progress.</p>			

Key: **EIG** spend, **PDG** spend, **ALP**, **PL**, School Spend

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Summary of Professional Learning

How the Governing Body will further the professional development of staff in order to meet the school improvement targets.

Priority	Activity	Costs
Learning	Lynwen Barnsley	£1000
	PAH Training	
	Curriculum Design training - WG & Partneriaeth	
CSG	Self Care Workshop (Staff Well-Being) https://www.educationsupport.org.uk/	
	RSE Training	
	ALN Training	
	Gender identity	
	ELKLAN	
	Social Communication	
	Curriculum Design	
Leadership	Taith 2022 Training	£1000
	Leadership against Professional Standards	
	Digital Learning	
	Student mentoring	
	National Professional Enquiry Project	
	Coaching	

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Progress Against Estyn Targets 2017

Date of Last Inspection: July 2017				
Recommendation	Very good progress	Strong progress	Satisfactory progress	Limited progress
	Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation
Definition	<p>Does not require any further attention to any aspect.</p> <p>Very good effect on the quality of provision.</p>	<p>Requires attention only to minor aspects.</p> <p>Positive effect on standards and / or the quality of provision.</p>	<p>Continues to require substantial attention to some important aspects.</p> <p>Limited effect on standards and / or quality of provision.</p>	<p>Each aspect or many important aspects continue(s) to require attention.</p> <p>No effect on standards and / or quality of provision.</p>
R1. Share the best practice in teaching and learning across the school to improve standards further	<ul style="list-style-type: none"> • Whole school vision which promotes high expectations. • Developed new curriculum teams consisting of 3 teachers across the school. • Teaching Triad protocol being developed within the curriculum teams to monitor peer teaching and learning – supportive and collaborative approach • Aligned PM with professional standards in terms of “excellent” • Pods share good and effective practice through adds and informal meetings • Extended planning and preparation time for pod staff to collaborate and share • Excellent team developed where every member of staff is valued and has a say in curriculum design based on what they feel works well 			

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	<ul style="list-style-type: none"> Effective system of professional development where professional learning is shared.
R2. Expand the opportunities to improve pupils' oracy skills in Welsh	<ul style="list-style-type: none"> Expanded opportunities for authentic Welsh Oracy eg Amser Tost, Dydd Mercher Maeth Instructional Welsh videos being developed via website to support learners with Welsh patterns Siarter Iaith Bronze Application Gwasanaeth Cymraeg – weekly Daily Slot Drillio Extended sentences for everyday use displayed in pods e.g. Diolch am dy ateb ond..... Working with Cymraeg secondary link person to develop a cluster approach to progression in Welsh language skills

<u>Premises 3 Year Plan</u>									
Very Good Progress		Strong progress		Satisfactory Progress		Limited Progress			
Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	RAYG rating of progress			
						2021	2022	2023	
P1 Re-develop Mound	TBC	Improved Play area	Reports to "Leadership Sub Committee"	Headteacher - Termly	TBC				
P2 Replace roof above PryCop	CCOS	Reduce constant repairs			CCOS Funded				
P3 Replace Fire doors PryCop		Fire RA compliant			£5000 School Spend				
P4 Painting external school white		Improve environment/well-being			£500 School Spend				
P5 PryCop Signs		Identify Pods			£300 School Spend				
P6 Patio doors and decking from y Ogof		Extend learning area. Improve well-being			£14750 School spend				

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P7 Replace Cwtch window		Control ventilation			£600														
P8 Welfare facilities in Pod Pysgodyn		All pupils have improved access			£8500 School spend														
P9 Build decking area over sand pit in pod pengwin		All pupils have a large dedicated construction area			TBC														
P10 Add ventilation and heating into Yr Ogof	CCOS	Control ventilation			TBC														
P11 Repair poly tunnel – storm damage	Parental support	Access to shelter during outdoor learning			TBC														
P12 Develop wild flower area	CCOS	Improved learning opportunities																	
Total CCOS Bill £28,850 (Match funded with £15,000 funding) Total £43,000																			

Health & Safety & Safeguarding 3 Year Plan

Very Good Progress		Strong progress		Satisfactory Progress		Limited Progress			
Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	RAYG rating of progress			
						2021	2022	2023	
HS1 Child Protection Training – Staff & GB	Lisa Collins – Bi Annual	All staff and GB have up to date knowledge and understanding of CP procedures	Register	CCOS	£ Nil				
HS2 Prevent Training for Staff	CCOS	All staff have up to date knowledge and understanding of radicalisation	Register	CCOS					

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HS3 Refresh Lock Down Procedures for Staff	Head Teacher	All staff know what to do in the event of a lockdown	Policy INSET	Head Teacher													
HS4 First Aid Training	H Williams	First Aider up to date with training	Register	Head Teacher	£200												
HS5 Fire RAs and all documents shared and updated	Head Teacher	All staff familiar with policies, RAs and procedures	Online Form	Head Teacher													
HS5 Health & Safety Classroom Checks	All Staff	All staff completed a H&S audit on their classroom environment.	Online Form	Head Teacher													
HS5 Mandatory training	Relevant staff	All mandatory H&S training completed	Online Form	Head Teacher													

Grant Finance 2021-22

Key: EIG spend, PDG spend, ALP, PL, School Spend

Source of Funding	Purpose	Sum	Cross-referenced to priorities in the SDP
Education Improvement Grant (EIG)	Ensure each pupil profits from excellent teaching and learning, focusing on <ul style="list-style-type: none"> Improving Literacy Improving Numeracy Breaking the link between disadvantage and educational attainment	£63111 NB – All of the EIG for 2021 – 2022 is allocated to staffing the Foundation Phase.	Priority L1, L2, L3, L4, L5 Priority C1, C2
Pupil Development Grant (PDG)	Breaking the link between disadvantage and educational attainment.	£18,400 (£16,100 funded through eligibility for Free School Meals & £2,300 Early Years allocation)	Priority L1, L2, L3, L4, L5

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Accelerated Learning Programme (ALP)	Recruit, recover, raise standards- Accelerated Learning Programme: To provide additional and targeted support to improve attainment in reading across the school.	£4,198 (Sept - Mar 21) £2,999 (April - July 21) £5608 (Sept –Mar 22)	Priority L1, L2, L3, L4, L5 Priority C1, C2
Professional Learning (PL)	To develop staff knowledge and understanding enabling effective practice and preparation towards implementation of the 2022 Curriculum for Wales	£2209	Priority L1, L2, L3, L4, L5 Priority C1, C2
Hwb Infrastructure (HWB)	To support the development of digital learning (home and school), increasing device pupil ration and increasing access to digital learning	£5441	Priority L1, L2, L3, L4, L5

SDP Checklist

SDP requirement	✓	Comments
Does a clear vision set the context for the SDP? In order for the school to make sustained improvements and move forward, it needs to have a clear purpose that is shared and understood by all. In setting its vision, a school should consider the context in which it operates and agree a vision that is both motivational and achievable, and is underpinned by solid practical strategies.	✓	Vision statement can be found at the start of the document. Bold statement regarding whole-school approach to well-being also included in SDP.
In drawing up the SDP, has school performance information been considered? (A SDP will be informed by the regular self-evaluation a school undertakes of its own performance and contextual data.)	✓	The rationale for each priority explains what has been considered. Also see Self Evaluation Document: SED
National priorities in regulations are: (a) raising the standards of education in relation to literacy and numeracy; and (b) reducing the impact of poverty on educational attainment;	✓	Each priority allows school leaders to link it to national priorities. There are also dedicated priorities for reducing the impact of poverty and

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		implementing a whole-school approach to well-being.
Is there evidence of monitoring, review and revision of the SDP? Is it a live document? How are revisions reported?	✓	Each current priority has half-termly RAYG rating and a narrative section.
Consultation In preparing or revising a school development plan the governing body must consult— (a) the head teacher of the school (if that person is not a member of the governing body); (b) registered pupils at the school; (c) parents of registered pupils; (d) school staff; and (e) such other persons as the governing body considers appropriate.	✓	Given in the 'context of the plan' section.
Professional development strategy Details of the governing body's strategy for the current school year as to how it will further the professional development of staff at the school in order to meet the school improvement targets. Does it include all staff and leadership development? It will provide a context for the performance management process for all staff. How does the school use the professional standards?	✓	Each priority lists professional learning required to realise it and this is combined in a summary towards the end of the plan.
Working with the community Details of how the governing body will seek to meet the school improvement targets for the current school year by working with parents/carers of learners at the school, local residents, other schools, agencies and businesses, in seeking to achieve the school improvement priorities.	✓	Each priority considers how the community can contribute to its realisation.
School staff and school resources Details of how the governing body will make best use of the— (a) current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year; and	✓	Staff roles and responsibilities are clearly indicated along with costs of staff activity and resources.

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(b) school staff and school resources (including financial resources) the governing body anticipates will be available to it to meet the school improvement targets for the next 2 school years immediately proceeding the current school year.		
Previous targets A brief statement setting out the extent to which the school improvement targets for previous school year were met and where they were not met fully a brief explanation as to the reasons for that failure. Schools should evaluate the effectiveness of targets that have been achieved, in terms of raising standards and improving outcomes for all learners. Clearly sets out actions the school will take in order to achieve its targets.	✓	A review of the previous priorities is included.
Clearly sets out actions the school will take in order to achieve its targets.	✓	Each priority lists actions and offers an opportunity for the school to signpost evidence that informed the inclusion of said actions.
Clearly sets out expected outcomes as a result of achieving those targets. Outcomes should focus on the core purpose of school development planning, raising standards and improving outcomes for all learners.	✓	Each priority considers what success will look like.
Clear success criteria and milestones against which intended improvements can be evaluated.	✓	Success criteria (see above). Milestones included in actions.
The plan covers a rolling three-year period with year 1 containing detailed priorities and years 2 and 3 capturing high-level priorities and targets.	✓	High-level priorities for years 2 & 3 are articulated within the plan.

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	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.