LLANRHIDIAN PRIMARY
SCHOOL DEVELOPMENT PLAN
EVALUATED
2022-23

09/22 – Updated in accordance with School Improvement Guidance : Framework for Evaluation, Improvement and Accountability

Note the School Improvement Guidance replaces the 2014 guidance 'School development plans'. It places the requirements of 'The Education (School Development Plans) (Wales) Regulations 2014' (School Development Plans Regulations) in the context of the new framework for evaluation, improvement and accountability.

THE CONTENT OF THIS DOCUMENT WILL BE SUBJECT TO ANNUAL REVIEW, AND FOLLOWING AN INSPECTION BY ESTYN (following a school's inspection, the school development plan must be amended to reflect post-inspection feedback, findings, recommendations and proposed action. This should be done within 20 working days)

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LLANRHIDIAN PRIMARY SCHOOL
SCHOOL DEVELOPMENT PLAN 2022-2023

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School Vision

"Inspiring our learners 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.

The School Development Plan has been created within the guidelines of the Framework for Evaluation, Improvement and Accountability

Information and Evidence for 'improvement planning' has been gathered and evaluated through honest, robust, evidence-based self-evaluation arrangements. The 3 main purposes for the use of this information is for:-
  Improvement – for the learner
  Accountability – for governance purposes
  Transparency – for the wider citizen – telling them how well the school is doing

This plan was written after consultation and input from the headteacher, pupils, parents or carers of pupils, school staff and members of the governing body. The consultation was carried out through INSET days, ADDS sessions questionnaires and Pupil voice meetings. Due regard is given to a range of school data and pupil outcomes when creating the plan.
The plan is formulated as part of the school's self-evaluation procedures. The duration of this plan is from September 1st to July 30th. All grant funding referred to in this plan is to be spent by March 31st (unless grant provider allows carry forward).

The governing body will monitor and support the school's progress against the improvement targets for the current school year by working with:-
- **Staff across the school**
- **Senior Leaders in aligned subcommittee meetings**
- **Pupils at the school and their families; and**
- **People who live and work in the locality in which the school is situated.**

Progress against the plan is reported in each Headteacher's Report to Governors and through the work of the various governor committees. The plan is reviewed and updated termly. Copies of the plan are given to the Governing Body, every member of school staff and is available via the school website along with a summary, for all stakeholders.

The school has robust systems to review the previous year's targets. Learner Progress is central to these statements.
On reviewing school improvement targets, we evaluate our performance through asking 2 questions:-

1. **Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes?**

2. **Is the pace of learners' progress in line with the expectations of teachers and the curriculum?**

As a school, we use these questions to help determine the lines of enquiry of subsequent self-evaluation and improvement. This carefully considers the progress made by specific groups of learners and the extent to which the school is helping to overcome the impact of poverty on attainment.

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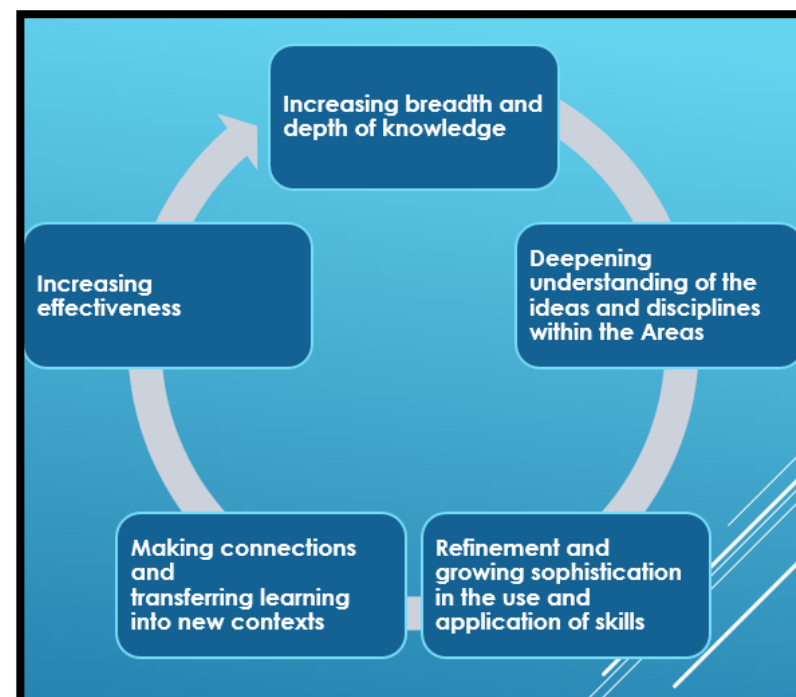
Review of previous year's priorities	
(September 2021- July 2022)	
This section summarises the evaluations against last year's targets. The Governing Body agreed the final evaluations through sub committee meetings and a full governing body meeting.	
1. Standards	
L1 Raise standards in basic skills to 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 SA" 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.	**Strong Progress**
L2 Raise standards in Welsh oracy, reading and writing - Summer term observations saw an improvement in Slot Drilio 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	**Strong Progress**

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.**

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), and 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.	**Strong 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.**	**Very Good Progress**

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2. Wellbeing and Attitudes to Learning	
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.**	**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.** .	**Very Good Progress**
3. Teaching and Learning Experiences	
L5 To further develop independence and inter-dependence through refining the consistency of pedagogical, andragogical and heuatogogical 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.	**Strong Progress**

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.**	

4. Care Support and Guidance

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**	**Strong Progress**

5. Leadership and Management

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.	**Very Good Progress**
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	**Strong Progress**

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.**

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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.
- 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.
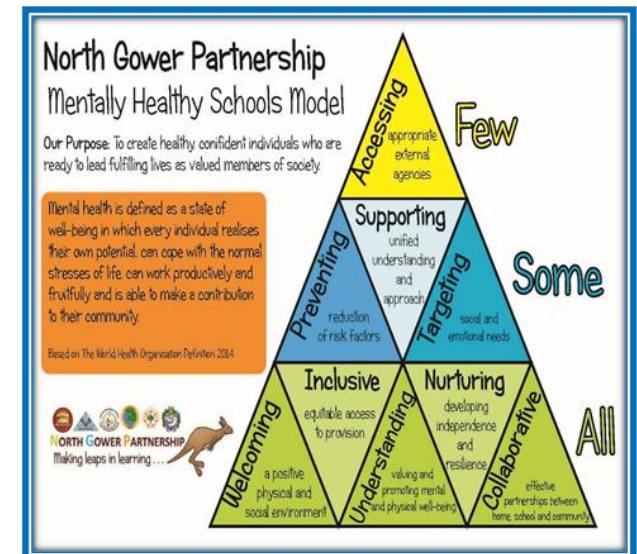
- Our whole-school approach promotes equity for all, reducing variation in experiences and outcomes, and uses evidence-based practices consistently and transparently, in terms of both use of data for planning and any interventions. Our whole-school approach builds upon and develops the NGP mentally healthy 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.

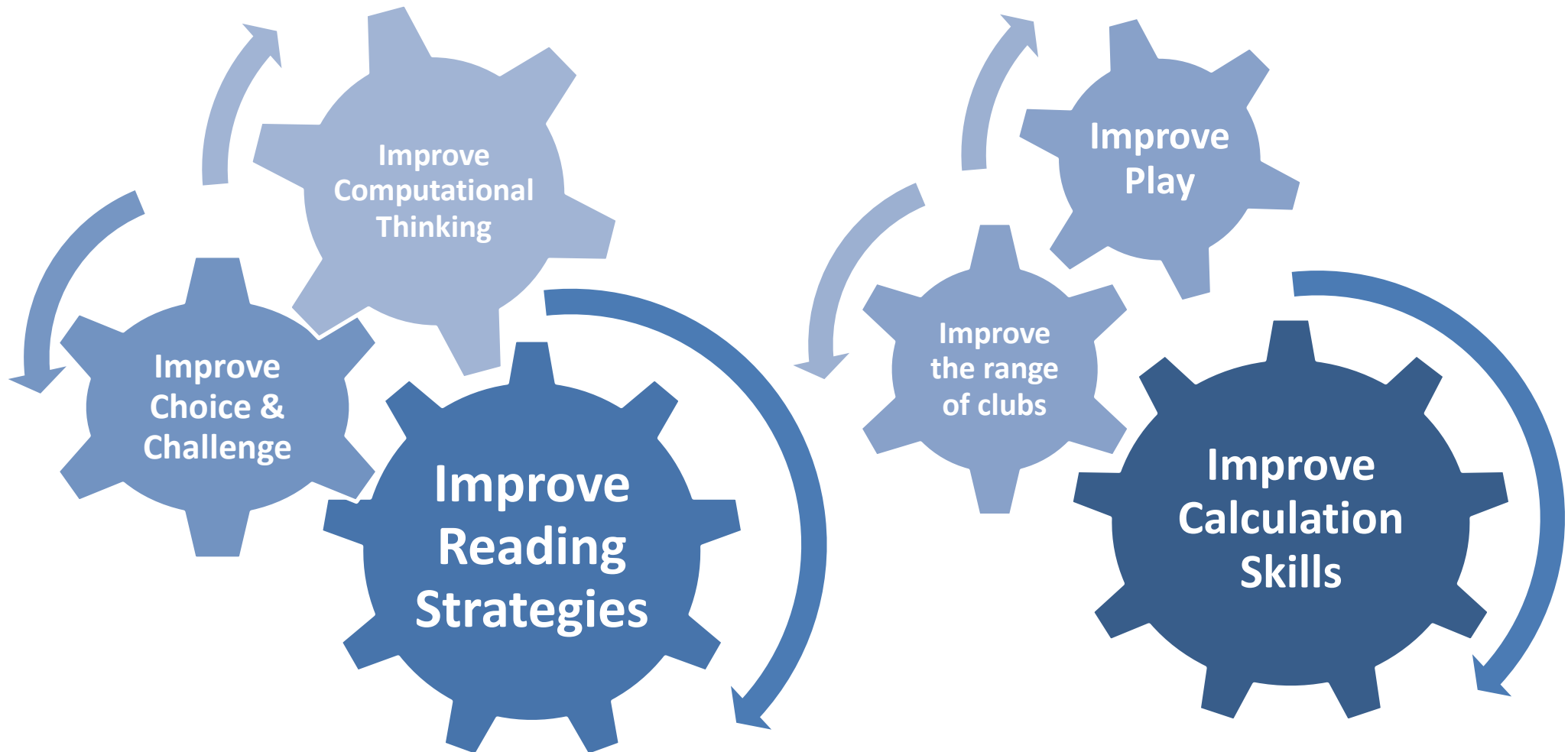| Academic Year	Actions	RAYG Rating
2020-21	**Review Framework:** • Establish lead person & team (Staff, Pupils & Governors) • Review Framework • Share with staff and governors	
2021-22	**Scoping Stage** • Design and share questionnaires to gather stakeholders views, needs and strengths • Evaluate information gathered	
2022-23	**Action Plan and Implementation** • Develop plan to address gaps and build on strengths • Align effective collaboration with external agencies • Implement and refine universal and targeted provision to support all learners and staff	
2023-24	**Evaluation & Re-alignment** • Implement action plan. • Review effectiveness of measures in place, consider key learnings in partnership with children and young people. • Further refine universal and targeted provision	

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LLANRHIDIAN PRIMARY SCHOOL
SCHOOL DEVELOPMENT PLAN 2022-2023

Priority Area and Aligned Sub Committee	Headline School Priorities 2022-23		2023-24	2024-25
Learning & Teaching IA1	Literacy (E)	L1 Literacy – Further develop reading strategies to find information and/or ideas to support their independent work (1.1)	Raise Standards in identified literacy areas	Raise Standards in identified literacy areas
	Numeracy	L2 Numeracy – Further develop strategies for calculation using mental and written methods (1.1)	Raise Standards in identified numeracy areas	Raise Standards in identified numeracy areas
	Science and Technology	L3 Science/DCF - Develop computational thinking across all pods (1.1)	Evaluate and refine consistent approach to technology	Evaluate and refine consistent approach to technology
Learning & Teaching IA3	Teaching	T1 Teaching - Continue to develop choice and challenge to facilitate appropriate self-directed learning to apply existing knowledge, skills and understanding. (3.1)	Evaluate the impact of pedagogical approaches and refine to meet pupils' needs	Evaluate the impact of pedagogical approaches and refine to meet pupils' needs
	Experiences	T2 - Develop a wider range of additional clubs and activities to better reflect the four purposes (3.1)	Evaluation and Refinement	Evaluation and Refinement
	Cluster Working	T3 - Develop Welsh oracy as a cluster approach to ensure progression, high standards and positive attitudes (3.1)	Implementation of cluster approach	Review and refinement
	Cross Cutting Element	T4 - Improve the diversity of the curriculum, ensuring that learning reflects Black, Asian and Minority Ethnic perspectives. (3.1)	Evaluation and Refinement	Evaluation and Refinement

	Curriculum Design	**T5 Curriculum Design - Further develop a shared understanding of progression, within each AoLE, across the whole cluster. (3.2)**	Evaluation and Refinement	Evaluation and Refinement
Wellbeing/ Care, Support & Guidance IA2	**Attitudes to Learning**	**WB1 Revisit assessment for learning techniques to ensure pupils are evaluating their learning accurately, with limited adult involvement. (2.1)**	Evaluation and Refinement	Evaluation and Refinement
	Environment	**WB2 Further improve pupil participation through developing provision that best suits the need of individual learners at the top end of the school. (2.2)**	Evaluation of Impact	Refinement of provision
Wellbeing/ Care, Support & Guidance IA4	**ALN**	**CSG2 Further develop pupil screening to identify additional learning needs across literacy and numeracy.(4.1)**	Evaluation of Impact	Refinement of provision
	Personal Development	**CSG1 Re-develop "Pupil Progress Meetings" to align with school expectations of standards and progress in line with the curriculum for Wales (4.1)**	Evaluation of Impact	Refinement of process
Leadership & Management IA5	**Stakeholder Engagement**	**LD1 To strengthen and develop links with its stakeholders through face to face engagements and events. (5.1)**	Continue to seek opportunities to strengthen community links	Continue to seek opportunities to strengthen community links
	Self Evaluation	**LD3 Re-design AoLE monitoring to ensure processes are robust, streamlined and effective to facilitate improvement. (5.2)**	Evaluate and refine assessment systems	Evaluate and refine assessment systems

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Pupil Friendly Priorities

Improve Computational Thinking

Improve Play

Improve Choice & Challenge

Improve the range of clubs

Improve Reading Strategies

Improve Calculation Skills

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Priority 1: Learning & Teaching						
"Curriculum Learning & Teaching"						
Cross reference / links:						
CfW	**Vision**	**NIA/ESTYN**	**UNCRC**	**Nat. / local priorities**	**Governors**	**Pupils**
Pedagogy Curriculum Design Four Purposes Integral Skills	**"Inspiring our learners to be the best they can be!"**	**IA 1 & IA 3**	**A29 – Your right to become the best you can be.**	**NP1: Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience** **NP2: Reducing the impact of poverty on learners' progression and attainment**	**Learning Sub Committee Chair: L Jarvis**	**Pupil Voice Groups**

Headline Target **Raise standards in knowledge, skills and understanding to support progress across all AoLEs**	**Rationale**
L1 Literacy – Further develop reading strategies to find information and/or ideas to support their independent work (1.1)	**A range of monitoring activities has highlighted the need to support pupil independence. Skills that enable pupils extract appropriate information from text supports a range of tasks including their self-directed learning. Whole school personalised assessments demonstrated that this was an area for improvement, especially in Year 2- 4. NP1**
L2 Numeracy – Further develop strategies for calculation using mental and written methods (1.1)	**A range of monitoring activities has identified that too many pupils are over reliant on "manipulatives", especially numicon. These pupils are unable to visualise to make strong connections between numbers which is hindering their progress when using numeracy in other contexts. This was also identified as an area for development in the personal assessments. NP1**

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L3 Science/DCF - Develop computational thinking across all pods (1.1)	An audit of science and DCF has highlighted that staff lack most confidence computational thinking. Although DCF skills across the school are strong, there is a clear area less advanced in terms of both pupils' and staff skills. **NP1**
T1 Teaching - Continue to develop choice and challenge to facilitate appropriate self-directed learning to apply existing knowledge, skills and understanding. (3.1)	The school has made good progress against this target, however further refinement is needed to ensure that all teacher are adhering to the "Teach it", "Practice it" and "Apply it" approach to planning their pedagogy. The school remains committed to supporting practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff. **NP1**
T2 - Develop a wider range of additional clubs and activities to better reflect the four purposes (3.1)	Both pupils and parents have raise that a wider variety of clubs would better meet the needs and interests of the pupils. **NP1&NP2**
T3 - Develop Welsh oracy as a cluster approach to ensure progression, high standards and positive attitudes (3.1)	There is a wealth of good practice to develop Cymraeg across the cluster. However to ensure equity of provision, the partner schools need to agree and implement a cluster approach to developing Welsh oracy. **NP1**
T4 - Improve the diversity of the curriculum, ensuring that learning reflects Black, Asian and Minority Ethnic perspectives. (3.1).	In order to meet the statutory requirements of the Curriculum for Wales, all schools need to develop a coherent plan to deliver an authentic curriculum that reflects both a local and national context as well as promoting human rights and diversity. **NP1**
T5 Curriculum Design - Further develop a shared understanding of progression, within each AoLE, across the whole cluster. (3.2)	The school is committed to enabling all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress. In order to maximise this pupil progress, and give each learner the best life chances, it is vital that all pupils enter Gowerton with equity of high quality learning experiences. As a result, the cluster has recognised the need to develop a concept map across progression steps 1-5 to ensure the planned progression of all AoLES. **NP1&NP2**

LLANRHIDIAN PRIMARY SCHOOL
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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-T5 Re-structure Planning across the school	SMT	All mandatory and statutory elements of CFW planned for	Formative monitoring in line with AoLE policy Reports to "Learning Sub Committee" Data Summary	Team SA Team MD		Yellow	Yellow	Green
L1 Revisit the 9 reading behaviours	Team SA	Improved reading progress for nearly all pupils		Team SA		Red/Orange	Yellow	Green
L2 Develop and implement a programme of professional learning for reasoning	Team MD	Most all pupils make at least expected progress in their reasoning PAs		Team MD	**PL** - Lynwen Barnsley£1500	Yellow	Yellow	Yellow
L3 Develop professional learning for all staff in data and computational thinking	SG	All staff able to teach and support improved computational thinking skills		Team SA		Orange	Yellow	Green
L3 Utilise Hwb Infrastructure Grant to supplement purchase	SG	All pupils to have access to appropriate devices		Team SA	**HWB £3500**	Yellow	Yellow	Green

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hardware to enable computational thinking							
T1 Utilise Adds Sessions to reflect and refine C&Ch	DC	Ch&Ch continues to improve ensure nearly all pupils are able to self direct		SMT			
T1 Develop Teaching Trios	SA	Practitioners understand what works in curriculum design by investing in the enquiry and pedagogic skills		SMT			
T2 Use pupil voice to influence the development of clubs	Team MD Team SA	A wider range of clubs throughout the year accessible to all FT pupils		SMT			
T3 Re-establish cluster network for Welsh Leads	Team SA	Development of a progressive map for Welsh Oracy		Team SA			
T4 Revisit planning to ensure literature is diverse to reflect and promote diversity.	Team SA	All pupils have expose to a richer menu of literature to		Team SA			

		support writing and discussion.								
T4 Re-design Pod Project Overviews to include mandatary and statutory elements for parents.	DC	All parents receive clear guidance and expectations for learning		Team SA Team MD						
T5 Develop a NGP Planning tool to support content coherence across all AoLEs	DC, JW, SC & SA	Clarity and shared understanding of progress across each AoLE		Team SA & Team MD						

Resources		Costs	Professional Learning requirements		Costs
• Digital devices		**£3500 (HWB) £5600 (School Budget)**	• Lucy Crehan • Partneriaeth • Lynwen Barnsley • Ian Meredith		**£1500 (PL)**

How can the wider community of the school enrich the priority?	What support do we need from others to realise this priority?
• 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	• 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 and Pupil Voice Pages
Final Evaluation Summer 2023

Pupil Evaluation:

L1: Reading
"GRaSP has improved using LUA questions. Reading behaviours like summarising and questioning has helped us to be more independent. We haven't observed many pupils choosing to read in their spare time but pupils enjoyed the book sale. More pupils are reading at home and bringing in their reading journals.   Reading for research has improved and more pupils are picking out the important information and using their own words. Also pupils are using bigger words by using the dictionaries and thesaurus, and are improving their vocabulary."

L2: Calculation Skills
"We have seen less pupils needing equipment and we have been made to use more written methods in all areas of Maths eg fractions and perimeter. Songs have helped drill number facts into our heads. We have looked at books across the pods and the written work has definitely increased. Programmes like TTRS has really helped with our multiplication skills for the older pupils and numbots are helping the younger pupils with their adding and subtracting. We need to improve our work by showing our methods more. We also think we need more challenge with division. We also think that we can do more challenging maths in our IQ, Choice and Challenge and science."

L3: Computational Thinking
"We have been doing more computational thinking and the teachers are miles better at teaching it. We are using more technologies like microbits, scratch, Mokibands and collecting data to create spreadsheets. We have been to technocamp and they showed us how to code an eco-system and how to use a cipher. Younger children are coding caterpillars and Beebots. J2E is helping younger children to code. We have also used computational coding skills to create top trump cards and create a database. We could use more coding in other areas of learning like Science and we think teachers still need more training because some are not as good as others."

T1: Choice & Challenge
"We would like to be able to access all the resources we need to help us be independent when doing choice and challenge. We are getting really independent when doing it and we don't need to ask as many questions. In Pod Pengwin the teachers think it is really, really good and happens all of the time. Its starts as soon as they come in and then pupils are called to do spotlight tasks in small groups. There are no books but paintings go straight on the wall. Choice and Challenge happens inside and outside. In Pod Pysgodyn, the pupils really like choice and challenge and the place mats help the children to complete their tasks independently.

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They do not use books but create posters instead and make and create eg lifeboats for RNLI. In Pod PryCop we use books to record our work and we plan our own learning and can choose how to use our literacy, DCF, numeracy and creative skills. We try to apply what we have learnt in other areas of learning to our choice and challenge work. We think Choice and Challenge is important as it allows us to be independent and not rely on teachers. It has improved a lot from last year when we felt a bit confused!"

T2: Clubs
"Clubs have improved as it was just sports before, but now there is a range of activities like cooking, expressive arts and dance. More people are attending, especially now there is cricket, rounders and Caffi Cynefin. Clwb Hwyl teaches us a range of skills like resilience, strength, good sportsman, communication, kindness, organisation and improves our wellbeing. We definitely want to play against more schools and in a range of sports. Some pupils are attending an athletics competition with sprint, 800m, relay, shot put, long jump, high jump and javelin."

School Evaluation:

L1 Literacy – Further develop reading strategies to find information and/or ideas to support their independent work (1.1)

Planning across the school has been restructured to ensure pupil progress is at its heart. This has successfully impacted upon all teachers' focus on the next steps needed to facilitate progress in reading. All teachers are using most of the 9 reading behaviours in their planning and many were evident on learning walks. **However, literacy leaders recognise that not all 9 reading behaviours are consistently used across the school.**   All pods have engaged in the 'trust trio' process to ensure that the teaching of reading is consistent, challenging and shows progression. Leader observations demonstrate that all teachers have adapted their teaching of reading strategies to allow more pupils to be active and more independent. All teachers are beginning to engage with the LUA questions to plan and assess GRaSp time ensuring progression for individuals as well as progression across pods. Through our Teaching Trios and book looks there was strong evidence of GraSp knowledge and skills being applied to IQ tasks with increasing independence. In addition, the majority of pupils at the top end of the school, are demonstrating appropriate reading strategies when undertaking self-directed learning eg in Choice and Challenge. Suffolk reading data shows that 80% of children made at least month on month progress, an increase of 16% this time last year. The school is identifying those pupils who are not making the expected progress and providing intervention.   Parent are informed and supported with ways to help their child.

Final Evaluation: Strong Progress

L2 Numeracy – Further develop strategies for calculation using mental and written methods (1.1)

A new planning approach has impacted up on all teachers' focus on the next steps needed to facilitate progress in calculation strategies to reduce the over reliance on manipulatives eg numicon. All teachers have had beneficial professional learning to develop teachers' skill set in the teaching and learning of mental and written methods. Such professional learning has impacted on developing a consistent and progressive pedagogical approach. This has been evidenced in listening to learners, real time learning walks, book looks, teaching trios and data analysis. Nearly all pupils are making stronger connections when using number eg by using the inverse or number facts, in a wider range of contexts such as IQ. However, monitoring of pupils' work and learning walks demonstrate some missed opportunities to apply their skills at a more challenging level. A wide range of age-appropriate data has shown that nearly all pupils have made at least expected progress since summer 2022. However, leaders have identified a need to further develop a progressive range of strategies to support pupil resilience in mathematical reasoning.

Final Evaluation: Strong Progress

L3 Science/DCF - Develop computational thinking across all pods (1.1)

Planning across the school has been restructured to ensure all teachers focus on the next steps needed to facilitate progress in computation thinking. All teaching staff attended valuable and comprehensive training with the "Leader of Learning for Digital Competence", which resulted in the successful teaching and learning of computation thinking across all pods. This was evident in learning walks and through pupil voice meetings. The DCF lead has developed strong links with outside agencies, with most pupils having had access to worthwhile resources and teaching from DCF professionals. For example, Pod Pry Cop visited Techno camps and received in school tuition from programmers. This provided extensive training for pupils and staff.

The Digital leader has utilised Welsh Government funding to purposefully acquire appropriate digital devices to enhance the learning across all pods. However, all teachers are mindful of the negative effects the screen time can have upon other aspects of learning eg collaboration, social interaction and wellbeing. As a result, the school skilfully timetables digital resources to support pupils' digital skills and nearly all pupils are making at least expected progress.

Final Evaluation: Strong Progress

T1 Teaching - Continue to develop choice and challenge to facilitate appropriate self-directed learning to apply existing knowledge, skills and understanding. (3.1)

Planning across the school has been restructured to ensure all teachers' focus on the next steps needed to facilitate progress in choice and challenge. Leaders have ensured that dedicated adds time has been given to plan for the success of this target. All teachers, across the school, have been given opportunities to share what is working well, and discuss the barriers to achieving independent learning.

Teaching Trios and monitoring teams have purposefully and effectively evaluated and refined choice and challenge across the school, ensuring that planning focuses on the progression of skills to underpin independence. To ensure such progression, the North Gower Partnership have agreed a continuum of integral skills to effectively support teachers planning. These not only support Choice and Challenge but also spotlight and IQ learning.

Monitoring evidences that knowledge, skills and concepts are explicitly taught across all areas of learning. Once taught, all teachers are planning opportunities for these to be applied through Choice and Challenge. **However, learners tell us that although resources are appropriate, these need to be more accessible and readily available throughout pods for pupil use.** Many pupils at the top end of the school are displaying very good self-direction when choosing their own learning, and teachers are effectively supporting them to identify and apply the knowledge they have learnt and understood. Opportunities for pupils to "analyse, create and evaluate" (ACE Skills) are becoming increasingly evident in the work produced (older pupils) and when discussing learning (younger pupils). The introduction of Dysgwr Heddiw has enabled a focus pupil to share their application of previous learning with their peers.

Final Evaluation: Strong Progress

T2 - Develop a wider range of additional clubs and activities to better reflect the four purposes (3.1)

All teachers have termly discussions with pupils to plan their Clwb Hwyl. As a result, pupils have chosen a range of activities including sports, dance and cookery. The school is now committed to maintaining this approach in the understanding that clubs and activities will not be static and will change to meet the needs and interests of the pupils. The current take up for Clwb Hwyl has increased and is well attended. Teachers and staff are also using this time as an opportunity to develop aspiration towards the four purposes. For example, pupils are cooking for Caffi Cynefin which is developing many aspects of each purpose as well as making clear links between their actions and the success of this community based project. **The school recognises that further activities and**

clubs can be developed next year, as well as improving the provision of existing ones. In addition a recent audit revealed that further engagement in out of school community events would benefit pupils.

Final Evaluation: Strong Progress

T3 - Develop Welsh oracy as a cluster approach to ensure progression, high standards and positive attitudes (3.1)

Planning across the school has been restructured to ensure pupil progress is at its heart. This has impacted up on all teachers' focus on the next steps needed to facilitate progress in Welsh oracy. Leaders have increased engagement with the cluster as they work towards consistency throughout all the schools. For example, we have been invited to our cluster schools to take part in music mornings and games mornings. Teachers and pupils have also welcomed the Criw Cymraeg from our cluster schools to our Caffi Cynefin to provide pupils with authentic opportunities to speak Welsh. Our pupil voice group have started a successful video channel which is used to support all pods with their daily slot drillio. This has helped to encourage a consistent approach across all pods. However, there needs to be more Welsh oracy in other parts of the school day i.e clwb hwyl, canteen, corridor conversations and caffi cynefin. Our Llanrhidian World of Work initiative will encourage this where 'Capten Cymraeg' pupils will support dreigiau to encourage all pods to play Welsh games at lunchtime.

The LLC team provides all teachers with a chillied 'Patrwm yr Wythnos' which is engaging for nearly all learners and provides a scaffold to help with Welsh progression. The Dreigiau pupil voice team have started 'Dydd Mercher Musig', where Welsh music is played throughout the day through the outside speakers. This has impacted upon the positive whole school ethos towards Welsh, however, leaders now need to develop a whole school, progressive approach to a foreign language. (French)

Final Evaluation: Strong Progress

T4 - Improve the diversity of the curriculum, ensuring that learning reflects Black, Asian and Minority Ethnic perspectives. (3.1).

Planning has impacted up on all teachers' focus on the need to ensure literature is diverse to reflect and promote diversity. As a result, planning shows that all teachers are considering this when choosing their literature. Leaders have redesigned the template for Pod Project Overviews to include mandatary and statutory elements for parents.   This ensures that all parents have access to all the information that underpins our curriculum planning. All teachers send these out termly. The head teacher leads weekly assemblies using the "Little People Big Dreams" books. These focus upon human rights and the need to respect and celebrate diversity in our

world.   All staff engage in "I wonder week" where pupils are given opportunities to engage with visitors representing a range of faiths and cultures.   Leaders in the school recognise that all staff must maintain a focus on ensuring all minority groups are represented in our curriculum. **However, leaders have identified that more opportunities to raise awareness of disabilities are needed.**

Final Evaluation: Strong Progress

T5 Curriculum Design - Further develop a shared understanding of progression, within each AoLE, across the whole cluster. (3.2)

Head Teachers and teachers across the North Gower Partnership have worked together to formulate a consistent approach to planning for progression. As a result it was decided that Bloom's Taxonomy was to underpin the approach. Leaders developed the LUA/ACE model which provides all teachers with a sequential approach to planning. (See Right). However, the LUA/ACE model also enables teachers to assess where a pupil is against knowledge, skills or a concept. In Llanrhidian this has impacted positively upon our planning and teachers are able to identify if they need to plan a lesson to teach so that the pupil can "learn"; activities to practice for the pupil to "understand" or whether the child is ready for out of context experiences where they can "apply" their knowledge, skills and concepts. In addition all teachers are planning for the higher order skills of "analyse", "create" and "evaluate".
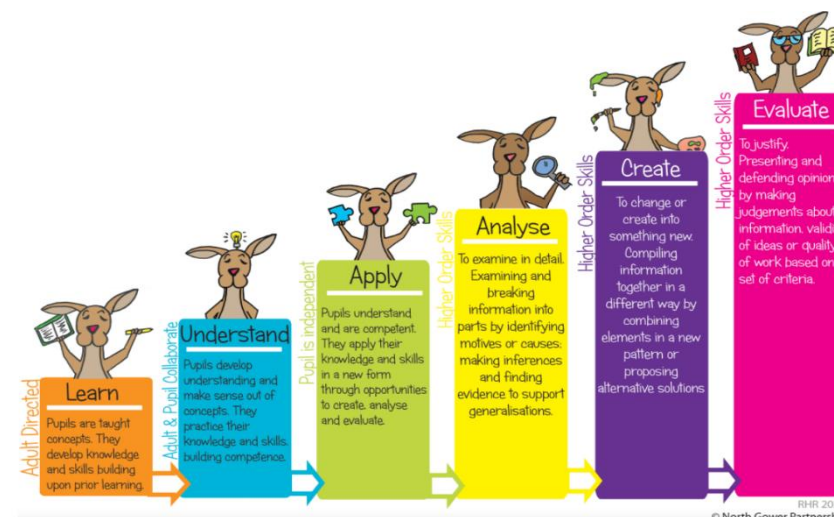
Teachers across the NGP have developed networks to ensure there is progression of concepts, knowledge and skills across the four progression steps. This planning has identified common "domains" that all schools in the partnership will teach. It has been agreed by all staff that although the concepts are consistent, the context may differ within each school.

In Llanrhidian leaders have re-developed our long term planner to reflect the domains. For a broad picture of assessment, all teachers make a judgement upon a pupil's stage of learning against each domain. For example a pupil who is "applying" knowledge skills and concepts within progression step 2 would be a 2A. This provides leaders with valuable whole school information to ensure that

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progression is being planned for across all cohorts. However, leaders recognise that this approach to summative assessment is limited and that it is the "in the moment" and "formative" assessment that moves learning on to the next step.

All staff have contributed to aligning planning, assessing and reporting with the new model, however, further work is needed to ensure all elements are having maximum impact upon pupil progression.

Final Evaluation: Strong Progress

Priority 2: Care, Support & Guidance & WellBeing
"Well-being, Equity and Inclusion"

Cross reference / links:						
CfW	**Vision**	**NIA/ESTYN**	**UNCRC**	**Nat. / local priorities**	**Governors**	**Pupils**
Health & Well-Being Four Purposes ALNET	"Inspiring our pupils to be the best they can be!"	NIA 2 & NIA 4	A19 – Your right not to be harmed and kept safe	NP1: Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience NP2: Reducing the impact of poverty on learners' progression and attainment	CSG Committee Chair: R Costigan	**Pupil Voice Groups**

Headline Target To further develop Health & Well-Being and ALNET across the curriculum and school	Rationale

WB1 Revisit assessment for learning techniques to ensure pupils are evaluating their learning accurately, with limited adult involvement. (2.1)	**As part of our monitoring in 2021-22, AfL was raised as an area that needed re-visiting to ensure progression of techniques across the school. This will support pupils with "stage appropriate" self and peer evaluation, as well as ensuring pupil participation levels remain high. NP1&NP2**
WB2 Further improve pupil participation through developing provision that best suits the need of individual learners at the top end of the school. (2.2)	**The school has successfully developed "Relax and Refuel" time which supports with meeting pupils' preferences at break times. For example, pupils have a range of activities they can engage in. However, there are too many instances where pupils are struggling to co-operate independently. The school needs to consider its provision to best suit this need by ensuring the school environment supports learners' and practitioners' well-being.** **NP1&NP2**
CSG1 Further develop pupil screening to identify additional learning needs across literacy and numeracy.(4.1)	**Early intervention has a profound effect on supporting pupils to progress. Existing screening identifies speech and language, dyslexia (highlighted pupils) and motor skills difficulties. However, the ALNCO has recognised the need to extend this to screen all pupils for dyslexia, and dyscalculia from Y3-Y6. In addition, nonverbal reasoning and phonological battery assessments need to be introduced for identified pupils. NP1&NP2**
CSG2 Re-develop "Pupil Progress Meetings" to align with school expectations of standards and progress in line with the curriculum for Wales (4.1)	**Covid has impacted negatively upon the rigour of pupil progress meetings, and this needs to resume to ensure that all pupils are on track and get the best possible intervention to meet their needs. As a result the school needs to re-visit and improve upon the previous model to ensure all staff are aware of pupils' needs, next steps and the provision required. The school will continue to listen to our pupils as they engage with their learning and support them in achieving their aspirations NP1&NP2**

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.

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WB1 – Update, agree and adhere to AfL continuum across all pods.	SMT	All pods are using AfL strategies. All pupils are engaged in their learning.	Formative monitoring in line with AoLE policy	Team SA Team MD							
WB2 - Pupil questionnaire to gather views of learners – equip areas	SC	Improved collaboration at breaks and within learning.	Reports to "CSG Sub Committee" Data Summary	Team SA Team MD	£1000 School Budget						
CSG1 – Attend training on test administration	ALNCO and NG	Staff able to administer screening tools		SMT	£200 School Budget						
CSG1 – Administration of screening tests	ALNCO and NG	Pupils with needs are identified and appropriate intervention strategies deployed.		SMT							
CSG1 – Set up Termly Pupil Progress Packs	SMT	Each Pod will have an overview of the pod in terms of need and progress		SMT							
CSG2 – Set up Termly Pupil Progress Panel Meetings	DC SA LM	Panel will have QA overview on the progress of all pupil across the school.		SMT							

Resources		Costs	Professional Learning requirements		Costs
• Play Equipment • Screening tools • Pupil Progress Packs		**£1000** **£200**	• ALNET Training • Cluster networks • Partneriaeth Training		**£0**
How can the wider community of the school enrich the priority?			What support do we need from others to realise this priority?		

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Local Authority ALN Cluster Leads NGP ALNCO's NGP H&WB Group NGP HT Group	• School improvement adviser to challenge and support with curriculum design • NGP Head teacher colleagues to discuss and agree upon a model of progression

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:

WB2: Improving Opportunities for Play

"Before this year Pod Pry Cop did not have the equipment that we do now. Since Autumn we have had big polydron, marble run, stepping stones and mini skateboards. These gave us a focus on playing together and having more fun. Our teachers taught us some cool new games too which helped us to get along. We agreed a timetable for the equipment and the sports ambassadors helped to get these out.   When the marquee was up we had daily sensory circuits which was fun and kept us fit. When the marquee came down, we shared the equipment across the school to use. Now it is dryer we can use the field more and we have timetabled the pitches. We have a wider range of equipment to use eg tennis, cricket and football.   We think that the pupils generally get on much better. There are less quarrels, less injuries and we are having more fun. The amser tost and the music outside has made a big difference to our moods, and everyone feels included. The Wednesday Welsh music is fun! We think all these opportunities should continue next year."

School Evaluation:

WB1 Revisit assessment for learning techniques to ensure pupils are evaluating their learning accurately, with limited adult involvement. (2.1)

All staff received training on the agreed assessment for learning continuum to promote the progression of techniques across the school. As a result, all teachers are now using these techniques to promote stage appropriate self and peer assessment. Since the introduction of the LUA system, many teachers are successfully aligning self and peer assessments with the "learn, understand, apply" approach. Most pupils are engaging positively with self and peer assessment and moving their learning forward. Teachers

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have re-developed their marking labels to further support pupil self/peer assessment and these are scaffolding self-direction for many pupils.

Nearly all teachers are using the consistent LUA vocabulary in their planning and making this explicit to parents via the pod pages and end of term reports.

A range of monitoring demonstrates that pupils are more engaged in their own learning, and the LUA scaffold is enabling pupils to see their own next steps across spotlight and IQ activities. In addition, the majority of pupils are applying their skills, knowledge and concepts more consistently and appropriately in their choice and challenge.

Final Evaluation: Strong Progress

WB2 Further improve pupil participation through developing provision that best suits the need of individual learners at the top end of the school. (2.2)

All teachers have gathered the views of their learners when resourcing their learning areas. This has also been extended to areas where pupils have relax and refuel and lunch play. All teachers have purposefully planned lessons, experiences and activities to focus on the skills of collaboration and co-operation. Pupils displaying productive behaviours have been asked to share their experiences, and this has impacted positively upon the behaviour of others. Most pupils at the top end of the school have displayed very good progress in terms of their ability to work as a team. The school's approach to progression, ie "Learn, Understand, Apply" has underpinned individual pupils' journey with this. For example pupils are taught, given planned opportunities to practice, leading to most pupils demonstrating independent application of these skills. As a result, observations at lunch and relax and refuel times state that nearly all pupils participate in productive play. The number of quarrels and disputes has greatly reduced. Leaders recognise that developing collaboration must be considered in all future planning.

Final Evaluation: Strong Progress

CSG1 Further develop pupil screening to identify additional learning needs across literacy and numeracy. (4.1)

The ALNCO has ensured that every pupil has been assessed from year 3 to year 6 using an LA approved dyslexia screening tool. Leaders analysed the results to identify pupils in need of intervention. Results showed that very few pupils were at a high risk of

dyslexia, however those that were identified completed further screen assessments to identify specific areas of need. The ALNCO has ensured that all staff are using appropriate dyslexia friendly resources as part of the school's commitment to universal provision. All teachers provide identified pupils with targeted intervention to address dyslexic needs.   The LA approved screening tools have since expired, however the school has purchased 10 licences for GLS assessment to maintain its proactive approach to screening.

All teachers have been asked to identify pupils at risk of dyscalculia who have all been screened. No pupil was at risk of dyscalculia, however these pupils continue to be supported with targeted interventions. Eg Power of 1. This tool will be purchases should the need arise.

Final Evaluation: Strong Progress

CSG2 Re-develop "Pupil Progress Meetings" to align with school expectations of standards and progress in line with the curriculum for Wales. (4.1)

Senior leaders have implemented a "Planning for Progress" tool across all pods. This clearly articulates the expectations for all teachers including links to the professional standards. It also ensures that teachers refer to key policies for a consistent and corporate approach to planning. Leaders have set clear non-negotiables which are underpinned by the Welsh Government's expectations for progression.   All teachers identify groups of learners, and any individuals at risk of not achieving.

Teachers meet in pod teams to plan using focused discussion points. This has impacted positively upon the quality of planning and identifying any pupils with concerns, or those that need further challenge. The tool provides all teachers with links to other key documents such as their webpages, the tracker and the monitoring packs.

All teachers provide an overview of their universal and targeted provision, and provide a termly overview of standards for literacy and numeracy.
Leaders in the school are then able to monitor pod progress. All teachers make detailed notes about pupils' needs and next steps. Feedback from teachers is very positive as it gives meaningful structure to their planning.

Final Evaluation: Very Good Progress

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Priority 3: Leadership & Management
"Vision & Leadership"

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	**NP1: Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience** **NP2: Reducing the impact of poverty on learners' progression and attainment**	Leadership Committee Chair: J Houston	Pupil Voice Groups

Headline Target	Rationale

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To strengthen stakeholder involvement to secure school improvement	
LD1 To strengthen and develop links with its stakeholders through face to face engagements and events. (5.1)	**Covid has impacted negatively upon community events and therefore stakeholder engagement. This has left the school without the same strong connections that give us feedback and views that supports and informs our school improvement. In addition there is the need to support pupils' aspirations towards the four purposes through developing links with the world of work. The school is committed to co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter. The school aims to be at the heart our community to support and promote educational achievement. NP2**
LD2 Re-design AoLE monitoring to ensure processes are robust, streamlined and effective to facilitate improvement. (5.2)	**The school has reviewed is AoLE monitoring, and while robust, it is often approached with a bias. A 360° view of each AoLE is needed to ensure progression is at the heart of planning and assessment. AoLE monitoring must become more formative, and more collegial to ensure a whole school approach is secured. Through this process the school will embed reflection, self-evaluation and improvement, providing good opportunities for leadership. NP1&NP2**

LLANRHIDIAN PRIMARY SCHOOL
SCHOOL DEVELOPMENT PLAN 2022-2023

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 Complete school event Calendar to ensure community engagement is at least termly	SMT	Parents and stakeholders are invited into the school at least termly	Reports to "Leadership Sub Committee"	Headteacher - Termly		🟨🟨🟩🟩🟩🟩		
LD1 Develop a Curriculum Improvement Day to gather the views of all Stakeholders	Team SA Team MD	Parents and stakeholders are invited into the school to view curriculum plans and to state their views		Headteacher - Termly		🟧🟧🟧🟧🟧🟧		
LD2 Complete Personality Profiles of all Staff	SC	To support staff understanding of the strengths of each member of staff within their team		Headteacher - Termly		🟩🟩🟩🟩🟩🟩		
LD2 Develop two monitoring teams across the school	All Staff	To build a strong and collegial approach to monitoring		Headteacher - Termly		🟨🟩🟩🟩🟩🟩		

LD2 Re-develop and streamline monitoring reports	SA	To enable monitoring teams to plan, record and report on areas for development in an effective and productive way		Headteacher - Termly		

Resources		Costs	Professional Learning requirements		Costs
•			• **INSET Day Training**		

How can the wider community of the school enrich the priority?	What support do we need from others to realise this priority?
Working with members of the community Working with parents/carers School to school working Cluster working SIA	• We will be seeking advice and feedback from stakeholders • School improvement adviser to challenge and support with curriculum design

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:

LD1 To strengthen and develop links with its stakeholders through face-to-face engagements and events. (5.1)

A whole school event calendar has purposefully provided a structure to the school year and has impacted positively upon parent and community engagement. These include the Harvest Market, The Christmas Fayre and the Summer Sports Day. In addition to these, the re-introduction of Christmas productions have enabled the school to skilfully develop progression in our expressive arts curriculum whilst providing parents and carers with an insight into their child's talents. All staff have been highly creative in their approach to such events through advertising and promoting. A few teachers have developed an opportunity called the "Llanrhidian World of Work" to provide pupils with a real work experiences. For example Caffi Cynefin has been extremely successful and pupils have responded well above expectations in terms of their confidence, problem solving, communication skills and work ethic.

The school's attempt to further develop parental engagement regarding curriculum design has been satisfactory. This was not something that parents were able to engage in due to work or other time commitments. The school had sound success with online questionnaires to gather this information.   However, engagement with the Autumn Term's Pod open evenings were very positive.

Final Evaluation: Very Good Progress

LD2 Re-design AoLE monitoring to ensure processes are robust, streamlined and effective to facilitate improvement. (5.2)

All staff completed a personality profile which provided a valuable insight into how we all think and react differently. This provided a sound foundation for developing monitoring teams across the school. Accepting each other's' differences has impacted positively upon the team work within and across pods. Monitoring teams have been developed to draw on the professional expertise across the school, thus providing a skilful 360 degree view of practice, progress and standards.

Monitoring teams have agreed upon a format for a thorough monitoring report for each AoLE, which purposefully draws upon a range of evidence as part of the self-evaluation process. Teams meet regularly, and worthwhile professional dialogue evaluates the practice, progress and standards linked to focussed targets. **However, SMT monitoring has highlighted the need for leaders to be less descriptive and more evaluative in their report writing.**

Final Evaluation: Strong Progress

LLANRHIDIAN PRIMARY SCHOOL
SCHOOL DEVELOPMENT PLAN 2022-2023

Summary of Professional Learning

Our Governing Body considers the professional learning needs of ALL staff, including leadership development, in relation to achieving the school improvement priorities.

Priority	Activity	Staff Group	Costs
Curriculum, Teaching & Learning	Developing Mathematical Proficiencies	Teachers & HLTAs	£1500 (PL Grant)
	Cluster Working – Progression Planning	Teachers Head Teacher	£1600 (CfW Grant)
	Digital Learning - Coding	Teachers & HLTA	
	Assessment in and for Learning	Teachers & HLTA	£250 (PL Grant)
	RSE/RVE	AoLE Leads	
Well-being, Equity and Inclusion	Self Care Workshop (Staff Well-Being) https://www.educationsupport.org.uk/	All	
	Gender identity	AoLE Lead	
	Social Communication	UQT	
	Taumas Informed	Teachers & TAs	
	ALNCO - Various	ALNCO	
Vision & Leadership	Health & Safety (Mandatory)	SMT	
	Estyn Conversion Training	HT	
	National Professional Enquiry Project	DHT	
	Coaching	HT	
	Safeguarding - Child Protection	All	
	Middle Leadership	Teachers	

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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	**Does not require any further attention to any aspect.** **Very good effect on the quality of provision.**	**Requires attention only to minor aspects.** **Positive effect on standards and / or the quality of provision.**	**Continues to require substantial attention to some important aspects.** **Limited effect on standards and / or quality of provision.**	**Each aspect or many important aspects continue(s) to require attention.** **No effect on standards and / or quality of provision.**
R1. Share the best practice in teaching and learning across the school to improve standards further STRONG PROGRESS	- Whole school vision which promotes high expectations. - Developed new curriculum teams consisting of 3 teachers across the school. - Teaching Triad protocol being developed within the curriculum teams to monitor peer teaching and learning – supportive and collaborative approach - Aligned PM with professional standards in terms of "excellent" - Pods share good and effective practice through adds and informal meetings - Extended planning and preparation time for pod staff to collaborate and share - Excellent team developed where every member of staff is valued and has a say in curriculum design based on what they feel works well - Effective system of professional development where professional learning is shared.			

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R2. Expand the opportunities to improve pupils' oracy skills in Welsh STRONG PROGRESS	• 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

LLANRHIDIAN PRIMARY SCHOOL
SCHOOL DEVELOPMENT PLAN 2022-2023

Premises 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		
						2022	**2023**	**2024**
P1 Replace roof above PryCop	CCOS	Reduce constant repairs	Reports to "Leadership Sub Committee"	Headteacher - Termly	**Funded CCOS**			
P2 Build decking area over sand pit in pod pengwin		All pupils have a large dedicated construction area			**See Below**			
P3 Add ventilation and heating into Yr Ogof		Control ventilation						
P4 New windows Pod PryCop and Pysgodyn		Control ventilation						
P5 Refurbish Corridors and doors by Hall		Repairs to walls, Fire regulations						
P6 New Flooring in Pod Pengwin		Develop a multipurpose space						
P7 Develop FP Yard to replace all rotten wood		Improve Play						
P8 Develop PryCop Yard		Improve Play and Collaboration			**£1000**			

Total CCOS Bill £40 000 (Match funded with £10,000 funding, WG Ventilation funded £13000) Total £17 000 (Approx)

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**		
						2022	**2023**	**2024**
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		Green	Green	
HS2 Prevent Training for Staff	CCOS	All staff have up to date knowledge and understanding of radicalisation	Register	CCOS		Green/Orange	Yellow	
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		Green	Green	
HS4 First Aid Training	V Rees S Parry	First Aider up to date with training	Register	Head Teacher	**£200**	Orange/Green	Green	
HS5 Fire RAs and all documents shared and updated	Head Teacher	All staff familiar with policies, RAs and procedures	Online Form	Head Teacher		Green	Green	

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 2022-223
Key: **EIG spend**, **PDG spend**, **RRR, 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 • Improving Literacy • Improving Numeracy Breaking the link between disadvantage and educational attainment	**£62,539** NB – All of the EIG for 2022 – 2023 is allocated to staffing the Foundation Phase.	Priority L1-L3 T1-T5 Priority WB1-2 CSG 1-2
Pupil Development Grant (PDG)	Breaking the link between disadvantage and educational attainment.	**£12,650** (£12,650 funded through eligibility for Free School Meals & £0 Early Years allocation)	Priority L1-L3 T1-T5 Priority WB1-2 CSG 1-2

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Recuit, recover, raise standards (RRR)	Recruit, recover, raise standards- Accelerated Learning Programme: To provide additional and targeted support to improve attainment in reading across the school.	**£3,877 (Apr –Aug 22)** **£5,428 (Sept Mar 23)** **£9,306 (Total)**	Priority L1-L3 T1-T5 Priority WB1-2 CSG 1-2
Professional Learning (PL)	To develop staff knowledge and understanding enabling effective practice and preparation towards implementation of the 2022 Curriculum for Wales	**£3,481**	Priority L1, L2, L3, L4, L5 Priority C1, C2
Hwb Infrastructure Grant (HWB)	To support the development of digital learning, increasing device pupil ratio and increasing access to digital learning	**£3500**	Priority L1-L3 T1-T5 Priority WB1-2 CSG 1-2
Curriculum for Wales Grant	To support the development of the CfW and promote cluster working	**£1,625**	Priority L1-L3 T1-T5

SDP Checklist

SDP requirement	RAYG	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.

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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.) SED		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. Priorities reflect the school's commitment to reducing the impact of poverty and 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 final 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?		Each priority lists professional learning required to realise it and this is combined in a summary towards the end of the plan. The school will also take advantage of appropriate professional learning opportunities as they arise.

It will provide a context for the performance management process for all staff. How does the school use the professional standards?		
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 (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.		Staff roles and responsibilities are clearly indicated along with costs of staff activity and resources.
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.		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.

	Addressing the recommendation	**Aspects still requiring attention**	**Impact on standards and/or quality of provision**	**Future Monitoring**
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.**

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