

**LLANRHIDIAN PRIMARY**  
**SCHOOL DEVELOPMENT PLAN**  
**2023-24**

**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)**



"Grow. Learn. Succeed. Together!"  
Inspiring our children to be the best they can be!

# LLANRHIDIAN PRIMARY SCHOOL

## SCHOOL DEVELOPMENT PLAN 2023-2024



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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 1<sup>st</sup> to July 30<sup>th</sup>. All grant funding referred to in this plan is to be spent by March 31<sup>st</sup> (unless grant provider allows carry forward).

## LLANRHIDIAN PRIMARY SCHOOL SCHOOL DEVELOPMENT PLAN 2023-2024



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.



Review of previous year's priorities  
(September 2022- July 2023)

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. Learning (IA1) & Teaching (IA3)

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

**Strong Progress**

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 (Grammar, Reading and Spelling) 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 (Independent Quests) 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. Parents are informed and supported with ways to help their child.

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

**Strong Progress**

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.**

### 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.

### T1 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

**Strong Progress**

**Strong Progress**



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.

## 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.**

**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 chilled '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)**

**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 mandatory 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

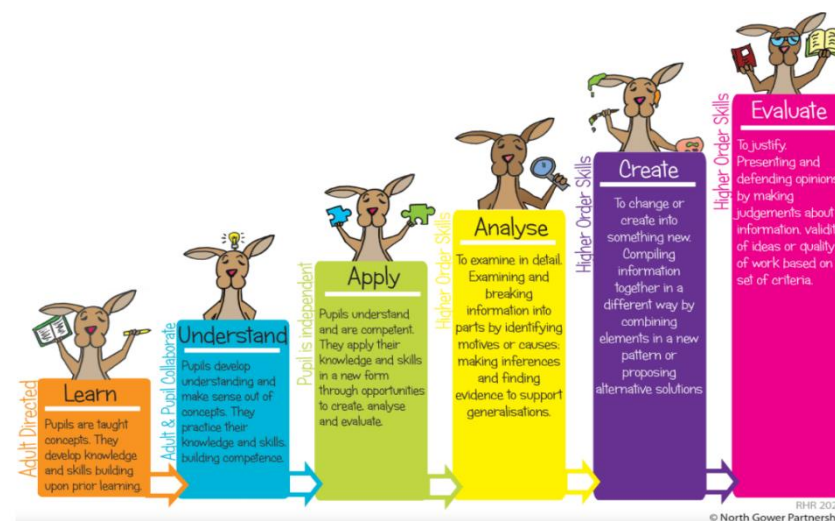
**Strong Progress**



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.

**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 progression is being planned for across all cohorts. However, leaders recognise

**Strong Progress**

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.

## 2. Wellbeing and Attitudes to Learning & Care Support & Guidance

**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 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.

**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)**

**Strong Progress**

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.**

**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.

**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

**Strong Progress**

**Very Good Progress**

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.

### 3. Leadership and Management

#### 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.

**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.**

**Strong  
Progress**

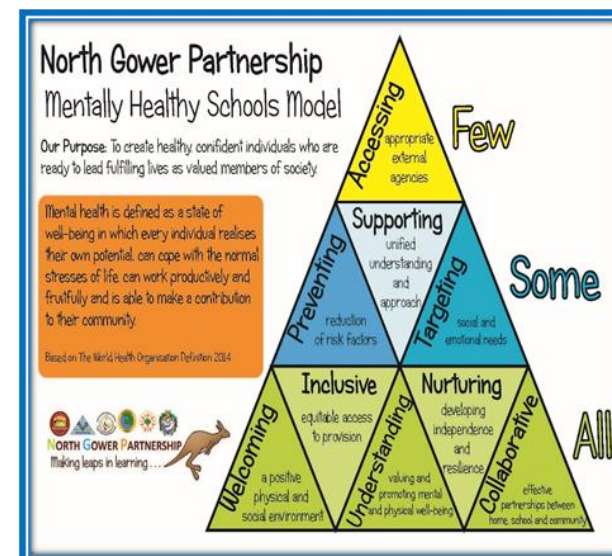
## Well-being

**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.





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

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### Summary of Main School Priorities

Priority Area and Aligned Sub Committee	Headline School Priorities 2023-24		2024-25	2025-26
Learning IA1	Standards and progress in learning and skills 1.1	L1 Further develop writing through refining editing and re-drafting skills across the school. 1.1	Raise Standards in identified literacy areas	Raise Standards in identified literacy areas
	Standards and progress in learning and skills 1.1	L2 Further develop a progressive range of strategies to support pupil resilience in mathematical reasoning. 1.1	Raise Standards in identified numeracy areas	Raise Standards in identified numeracy areas
Teaching & Learning Experiences IA3	Breadth, balance & appropriateness of the curriculum 3.1	T1 Continue the positive progress of Welsh Oracy, extending its incidental use outside of lesson contexts 3.1	Evaluation and Refinement	Evaluation and Refinement
	Teaching & Assessment 3.2	T2 Further develop planning to support the progression of each area of learning. 3.2	Evaluate and refine consistent approach to progression	Evaluate and refine consistent approach to progression
	Breadth, balance & appropriateness of the curriculum 3.1	T3 Develop opportunities for progressive “ACE” skills (analysis, creativity and evaluation) across all AoLEs and across the school. 3.1	Evaluate and refine consistent approach to progression	Evaluate and refine consistent approach to progression
Wellbeing & Attitudes to Learning IA2	Well-Being 2.1	W1 To develop further engagement in out of school, community sporting events. 2.1	Evaluation and Refinement	Evaluation and Refinement
	Attitudes to Learning 2.2	W2 Align the school’s feedback policy with the LUA approach to support pupils’ understanding of what they need to do to improve. 2.2	Evaluation of Impact	Refinement of provision
Wellbeing/ Care, Support & Guidance IA4	Personal Development	GSG1 Monitor and refine universal and targeted provision to support all learners 4.1	Evaluation of Impact	Refinement of provision
Leadership & Management IA5	Self-Evaluation processes & improvement planning 5.2	L1 Improve and further streamline AoLE monitoring to ensure reports are evaluative. 5.2	Evaluate and refine self-assessment systems	Evaluate and refine self-assessment systems
	Self-Evaluation processes & improvement planning 5.2	L2 Further develop the strategic cycle for governor involvement when evaluating school targets	Evaluate and refine self-assessment systems	Evaluate and refine assessment systems

Pupil Friendly Priorities Evaluated by the Pupil Evaluation School Team (PESTS)

- *Improve our writing by re-drafting*
- *Build our resilience when facing maths problems*
- *Analyse, create and evaluate our work*
- *Use Welsh outside of our lessons*
- *Act on our next steps in learning*
- *Improve our inter-school sports*

**Priority 1: Teaching & Learning Experiences**

**Raise pupils' standards in identified areas to support progress of skills across and between all AoLEs**

**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	<a href="#">Pupil Voice Groups</a>

**Target L1: Further develop writing through refining the progression of editing and re-drafting skills across the school. 1.1**

**Rationale: A range of monitoring activities has highlighted the need to support pupil progress in writing. Although all pupils are encouraged to edit and refine work, the current approach is not impacting consistently across the school. NP1**

Key Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	Monitoring, Evaluation & Review Evidence/Reports
L1 Audit current re-drafting practice across the school	SA Autumn 23	A clear overview of what practice is effective	Formative monitoring in line with school policy and process.	SMT Autumn 2023	£0	<a href="#">Link to Monitoring Document</a> (Staff only)  <a href="#">Link to Governor Reports</a> . (Govs only)  SIA Support Visits
L1 Seek good re-drafting practice from other schools	Team SG Autumn/Spring 2023/24	Identified effective practice for sharing	Monitoring team reports.	SMT Autumn/Spring 2023/24	£500	
L1 Agree & implement a consistent and progressive re-drafting approach across the school	Team SG with all Ts Autumn 2023	Most pupils improving their writing through utilising the re-drafting process.	SMT Learning Walks.	SMT Autumn 2023	£0	
L1 Share of successful approaches in Adds Sessions	All Ts Spring 2024	All teachers recognise effective and progressive approaches.	Stakeholder feedback	Team SA Spring 2024	£0	

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L1 Update curriculum summary website page to share editing process with parents and carers	Team SG Spring 2024	All parents have access to information on how to support their child's learning in writing		SMT Spring 2024	£0	
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**Target L2:** Further develop a progressive range of strategies to support pupil resilience in mathematical reasoning. 1.1

**Rationale:** A range of monitoring activities has identified that a minority of pupils “give up” when faced with challenging problems. These pupils are unable to break down the problem in to manageable parts. This was also identified as an area for development through the personal assessments. NP1

Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	Monitoring, Evaluation & Review Evidence/Reports
L2 Plan professional learning on reasoning strategies across the school.	Team SC Autumn 2023	All staff understand a range of strategies to tackle reasoning problems	Formative monitoring in line with school policy and process.	SMT Autumn 2023	£1500	<a href="#">Link to Monitoring Document</a> (Staff only)  <a href="#">Link to Governor Reports.</a> (Gobs only)  SIA Support Visits
L2 Agree & implement progressive strategies across the school to tackle reasoning.	Team SC and all Ts Autumn 2023	All pupils receive instruction on strategies suited to their stage of learning	Monitoring team reports.  SMT Learning Walks.	SMT Autumn 2023	£0	
L2 Utilise adds sessions to evaluate impact of strategies implemented across the pods.	Team SC and all Ts Spring 2024	All teachers aware of the progression and its impact	Stakeholder feedback	SMT Spring 2024	£0	
L2 Update curriculum summary website page to share strategies with parents and carers	Team SC Spring 2024	All parents have access to information on how to support their child's learning in reasoning	Pod Tracker Data  Personalised Assessments	SMT Spring 2024	£0	

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## SCHOOL DEVELOPMENT PLAN 2023-2024



<b>Target T1: Continue the positive progress of Welsh Oracy, extending its incidental use outside of lesson contexts 3.1</b>			<b>Rationale: Pupils are highly motivated in their learning of Welsh, however it's use outside the classroom is limited. Teachers need to provide pupils with opportunities to learn the language patterns that they can consistently apply outside of lessons. NP1</b>			
Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	Monitoring, Evaluation & Review Evidence/Reports
T1 INSET Professional learning on developing purposeful Welsh opportunities	Team SG Autumn 2023	All teachers' planning to include opportunities for Welsh beyond the classroom	Formative monitoring in line with school policy and process.	SMT Autumn 2023	£0	<a href="#">Link to Monitoring Document</a> (Staff only)  <a href="#">Link to Governor Reports.</a> (Govs only)  SIA Support Visits  NPEP Report
T1 Seek effective practice through school to school and LA support	Team SG Autumn 2023	Team SA to share effective practice from other settings	Monitoring team reports.	SMT Autumn 2023	£200	
T1 Utilise adds sessions to evaluate impact new Welsh opportunities	Team SG Autumn/Spring 2023/24	All teachers to evaluate and share practice to inform future planning	SMT Learning Walks.	SMT Autumn/Spring 2023/24	£0	
T1 Update curriculum summary website page to share strategies with parents and carers	Team SG Spring 2024	All parents have access to information on how to support their child's learning in Welsh	Stakeholder feedback  Pod Tracker Data	SMT Spring 2024	£0	



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<b>Target T2: Further develop planning to support the progression of each area of learning. 3.2</b>			<b>Rationale: Planning has greatly improved to put the pupils' progress and next steps at the its heart. Domains have been developed across the NGP and teachers have mapped these out over a two year cycle. However, to ensure progression, teachers and leaders have recognised the need to develop mid term planning to ensure knowledge, skills and concepts are built up on across the school and across each AoLE. NP1</b>			
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Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	Monitoring, Evaluation & Review Evidence/Reports
T2 Map out differentiated learning outcomes for each domain across the six AoLEs	North Gower Partnership DHTs & Network Groups Autumn 23	All teachers to have a succinct framework to support the planning for progress	Formative monitoring in line with school policy and process. Monitoring team reports.	SMT Autumn 23	£300	<a href="#">NGP Website</a> <a href="#">Link to Governor Reports. (Gobs only)</a> SIA Support Visits
T2 Implement the new LOs in teachers planning	All Ts Spring 2023	All teachers will plan from a progressive continuum of learning objectives to ensure K,S and Cs are built upon.	SMT Learning Walks. Stakeholder feedback	SMT Spring 2023	£0	

<b>Target T3: Develop opportunities for progressive “ACE” skills (analysis, creativity and evaluation) across all AoLEs and across the school.</b>			<b>Rationale: All teachers are using the LUA (Learn, Understand, Apply) approach consistently in their planning and assessment, however monitoring demonstrates that there are sometimes missed opportunities to develop higher order skills of analysis, creativity and evaluation. NP1</b>			
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Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	Monitoring, Evaluation & Review Evidence/Reports
T3 INSET – professional learning on developing ACE skills.	DC Autumn 2023	Whole staff understanding of how ACE skills build upon LUA.	Formative monitoring in line with school policy and process.	SMT Autumn 2023		<a href="#">SMT Monitoring</a> <a href="#">NGP Website</a>

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<b>T3 Utilise Adds to initiate staff discussion to identify what it looks like and identify opportunities across the school</b>	<b>Team SC Team SG Autumn 2023</b>	All teachers to share examples of A,C and E based on the Bloom's resources. All teachers	Monitoring team reports.  SMT Learning Walks.	<b>SMT Autumn 2023</b>		<a href="#">Link to Governor Reports.</a> (Govs only)  <b>SIA Support Visits</b>
<b>T3 Agree &amp; implement progressive ACE strategies and expectations across the school</b>	<b>Team SC Team SG Autumn 2023</b>	All teachers planning for ACE skills to extend learning across all AoLEs	Stakeholder feedback	<b>SMT Autumn 2023</b>		

Resources	Costs	Professional Learning requirements	Costs
<ul style="list-style-type: none"> <li>Reasoning Resources</li> </ul>		<ul style="list-style-type: none"> <li>Lynwen Barnsley</li> <li>School to School Release Time</li> </ul>	<b>£1500 (PL)</b>

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

### Final Evaluation Summer 2023

#### Pupil Evaluation School Team Videos (PESTs)

[Improve our writing by re-drafting](#)  
[Build our resilience when facing maths problems](#)  
[Analyse, create and evaluate our work](#)  
[To use Welsh outside our lessons](#)

#### School Evaluation:

**L1 Further develop writing through refining the progression of editing and re-drafting skills across the school. 1.1**

#### Final Evaluation:

[PRESS](#)



[TO GO TO TOP OF DOUMENT](#)

As a result of purposeful staff meetings, professional learning and monitoring, evaluating and reviewing processes, there has been considerable achievement in the progression of editing skills across the school. Throughout the school, the editing approach is consistently effective and impacting upon pupil progress. All Pods have embraced a progressive methodology by incorporating the 5,4,3,2,1 strategy and engaging with Punctuation Pete. (Differentiated tools to support independence in self-checking and up-levelling). Rigorous quality assurance measures, such as actively listening to pupils, conducting thorough book reviews, and undertaking learning walks, demonstrate the positive impact of classroom practices on enhancing writing standards. There is a noticeable improvement in the effectiveness, depth of knowledge, and refinement of skills across the board.

For instance, our youngest participants in Penguin confidently articulate the usage of full stops, capital letters, and finger spaces. Conversely, pupils in PryCop showcase a sophisticated understanding of various punctuation marks and how they can elevate the quality of writing. In both Pod Pry Cop and Pod Pysgodyn, pupils referred to their marking labels to discuss their targets. This shows that the work on teacher feedback and pupil independence is working coherently to impact standards and progression. To further advance writing capabilities, leaders have recognised the need to develop and adopt a progressive approach towards sentence structure and vocabulary enrichment.

## **L2 Further develop a progressive range of strategies to support pupil resilience in mathematical reasoning. 1.1**

### **Final Evaluation:**

All teachers have undergone effective CPD to enhance their strategies for mathematical reasoning lessons. The introduction of metacognition lessons has successfully helped teachers to tailor their teaching approaches across all pods. For instance, in Pod Pry Cop, CAME reasoning lessons have been integrated into the timetable to build pupils' resilience and confidence in using metacognitive strategies for reasoning questions. This has led to pupils adopting more systematic reasoning skills, with some starting to employ trial and error methods in their calculations. Many pupils now demonstrate improved reasoning skills, enhanced resilience, and better self-assessment capabilities.

Utilising resources developed during professional training with Lynwen Barnsley, all Pods have encouraged the use of metacognitive language. In Pod Penguin, pupils are introduced to a new word every fortnight to stimulate their thinking, such as 'Same' or 'Different'. They engage in discussions about numbers and patterns, expressing their observations of similarities and differences. Additionally, Pod Pysgodyn has incorporated Let's Think resources to foster mathematical discussions and enhance pupils' reasoning abilities. Consequently, most pupils are now adept at explaining their mathematical decisions logically.

Pod Pysgodyn's reasoning spotlight lesson aims to bolster metacognition and reinforce numeracy skills across various subjects. This approach is also adopted in Pod Pry Cop, where ACE maths lessons focus on ACE skills, providing pupils with more opportunities to apply their reasoning abilities to maths topics. To establish a consistent reasoning approach school-wide, staff have devised the acronym RATTY (Read; Activate; Talk; Try; Yes?). This framework should now be implemented, monitored, and evaluated in each Pod to ensure uniformity. Its application will vary based on pupils' needs and staff observations, ensuring timely intervention when required.

## **T1 Continue the positive progress of Welsh Oracy, extending its incidental use outside of lesson contexts 3.1**

### **Final Evaluation:**

The use of purposeful and targeted staff meetings along with the utilisation of ADDs and INSET day training have significantly contributed to the advancements in promoting Welsh oracy beyond lesson settings. An example of this is a training session conducted by the athrawes bro, which successfully trained all staff members and Pod Pry Cop pupils on methods to enhance Welsh usage through initiatives like Caffi Cynefin and Llanrhidian World of Work (LlanWOW).

Subsequent observations in Caffi Cynefin and feedback from pupils demonstrate a notable increase in the amount of Welsh spoken by both staff and pupils as well as an improvement of widened vocabulary. Encouragingly, even a minority of our customers have started attempting to respond in Welsh, indicating the widening reach of this linguistic development.

The progress made so far is evidenced by the creation of resources to bolster pupils in communicating proficiently in Welsh within their LlanWOW roles. Nevertheless, this positive momentum must be sustained and reinforced in the upcoming year. The training has effectively enabled staff to devise resources that facilitate increased Welsh conversational opportunities throughout the school day. It is important to note that nearly all staff have continued to incorporate incidental Welsh into their interactions during the school day.

A recent learning walk around the premises highlighted the usage of Welsh signage and engaging classroom displays across all Pods and communal areas. However, during display updates, staff should consider incorporating a more extensive range of vocabulary words to better support pupils and staff in engaging in conversational Welsh.

The proactive involvement of our school Dreigiau in collaboratively working with pupils from a neighbouring primary school to share best practices in fostering Welsh language usage outside the traditional classroom environment, exemplifies a holistic approach towards promoting Welsh oracy. For example, the effective adoption of Caffi Cynefin as a hub for cultivating Welsh linguistic skills is a notable success story demonstrating the commitment to Welsh language promotion beyond the confines of formal education settings. Due to its success, this is an initiative that other primary schools are keen to adopt. The effect of Caffi Cynefin and LlanWOW has also been researched through the National Professional Enquiry Project (NPEP) which details how the effective use of pupil voice, staff training and thorough monitoring, evaluative and review process has supported the success of this target.

<https://www.llanrhidian.swansea.sch.uk/professional-research/>

## **T2 Further develop planning to support the progression of each area of learning. 3.2**

### **Final Evaluation:**

The existing two-year domain planning cycle required further development to ensure progression across each school and equity of learning across the partnership. The collaborative efforts of the cluster deputy heads proved purposeful, as they successfully mapped out differentiated learning outcomes for each domain across the six Areas of Learning and Experience (AoLEs). The subsequent meetings of the AoLE network groups helped to establish and finalise the agreed-upon learning objectives.

Teachers across the school demonstrated the effective implementation of these objectives in their planning. Consequently, planning has been greatly enhanced to support the development of skills, knowledge, and concepts for every individual within the North Gower Partnership. The continued consistency in planning principles enables teachers to maintain a creative approach to curriculum design, ensuring that curriculums remain tailored to meet the unique needs and interests of the pupils.

This approach to developing planning strategies has facilitated a cohesive and progressive learning experience for pupils. By actively aligning learning objectives across schools and engaging in collaborative efforts, the Curriculum for Wales aims to provide an equitable and enriching education for all learners.

**T3 Develop opportunities for progressive "ACE" skills (analysis, creativity and evaluation) across all AoLEs and across the school.**

**Final Evaluation:**

Through deliberate and targeted professional development sessions, all teachers have successfully incorporated ACE skills into lessons across all Areas of Learning and Experience (AoLEs). The impact of this approach is evident in the increased levels of pupil engagement and proficiency in ACE skills, as demonstrated in their work. Monitoring activities have consistently highlighted this positive trend.

An enhanced emphasis on ACE skills is conspicuously displayed throughout all learning materials and pod pages. However, a notable observation is that most pupils require additional support to articulate and differentiate between the analytical, creative, and evaluative skills. Parents are actively encouraged to participate in their children's educational journey through various platforms, including pod pages, the school blog, and detailed planning summaries that explicitly outline the development of skills.

Teachers actively engage with parents during scheduled parent evenings to discuss pupils' advancements in fundamental skills. The school's cohesive teaching methodology, catering to various learning styles, has empowered a significant proportion of pupils to independently apply their knowledge and understanding, with many demonstrating the ability to tackle more challenging tasks that demand higher order "ACE" skills.

The implementation of purposeful activities such as Caffi Cynefin has provided invaluable opportunities for pupils to hone their ACE skills within a real-world context, fostering a deepened understanding and practical application of these essential skills.

**Priority 2: Care, Support & Guidance & Well-Being**

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

**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	<a href="#">Pupil Voice Groups</a>

**Target W1: To develop further engagement in sporting events, in and out of school 2.1**

**Rationale:** The views of stakeholders, parents and pupils, clearly show they want and need for more inter-school clubs. Pupils need to re-establish their "Llanrhidian Team Spirit" as well as motivating all pupils to aspire to representing their school. All pupils need the opportunity to engage in healthy sporting activities. NP1&NP2

Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	Monitoring, Evaluation & Review Evidence/Reports
W1 Develop a Football and Netball team across Pod Pry Cop	SC & SG Autumn 2023	All pupils of Pod PryCop can access a school sport team.	Website  Calendar of events	SMT Autumn 2023	In budget to pay for TA time	<a href="#">Link to Governor Reports.</a> (Gobs only)  SIA Support Visits  <a href="#">Website Community Links</a>
W1 Develop links with cluster schools and beyond	SA MD SC SG Autumn/Spring 2023/24	All Pod PryCop will have the opportunity to represent the school at a sport or attend an out of	Monitoring team reports.  SMT Learning Walks.	SMT Autumn/Spring 2023/24	£0	



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		school sporting event.	Stakeholder feedback			My Selfie Data
W1 Strengthen links with local sporting events and clubs	SA MD SC SG Spring 2024	Increased pupil participation in clubs outside school. (PryCop and Pysgodyn)		SMT Spring 2024	£0	
W1 Set high levels of expectation for all physical activity across the school	SA MD SC SG Autumn/Spring 2023/24	All teachers to set pod expectations including PE kit and appropriate use of resources.		SMT Autumn/Spring 2023/24	£0	

**Target W2:** Align the school's feedback policy with the LUA approach to support pupils' understanding of what they need to do to improve. 2.2

**Rationale:** The success of the LUA approach has provided a consistent and progressive language for progression, and has impacted positively upon pupils knowing what they need to do next. However, our current feedback policy has some acronyms eg DINs and HOTs which are out of sync with the new system. These need to be realigned in order to make the whole system of feedback simpler for pupils to respond to. The school's feedback policy will need to be revisited. NP1&NP2

Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	Monitoring, Evaluation & Review Evidence/Reports
W2 Staff INSET to identify the strengths and areas for development in terms of feedback to pupils	SMT Autumn 2023	All staff will understand the importance of feedback and how it empowers pupils to know their next steps	Website – Policies Monitoring team reports.	SMT Autumn 2023	£0	<a href="#">Link to Governor Reports.</a> (Gobs only)  SIA Support Visits  <a href="#">Feedback Policy</a>
W2 Update Feedback policy to align with the new LUA system	SMT Autumn 2023	All staff will adhere to new codes and pupils will understand what they need to do	SMT Learning Walks. Pupil feedback	SMT Spring 2024	£0	

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		next. Nearly all pupils will be able to articulate next steps in their learning.				
<b>Target CSG1: CSG1 Monitor and refine universal and targeted provision to support all learners 4.1</b>		<b>Rationale: Universal provision across the school has benefitted all learners as part of the implementation towards the ALNET. However, this could be further refined to ensure the needs of every learner is met through a hybrid approach of universal and targeted support to support learning and well-being. NP1&amp;NP2</b>				
Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	Monitoring, Evaluation & Review Evidence/Reports
<b>CSG1 Staff INSET to ensure all staff understand the difference between targeted and universal provision, and how these can enhance each other.</b>	<b>LM Autumn 2023</b>	All staff understand how universal provision and targeted provision impacts upon pupil progress and well-being.	Website Teachers Planning SMT Learning Walks. Stakeholder feedback	<b>ALNCO and Shadow Autumn 2023</b>	<b>£0</b>	<a href="#">Link to Governor Reports.</a> (Govs only)  <b>SIA Support Visits</b>  <a href="#">ALN Monitoring Suite</a>
<b>CSG1 Develop areas for purposeful and focused targeted provision for each pod.</b>	<b>All Ts Autumn/Spring 2023/24</b>	All staff will understand the importance of developing their environment and its provision to support progress and well-being to suit the needs of the pupils.		<b>ALNCO and Shadow Autumn/Spring 2023/24</b>	<b>£0</b>	
<b>CSG1 Develop areas for purposeful and appropriate universal provision for each pod.</b>	<b>All Ts Autumn/Spring 2023/24</b>	All staff will understand the importance of developing their environment and its provision to support progress and well-		<b>ALNCO and Shadow Autumn/Spring 2023/24</b>	<b>£0</b>	

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		being to suit the needs of the pupils.				
CSG1 Develop a cluster provision monitoring pack	North Gower Partnership Autumn/Spring 2023/24	Consistency of provision throughout the cluster, and effective sharing of good practice.		ALNCO Autumn/Spring 2023/24	£0	
Resources		Costs	Professional Learning requirements			Costs
		£0	<ul style="list-style-type: none"><li>ALNET Training</li><li>Cluster networks</li><li>Partneriaeth Training</li></ul>			£0
How can the wider community of the school enrich the priority?				What support do we need from others to realise this priority?		
<ul style="list-style-type: none"><li>Local Authority</li><li>ALN Cluster Leads</li><li>NGP ALNCO's</li><li>NGP H&amp;WB Group</li><li>NGP HT Group</li></ul>				<ul style="list-style-type: none"><li>School improvement adviser to challenge and support with curriculum design</li><li>NGP Head teacher colleagues to discuss and agree upon a model of progression</li></ul>		
Final Evaluations						
Pupil Evaluation School Team Videos (PESTs) <ul style="list-style-type: none"><li><a href="#">Improve our inter-school sports</a></li></ul>						
School Evaluation:						
W1 To develop further engagement in out of school, community sporting events. 2.1						
Final Evaluation:						
Llanrhidian School has made significant strides in enhancing its sporting provision. Teachers developed a number of school football and netball teams, bolstering pupil engagement and fostering teamwork. A local business generously donated a versatile and unisex kit for both teams, ensuring a unified and inclusive sporting experience.						
Senior leaders across partnership collaboratively devised a comprehensive itinerary for sporting events, utilising local sports fields and the schools' own facilities. This strategic planning has yielded exceptional results, witnessed by the remarkable achievements of the football team, thus inspiring a surge in interest and making it the most popular sport, for both genders, in Llanrhidian this Summer Term.						

Across the school, all teachers have raised their expectations for sporting activity, including incorporating the sensory circuit into daily routines through the winter months. Clear guidelines for PE kit have also been articulated to parents of older pupils, establishing a sense of uniformity and commitment.

Additionally, a purposeful questionnaire dispatched to Pod Pry Cop effectively collected data to assess attendance at the after-school club, Clwb Hwyl. Data shows that this initiative has witnessed a substantial increase in pupil participation, with the majority expressing enjoyment in collaborating within teams.

Looking ahead, Llanrhidian School will continue to develop a valuable sporting partnerships with the NGP, ensuring the continuity and sustainability of extracurricular sports activities in the forthcoming academic year. Moreover, the introduction of external organisations, such as Welsh Basketball coaches, representatives from Squash Cymru, and Sports community officers from the local authority, has widened the pupils' sporting exposure and facilitated skill development.

These efforts have not only captivated the pupils but also inspired them to cultivate new skills and apply their acquired knowledge to a diverse range of sports. This has had a positive impact on pupil development, both physically and mentally.

Overall, Llanrhidian School has successfully created a sporting environment that fosters teamwork, encourages participation, and cultivates a love for physical activity. These achievements stand as a testament to the school's unwavering commitment to providing high-quality education and holistic development for its pupils.

## **W2 Align the school's feedback policy with the LUA approach to support pupils' understanding of what they need to do to improve. 2.2**

### **Final Evaluation:**

The teaching staff critically evaluated and enhanced the existing feedback policy through comprehensive professional development, aligning it with the school's distinctive Learning, Understanding, and Application (LUA) approach. Consequently, an enriched feedback policy was embraced across all pods. As a result, the staff exhibit a clear understanding and application of LUA principles when providing feedback to pupils. For instance, in Pod Pysgodyn, the staff adeptly assess when a pupil has grasped a concept and promptly advance them to practice, facilitating a deeper understanding.

In addition, ensuring pupils understand why teachers give feedback has led to a greater understanding across the school. Pupils in Pod PryCop can explain how the marking labels aid them in identifying their next steps.

Consistent and methodical staff meetings to deliberate on the implementation and progress of the updated policy have shown a commitment from all teachers towards adhering to the agreed practice. Following monitoring, all teachers have applied a more flexible approach to their lessons to ensure pupils are getting the time and the support they need. This has impacted positively upon progress and engagement.

Moreover, the staff experimented with incorporating LUA-style questions into the marking labels to effectively gauge the pupils' comprehension of the learning objectives. This strategic move allows pupils to make links between the LUA questions with their work, thereby enhancing their understanding of their own progression.

The evident progress is underscored by the fact that many older pupils can now articulately outline their next learning steps, drawing inspiration from the structured LUA feedback. The enhancement in pupil performance and self-assessment skills has been showcased through numerous learning walks, including from peers, SMT and governors. Encouragingly, feedback from the staff corroborates that this strategic approach bolsters efficient and targeted planning to facilitate the pupils' progression.

#### **CSG1 Monitor and refine universal and targeted provision to support all learners.**

##### **Final Evaluation:**

Due to initial assessments and observations to identify learning gaps and strengths, staff have begun implementing tailor-made learning plans for targeted interventions. For example, by using precision teaching. This proactive approach extends to inclusive teaching strategies in all pods. Notably, in Pod Pysgodyn, the teaching timetable was adjusted to offer flexibility, resulting in shorter spotlight activities for pupils with restricted attention spans. As a result, most pupils demonstrated progress across various learning experiences. However, further development is needed, especially to support progression in number work in 2024-25.

A series of professional learning sessions focused on effective differentiation techniques and adapting the learning environment to cater to individual needs. In Pod PryCop, new areas were set up for pupils with additional learning needs. This effort enhanced staff understanding of universal provision and targeted interventions and impacted positively upon pupil progression, well-being and engagement.

ELSA training has been completed by the school's ALNCO, and an additional staff member is in the process of training. This demonstrates how ELSA is being successfully extending to benefit our pupils in need. Through targeted intervention programmes, we are making a long-term commitment to provide support to children struggling to regulate their emotions. These strategies aim to equip the pupils with the necessary tools to navigate their challenges effectively. The results have been promising, with students showing significant improvements in their emotional well-being and overall academic performance. We are dedicated to continuing this vital work to ensure our pupils receive the necessary support they need.

Through networking meetings led by the Additional Learning Needs Coordinators (ALNCO), the North Gower Partnership crafted a universal provision monitoring tool. This tool ensures a consistent approach to provision across educational settings within the partnership.

**Priority 3: Leadership & Management**

**To strengthen stakeholder involvement to secure school improvement**

**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	<a href="#">Pupil Voice Groups</a>
Target L1: Improve and further streamline AoLE monitoring to ensure reports are evaluative. 5.2			Rationale: All teachers have developed purposeful monitoring teams in order to improve self-evaluation processes. As a result, the teams are made up of teachers from across three pods and a more accurate evaluation against school targets have been drawn from a range of evidence. However, reports are often too descriptive and not evaluative. This has, at times, made the information unclear and ambiguous. NP2				
Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	Monitoring, Evaluation & Review Evidence/Reports	
L1 Provide professional learning to all teachers in terms of evaluative writing using the Estyn writing guide.	DC Autumn 2023	All teachers will understand how to evaluate the impact of actions to feed into accurate evaluation against targets.	SMT monitoring of SE reports from Team SG and SC  Website	SMT Autumn 2023	£0	<a href="#">Link to Governor Reports.</a> (Govs only)  SIA Support Visits  <a href="#">SE website page</a>	



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L1 Provide all Ts with training on how to use the self-evaluation cycle to support school improvement.	DC Autumn 2023	All teachers will understand how to evaluate and measure the impact of actions to feed into next steps		SMT Autumn 2023	£0	
L1 Update SE Website page to support staff	DC Spring 2024	All teachers will have a supportive resource to scaffold effective SE practice.		DC Autumn 2024		
<b>Target L2:</b> Further develop the strategic cycle for governor involvement when evaluating school targets 5.2		<b>Rationale:</b> Governors meet termly in their sub-groups to discuss the school's progress against individual targets. During this time they ask challenging questions and draw upon information they have received from other parents, staff presentations and sometimes their own children. In addition, the school has had several new governors who need support in their role to effectively challenge school leaders. Governors need to visit the school more often to gather the information first hand to enable accurate and robust reporting. Governor visit protocol and feedback forms have been developed to support this process. This would strengthen sub-committee meetings as well as provide more effective feedback in full governing body meetings. NP1&NP2				
Actions	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	Monitoring, Evaluation & Review Evidence/Reports
L2 Utilise the full governing body meeting to agree a minimum of visits per year	DC & JH Autumn 2023	All governors will understand the benefit of visiting the school and gathering first hand evidence	Feedback forms from Governors	Governing Body Autumn 2023	£0	<a href="#">Link to Governor Reports.</a> (Gobs only)  SIA Support Visits  <a href="#">Governor Storage</a>
L2 Support GB with visits and provide support with feedback forms	DC & JH Autumn 2023	All governors will have the necessary support to carry out purposeful and high quality monitoring visits	Minutes from GB Meetings	Governing Body Autumn 2023	£0	

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<b>L2 Set up a support area for all governors to access CCOS documents to support their role as an effective governor and critical friend.</b>	<b>DC &amp; JH Autumn 2023</b>	All governors will have access to supportive documentation		<b>Governing Body Autumn 2023</b>	<b>£0</b>	
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Resources	Costs	Professional Learning requirements	Costs
•		• <b>INSET Day Training</b>	
How can the wider community of the school enrich the priority?		What support do we need from others to realise this priority?	
<ul style="list-style-type: none"> <li>Working with members of the community</li> <li>Working with parents/carers</li> <li>School to school working</li> <li>Cluster working</li> <li>SIA</li> </ul>		<ul style="list-style-type: none"> <li>We will be seeking advice and feedback from stakeholders</li> <li>School improvement adviser to challenge and support with curriculum design</li> </ul>	

### Final Evaluations

#### School Evaluation:

#### **L1 Improve and further streamline AoLE monitoring to ensure reports are evaluative. 5.2**

#### Final Evaluation:

Following the comprehensive professional development on evaluative writing, teachers have improved their reporting skills significantly, resulting in reports that precisely highlight the impact of interventions taken to address specific targets. This progress has enabled teachers to deliver concise and accurate updates on progress to senior staff and governors with increased confidence.

Furthermore, the school has enhanced its monitoring, evaluation, and reporting (MER) processes through a combination of professional development and effective dialogue. This improvement includes the adoption of a "One Stop One Note" (OSON) system, facilitating real-time observations to contribute to the final evaluation. OSON has not only streamlined workloads but also offers easy access to MER prompts, supporting school-wide self-evaluation. In addition, staff have identified opportunities for further school enhancement in the upcoming academic year by forming teams dedicated to specific targets rather than entire Areas of Learning and Experience (AoLEs). Senior leaders are now working strategically to develop a partnership approach with cluster schools to align MER processes, professional enquiry and performance management.

## **L2 Further develop the strategic cycle for governor involvement when evaluating school targets 5.2**

### **Final Evaluation:**

The head teacher has proactively outlined the importance of enhancing governor involvement and the benefits of gaining first-hand information. As a result, a significant majority of non-staff governors - eight out of 11 - have participated in various activities such as learning walks, health and safety audits, financial audits, engaging with pupils, and conversing with staff. This hands-on approach has empowered governors to present reports during governing body meetings based on their direct observations. Consequently, visiting governors have provided written reports to senior leaders that align with specific school targets. The feedback from staff has been very positive, indicating an improved understanding of school initiatives by the governors.

Furthermore, these actions have resulted in more efficient governing body meetings, focusing on strategic discussions rather than operational details. This change has enabled a more thorough review and challenge of progress against school targets by governors, thereby strengthening the monitoring, evaluation, and review process of school priorities. The collaborative work between senior leaders and governors has established a better informed and engaged governing body, ultimately enhancing the efficiency of school governance.

An expectation of one sub-committee meeting per term has been agreed and this will be reviewed in each governing body meeting moving forward.

### 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 Reasoning Skills	Teachers & HLTAs	£1500
	Cluster Working – Progression Planning	Teachers Head Teacher	£500
Well-being, Equity and Inclusion	Food Hygiene L2	All Staff	£700
	ELSA Training	ALNCO +1	
	Precision Teaching	SC	
	Childhood Trauma	All Ts	
	Guidance for Physical Intervention		
Vision & Leadership	Health & Safety (Mandatory)	SMT	
	Estyn Workload Training	HT	
	National Professional Enquiry Project	DHT	
	Safeguarding - Child Protection	All	
	Middle Leadership	Teachers	

### 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>
<p><b>R1. Share the best practice in teaching and learning across the school to improve standards further</b></p> <p><b>VERY GOOD PROGRESS</b></p>	<ul style="list-style-type: none"> <li>Developed a Pod structure across the school to further develop a “team around the child” approach to teaching, learning and well-being.</li> <li>Whole school vision which promotes high expectations.</li> <li>Developed two curriculum monitoring teams consisting of 3 teachers across the school giving a sound 360 degree perspective to support effective evaluation.</li> <li>Teaching Triad protocol embedded within the curriculum teams to monitor teaching and learning through a supportive and collaborative approach</li> <li>Aligned performance management with professional standards in terms of “excellent”</li> <li>Pods share good and effective practice through adds and informal meetings</li> <li>Extended planning and preparation time for pod staff to collaborate and share</li> <li>Excellent team developed where every member of staff is valued and has a say in curriculum design based on what they feel works well</li> <li>Effective system of professional development where professional learning is shared.</li> <li>All teachers leading on professional learning for peers.</li> </ul>			

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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, Caffi Cynefin
- Siarter Iaith Bronze Completed
- Gwasanaeth Cymraeg
- 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

### 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							
						2023		2024		2025			
P1 Develop FP Yard to replace all rotten wood		Improve Play Environment and Universal Provision	Reports to “Leadership Sub Committee”	Headteacher - Termly	TBC	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
P2 Painting Corridors by Pod Penguin and Office		Improve visual environment			<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>			
P3 Painting Pod Pysgodyn		Improve visual environment			<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>			
P4 Painting Pod PryCop		Improve visual environment			<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>			
P5 Improve displays across the school		Improve visual environment & celebrate standards			<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>			



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### 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					
HS2 Prevent Training for Staff	CCOS	All staff have up to date knowledge and understanding of radicalisation	Register	CCOS					
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	V Rees S Parry	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					

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### Grant Finance 2023-2024 (Financial Year)

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

Source of Funding	Purpose	Sum	Cross-referenced to priorities in the SDP
<b>Education Improvement Grant (EIG)</b>	Ensure each pupil profits from excellent teaching and learning, focusing on <ul style="list-style-type: none"> <li>Improving Literacy</li> <li>Improving Numeracy</li> </ul> Breaking the link between disadvantage and educational attainment	<b>£62,548</b> NB – All of the EIG for 2023 – 2024 is allocated to staffing the Foundation Phase.  <a href="https://www.llanrhidian.swansea.sch.uk/education-improvement-grant-1/">https://www.llanrhidian.swansea.sch.uk/education-improvement-grant-1/</a>	Priority L1; L2; T1; T2; T3 Priority W1; W2
<b>Pupil Development Grant (PDG)</b>	Breaking the link between disadvantage and educational attainment.	<b>£6900</b> (£6,900 funded through eligibility for Free School Meals & £0 Early Years allocation)	Priority L1; L2; T1; T2; T3 Priority W1; W2; CSG1
<b>Recruit, recover, raise standards (RRR)</b>	Recruit, recover, raise standards- Accelerated Learning Programme: To provide additional and targeted support to improve attainment in reading across the school.	<b>£4,058 (Apr –Aug 23)</b> <b>£5,681 (Sept Mar 24)</b>  <b>£9,739 (Total)</b>	Priority L1; L2; T1; T2; T3 Priority W1; W2
<b>Professional Learning (PL)</b>	To develop staff knowledge and understanding enabling effective practice and preparation towards implementation of the 2022 Curriculum for Wales	<b>£3,489</b>	Priority L1; L2; T1; T2; T3 Priority W1; W2 Priority L1

### 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.
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: <a href="#">SED</a>
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.
<b>Consultation</b> 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.

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<p><b>Professional development strategy</b> 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.</p> <p>Does it include all staff and leadership development?</p> <p>It will provide a context for the performance management process for all staff. How does the school use the professional standards?</p>		<p>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.</p>
<p><b>Working with the community</b> 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.</p>		<p>Each priority considers how the community can contribute to its realisation.</p>
<p><b>School staff and school resources</b> 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 <b>resources (including financial resources)</b> 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.</p>		<p>Staff roles and responsibilities are clearly indicated along with costs of staff activity and resources.</p>
<p><b>Previous targets</b> 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.</p>		<p><a href="#">A review of the previous priorities is included.</a></p>
<p>Clearly sets out actions the school will take in order to achieve its targets.</p>		<p>Each priority lists actions and offers an opportunity for the school to signpost evidence</p>

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