LLANRHIDIAN PRIMARY
SCHOOL DEVELOPMENT PLAN
JULY 2024 to JUNE 25

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 2024-2025

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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 in the picturesque Gower Peninsula, just 10 miles away from the City of Swansea. Serving a substantial area of Northwest Gower, the school is nestled within a designated Area of Outstanding Natural Beauty, near the Heritage Coastline. Presently, we have 161 pupils, of which 52% come from beyond our catchment area. Currently, 15% of our pupils are on the Additional Learning Needs Register and 7% are eligible for free school meals. Pupils receiving support for emotional, social and behavioural difficulties have reduced significantly over the past two years from 25% to 10%.

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

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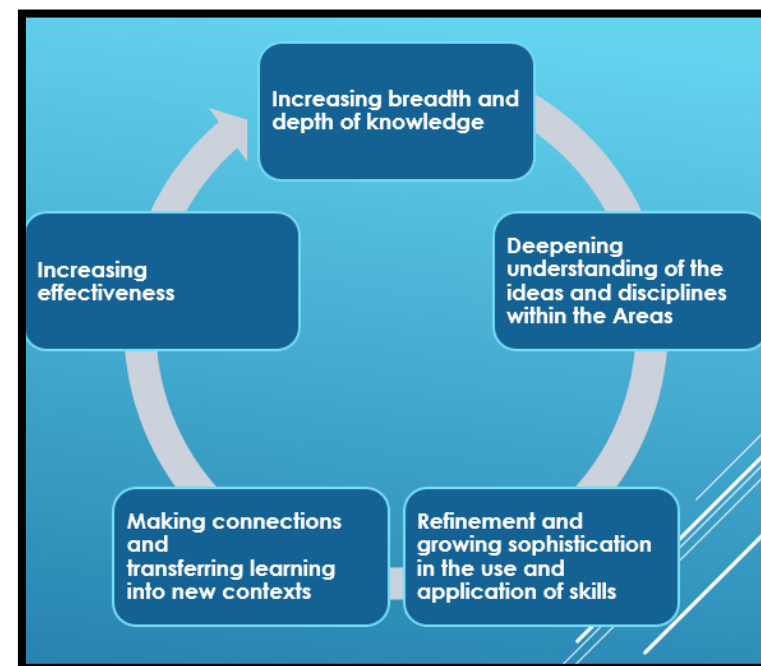
Progress against the plan is reported in each Headteacher's Report to Governors and through the work of the various governor committees. The plan is reviewed and updated termly. Copies of the plan are given to the Governing Body, every member of school staff and is available via the school website along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

Increasing breadth and depth of knowledge

Deepening understanding of the ideas and disciplines within the Areas

Increasing effectiveness

Making connections and transferring learning into new contexts

Refinement and growing sophistication in the use and application of skills

3

Review of previous year's priorities
(September 2023- July 2024)

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

1. Learning (IA1) & Teaching (IA3)

L1 Further develop writing through refining the progression of editing and re-drafting skills across the school. 1.1 **Final Evaluation:** 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 Pengwin 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.	**Strong Progress**
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.	**Strong Progress**

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Utilising resources developed during professional training with Lynwen Barnsley, all Pods have encouraged the use of metacognitive language. In Pod Pengwin, 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.

	Strong Progress

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

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demonstrating the commitment to Welsh language promotion beyond the confines of formal education settings. Due to it's 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.	**Strong Progress**
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.	**Strong Progress**

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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.

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

W1 To develop further engagement in out of school, community sporting events. 2.1

Strong Progress

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.

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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, SLT and governors. Encouragingly, feedback from the staff corroborates that this strategic approach bolsters efficient and targeted planning to facilitate the pupils' progression.**	**Strong Progress**
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.**	**Strong Progress**

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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.

3. Leadership and Management

L1 Improve and further streamline AoLE monitoring to ensure reports are evaluative. **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.	**Very Good Progress**
L2 Further develop the strategic cycle for governor involvement when evaluating school targets. **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	**Strong Progress**

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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.

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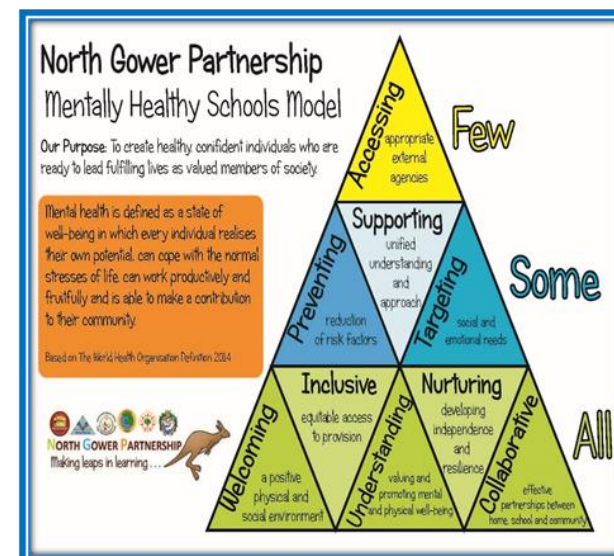
- Our whole-school approach promotes equity for all, reducing variation in experiences and outcomes, and uses evidence-based practices consistently and transparently, in terms of both use of data for planning and any interventions. Our whole-school approach builds upon and develops the NGP mentally healthy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

Main Priority Area		Headline School Priorities 2024-25	2025-26	2026-27
Teaching & Learning (IA1)	Skills	Improve targeted pupils' skills in: a. reading b. mathematics and numeracy (focusing on understanding of number).	Raise Standards in identified numeracy areas	Raise Standards in identified numeracy areas
	Provision	Curriculum (Cynefin) - Develop a progressive approach to locality education exploiting our natural and physical resources to enhance pupils' progression in skills, knowledge and concepts related to their immediate and natural world.	Review and refine locality education	Review and refine locality education

Sub Priority Area and		School Sub - Priorities 2024-25	2025-26	2026-27
Teaching & Learning (IA1)	Maths and Numeracy	Continue to develop reasoning skills, building on the effective work of 23-24	Raise Standards in identified numeracy areas	Raise Standards in identified numeracy areas
	Literacy (Writing)	Continue to build up on the success of editing to improve pupils' sentence structure	Raise Standards in identified literacy areas	Raise Standards in identified literacy areas
Wellbeing, Care Support & Guidance (IA2)	ALN	To further develop the school's universal and targeted offer for pupils with additional learning needs.	Evaluation and Refinement	Evaluation and Refinement
	Attendance & Safeguarding	Further enhance the role of the Family Engagement Officer to improve the support provided to pupils' families and the wider community.	Evaluation and Refinement	Evaluation and Refinement
Leading & Improving	Managing School's Resources	To enhance systems for effective data capture, analysis and reporting of key information eg attendance.	Evaluate and refine self-assessment systems	Evaluate and refine assessment systems

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

- Improve our skills in number

- Improve our use of the locality to help our learning

- Improve our written sentences

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Area 1 Teaching & Learning						
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!"	IA1	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**

Priority 1: Improve targeted pupils' skills in:
   a. reading
   b. mathematics and numeracy (focusing on understanding of number).
 	
Success Criteria: Most (90%) identified pupils demonstrate an improvement in skills by the end of school year.
 	
All staff demonstrate increased confidence and proficiency in reading and numeracy teaching techniques and the effective analysis of data to forward plan.
	Reading Rationale: Current (Summer 24) data indicates that 38% of pupils from Year 2 to Year 6 are reading at least 6 months below their expected reading age. We need to evaluate our strategies for improving reading for identified pupils. While initiatives such as reading bands and Read Write Inc interventions have facilitated progress, there remains a minority of pupils whose reading proficiency needs to improve.
	It is evident that our approach to tracking data must undergo a more rigorous and nuanced analysis to pinpoint specific areas warranting early intervention. By enhancing the effectiveness of data analysis, we can proactively identify opportunities to intervene at the earliest possible stage. To address this issue, it is essential to implement regular and targeted interventions tailored to the individual needs of identified pupils. These interventions should aim to not only accelerate progress but also ensure that pupils surpass expected benchmarks, thereby narrowing the existing attainment gap. By adopting a proactive stance and prioritising personalised interventions, we can create a more conducive environment for fostering improved reading outcomes and facilitating the holistic development of all learners.
	
	Mathematics and Numeracy Rationale: Monitoring activities concluded that while most pupils make good or better progress, a few pupils require provision more honed to their specific needs. Strategies aimed at enhancing pupil resilience in mathematical reasoning highlight the need to re-focus on targeted interventions across the school. This targeted provision is essential to cater to the diverse range of abilities present across all cohorts, including those with additional learning needs, self-regulation challenges, and more able pupils. In response, the school must focus on developing mathematical and numeracy interventions specifically designed to bolster the understanding of number concepts. Such initiatives will ensure all learners receive the appropriate support to thrive in their mathematical journey.
	By further tailoring interventions to individual needs, we need to improve the differentiated support that meets specific requirements. For pupils with additional learning needs, interventions offer scaffolding and instructional strategies to enhance numeracy skills. Similarly, interventions for more able pupils foster deeper mathematical thinking and provide extension and challenge opportunities. Those pupils with social, emotional and behavioural difficulties often needs shorter, more frequent periods of learning.
	Targeted numeracy interventions need to focus on addressing gaps in conceptual understanding of number. They should provide explicit teaching (learning) and practice (understanding) opportunities, to allow pupils to build a solid foundation in number sense, place value, and

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numerical relationships. These interventions must also support the development of critical thinking and problem-solving skills, building upon the target from 2023-24.
By delivering targeted numeracy interventions, we aim to empower nearly all pupils to reach their potential, regardless of their starting point. These interventions create an inclusive and supportive environment, recognising the diverse range of abilities within our classrooms.
The rationale for developing targeted numeracy interventions focusing on the understanding of number is to ensure that every pupil receives the necessary support and challenge to succeed in numeracy. By meeting the needs of our learners, we promote high standards and foster a positive attitude towards numeracy.

Strategies & Actions	Monitoring, Evaluation & Review	Responsibility	Timeline	Resources & Budget
Timetable and implement individual and small group intervention sessions focusing on: a. Reading b. Key mathematical and numeracy concepts. Use assessments to identify specific areas of need for each pupil.	Regular teacher assessment; data analysis; termly reviews of intervention effectiveness.	Numeracy & Literacy Teams All Staff	September 2024 - June 2025	The school will use existing resources where possible.
Provide PL sessions focusing on reading and numeracy teaching methods and differentiated instruction to enhance teacher expertise.	Feedback from PL sessions; appraisal of teaching methods used in classes.	Numeracy & Literacy Teams; SLT	September 2024; ongoing CPD throughout the year	Internal expertise trainers and CPD materials.
Enhance existing digital tracking system. Set expectations for all staff.	Termly data audits and training refreshers to maintain data accuracy and system utilisation. Staff feedback sessions on system use and improvements.	Numeracy & Literacy Teams; Assessment Lead	September 2024 to June 2025	Improve existing software & tools
Develop robust systems for analysing skills. Conduct regular workshops to upskill staff on data analysis techniques and application to teaching practices.	Termly presentations by the numeracy and literacy team on key metrics, trends, and intervention outcomes. (SLT and GB Meetings)	SLT	September 2024 to June 2025	In house resources to be used.
Engage parents in supporting reading & numeracy at home. Develop and distribute numeracy activity links for use at home, via pod pages. Hold workshops to educate parents on how to support their child's numeracy development.	Surveys to parents; analysis of pupil progression in numeracy.	Numeracy & Literacy Teams; All Staff; SLT	October 2024 - December 2024	The school will use existing resources where possible.

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Priority 2: Curriculum (Cynefin) - Develop a progressive approach to locality education exploiting our natural and physical resources to enhance pupils' progression in skills, knowledge and concepts related to their immediate and natural world. **Success Criteria: All teachers utilise the updated curriculum with specific references to local features.** **Nearly all pupils are engaged in their locality learning and can illustrate knowledge and understanding of their locality, including physical features and geographical processes. Eg water cycle, tidal movements etc.** **All teaching staff are aware of and adhere to the expectations leading to consistency in provision across pods.**	**Rationale:** Developing a progressive approach to locality education involves leveraging its abundant natural and physical resources. Through monitoring activities, parental feedback from questionnaires and staff audits, leaders have recognised that our local resources are underutilised in providing pupils with engaging and authentic learning experiences using the locality as a stimulus. We need to enhance our curriculum to foster progression in skills, knowledge and concepts through the use of the locality. By tapping into these resources, we aim to elevate the quality of education and enable pupils to develop a deeper understanding of their surroundings. This approach not only enhances our purposeful IQ work across the school but also ensures that resources are affordable and easily accessible, enabling pupils to engage directly with their environment. Encouraging learners to explore the outdoors and learn in natural settings not only aids their learning but also promotes a sense of responsibility towards the environment. Furthermore, by taking advantage of our changeable weather conditions, we can facilitate outdoor learning experiences that stimulate creativity and enrich the learning process. In doing so, we aim to create a dynamic and integrated learning environment that nurtures holistic development and fosters a lifelong love for learning. This target is underpinned by further developing their sense of Cynefin.

Strategies & Actions	Monitoring, Evaluation & Review	Responsibility	Timeline	Resources & Budget
Conduct a detailed survey of the surrounding environment to identify and list natural and physical features. Involve local environmental experts and historians.	Review of the mapped features with local experts and stakeholders.	Team JW	Autumn 2024	Allocation of £500 for expert consultations and survey tools.
Curriculum development and planning sessions to integrate local features into AoLEs. Align learning objectives with the context of the locality.	Termly curriculum reviews and pupil assessments to gauge understanding.	Teaching Staff	Autumn 24 and Spring 25	
Produce materials such as, interactive digital content, and field guides specific to the local area. Collaborate with local artists and experts. All teachers use the exclusive educational resources in lessons.	Biannual review of resource usage and effectiveness in classroom settings.	Teaching Staff	Autumn 24 and Spring 25	Casllwcher Primary School "Estuary Education"
Promote and showcase pupil work related to locality education. Organise exhibitions, local fieldwork presentations, and a dedicated section on the school website.	Feedback forms from events, website analytics, and media coverage review.	Team JW	Summer 2025	

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Establish a minimum set of standards and expected outcomes for each pod. Include these in the school's teaching and learning policy.	Annual staff training and meetings to review policy adherence.	Team JW	Summer 2025	Included in existing training budget.

How can the wider community of the school enrich the priority?	What support do we need from others to realise priorities under Teaching, curriculum, skills and attitudes to learning.
• Invite experts in to support with learning • School to School - sharing good practice and resources • North Gower Partnership • Peer Reviews and Networking (Cluster) • Local Welsh/French speakers including governors • Volunteers to support learning • Enlist expertise from Governing Body	• 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 2025

Priority 1 - Improve targeted pupils' skills in:
　a. reading
　b. mathematics and numeracy (focusing on understanding of number).

Evaluation

Priority 1a　Improve targeted pupils' skills in reading.
Reading Improve targeted pupils' skills in reading.　Evaluation: Following the implementation of a robust intervention timetable for all identified pupils, 91% of our Year 2 to Year 6 cohort have made measurable progress in reading. The introduction of a new assessment programmes (WRAT and Salford) has enabled each pod to identify precise targets and next steps, thereby shaping both individual and small-group interventions effectively.
The school has invested in a temporary part-time teaching assistant dedicated to reading interventions, and pod staff have collaborated to ensure professional development is closely aligned with pupils' needs. For example, training in precision teaching and the use of assessment tools such as WRAT and Salford has supported staff in identifying specific phonic word families with which pupils require additional support.
Furthermore, staff have recognised that certain pupils continue to benefit from Read Write Inc. intervention and have incorporated this into their provision to drive continued progress. This identification has been made possible through the use of the literacy tracker and training provided on data analysis through ADDs.

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The team delivered a 'Power of Reading' workshop for parents, which focused on phonics development, fluency, and comprehension. In addition, the introduction of new reading band certificates has reignited engagement in home reading among both parents and pupils. This initiative is further supported by the regular 'positive progress' emails sent by each pod, keeping parents informed of their child's progress in reading.

The team also utilises ADDs to update all staff on pupil data and key issues relating to reading, setting clear expectations for intervention across the school. For example, identifying how often pupils need intervention as appropriate to their learning. The literacy tracker has been refined to purposefully capture incremental progress. In addition, staff use weekly pupil progress meetings to update all staff and identify next steps. However, the school has invested in 'Insight Tracking' to further enhance the monitoring and analysis of pupil progress and staff require additional training to use this effectively.

Priority 1b **Improve targeted pupils' skills in mathematics and numeracy (focusing on understanding of number).**
The initial WRAT assessments conducted in Autumn Term 2 revealed that 58% (70 children) of pupils in Years 1 to 6 scored below the standardised score of 100, with only 42% achieving or surpassing this benchmark. As a result, 70 out of 119 screened pupils required targeted intervention. In response to this significant need, the Maths team opted to conduct assessments for all pupils during the Spring and Summer terms. The data from the Spring Term illustrated a improvement, with 63% of pupils exceeding the benchmark score of 100, representing a 21% increase in performance from the Autumn assessments. By the final Summer Term WRAT assessments, this figure increased further, with 67% achieving a score of 100 or more. While these results are encouraging, there remains an ongoing need for Maths to be a primary target within the School Development Plan (SDP) to ensure continued progress and support for all learners.

To improve the existing digital tracking system, a dedicated numeracy tracker was developed, and data was consistently entered and monitored within this Excel document. WRAT scores for all age groups, along with times table assessments and 'chillies', were recorded for both Pysgodyn and Pry Cop. Additionally, the Pupil Progress pages offered a comprehensive numeracy narrative for identified pupils, with the majority of teachers contributing regular observations of pupils' numeracy skills on a weekly basis. However, the school has invested in 'Insight Tracking' to further enhance the monitoring and analysis of pupil progress and staff require additional training to use this effectively.

Conducting regular workshops to upskill staff on data analysis techniques and their application to teaching practices is a vital component of professional development. The Maths Team has integrated White Rose Maths to establish a coherent whole-school methodology and to facilitate progression throughout the Pods, embedding a consistent vocabulary relevant to each mathematical and numeracy strand. Feedback from all teaching staff members has been positive, demonstrating their recognition of the initiative's potential to enhance their pedagogical practices. Furthermore, they have skillfully utilised the provided vocabulary to create word mats that support targeted spotlight activities, enabling pupils to deepen their comprehension of mathematical concepts. This strategic approach significantly enriches the learning environment and directly contributes to improved outcomes in pupils' mathematical proficiency. To embed this coherent approach, all teaching staff will aim to map out the mathematical threads for the 2025-26 year for each Pod in September adds sessions.

To facilitate parental engagement in enhancing numeracy skills at home, the Maths Team organised an after-school event aimed at developing and distributing links to numeracy activities for use at home, accessible via pod pages. The workshop was well attended by parents and proved to be an invaluable resource for educating parents on effective strategies to support their child's numeracy development. A recent Estyn inspection underscored the necessity for consistency in the teaching of mathematics across the school, so we will continue to develop this target as part of next year's School Development Plan.

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Priority 2 - Curriculum (Cynefin) - Develop a progressive approach to locality education exploiting our natural and physical resources to enhance pupils' progression in skills, knowledge and concepts related to their immediate and natural world.

All teachers plan purposefully within the updated curriculum to ensure pupils engage meaningfully with their local environment using the local area survey conducted with pupils as inspiration. For example, in Pod Pengwin, pupils have participated in a variety of local walks throughout the year, developing skills such as numeracy in authentic contexts. In Pod Pysgodyn, pupils conducted a local area IQ project, focusing on geographical features such as the local church. Meanwhile, Pod Pry Cop pupils utilised the nearby marshland to develop scientific understanding, including the process of photosynthesis.

Through thoughtfully designed long-term topics, teachers have created rich, place-based learning experiences that span multiple areas of learning. For instance, the topic Captenau Gŵyr has enabled pupils in Pod Pry Cop to explore local festivals, while all pupils have engaged in activities such as foraging and using the natural environment to support mental wellbeing.

In addition, pods have worked with local artists through the Oriel Cynefin initiative, which has served as a source of inspiration for creative projects. However, there is now a clear need to provide pupils with opportunities to showcase their artwork more widely across the school.

Whole-school training through ADDs and INSET days has supported this locality-driven approach. For example, staff have collaborated with a local primary school recognised for its strong outdoor learning practice. Furthermore, ADDs have been used to set clear expectations for regular educational visits and external visitors. These expectations have been consistently met across all pods and are now systematically tracked on the school's long-term planning framework.

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
Teaching & Learning	Developing Mathematical Skills	Teachers & HLTAs	£0
	Cluster Working – Progression Planning	Teachers Head Teacher	£0
	Using the locality – Marsh	All Staff	£0
	NGP Sharing good practice – various	All Teachers	£0
	Schematic development	All Teachers	£0
Well-being, Care, Support & Guidance	Food Hygiene L2	All Staff	£500
	Paediatric First Aid	All Staff	£400
	ELSA Training	ALNCO	£0

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	ALN LA Training	All Staff	£0
	Family Engagement Networking and Upskilling	FEO	£0
Leading & Improving	Health & Safety, Safeguarding (Mandatory)	SLT	£0
	National Professional Enquiry Project	DHT	£0
	Safeguarding - Child Protection	All	£0
	Professional Development	Head Teacher	£0

Progress Against Estyn Recommendations 2017

Date of Last Inspection: July 2017

RAYG Rating				
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.

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R1. Share the best practice in teaching and learning across the school to improve standards further **STRONG PROGRESS**	• Embedded a Pod structure across the school to further develop a "team around the child" approach to teaching, learning and well-being. • Whole school vision which promotes high expectations. • Embedded two curriculum monitoring teams consisting of 3 teachers across the school giving a sound 360-degree perspective to support effective evaluation around school priorities. • Aligned professional development 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 • All teachers leading on professional learning for peers • Cluster approach to sharing good practice and professional learning
R2. Expand the opportunities to improve pupils' oracy skills in Welsh **STRONG PROGRESS**	• Expanded opportunities for authentic Welsh Oracy eg Amser Tost, Caffi Cynefin, Amser cinio • Instructional Welsh videos being developed via website to support learners with Welsh patterns • Siarter Iaith Bronze • Gwasanaeth Cymraeg - Pwy ydy Pwy? • Daily Slot Drillio • Extended sentences for everyday use displayed in pods e.g. Diolch am dy ateb ond....... • Developed a cluster agreed learning objectives • Dreigiau pupils lead celebration days.

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		
						2024	2025	2026

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LLANRHIDIAN PRIMARY SCHOOL
SCHOOL DEVELOPMENT PLAN 2024-2025

Action	Who and When?	Success Criteria	Type of monitoring & reporting mechanism	Who and When?	Costs	RAYG rating
P1 Replace orchard fence	Head Teacher	Improve perimeter and demarcate play area	Reports to "Leadership Sub Committee"	Headteacher - Termly	**TBC**	🔴🔴🔴🟢
P2 Painting Corridors by Pod Pengwin and Office		Improve visual environment			**TBC**	🔴🟠🟠🟠
P3 Develop areas around trees in yard		Improve visual environment			**TBC**	🔴🔴🔴
P4 Painting Pod PryCop		Improve visual environment			**TBC**	🟢🟢🟢
P5 Replace carpets - rolling programme		Improve visual environment & celebrate standards			**TBC**	🔴🔴🟠🟢

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 2024	2025	2026
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		🟢🟢🟢🟢		

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HS4 First Aid Training	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									

Grant Finance 2024-2025 (Financial Year)			
Key: EIG spend, PDG spend, RRR, PL, School Spend			

Source of Funding	Purpose	Sum	Cross-referenced to priorities in the SDP
School Standards (EIG)	Ensure each pupil profits from excellent teaching and learning, focusing on • Improving Literacy • Improving Numeracy Breaking the link between disadvantage and educational attainment	**£73,903**	**Priority 1 – Teaching & Learning** **Priority 2 – Teaching & Learning** **Priority 3 – Well-being, Care, Support & Guidance**
Pupil Development Grant (PDG)	Breaking the link between disadvantage and educational attainment.	**£12,768**	**Priority 1 – Teaching & Learning** **Priority 2 – Teaching & Learning** **Priority 3 – Well-being, Care, Support & Guidance**

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ALN Implementation	Supporting the implementation of the ALN Code	**£4,055**	**Priority 1 – Teaching & Learning** **Priority 3 – Well-being, Care, Support & Guidance**
Curriculum Reform		**£1,964**	
Professional Learning (PL)	To develop staff knowledge and understanding enabling effective practice and preparation towards implementation of the 2022 Curriculum for Wales	**£2,750**	**Priority 1 – Teaching & Learning** **Priority 2 – Teaching & Learning** **Priority 3 – Well-being, Care, Support & Guidance** **Priority 4 - Leading & Improving**

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: 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

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		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? It will provide a context for the performance management process for all staff. How does the school use the professional standards?		Each priority lists professional learning required to realise it and this is combined in a summary towards the end of the plan. The school will also take advantage of appropriate professional learning opportunities as they arise.
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—		Staff roles and responsibilities are clearly indicated along with

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(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.		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.

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	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.