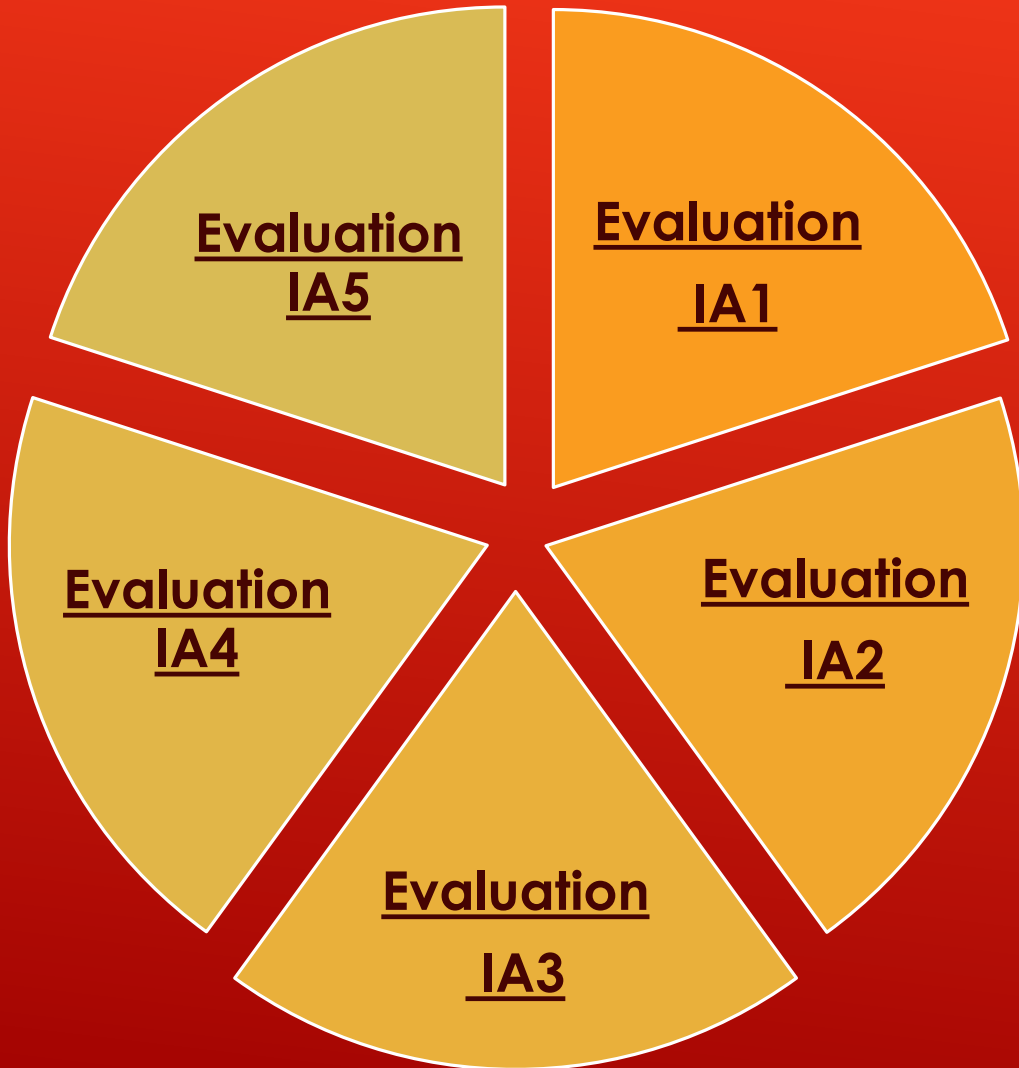


# LLANRHIDIAN PRIMARY SCHOOL

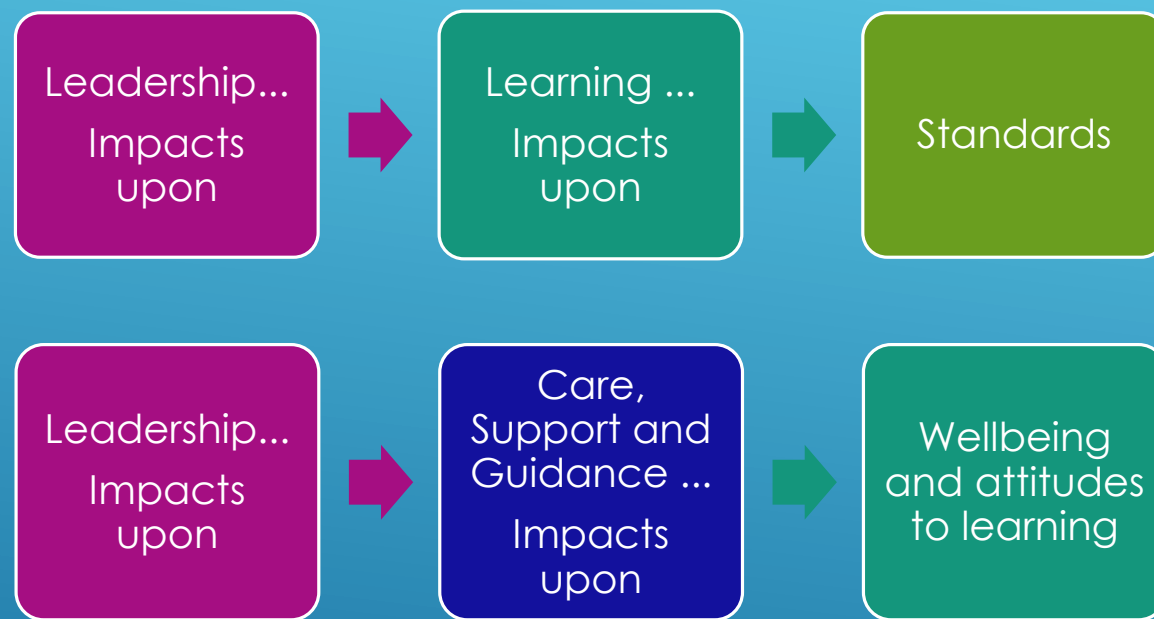
Self Evaluation Summary Document  
Based on self-evaluation processes  
July 2020-2021



# CONTENT PAGES



This Self Evaluation Summary Document demonstrates the following relationships between the Inspection areas.



# INTRODUCTION

[Back to Table of Contents](#)



- ▶ [UNCRC](#)
- ▶ [Location](#)
- ▶ [Current Pupil Numbers](#)
- ▶ [Pupil Numbers Over Time](#)
- ▶ [Catchment Figures](#)
- ▶ [Free School Meal Numbers](#)
- ▶ [ALN Numbers](#)
- ▶ [Budget](#)

# SCHOOL CONTEXT

[Back to Table  
of Contents](#)

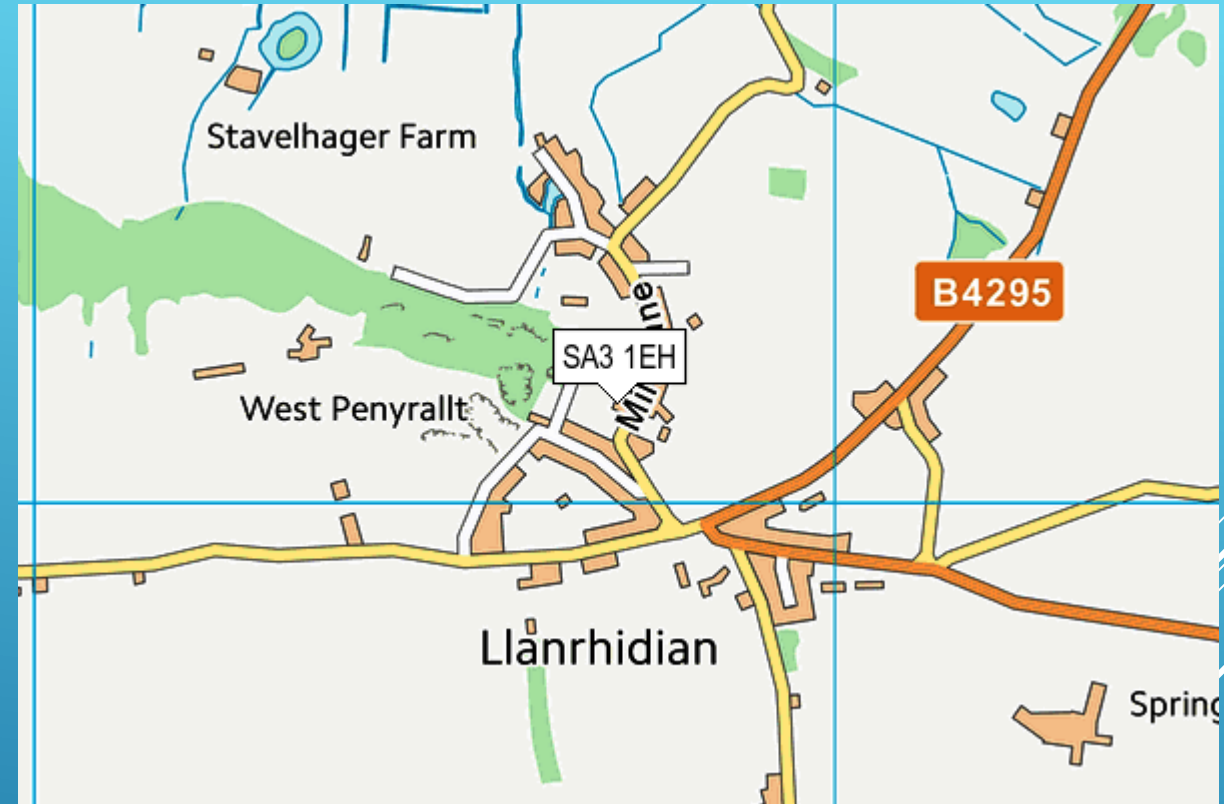
The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. All policies promote various articles from the UNCRC. eg Health and Safety and Safeguarding reflect Articles 12, 36, 24 and 6. Curriculum Policies reflect and promote Articles 28, 12, 14, 29, 3, 7 and 31.

**UNCRC**

[Back to School  
Context](#)

[Back to Table  
of Contents](#)

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 49.6% of our pupils come from out of catchment.



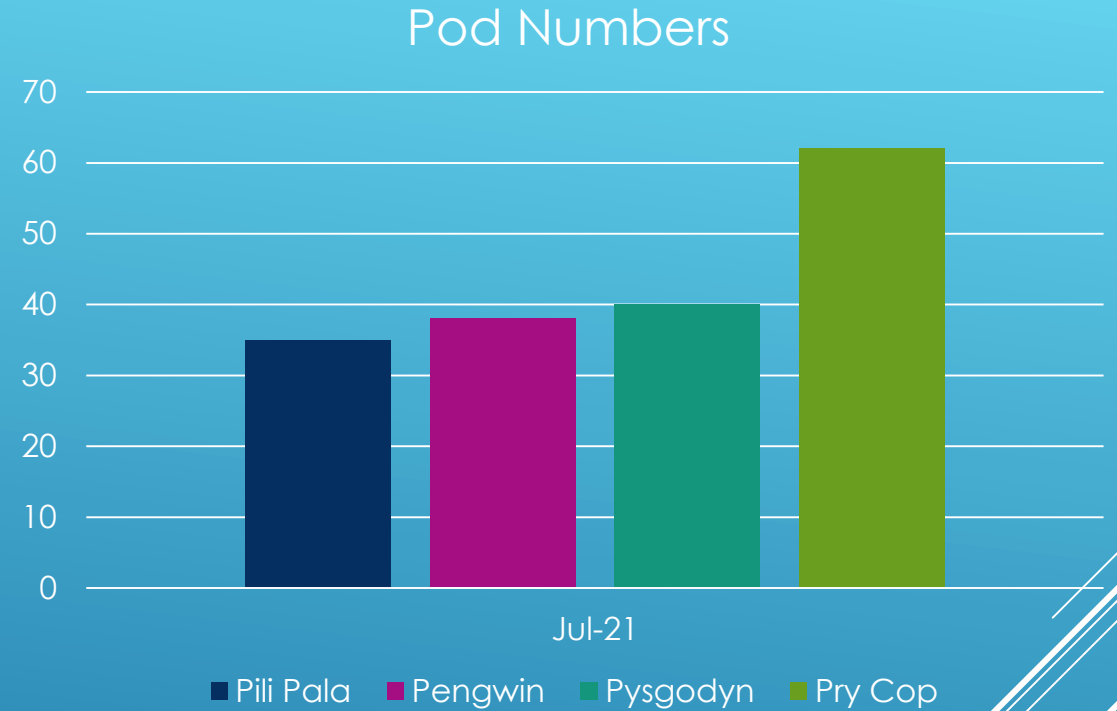
## LOCATION

[Back to School Context](#)

[Back to Table of Contents](#)

## ► July 2021

- Total Children (inc Nursery) =177
- Total FTE = 159.5
- N2 = 17
- N1 = 18
- Capacity = 140 (not including nursery)
- Actual = 142 (101.4% not including nursery)
- Capacity = 180 (including nursery 1 and 2)
- Actual = 177 (98.3% including nursery 1 and 2)

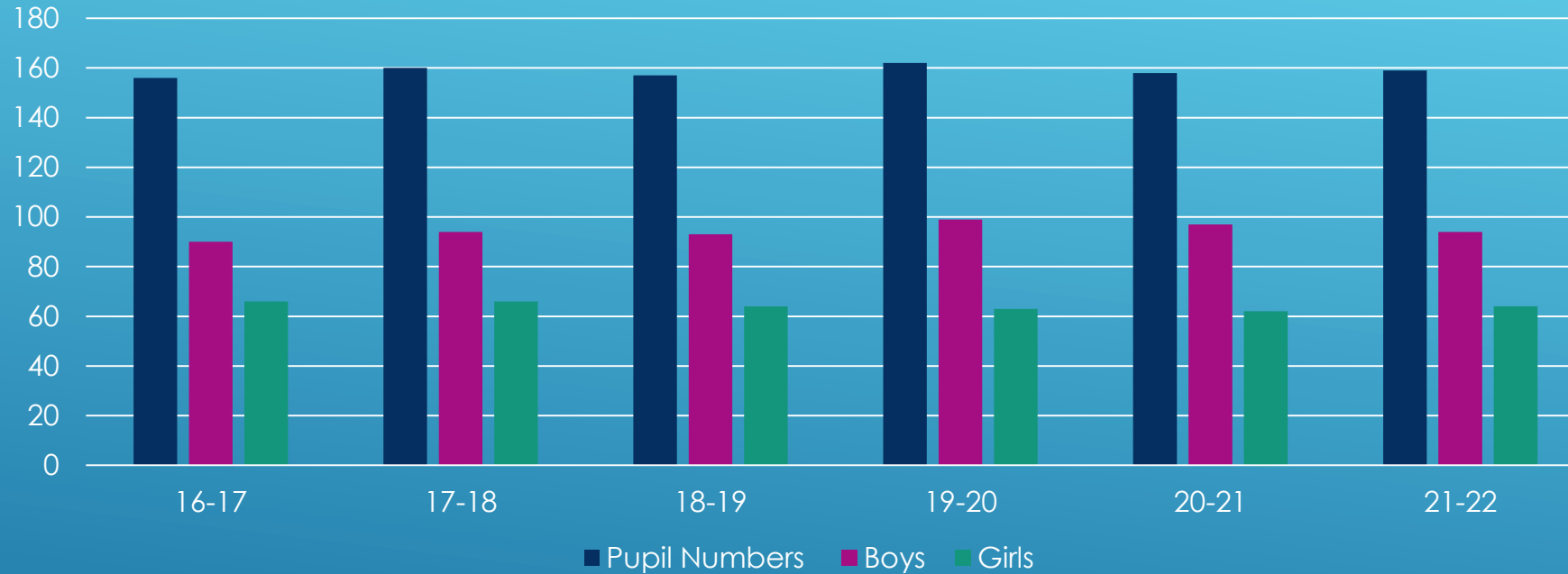


# END OF YEAR PUPIL NUMBERS

[Back to School Context](#)

[Back to Table of Contents](#)

## Pupil Numbers



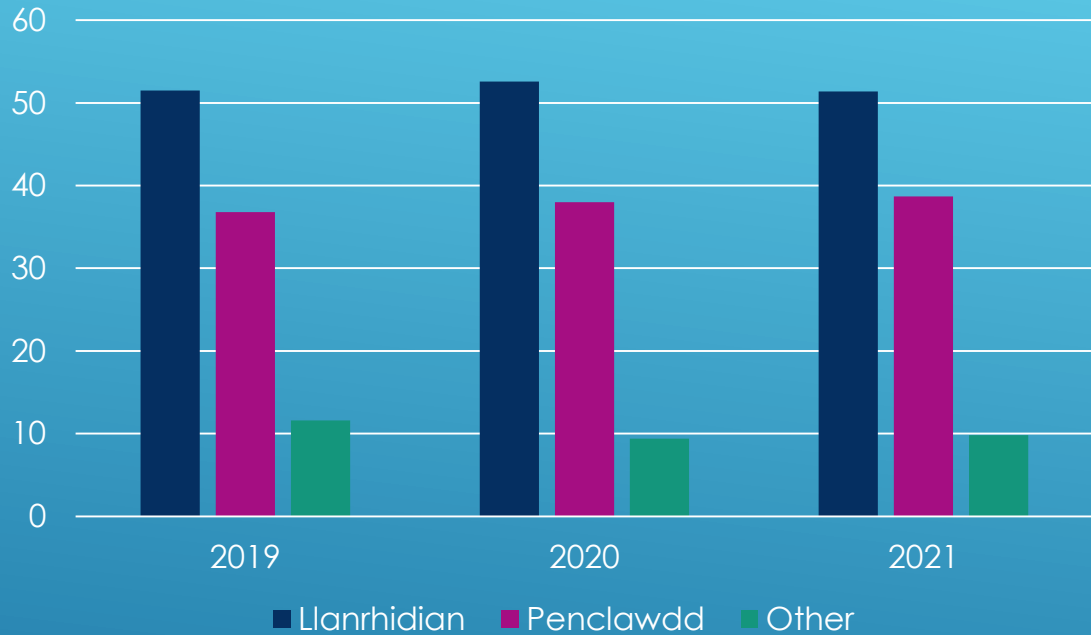
# SEPTEMBER PUPIL NUMBERS OVER TIME

[Back to School  
Context](#)

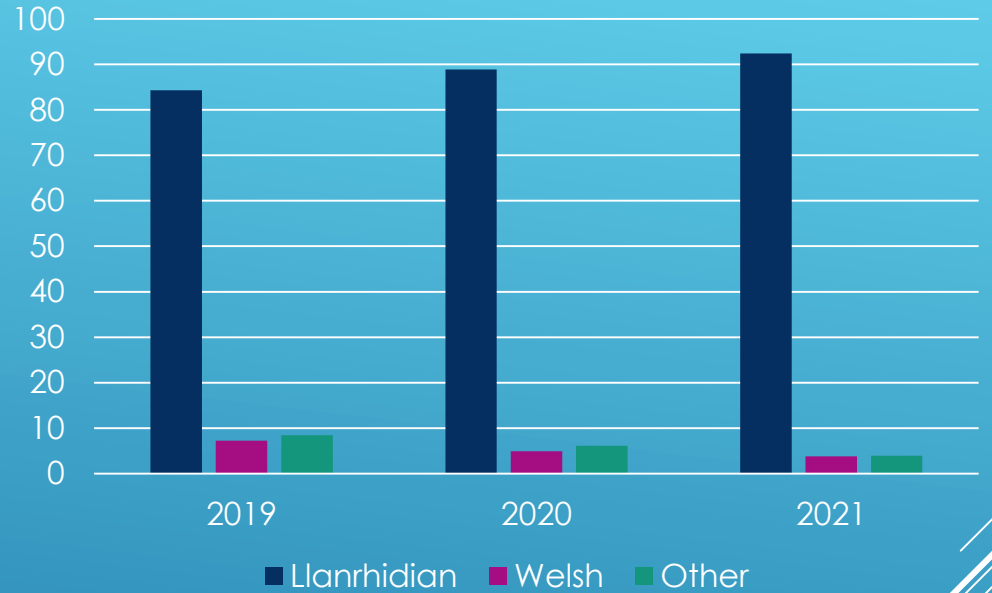
[Back to Table  
of Contents](#)



### Catchment on Role



### Llanrhidian Catchment

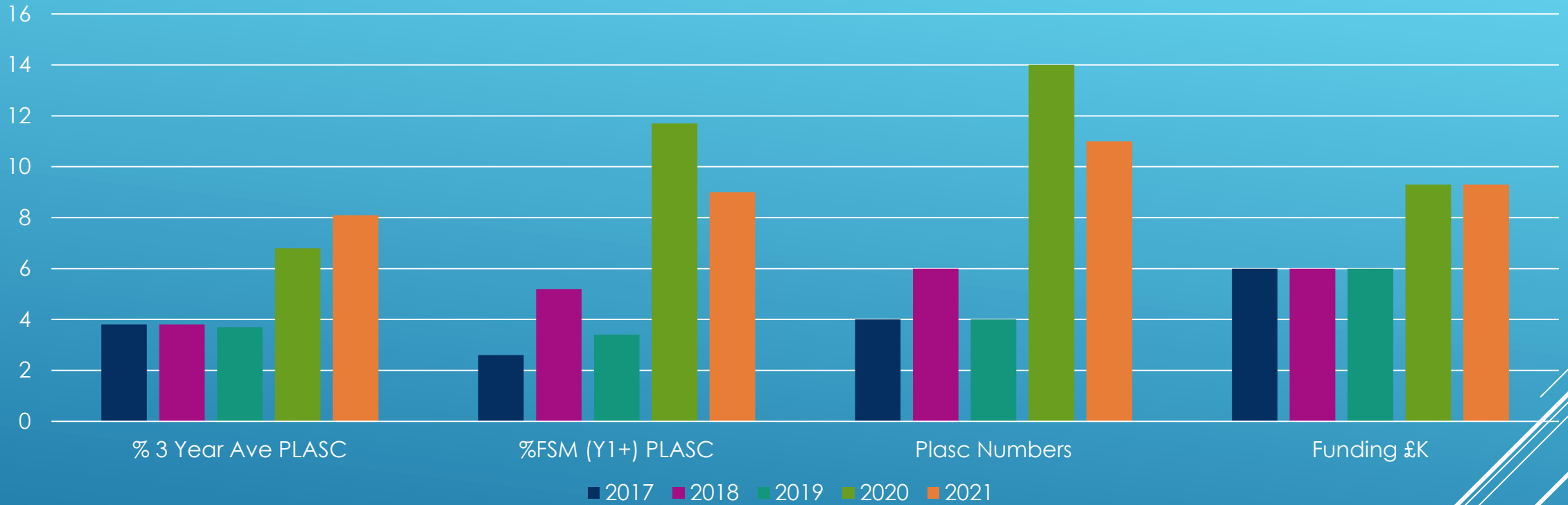


# CATCHMENT FIGURES (PLASC)

[Back to School Context](#)

[Back to Table of Contents](#)

## FSM Numbers

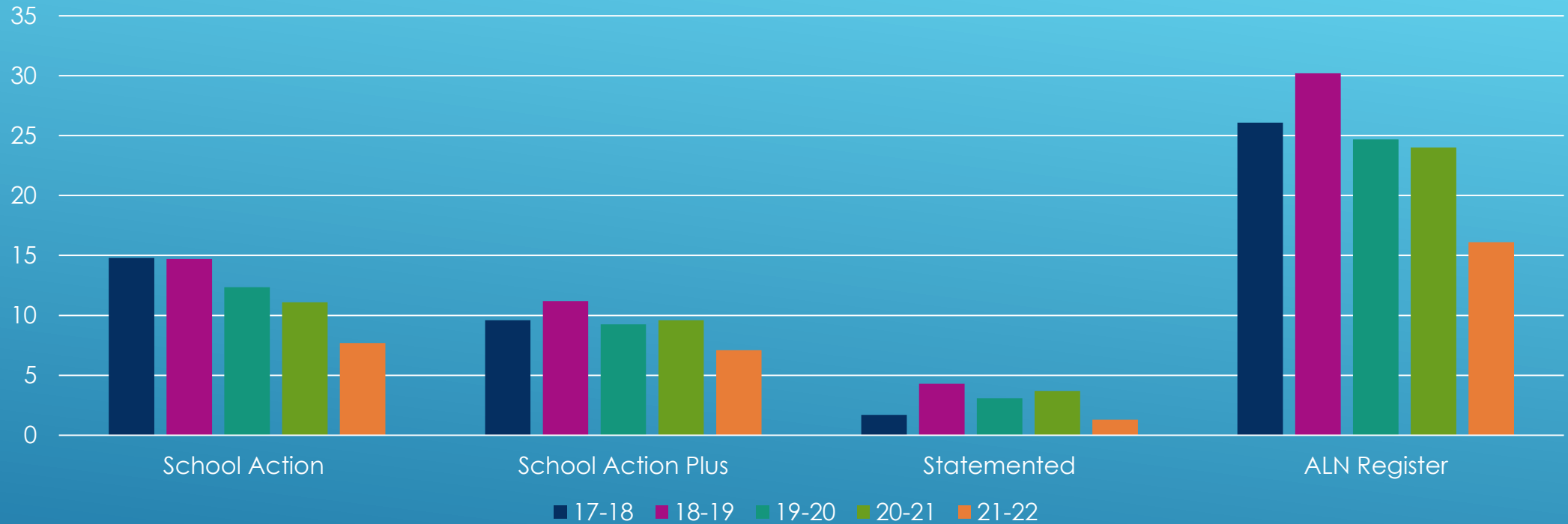


**FREE SCHOOL MEAL  
NUMBERS (PLASC)**

[Back to School  
Context](#)

[Back to Table  
of Contents](#)

## ALN Numbers

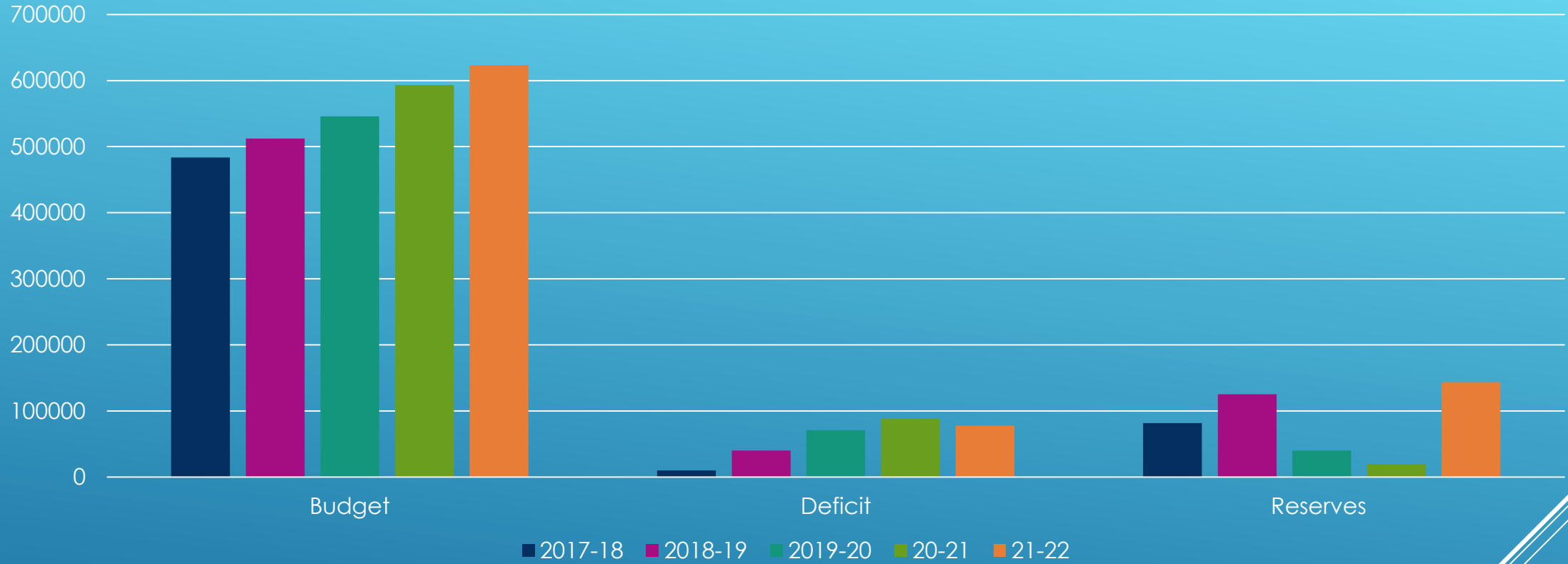


**ALN NUMBERS (REC  
TO Y6)**

[Back to School  
Context](#)

[Back to Table  
of Contents](#)

# Delegated Budget



**BUDGET**

[Back to School Context](#)

[Back to Table of Contents](#)

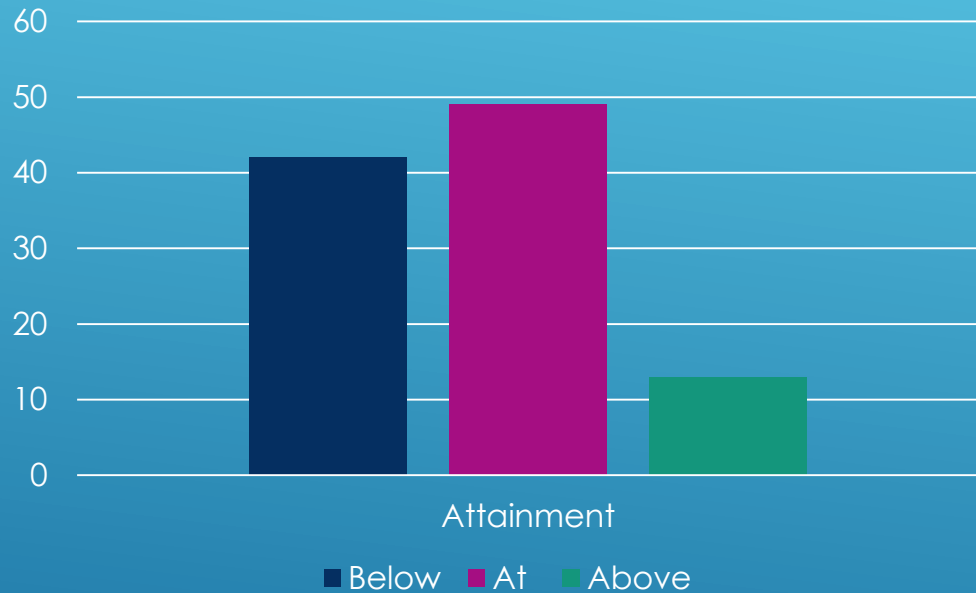
- ▶ 1.1 Standards and progress overall (12 Pages)
- ▶ 1.2 Standards of specific groups (3 Pages)
- ▶ 1.3 Standards and progress in skills (3 Pages)
- ▶ EVALUATIONS IA1

**Covid-19 Note:**  
Over the past two years pupils have lost approximately 50% of face to face teaching. For this reason the school has re-aligned “expected progress” in line with missed school.

# INSPECTION AREA 1: LEARNING

[Back to Table of Contents](#)

## Whole School Attainment & Progress in LLC Eng



# 1.1 STANDARDS AND PROGRESS OVERALL “WHOLE SCHOOL ENG”

### Narrative 2020-21 (COVID19 - Summer 2021)

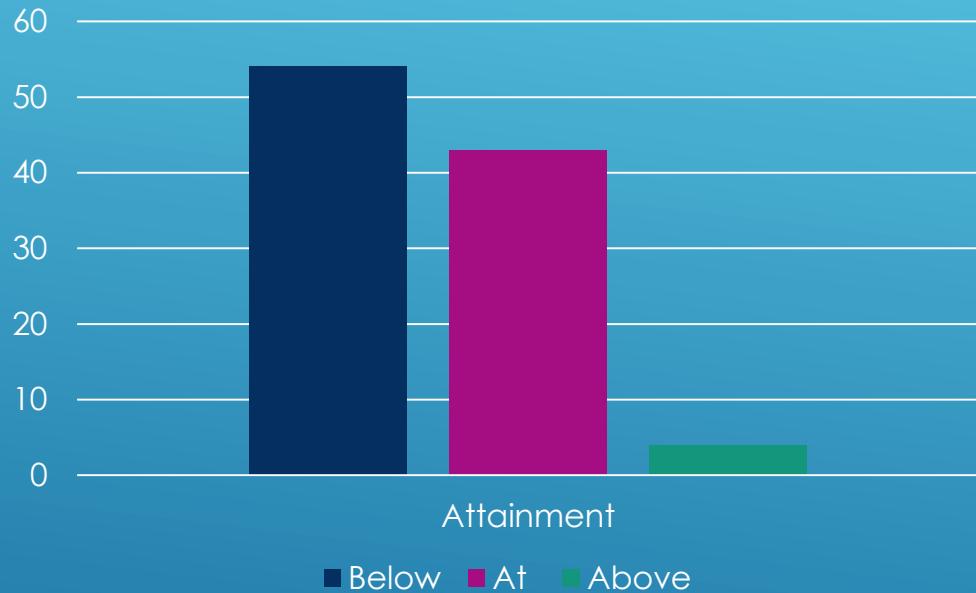
Monitoring has confirmed that standards in English are good. This is because:

- Most pupils made positive progress in gaining skills in LLC as they move through the school. Many made above expected progress through the year.
- By Summer around half of pupils were attaining at least the expected level, and a few were attaining above expected level.
- By Summer 2021 many pupils had made at least expected progress and a minority had made above expected progress.
- There has been clear progress in standards of pitch, pace and presentation as of Summer 2021 across all Pods.
- **Literacy intervention will be in place to address reading and writing as part of the school's recovery plan. (See SDP L1a and L1b)**

[Back to IA1](#)

[Back to Table of Contents](#)

## Whole School Attainment & Progress in LLC Welsh



# 1.1 STANDARDS AND PROGRESS OVERALL “WHOLE SCHOOL WELSH”

### Narrative 2020-21 (COVID19 - Summer 2021)

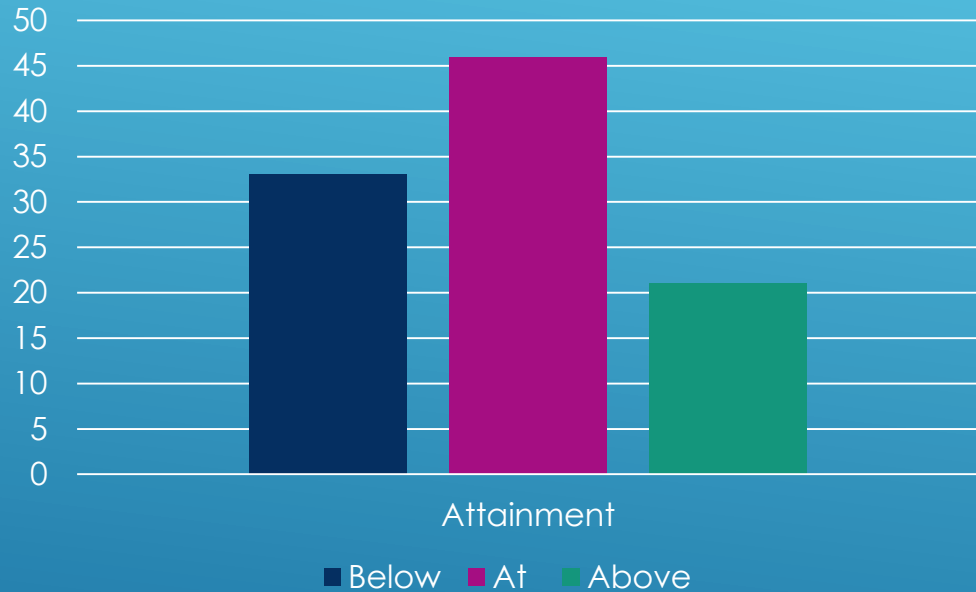
Monitoring has confirmed that standards in Welsh are good. This is because:

- Most pupils made positive progress in gaining Welsh skills in LLC as they move through the school. Many made above expected progress through the year.
- By Summer 2021 around half of pupils were attaining at least the expected level, and very few were attaining above expected level.
- By Summer 2021 many pupils had made at least expected progress and a few had made above expected progress.
- **Improvements in Welsh Oracy remains and Estyn recommendation. (See SDP L2)**

[Back to IA1](#)

[Back to Table of Contents](#)

## Whole School Attainment & Progress in Maths/Numeracy



### Narrative 2020-21 (COVID19 - Summer 2021)

Monitoring has confirmed that standards in Maths are good. This is because:

- Most pupils made positive progress in gaining skills in M&N across the school. Many made expected progress by Summer 2021.
- By Summer 2021 around half of pupils were attaining at least the expected level, and a few were attaining above expected level.
- By Summer 2021 most pupils had made at least expected progress and a minority had made above expected progress.
- **Numeracy intervention will be in place to address four operation rules as part of the school's recovery plan. (See SDP L3)**

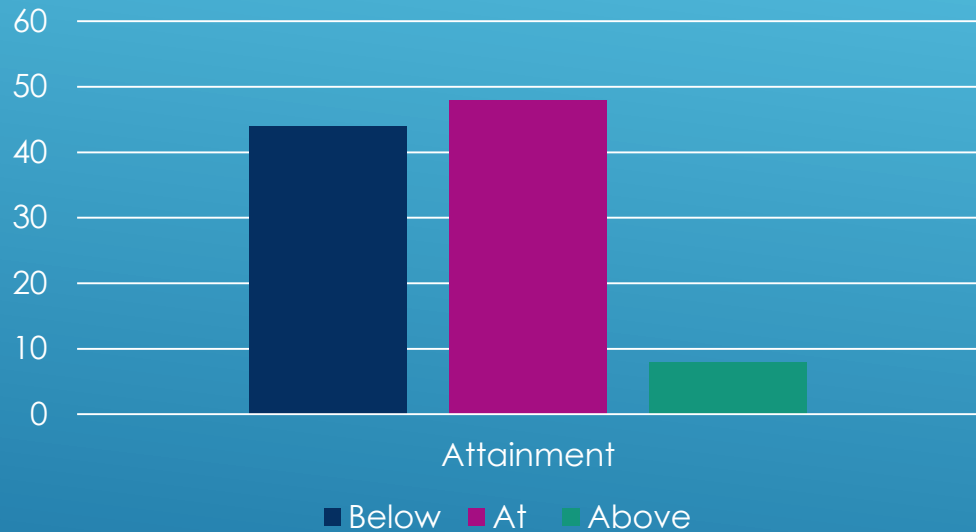
# 1.1 STANDARDS AND PROGRESS OVERALL “WHOLE SCHOOL M&N”

[Back to IA1](#)

[Back to Table of Contents](#)



## Whole School Attainment & Progress in Science & Technology



### Narrative 2020-21 (COVID19 - Summer 2021)

Monitoring has confirmed that standards in Science remain good. This is because:

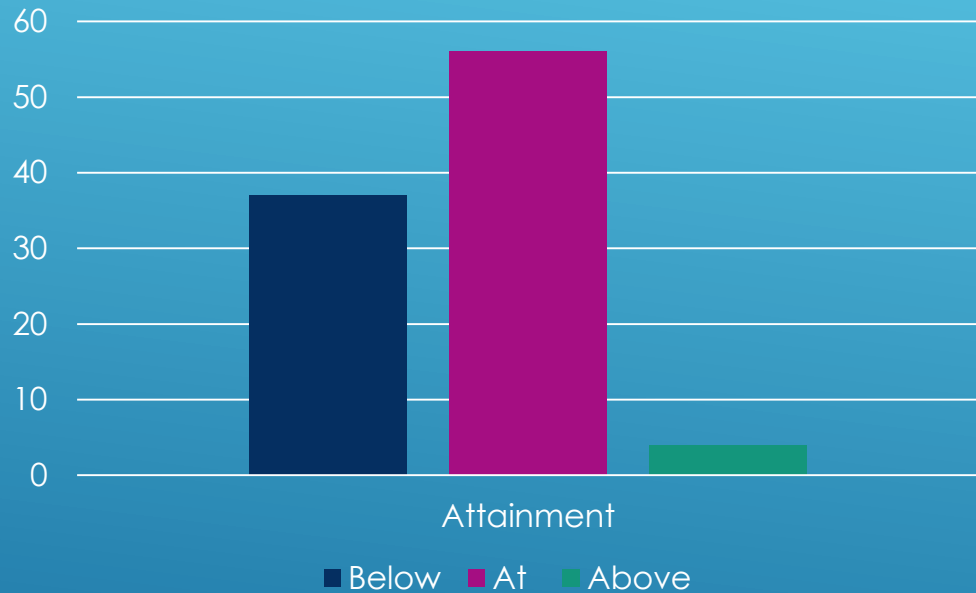
- Most pupils made positive progress in gaining skills in Sci & T across the school. Many made expected progress by Summer 2021.
- By Summer 2021 about half of pupils were attaining at least the expected level, and very few were attaining above expected level.
- By Summer 2021 around half of pupils had made at least expected progress and a minority had made above expected progress.
- **There needs to be a consistent and regular HAKA approach to all investigation work. (See SDP L4)**

# 1.1 STANDARDS AND PROGRESS OVERALL “WHOLE SCHOOL SCI & TECH”

[Back to IA1](#)

[Back to Table of Contents](#)

## Whole School Attainment & Progress in Expressive Arts



# 1.1 STANDARDS AND PROGRESS OVERALL “WHOLE SCHOOL EXPRESSIVE ARTS ”

### Narrative 2020-21 (COVID19 - Summer 2021)

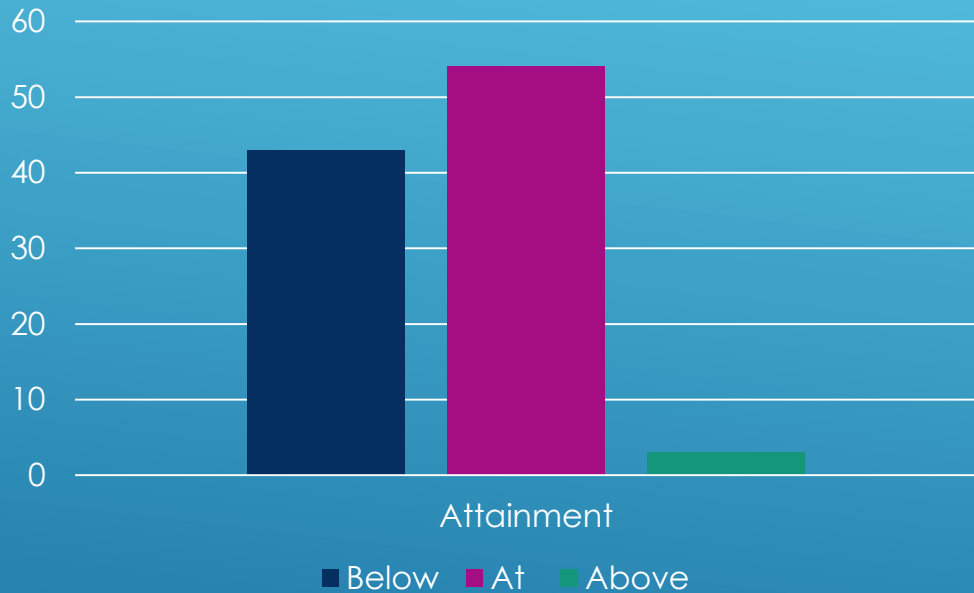
Monitoring has confirmed that standards in Expressive Arts are good. This is because:

- Most pupils made positive progress in gaining skills in EA across the school. Many made expected progress by Summer 2021.
- By Summer 2021 about half of pupils were attaining at least the expected level, and very few were attaining above expected level.
- By Summer 2021 around half of pupils had made at least expected progress and very few had made above expected progress.
- In 2021-22 all planning needs the full range of Expressive Arts disciplines. (See Expressive Arts Position Statement)

[Back to IA1](#)

[Back to Table of Contents](#)

## Whole School Attainment & Progress in Health & Well Being



# 1.1 STANDARDS AND PROGRESS OVERALL “WHOLE SCHOOL HEALTH & WELL-BEING”

### Narrative 2020-21 (COVID19 - Summer 2021)

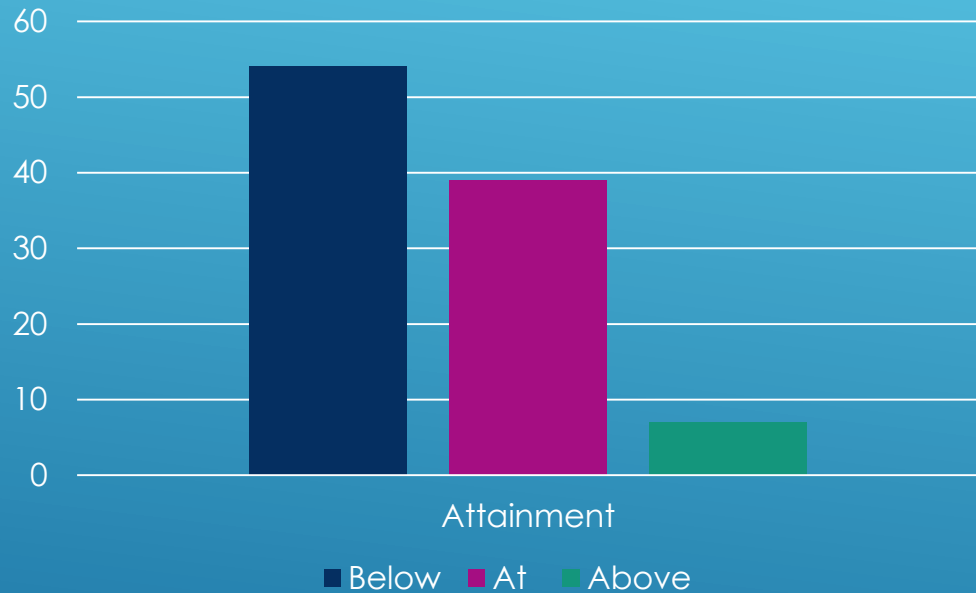
Monitoring has confirmed that standards across Health & Well-Being are good. This is because:

- Most pupils made positive progress in gaining skills in H & WB across the school. Many made expected progress by Summer 2021.
- By Summer 2021 about half of pupils were attaining at least the expected level, and very few were attaining above expected level.
- By Summer 2021 around half of pupils had made at least expected progress and very few had made above expected progress.
- In 2021-22 a focus on physical health and well-being will further develop pupils' knowledge and skills. (See H&WB Position Statement)

[Back to IA1](#)

[Back to Table of Contents](#)

## Whole School Attainment & Progress in Humanities



# 1.1 STANDARDS AND PROGRESS OVERALL “WHOLE SCHOOL HUMANITIES”

### Narrative 2020-21 (COVID19 - Summer 2021)

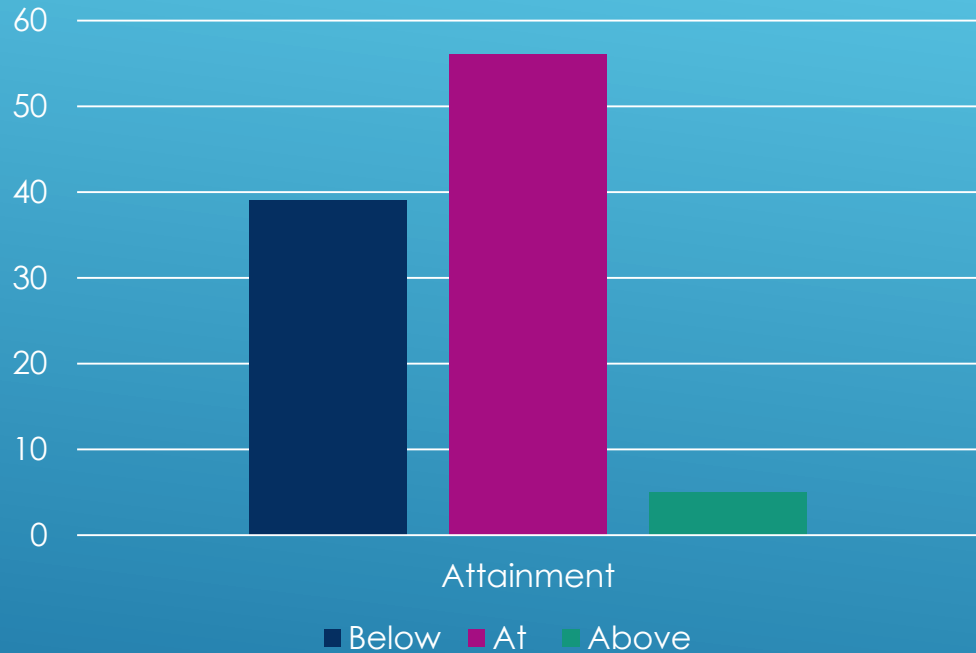
Monitoring has confirmed that standards across Humanities are good. This is because:

- Most pupils made positive progress in gaining skills in Humanities across the school. Many made expected progress by Summer 2021.
- By Summer 2021 about half of pupils were attaining at least the expected level, and very few were attaining above expected level.
- By Summer 2021 less than half of pupils had made at least expected progress and very few had made above expected progress.
- **In 2021-22 all planning needs to address breadth and depth of all disciplines within the humanities AoLE. (See Humanities Position Statement)**

[Back to IA1](#)

[Back to Table of Contents](#)

## Whole School Attainment & DCF



### Narrative 2020-21 (COVID19 - Summer 2021)

Monitoring has confirmed that standards across DCF are good. This is because:

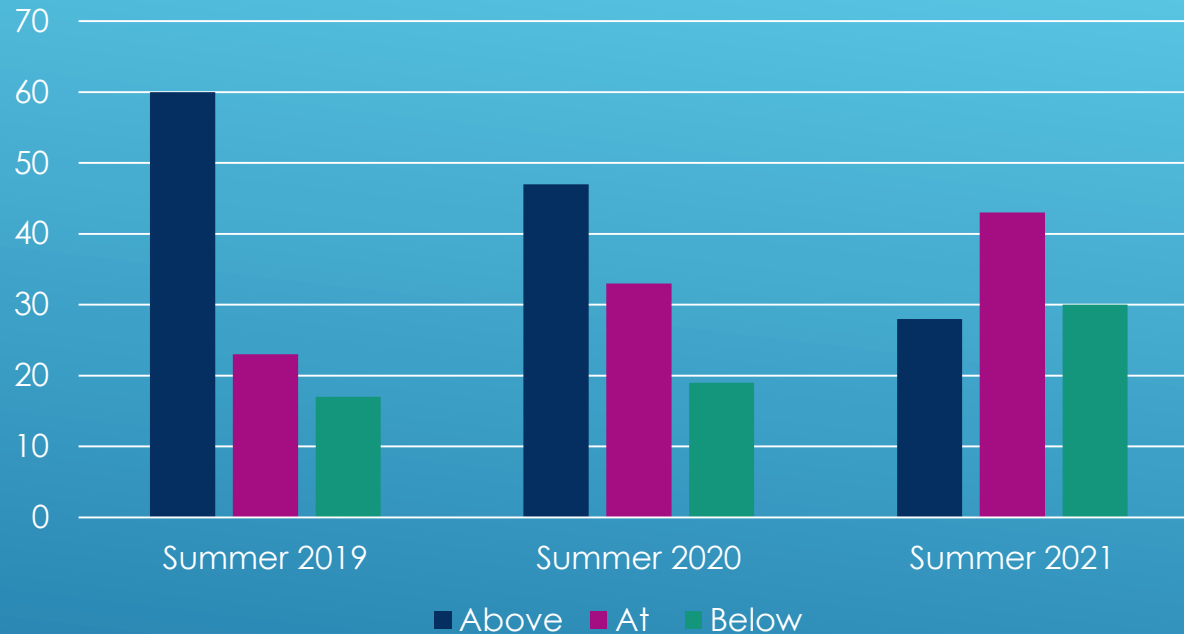
- Most pupils made positive progress in gaining skills in DCF across the school. Many made expected progress by Summer 2021.
- By Summer 2021 about half of pupils were attaining at least the expected level, and very few were attaining above expected level.
- By Summer 2021 less than half of pupils had made at least expected progress and very few had made above expected progress.
- **In 2021-22 professional learning needs to be aligned with pupil needs to ensure all pupils receive consistent and progressive skills throughout the school. (See DCF Position Statement)**

# 1.1 STANDARDS AND PROGRESS OVERALL “WHOLE SCHOOL DCF”

[Back to IA1](#)

[Back to Table of Contents](#)

## Suffolk Reading Test



### Narrative 2020-21 (COVID19 – Summer 2021)

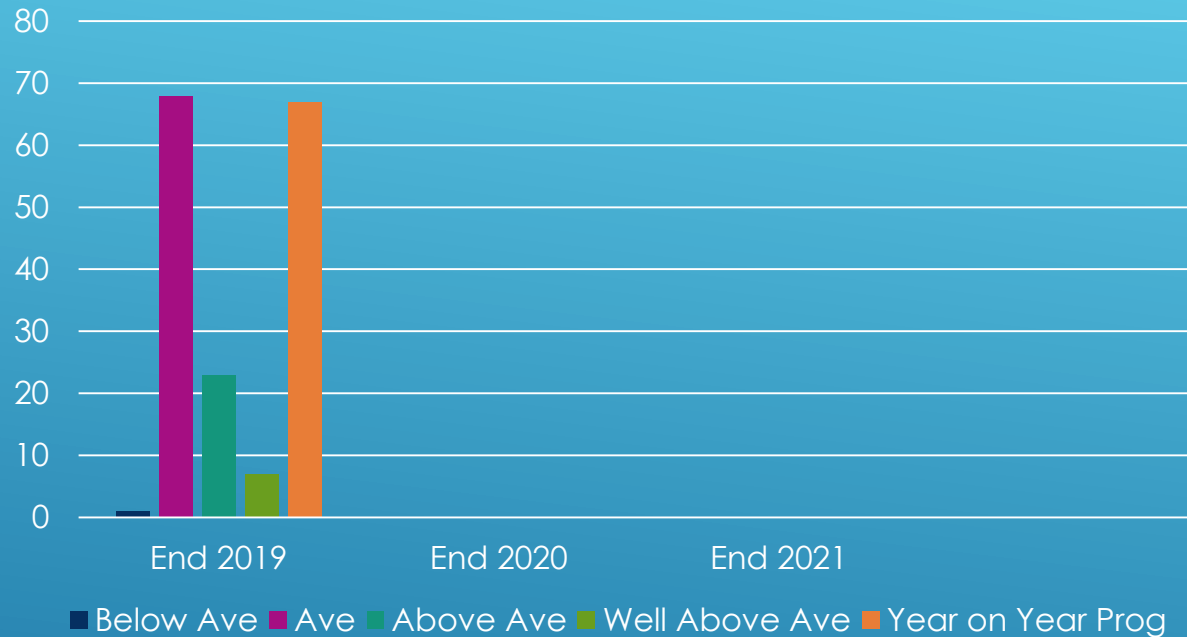
- The school regularly tracks pupils with reading ages <6 months behind their chronological age.
- The percentage of pupils reading at or beyond their reading age decreased from 80% (July 20) to 71% (July 21).
- Across the school, the number of pupils reading 6 months ahead decreased from 47% to 28%.
- The numbers of pupils who were reading 6 months behind increased from 19% to 30%.
- Of pupils still reading 6 months behind, 62% of them made more than 12 months progress.
- **Reading intervention will be in place to address reading and writing as part of the school's recovery plan. (See SDP L1a and L1b)**

# 1.1 STANDARDS AND PROGRESS OVERALL “READING AGES”

[Back to IA1](#)

[Back to Table of Contents](#)

## National Numeracy Reading Test



**Narrative 2020-21 (COVID19 – No data). The North Gower Partnership did not administer National Tests in 2021 in the interests of pupil well-being.**

xxx% of learners across the school scored above 115. (School target 30%)

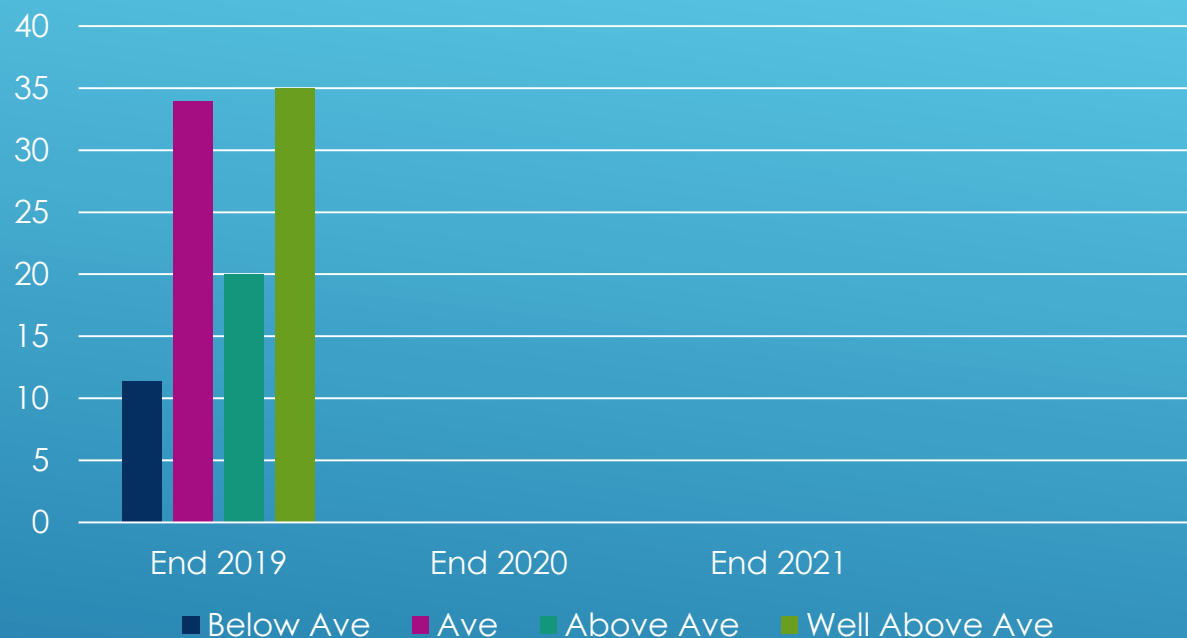
xxx% of learners scored 100 or less.

# 1.1 STANDARDS AND PROGRESS OVERALL “NATIONAL READING TESTS”

[Back to IA1](#)

[Back to Table of Contents](#)

## National Numeracy Procedural Test



**Narrative 2020-21 (COVID19 – No data). The North Gower Partnership did not administer National Tests in 2021 in the interests of pupil well-being.**

xxx% of learners across the school scored above 115. (School target 30%)

xxx% of learners scored 100 or less. Identified pupils will be receiving numeracy intervention. (boost time)

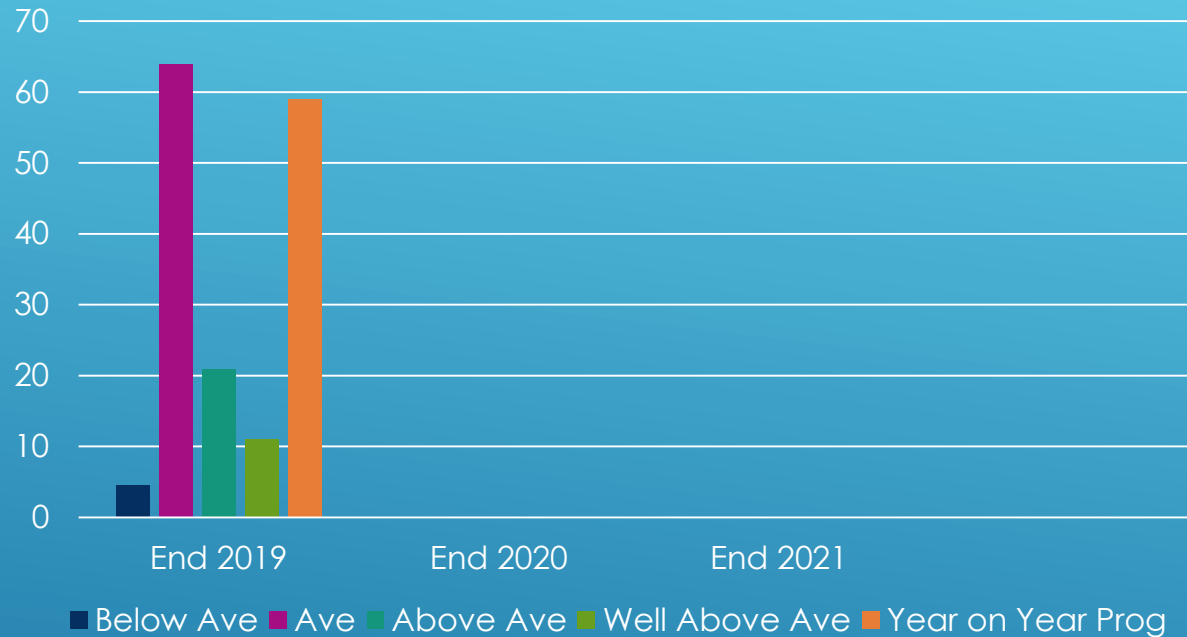
# 1.1 STANDARDS AND PROGRESS OVERALL “NATIONAL NUMERACY PROCEDURAL TESTS”

[Back to IA1](#)

[Back to Table of Contents](#)



## National Numeracy Reasoning Test



**Narrative 2020-21 (COVID19 – No data). The North Gower Partnership did not administer National Tests in 2021 in the interests of pupil well-being.**

xxx% of learners across the school scored above 115. (School target 30%)

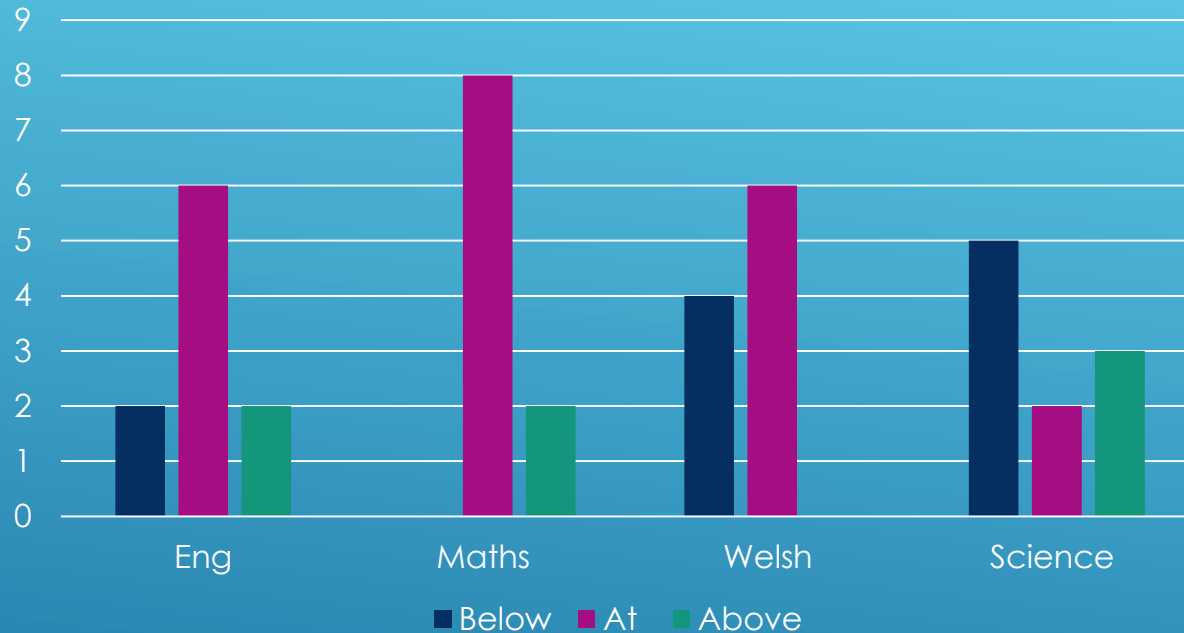
xxx% of learners scored 100 or less. Identified pupils will be receiving numeracy intervention. (boost time)

# 1.1 STANDARDS AND PROGRESS OVERALL “NATIONAL NUMERACY REASONING TESTS”

[Back to IA1](#)

[Back to Table  
of Contents](#)

## Progress of eFSM Pupils



### Narrative 2020-21 (COVID19 – Summer data)

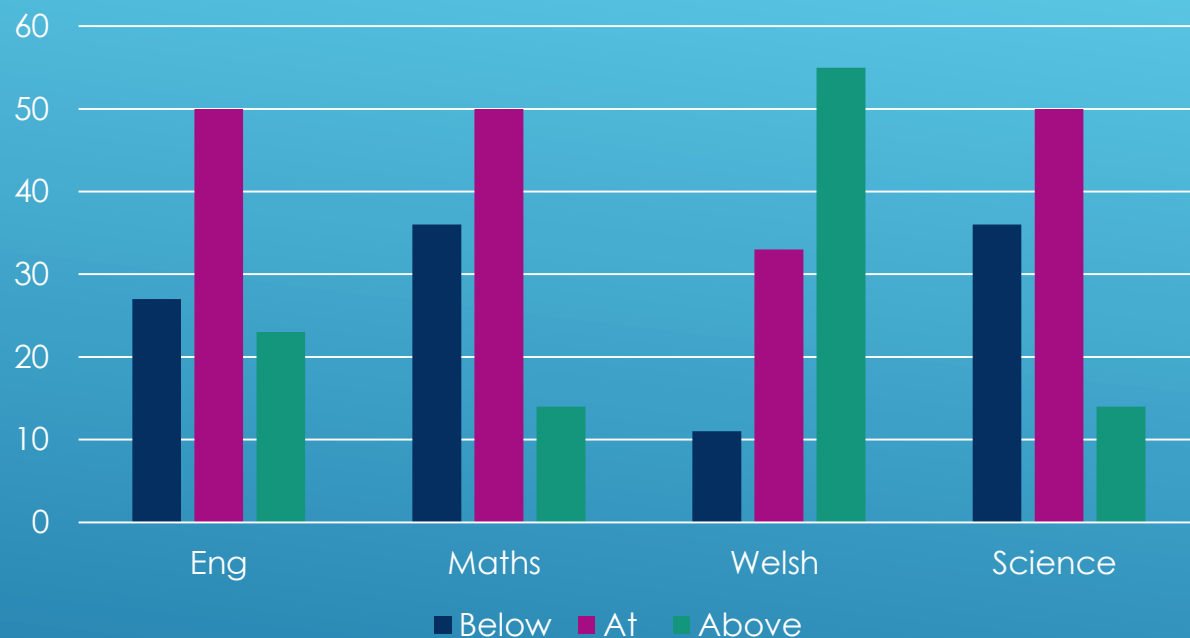
- At the end of 2021 there were 10 FSM pupils across the school.
- LLC – 80% of pupils with FSM made at least expected progress 20% made above expected progress. **20% made below expected progress.**
- M&N – 100% of pupils with FSM made at least expected progress 20% made above expected progress.
- Welsh – 60% of pupils with FSM made at least expected progress 0% made above expected progress. **40% made below expected progress.**
- Science – 50% of pupils with FSM made at least expected progress 30% made above expected progress. **50% made below expected progress.**

# 1.2 STANDARDS AND PROGRESS OF SPECIFIC GROUPS “EFSM”

[Back to IA1](#)

[Back to Table of Contents](#)

## Progress of ALN Pupils



### Narrative 2020-21 (COVID19 – Summer data)

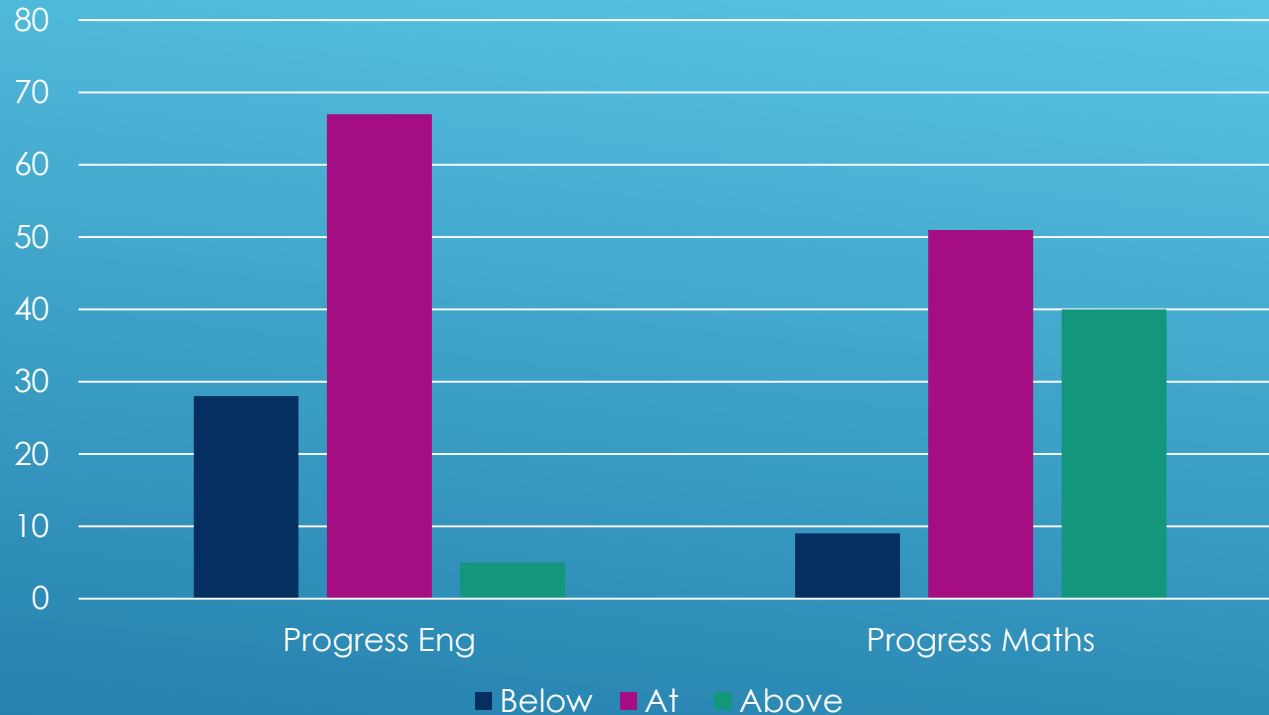
- In Literacy, 73% of ALN pupils have made at least expected progress and 23% made above expected progress.
- In Numeracy, 64% of ALN pupils have made at least expected progress and 14% made above expected progress.
- In Welsh, 88% of ALN pupils have made at least expected progress and 55% made above expected progress.
- In Science, 64% of ALN pupils have made at least expected progress and 14% made above expected progress

# 1.2 STANDARDS AND PROGRESS OF SPECIFIC GROUPS “ALN”

[Back to IA1](#)

[Back to Table of Contents](#)

## Progress of Higher Skilled Pupils



### Narrative 2019-20 (COVID19 – Spring data)

- In Literacy, as of June 2021, 82% of higher skilled pupils have made at least expected progress (0.1) and 5% made above expected progress (0.1+)
- In numeracy, as of June 2021, 91% of higher skilled pupils have made at least expected progress (0.1) and 40% made above expected progress (0.1+)

# 1.2 STANDARDS AND PROGRESS OF SPECIFIC GROUPS “HIGHER SKILLED”

[Back to IA1](#)

[Back to Table of Contents](#)

## The standards of pupils' literacy, numeracy and digital competency skills are good because.

- ▶ Nearly all pupils use literacy, numeracy and digital competency skills with confidence and competence commensurate with levels of attainment across all AoLEs
- ▶ Nearly all pupils demonstrate speaking, writing, listening and reading at a level commensurate with levels of attainment across the whole curriculum
- ▶ Nearly all pupils use appropriate numeracy skills across a range of activities, and are able to articulate their thinking and methods
- ▶ Nearly all pupils' digital skills are developing across all year groups, and in line with Welsh Government recommendations
- ▶ Nearly all pupils are able to transfer a range of skills confidently and competently to new situations and the wider curriculum
- ▶ Most pupils' independence progresses as the children move through the school
- ▶ Covid 19 and school closure has led to lower attainment in terms of knowledge and skills across all AoLEs. However, the application of skills remains commensurate to pupils' abilities.

## 1.3 STANDARDS AND PROGRESS IN SKILLS – DCF, NUMERACY & LITERACY

[Back to IA2](#)

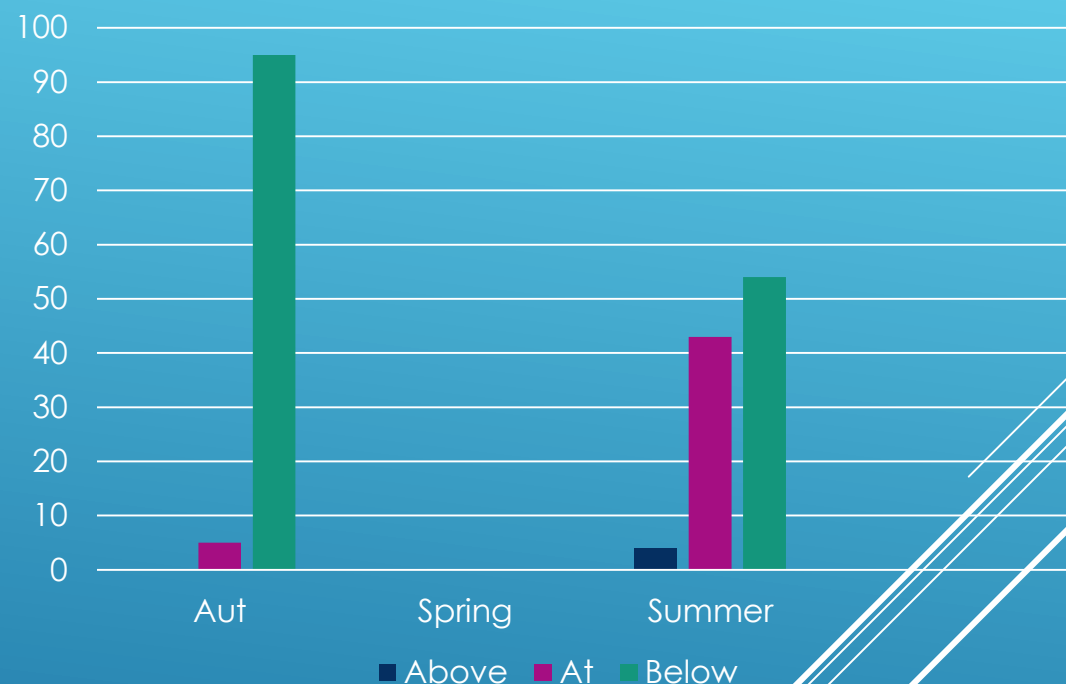
[Back to Table of Contents](#)

## Work reviews have confirmed that standards in Welsh are good. This is because:

- ▶ Majority pupils make positive progress in gaining skills in the Welsh language as they progress through school. Few make above expected progress.
- ▶ Most pupils maintain adequate levels of incidental through Welsh Slot Drillio, Patrwm Yr Wythnos, Welsh assemblies and extra-curricular activities.
- ▶ Dreigiau Llanrhidian (Pupils) take responsibility for weekly certificates and motivate other pupils to use Welsh in the yard.

## 1.3 STANDARDS AND PROGRESS IN SKILLS – WELSH

### Whole School Attainment



[Back to IA2](#)

[Back to Table of Contents](#)

## The standards of pupils' integral skills are very good because:-

- ▶ **Creativity and innovation** - Learners effectively use lessons to be curious and inquisitive, and to generate their own ideas. Nearly all pupils are able to identify opportunities and develop and explain strategies in their learning.
- ▶ **Critical thinking and problem-solving** - Nearly all learners ask meaningful questions, to evaluate information, evidence and situations. Most pupils are able to analyse and justify possible solutions and recognise potential issues and problems. Nearly all learners are becoming objective in their decision-making, identifying and developing arguments. Most pupils effectively use HABER to support this across all AoLEs.
- ▶ **Personal effectiveness** - Nearly all learners are becoming confident and independent. As they progress through the school, nearly all effectively use opportunities to lead debate and discussions, and are becoming increasingly aware of the social, cultural, ethical and legal implications of their arguments. Nearly all are able to evaluate their learning and mistakes, identifying areas for development.
- ▶ **Planning and organising** – Nearly all learners are able to make decisions within their learning. They are becoming more proficient at reflecting and adapting, as well as managing their time.

## 1.3 STANDARDS AND PROGRESS IN SKILLS – INTEGRAL SKILLS

[Back to IA2](#)

[Back to Table  
of Contents](#)

## 1.1 Final Evaluation Standards and progress in learning

This is at least good given the **context of Covid19**. A range of school data shows that, over time, nearly all learners made some progress and at least a minority made above expected progress. Pupil tracking demonstrates that standards reached by pupils overall are at least good. Monitoring processes demonstrate that achievement and outcomes of nearly all pupils is at least good. **In the context of Covid19** attainment is consistently good or better by the end of KS2. Robust monitoring demonstrates that progress is good for nearly all learners during their time at the school. Latest pupil questionnaires show that 90% of pupils feel that they are making good progress. **However, due to Covid19, the school has recognised the need to ensure that opportunities to develop basic skills are planned for across all AoLEs. In addition, standards and progress across the school in all AoLEs were below the school's usual standard.**

## 1.2 Final Evaluation - Standards and progress in learning in specific groups

**In the context of Covid19** these are at least good due to appropriate intervention and “boost” time. The school has identified reasons for those pupils not attaining expected progress, and in many of these instances, attainment is on track to meet government expectations. Identified groups of learners are monitored closely to ensure impact of provision. **However, due to Covid19, the school has recognised the need to ensure that intervention strategies focus on closing the gap for vulnerable pupils who may not have received equity in their learning experiences.**

## 1.3 Final Evaluation Standards and progress in learning in skills

**In the context of Covid19** this is at least good. Nearly all pupils develop and use creativity and physical skills through experiential learning. Nearly all pupils are able to transfer skills confidently and competently to new situations and the wider curriculum. Most pupils' independence progresses as the children move through the school. The school's 3 style approach to learning supports this. (Spotlight, Independent Quests & Choice and Challenge) Nearly all pupils effectively apply their literacy, numeracy, Welsh and digital skills across a range of activities. Nearly all pupils are able to apply skills through independent choice with increasing confidence. **However, the school has recognised opportunities for developing skills through more structured IQ and Choice and Challenge work.**

### Areas to Improve (SDP Links):-

- To develop literacy and numeracy basic skills across all AoLEs (SDP L1, L3)
- To improve progress and attainment within Science and Technology AoLE (SDP L4)
- To raise standards in Welsh Oracy, Reading and Writing (SDP L2)
- To further develop consistency in IQs and Choice and Challenge to support the school's PAH approach. (SDP L5)

# EVALUATION OF INSPECTION AREA 1 – LEARNING (STANDARDS)

[Back to IA1](#)

[Back to Table  
of Contents](#)



- ▶ [2.1 Well-being \(3 Pages\)](#)
- ▶ [2.2 Attitudes to Learning \(2 Pages\)](#)
- ▶ [EVALUATIONS IA2](#)

# INSPECTION AREA 2: WELL-BEING & ATTITUDES TO LEARNING

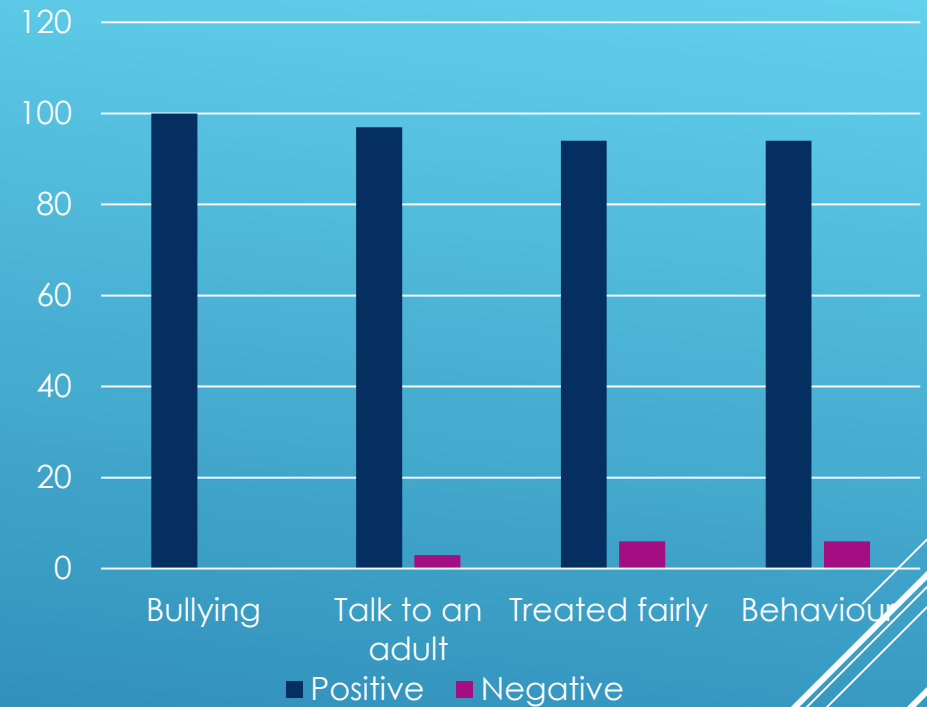


[Back to Table of Contents](#)

## Nearly all pupils feel/are very safe in school because:

- ▶ They believe the school deals well with bullying
- ▶ They know who to talk to if worried or upset
- ▶ They feel they are treated fairly
- ▶ They think behaviour is at least good in all Pods
- ▶ They understand and respond positively to the school's restorative approaches.
- ▶ They express their concerns through daily check in, thus providing a forum for concerns to be shared.
- ▶ They have access to self-regulation support to keep them in the green learning zone
- ▶ They understand e-safety and adopt safe practice in the use of technology
- ▶ They make suitable choices within "Relax and Refuel" time

Latest Questionnaire Results



# 2.1 WELL-BEING - HEALTHY CONFIDENT INDIVIDUALS

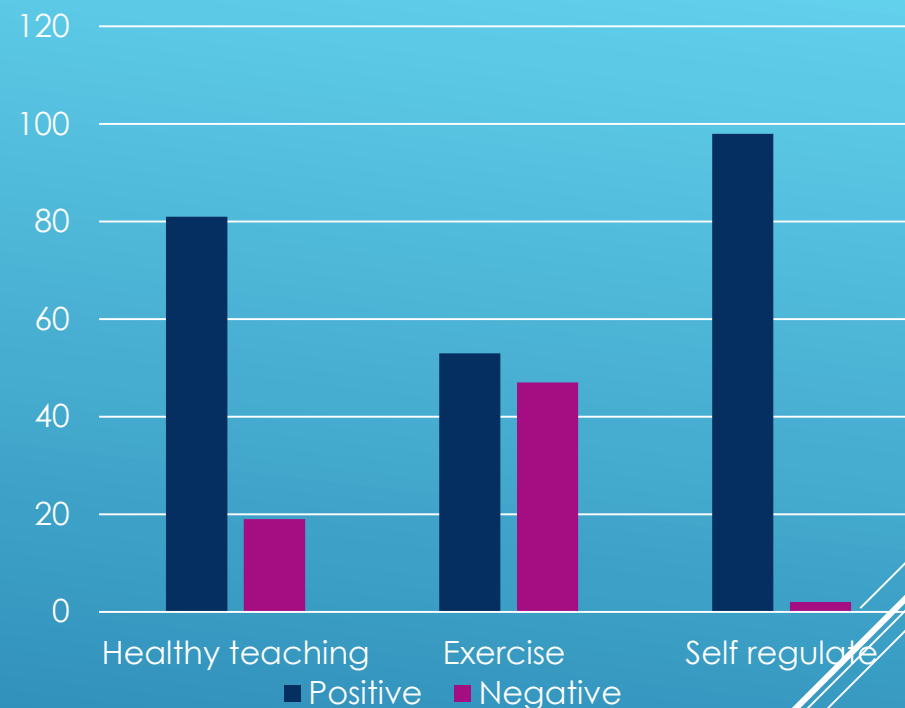
[Back to IA2](#)

[Back to Table of Contents](#)

## Many pupils have very positive attitudes towards healthy living and show good awareness of how to improve health because

- ▶ They understand how to become healthy and what to do to remain healthy, through what they eat and physical activity
- ▶ They develop independence in making the correct choices to maintain good health as they progress throughout the school
- ▶ They choose healthy options for their lunch, or bring healthy lunch boxes to school
- ▶ They participate in regular exercise at least twice each week (unless unfit to do so) supporting physical well being. **However, too many pupils are refusing to participate in physical activity and team games since the second lockdown**
- ▶ They understand the importance of emotional health have strategies to help self regulate

Latest Questionnaire Results



## 2.1 WELL-BEING - HEALTHY CONFIDENT INDIVIDUALS

[Back to IA2](#)

[Back to Table of Contents](#)

Nearly all pupils are developing a strong awareness of fairness, equality, tolerance, sustainability and children's rights through:

- ▶ Participating in class discussions and applying their values and ideals to topic linked scenarios
- ▶ Demonstrating views on ethical and global issues through their class topics and kinship time (Big Questions)
- ▶ Participating in whole school projects such as reducing plastic, being glitter free and recycling
- ▶ Applying children's rights to their learning and to their own personal responsibilities
- ▶ Sharing home learning projects linked to global issues
- ▶ Adhering to school rules and responding effectively to restorative practices and peer mediation
- ▶ A sound understanding of the United Nations' Sustainable Development Goals (SDGs)

## 2.1 WELL-BEING – ETHICAL INFORMED CITIZENS

[Back to IA2](#)

[Back to Table  
of Contents](#)

## Nearly all pupils demonstrate that they are ready to take on leadership roles and responsibilities through:

- ▶ Participation in pupil voice groups e.g. School Council, Well-Being Warriors and taking responsibility for questionnaires, surveys etc
- ▶ Driving policy change e.g. Cool Anti-Bullying, Cool Healthy Schools etc
- ▶ Planning class stalls and events e.g. Sports day speeches, entrepreneurial projects, SDP Day and understanding their role **(Pre Covid)**

## Nearly all pupils show confidence and resilience through:

- ▶ Dealing with the public during class and school events **(Pre Covid)**
- ▶ Challenging themselves during lessons
- ▶ Presenting their ideas and work to others
- ▶ Performing to a real audience
- ▶ Approaching and overcoming difficulties with a growth mindset
- ▶ Using critical and creative thinking when faced with a challenge (HABER)
- ▶ Presenting, discussing and explaining their views and ideas through film and media

# 2.2 ATTITUDES TO LEARNING – ENTERPRISING CREATIVE CONTRIBUTORS

[Back to IA2](#)

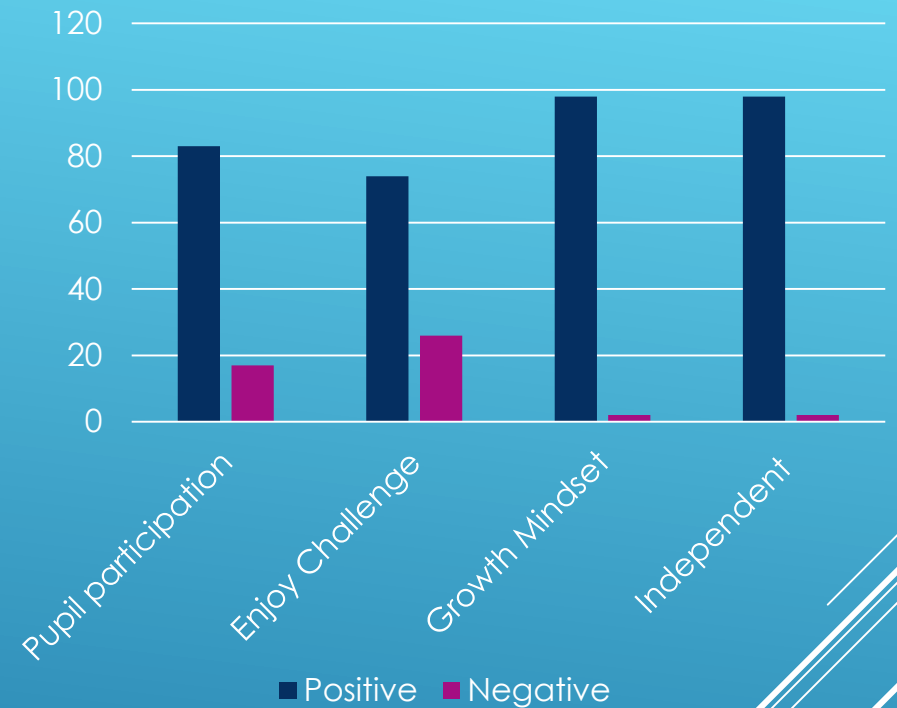
[Back to Table  
of Contents](#)

Nearly all pupils display positive key attitudes and behaviours to their learning. This is demonstrated through:

- ▶ Good rates of attendance
- ▶ High levels of engagement in lessons and in extra curricular activities
- ▶ High levels of participation in pupil voice and pupil led groups, making valid contributions to school decisions, school direction and school policies
- ▶ Excellent standards of behaviour in lessons, at relax and refuel times and when on out of school activities
- ▶ An understanding and application of growth mindset attitudes within their work demonstrating perseverance
- ▶ High levels of concentration and productivity within lessons and within home learning activities
- ▶ High levels of self-direction and self-challenge within lessons
- ▶ Increased levels of independence as pupils progress through the school
- ▶ Demonstration of care, respect and concern for others
- ▶ Applying their knowledge with confidence in new situations
- ▶ An ability to work independently and/or interdependently

## 2.2 ATTITUDES TO LEARNING – AMBITIOUS CAPABLE LEARNERS

Latest Questionnaire Results



[Back to IA2](#)

[Back to Table of Contents](#)

## 2.1 Final Evaluation Well-being

Well-being is at least good as it continues to be developed through a curriculum that supports and highlights the importance of self-awareness, self-regulation and well-being. At the heart of our curriculum are the four purposes, and the school continues to strive towards ensuring that these are the focus of all learning and experiences. All staff are trained in growth mindset, enabling pupils to be very aware of how they learn best. **However, monitoring has highlighted that anxiety in some pupils (and families) has risen during the COVID19 lockdown.**

## 2.2 Final Evaluation Attitudes to Learning

Attitudes to learning is at least good because nearly all pupils demonstrate increasing confidence and capability as they move through the school. The school's 3 style approach to teaching and learning is developing self-direction and self-efficacy. **However, due to the academic year being affected by COVID19, the school's drive for "heutagogy" was not fully developed. Pupils attitudes to physical education has dipped over the past year.**

### Areas to Improve (SDP Links):-

- To develop a mentally healthy school model (cluster) to support the implementation of the "Framework on embedding a whole-school approach to emotional and mental well-being", for pupils and staff (SDP C1)
- To develop a whole school programme and expectations for "physical health" (SDP C2)
- To continue developing staff, governor, parent and pupil understanding of universal provision in-line with the ALNET (C3)

# EVALUATION OF INSPECTION AREA 2: WELL-BEING & ATTITUDES TO LEARNING

[Back to IA2](#)

[Back to Table  
of Contents](#)

- ▶ 3.1 Quality of Teaching (2 Pages)
- ▶ 3.2 The breadth, balance and appropriateness of the curriculum (2 Pages)
- ▶ 3.3. Provision for Skills (2 Pages)
- ▶ EVALUATIONS of IA3

# INSPECTION AREA 3: TEACHING & LEARNING EXPERIENCES



[Back to Table  
of Contents](#)



**All teaching is successful as it engages nearly all learners, develops skills, knowledge and understanding to an appropriate level across the school. This is due to:**

- Clear policies and systems to ensure consistency of principle across the school
- High expectations of teaching and learning, underpinned by a robust purpose driven curriculum
- Close monitoring of pupil progress through fine systems of assessment, which feed into broad assessments and future planning
- Good teacher knowledge using the 3 style (pedagogy, andragogy and heutagogy) teaching and learning approach
- Clear learning objectives appropriately shared with children in every lesson
- Engaging topics, introduced to pupils through launch days
- High levels of pupil engagement through an embedded process where pupils plan their learning, while teachers align these ideas with the knowledge and skills pupils need
- Appropriate levels of challenge for all learners
- Encouragement for learners to develop integral skills (Critical thinking and problem solving; planning and planning and organization; creativity and innovation and personal effectiveness)
- Excellent use of teaching assistants to challenge and support pupils' learning
- Active use of the learning environment as a resource to engage and support learning
- Equity to all groups of learners is considered when planning activities

## **3.1 QUALITY OF TEACHING – HIGH EXPECTATIONS AND PLANNING**

[Back to IA3](#)

[Back to Table  
of Contents](#)

Teachers effectively use a variety of techniques to draw out and further develop pupils' responses and to gauge understanding. There is an embedded culture and expectation of assessment and for learning across all classes enabling nearly all pupils to develop their skills, knowledge and understanding. Through a consistent 3 style approach, this includes:

- Clear instructions and explanations to pupils
- Regular and pertinent written or verbal feedback, enabling skillful and appropriate support for all learners
- Effective and consistent use of marking labels (fine planning) to support pupils with next steps
- Recognition and praise for effort, autonomy and resilience in all learners
- Effective questioning strategies, differentiated objectives, individual targets and plenary sessions
- Beneficial and purposeful opportunities for pupils to self and peer assess
- Adherence to the school's "Feedback for Learning Policy" ensuring reliable, consistent and accurate assessment
- Regular moderation and standardisation ensuring an awareness of expected standards at each year group
- Effective use of fine data to inform short term planning, intervention and differentiation
- Effective use of broad data to inform longer term planning and identify wider school priorities
- Effective monitoring processes to verify teacher assessments

## 3.1 QUALITY OF TEACHING – ASSESSMENT OF AND FOR LEARNING

[Back to IA3](#)

[Back to Table  
of Contents](#)

A philosophy of active and experiential learning permeates all Pods across the school. Learning experiences are planned to stimulate, challenge and engage all learners in order to make best possible progress. This is achieved because:

- The four purposes are the starting point for all planning
- Every teacher is committed to planning creatively and take measured risks to provide pupils with enriched learning experiences
- Planning is undertaken in partnership with the pupils, enabling their ideas and views to drive the learning
- All staff consider the use of outdoors, other areas of the school and bringing the community into the classroom
- Planning for challenge and opportunities for self-directed learning is an embedded expectation across the school through “Choice & Challenge”, “Independent Quests” (IQ) and “Spotlight Activities”
- Whole school topics effectively drive planning, and staff ensure that all appropriate knowledge and skills are taught systematically, rigorously and followed with opportunities for application
- There is a high commitment to enrichment and engagement ensuring that whole school launch days, visitors and visits enhance the experiences and opportunities for skill development appropriate to age and ability
- There is a high commitment to planning opportunities for pupils to become ambitious, confident, aspirational and well-informed individuals
- A wide range of experiences are planned to develop interest, knowledge and skills across all AoLEs
- All teachers plan effectively for all groups of learners, including ALN and the higher skilled
- Pupils are grouped effectively for different activities and situations, and there is a great value placed upon collaboration to have a positive impact upon learning experiences
- There is high quality use of the community as a resource or a real audience
- All staff value and support “Cynefin” as part of curriculum planning

## 3.2 THE BREADTH, BALANCE AND APPROPRIATENESS OF THE CURRICULUM – LEARNING EXPERIENCES

[Back to IA3](#)

[Back to Table of Contents](#)

There is effective provision and opportunities for pupils to learn about local, national and wider world perspectives through strategic planning and links to the UNCRC and SDGs. This is due to:

- A whole school approach using the United Nations Sustainable Development Goals (SDGs) to make clear links with all learning at a local and global level
- A well embedded and wide range of extra-curricular activities that promote knowledge of sustainable development and citizenship across the world. (We have always promoted the fact that we are a small village school with a big world voice)
- Strong and embedded pupil voice groups who drive school change and influence decisions
- Links with local and global organisations e.g. Local food banks, Down to Earth; Nature Days, Heritage Wales, Size of Wales, WE Day etc
- Embedded features of the school that include food waste re-cycling, gardening, up-cycling
- A consistent approach to well-being, through eco education, which has led to the Eco Platinum Award for the last 3 years

## 3.2 THE BREADTH, BALANCE AND APPROPRIATENESS OF THE CURRICULUM

[Back to IA3](#)

[Back to Table of Contents](#)

**This is highly effective across the school because:**

- All staff prioritise reading, writing, numeracy and digital competence skills through effective and ambitious planning
- All planning is in line with the new Curriculum for Wales (What? How? Why?)
- School planning documentation, supports staff in ensuring that knowledge, understanding and skills are taught progressively
- The school has embedded the HAKA to support purposeful planning (Hook, Authenticity, Knowledge and Application)
- All staff receive training and support on the systems of planning to ensure appropriate challenge for all learners
- The school keeps abreast of all new curriculum changes, keeping staff, governors and parents fully informed
- The school effectively promotes critical thinking, as part of the integral skills, across the school and across all AoLEs
- The school's RVE curriculum is in tune with the lives and interests of all learners
- The school's approach to blended learning ensures that pupils have the skills to continue their learning from home

## **3.3 PROVISION FOR SKILLS – CROSS CURRICULAR RESPONSIBILITIES**

[Back to IA3](#)

[Back to Table of Contents](#)

The quality of the school's provision for the development of the Welsh language skills in formal and informal situations is effective. This is because:

- Welsh is an embedded element of our school ethos
- Nearly all pupils have a very good awareness of the Welsh dimension through their work
- Provision and planning enables pupils to make good progress and achieve good standards in Welsh
- The school provides valuable opportunities to enhance pupils' knowledge and understanding of their country through Y Cwricwlwm Cymreig
- Pupils in Year 3 to 6 join the Urdd and participate in residential at Llangrannog and Cardiff
- The school's class Welsh assemblies and St David's Day celebrations bring together a range of local traditions, the Welsh Language and the community in improving learning of the Welsh language and cultivating a strong sense of national pride
- Nearly all pupils have a positive attitude towards Welsh and enjoy taking on the role of 'Dreigiau Llanrhidian' class Welsh monitors
- Welsh reading materials are available and promoted in all classes
- The local authority's language strategy is implemented well including introduction of Sianter Iaith

## 3.3 PROVISION FOR SKILLS – WELSH LANGUAGE SKILLS

[Back to IA3](#)

[Back to Table of Contents](#)

### 3.1 Final Evaluation Quality of Teaching

The quality of teaching is at least good across the school. This is because teaching is underpinned by 12 pedagogical principles and focused on achieving the four purposes. CPD is strong in the school, enabling all teachers, and many teaching assistants to improve their understanding of effective pedagogy. There is an excellent network of support for new teachers, and those in need of support receive this through leadership and peer intervention. **However, due to COVID19 the school was unable to complete its final stages of developing its “Choice & Challenge” (Heutagogy) style of learning.**

### 3.2 Final Evaluation Breadth, Balance & Appropriateness of the Curriculum

The breadth, balance and appropriateness of the curriculum is at least good because learning experiences stimulate and challenge the full range of pupils. **However, due to COVID19 the provision for Choice & Challenge has not been fully refined and remains an area to improve.**

### 3.3 Final Evaluation Provision of Skills

Provision for skills is at least good because the curriculum arrangements ensure that pupils acquire the necessary skills in literacy, numeracy and digital competency to support their work across the curriculum. **However, monitoring has highlighted limited improvements in Welsh provision has had limited positive impact upon attainment across key stage two. (SDP L2)**

#### Areas to Improve (SDP Links):-

- Refine and develop a whole school approach to “Pedagogy, Andragogy and Heutagogy, to enable pupil independence. (SDP L5)
- Embed Welsh provision to raise standards in Welsh oracy, reading and writing across the whole school. (SDP L2)

# EVALUATION OF INSPECTION AREA 3 TEACHING & LEARNING EXPERIENCES

[Back to IA3](#)

[Back to Table  
of Contents](#)

- ▶ 4.1 Tracking, monitoring and the provision of learning support (5 Pages)
- ▶ 4.2 Personal development
- ▶ 4.3 Safeguarding

# INSPECTION AREA 4: CARE, SUPPORT & GUIDANCE



[Back to Table  
of Contents](#)



# The whole school's monitoring, tracking and reporting systems impact positively upon individuals and groups of learners. This is due to:

- The school's robust and consistent system of tracking attainment, progress and wellbeing (including attendance and behaviour) which is used effectively to identify next steps and intervention for individuals, groups or whole school
- Effective and proactive use of information to liaise with parents, appropriate outside agencies and to create bespoke and effective programmes of support
- All teachers being involved in the tracking of skills, and using this appropriately to inform future planning
- Both formative and summative data being used to identify pupils' needs. This has been developed into a "Broad and Fine" model of planning and assessment (CfW)
- Robust monitoring of skills' coverage and quality of learning ensuring all pupils are planned for ambitiously
- A range of monitoring including work reviews, listening to learners, data analysis, planning reviews, learning walks which are routinely used to identify strengths and areas for improvement
- Effective feedback to individual staff to support improvement
- Effective sharing of whole school reports keeping all staff and governors fully informed of strengths and areas for improvement

## 4.1 TRACKING, MONITORING AND REPORTING - SYSTEMS

[Back to IA4](#)

[Back to Table of Contents](#)

# The school tracks the progress of pupils with additional learning needs effectively in terms of individual targets and progress. This is because:

- Robust monitoring procedures identifies all pupils' needs ensuring appropriate and immediate intervention
- Specific and quality provision continues as long as there is need, ensuring that objectives set in IEPs are attained
- IEPs are appropriate, regularly evaluated and updated in consultation with pupils and parents (and outside agencies when necessary)
- All reviews, assessment, recording and reporting procedures meet statutory requirements
- Pupil Centered Reviews include parents who are consulted regarding progress each term during specific ALN meetings. This has a positive impact in terms of support for the pupils and also a close working relationship with parents
- Barriers to learning are identified and reduced, ensuring all learners benefit from the breadth and balance of the curriculum
- Targeted and appropriate support has positive impact upon attainment across the school
- The appropriate deployment of all class based staff and effective feedback to pupils has impacted upon pupil progress
- The persons responsible for ALN and Higher Skilled, present termly to the governing body's Care Support and Guidance Committee

## 4.1 TRACKING, MONITORING AND REPORTING - ADDITIONAL LEARNING NEEDS

[Back to IA4](#)

[Back to Table  
of Contents](#)

The school is proactive in supporting pupils' emotional, health and social needs so that they can engage fully with the opportunities and education provided. This is effective because:

- The school's My Selfie system highlights individual, group and whole school needs
- There is strong collaborative working within the school, the cluster and with a wide range of other agencies including specialist services to provide pupils and parents the support and guidance they need
- Outside agencies are strategically used to provide professional support for targeted pupils Agencies such as the Exchange Counselling Service, TAF, EVOLVE, health, psychology, speech and language, police and social services are accessed when required
- Parents are proactively supported by the school to provide immediate intervention when necessary
- New parents to the school meet key specialists through a Nursery open day event
- Provision for effective personal and specialist support is embedded and has impacted upon outcomes for individual targeted pupils
- Pupils and parents are clear about expectations for health, fitness and well-being

## 4.1 TRACKING, MONITORING AND REPORTING EMOTIONAL, HEALTH AND SOCIAL NEEDS

[Back to IA4](#)

[Back to Table  
of Contents](#)

The school has established productive relationships with parents, and has effective lines of communication. This enables parents to support their children, and raise any issues that may affect their child's learning and well-being. This is effective because:

- The school actively supports and encourages parent engagement
- The school has very positive relationships with nearly all parents
- The school provides training for parents when necessary
- Parents receive information at least three times a year through consultations and a termly online school report so that they can also support their children
- The school keeps parents fully involved with initiatives, curriculum reform, safeguarding concerns and guidance on attendance through clear communication, meetings and workshops
- The school's website is always kept fully up to date, and parents also receive regular emails, texts and twitter feeds
- The school considers and values the views of parents through online questionnaires, feedback in meetings and its annual SDP event
- Reports are clear, concise, set out areas for improvement and are aligned to the AoLEs, whilst maintaining the subject identification for statutory reporting procedures
- Parents are made aware of all assessment arrangements, and are provided with the relevant information of progress and next steps through two consultation evenings
- Parents routinely receive relevant and informative information based on the school's EDSM model of progression
- Latest questionnaires demonstrate that 92% of parents felt they were well informed about their child's progress

## 4.1 TRACKING, MONITORING AND REPORTING - PARENTAL INVOLVEMENT

[Back to IA4](#)

[Back to Table  
of Contents](#)

The school's provision effectively ensures the development of skills, knowledge and understanding to make healthy choices to support pupils' mental and physical well-being. This is because:

- The school has adopted an agreed cluster "Mentally Healthy Schools" Model to aid consistency in terms of principle of approach. **However, this needs aligning with the "Framework on embedding a whole-school approach to emotional and mental well-being"**
- There is a consistent approach to support pupil self regulation
- The wellbeing of every child is monitored and there are very good intervention programmes in place to support learners and their families
- Pupils and parents are clear about expectations through the "Healthy School" agenda
- Pupils have opportunities for physical exercise through weekly lessons, daily puff time and an extra curricular sports club
- The school's curriculum helps pupils to understand the impact of lifestyle choices and behaviours on their present and future mental and physical health and wellbeing
- The school effectively advises on substance misuse and online safety through a programme of PSE lessons
- The school has developed an effective cluster approach to Relationships & Sexuality Education
- The school's provision helps pupils, including those from different groups, such as those eligible for free school meals, to take on responsibilities and to play a full part in the school and wider community

## 4.2 PERSONAL DEVELOPMENT - MENTAL AND PHYSICAL WELL- BEING

[Back to IA4](#)

[Back to Table  
of Contents](#)

The school's provision effectively ensures that all pupils, including those from different groups, such as those eligible for free school meals, take on responsibilities and play a full part in the school and wider community. This is achieved through:-

- Comprehensive pupil voice groups which take on board the views of others and drives the school policy and change
- Providing every pupil with the opportunity to be an active citizen through school events, Pod topics and pupil voice groups
- Providing opportunities for debate, critical thinking and reflection during kinship time
- Providing regular opportunities for pupils to make choices in what and how they learn
- Every pupil contributing to school life through an embedded system of class council representation

## 4.2 PERSONAL DEVELOPMENT – PUPIL PARTICIPATION

[Back to IA4](#)

[Back to Table  
of Contents](#)

## The school's provision effectively ensures the appropriate development of spiritual, moral, social and cultural development through:-

- A commitment to the Rights of the Child, which underpins all policies having a very positive impact upon pupil wellbeing, parental relationships and academic outcomes.
- The use of police liaison, restorative practices, UNCRC which play a proactive approach in dealing with any challenging stereotypical behaviour such as bullying, sexism, racism, violent extremism and homophobia, and sets expectations for personal behaviour.
- Restorative practice (RP) is an embedded feature across the school ensuring consistency in supporting pupils to develop mutual respect and understanding. The most recent parent questionnaire stated that 100% thought that children behaved well and 96% thought that children were treated fairly. The school has simple yet effective RP questions for pupils to use when peer mentoring and developed an area for pupil wellbeing activities which has provided an area for pupils to reflect, work with staff and support each other.
- A curriculum that develops an understanding of pupils' culture, the local community and the wider world including the United Nations Sustainable Development Goals (SDGs)
- Authentic learning that provides experiences to help prepare young people for future education, careers and the world of work
- Collective worship, during kinship time, which link pupils' understanding to current world events, to pupils' own experiences and to the Rights of the Child in order to give relevance and meaning to the reflection on their own and other peoples' lives and beliefs.
- Whole school assemblies where local religious groups contribute regularly (Pre-Covid – Currently these are now online)
- Regular pupil performances where they can express their creativity and culture (Pre-Covid – Currently these are now online)

## 4.2 PERSONAL DEVELOPMENT – SPIRITUAL, MORAL, SOCIAL AND CULTURAL

[Back to IA4](#)

[Back to Table  
of Contents](#)

## Arrangements for the safeguarding of pupils ensure that all pupils are protected. This is because:

- The school's effective policies and procedures are in line with best practice to ensure robust safeguarding arrangements for our pupils. Regular updates keep all staff and governors aware of protocol. Policies for safeguarding are comprehensive and include a summary of information for staff. Such information is also included in staff handbooks. Adherence to procedure is excellent. All staff are aware of their responsibilities for dealing with child protection. The designated child protection governor is kept well informed. In the most recent parent questionnaire 100% of parents felt their children were safe in school.
- In 2016, the school developed a Lock Down Policy for staff. This was seen as good practice, and rolled out to other schools in Swansea.
- All teachers, all teaching assistants, all lunchtime supervisory assistants and some governors have received PREVENT training. This has effectively informed these stakeholders with the necessary information regarding radicalisation and extremism.
- The school has a three year rolling programme of Child Protection Training for staff and governors. The latest training took place in Spring 19. Both HT and DHT have received training in Signs of Safety and have completed the Children in Wales Level 2 training for Designated Child Protection Officers.
- Recruitment, disciplinary and reporting arrangements follow best practice and meet legal requirements to ensure suitability of staff and volunteers – all staff and governors hold DBS check certificates. Appropriate safe recruitment training has taken place.
- The school building is secure and doors are locked or supervised at all times. Pupils on the yard are supervised at all times. Lock down and evacuation procedures are in place.
- The new safe community path ensures all visitors to the school have a safer route and can access the reception area without compromising any site security.

## 4.3 SAFEGUARDING

[Back to IA4](#)

[Back to Table of Contents](#)



Arrangements for responding to the safeguarding of pupils ensure that all pupils are protected. This is because:

- The school's wellbeing tracking system enables pupils' wellbeing to be monitored. This, alongside the excellent relationships between staff and pupils, enable identification of children at risk.
- The school responds appropriately to concerns from parents, staff or pupils
- The school has a variety of systems to enable pupils to share their concerns, self regulate and feel valued.
- The school has an excellent safeguarding system to report and record any safeguarding concerns.
- Governors receive termly updates with regards to safeguarding.

## 4.3 SAFEGUARDING

[Back to IA4](#)

[Back to Table of Contents](#)

**4.1 Final Evaluation - Tracking, monitoring and the provision of learning support is at least good across the school. Strong yet evolving systems and process are used consistently by all appropriate staff to ensure every pupil's needs are met.**

**4.2 Final Evaluation - Personal development is at least good due to the implementation of the school's curriculum to value and promote pupil confidence and competence in ethical informed citizens.**

**4.3 Final Evaluation- Safeguarding is at least good due to the evolving systems in place to protect all pupils.**

**Areas to Improve (SDP Links):-**

- To continue developing staff, governor, parent and pupil understanding of universal provision in line with the ALNET (SDP C3)**

## **EVALUATION OF IA4 CARE, SUPPORT & GUIDANCE**

**Back to IA4**

**Back to Table  
of Contents**

- ▶ 5.1 Quality and effectiveness of leaders and managers
- ▶ 5.2 Self-evaluation processes and improvement planning
- ▶ 5.3 Professional learning
- ▶ 5.4 Use of resources

# INSPECTION AREA 5: LEADERSHIP & MANAGEMENT



[Back to Table of Contents](#)

The quality and effectiveness of strategic direction is at least good. We know this because:-

- Plans and policies focus successfully on meeting ALL pupils' needs. They have clear aims, strategic objectives and explicit monitoring processes that identify roles and responsibilities. These are clearly understood and accessible by all staff.
- Meetings focus directly on strategic priorities and generate clear action points. Data is used effectively at individual, group, cohort and whole school levels by all teachers, senior leaders and governors to analyse progress, standards of provision and identify areas to develop. Our analysis enables the school to set challenging targets. This has a direct and positive impact on standards of provision and attainment.
- The school has a clear vision for school improvement and this is well-articulated with all stakeholders. The school's mission statement of 'Inspiring our children to be the best they can be' encapsulates the ethos of high expectations and the challenge for all to achieve their full potential.
- Any occurrence of under-performance is addressed robustly and swiftly. Through effective monitoring processes, individual and whole school training needs are identified and met. This has a positive impact on provision and standards of attainment. Performance management targets link directly to achieving school priorities and raising pupil attainment.
- All Teachers, and many teaching assistants are regarded as school leaders. As a result, staff are clear about their roles and responsibilities. All teachers have excellent analytical skills and are accountable for completing school improvement work to agreed timescales.
- Effective use of Office 365, to share key documentation, is impacting positively upon the integration of strategic planning, monitoring and evaluation across the school.
- Leaders in the school keep all staff and governors regularly informed of progress against priorities.

## 5.1 QUALITY AND EFFECTIVENESS OF LEADERS AND MANAGERS – STRATEGIC DIRECTION

[Back to IA5](#)

[Back to Table of Contents](#)

The quality and effectiveness of the Governing Body is at least good. They are able to understand and effectively discharge their responsibilities because:-

- The school evaluates the governing body's knowledge and understanding of their role through a questionnaire (My Voice The Governor) .
- Llanrhidian governors have a very good attendance rate at local authority training.
- Learning walks have become more structured, with strong links to school targets. (Pre Covid)
- Governors have a clear understanding of their role, fulfilling their statutory obligations and providing a clear sense of direction.
- They play an active role in evaluating performance over time and holding the school to account; contributing to improving provision and standards. Governors receive appropriate performance data on pupils and staff, enabling effective analysis and a clear understanding of the direction the school needs to take. As a result, the governing body effectively holds the school to account in terms of intervention and progress.
- Purposeful visits by link governors enable first hand observation of actions to address targets. (Pre Covid)
- The School Development Plan is routinely monitored by the aligned sub-committee who ensure the outcomes of school actions are impacting upon pupil progress and/or well-being.
- The school's governors contact parents through an annual SDP meeting in addition to the AGM. (Pre Covid) This enables governors to evaluate progress of priorities from the viewpoint of parents.
- Annual governor scrutiny days take place early Spring. (Pre Covid) This gives governors the opportunity to see a whole working school day, as well as the opportunity to listen to learners and staff. These have been a very effective form of ensuring governors understand the school's systems, procedures as well as standards and actions against priorities.
- The Governing Body has worked hard to ensure improved rigour in the operation of its committee structure. As a result an effective document called "Strategic Plan and Governing Body Structure" sets out expectations and supports all governors in understanding structures and protocols. This document is underpinned by the careful re-structuring of sub –committees, which feed effectively into termly full governing body meetings, and termly SDP meetings.
- Nearly all Governors are effectively using Hwb to access documents for meetings as a result of focused training sessions. The school has shared this with other schools.
- Governors take all reasonable steps to inform stakeholders of the appeals and complaints procedure through the AGM and the school website.

## 5.1 QUALITY AND EFFECTIVENESS OF LEADERS AND MANAGERS – GOVERNORS

[Back to IA5](#)

[Back to Table of Contents](#)

Self-evaluation processes is at least good. We know this because:-

- The school has an embedded rigorous review of all aspects of school life that underpins its improvements.
- A range of evidence is drawn upon to ensure that all learners are receiving the appropriate provision for progress.
- All teaching staff, and many governors, are involved in effective self-evaluation processes.
- Data is analysed systematically on a variety of levels including whole school, cohort and pod. Individual pupil progress is tracked and monitored extensively throughout the year, and the school shares this data with parents to demonstrate progress and to set targets.
- Staff routinely use formative data to inform next steps for individuals and groups of learners.
- Peer lesson reviews are an embedded part of the monitoring cycle within the school, and are used to continuously improve identified characteristics of teaching and learning. The school has further developed its use of peer observations and support through its Plan Observe Discuss (POD) approach. This has impacted positively upon staff development, in particularly in developing the blended pedagogical approaches.
- All staff receive developmental feedback from monitoring, and governors receive regular whole school performance data on the quality of teaching and learning.
- Pupil voice is a strength of the school and our pupil groups monitor school targets through the eyes of the child. Pupil groups have had responsibilities for effectively creating “child friendly” policies.
- Pupil groups share their news via the [“News from the pupils”](#) section on the school website.

## 5.2 SELF-EVALUATION PROCESSES AND IMPROVEMENT PLANNING

[Back to Table  
of Contents](#)

## Improvement planning is at least good. We know this because:-

- The school's priorities are identified via a range of detailed self-evaluation activities with all stakeholders.
- Actions are defined, setting realistic timescales and accountability to pursue success via the schools interactive and collaborative SDP.
- Leaders monitor progress towards achieving the targets carefully and use the information well to plan for future, measurable improvements.
- All teachers are enthusiastically involved in the school improvement process, and are effective in reflecting on current practice and making agreed adjustments that further improve and challenge outcomes throughout the year.
- The school approaches monitoring in a formative manner, to ensure swift action ensuring best outcomes for learners. AoLE leaders share such monitoring regularly with the whole GB and all staff via Hwb Groups, ensuring everyone is kept up to date with progress towards school priorities.
- Formative class data and a range of other information is appropriately used to inform half termly summative teacher assessments.
- Systems are in place to involve all stakeholders through the My Voice questionnaires
- There is a strong culture of collaboration, encouraging all staff to improve their professional knowledge about "Leadership, Care Support & Guidance, and Learning. (We act this our LCL approach)
- Improved performance has been achieved through network partnerships, staff development and a focus upon school improvement priorities.
- An annual SDP event effectively gathers the views of parents. (Pre Covid) Progress against improvements is provided via newsletters, and the school values all feedback greatly.

# 5.2 SELF-EVALUATION PROCESSES AND IMPROVEMENT PLANNING

[Back to IA5](#)

[Back to Table of Contents](#)

## Professional learning is at least good. We know this because:-

- All staff see their professional development as an entitlement, and the school prioritises this in line with whole school and individual targets.
- A number of systems to support professional development have evolved including an online self - evaluation tool linked to performance management processes. This tool enables school leaders to support staff in their development as well as identify whole school needs.
- INSET days and staff meetings are effectively used to support the development of staff.
- All Teaching Assistants have Performance Management Reviews which link to SDP and personal developmental needs.
- The school's monitoring system feeds into individual staff profiles, and used as evidence of progress. This also identifies practice worth sharing and this is then disseminated across the whole school.
- The school works closely with partner schools to identify opportunities for cluster training and school to school support.
- The staff are kept fully informed of national and curriculum reform agendas, and teachers have been fully trained on the Professional Teaching Standards.
- All teachers in Llanrhidian have shared effective practice with other schools.
- The school has developed its Action Research system to empower and encourage staff further in their own personal development in line with new professional teaching standards.
- The school offers training to parents, alongside governors in some areas.
- The school effectively supports students from Gower College and UWTSD.

## 5.3 PROFESSIONAL LEARNING

[Back to IA5](#)

[Back to Table of Contents](#)



## Use of resources is at least good. We know this because:-

- School leaders successfully ensure that spending decisions impact upon provision, standards and wellbeing linked to identified priorities.
- Teachers and Teaching Assistants are deployed strategically according to their strengths and the needs of the pupils and the curriculum.
- Staff ensure that all existing resources are used effectively to support teaching and learning.
- Wherever possible, the school seeks funding opportunities to supplement its budget.
- Pupils are involved fully in fundraising events, enabling and empowering pupils to make decisions and handle money.
- Approval of the school's budget is based upon scrutiny of spending priorities linked to SDP targets and monitoring.
- The school values the impact financial expenditure has on the wellbeing and attainment of every pupil. As a result, the staff strive to create a stimulating and welcoming learning environment, both inside and outside, where our pupils can thrive and be the best they can be.
- The governing body fulfils its statutory role in terms of monitoring the budget. Expenditure plans are well matched to the targets identified in the SDP, and are explicit in how they will impact upon standards.
- The school maintains an appropriate and prudent balance between contingency and spending, with usually less than 5% in surplus balance.
- Good use is made of the allocated budget, balancing the effectiveness of its provision against costs in order to achieve good outcomes for pupils.
- Where resources are purchased in line with SDP for curriculum use, staff are asked to measure outcomes via data or by observations. The impact of all training is also monitored via an online staff development form.
- Despite financial challenges, the school's focus on provision has impacted positively upon pupil progress. However, the school also recognises the importance of managing its buildings and outdoor environment to ensure learners receive the best opportunities.
- Although the school receives very little PDG, it is used to support learning and opportunities for pupils eFSM.

## 5.4 USE OF RESOURCES

[Back to IA5](#)

[Back to Table of Contents](#)

**5.1 Final Evaluation – The quality and effectiveness of leaders and managers is at least good. The school evaluates the effectiveness of leadership through measuring the impact upon standards and wellbeing. Leaders communicate a clear vision, strategic direction and plans that focus on whole school and individual needs. **The school recognises the need for succession planning and further develop all teachers in line with the leadership standards.****

**5.2 Final Evaluation - Our self-evaluation processes and improvement planning are at least good. Leaders and managers know the school very well as a result of effective analysis of first hand evidence of standards and provision including teaching. The quality of improvement planning is very good as priorities are identified as a direct result of effective monitoring systems.**

**5.3 Final Evaluation - Professional Learning is at least good. Leaders have created a culture and ethos of professional learning across the school.**

**5.4 Final Evaluation – Our management of staff and resources is at least good. The school uses these for maximum efficiency and impact upon pupils’ standards of wellbeing and attainment.**

**Areas to Improve (SDP Links):-**

- To develop a clear system of leadership for every AoLE lead, to ensure success and development against the professional leadership standards. (SDP LD1)**
- To further develop assessment to enable school leaders to facilitate the progress of each learner in terms of attainment and well-being through all AoLEs. (SDP LD2)**

# **EVALUATION OF IA5 LEADERSHIP & MANAGEMENT**

**[Back to IA5](#)**

**[Back to Table  
of Contents](#)**