

# LLANRHIDIAN PRIMARY SCHOOL

Self Evaluation Summary Document  
Based on self-evaluation processes

July 2024



"Grow. Learn. Succeed. Together!"

Inspiring our children to be the best they can be!

This Self Evaluation Summary Document is a summary of the self evaluation activities undertaken throughout each academic year. Its purpose is to identify the school's strengths as well as identifying areas for further development. When planning for improvement the school utilises the following documents which are routinely monitored by school leaders (including governors).

- ▶ **Annual School Development Plan (Including a 3 year plan)**
- ▶ **Responsive Monitoring and Target Setting Plans**

The school reports against Estyn's 5 inspection areas.

### **Estyn Inspection Areas**

**IA1 Teaching & Learning**

**IA2 Wellbeing, Care, Support & Guidance**

**IA3 Leading & Improving**

Leaders across the school draw their conclusions from a wide range of evidence, including:-

1. Listening to learners
2. Pupils' written, digital, creative, numerical and oral presentation
3. Data – formative, summative, ipsative and diagnostic.
4. Teaching & learning observations
5. Portfolios of work (Website)
6. Teachers' planning
7. Observations of pupils at play and while learning (Real Time Reccy)
8. Listening to parents

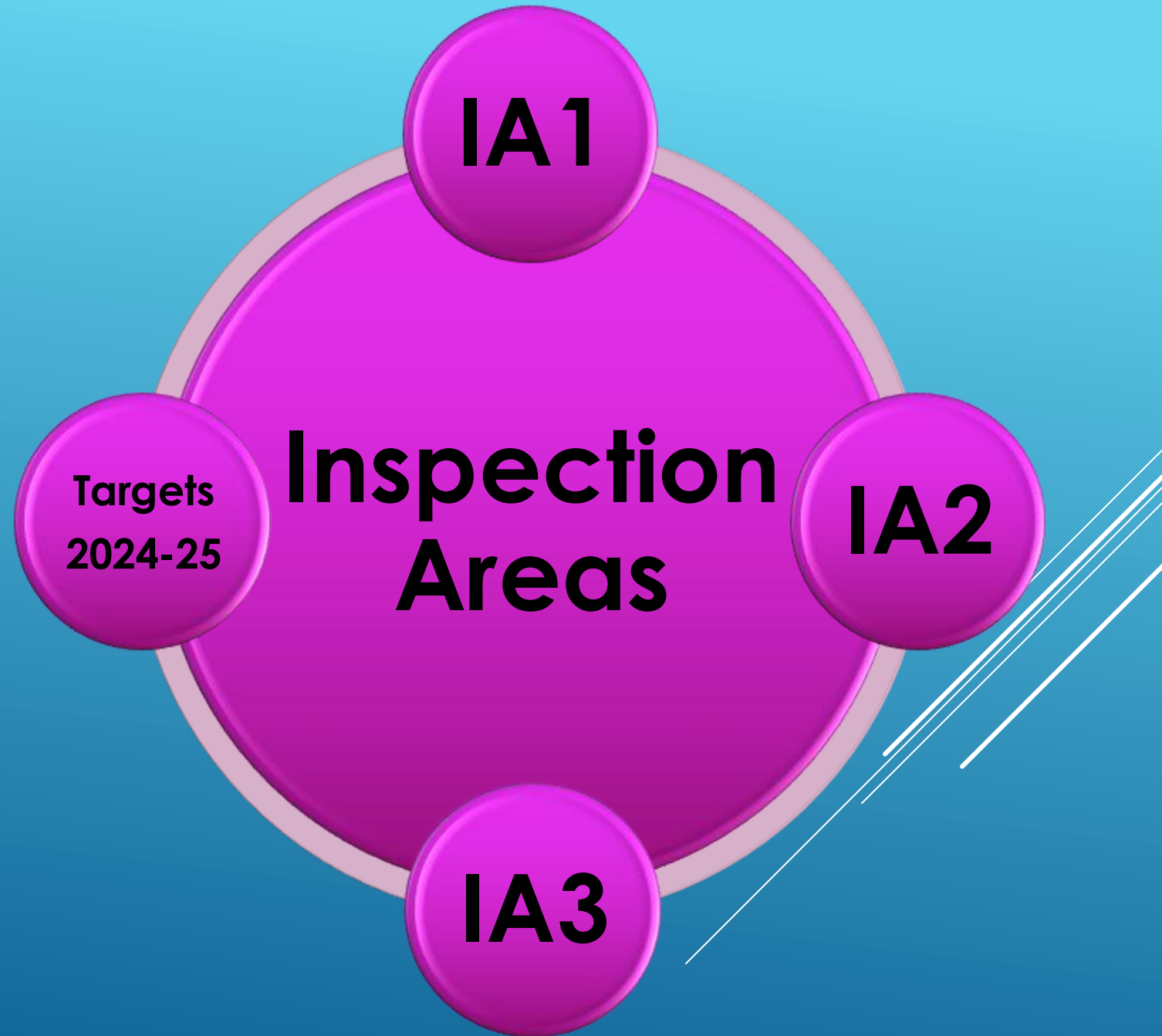
# **INTRODUCTION**

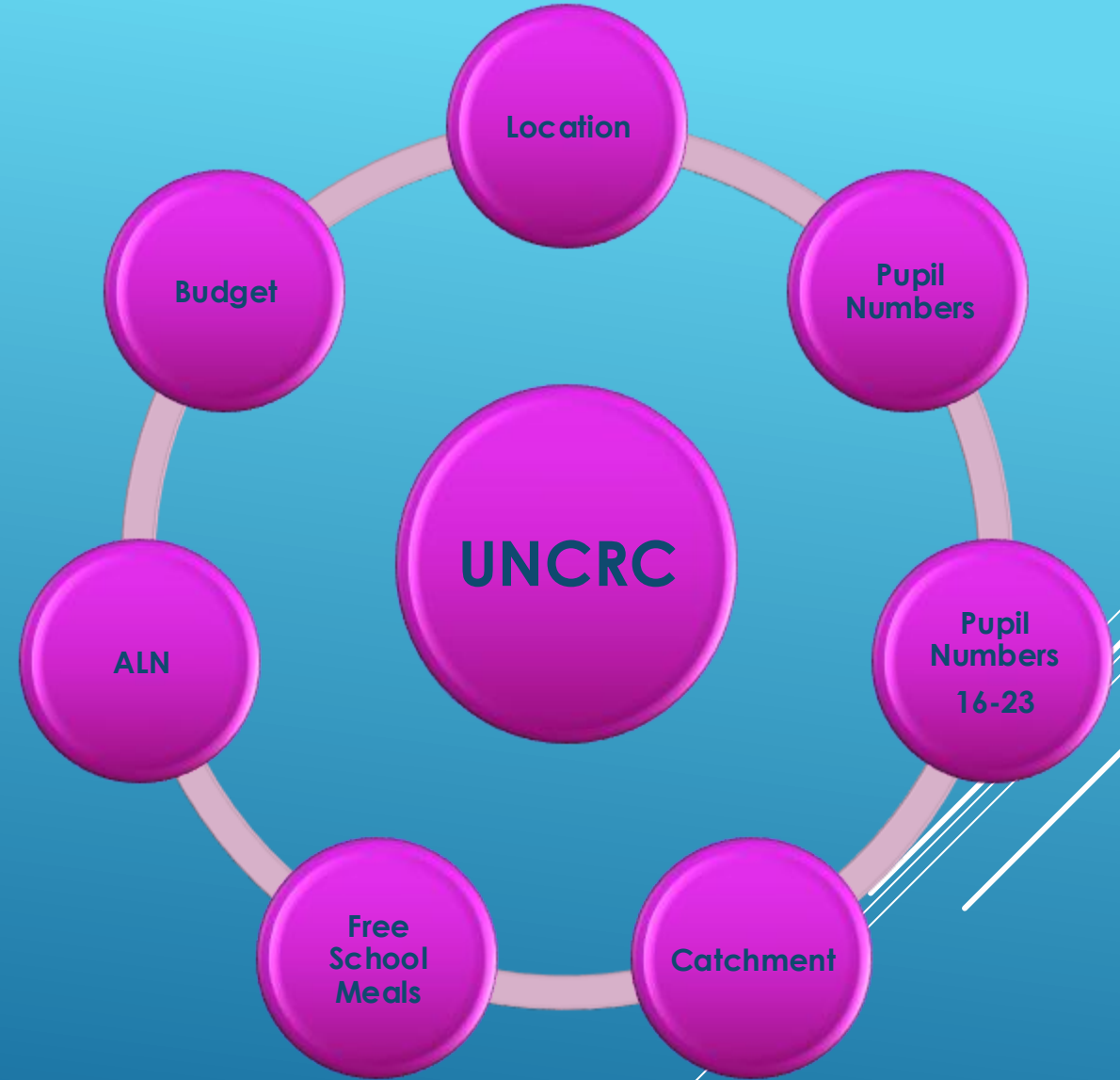
[Back to Table of Contents](#)

# CONTENTS

PLEASE USE THE HYPERLINKS WITHIN  
THIS DOCUMENT TO NAVIGATE

Estyn Inspection Areas
<a href="#">IA1 Teaching &amp; Learning</a>
<a href="#">IA2 Wellbeing, Care, Support &amp; Guidance</a>
<a href="#">IA3 Leading &amp; Improving</a>





# SCHOOL CONTEXT

[Back to Table of Contents](#)

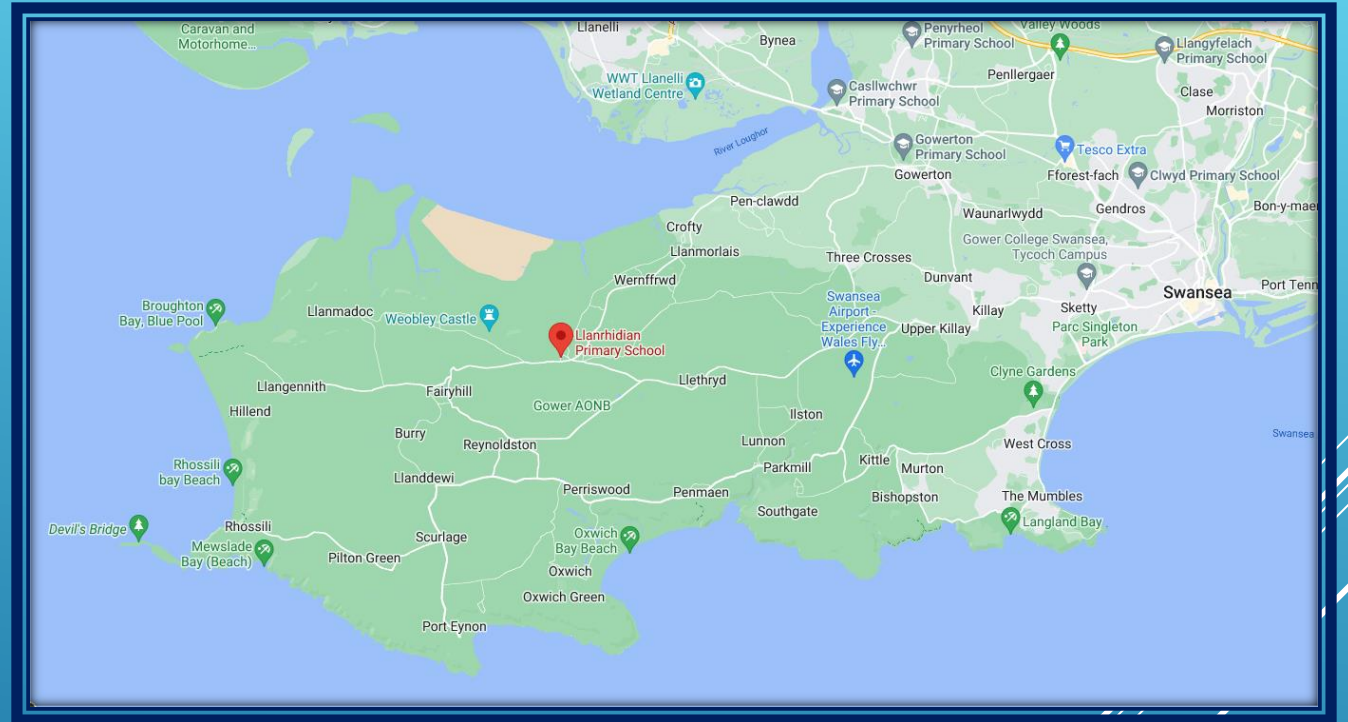
The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. All policies promote various articles 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 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, Cilbion 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 52% of our pupils come from out of catchment.



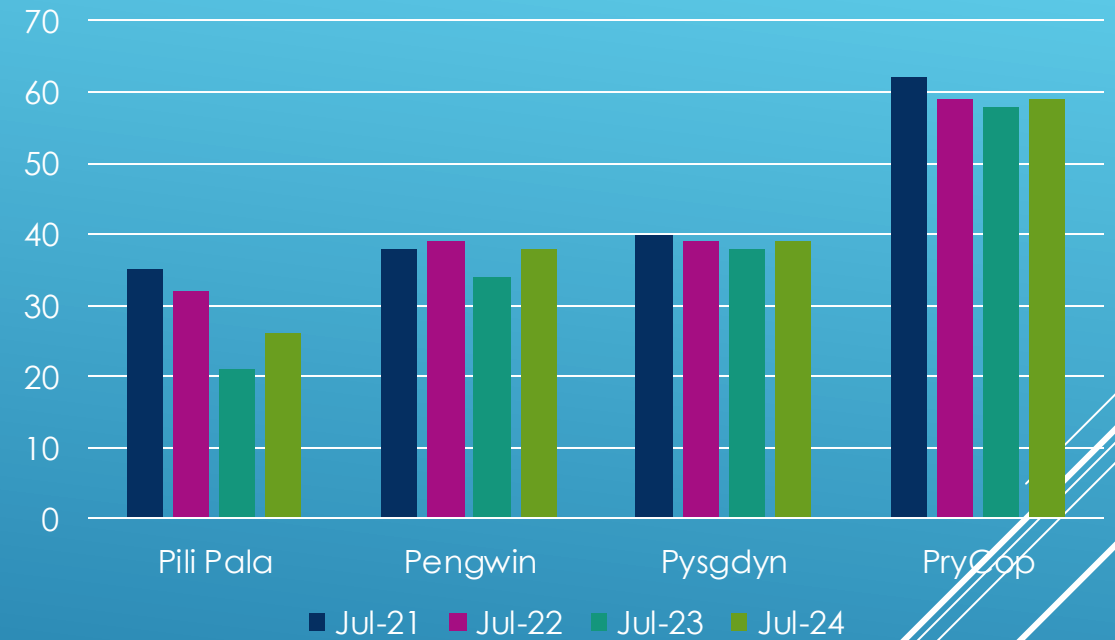
# LOCATION

[Back to Table of Contents](#)

► **July 2024**

- **Total Children (inc Nursery) =163**
- **Total FTE = 150**
- **Capacity = 140 (not including nursery)**
- **Actual = 137 (97.9% not including nursery)**
- **Capacity = 180 (including nursery 1 and 2)**
- **Actual = 163 (90.5% including nursery 1 and 2)**

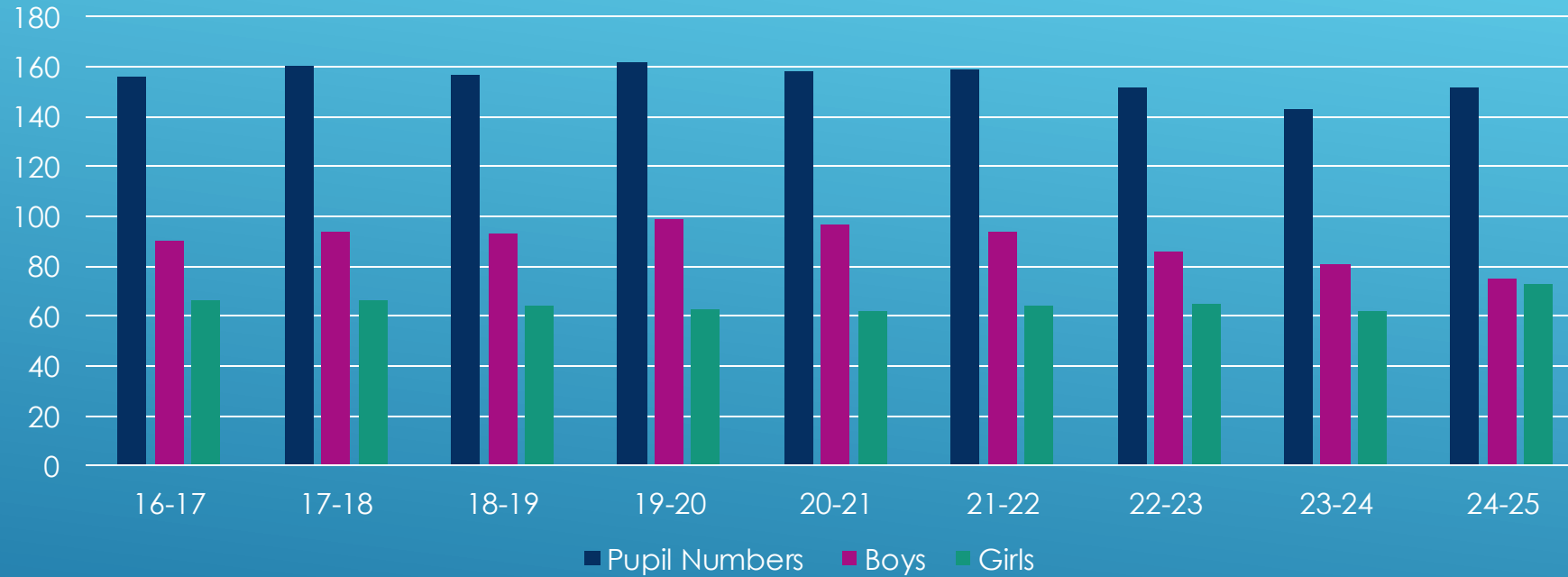
Pod Numbers



# END OF YEAR PUPIL NUMBERS

[Back to Table of Contents](#)

## Pupil Numbers



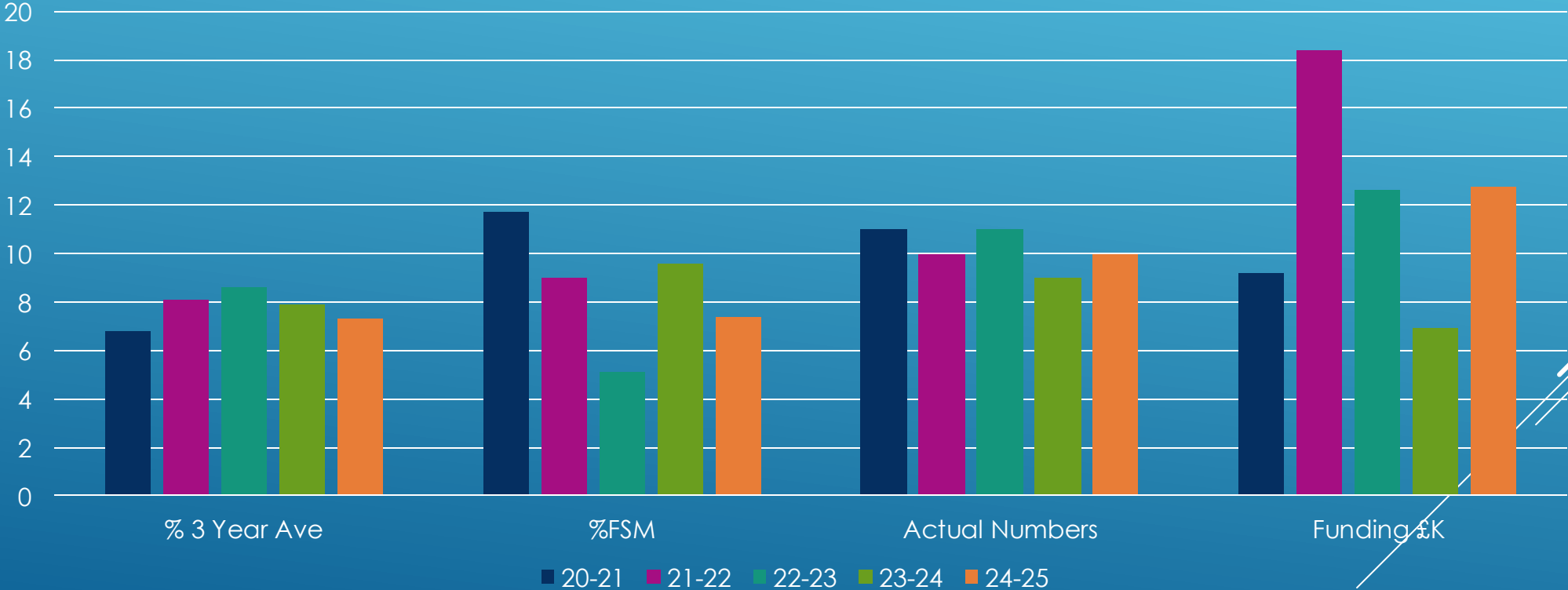
# SEPTEMBER PUPIL NUMBERS OVER TIME

[Back to Table of Contents](#)

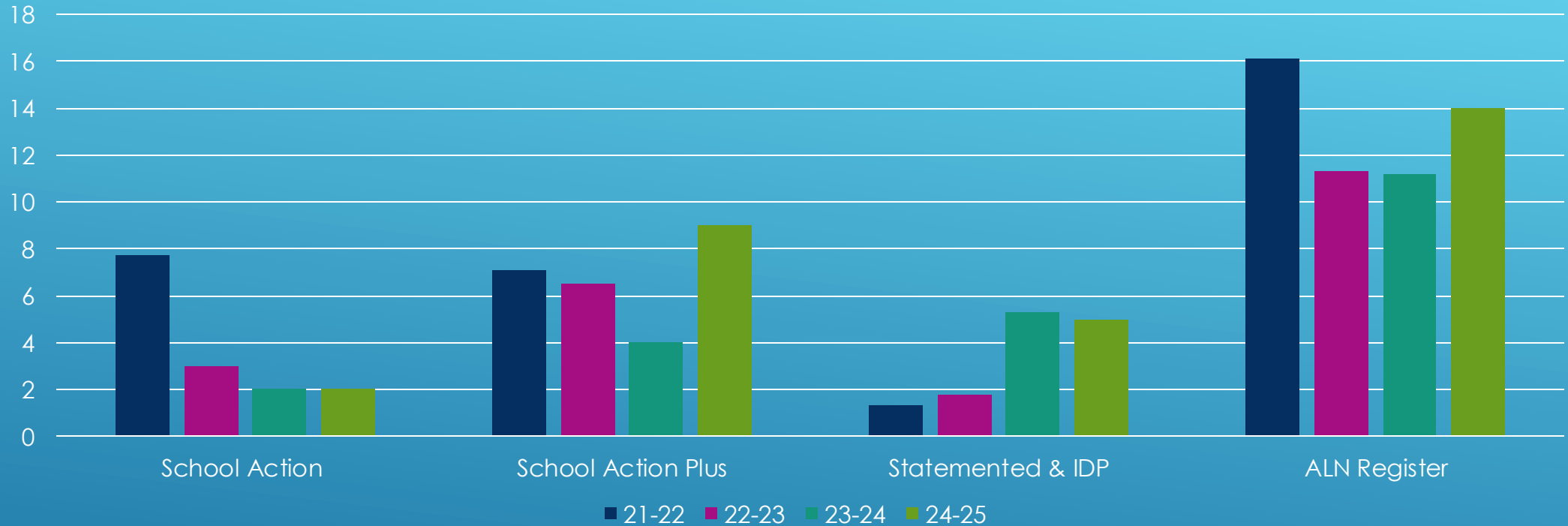


# FREE SCHOOL MEAL NUMBERS OVER TIME (Y1 TO Y6) FINANCIAL YEAR 2024-25

FSM Numbers



## ALN % Numbers



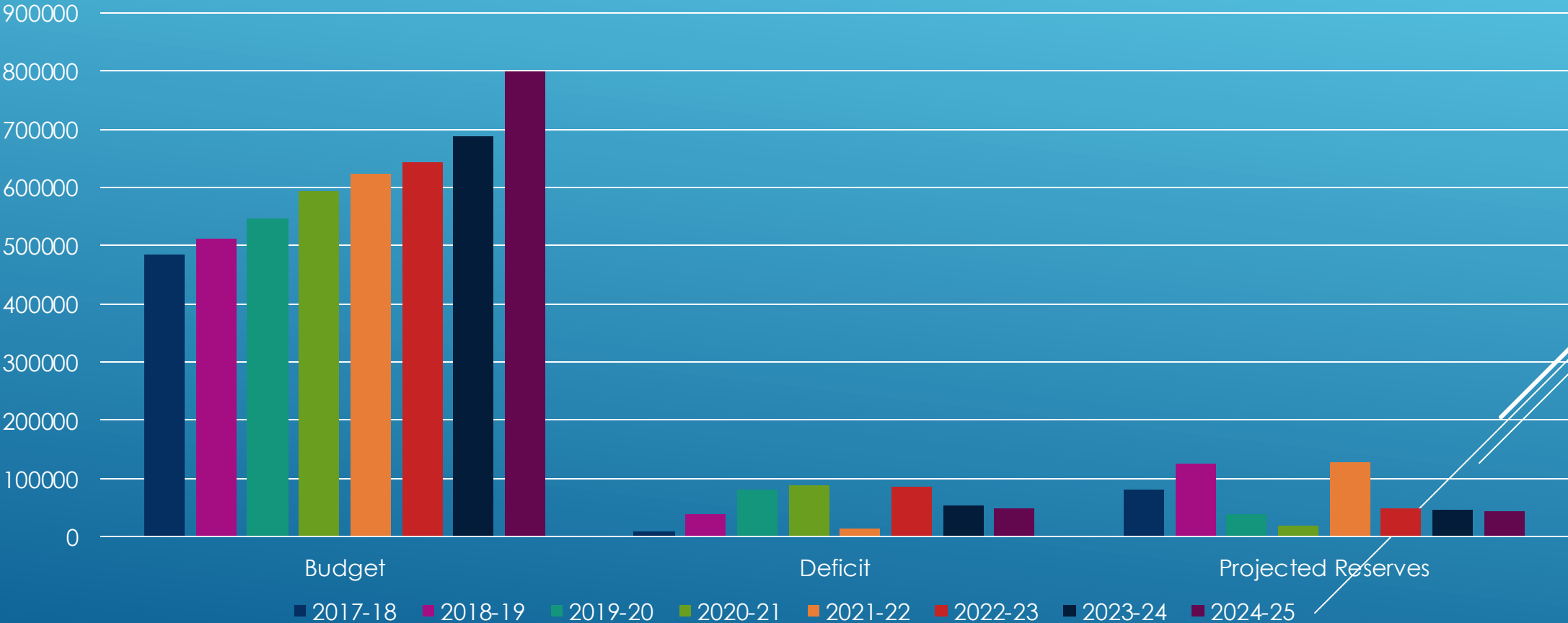
# ALN NUMBERS (REC TO Y6)

New legislation to support additional learning needs is under phased implementation. This changes the system, making comparisons between years difficult.

[Back to Table of Contents](#)

# FINANCE - BUDGET OVER TIME

## Delegated Budget (Inc Rates)



Across all pods, teachers are highly-aware of the range and specific starting points of their pupils. Excellent quality of teaching has at its heart high challenge and precise support for all pupils. Teaching is highly adaptive to the context of the individuals.

The learning environment routinely has a wide range of very relevant engaging prompts to support or challenge pupils. It is revised and enhanced as often as required to meet precise needs. Teachers ensures that the location of support, e.g. wall-based/IT based/table top/individual is the most suitable, based on good analysis and learner voice input. The content is adjusted as regularly as required.

The teachers are highly attuned to learner needs and adjusts the pace as required to ensure nearly all make at least good, and often excellent progress. Based on highly accurate individual awareness, the pace of teaching is nearly always appropriate to the needs of all pupils. In sessions, the teaching is highly adaptive to the in-session adjustments required. This maintains / increases high level of engagement.

For pupils with ALN and those disadvantaged by poverty, there is increasing analysis of their individual starting points, including their wellbeing and cognitive functioning. From this, targets and high-quality provision are tightly aligned to their individual needs. Progress of these pupils is at least good, and often excellent.

**IA1 TEACHING** NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

Nearly all teachers and other practitioners have very high expectations of pupils in all aspects of learning. Staff routinely use the language of positivity in a 'can do' environment. Pupils respond exceptionally well to this in learning and enjoy high challenges. They reflect well about how they overcome high challenges.

Nearly all teachers and staff use an excellent variety of skilful questioning techniques that encourage and further develop pupils' answers and assess their understanding to identify precise next steps.

Teachers' feedback focuses on developing high levels of learner autonomy. Pupils are enabled to ask each other questions and respond well. e.g. using sentence stems and then independently. Pupils describe both where they have made progress and how the progress was brought about.

Verbal and written feedback from teachers and other practitioners is highly effective because of its focus and timeliness. Eg via the marking labels or using the LUA questions. It helps almost all pupils know how well they are doing, and what they need to do to improve.

In-session assessment is strong and secure. Most teachers use assessment to engage with pupils and identify very well whether they need to consolidate learning or be challenged further. Eg by identifying next steps via the “Learn, Understand or Apply” approach. A good classroom environment enables this to happen well.

Most teachers use in-session assessment outcomes successfully to inform future teaching and learning, and to help pupils understand their strengths and areas for self-improvement. **However, the feedback pupils receive on learning they have completed digitally, can be further improved.**

Most teachers analyse the outcomes of their assessments, and of any external assessments, and use them well to inform planning. **However, this can be further improved via termly analysis of groups of learners across the school and within each pod.** Teachers are beginning to use this information efficiently and effectively to assess the progress of specific individuals and groups, for example those pupils at risk of underachieving, or those who are more able.

In classroom practice there are regular and well-planned occasions when pupils review progress. A range of appropriate areas are focused on, including progress in cognitive aspects and learning behaviours. Pupils reflect well on where they have progressed.

With increased consistency, the teachers use the agreed range of assessment in learning strategies to help pupils know clearly their strengths and areas to improve. The pupils usually act on this information and most make good progress.

Within the school there is good provision for pupils to routinely review their progress over time. **With good support, e.g. sentence starters, Punctuation Pete and the 5,4,3,2,1 editing approach, most do well in terms of what they have learned, how they have learned and their progress. Records of pupil progress are created and retained.**

Most pupils self-assess well and identify their 'next steps' with increased precision. They frequently act on achieving them with success. Many pupils assess the learning of others accurately in practical contexts.

The environment stimulates learners with interest, excitement, and intrigue. A good range of suitable and engaging resource are very well set out and pupils access them independently with little adult support. Staff frequently enhance the environment because of learner influence.

Most pupils benefit greatly from the high-quality content, organisation, and routines of the learning environment.

The school meets the needs of most pupils with ALN successfully, pupils make good progress. Good systems ensure that the learners' contexts, dispositions, and needs are well-understood and aligned well to provision. There are clear and very effective roles established and enacted in the school. There are also regular reviews of ALN pupils' progress. **However, the school aims to further develop its universal and targeted provision, for pupils with ALN, by developing its “enhanced inclusion provision”.**

A good range of appropriate strategies are used to accurately ascertain prior learning. Good adaptations to learning experiences occur with very effective provision. Eg a flexible approach to the timings of pupils' activities and the dynamic approach to grouping pupils. Most pupils are well-aware of their progress and are increasingly involved in determining it.

High-quality provision ensures that nearly all pupils show an excellent ability to learn independently, in terms of knowing what to do to support themselves, and how to get help from a range of well-considered sources. Most are independent and self-reliant learners, acting consistently with very high levels of autonomy for extended periods.

Nearly all pupils respond thoughtfully and very well to all the contributions of others when speaking and listening. They also manage their responses very well; even ones they disagree with, either by finding common ground, or respecting the mutual perspectives. Pupils learn very successfully with a very wide range of peers, including those who are of both lower, and higher ability.



At the start of new topics, all teachers routinely provide rich, divergent, and highly engaging opportunities for pupils to influence what they learn, and how they learn, as the norm. The teachers use this information exceptionally well to build bespoke learning experiences that ignite and inspire pupils.

During learning, all teachers proactively enable, and also respond to, pupils' dispositions or ideas about any part of the learning process, including assessing the learning. This increases learner voice, choice, and motivation.

Support staff understand their role fully and work alongside the teachers very well. They are directed and listened to well so that the specific needs of individuals or groups are met. Support staff are encouraged to act as advocates for the pupils they work with, they intervene at precisely the right time, often due to teacher's excellent modelling, and as a result, pupils often make strong progress. Support staff input effectively into the learning process through specific verbal and written feedback that detail successes and difficulties.

Nearly all teachers develop their support team very well with a range of excellent approaches such as modelling, mentoring and coaching. As appropriate, they have very good curriculum knowledge. Support staff make a substantial contribution to standards for all pupils across the curriculum.

The curriculum provides good breadth and depth of learning experiences for most pupils, across all disciplines and areas of learning. This develops their wider interests and skills efficiently and very effectively.

The AoLEs and What Matters Statements are well-planned and developed successfully, showing good balance over time in terms of provision at both class, and whole school level.

The school provides valuable and relevant learning experiences outside the classroom. **However, the school has recognised this can be further improved by setting an expectation of termly excursions.** This learning needs to link directly to the planned curriculum and make very beneficial use of visits to develop pupils' interest and understanding of a specific area of learning. The school enriches the curriculum successfully, through a wide range of additional clubs and activities that reflect the four purposes well.

The school's curriculum is based on an accurate and detailed analysis of the school's context. The school is highly aware of the current and emerging context and of learners' needs therefore, as the context changes, so too does the curriculum. There is rich, engaging, and innovative curriculum provision relating to the history, culture, ethnic diversity and linguistic make-up of the local community, Wales and the wider world. It is revised/adjusted frequently in response to new opportunities presented.

# IA1 CURRICULUM

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

The school's curriculum ensures that all pupils, especially the most vulnerable, develop a deep understanding of their identity, heritage and culture, and how they relate to the local community and the wider world. This is routinely developed through both teacher, and learner initiation. A wide range of very varied contexts promote valid and insightful comparisons between their own lives/ contexts and wider ones. Provision is reviewed systematically and in response to new ideas. Continuity and Progression is deeply considered, and high-quality documents support provision. Planned reviews and regular adjustments are central to very good provision.

The curriculum is reviewed and revised over time to ensure that provision continues to inspire pupils. Often innovative contexts are sought and used. Learner voice routinely has a very strong influence on the direction of experiences provided.

A range of extra-curricular experiences, visits and visitors are in place, they are often provided in response to pupil voice. They are often innovative and varied very well over time. They inspire nearly all pupils, including the most vulnerable, to achieve well.

In every topic/theme developing aspirations through first-hand experiences is central. A coherent programme of collective worship focuses on a wide range of divergent role models. There is a substantial school focus on ensuring the curriculum is significantly developed through formal and informal learner voice.

# IA1 CURRICULUM

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

The school's curriculum provides a very wide range of relevant and divergent learning experiences that interest and inspire nearly all pupils and raise their aspirations for the world of work. Eg Caffi Cynefin. They receive visits from people from a diverse range of employment types.

A very well-considered, authentic and highly engaging range curricular of experiences are provided relating to the history and lives of different communities in the local area and Wales, particularly of minority ethnic groups. This is reviewed and revised over time. Pupils routinely shape and directly influence learning contexts relating to the above.

The school's provision challenges an extensive range of stereotypical behaviours in pupils' attitudes, choices, and expectations. When circumstances require, the school always responds to local and national issues with rich and relevant learning.

The school promotes human rights exceptionally well through an explicit focus within rich and relevant themes. Also, the school uses national and international events to deepen awareness, frequently generated by pupils.

# IA1 CURRICULUM

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

There are frequent opportunities for pupils to use their imagination and grow in confidence within the wide range of curriculum experiences offered. The school frequently provides good opportunities that encourage pupils to participate in the arts, for example artistic performances. Pupils have regular and good opportunities to learn together through the arts and develop teamworking skills.

The curriculum develops a wide range of engaging and relevant artistic experiences that are good in terms of provision, progress and standards of a range skills and creative outcomes. The pupils are increasingly developing these with greater levels of independence. Eg drumming

The curriculum provides worthwhile and varied opportunities for pupils to develop spiritual, moral, and cultural awareness. Pupils are beginning to have influence on contexts to develop. The curriculum successfully develops its pupils' strong ability to reflect on religious and non-religious responses, fundamental questions and their own beliefs or values. This is developing by the influence of pupil voice suggesting authentic contexts for such learning.

# IA1 CURRICULUM

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

Most pupils have a good knowledge and understanding of what an ethical, informed citizen is. Most pupils progress well in becoming ethical and informed citizens. They have a strong and secure awareness of such values as fairness, equity, sustainability and of children's rights. They enact the values above frequently and well, and can describe what children's rights are, giving appropriate examples.

The curriculum provides good experiences that develop learners' awareness of aspects of diversity. A range of diverse contexts are explored, including LGBTQ+. Good continuity and progression is clearly apparent. **However, the school continually strives to develop itself as an “anti-racist” establishment.**

In the curriculum, personal and social skills are considered well at a planning and delivery stage. The school significantly supports the development of the personal and social skills of most pupils, including those from a wide range of backgrounds. Provision is adjusted well to meet the needs of most pupils, increasingly including those vulnerable to underachievement.

The curriculum has good arrangements to support pupils with emotional, health and social needs, so that they can positively engage with the school and benefit well from the opportunities it offers. The school provides well-considered support for pupils' mental and physical health and wellbeing, through good awareness and well-planned approaches. Monitoring of mental health is proactive, regular, and responsive to need.

# IA1 CURRICULUM

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

RSE is considered proactively, and very effective plans are delivered very well to support a range of learners. Provision also responds well to issues as they arise. Online security is addressed with pupils with a clear, relevant programme with specific foci. Parents are informed. Most pupils know about issues relating to their online safety and what they should do. They enact this well.

The school's curriculum helps nearly all pupils to develop the skills, knowledge and understanding they need to make healthy lifestyle choices, for example in relation to healthy eating and drinking, and substance misuse. This is reviewed and revised systematically in formal ways that lead to modern and enhanced provision. The school is also highly attuned to issues that manifest, and always takes necessary action. The school is proactive about valid opportunities that arise and exploits them well. This includes responding to learners' ideas.

# IA1 CURRICULUM

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

Most pupils' listening and reading skills across the curriculum are very good. **However, the school is aware of too many pupils reading below their chronological age. As a result this is targeted on the SDP for 2024-25.** Most pupils' speaking and **writing skills across the curriculum are very good.** As a result, they are able to communicate and process learning extremely well, in order to engage particularly in classroom interactions with teachers and other pupils. They routinely use these skills unprompted and independently.

Nearly all pupils' numeracy skills across the curriculum are good. This is the case for nearly all aspects of numeracy. **This is undertaken with increasingly high levels of independence as a result of targeted improvements made.** **However, The school has recognised that improvements in targeted numeracy interventions will further support gaps in the understanding of number for identified pupils.**

Nearly all pupils' digital skills across the curriculum are excellent. Skills are highly developed across a range of technologies and in breadth in terms of all the AoLEs. Pupils frequently identify where technology can support and enhance learning. Most pupils are not only confident with technology, but they support others, including adults, in successfully developing their own skills.

Nearly all pupils develop their fine motor skills very well in an extensive range of class-based and wider arenas. They make very good progress.

**IA1 SKILLS** **NEW TARGETS IMPROVED IN PREVIOUS YEAR**

[Back to Table of Contents](#)



Nearly all pupils make regular choices to be active. This is sustained and built on over time. They respond enthusiastically and with great commitment to opportunities to undertake a variety of physical activities during lessons, break/lunch times, and through after school clubs and activities.

Nearly all pupils actively and deeply engage in both familiar unfamiliar experiences and ideas, often for extensive periods. They show, and/or articulate, why new experiences and uncertainty are very important for learning. Nearly all demonstrate great resilience when significant challenges present themselves, and persevere well in both familiar, and unfamiliar areas. Nearly all pupils have a very good understanding of their own emotional health. With high levels of independence, they routinely take action to secure better wellbeing. They also have an excellent awareness of the mental health needs of others and are proactive in supporting peers.

Nearly all pupils have excellent social skills. They collaborate and co-construct learning with a wide range of contexts and with peers of different dispositions and abilities. Whilst in groups, they successfully undertake a wide range team roles and learn with an extensive range of peers. They enjoy learning with an extensive range of staff and other adults.

# IA1 SKILLS

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

Most pupils acquire, and secure subject skills at the appropriate level for their needs, readily and successfully.

With good regularity, literacy numeracy and digital skills are applied at the correct level for most pupils. Eg in IQ A range of skills are revisited well in a planned and also responsive way. With very few prompts, learner are increasingly citing where they have used their skills with good accuracy. Eg in Choice and Challenge.

Pupils' ability to speak, respond and write in Welsh, considering their starting points, is strong. Most make good and sustained progress in this, and do so with confidence and enjoyment.

Pupils make good progress with their listening and reading skills in the Welsh language. They are very engaged in developing Welsh language skills through reading and listening and show enthusiasm during such times.

The progress pupils make in developing their communication skills in Welsh through learning across the curriculum and in informal contexts is strong. This is increasingly unprompted and independent. Eg in Caffi Cynefin. Many pupils respond well to Welsh with wider audiences within the school.

## IA1 SKILLS

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

Nearly all pupils behave well in lessons. They have an excellent understanding and application of the purposes of rules, rewards, and sanctions in school. Pupils are central to their creation and consequently value and enact them well. They have a very good awareness about how laws are formed and apply them to themselves in wider society. Nearly all pupils' behaviour during relax and refuel at lunchtimes is excellent.

Nearly all pupils routinely show very high levels of sustained interest and positivity in their learning. This is as a direct result of extensive pupil 'voice' influence on the learning experiences. Consequently, learning is nearly always of excellent quality, completed in a timely manner and shows great progress.

High quality, and frequently referenced classroom support, e.g. zones of regulation, means nearly all pupils avoid distractions and sustain concentration for extended periods. Teachers validate this specifically citing and praising strategies learners' use.

Nearly all pupils are routinely able to seek new solutions when faced with difficulties. They use the very high-quality materials in the learning environment often unprompted, with very high levels of autonomy. **Eg RATTY to support mathematical resilience.**

# IA2 ATTITUDES TO LEARNING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

Exceptionally strong and sustained relationships are secured in both classes and wider school environments between nearly all pupils and staff. Active values underpin this, especially trust and fairness.

Nearly all pupils, including those vulnerable to under-achievement, routinely enjoy sharing their interests in learning and wider lives with a very wide range of both familiar and unfamiliar adults.

Nearly all pupils have very positive working relationship with a wide variety of peers. Over the year they sit and learn with all their peers. They enjoy this and cope with changes, including peers not being on task, exceptionally well.

Most pupils value the regular feedback they frequently receive from staff. They respond very positively to it, and frequently use it to move their learning forward successfully, with growing independence.

For most pupils progress rates over time are good. They explain in which areas they have progressed and how they have achieved this. Pupils' learning materials support this.

## IA2 ATTITUDES TO LEARNING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

The school is strong in promoting and supporting a culture of safety and well-being in the school community, both on-site and off-site, including online safety aspects. Staff and governors understand and implement the school's safeguarding requirements and procedures very well. The school's arrangements to keep pupils safe meet requirements well and demonstrate good practice. Documentation is updated in a pre-set time frame.

The school's provision for child protection, including the identification of, and the support for children in need, or at risk of significant harm is good. Staff and leaders know precisely what to do if they have concerns about a pupil, or about adult behaviour towards pupils. As a result, they take all actions necessary, record details well, all within a timely manner.

The school has strong and secure procedures to ensure the suitability of staff and other persons in contact with pupils. There is an up-to-date record of these checks. Induction for all staff provides good quality coverage of all relevant themes.

## IA2 CARE, SUPPORT, WELLBEING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

In each class, the school ensures that pupils are central to devising, agreeing and enacting the rules, rewards and sanctions. This support pupils in their great awareness, and enactment of right and wrong.

Nearly all staff consistently follow the behaviour practices. In the extremely rare instances that they are not followed, leadership always intercedes incisively and re-asserts expectations unequivocally. Changes are sustained. Nearly all pupils believe that they are treated fairly and can provide valid examples, e.g. restorative practice questions.

The school's arrangements to promote and support a culture of anti-bullying and a positive approach to managing pupils are consistently developed and are very effective. The school keeps up-to-date and accurate records of any alleged incidents of bullying or bad behaviour, and uses its records to evaluate and improve provision, by analysing it accurately and well. There have been no exclusions to date.

The school responds very well to, and manages, any alleged cases of bullying, harassment and discrimination related to prejudice, whether by staff or fellow pupils, including referral and reporting. It also does well in terms of action, outcome, records and follow up.

## IA2 CARE, SUPPORT, WELLBEING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

The school provides good quality provision to develop pupils' knowledge and understanding of unsafe or emotionally harmful behaviours, for example nurturing inappropriate relationships, harassment, discrimination, bullying and extremism. This is provided through themes and topics, as well as being taught explicitly when necessary.

The school keeps pupils safe from the dangers of radicalisation and exploitation, for example through the school's good quality curriculum provision. All staff have received suitable training at the appropriate level as required and with necessary updates. New team members receive up-to-date planned induction.

Leadership, including School governors, and most teachers, recognise the importance of their role in addressing attendance issues. This is well-evidenced in the enactment of its policies and practices. The school ensures learning environments and experiences are of high-quality to promote attendance. Eg Capten Attendance. The school promotes high attendance through a good range of engaging and successful schemes. The school ensures parents are aware of the importance of good attendance.

## IA2 CARE, SUPPORT, WELLBEING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

The school keeps good-quality records for monitoring attendance and absences. Systems to support and challenge low attendance are strong and are applied by leaders and staff with good consistency.

The school identifies groups of pupils at risk of low attendance and tracks this well. The school also supports and challenges this successfully with good impact over time apparent. The school's provision for improving /maintaining high attendance is good.

The school has a clear understanding of the pupils who are persistently absent. Specific approaches are in place for individuals. Clear roles and responsibility are understood and acted on.

Liaison with the home is good. This has good impact on reducing persistent absenteeism. **However, with the appointment of a new family engagement officer, the school recognises an opportunity to develop this further.**

The school routinely and proactively uses a wide range of partnerships with other agencies to secure good attendance for pupils by establishing the correct balance of support and challenge for the family.

## IA2 CARE, SUPPORT, WELLBEING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)



Co-ordinated support for ALN pupils is good. Staff track the progress of these pupils well against the clear and accurate targets in their individual plans. Staff inputs are routinely of good quality, and evaluations are accurate in ascertaining progress and identifying next steps. Pupils participate in this process well and they make relevant inputs.

The school engages well with the services of a range of specialist agencies, especially for pupils who face significant barriers to learning. Good quality impact is usually secured **however, there are times where a timely response from outside agencies is hindering support for the family.**

The teachers manage most behaviour very well. They act proactively, and frequently intercede before issues arise. Appropriate use of praise, both general and specific, supports good behaviour. Consequently, pupil rewards are regular and high-level sanctions few. Teachers consistently recognise their responsibility to improve and manage behaviour and take necessary action to achieve this.

Most pupils benefit greatly from highly effective approaches. As a result, behaviour is consistently good. The school meets legal requirements for reporting and recording issues of bullying and harassment. Staff are updated frequently about requirements.

## IA2 CARE, SUPPORT, WELLBEING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

Robust analysis, of the pupils' needs and the precise and sustained provision changes in classroom and break times occurs exceptionally well. Impact on securing sustained progress, in learning and attitudes is significant. Relationships and practices with external agencies are established, often effective and sustained. With a few exceptions, parental involvement is very well-established and great improvements have resulted.

Nearly all pupils, including those with ALN, readily take on a wide range of leadership roles and responsibilities, and participate fully in the life and work of the school, e.g. as members of a wide range of pupil influence groups. Pupils reflect on the roles undertaken with very good accuracy. Learners record very well and provide detailed examples of their impact and development of life skills. As a result, they have high self-esteem.

Transition arrangements between pods in the school are exceptionally strong, with well-planned and enacted continuity and progression in all key teaching and learning practices. Information shared is directly focused on wellbeing and cognitive aspects, and ensures seamless transition. All aspects of transition to secondary school are very strong especially in teaching and learning that explicitly focuses on pupils vulnerable to under-achievement. These excellent practices are increasingly cluster aligned. Very high-quality relevant information is provided to inform future provision, especially for vulnerable learners. Nearly all pupils move on very successfully and continue to progress very well, especially learners vulnerable to under-achievement.

## IA2 CARE, SUPPORT, WELLBEING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

There is good evidence that leaders have developed a strong, positive culture amongst staff, and an inclusive ethos. There is a clear and strong strategic direction, accurately based on learner needs. Team alignment is strong. Values such as honesty, integrity and trust are led from the top and are apparent throughout the school.

Aims, supported by strategic objectives, plans and policies are accurate and focus very well on improving pupils' learning and well-being very successfully.

Leaders and managers at all levels set and consistently enforce very high expectations for staff, pupils and particularly themselves. Leaders follow up routinely and consistently when this is not acted on.

Nearly all staff understand, enact and fulfil their roles and responsibilities exceptionally well, with great consistency.

All leaders routinely model expectations exceptionally well. They communicate the same messages clearly, in both consistent, and, as required, innovative ways. They provide clear reminders with well-set deadlines. They always follow-up on missed deadlines.

# IA3 LEADING & IMPROVING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

A clear, detailed, annual self-evaluation timetable is in place and is enacted well by a range of staff, and, increasingly, governors. Leaders collect and analyse evidence of standards and provision, including teaching, and pupil performance, as a matter of course. Outcomes are nearly always evaluative, defining strengths and areas to improve, accurately and with clarity. Accurate self-evaluation outcomes directly inform the correct priorities for improvement.

In its evaluation, the school involves all staff, many pupils and a wide range of partners and stakeholders. Their views are given high status. School governors are very familiar with the school's strengths and areas for development, as identified through self-evaluation. They have clear roles as part of the school's strong self-evaluation processes. A range of governors ask appropriately challenging questions of SLT. They are well-involved in agreeing and setting the school's strategic priorities.

As a result of accurate self-evaluation, the school has very clear processes and practices to plan for successful improvement. Over time, Improvement plans focus on the correct areas identified in the SER and are of consistently good quality.

## IA3 LEADING & IMPROVING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

Leaders and wider staff devise relevant, precise, and often innovative actions plans for improvement, always tightly aligned with pupils' learning and wellbeing. The actions set are always measurable through specific, qualitative, and quantitative success criteria, which provide clarity for all. Details of resources are explicit as are monitoring and evaluation roles, as well-considered methodologies.

The school routinely monitors and evaluates progress of its priorities according to the formal timetable set out. It does this frequently and accurately, using well-considered and robust methodologies. The school adapts its approaches proactively and with great effectiveness. Governors scrutinise this well, and there is an excellent balance of support and challenge.

Actions taken nearly always have very good impact on the provision, with very aligned consistency. Outcomes for pupils are nearly always at least good and are sustained over time.

Leaders have created a very strong and sustained culture and ethos to promote, enable and support the professional learning of staff. All staff are routinely involved in a very wide range of professional learning experiences and evaluations. This is having substantial and sustained impact on pupil outcomes.

## IA3 LEADING & IMPROVING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

Over time, strategic decisions ensure there is an extensive range of well-planned and well-enacted opportunities for all staff to become the best they can be, often through innovative approaches. This is a highly effective feature of the school's improvement journey. As a result, the school builds its capacity for continuous improvement and ensures successes are sustained.

Within, and routinely across schools, collaboration is well-planned, aligned, and highly efficient and effective. There is a specific focus on sharing best practice, which improves consistency within, and between schools. Eg across the North Gower Partnership. The use of research and practice underpins the co-construction of high-quality teaching. **However, the cluster devised plans to further improve staff skills in professional enquiry to further raise standards in teaching and learning.**

The school has a wide range of evidence-based approaches to identify and systematically record best practice of all types of staff in the school. The school ensures that all other members of staff can benefit from it. Leaders model innovation very well and professional risks are valued.

There is a significant and sustained impact across the school in terms of pupil outcomes, especially for pupils vulnerable to underachievement.

## IA3 LEADING & IMPROVING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

Professional development review (PDR) is a robust process that is valued by the whole school community. It is tightly aligned to school priorities, teaching, and staff development needs. Nearly all staff seek highly challenging objectives in key areas of teaching and pupil progress. There is significant and sustainable impact on teaching and standards.

Leaders manage all staff performance well, to help staff improve their practice, and do so sustainably. Diagnosis of issue and need is always precise and objectives, success criteria and supportive actions are accurate and clear to all. Subsequent evaluations are always accurate and show very strong impact.

The school identifies quickly and accurately when practices fall below expected levels. Early action results in explicit plans that show precise areas of focus, measurable targets and success criteria, and high-quality evaluation and feedback. The school has an excellent record of identifying, improving and sustaining practices.

Nearly all staff meet or surpass their challenging objectives.

# IA3 LEADING & IMPROVING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

Leadership ensures expectations are clear about developing the Welsh language well. Good plans, including high-quality inset, are developed well, and evaluated accurately for impact.

Good progress has been made in the planning and development of the Curriculum for Wales. The school's context has been well-analysed in terms of the needs of pupils, and opportunities are also offered within the local area. The school has developed the Four Purposes well, and shared this with pupils and stakeholders, who have a growing understanding. Staff have a good awareness of the AoLEs, What Matters Statements and Progression Steps, through well-considered structures the school has put in place.

Over time, leaders routinely treat national priorities with importance. They explain changes required well, in a positive way to ensure staff buy-in, and they create good quality plans for priorities which are resourced and delivered very well. Good impact occurs for most areas and this is increasingly sustained.

## IA3 LEADING & IMPROVING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)



The school provides a well-planned and ongoing programme of induction for new, and established governors. Governors are formally made aware of the LA/Consortia programme of training and most attend.

The Governing Body is highly proactive in fulfilling its statutory obligations, and takes full account of relevant legislation and guidance, including in relation to the way it manages parental complaints and appeals.

There is a precise and accurate balance between support and challenge in the way the governing body carries out its role, and holds the senior leadership to account, in its 'critical friend' role.

The school has a clear, up-to-date and well-aligned staffing structure in place. It is updated as often as required. It is linked tightly to school improvement. Roles and responsibilities are very clear to all. It is shared with governors and external agencies, as necessary.

A significant number of staff, from a range of roles, seek leadership development and improve their skills very well. This supports the school's capacity and succession planning exceptionally well. School leaders encourage, praise, and celebrate this.

## IA3 LEADING & IMPROVING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

Leaders and managers model and promote professional values and behaviours habitually. This contributes substantially to high morale and staff wellbeing.

Leaders place huge importance on staff wellbeing through a very wide range of approaches, for both groups and individuals. Staff appreciate this greatly.

All leaders consistently plan and deliver current, and new workstreams, exceptionally well in terms of a balanced and manageable workload for themselves and all colleagues. Time is well-managed by all staff. Meetings, led by a range of staff, are highly focused and effective, with a clear agenda, specific discussion and key action points that are followed up on routinely.

Leaders are not afraid to say no to outside bodies if wellbeing of staff is at risk. Collaboration between staff, and other providers, is innovative, efficient, and highly effective.

Leaders establish strong relationships with parents and have good lines of communication with them. Parents can raise any issues that may affect their child's learning and wellbeing. The school is very effective in helping to develop the capacity of parents to support their own children.

## IA3 LEADING & IMPROVING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

The school has established strong and secure partnerships with partner schools that directly supports workload management and aligned practices. Good impact is apparent. Eg NGP Website Relationships with external bodies are strong and secure in terms of trust, alignment, and significantly greater effectiveness. There are good links with a wide range of community groups and the impact of this is clearly apparent in terms of improved provision and outcomes.

Leaders set specific and appropriately challenging timescales for priorities, which they follow up on and secure. They consistently ensure responsibilities are understood and enacted by all staff to secure improvement. The school's spending decisions and broader financial planning link very successfully with its strategic priorities. Through sustained progress in teaching quality, learning and pupil wellbeing, the school gives excellent value for money.

The school has a long and successful history of making and sustaining improvements, which have an exceptionally strong impact on pupils' learning and wellbeing. Centrally, improvements in teaching have underpinned this. The school has responded with urgency and accuracy to any recommendations of previous Estyn inspections and those from strategic partners. The school's actions have resulted in highly effective and sustainable improvements.

The school precisely identifies the correct area to develop, enacts this with great efficiency, ensures sustainability and consequently gives excellent value for money.

## IA3 LEADING & IMPROVING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

Leaders use of grant funding is strong. The school focuses well on the correct themes and develops them with at least good outcomes. Necessary processes, including deadlines and reporting requirements, are followed very well. Impact on targeted pupils is strong and usually sustained. Value for money is at least good.

External grants are frequently sought by leaders and used with good impact as standard.

**With financial pressures on all schools, Llanrhidian is striving to reduce admin workload by enhancing its systems to capture analyse and report on key information eg attendance.**

# IA3 LEADING & IMPROVING

NEW TARGETS IMPROVED IN PREVIOUS YEAR

[Back to Table of Contents](#)

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

# SCHOOL SDP TARGETS 2024-25