



Learn, Grow, Succeed
Together!

Self-Evaluation Report 2019-20	
School	Llanrhidian Primary School
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Chair of Governors	Richard Verge
Challenge Adviser	Damien Beech
Local Authority	Swansea
Key: Blue Text – Shared with other schools (or beyond) Green – At Least Good Red – Area identified for improvement and linked to SDP	

Inspiring our children to be the best they can be!





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School Context

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 URNCN. 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.

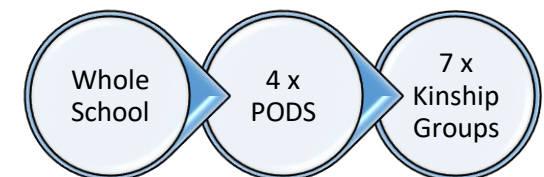
Llanrhidian Primary School is currently a Quality Improvement school, working to develop the new curriculum for Wales. To date Llanrhidian has been part of the working party to produce the report on "Enrichment and Engagement". As a partnership we are now developing the AoLe for Expressive Arts, as well as analysing feedback and making improvements to the draft curriculum.

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. Many of the children arrive by bus from the Llangennith/Llanmadoc area. Currently 49.6% of our pupils come from out of catchment.

Central to the continuing philosophy of the school is that children learn best from first hand experiences. We encourage our pupils to enjoy their work, have a sense of responsibility and to show consideration for others, so that each child feels good about themselves, about what they do and about the school.

Full-time equivalent pupil numbers have increased over the last few years and numbers in our nursery classes are promising for future growth. Current numbers on roll are 161 pupils (this figure includes our nursery children). The full time equivalent figure is 147. The school is organised into 4 pods. There are 7.6 teachers including the Headteacher. The current Headteacher has been in post since September 2009 and the Deputy Headteacher since September 2016.

There are currently 17% pupils on the ALN/SEN register (as of September 2018). This includes 5 pupils with Statements of Special Educational Needs and currently two Special Guardianship Order (SGO) pupils. All identified pupils are supported in a variety of ways in order to meet their individual needs. In January 2017 PLASC 1% on roll were non-white British with 0% of school population identified with EAL needs.



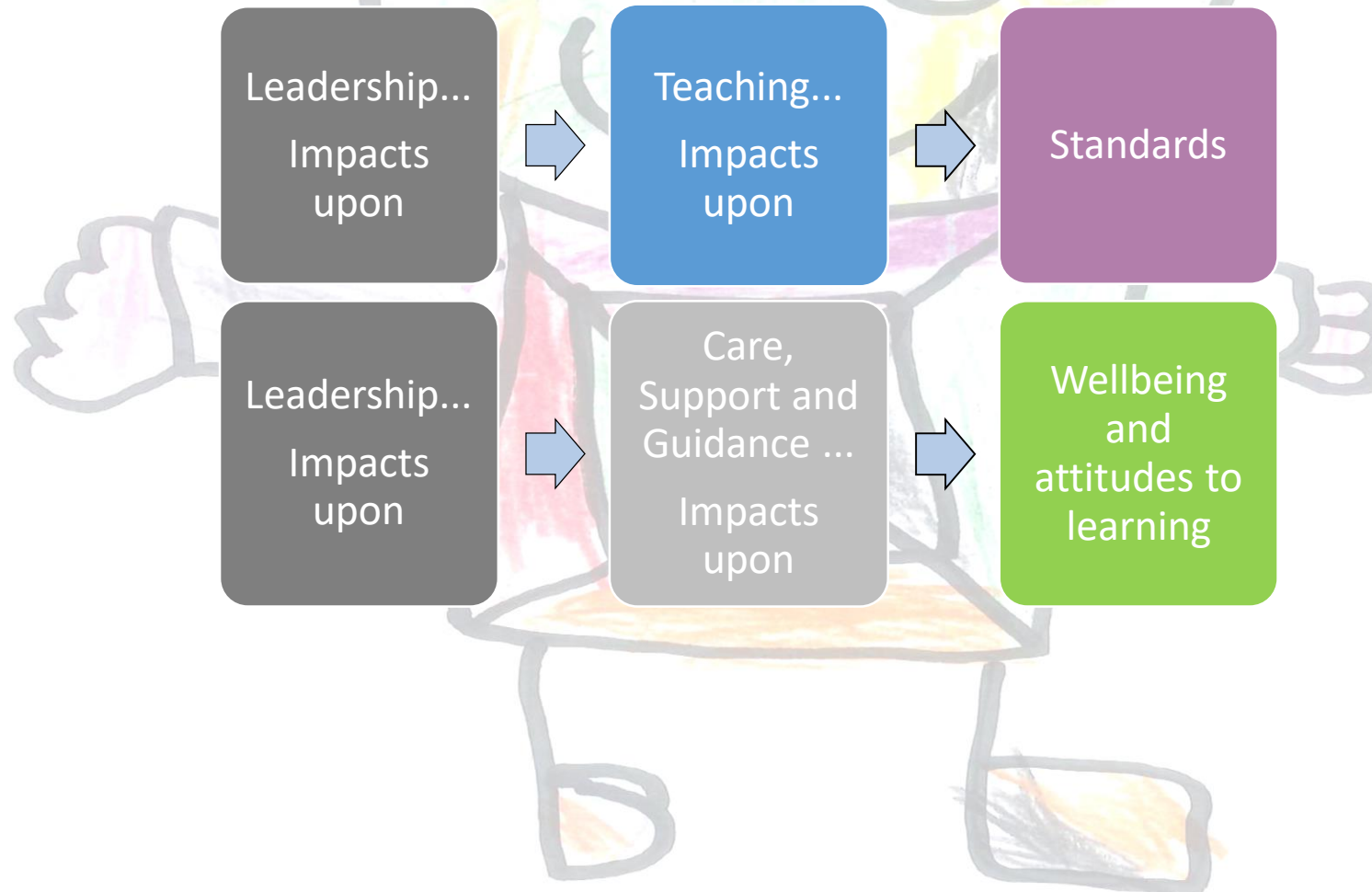


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The individual school budget per pupil for Llanrhidian Primary School in Financial Year 2018-2019 is £3,602. The maximum per pupil in primary schools in the City and County of Swansea is £8,815 and the minimum is £2,774. Llanrhidian Primary School is ranked in 34rd place out of the 79 primary schools in the City of Swansea in terms of the school budget per pupil.

This Self Evaluation Report demonstrates the following relationships between the Inspection areas.





INSPECTION AREA 1: Standards

REPORTING REQUIREMENT: 1.1 Standards and progress overall

EVALUATION Standards and progress in the school are at least good. This is because, over time, nearly all learners make good progress and at least a minority make above expected progress. Attainment is consistently good or better by the end of KS2. 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.

FP: Contextual Information 2019
12 Boys (8.3%); 6 Girls (16.6%), 18 pupils (5.5%)
SEN 4 Boys 2 Girls

FPI	<ul style="list-style-type: none">• In 2019 72% of pupils attained the FPI.• This equates to 5 pupils (SEN) not attaining MD and 3 not attaining LC. 5 children did not attain both LC and MD.• All 5 pupils are on school action or school action plus, and are receiving intervention for either literacy, numeracy or both.• When 6 SEN are disaggregated, 100% of pupils attained FPI• There is a downward trend in FPI data over 5 years
LLCE Outcome 5+	<ul style="list-style-type: none">• In 2019 83.5% of pupils attained the LLC O5+.• This equates to 3 pupils (SEN SA/SA+) not attaining.• Nearly all pupils made at least expected progress over the year• There is a variable, but low trend in LCE O5+ data over 5 years
LLCE Outcome 6	<ul style="list-style-type: none">• In 2019 44% of pupils attained the LLC O6+. This equates to 8 pupils.• There is a variable trend in LCE O6+ data over 5 years• When 6 SEN are disaggregated, 67% of pupils attained O6+
MD Outcome 5+	<ul style="list-style-type: none">• In 2019 72% of pupils attained the MD O5+.• This equates to 5 (SEN) pupils not attaining.• There is a variable trend in MD O5+ data over 5 years
MD Outcome 6	<ul style="list-style-type: none">• In 2019 39% of pupils attained the MD O6+. This equates to 7 pupils.• There is a variable trend in MD O6+ data over 5 years



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	<ul style="list-style-type: none"> When SEN are disaggregated, 58% of pupils attained O6+
PSD Outcome 5+	<ul style="list-style-type: none"> In 2019 89% of pupils attained the PSD O5+. This equates to 2 pupils.
PSD Outcome 6	In 2019 50% of pupils attained the PSD O6+. This equates to 9 pupils.
KS2 Contextual Information 2019 6 Boys (16.6%); 11 Girls (9%), 17 pupils (5.9%) SEN 0 Boys 1 Girls	
CSI	<ul style="list-style-type: none"> In 2019 100% of pupils attained the CSI.
ENG Level 4+	<ul style="list-style-type: none"> In 2019 100% of pupils attained English L4+.
ENG Level 5+	<ul style="list-style-type: none"> In 2019 59% of pupils attained the English L5+. This equates to 10 pupils. Three pupils attained L6 equating to 18%
MATHS Level 4+	<ul style="list-style-type: none"> In 2019 100% of pupils attained Maths L4+.
MATHS Level 5+	<ul style="list-style-type: none"> In 2019 59% of pupils attained the English L5+. This equates to 10 pupils. Three pupils attained L6 equating to 24%
SCI Level 4+	<ul style="list-style-type: none"> In 2019 100% of pupils attained Science L4+.
SCI Level 5+	<ul style="list-style-type: none"> In 2019 65% of pupils attained the Science L5+. This equates to 11 pupils. Two pupils attained L6 equating to 12%
Reading Ages	<ul style="list-style-type: none"> The school regularly tracks pupils with reading ages <6 months behind their chronological age.



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- The percentage of pupils reading at or beyond their reading age rose from 67.5% (July 18) to 75% (June 19) which is a 7.5% increase.
- In every class there has been an improvement of pupils reading 6 months ahead.
- Across the school, the number of pupils reading 6 months ahead rose from 55.26% to 69%.
- The numbers of pupils who were reading 6 months behind dropped from 44.2% to 31.8%.
- Of pupils still reading 6 months behind, 65.9% of them made more than 12 months progress.

National Numeracy Test – Procedural

Year Group	% Year on Year progress or +	% Below Ave	% Average	% Above Average	% Considerably Above	% = or < 100
2	NA	0%	53%	29%	18%	24%
3	NA	15%	20%	20%	45%	35%
4	NA	16%	48%	20%	16%	36%
5	NA	20%	20%	13%	47%	33%
6	NA	6%	29%	18%	47%	24%
Whole School	NA	11.4%	34%	20%*	35%*	30%**

*55% of learners across the school scored above 115 (School target 30%)

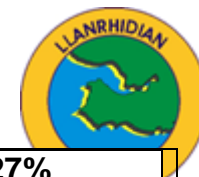
**30% of learners scored 10 or less. Identified pupils will be receiving numeracy intervention (boost time)

National Numeracy Test – Reasoning

Year Group	% Year on Year progress or +	% Below Ave	% Average	% Above Average	% Considerably Above	% = or < 100
2	NA	0% 1 disapp	53%	35%	12%	18%
3	40%	10%	55%	30%	5%	35%
4	83%	0% 1 disapp	80%	8%	13%	21%



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5	47%	7%	73%	7%	13%	27%
6	65%	6%	59%	24%	12%	41%
Whole School	59%	4.6%	64%	21%*	11%*	28%**

*32% of learners across the school scored above 115 (School target 30%)

**28% of learners scored 10 or less. Identified pupils will be receiving numeracy intervention (boost time)

National Numeracy Test – Reading

Year Group	% Year on Year progress or +	% Below Ave	% Average	% Above Average	% Considerably Above	% = or < 100
2	NA	0% 1 disapp	65%	35%	0%	18%
3	74%	0% 1 disapp	79%	10.5%	10.5%	16%
4	57%	4%	79%	12.5%	0%	46%
5	60%	0%	53%	27%	20%	13%
6	76%	0%	65%	29%	6%	18%
Whole School	67%	1%	68%	23%*	7%*	22%**

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

**22% of learners scored 10 or less. Identified pupils will be receiving numeracy intervention (boost time)

Achievement and progress in Learning

- Robust monitoring uses data, lesson observations, work scrutiny and discussions with pupils. This demonstrates that progress is good for nearly all learners during their time at the school.
- However, the school has identified the pupils not making expected progress. These pupils will need to benefit from intervention and “boost” time in 2019-20



- In many cases of pupils not attaining 2 sub levels progress, reasons for this have been identified eg over assessment previously, attendance, SEN. In many of these instances, attainment is on track to meet government expectations.
- Trends in end of key stage teacher assessment are positive at KS2 yet increased SEN numbers in FP has kept results (at expected level) low.
- In 2019 88% pupils made at least expected progress between key stages, 29% made above expected progress in English, and 35% made above expected progress in Maths. (2 children did not make expected progress)
- Lesson observations show that nearly all pupils make good and very good progress in their learning during lessons and over a period of time.
- Nearly all pupils recall previous learning; acquire new knowledge, understanding and skills which they are effectively able to apply to new situations. The school's HAKA approach supports this.
- Work scrutiny and tracking indicates that most pupils are making the expected progress, and a minority make above expected progress.
- Pupil questionnaires show that 97% of pupils feel that they are making good progress.
- Teacher assessment progress data, as at June 2019, shows that most pupils are making at least expected progress in literacy Pupils not making enough progress have been identified for further intervention.
- In 2019, correlation in nearly all classes is good between teacher assessment and national tests.

Year Group	% > 110 Reading	O6+ L5+ English	% > 110 Reasoning	% > 110 Procedural	O6+ L5+ Maths
2	39%	44%	61%	??	39%
6	65%	59%	47%	??	56%



REPORTING REQUIREMENT: 1.2 Standards and progress of specific groups

EVALUATION

How many pupils? What can they do? How well do they do it?

Standards and progress of specific groups in the school are at least good. The school's tracking system monitors the progress of all pupils to ensure they are making at least good progress. The following groups of learners are monitored closely to ensure impact of provision. Nearly all pupils make 2 sub levels throughout the year.

FSM	<p>In 2019 There are 9 FSM pupils across the school and 2 eFSM. Total of 11 pupils.</p> <ul style="list-style-type: none">• LLC – 82% of pupils with FSM or eFSM made at least expected progress (9 out of 11) 36% made above expected progress.• KS2 Suffolk Reading Test (Summer 2019) 100% of FSM Pupils made more that 12 months progress. 44% were reading at or beyond their chronological reading age. (This was 0% in 2018)• MD – 73% of pupils with FSM or eFSM made at least expected progress (8 out of 11) 9% made above expected progress.
SEN Whole School	<p>As of June 2019 (Based on 22 SEN pupils from N2 to Y6)</p> <ul style="list-style-type: none">• In Literacy, 71% of SEN pupils have made at least expected progress (2 sub levels) and 14% made above expected progress. (This is lower than last year)• KS2 Suffolk Reading Test (Summer 2019) 19% of SEN Pupils were reading at or beyond their chronological reading age.• In Numeracy 63% of SEN pupils have made at least expected progress (2 sub levels) and 36% made above expected progress. (This is lower than last year)• In 2019 National Reading Tests, data showed that 100% of pupils who had previously scored <85 have made progress• In 2019 National Reasoning Tests, data showed that 100% of pupils who had previously scored <85 have made progress• In 2019 National Procedural Tests, data showed that 100% of pupils who had previously scored <85 have made progress



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Year Group	LLC Expected Progress	LLC Expected Progress +	MD Expected Progress	MD Expected Progress +
R	25%	0%	25%	0%
1	100%	0%	66%	33%
2	83%	50%	100%	43%
3	90%	10%	90%	20%
4	55%	11%	33%	0%
5	100%	0%	75%	25%
6	0%	0%	100%	0%
Whole school	71%	14%	63%	17%

MA Whole School 2018

- In Literacy, as of June 2019, 88% of more able pupils have made at least expected progress (2 sub levels) and 29% made above expected levels. (This is lower than last year)
- Y2 to Y6 Suffolk reading tests, Summer 2019, 94% of identified MA pupils were reading more than 6 months beyond their chronological reading age. 29 out of 31. (This has increased from 2018)
- In Numeracy 88.2% of more able pupils have made at least expected progress (2 sub levels) and 41% made above expected progress. (In line with previous year)

Year Group	LLC Expected Progress	LLC Expected Progress +	MD Expected Progress	MD Expected Progress +
R	No data	No data	No data	No data
1	100%	33%	100%	40%
2	100%	100%	100%	100%
3	88%	13%	89%	0%
4	57%	0%	63%	0%
5	83%	0%	77%	0%
6	100%	30%	100%	44%
Whole school	88%	29%	88.2%	31%



REPORTING REQUIREMENT: 1.3 Standards and progress in skills

EVALUATION

Standards and progress in the school are at least good. Nearly all pupils develop and use creativity and physical skills through experiential learning.

Skills Literacy, Numeracy and ICT

Work scrutiny shows that there is a very good correlation between tracking data and pupil achievement in nearly all classes. The standards of pupils' skills are very good because.

- Most pupils use literacy, numeracy and digital competency skills with confidence and competence commensurate with levels of attainment
- Nearly all pupils' ICT skills are developing across all year groups, and in line with Welsh Government recommendations
- Thinking skills and AfL is embedded across the curriculum and has contributed to rising standards. As a result nearly all pupils effectively reflect upon their own work, and that of others. **However, the school recognises the need to develop critical thinking skills across all AoLEs.**
- 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

Skills Welsh

Work scrutiny has confirmed that standards in Welsh are adequate. This is because:

- **Majority pupils make positive progress in gaining skills in the Welsh language by the end of key stages. Few make above expected progress.**
- **Most pupils maintain adequate levels of incidental through Welsh Slot Ddrilio, 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.
- In 2019, at the end KS2, 100% of pupils achieved L4+
- In 2019, at end of KS2, 35% of pupils achieved L5+

Year Group	Welsh LLC Expected Progress	Welsh LLC Expected Progress +
R	95%	37%



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1	63%	16%
2	78%	50%
3	70%	5%
4	56%	0%
5	40%	0%
6	82%	12%
Whole school	69%	17%

AREAS OF STRENGTH

- High standards at expected and expected + level at KS2
- Good reading progress for nearly all pupils across the school

AREAS TO DEVELOP & LINKS TO SDP

SDP Priorities (for 2019 - 2020)

- S1 Raise standards of progress in numeracy across eFSM and SEN pupils and pupils identified for intervention
- S2 Raise standards of extended writing and recording across all AoLEs (pitch, pace and presentation)
- S3 Increase progress of Welsh across the school (TA and BB data) - Estyn Recommendation





INSPECTION AREA 2: Wellbeing and attitudes to learning

REPORTING REQUIREMENT: 2.1 Wellbeing

EVALUATION. Wellbeing is at least good as it continues to develop a curriculum that supports and highlights the importance of self-awareness, self-regulation and wellbeing. 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.

Healthy Confident Individuals

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

- They respond positively to the school's zero tolerance policy to any form of harassment, verbal, nonverbal or physical abuse.
- 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 ICT
- They make suitable choices within "Relax and Refuel" time.

Latest questionnaires state:

- 100% of parents think their children are safe in school
- 97% of pupils feel safe in school
- 96% of pupils know who they can talk to in school if they are worried or upset
- 94% of pupils think the school deals well with bullying

Most pupils have very positive attitudes towards healthy living and show very 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.



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	<ul style="list-style-type: none"> • They participate in regular exercise at least twice each week (unless unfit to do so) supporting physical well being <p>Latest questionnaires state:</p> <ul style="list-style-type: none"> • 81% of pupils think the school teaches them how to be healthy • 53% of pupils think there are lots of opportunities for exercise at school • 98% of parents consider the school encourages children to be healthy and take regular exercise <p>The school has resumed "My Selfie" pupil tracking. The "My Concern" safeguarding tool has highlighted an increased log of pupils with emotional home issues. The school continues to work with outside agencies to support these children. In addition a number of staff are now trained in resilience assessment to support pupils with identified concerns.</p>
Enterprising Creative Contributors	<p>Nearly all pupils demonstrate that they are ready to take on leadership roles and responsibilities through:</p> <ul style="list-style-type: none"> • Participation in pupil voice groups eg School Council, Well Being Warriors and taking responsibility for questionnaires, surveys etc • Participation in pupil led groups eg School Bank, Llanrhidian Buddies, Digital Leaders and carrying out their roles independently • Planning class stalls and events eg Sports day speeches, entrepreneurial projects, SDP Day and understanding their role <p>Nearly all pupils show confidence and resilience through:</p> <ul style="list-style-type: none"> • Dealing with the public during class and school events • Challenging themselves during lessons • Presenting their ideas and work to others • Performing to a real audience • Approaching difficulties with a growth mindset • Using critical and creative thinking when faced with a challenge
Ethical Informed Citizens	<p>Nearly all pupils are developing a strong awareness of fairness, equality, tolerance, sustainability and children's rights through:</p>



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- 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
- 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

REPORTING REQUIREMENT: 2.2 Attitudes to learning

EVALUATION. Attitudes to learning is at least good because nearly all pupils demonstrate increasing confidence and capability as they move through the school.

Ambitious Capable Learners

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

- High rates of attendance. Pupils' attendance for 2018-19 placed the school in Q2 with 96% Attendance remains in the top 50% of similar schools
- 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 interdependently and/or independently

Latest questionnaires state:

- 83% of pupils think other children behave well and they can get their work done
- 74% of pupils think nearly all children behave well at playtimes
- 98% of parents think that children behave well
- 98% of parents said their children enjoy school



AREAS OF STRENGTH

- Standards across the school
- Pupils' engagement in learning
- Restorative Practices
- Focus on Children's Rights under the UNCRC
- Planning focuses upon 4Ps and wider skills
Self regulation

AREAS TO DEVELOP & LINKS TO SDP

SDP Priorities (for 2019 – 2020)

W1 - Further develop outdoor learning under the Health and Wellbeing AoLE





INSPECTION AREA 3: Teaching and learning experiences

REPORTING REQUIREMENT: 3.1 Quality of teaching

EVALUATION. 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.

High Expectations and Planning

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:

- 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 curriculum and pedagogical knowledge
- Effective planning for wider skills based on formative class data to ensure appropriate next steps for pupils
- 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 expectation that pupils plan to meet their interests, while teachers align these ideas with the knowledge and skills pupils need.
- Appropriate levels of challenge for all learners
- Encouragement for learners to develop wider skills (Critical thinking and problem solving; planning and planning and organization; creativity and innovation and personal effectiveness).
- Rigorous monitoring of skills to ensure appropriate challenge
- Effective pedagogy
- 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.
- The consideration of all groups of learners when the learning environment is planned and developed.



Assessment of and for Learning (Fine Assessments)

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 of and for learning across all classes enabling nearly all pupils to develop their skills, knowledge and understanding. This includes:

- Clear instructions and explanations to pupils
- Regular and pertinent written or verbal feedback to pupils
- Skillful support for all learners
- High expectations and consistent management of behaviour
- An ethos of mutual respect between learners and adults
- 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.
- Routine and effective formative assessment to provide pupils with immediate support and opportunities to improve
- Adherence to the school's Feedback Policy
- Robust, reliable and accurate assessment
- Regular moderation and standardisation ensuring an awareness of expected standards at every year group. In 2019 we will be aligning learners' work with the characteristics of the achievement outcomes
- 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.



Parental Involvement	<p>Parents are kept well informed about their children's achievements, wellbeing and development, and are provided with strategies to support their child. Teachers ensure that:</p> <ul style="list-style-type: none">• Reports are clear, concise, set out areas for improvement and are aligned to the AoLEs, whilst maintaining the subject identification for statutory reporting procedures. However, these will need to be re-aligned with CfW following guidance from Welsh Government. (See care, support and guidance targets)• 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 progress data <p>Latest Questionnaires demonstrate that:</p> <ul style="list-style-type: none">• 92% of parents felt they were well informed about their child's progress.
REPORTING REQUIREMENT: 3.2 The breadth, balance and appropriateness of the curriculum	
EVALUATION. The breadth, balance and appropriateness of the curriculum is at least good because learning experiences stimulate and challenge the full range of pupils.	
Learning Experiences	<p>A Foundation Phase philosophy of active and experiential learning permeates all classes 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:</p> <ul style="list-style-type: none">• Every teacher is committed to planning creatively and taking 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 "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.



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	<ul style="list-style-type: none">• 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 more able• Intervention strategies are effective and monitored closely to ensure progress is rapid and sustained. (Boost time)• IEPs are regularly referred to plan effective activities and programmes of work.• Teaching assistants provide effective support for pupils both within the class or when withdrawn.• 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 an embedded approach to developing independence and interdependence through the use of a “Maturity Continuum”• There is high quality use of the community as a resource or a real audience• The school has identified missed opportunities for developing cross curricular knowledge and skills through using the outdoors effectively• A recent Peer/Core Visit monitoring identified that learning was less effective when adults were static for activities• A recent Peer/Core Visit monitoring identified a need to develop a consistency of principle in independent recording, especially in IQ tasks. (See S2)
ESDGC	There is effective provision and opportunities for ESDGC across the curriculum through strategic rich task planning and links to the UNCRC. This is due to:



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	<ul style="list-style-type: none">• 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.)• Embedded features of the school that include food waste re-cycling, gardening and our own mini farm.
REPORTING REQUIREMENT: 3.3 Provision for skills	
EVALUATION. 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.	
Cross Curricular Responsibilities	<p>This is highly effective because:</p> <ul style="list-style-type: none">• The school prioritises reading, writing, numeracy and digital competence skills through effective and ambitious planning.• All planning is in line with the new Curriculum for Wales (How? Why? What?)• 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)• The four purposes are integrated into an online planning tool.• 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 recognises the need to further develop critical thinking, as part of the wider skills, across the school and across all AoLEs• The school recognises that there are missed opportunities to develop learners' knowledge and skills across the RE curriculum
Welsh Language Skills	<p>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:</p> <ul style="list-style-type: none">• 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 a 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 in all classes, and KS2 pupils receive additional reading sessions with a Welsh speaking teaching assistant.
- The local authority's language strategy is implemented well including introduction of Siarter Iaith.
- Improvements in Welsh provision has had limited positive impacted upon attainment across key stage two. The school has identified the need to embed Welsh provision to raise standards in Welsh oracy, reading and writing across the whole school.

NIA 1: IMPACT ON STANDARDS

- Rising or stable trends in all indicators at KS2
- Most learners are making at least expected progress
- Most learners attain at least expected levels of attainment
- At least a minority of pupils attain above expected level
- Nearly all pupils are developing well against the four purposes
- In 2019 the school performed above the Wales average at 115+ in all tests
- Improvements in Welsh attainment as a three year average
- Pupils develop life skills
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AREAS OF STRENGTH

- Provision for skills impacting on outcomes
- Strong links with UNCRC
- Range of opportunities offered to pupils
- Consistency of ambitious planning across the school
- Links with the immediate community

AREAS TO DEVELOP & LINKS TO SDP

SDP Priorities (for 2018 – 2019)

- T1 Develop more opportunities for the development of RE skills across the school
- T2 Improve opportunities for authentic Welsh oracy and writing across the school - Estyn Rec 2
- T3 Further develop opportunities for outdoor learning - commensurate to pupils' needs
- T4 To develop critical thinking skills in pupils across all AoLEs
- T5 – Develop a consistent approach to SRE across the cluster





INSPECTION AREA 4: Care, Support and Guidance

REPORTING REQUIREMENT: 4.1 Tracking, monitoring and the provision of learning support (link to 5.3)

EVALUATION. Tracking, monitoring and the provision of learning support is at least good due to the

Tracking, Monitoring and Reporting	<p>The whole school's monitoring, tracking and reporting systems impact positively upon individuals and groups of learners. This is due to:</p> <ul style="list-style-type: none">• 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 in terms of both attainment and wellbeing.• Effective and proactive use of such information to liaise with parents, appropriate outside agencies and to create bespoke and effective programmes of support. However, the school recognises the need to develop reports to parents in line with Curriculum for Wales (CfW) guidance. (See L1)• 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 is being 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 scrutiny, 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
Additional Learning Needs	<p>The school tracks the progress of pupils with additional learning needs effectively in terms of individual targets and progress. This is because:</p> <ul style="list-style-type: none">• 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.



	<ul style="list-style-type: none">• 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 requirement.• Pupil Centred Reviews include parents who are consulted regarding progress each term during specific SEN 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 impacts upon attainment across the school. However, the school has recognised that numeracy intervention in 2018-19 has not been tailored to individual need.• The appropriate deployment of nearly all staff and effective feedback to pupils has impacted upon pupil progress.• The school has an allocated area for parental reviews.• The persons responsible for ALN and More Able present termly to the governing body's Care Support and Guidance Committee
Emotional Health and Social Needs	<p>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:</p> <ul style="list-style-type: none">• There is strong collaborative working within the school 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.• The school prospectus signposts such support for parents, as well as induction information.• New parents to the school meet key specialists through a Foundation Phase open day event.• Provision for effective personal and specialist support is embedded and has impacted upon outcomes for individual targeted pupils.



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	<p>The school's My Selfie data draws upon:-</p> <ul style="list-style-type: none">• Pupils' self-assessment• teacher assessment of behavior and engagement• wellbeing indicators eg attendance, FSM, health etc <p>This data can be combined to give pupils a wellbeing score, enabling pupils to be identified for support and intervention.</p>
Parental Involvement	<p>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 wellbeing. This is effective because:</p> <ul style="list-style-type: none">• The school actively supports and encourages parent engagement• The school has very positive relationships with nearly all parents• The school provides training for parents eg Hwb, bar modeling when necessary• Parents receive information at least three times a year through consultations and an annual 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.
REPORTING REQUIREMENT: 4.2 Personal development (inc. spiritual, moral, social and cultural development)	
EVALUATION. Personal development is at least good	
EVIDENCE	
Provision for Personal Development	<p>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:</p> <ul style="list-style-type: none">• As a phase 5 healthy school, pupils and parents are clear about expectations for health, fitness and wellbeing. Our weekly after school sports provision allows pupils from year 2 to year 6 to choose a physical activity or sport. This is well attended, and all teachers run an activity, acting as good role models for our pupils.



- A range of extra curricular activities promote engagement with the local community. These are embedded into the school calendar, and bring the community and the school together encouraging pupils to take initiative and responsibility. Eg Produce Markets, School Grounds Day, Easter Eggstravaganza.
- There is an effective curriculum policy which includes provision and expectations for personal development which effectively contributes to every child's health, wellbeing, learning and abilities to manage their own feelings self-awareness and self-confidence.
- The progress of all groups of learners is monitored, and action is swiftly taken when the needs of any pupils are identified.
- The use of police liaison, restorative practices, UNCRC 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.
- The school's Equality Plan meets statutory requirements, was formulated using all stakeholders views (via My Voice) and has impacted upon equal opportunities. Any issues or complaints are thoroughly explored or investigated.
- Effective planning ensures opportunities for collaboration and independence. The school has incorporated the Four Purpose into its broad planning to ensure the whole child is developed.
- The school's commitment to the Rights of the Child, underpins all policies having a very positive impact upon pupil wellbeing, parental relationships and academic outcomes.
- Policy, plans and procedures meet statutory requirements and discourage discrimination. Stereotypes, harassment and oppressive behaviour are actively challenged and tolerance of diversity encouraged.
- All pupils are encouraged to take on responsibilities in a number of pupil led activities throughout the year. The school's strong pupil voice groups take responsibility for many aspects of the school life as well as evaluating school targets. The school has an embedded system of listening to learners, and uses the results to feed into improvement plans. Pupils have developed a number of child friendly "Cool Policies" which are regularly referred to.
- Llanrhidian has a well-embedded ethos of inclusivity, supporting every child and family, resulting in a cohesive school community and ensuring all feel valued and included in all activities, opportunities and events. The diversity of pupils' backgrounds is always considered to ensure equality, sensitivity, celebration and to meet their wellbeing needs.



- All pupils contribute to school life through an embedded system of class council representation. Each class creates their own class charter, contributes weekly to school council initiatives, and have developed whole school behaviour rules.
- 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 98% thought that children behaved well and 98% 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.
- Collective worship meets statutory requirements, focusing on the spiritual, moral, social and cultural elements. Sensitive opportunities are used to 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. Monthly values and children's rights are promoted through whole school and class activities. Local religious groups contribute regularly to assemblies. However, the school has identified how collective worship can be improved to meet the needs and age of learners through incorporating into kinship time. Assemblies will continue.

REPORTING REQUIREMENT: 4.3 Safeguarding

EVALUATION. Safeguarding is at least good

Safeguarding

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.



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- 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.
- The school's wellbeing tracking system enables pupils' wellbeing to be monitored using live data such as attendance, pupil self-assessment and teachers' assessment of attitudes and engagement. This, alongside the excellent relationships between staff and pupils, enable identification of children at risk. The school responds appropriately to concerns.
- 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.

NIA 2 IMPACT ON WELLBEING AND ATTITUDES TO LEARNING

- Nearly all pupils have positive attitudes to keeping healthy and safe
- Good attendance rates
- High levels of engagement in nearly all learners
- Positive My Selfie results

AREAS OF STRENGTH

- ALN Provision
- Regular SEN meetings with parents
- Restorative practice and behaviour
- Healthy School provision and pupil attitudes
- Links with outside agencies to support pupils' wellbeing



- Safeguarding procedures

AREAS TO DEVELOP & LINKS TO SDP

SDP Priorities (for 2019 – 2020)

- CSG1 - Develop a cluster approach to being a Mentally Healthy School (Pupils and staff)
- CSG2 - Develop a consistent approach of daily worship





INSPECTION AREA 5: Leadership and management

REPORTING REQUIREMENT: 5.1 Quality and effectiveness of leaders and managers

EVALUATION. The quality and effectiveness of leaders and managers is at least good

Strategic Direction

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. This is 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. All teachers, as part of the school's leadership structure, judge strategic direction as at least good.
- 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.



Governors

Governors 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 series of questionnaires. ("My Voice - The Governor Questionnaire). These questionnaires are enabling schools across Swansea, including Llanrhidian, to identify strengths and areas for development for both individuals and groups of governors. As a result bespoke training has been implemented and provided governors with a greater understanding of school processes, for example data and monitoring systems. This has impacted positively upon the quality of governor challenge, as well as the confidence of governors within meetings.
- In 2017 Llanrhidian governors attended more local authority training than all other schools.
- Learning walks have become more structured, with strong links to school targets.
- 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.
- The School Development Plan is routinely monitored by link governors who ensure the outcomes of school actions are impacting upon pupil progress.
- The school's governors contact parents through an annual SDP meeting in addition to the AGM. This enables governors to evaluate progress of priorities from the viewpoint of parents.
- Annual governor scrutiny days take place early Spring. 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



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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.

REPORTING REQUIREMENT: 5.2 Self-evaluation processes and improvement planning

EVALUATION. Our self-evaluation processes and improvement planning are at least good

Self-Evaluation and Listening to Learners

Leaders and managers know their school very well as a result of effective analysis of first hand evidence of standards and provision including teaching. This is effective 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 class. 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 been particularly effective during immersion weeks, where staff observed each other. This has impacted positively upon staff development, in particular 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 Evaluation School Team (PESTs) monitor SDP targets through the eyes of the child. These are fed back to stakeholders annually via a presentation to Governors. Pupil groups have had responsibilities for effectively creating “child friendly” policies eg Cool Anti-Bullying Policy and “Cool Complaints Policy”. More recently the school’s Digital Leaders developed an online safety policy entitled “Internet Poop!”



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	<ul style="list-style-type: none">• A worthwhile online, annual questionnaire provides the school with the valuable views of parents (My Voice Questionnaires). These are analysed and fed back to all stakeholders with clear points for action where necessary.• Effective links with the Local Authority, peer head teachers and other agencies support the school's self-evaluation through verification of provision and standards.
Planning for Improvement	<p>The quality of improvement planning is very good as priorities are identified as a direct result of effective monitoring systems. Planning for improvement is effective because:</p> <ul style="list-style-type: none">• 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 in place to involve all stakeholders in school improvement are good.• There is a strong culture of collaboration, encouraging all staff to improve their professional knowledge about leadership, learning, teaching and pupil well-being. 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. Progress against improvements is provided via newsletters, and the school values this source of feedback greatly.



REPORTING REQUIREMENT: 5.3 Professional learning

EVALUATION. Professional learning is at least good

Continual Professional Development

Leaders have created a culture and ethos of professional learning across the school. This has been achieved 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 in preparation for 2018-19.
- All teachers in Llanrhidian have shared effective practice with other schools. The head teacher is currently a leader of learning, and a Lead of Support for 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.

REPORTING REQUIREMENT: 5.4 Use of resources

EVALUATION. Our use of resources is at least good

Management of Staff and Resources

The school uses its efficiently and proportionately. This is 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.



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- 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 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.

IMPACT ON CARE SUPPORT AND GUIDANCE

- The needs of all pupils are effectively met and nearly all pupils make at least good progress

IMPACT ON TEACHING AND LEARNING EXPERIENCES

- Teaching is at least Good across the school
- Teachers engage nearly all learners

AREAS OF STRENGTH



- Up to date and regularly monitored policies and plans
- Roles and responsibilities of staff and governors are effectively distributed and clearly defined
- Live and current data showing pupil progress and wellbeing is effectively used to plan for improvement.
- Challenging yet realistic targets are set effectively at a number of levels. Data is used to ensure targets are appropriate. These are agreed through governor meetings.
- SMT and Governing Body have a clear vision for the school, articulated in the schools' Mission Statement, Vision Statement and aims.
- The Performance Management process is well-embedded for teachers and TAs, identifying the development of all staff
- Priorities are clearly identified from data and monitoring processes. Targets in the SDP are monitored regularly by the governing body
- The school has a very good close working relationship with its partner schools in the North Gower Partnership, and in the wider Gower Consortium as well as other schools in the LA.

AREAS TO DEVELOP & LINKS TO SDP

SDP Priorities (for 2019 – 2020)

- L1 - Further develop planning and assessment in line with CfW including reporting to parents and internal standardisation
- L2 - Digitalize administration tasks for parents and staff develop a more effective system of communication
- L3 - Further develop the physical and emotional environment to support the expectations of CfW pedagogy

