



LLANGYFELACH PRIMARY SCHOOL

Pengors Road, Llangyfelach, Swansea, SA5 7JE

Headteacher: Mr Lee Burnell

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Play, Learn & Grow Together

LLANGYFELACH PRIMARY SCHOOL

SCHOOL IMPROVEMENT PLAN (SIP) 2025-26

www.llangyfelachprimaryschool.co.uk

Date of Last Inspection: May 2022 https://www.eslyn.gov.wales/provider/6702157 No Monitoring Required				
Recommendations	Limited Progress:	Satisfactory Progress:	Strong Progress:	Very good Progress:
R1: Share the good practice in curriculum design across the school.				
R2: Reduce the variability in the quality of teaching across the school by drawing on existing examples of effective practice.		2023-24	2022-23	2024-25
R3: Improve standards of handwriting and presentation across the school.				

LPS Self-Evaluation of Inspection Areas (July 2024)		
IA 1	Teaching & Learning	
IA 2	Care, Support & Guidance	
IA 3	Leadership & Improvement	
SER Link:	https://www.llangyfelachprimaryschool.co.uk/lps-self-evaluation-report/	

3 YEAR PLAN				
YEAR	OBJECTIVE 1 Teaching & Learning Focus	OBJECTIVE 2 Skill Focus	OBJECTIVE 3 Curriculum Focus	OBJECTIVE 4 ALN & Wellbeing Focus
2025-26	Enhance the quality of learner reflection and response to others.	Improving opportunities for learners to experience a more diverse and creative curriculum.	Provide real life learning experiences that are enriched using outdoor spaces, locally and wider.	Improve wellbeing provision for all within our community.
2026-27	Develop a repertoire of teaching and learning strategies that elicit effective self-directed learning.	Develop increased independence of all languages studied within structured and unstructured contexts across the school.	Further develop learners' creative and artistic skills across the curriculum.	Enhance pupil voice and leadership to improve standards of wellbeing support across the community.
2027-28	Enhance the learning environment to stimulate and engage all learners.	Further enhance enquiry skills across the curriculum.	Develop RVE provision, enabling learners to make sense of human experience, the world and their place in it.	Further develop learners physical, social and emotional skills to prepare them for life and later life.

Objective 1: Enhance the quality of learner reflection and response to others.

Actions & Success Criteria	Resources	Timescale	Sources of Evidence
<ol style="list-style-type: none"> 1. Further develop teacher and pupil modelling of learning strategies, attributes, skills and standards so that pupils learn to evaluate and improve collaboratively. 2. Provide a robust system for staff training and sharing good practice to ensure consistent approach towards learner feedback, reflection and the quality of their responses – during INSET, ADDs and Phase Meetings. 3. LPS Friday Reflection Sessions in Year 2 to 6: <ul style="list-style-type: none"> o Friday Reflection in 3 stages – <ol style="list-style-type: none"> i. Pencil Pals: Review of self and peer reflection/marking from the week (answering teacher questions & responding feedback, etc) ii. PLJ - short burst writing focusing on our PLJ Themes. iii. PVG – opportunities to develop skills in debate, oracy, note taking, presentation and leadership. o Staff to receive training and resources (PPT) regarding Friday Reflection Sessions, including sentence stem for learners. o Y2 Class teachers to provide modelling sessions regarding the Pencil Pals approach. o The Friday Sessions will also provide developmental opportunities for: <ol style="list-style-type: none"> i. Handwriting practise during self-reflection sessions. ii. Short Burst Writing – writing succinctly, summarising, paraphrasing and constructing effective paragraphs. iii. Improving the quality of Learner responses - Teacher marking to focus on feedback on their marking...How to improve their reflection and feedback to others. 4. Pencil Pals to take place during relevant sessions across the week and all learning. 5. Provide opportunities for active involvement of pupils in their learning and self-assessment to improve their work using the LPS AfL Booklet Systems. 6. Staff ensure that Reflection Time is provided daily, to develop self and peer evaluative skills. 7. Staff use a range of Questioning Techniques to enable higher order thinking. Allowing learners to review their learning, focusing on how they can improve. 8. Staff consistently apply the LPS Marking Policy that promotes dialogue for identifying improvements and reflection on learning. 9. Staff ensure that learner responses are accurate and developmental. 10. Staff use the LPS Pupil Learning Journey to improve learner’s metacognition skills. <p>As a result of the above actions:</p> <ol style="list-style-type: none"> 11. All staff use, implement and review their application of all LPS Teaching & Learning systems effectively. 12. The quality of learning and teaching is excellent with high standards of achievement throughout the school. 13. Staff motivate pupils to understand and confidently select effective strategies suited to their learning. 14. Nearly all pupils demonstrate strong self-evaluative and reflection skills that improve their learning. 	<p>AfL Booklet Teaching & Learning Booklet LPS PLJ Booklet LPS Learning Projects LPS Marking Policy Pencil Pals Resources</p>	<p>Review 1 November</p> <p>Review 2 March</p> <p>Review 3 July</p>	<p>Workbooks Lesson Observation LPS Class Webpage Weekly Planning Listening to Learners Internal Tracking Display Areas PLJ Booklets Super Evaluations Workbook Scrutiny SUP Sessions</p>

Objective 2: Improving opportunities for learners to experience a more diverse and creative curriculum.

Actions & Success Criteria	Resources	Timescale	Sources of Evidence
<ol style="list-style-type: none"> 1. Enhance LPS Learning Projects by including richer opportunities that enhance learners creative skills and understanding of diversity. 2. Further enhance each LPS Learning Project that offers ideas, questions and suggestions for enriching creativity: <ul style="list-style-type: none"> ○ Explore opportunities that enhance LLC creativity: Poetry, story, media and script writing. ○ Explore opportunity to develop Science & Tech creativity: DT Modelling, 3D Modelling, Digital Modelling and 3D Printing. ○ Explore opportunities to develop Expressive Arts creativity: Sculptures, Music and Drama. 3. Further enhance each LPS Learning Project that offers ideas, questions and suggestions for enriching diversity: <ul style="list-style-type: none"> ○ Investigating human societies, their complexity and how they are shaped by human actions and beliefs. ○ Developing an understanding of the complex, pluralistic and diverse natures of societies, today and in the past. ○ Develop a common understanding of the diverse history, ethnic diversity, identities, experiences and perspectives of their locality, Wales and the Wider World. ○ Develop an understanding of how we engage with social influences, shapes who we are. 4. Evaluate the impact our Jigsaw Scheme, RVE and Health & Wellbeing Progression Models has on learners' understanding of diversity, demonstrating empathy to all across our community and wider. 5. Enrichment activities with external agencies are planned throughout the year, to strengthen the whole school approach to this developmental area. 6. Staff collaboration sessions to develop and enrich Learning Projects across the school. 7. Feedback developments, and areas for improvements during SUP Session. <p>As a result of the above actions:</p> <ul style="list-style-type: none"> • Learners will have the opportunity to be innovative and bold, to create individual work and develop their own identity. • Learners will have the opportunity to develop their independence and resilience through their decision making and creative exploration. • Learners develop an appreciation of their decision-making impacts on the quality of our lives and the lives of others. • Learners begin to understand that interaction with social groups can affect their identity, values, behaviours and health and wellbeing. • All staff are fully engaged with the development and enrichment of the LPS Learning Projects. • AoLE Leaders develop their leadership skills through developing, monitoring and evaluating their areas of responsibility. 	<p>LPS Progression Models LPS Learning Projects Jigsaw Insight External Agencies Community Links</p>	<p>Review 1 November</p> <p>Review 2 March</p> <p>Review 3 July</p>	<p>Workbooks Lesson Observation LPS Class Webpage Weekly Planning Listening to Learners Internal Tracking Display Areas Workbook Scrutiny SUP Sessions</p>

Objective 3: Provide real life learning experiences that are enriched using outdoor spaces, locally and wider.

Actions & Success Criteria	Resources	Timescale	Evidence
<ol style="list-style-type: none"> 1. Engage with a range of organisations, personnel and businesses to enrich learning projects, providing a real-life context for learning both inside and outside of the classroom. 2. Provide a range of engaging training for staff to develop sound understanding of experiential and active learning principles. 3. Work alongside the local community to develop safe outdoor spaces for learners to explore, collaborate and engage in nature. 4. Enrich learning projects by planning rich activities both indoors and outdoors, using authentic learning resources. 5. Enhance LPS Learning Projects by including orienteering activities, developing collaboration and problem-solving skills in the outdoor environment. 6. Undertake audits of all internal and external spaces to improve environments that support enquiry based and real-life learning. 7. Undertake audits for resources: developing authentic and natural resources (Vegetables in mud kitchen, etc) 8. Secure funds to increase resources and eradicate barriers. 9. Continue to develop and invest in our outdoor learning provision enabling this to be an integral part of children's learning at LPS. 10. 2 members of staff to be trained as Forest School Leaders 11. PVG to audit use of outdoors spaces and provisions, developing a questionnaire for older learners to glean ideas for improvements. <p>As a result of the above actions:</p> <ul style="list-style-type: none"> • Staff are trained and experienced at planning and delivering rich learning context for all learners both inside and outside of the classroom. • Orienteering activities enrich all aspects of the LPS Learning Projects • External organisations and venues enhance our curriculum offer, providing real life learning and problem-solving scenarios. • Ensure that our outdoor and internal areas provide the opportunity for learners: <ul style="list-style-type: none"> ○ to build self-esteem and confidence, ○ to build resilient, determined and independent learners, ○ to develop children's personal, social and emotional development, ○ to develop children's imagination and encourage creativity, ○ to encourage collaboration, ○ to develop and build the ideas of risk management and risk benefit, ○ to improve children's life skills and experiences that are transferable, ○ to enable children to gain a respect for the natural environment and wildlife, ○ to support their wellbeing and nature connection. • Learning outside the classroom at LPS supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being. • Outdoor play at LPS supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness. • Indoor and outdoor environments at LPS provide all learners with access to space, places to explore, experiment, discover, be active and healthy, and to develop their physical capabilities. 	<p>Swansea Market Brynteg Farm Penllergaer Woods The Secret Plantasia Egypt Centre River Ilston Cae Felin Farm Local Community Swansea Museum Local Schools Sharing Good Practice Orienteering Scheme Learning Projects Progression Models Training & Staff Coaching ADDs Sessions INSET Days Meetings with PVGs Governor Meetings SLT Meetings Phase Meetings ADDs Sessions TA Meetings Llangyfelach Scout Hut Provision Forest Schools Swansea/NPT</p>	<p>Review 1 December</p> <p>Review 2 March</p> <p>Review 3 July</p>	<p>Workbooks Lesson Obs Listening to Learners Weekly Planning Tracking System Self-Review Docs Minutes Meetings Meeting Agenda SUP Sessions Staff Training Questionnaire Analysis Questionnaires LPS Review Fortnight Analysis</p>

Objective 4: Improve wellbeing provision for all within our community.

Action & Success Criteria	Resources	Timescale	Evidence
<ol style="list-style-type: none"> 1. EMHWB (Emotional and Mental Health & Wellbeing Steering Committee) made up of members from each level of the school community will monitor, review and evaluate the impact of action plans that continually improve provision for wellbeing. 2. SLT, EMHWB and HHH will analyse community questionnaires to identify successful aspects of wellbeing provision and glean suggestions for improvement. 3. Provision of tailored support and training for all staff during ADDs, INSET, TA Meetings, internal coaching and mentoring sessions, observations and external courses. 4. Develop regulation systems for all learners that are tailored to their needs: <ul style="list-style-type: none"> o Pause Points: Transitional structured moments of calm to help learners reset and refocus. o Sleeping Lions: Helps children manage anxiety and self-regulate through guided relaxation. o Sensory Room Development: Provide a dedicated space where learners can explore senses and emotions safely. 5. Developing agreed principles for pupil check-in systems across the school. 6. Provide externally led sessions for all staff focusing on reducing stress and improving wellbeing. 7. Further promote the offer for free counselling to all staff and signpost the plethora of external support agencies available during all meetings and communication mechanisms. 8. HHH to undertake a wellbeing audit of all internal and external spaces to improve environments that promote and support wellbeing. SLT and EMHWB will undertake a similar audit for staff. 9. Provide pastoral sessions led by school staff, and external agencies where required, that are proactive and productive for learners who access the support when required, providing them with strategies to draw upon now and later in life. 10. Fully embed our LPS Mascot Lion that will represent the school, its vision, mission and promote our LPS code and positive behaviour policy. Leroy will model the characteristics and behaviours demonstrated within our LPS Shared Values and Aspirations. 11. Offer a wider range of extra-curricular clubs and activities that encourage more learners to socialise and develop healthy lifestyles and attitudes. <p>As a result of the above actions:</p> <ul style="list-style-type: none"> • LPS supports all members of the community regarding Emotional and Mental Wellbeing, effectively. • Staff at LPS feel supported and have received sessions that enable them to manage stress and improve their wellbeing. • LPS Learning Projects and our Jigsaw Programme foster a whole-school approach that enables health and well-being to permeate all aspects of school life. • Planned actions above ensure the effective realisation of our vision for developing healthy, confident individuals, ready to lead fulfilling lives as valued members of society. • Provision ensures that learners develop motivation, resilience, empathy and decision-making abilities, they can be supported to become ambitious, capable learners, ready to learn throughout their lives. 	EMHWB Committee Arrangements HHH Meetings Turn Your Frown Upside Down Space Wellbeing Wall Big Conversation Meetings Allotment: Good 2B Gardening INSET, ADDs and Meeting Foci External Providers – Ieuan Williams, CAHMS, etc Jigsaw Scheme Community Questionnaires Progression Models Learning Projects Behaviour Policy Leroy the Lion Extra-curricular Club Menu Pause Points Sleeping Lions	<p>Review 1 December</p> <p>Review 2 March</p> <p>Review 3 July</p>	Minutes of Committees Listening to Learners Questionnaire Analysis LPS Webpages Workbooks Displays Super Evaluation

Staff Professional Development Plan

Priority	Focus of Improvement	Staff	Resources	Cost
1	Health & Wellbeing Support and Training	All Staff	SLT Cover	£1500
2	Leadership: Dissemination & Impact	Teaching Staff	Supply Cover	£1800
3	ALN Legislation: Leadership & Dissemination	ALNCo	Courses and Supply	Included in Above
4	Outdoor Learning	All Staff	Courses and Supply	£2200
4	Questioning Techniques	All Staff	ADDs & INSET	£0
5	AfL Training	Teaching Staff	ADDs & INSET	£0
6	Safeguarding	DSP (SLT)	LA Course	£0
7	Welsh Language Training	All Staff	Courses and Supply	£600
8	Leader & Manager Suite Training	Head & Deputy	LA Mandatory Training	£0 (Internal Cover)
9	Health and Safety	All Staff	Courses and Supply	£0
10	Welsh Strategies	Teaching Staff	SLT, Ath Bro, ADDs	£0
Total				£6100
<u>Professional Learning Grant</u>				£3667
School Funded				£2433