



LLANGYFELACH PRIMARY SCHOOL

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Play, Learn & Grow Together

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LLANGYFELACH PRIMARY SCHOOL

SCHOOL IMPROVEMENT PLAN

(SIP)

2018-19

www.llangyfelachprimaryschool.ork.uk

Date of Last Inspection: 17TH MARCH 2015	Subsequent Monitoring: NONE	Current Performance: GOOD (ERW)	Capacity to Improve: EXCELLENT (ERW)	A:1 Green
Recommendation	Very good progress: Tackles the recommendation in every way	Strong progress: Tackles the recommendation on the whole	Satisfactory progress: Tackles the recommendation in many ways	Limited progress: Does not satisfy the recommendation
R1: Writing at KS2				
R2: Outdoor Learning				
R3: Consistency KS2				
R4: SDP				
R5: Governors' Challenge				

3 YEAR PLAN

YEAR	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4
2018-19	1 – Enhance application of Literacy, Numeracy & DCF skills through independent enquiry and STEM.	2 – Enhancing Care, Support, Health and Wellbeing provision through embedding ALN Legislation.	3 - Enhance provision for self-determined learning across the school. (FP Challenge Boards) (KS2 Topic Webs)	4 – Enhancing leadership skills at all levels through the development of the new Areas of Learning across the school.
2019-20	1 – Enhance application of skills through independent enquiry within Humanities Area of Learning.	2 – Further enhance Care, Support, Health and Wellbeing provision through embedding ALN Legislation.	3 - Embed provision for self-determined learning across the school. (FP Challenge Boards) (KS2 Topic Webs)	4 – Further enhance leadership skills at all levels through the development of the new Areas of Learning across the school
2020-21	1 – Enhance application of skills through independent enquiry within Expressive Arts Area of Learning.	2 – Refine Care, Support, Health and Wellbeing provision through embedding ALN Legislation	3 – Develop co-constructed Curriculum between Pupil Voice Groups and Area of Learning Leaders.	4 – Embed leadership skills at all levels through the development of Areas of Learning across the school.

Objective 1: Enhance application of Literacy, Numeracy & DCF skills through independent enquiry and STEM.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> STEM Cluster PLC to continue and devise new strategies, activities and training systems to disseminate across all schools. Teaching staff to receive effective strategies for developing STEM learning within Learning Projects while enhancing core skills. SLT & AoLE Leader to monitor the implementation of STEM across the school through MER Systems New Science & Technology Leader to liaise with PLC representatives. iTeam PVG to act as steering committee enabling co-construction of curriculum & policy design and review. 	<ul style="list-style-type: none"> Improved application of Literacy, Numeracy and DCF skills across the curriculum. Improved teaching and learning to increase standards for all groups of learners. Strong cluster links continued, with work undertaken at PLC cluster level disseminated across all schools effectively. Improved provision, teaching and learning, and resources within Science & Technology AoLE. Evidence sourced from improved work brought to standardisation meetings (in a range of contexts), lesson observation, performance management reviews, listening to learners activities and SLT workbook scrutiny. Nearly all pupils, in nearly all classes demonstrate effective selection and application of numeracy, literacy and ICT skills across the curriculum. 	<p>AoLE Leader Non-contact</p> <ul style="list-style-type: none"> Researching Action Planning Training PLC Time Coaching & Mentoring ADDs Session Prep Progression Model MER System Time <p>Meetings with Pupil Voice Groups Feedback Meetings to Governors Feedback Meetings within SLT, ADDs, TA meetings Parent Workshops Questionnaires</p>	<p>Review 1 - December 2018</p> <p>Review 2 - March 2019</p> <p>Review 3 - July 2019</p>	<p>Pupil Workbooks Workbook Scrutiny Standardisation Weekly Planning Incerts PLC Files MER System Docs Lesson Obs Listening to Learners Self-Review Docs Minutes Meetings Meeting Agenda Leader Files Parent Workshops Staff Training Questionnaire Analysis</p>

Objective 2: Enhancing Care, Support, Health & Wellbeing provision through embedding ALN Legislation.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> • LPS to appoint new ALN Leader with a job role that matches ALN Legislation. • ALN Documentation and systems are in line with new legislation. • ALN Leader attends SLT Meetings to feedback reviews and developments • Health and Wellbeing Leaders to undertake action research in order to embed new AoLE across LPS. • Collaborate with all pupil groups (Ciw Cymraeg, iTeam, School Council, Eco-Council) to develop a cohesive approach to Health and Wellbeing initiatives forming the LPS Senedd. • Further enhance attitude to learning for all pupils through whole-school weekly foci regarding the 4 Core Purposes. (Pupil Learning Journal) 	<ul style="list-style-type: none"> • New ALN legislation beginning to impact all areas of related work throughout the school. • Improved care, support and guidance offered to all stakeholders, which improves provision and standards for nearly all pupils. • ALN leader undertakes LPS MER system activities to determine provision success and areas for improvement. • ALN Leader feeds self-review information to SLT, Governors and LA effectively in order to move the school forward. • ALN Leader provides staff with relevant training and information in order to carry out their directed work to support pupils. • Rights Respecting Schools initiative further enhanced across LPS and links with Urdd through sporting events and visits to school have impacted well on pupils Health & Wellbeing. • Improved attitudes towards learning demonstrated through the review of the Pupil Learning Journals. 	<p>ALN & AoLE Leader Non-contact:</p> <ul style="list-style-type: none"> • Researching • Action Planning • Training • PLC Time • Coaching & Mentoring • ADDs Session Prep • Progression Model • MER System Time <p>Meetings with Pupil Voice Groups Feedback Meetings to Governors Feedback Meetings within SLT, ADDs, TA meetings Parent Workshops Questionnaires</p>	<p>Review 1 – December 2018</p> <p>Review 2 – March 2019</p> <p>Review 3 – July 2019</p>	<p>Pupil Workbooks Workbook Scrutiny Lesson Obs Listening to Learners Standardisation Weekly Planning Incerts Self-Review Docs Minutes Meetings Meeting Agenda ALN Files MER Docs Parent Workshops Staff Training Questionnaire Analysis</p>

Objective 3: Enhance provision for self-determined learning across the school. (Challenge Boards & Topic webs)

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> • SLT to design a Pupil Learning Journal to encourage learners and teachers to adopt an Andragogic and Heutagogic approach – Focusing on the 4 Core Purposes. • Staff training and sharing practice to ensure consistent approach towards all teaching and learning. • Enhance pupil voice across the whole school – for example: • FP – co-construction of enhanced provision (Challenge Boards) • KS2 – self-determined direction of Learning Projects (Topic Webs) • SLT & AoLE Leaders to monitor the implementation across the school through MER Systems. 	<ul style="list-style-type: none"> • Effective and relevant training for all staff to enhance and transform teaching approaches across the whole school. • Nearly all teachers motivate learners to self-direct their enquiry driven learning. • Nearly all teachers motivate pupils to understand and become confident in selecting effective strategies suited to task. • Improved Teaching approach towards a more ‘coaching role’ as pupils increasingly lead their own learning. • Nearly all pupils take control of their own learning and are engaged in challenging activities which are increasingly self-directed. • Most pupils demonstrate strong self-evaluative and reflection skills. • All classrooms have a focused display area for all to refer to regarding leading their learning. 	<p>Phase Meetings SLT Meetings ADDs Sessions TA Meetings</p> <p>Monitoring Committee to challenge and feedback developments made.</p>	<p>Review 1 - December 2018</p> <p>Review 2 - March 2019</p> <p>Review 3 - July 2019</p>	<p>Workbooks Lesson Obs Outdoor & Indoor Learning Environment Maps Curriculum Maps and impact report with evidence. Weekly Planning Pupil Feedback Provision Mapping Display areas PLJ Booklets T&L Booklets Workbook Scrutiny</p>

Objective 4: Enhancing leadership skills through the development of new Areas of Learning across LPS.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> • New AoLE Leaders appointed. • AoLE Leaders to undertake full review of current provision and action plan for improvements. • Inform and lead all stakeholders through new developments across the school. • Each AoLE Leader to set up a Pupil Voice Group for their area – to act as a steering committee for change across the school. • Leaders and PVG to set up new Progression Model. • SLT & AoLE Leader to monitor the implementation of AoLE across the school through MER Systems • Governing Body to represent on School Senedd. • Monitoring Committee to have representation links with each AoLE Leader and review termly. • AoLE use the LPS Middle Leadership Booklet to measure their leadership impact and set personal targets. • Each AoLE has a newly formed, Policy and Progression model that captures the co-constructed curriculum. 	<ul style="list-style-type: none"> • Newly appointed AoLE Leader undertakes review of current provision and has provided LPS with an action plan for improving provision for all. • New AoLE Website area set up and effectively communicates to the community and wider, the provision and developments within each AoLE. • Newly formed AoLE Pupil Voice Group supports the school community to develop the area across LPS. Representatives from each AoLE PVG form the LPS Senedd – joined by governor representatives. • New Progression Model for each AoLE is developed and improves provision across the school. • AoLE provide all staff with relevant information and training in order to improve provision for all. • PVG support the AoLE Leader in all MER systems in order to review provision and impact on learning. • AoLE Leaders set up parent workshops to inform and support new curriculum and learning. • AoLE Leaders to seek out quality marks for their areas – this has enhanced leadership capacity through the qualification process. • The LPS Middle Leadership Booklet is effective in developing leadership skills and further improving leadership capacity throughout LPS. • Governing Body are actively involved with the development and self-review process. This improves their knowledge and understanding of the SIP Target and enable them to challenge effectively. 	<p>AoLE Leader Non-contact:</p> <ul style="list-style-type: none"> • Researching • Action Planning • Training • PLC Time • Coaching & Mentoring • ADDs Session Prep • Progression Model • MER System Time <p>Meetings with Pupil Voice Groups Feedback Meetings to Governors Feedback Meetings within SLT, ADDs, TA meetings Parent Workshops Questionnaires</p>	<p>Review 1 - December 2018</p> <p>Review 2 - March 2019</p> <p>Review 3 - July 2019</p>	<p>Pupil Workbooks Workbook Scrutiny Lesson Obs Listening to Learners Standardisation Weekly Planning Incerts Self-Review Docs Minutes Meetings Meeting Agenda Leader Files MER Docs Parent Workshops Staff Training Questionnaire Analysis</p>

