



LLANGYFELACH PRIMARY SCHOOL

Pengors Road, Llangyfelach, Swansea, SA5 7JE

Headteacher: Mr Lee Burnell

Deputy Headteacher: Mrs C Bate

Chair of Governors: Michelle Kidwell



Play, Learn & Grow Together

LLANGYFELACH PRIMARY SCHOOL

SCHOOL IMPROVEMENT PLAN (SIP) 2023-24

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.				
R3: Improve standards of handwriting and presentation across the school.				

LPS Self-Evaluation of Inspection Areas (July 2023)		
1	Standards	
2	Wellbeing & Attitudes to Learning	
3	Teaching & Learning Experiences	
4	Care, Support & Guidance	
5	Leadership & Management	
SER Link:	https://www.llangyfelachprimaryschool.co.uk/lps-self-evaluation-report/	

3 YEAR PLAN				
YEAR	OBJECTIVE 1	OBJECTIVE 2	OBJECTIVE 3	OBJECTIVE 4
2023-24	Improve consistency in application of the LPS Cursive Handwriting Scheme and Policy across the school.	Further improve the consistency and effectiveness of planning of learning opportunities that will challenge and support all learners to make excellent progress.	Further develop leadership at all levels through reviewing, monitoring and evaluating the implementation and impact of our new LPS Curriculum.	Improve and refine systems and approaches that identify ALN and wellbeing needs across the school community.
2024-25	Ensure that cursive writing is modelled, developed and embedded across the school.	Develop a repertoire of teaching and learning strategies that elicit effective Heutagogy.	Review and refine the LPS Learning Projects to further enhance learning experiences for all learners.	Evaluate, further improve ALN provision to meet the needs of all learners, including Wellbeing support.
2025-26	Further enhance presentation across all Areas of Learning, focusing on Expressive Arts.	Enhance Heutagogical strategies that deepen learning across Areas of Learning.	Review and refine the LPS Learning Projects to further enhance learning experiences for all learners.	Embedding ALN provision to meet the needs of all learners, including their Emotional and Mental Wellbeing.

Objective 1: Improve consistency in application of the LPS Cursive Handwriting Scheme and Policy across the school.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> Continue to provide staff training to ensure there is a consistent approach communicated to all. Provide parent workshops and an information web area to improve consistency between home and school and communicate our new policy and approach. Review agreed process that enables all teaching staff to model our cursive style of handwriting in all their handwriting, whether on whiteboards, displays or in pupils' books. Develop coherence and continuity in our approach to learning and teaching of handwriting across the school. Ensure that the skills learned during handwriting sessions are transferred to all areas of the curriculum to an equal standard. Continue with dojo reward category for presentation and handwriting to encourage and engage learners across the school. Continue with our weekly certificate for Awards Assemblies to celebrate progress and achievement across the school. 	<ul style="list-style-type: none"> All staff have received relevant training to effectively deliver our presentation and handwriting scheme, policy and approach. The LPS Scheme progressively develops cursive handwriting across the school from Early Years to Year 6 for all learners to access. All staff model the LPS cursive style in all aspects of their presentation and handwriting. For nearly all learners, handwriting is progressively becoming an automatic process that does not interfere with creative and mental thinking. Nearly all learners develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing, appropriate to their age group. LPS has established even higher expectations for the presentation of written work. Nearly all learners understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly. Parents and Carers are fully informed of the LPS presentation and handwriting approach and encourage our cursive style at home. The whole school community encourage all learners to take pride in the presentation of their work. Nearly all pupils enjoy learning and developing their handwriting and presentation with a sense of achievement and pride. LPS Self-review systems demonstrate that presentation and handwriting across the school is of an excellent standard and supports learning in all areas of the curriculum. 	<p>LLC Leader Non-contact:</p> <ul style="list-style-type: none"> Implementation of Letter-join across the school Training Staff Coaching & Mentoring ADDs Session Prep LPS Learning Projects INSET Days Meetings with PVGs Governor Meetings SLT Meetings Phase Meetings ADDs Sessions TA Meetings Monitoring Committee Parent Workshops Questionnaires LPS Review Fortnights SUP Sessions 	<p>Review 1 December</p> <p>Review 2 March</p> <p>Review 3 July</p>	<p>Pupil Workbooks Workbook Scrutiny Lesson Obs Listening to Learners Weekly Planning Tracking System Self-Review Docs Minutes Meetings Meeting Agenda SUP Sessions Staff Training Questionnaire Analysis</p>

Objective 2: Further improve the consistency and effectiveness of planning of learning opportunities that will challenge and support all learners to make excellent progress.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> Further enhance the active involvement of pupils in their learning and self- assessment to improve their work using the LPS AfL Booklet Systems developed. Further develop teacher and pupil modelling of learning strategies, attributes, skills and standards so that pupils learn to evaluate and improve collaboratively. Ensure that Reflection Time is provided across the school, in order to develop self and peer evaluative skills. To develop higher order thinking, pupil voice and questioning using the LPS Matrix approach. To encourage and develop self-directed and self-determined learning. Review application and impact of our refined Pupil Learning Journal (Focusing on the 4 Purposes) regarding: <ul style="list-style-type: none"> eliciting Heutagogical approaches towards learning. the development of Integral Skills across the curriculum. attitude to learning. Provide a robust system for staff training and sharing good practice to ensure consistent approach towards teaching and learning. Utilise the LPS Teaching and Learning Booklet to gauge improvements and next steps during PM sessions and LPS Review Fortnights. 	<ul style="list-style-type: none"> The quality of learning and teaching is excellent and high standards of achievement throughout the school are maintained. Effective and relevant training and experiences for all staff, enhance and transform teaching approaches across the whole school. All staff are trained and are able to apply the contents of the AfL Progression Model Booklet effectively, which focuses on: <ul style="list-style-type: none"> Editing Skills Drafting Skills Oracy Strategies AfL Tools Mr Men Approach LPS Matrix LPS Pupil Learning Journal Rubric Booklet Marking Codes Questioning Tools Bilingual AfL Opportunities All staff ensure that there are clear learning objectives for every learning activity, and co-constructed success criteria where appropriate. Staff motivate pupils to understand and become confident in selecting effective strategies suited to their learning. Nearly all pupils demonstrate strong self-evaluative and reflection skills that improve their learning. Nearly all teachers motivate learners to self-direct their enquiry driven learning. Governing Body are actively involved with the development of self-directed approaches and self-review process, improving their knowledge and understanding and enabling them to challenge effectively. 	SLT Meetings Phase Meetings ADDs Sessions LPS Review Fortnights Coaching and Modelling Sessions PM Sessions Shared and Shadow Teaching Systems TA Meetings Monitoring Committee PVG Meetings SUP Sessions	<p>Review 1 November</p> <p>Review 2 March</p> <p>Review 3 July</p>	Workbooks Lesson Obs Outdoor & Indoor Learning Environment Maps Curriculum Maps Weekly Planning Pupil Feedback Provision Mapping Internal Tracking Display Areas PLJ Booklets T&L Booklets Workbook Scrutiny LPS Website SUP Sessions

Objective 3: Further develop leadership at all levels through reviewing, monitoring and evaluating the implementation and impact of our new LPS Curriculum.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> • AoLE Leaders to Review Learning Projects and Progression Models across the school: <ul style="list-style-type: none"> ○ Depth and Breadth ○ Progression ○ Coverage of SWM ○ Cross-curricular Skills (LNF & DCF) ○ Integral Skills (Wider Skills) ○ Cross-cutting Themes • AoLE leaders review curriculum content and vision for their area – work in teams and across phases to support one another. • AoLE Leaders & PVGs collaborate to make adaptations to Learning Projects, ensuring a cohesive approach. • PVG members (Class Reps) bring projects to class to add further ideas. • SLT, Monitoring Committee, AoLE Leaders and PVGs monitor the progress of this objective across the school through our Review Weeks. • AoLE and PVG groups to present developments to governing body once per term. 	<ul style="list-style-type: none"> • AoLE Leaders and PVGs review all Learning Projects within the new LPS Curriculum ensuring that there is continuity, progression and deepening within the following areas: <ul style="list-style-type: none"> ○ Coverage of SWM ○ Cross-curricular Skills (LNF & DCF) ○ Integral Skills (Wider Skills) ○ Cross-cutting Themes • The refined LPS Learning Projects are all aligned with the LPS curriculum aims and vision. • The refined LPS Learning Projects have greater opportunities to develop creativity and diversity. • The AoLE and Curriculum areas within our website effectively communicates our provision and developments regarding the new curriculum. • AoLE and PVGs provide all staff with relevant information and training to refine Learning Projects and improve provision for all. • Nearly all pupils, in nearly all classes demonstrate effective selection and application of Cross-curricular Skills. • Improved application of Integral Skills across the curriculum across the school. • Cross-cutting Themes are explored effectively and coherently through our new Learning Projects. • Improved provision, teaching, learning, and resources within all AoLEs. • Governing Body are actively involved with the development of our curriculum and self-review process, improving their knowledge and understanding and enabling them to challenge effectively. 	<p>AoLE Leader Non-contact:</p> <ul style="list-style-type: none"> • Researching • Reviewing • Questionnaires • Action Planning • Training • Coaching & Mentoring • ADDs Session Prep • LPS Review Fortnights • SUP Sessions • Meetings with Pupil Voice Groups • Feedback Meetings to Governors • Feedback Meetings within SLT, ADDs, TA meetings 	<p>Review 1 November</p> <p>Review 2 March</p> <p>Review 3 July</p>	<p>Learning Projects Pupil Workbooks Tracker Listening to Learners Self-Review Docs Minutes Meetings Meeting Agenda Leader Files Staff Training Questionnaires Leadership Booklet SUP Sessions</p>

Objective 4: Improve and refine systems and approaches that identify ALN and wellbeing needs across the school community.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> • ALN Leader to continue action research to improve and embed Welsh Government legislation. • ALN Leader and SLT to further refine our decision-making process regarding provisioning ALN support. • Develop and communicate LPS expectations of what Universal Provision looks like at LPS. • ALN Leader to continue developing effective links with other schools to improve support for severe and complex needs and Health & Wellbeing. • Further enhance learner group support systems across the school: <ul style="list-style-type: none"> ○ Additional Learning Needs ○ Boost Groups (LNF) ○ Wellbeing Support Groups • Provide relevant training at all levels to meet the needs of all learners across the school and deliver our ALN and Wellbeing support. • Provide information workshops for Parent/Carers to build clearer understanding of provision at LPS. • Review success of our EMHWPB Community Team actions and plans. • Review questionnaires and set up focus groups to collate community views, needs and current strengths. • Develop new approaches that improve staff wellbeing in consultation with all teams. • Review and refine LPS Learning Projects to ensure they are accessible to all and incorporate Health and Wellbeing foci. 	<ul style="list-style-type: none"> • Improved care, support and guidance offered to all stakeholders, which improves provision, wellbeing and standards for nearly all pupils. • Improved whole-school approach puts the child at the centre of decisions made about them and relies on partnership and involvement with families, the community and other statutory bodies. • ALN Leader feeds self-review information to SLT, Governors and LA effectively to move the school forward. • ALN Leader provides staff with relevant training and information to carry out their directed work to support pupils: <ul style="list-style-type: none"> ○ Wellcom ○ Speech & Language Link ○ Impulse ○ SNAP ○ Boxall Profile Online ○ Rapid Reading ○ Fast Phonics ○ Reading Eggs & Reading Eggspress ○ MyMaths & Maths Seeds • Refined approaches enable enhanced education and social inclusivity for all learners. • LPS working effectively to support all members of the community regarding Emotional and Mental Wellbeing. • All learners at LPS have rights under the UNCRC to be safe, to be treated with equality and non-discrimination, to be supported to develop their physical and mental health, to express their thoughts and feelings, to be involved in decisions made about them, to receive extra support if they are disabled, and to receive an education that enables them to fulfil their potential. 	<p>ALN Leader Non-contact:</p> <ul style="list-style-type: none"> • Researching • Action Planning • Training • PLC Time • Coaching & Mentoring • ADDs Session Prep • Progression Model • LPS Learning Projects • MER System Time • INSET Days <p>Meetings with PVGs Governor Meetings SLT Meetings Phase Meetings ADDs Sessions TA Meetings Monitoring Committee Parent Workshops Questionnaires LPS Review Fortnights SUP Sessions</p>	<p>Review 1 December</p> <p>Review 2 March</p> <p>Review 3 July</p>	<p>Legislation Training Networking Listening to Learners Tracking System Self-Review Docs Minutes Meetings Meeting Agenda ALN Files Parent Workshops Staff Training Questionnaire Analysis LPS Review Fortnights SUP Sessions</p>

Staff Professional Development Plan

Priority	Focus of Improvement	Staff	Resources	Cost
1	Developing the LPS New Curriculum	All Staff	Cluster Meetings	£1900
2	Leadership: Dissemination & Impact	Teaching Staff	Supply Cover	£1350
3	ALN Legislation: Leadership & Dissemination	ALNCo	Courses and Supply	Included in Above
4	Jigsaw and Outdoor Learning	All Staff	Courses and Supply	£800
4	Developing Handwriting	All Staff	ADDs & Online Training	£0
5	AfL Training	Teaching Staff	ADDs, SLT, PVG, PPA	£0
6	Safeguarding	DSP (SLT)	LA Course	£0
7	Safeguarding	All Staff	Courses and Supply	£0
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				£4050
Professional Learning Grant				£3672
School Funded				£378