



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) 2024-25

www.llangyfelachprimaryschool.co.uk

Date of Last Inspection: May 2022 https://www.estyn.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	
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 1 Skill Focus	OBJECTIVE 3 Curriculum Focus	OBJECTIVE 4 ALN & Wellbeing Focus
2024-25	Further improve the consistency of effective AfL systems that enhance learner progress.	Develop Welsh language communication skills across the school.	Provide real life learning experiences that are enriched using outdoor spaces, locally and wider.	Improve wellbeing provision for all learners and staff.
2025-26	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.
2026-27	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: Further improve the consistency of effective AfL systems that enhance learner progress.

Actions & Success Criteria	Resources	Timescale	Sources of Evidence
<ol style="list-style-type: none"> 1. Provide a robust system for staff training and sharing good practice to ensure consistent approach towards teaching and learning. 2. Utilise the LPS Teaching and Learning Booklet to gauge improvements and next steps during PM sessions and LPS Review Fortnights. 3. Further develop teacher and pupil modelling of learning strategies, attributes, skills and standards so that pupils learn to evaluate and improve collaboratively. 4. Provide opportunities for active involvement of pupils in their learning and self-assessment to improve their work using the LPS AfL Booklet Systems. 5. Staff ensure that Reflection Time is provided daily, to develop self and peer evaluative skills. 6. Staff use a range of Questioning Techniques to enable higher order thinking. Allowing learners to review their learning, focusing on how they can improve. 7. Staff consistently apply the LPS Marking Policy that promotes dialogue for identifying improvements and reflection on learning. 8. Staff ensure that learner responses are accurate and developmental. 9. Staff regularly provide opportunities for pupil voice and higher order questioning using the LPS Matrix approach. 10. Staff encourage and develop self-directed and self-determined learning (focusing on How, When, What and Why). 11. Staff use the LPS Pupil Learning Journey to improve learner’s metacognition skills. <p>As a result of the above actions:</p> <ul style="list-style-type: none"> • All staff use, implement and review their application of all LPS Teaching & Learning systems effectively. • The quality of learning and teaching is excellent with high standards of achievement throughout the school. • Standards of teaching and learning are excellent and sustained over time. • Staff motivate pupils to understand and confidently select 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. 	<p>AfL Booklet Teaching & Learning Booklet LPS PLJ Booklet LPS Matrix Walls LPS Learning Projects LPS Marking Policy</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: Develop Welsh language communication skills across the school.

Actions & Success Criteria	Resources	Timescale	Sources of Evidence
<ol style="list-style-type: none"> 1. Provide a robust system for staff training regarding the LPS Welsh Scheme and Incidental Welsh Progression Model. 2. Staff receive specific training to allow consistency of approach and enrich Welsh language learning through music and creativity. 3. Staff ensure that learners participate in daily Drillio sessions to extend and embed language patterns across the school. 4. Staff to observe model lessons for the delivery of phonics, blending and early reading skills. 5. Staff to ensure that learners participate in regular group reading sessions to build confidence and fluency. 6. Staff use the LPS Welsh Scheme to enable learners to consistently produce high standards of written Welsh. 7. Criw Iaith promote bilingualism across the school (during playtime games, assemblies, Welsh Dojo, Seren Cymraeg, Staff certificates) ensuring consistency in the use of the Welsh both inside and outside of the classroom. 8. Enrichment activities with external agencies are planned throughout the year, raising the profile and enthusiasm of Welsh across the school community. 9. Criw Iaith work collaboratively with other schools, to share good practice and learn from the experiences of others. 10. Working alongside the Urdd, learners will immerse themselves in Welsh culture, creativity and experience high standards of Welsh in a competitive nature. <p>As a result of the above actions:</p> <ul style="list-style-type: none"> • All staff consistently use the LPS Welsh Scheme and Incidental Welsh Progression Model effectively. • Pupils respond well to prompts and questions with extended answers. • Pupils converse with a wide range of audiences including beyond the school. • Nearly all learners make excellent and sustained progress in Welsh, and do so with confidence. • Welsh language is used independently by pupils in structured and unstructured contexts within and outside the school. 	<p>LPS Welsh Scheme LPS Incidental Welsh Progression Model Urdd programme of activities Menter Iaith Ynni Da Fa La La Scheme Tric a Chlic Scheme Cluster schools Local schools</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. Continue to develop and invest in our outdoor learning provision enabling this to be an integral part of children's learning at LPS. <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 Penllagaer 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</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 learners and staff.

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. Provide drop-in session for learners by reintroducing the 'Turn your Frown Upside Down' organised by our Pupil Voice Group – HHH. 5. Offer drop-in sessions for all staff with external providers regularly throughout the year. 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. Evaluate the impact our Jigsaw Scheme and Health & Wellbeing Progression model has on learners' wellbeing development and how it enables them to engage effectively with the school and its support mechanisms. 10. 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. 11. Introduce our new 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. 12. 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. 	<p>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</p>	<p>Review 1 December</p> <p>Review 2 March</p> <p>Review 3 July</p>	<p>Minutes of Committees Listening to Learners Questionnaire Analysis LPS Webpages Workbooks Displays Super Evaluation</p>

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	£800
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	£4700
			<u>Professional Learning Grant</u>	£3667
			School Funded	£1033