



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) 2021-22

www.llangyfelachprimaryschool.ork.uk

Date of Last Inspection: 17 TH MARCH 2015		Subsequent Monitoring: NONE		
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
2021-22	Developing the new LPS Curriculum to enhance pupil experiences.	Deepen the provision for self-determined learning, enhancing pupil voice.	Further improve LPS ALN provision to meet the needs of all learners.	Improve approaches to Emotional and Mental Wellbeing support for all.
2022-23	Implementing and refining the new LPS Curriculum and Learning Projects.	Develop a repertoire of resources and strategies that elicit effective Heutagogy.	Enhancing ALN provision to meet the needs of all learners.	Further Improve provision for Emotional and Mental Wellbeing support for all.
2023-24	Embedding the new LPS Curriculum and Learning Projects.	Enhance Heutagogical strategies that deepen learning across Areas of Learning.	Embedding ALN provision to meet the needs of all learners.	Evaluate and enhance re-aligned provision for Emotional and Mental Wellbeing support for all.

Objective 1: Developing the new LPS Curriculum to enhance pupil experiences.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> • AoLE Leaders to Review Learning Projects 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 • LPS Core Scheme Refinement (Literacy, Numeracy & ICT) • SLT, Monitoring Committee, AoLE Leaders and PVGs monitor the progress of this objective across the school through our Review Weeks. • AoLE use the LPS Leadership Booklet to measure their leadership impact and set personal targets. • SLT to work as a lead school for the Region, sharing practice regarding the development of Integral Skills. 	<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 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 in order 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. • The LPS Leadership Booklet is effective in developing leadership skills and further improving leadership capacity throughout LPS. • Governing Body are actively involved with the development of the new 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 • MER System Time • 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 MER System Docs Listening to Learners Self-Review Docs Minutes Meetings Meeting Agenda Leader Files Staff Training Questionnaires Leadership Booklet</p>

Objective 2: Deepen the provision for self-determined learning, enhancing pupil voice.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> Review application and impact of our refined Pupil Learning Journal (Focusing on the 4 Purposes) towards eliciting more Heutagogical approaches towards learning. Monitor the impact our refined Pupil Learning Journal has on the development of Integral Skills across the curriculum. Further enhance attitude to learning for all pupils through whole-school weekly foci regarding the 4 Purposes. (Pupil Learning Journal). Staff training and sharing good practice to ensure consistent approach towards teaching and learning. Further enhance pupil voice across the whole school, by refining use of LPS Matrix to initiate Heutagogical approaches. Leaders to monitor the application and impact across the school through LPs Review Weeks 	<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. (LPS Matrix) 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 TA Meetings Monitoring Committee PVG Meetings Assemblies	Review 1 November Review 2 March Review 3 July	Workbooks Lesson Obs Outdoor & Indoor Learning Environment Maps Curriculum Maps Weekly Planning Pupil Feedback Provision Mapping Display Areas PLJ Booklets T&L Booklets Workbook Scrutiny LPS Website Assembly Time

Objective 3: Further improve LPS ALN provision to meet the needs of all learners.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> ALN Leader to undertake action research in order improve and to embed new legislation. ALN Leader attends SLT Meetings to feedback reviews and developments. ALN Leader and SLT to devise a clear decision-making process regarding provisioning ALN support. Clear expectation of what Universal Provision looks like at LPS. ALN Leader to develop effective links with other schools to improve support for severe and complex needs and Health & Wellbeing. ALN documentation and systems are in line with new legislation. Reinstate learner group support systems across the school for (Currently class based): <ul style="list-style-type: none"> Additional Learning Needs Boost Groups (LNF) Closure Groups Wellbeing Support Groups Provide relevant training at all levels to meet the needs of all learners across the school and deliver our ALN support. Provide information workshops for Parent/Carers to build clearer understanding of provision at LPS. 	<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 during Review Weeks. ALN Leader feeds self-review information to SLT, Governors and LA effectively to move the school forward. Improved collaboration with home, school and multiagency provides excellent care, support and guidance. 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 Thrive Impulse SNAP - Specific Learning Needs SNAP - Behavioural Boxall Profile Online Rapid Reading Fast Phonics Reading Eggs/Eggspress MyMaths New approaches have enabled enhanced education and social inclusivity for all learners. 	<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 MER System Time INSET Days <p>Meetings with PVGs Governor Meetings SLT Meetings Phase Meetings ADDs Sessions TA Meetings Monitoring Committee Parent Workshops Questionnaires</p>	<p>Review 1 December</p> <p>Review 2 March</p> <p>Review 3 July</p>	<p>ALN Legislation ALN Training ALN Network Pupil Workbooks Workbook Scrutiny Lesson Obs Listening to Learners Weekly Planning Tracking System Self-Review Docs Minutes Meetings Meeting Agenda ALN Files Parent Workshops Staff Training Questionnaire Analysis</p>

Objective 4: Improve approaches to Emotional and Mental Wellbeing support for all.

Action	Success Criteria/ Intended Outcomes	Resources/ Personnel	Timescale	Sources of Evidence
<ul style="list-style-type: none"> • Establish lead person, team, PVG and linked Governor to steer development across the school. • Research current legislation and National guidance. • Review effectiveness of strategies and approaches currently in place. • Design questionnaires and set up focus groups to collate community views, needs and current strengths. • Analyse and Interpret information gathered to develop a plan to build on current strengths address areas of need. • Extend our current effective partnerships with external providers. • Implement and refine universal and targeted provision to support all learners and staff. 	<ul style="list-style-type: none"> • The school is working effectively to support all members of the community regarding Emotional and Mental Wellbeing. • LPS SLT and Lead Person ensure that only interventions with a sound, innovative, and strong evidence base are delivered. • 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. • Our approach is central to the success of learning about health and well-being and the four purposes of the new curriculum. • All staff take a whole-school approach to the promotion of good mental health and emotional well-being is universal and integral to a successful school environment. • An effective whole-school approach to emotional and mental well-being is developed through enhancing our positive culture and co-productive implementation in partnership with all school members of the community. • Our whole-school approach puts the child at the centre of decisions made about them and relies on partnership and involvement with families, the community, other statutory bodies and the third sector. 	<p>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 • INSET Days <p>Meetings with PVGs Governor Meetings SLT Meetings Phase Meetings ADDs Sessions TA Meetings Monitoring Committee Parent Workshops Questionnaires</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</p>

Staff Professional Development Plan

Priority	Focus of Improvement	Staff	Resources	Cost
1	Developing the LPS New Curriculum	All Staff	Courses	£2808
2	Leadership: Dissemination & Impact	Teaching Staff	Supply Cover	£1350
3	ALN Legislation: Leadership & Dissemination	ALNCo	Courses and Supply	Included in Above
4	Heutagogical Approach	Teaching Staff	ADDs, SLT, PVG, PPA	£0
5	Safeguarding	DSP (SLT)	LA Course	£0
6	Safeguarding	All Staff	Courses and Supply	£0
6	Health and Safety	All Staff	Courses and Supply	£0
7	Welsh Strategies	Teaching Staff	SLT, Ath Bro, ADDs	£0
Total				£4158
<u>Professional Learning Grant</u>				£4027
School Funded				£131

New Curriculum Courses & Leadership Courses

- Effectively Leading your AoLE in the new Curriculum for Wales
- Understanding the AoLE for Expressive Arts
- Understanding the AoLE for Humanities
- Understanding the AoLE for Science & Technology
- Understanding the AoLE for Mathematics and Numeracy
- Understanding the AoLE for Health & Wellbeing
- Supporting Learner Progression through highly effective assessment practices in the Curriculum for Wales