



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) 2026-27

www.llangyfelachprimaryschool.co.uk

Date of Last Inspection: May 2022 https://www.estyn.gov.wales/provider/6702157 No Monitoring Required Interim Inspection May 2026				
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 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	OBJECTIVE 2	OBJECTIVE 3
2026-27	Develop play based learning principles, enabling younger pupils to explore, learn and develop holistically.	Refine pedagogical practices and principles that provide purposeful experiences for all learners.	Developing our indoor and outdoor environments to support learners' health and wellbeing.
2027-28	Enhance the learning environment to stimulate and engage all learners.	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.
2028-29	Develop a repertoire of teaching and learning strategies that elicit effective self-directed learning.	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.

Objective 1: Develop play based learning principles, enabling younger pupils to explore, learn and develop holistically.

Actions	Impact on Learners	Timescale	Sources of Evidence
1. Provide professional learning on sustained shared thinking and effective questioning (Phase leader / SLT) 2. Introduce a shared model for adult interaction (All Early Years staff) 3. Audit and enhance continuous provision to improve engagement and challenge (Teachers and support staff) 4. Develop balance between child-led and adult-directed learning through revised timetables (Phase leader) 5. Improve outdoor provision to ensure daily purposeful use (All staff) 6. Embed progression in literacy, numeracy and integral skills across provision in meaningful contexts and appropriate to age. (Teachers) 7. Ensure that practice is embedded and highly consistent through regular monitoring that focuses on: • Adults skilfully adapting the environment for purposeful independent learning. • Children leading their own learning. • Learners demonstrating deep engagement. • Learners applying skills confidently across learning contexts • Balance of child and adult led learning. • Outdoor learning used purposefully as an extension from the indoors. • Adults skilfully facilitating and extending learning experiences by knowing when to intervene or observe.	• Most learners sustain engagement in activities for extended periods and demonstrate high levels of involvement. • Adults consistently use high-quality interactions, including open-ended questioning and sustained shared thinking. • Learners demonstrate increased independence by selecting resources, initiating ideas and persisting with challenges. • Clear progression in literacy, numeracy and integral skills is evident across play-based contexts. • Provision offers appropriate challenge for all learners, including more able learners. • Outdoor provision is used purposefully and enhances learning experiences. • Learners can articulate what they are learning and why, demonstrating strong pupil voice.	Autumn Term: Training, audit and develop practice Spring Term: Embed practice and monitor Summer Term: Evaluate impact and refine	• Pupil Discussions (baseline and termly). • Learning walks focusing on learner voice. • Staff discussions and peer observations. • Learning walks (half-termly) • Listening to learners (half-termly) • Lesson observations (termly) • Scrutiny of learning journeys (termly) • Staff professional discussions (ongoing) • Monitoring Committee (termly) • SLT Reviews (half termly)

Objective 2: Refine pedagogical practices and principles that provide purposeful experiences for all learners.

Actions	Impact on Learners	Timescale	Sources of Evidence
1. Develop a consistent whole-school approach to sharing learning intentions in learner-friendly language. 2. Provide professional learning on metacognition, reflection and making learning purposeful, linked to real life contexts. 3. Develop and agree whole-school expectations for communicating learning purpose...strategies such as 'We are learning this because...' and co-constructing success criteria. 4. Embedding purpose in every lesson, ensure every learning experience includes a clear explanation of why it matters and provide a real-life or meaningful context. 5. Implement consistent lesson structures and language: a. discussion of why the learning matters, b. opportunities for learners to explain their learning during lessons, c. learning is linked to prior and future understanding, d. learners articulate what and why they are learning. e. regular understanding checks (not just delivering) Can learners explain the purpose mid-lesson? f. help learners connect: past → present → future learning. Make progression visible and discussed in relation to the Learning Project timeline. g. Use consistent language and sentence starters: • We are learning to... • We are learning this because... • This will help you to... • This links to... 6. Provide coaching and peer observations to improve consistency across the school.	• Learners are able articulate what they are learning and why. • Learners move beyond describing tasks and explain the purpose of learning. • Learners have an improved understand of the purpose of learning. • Learners are able to make connections across their learning and recognise their own progression. • Learners make links between previous, current and future learning. • Learners show increased confidence, engagement and independence in discussing their learning. • Learners use learning walls to plan, develop and reflect on their learning • Learners apply skills across Areas of Learning and Experience	Autumn Term: Training, audit and develop practice Spring Term: Embed practice and monitor Summer Term: Evaluate impact and refine	• Pupil Discussions (baseline and termly). • Learning walks focusing on learner voice. • Book scrutiny to assess understanding of learning purpose. • Staff discussions and peer observations. • Learning walks (half-termly) • Listening to learners (half-termly) • Lesson observations (termly) • Work scrutiny (termly) • Scrutiny of learning journeys (termly) • Staff professional discussions (ongoing) • Monitoring Committee (termly) • SLT Reviews (half termly)

Objective 3: Developing our indoor and outdoor environments to support learners' health and wellbeing.

Actions	Impact on Learners	Timescale	Sources of Evidence
- SLT, EMHWP, Monitoring Committee and HHH will analyse community questionnaires, listen to learners, learning walks and use professional meetings to discuss and identify successful aspects of wellbeing provision and glean suggestions for improvement. - Develop and refine, new and already established, regulation systems for all learners that are tailored to their needs: Pause Points: Transitional structured moments of calm to help learners reset and refocus. Check-in Systems: Developing agreed principles for pupil check-in systems across the school. Sleeping Lions: Helps children manage anxiety and self-regulate through guided relaxation. LPS Lion Mascot: Leroy represents the school, its vision, mission and promotes our LPS code and positive behaviour policy. Leroy models the characteristics and behaviours demonstrated within our LPS Shared Values and Aspirations. Sensory Room Development: Provide a dedicated space where learners can explore senses and emotions safely. Jigsaw Programme: Class assembly programme and Pastoral Lead delivering PPA sessions supporting learners' development in Health & Wellbeing. Forest Schools: Whole school offer that nurtures emotional, social, physical and intellectual growth. After School Clubs: Offer a wider range of extra-curricular clubs and activities that encourage more learners to socialise and develop healthy lifestyles and attitudes. Top Yard Outdoor Learning Area: - Improve access for PS2 learners to new areas that will encourage imaginative play, improve gross motor skills and provide greater opportunities for independent and collaborative problem solving. Bottom Yard Outdoor Learning Area: - Developing the LPS greenhouse and allotment area into a wellbeing garden, providing greater opportunities for learners to regulate emotions and relax in calming environments. - Improve healthy play provision by redesigning our sports areas to facilitate and encourage learners to participate in activities that lead to healthier lifestyles.	- Pastoral sessions led by school staff, and external agencies where required, are proactive and productive for learners, providing them with strategies to draw upon now and later in life. - Newly developed areas promote high levels of engagement in developing essential Health & Wellbeing skills for all learners. - Learners demonstrate increased understanding of how to maintain their physical and mental health. - Learners can explain and apply strategies to manage emotions and resolve conflict. - Learners show improved resilience, e.g. sustaining effort, responding positively to challenge. - Attendance improves, particularly for identified groups. - Persistent absenteeism decreases. - Learners report increased enjoyment, belonging and engagement in school. - Learning walks show higher levels of active participation and engagement - Realisation of our vision for developing healthy, confident individuals, ready to lead fulfilling lives as valued members of society. - Learners develop motivation, empathy and decision-making abilities, they can be supported to become ambitious, capable learners, ready to learn throughout their lives.	Autumn Term: Training, audit and develop practice Spring Term: Embed practice and monitor Summer Term: Evaluate impact and refine	- Pupil Discussions (baseline and termly). - PVG meetings (Weekly) - Learning walks focusing on learner voice. - Staff discussions and peer observations. - Learning walks (half-termly) - Listening to learners (half-termly) - Lesson observations (termly) - Work scrutiny (termly) - Staff professional discussions (ongoing) - EMHWP Meetings (termly) - Monitoring Committee (termly) - SLT Reviews (half termly)

Staff Professional Development Plan

	Focus of Improvement	Staff	Resources	Cost
	Early Years Training (CCoS PLO)	PS1 & 2	Supply Cover	£1250
	Numeracy Training (CCoS PLO)	PS	Supply Cover	£1250
	Science & Technology (CCoS PLO)	PS1, 2 & 3	Supply Cover	£750
	Literacy Training (CCoS PLO)	PS1 & 2	Supply Cover	£1000
	Humanities (CCoS PLO)	PS2	Supply Cover	£250
	Expressive Arts (CCoS PLO)	PS3	Supply Cover	£250
	Assessment (CCoS PLO)	PS1	Supply Cover	£250
	Health & Wellbeing Support and Training	All Staff	SLT Cover	£1500
	Leadership: Dissemination & Impact	Teaching Staff	Supply Cover	£1800
	Outdoor Learning	All Staff	Courses and Supply	£2200
	Questioning Techniques	All Staff	ADDs & INSET	£0
	AfL Training	Teaching Staff	ADDs & INSET	£0
	Safeguarding (CCoS)	DSP (SLT)	LA Course	£0
	Leader & Manager Suite Training (CCoS)	Head & Deputy	LA Mandatory Training	£0 (Internal Cover)
	Welsh Language Strategies (CCoS PLO)	Teaching Staff	SLT, Ath Bro, ADDs	£0
	Total			£10,500
	Professional Learning Grant			£4227
	School Funded			£6273