

ALBERT PRIMARY SCHOOL
YSGOL GYNRADD ALBERT



SCHOOL IMPROVEMENT PLAN
2019 / 2020



Mission Statement

‘Our School’s mission is to get us ready for our lives ahead, to help us be confident, respectful, thoughtful people who always do their best, and to help us make friends that we keep.’

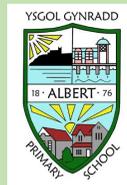
OUR VISION:

- Help us to achieve our potential
- Be a helpful and happy place
- Help us to be independent and confident
- Be a good learning place for now and the future
- Tell the truth
- Help us to achieve equality and have fun about differences so we can have more friends
- Be a respectful and supportive place



Contextual Information:

- Whole school pupil numbers (of statutory school age) have increased notably during the last 3 years (+65). Current no on role [excl Nursery] is 377.
 - The numbers of pupils in Y2 and Y6 have been more consistent. In 2018 there were 54 pupils registered in Y2.
 - The proportions of boys in Y2 and in Y6 have varied a little during the last few years.
 - The school's FSM entitlement figures has decreased over the last 3 years. % eligible for FSM [3 yr. average] has decreased over the last three years. Actual FSM in 2019 is 4.2%; a significant decrease that will alter the schools FSM benchmarking position.
 - The proportions of pupils on SA have been higher than those of the LA during the last 3 years.
 - The proportions of pupils on SA+ have been lower than those of the LA during the last 3 years.
 - There have been very few pupils with statements recorded at the school during the last 3 years. The school currently has 0.4% of pupils with a statement of special educational need, that is similar to that of the LA.
 - The proportion of pupils from ethnic backgrounds was higher than that of the LA during 2018/2019.
 - The proportion of EAL pupils on early language acquisition stages below competent was similar to that of the LA. 22 pupils were new to English and 10 pupils recorded as Early Acquisition.
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- Overall attendance has improved by 1.2% since 2016. Attendance in 2018-2019 was 96.1% [equal to 2017-2018] with 3.5% authorised and 0.3% unauthorised. The 2018-2019 school target was 96.7%.





Albert C.P. School School Development Plan - Overview

Mission	<p>'Helping us to help ourselves learn' Challenge for All Learners: Pupils and Staff Albert strives to build a school culture that values intellectual growth with a staff who has internalised the belief that intelligence can be cultivated. Every adult in Albert must work toward adopting a mindset where he or she believes that with effort, motivation, perseverance, and the right menu of teaching and learning strategies all pupils can achieve great things.</p>
Aims	<p>School Self Evaluation with all Stakeholders: Pupils, Staff, GB, Parents/Carers Analysis of WG Data and School Data School Review and Self-Evaluation Cycle 'Excellence in Teaching' Framework Performance Management Self-Reflection Peer Mentoring & Learning Conversations CPD Participation in CSC and Welsh Government Initiatives</p> <p>National Reforms : New Curriculum / ALN Bill / Schools as Learning Organisations</p>
Strategic Development Priorities	<p>2019-2020 Continue to develop a curriculum in line with Welsh Government proposal To further refine the consistency of pedagogy across the school Continue to improve outcome of vulnerable learners To continue to implement strategies to improve attendance. Literacy, Numeracy, Digital Competence and Bilingualism Review of development of the ALN/ALP To review and update the school's policies and Strategic Equality Plan 2019 targets Develop further opportunities for parental involvement January 2020: Final curriculum and assessment arrangements available April 2020: Full Implementation of National Approach to Professional Learning (Phase 3)</p>

2020 - 2021

Continue to develop the new curriculum changes associated with the WG

Further develop the Digital Competency of Learners provision

Evidence the implementation of the new curriculum for Estyn

2021-2022

To further refine the consistency of pedagogy across the school

Albert C.P. School
School Development Plan
 September 2019 to August 2020

SDP Project	Objective	Activities	Project Team	Resources & Costs
Standards : National Test Performance Due by: 26/06/2020	<p>To reduce the gender gap in Year 2 [2018-19] LLC and MDT</p> <p>Outcomes</p> <p>Following literacy audit 2018; review strategies to teach reading across the school.</p> <p>Following analysis of National Test score data address any 'year group specific' shortcomings</p>	<p>Analysis of information through electronic assessment programme [INCERTs] / AR / Big Maths Programmes 03/09/2018 - 24/05/2019</p> <p>To further refine the consistent teaching of phonics eg use of '5 Min Box', Code Breakers.</p> <p>To develop reading skills linked to Accelerated Reader by reviewing teaching materials used in Guided Reading; ensuring challenging activities are planned and delivered in relevant year groups. 02/09/2019 - 03/04/2020</p> <p>To improve the outcomes of Year 3 boys in English and Maths in order to narrow the gender gap evidenced in the end of year 2 teacher assessments. 09/09/2019 - 22/05/2020</p> <p>To identify areas for improvement through the analysis of National Tests data and school teaching resources and identify strategies to raise standards in targeted numeracy groups. 09/09/2019 - 17/07/2020</p>	<p>AG GH</p> <p>Class Teachers</p>	<p>Non contact Year group meetings with Numeracy & literacy Co-ordinators [x 10 sessions]</p> <p>Targeted support from KS2 Learning Support Staff</p> <p>Non contact time for Literacy Co-ordinator to analyse AR data</p> <p>Staff INSET Training Total Cost: £1,960.00</p>
Project Description	Following analysis of National Test score data address any 'year group specific' shortcomings			
Project Source	Report: Albert Primary SER 2019 [Estyn Common Inspection Framework] - 1.1 Standards and progress overall.			
Success Criterion	Gender gap is reduced from -33.8 [2018] to -20.0 [2020] in Outcome 6+ LLC and from -15.5 [2018] to -9.0 [2020] in Outcome 6+ MDT			2

SDP Project	Objective	Activities	Project Team	Resources & Costs
Provision : Curriculum Change Work Due by: 17/07/2020	<p>Quality Insurance Welsh Government / CSC Agenda</p> <p>Curriculum for Change Agenda</p>	<p>To continue to work as per SLA document with Consortia and with Welsh Government on the Quality Insurance workgroup; Mathematics and Numeracy AoLE.</p> <p>To create a learning and teaching model that reflects the pedagogical practice of the school in relation to the Curriculum for Wales. Support practitioners through the change of pedagogical principles in line with the Curriculum for Change Agenda.</p> <p>To engage with a wider network of schools meeting the Core Brief fully.</p> <p>To embed staff reflective practice allowing sharing time for trials of the new curriculum.</p> <p>To develop leadership opportunities for new curriculum AoLE Leads <small>01/04/2019 - 31/03/2020</small></p> <p>[Autumn Term] Consistent planning developed further using the Four Purposes and new Areas of Learning and Experience.</p> <p>Introduction of child friendly Four Purposes as developed by the children as part of SIG project.</p> <p>[Spring Term] Introduction of 'Aiming towards the Four Purposes' big book, per class, to record reflections on experiences, skills and knowledge of learners to develop the understanding of stakeholders of the Key Characteristics.</p> <p>Communicate changes to stakeholders through GB and Parent Initiative Consultation Meeting opportunities throughout the year. <small>02/09/2019 - 31/03/2020</small></p>	ML(leader) GH CH AG AW	<p>Welsh Government Quality Insurance Group School Funding [£21,000]</p> <p>Professional Learning Funding Stream [£10,000]</p> <p>Total Cost: £21,000.00</p>

Project Source	Report: Albert Primary SER 2019 [Estyn Common Inspection Framework] - 3.2 The breadth, balance and appropriateness of the curriculum.	
Success Criterion	Pedagogical principles refined in line with the new curriculum	3
Success Criterion	Support practitioners understanding of the new curriculum	3
Success Criterion	Continued involvement with WG/CSC Quality Insurance Group and Curriculum for Change projects in line with Core Brief and SLA.	3

SDP Project	Objective	Activities	Project Team	Resources & Costs
<p>PDG Funded : Care, Support & Wellbeing Due by: 17/07/2020</p>	<p>To continue to raise standards of vulnerable children through the introduction of Thrive-Online and LSA provision to deliver support across KS1 and KS2.</p> <p>To develop practitioners understanding of children's behaviour and emotional development.</p> <p>To introduce a 'Home Link Officer' supporting Stanwell School and its local primary schools in the organisation and delivery of high quality support for pupils and families by acting as a home-school link.</p>	<p>PDG funded LSA in KS2 to support vulnerable learners [Literacy/Numeracy] and wellbeing support strategies 02/09/2019 - 31/03/2020</p> <p>To embed Thrive-Online across the school in order to help practitioners understand children's behaviour and what it signals about their emotional development. Through online tools, training and mentoring, to enhance practitioner's practices to support the emotional and social development relevant to a child's age.</p> <p>To provide LSA [Thrive/ELSA] timetabled support to vulnerable children across KS1 and KS2. 02/09/2019 - 17/07/2020</p> <p>Home Link Officer :To work directly with pupils and families helping to provide early intervention, signposting, support and guidance at times of change and stress.</p> <p>To help improve outcomes for pupils and families by removing barriers to learning and improving communication and links between school and home.</p> <p>To help maintain a culture where safeguarding is a priority raising any concerns with the appropriate members of school staff.</p> <p>To assist in raising attendance and punctuality of both pupils and their families.</p> <p>To develop appropriate opportunities for parenting education including help with parenting skills by providing parenting guidance and support either on a one-to-one basis or to groups.</p> <p>To organise meetings and drop-ins at appropriate times and venues to support parents' needs.</p> <p>To support transition of pupils across key stages and into the Comprehensive School [Summer Term] 09/09/2019 - 17/07/2020</p>	<p>AG (leader) GH CH LJ ML AW</p> <p>LSAs [Thrive/ELSA Trained]</p>	<p>PDG Grant Allocation [tbc] = £41,000</p> <p>THRIVE ONLINE + licences = £1,400</p> <p>Learning Support Assistant £18993 [Thrive/ELSA]</p> <p>Learning Support Assistant £18993 [Early Years]</p> <p>Home Link Officer - Joint Funded £2000 Total Cost: £41,386.00</p>

Project Description	To introduce across the school Thrive-Online that has been developed to help practitioners understand children's behaviour and what it signals about their emotional development.	
Project Source	Report: Albert Primary SER 2019 [Estyn Common Inspection Framework] - 1.2 Standards and progress of specific groups.	
Success Criterion	To help improve outcomes for pupils and families by removing barriers to learning and improving communication and links between school and home.	2

SDP Project	Objective	Activities	Project Team	Resources & Costs
Teaching & Learning: Schools as Learning Organisations Due by: 17/07/2020	To improve standards of teaching through the implementation of the revised Excellence in Teaching and Leadership Frameworks in order to support the new professional standards introduced by Welsh Government.	Developing a shared vision centred on the learning of all learners Creating and supporting continuous learning opportunities for all staff Promoting team learning and collaboration among all staff Establishing a culture of enquiry, innovation and exploration Embedding systems for collecting and exchanging knowledge for learning Learning with and from the external environment and wider learning system Modelling and growing learning leadership 02/09/2019 - 17/07/2020	AW (leader) AG School Staff	Excellence in Teaching Package [£450] INSET provision - Audit & Feedback Non Contact for Monitoring / Performance Management Team Leaders [5 days supply] [£800] Peer/Collegial Monitoring [£800] Total Cost: £2,050.00
Project Description	To update school practices in accordance with the Excellence in Teaching Framework that implements the new teaching standards, meets the requirements of the new developing Curriculum and fulfils the Four Purposes.			
Project Source	Report: Albert Primary SER 2019 [Estyn Common Inspection Framework] - 3. Teaching and learning experiences.			
Success Criterion	Staff INSET on SLO agenda in relation to current practices and processes in school Staff audit and analysis of via the online SLO toolkit Identification of strengths and areas for further development in relation to the SLO dimensions			2

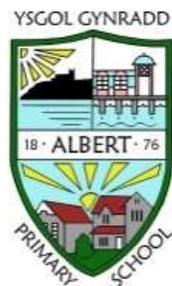
SDP Project	Objective	Activities	Project Team	Resources & Costs
Additional Learning Needs Bill Due by: 17/07/2020	To prepare and implement processes in line with the changes set out in the ALN and Educational Tribunal Act Wales.	<p>To engage practitioners with the ALN reforms and provide opportunities for professional learning in order to enable school compliance 02/09/2019 - 17/07/2020</p> <p>To continue to build on the cluster model for ALN that has begun to be established in the Region. eg Resolution disagreement and early resolution 02/09/2019 - 17/07/2020</p> <p>To develop school/cluster action plans as identified by the ALN Act School-Readiness Survey and the Developing as a Person-centred Organisation Self-assessment 02/09/2019 - 17/07/2020</p>	LJ (leader) GH CH ML AG AW	Regional ALN Transformational Grant 2019/2020 Total Cost: £990.00
Project Description	To prepare the school for the ALN and Educational Tribunal Act Wales			
Project Source	Report: Albert Primary SER 2019 [Estyn Common Inspection Framework] - 2.1 Wellbeing.			
Success Criterion	School to be compliant with the new code of practice and ALN Bill. All ALN pupils identified and given appropriate IDP and receive appropriate learning provision. All stakeholders working to support pupils with ALN			2

SDP Project	Objective	Activities	Project Team	Resources & Costs
DCF - Digital 360 Accreditation 2020 Due by: 03/04/2020	<p>Online Safety Mark : to show good practice in Online Safety policy and procedures in order to apply for the Online Safety Mark.</p> <p>To continue to embed the DCF</p>	<p>To apply for the award and meet the benchmark level for every aspect in the tool and, in the school's review, add a commentary for every aspect. That commentary will describe the provision for each aspect and how Albert Primary meets the benchmark level statement.</p> <p>01/09/2019 - 03/04/2020 To continue to embed the DCF through the differentiation of DCF skills.</p> <p>01/09/2019 - 20/07/2020</p>	CH (leader) AG AW	<p>Assessor visit 2020 [TBC]</p> <p>Full charge for maintained schools with 500 or more pupils / students £1,000</p> <p>Supply cost x3 days [For preparation and presentation] Total Cost: £1,450.00</p>
Project Description	[None]			
Project Source	Report: Albert Primary SER 2019 [Estyn Common Inspection Framework] - 3.3 Provision for skills.			
Success Criterion	To evidence and meet the benchmark level for every aspect of the Safety Mark for successful accreditation.			2

SDP Project	Objective	Activities	Project Team	Resources & Costs
Welsh - Cymraeg Campus Recommendations Due by: 17/07/2020	To continue to build upon the recommendations that have been reported following the school's Cymraeg Campus Bronze Accreditation - Summer 2019	<p>Listening to Welsh Learners [Termly] across the school using CSC assessment criteria 16/09/2019 - 19/06/2020</p> <p>To nominated a named Governor for Welsh Language</p> <p>To re-survey pupils using the Cymraeg Campus Questionnaire to evidence increases in pupils perceptions of the Cymraeg Campus agenda and to address any development outcomes</p> <p>16/09/2019 - 17/07/2020 - 0 user(s) - Not Started</p>	<p>JB</p> <p>GH</p> <p>CH</p> <p>ML</p> <p>BM</p> <p>AG</p> <p>AW</p>	<p>6 x non-contact days =£900</p> <p>Total Cost: £900.00</p>
Project Description	To continue to build upon the recommendations that have been reported following the school's Cymraeg Campus Bronze Accreditation - Summer 2019			
Project Source	Report: Albert Primary SER 2019 [Estyn Common Inspection Framework] - 3.1 Quality of teaching.			
Success Criterion	Most year groups achieve good to excellent in the Listening to Learners Oracy monitoring outcomes by Summer 2020			2



ALBERT PRIMARY SCHOOL
SCHOOL IMPROVEMENT EVALUATION / DATA 2019



CSC Evaluation Report : 2018-2019 [2019 evaluation currently in draft (highlighted in blue text)]
[2018 evaluation retained in SiP for new Challenge Advisor –Sept 2019]

Findings from listening to learners activity with pupils from Years 2 and 6

- Pupils in Years 2 and 6 discuss their work confidently. They explain very clearly and enthusiastically the tasks that they have been undertaking. In Year 2, pupils are developing sound writing skills. They use their skills and awareness of different types of writing successfully to present extended pieces across the curriculum. Pupils demonstrate good use of ICT. Examples include using 'Popplet' to create informative mind maps, and incorporating images and text to create thoughtful posters. In Year 6, pupils understand different writing styles well and write extended pieces of work of a very high standard. Pupils write in a very mature and engaging manner.
- Learning goals are identified clearly and consistently in language, mathematics and thematic work. By Year 6, pupils are very confident in assessing progress against the learning goals.
- Pupils in Years 2 and 6 have a sound understanding of the marking code and are clear about the need to respond to 'think on' and 'reflect' prompts by teachers.
- Year 2 pupils are able to talk clearly about how 'steps to success' can support their work. By Year 6, pupils are actively involved in constructing 'steps to success' and are confident in assessing progress against the criteria.
- Pupils have a very strong voice in planning, particularly through their valuable contribution to the popular immersion days.

Attendance

- Sound processes are in place to promote attendance including the implementation of Callio, daily contact to follow up any absences, a reward system and sharing of information in newsletters. Attendance is monitored carefully and any concerns are actively addressed.
- The attendance figure for autumn 2017 (96.23%) is slightly below the school target of 96.6%, but is higher than the figure of 95.6% for the same period last year.
- The attendance of EAL pupils is variable across the school, with the minority having an attendance rate of below 92% during autumn term 2017.

Pupil Development Grant

- Deployment of the grant is appropriate and closely aligned to the needs of individual pupils. There is a strong emphasis on providing wellbeing interventions, as well as language and mathematics support programmes. The nurture room is a new provision this academic year, and in a short period is proving successful in ensuring that many vulnerable pupils, including eFSM pupils, access school in the right frame of mind. This has also contributed to an improved attendance rate for very few eFSM pupils in upper key stage 2.
- The school has been successful in gaining PDG funding for CLA pupils, which will support the introduction of the Thrive mentoring programme.

Progress against targets

- In Year 2, all pupils are on track to attain end of key stage targets in MD, with most on track for LLC and PSDWBCD. There is a clear identification of pupils' needs, with specific action points and interventions identified, and progress monitored regularly by the foundation phase leader. The three eFSM pupils are on track to attain the foundation phase outcome indicator, and are being targeted as part of a 'booster group' to achieve outcome 6+.
- There is an ongoing and beneficial focus on ensuring foundation phase staff are clear about the revised outcomes at the end of Year 2.
- Year 1 is being monitored very carefully as around 20% of the cohort are identified as having additional learning needs. Appropriate interventions are in place, with a strong focus on addressing the needs of pupils of all abilities.
- All pupils in Year 6 are on track to meet their end of key stage targets. All pupils are on track to attain the core subject indicator. More able pupils are being targeted carefully to enhance their level 5 work, and to access aspects of level 6 work.
- Beneficial mid-year review meetings with every class teacher have been introduced recently. Meetings include a strong focus on monitoring the progress of individuals and groups of specific groups of pupils, as well as attendance and behaviour. Leaders acknowledge appropriately that review meetings need to happen on a termly basis, and that processes need time to embed.

Curriculum for Wales

- The school is actively engaging in changes to address 'Successful Futures' through their work as a pioneer school, and involvement in trialling materials to support the work of the mathematics and numeracy area of learning and experience.
- The school is heavily involved in leading and sharing information with two SIG groups and the cluster.
- Interesting work is being undertaken to adapt planning in line with the six areas of learning and to incorporate the four core purposes. This has been trialled and evaluated very carefully by the Year 5 teacher. All teachers are now trialling aspects of planning relating to the new curriculum for spring 2018, with appropriate plans in place for feedback. Discussions with leaders demonstrate that this work is resulting in reflective dialogue.
- There is a strong and regular focus on the Curriculum for Wales through whole school training and regular update sessions.
- The areas of learning and experience are becoming more obvious in the life of the school. For example, planning for the Years 5 and 6 immersion days is now linked to the six areas of learning and experience.
- There is an ongoing emphasis on pedagogy, particularly in relation to assessment for learning, which includes a strong focus on staff undertaking action research work. For example, all teachers have undertaken beneficial research work on aspects of 'Visible Learning', with two teacher also trialling work on growth mindset and feedback as part of SIG work with Shirley Clark.
- *The school's leaders provide very effective leadership. Leaders have a shared vision, clear strategic direction for the school and a strong sense of purpose. Very high expectations are in place of all staff and pupils, and there is a relentless focus on achieving the best outcomes for every individual pupil. This has been successful in maintaining very high standards over time.*
- *Leaders demonstrate a very strong capacity to plan, implement change and sustain improvement successfully. They engage all staff, pupils, parents, governors and other partners very effectively in the change process resulting in everybody being clear about the strategic direction of the school. Leaders' strong commitment ensures that all members of staff engage very effectively in school initiatives and develop a stimulating environment for pupils. As a result, programmes to support pupils' reading, writing and mathematical skills are well embedded and make a strong contribution to the maintaining of very high standards. Pupils are key partners in the change process, such as their very strong involvement in planning, with ideas and interests expressed during immersion*

days resulting in a wide range of creative activities that build on their prior knowledge and interest. As a result, pupils' are highly motivated and demonstrate strong engagement in their learning.

- Self-evaluation is accurate, regular and thorough in most areas and provides the school with a comprehensive range of first-hand evidence. The opinion of all stakeholders is important and valued. Highly effective analysis of a wide range of data, including cognitive tests results and questionnaires, ensures that leaders have a clear and accurate picture of the school's strengths and areas for development. Information gathered through these self-evaluation processes is used appropriately in order to identify the school's priorities and successfully address any within school variation.
- Improvement planning at all levels is highly effective in addressing the areas in need of most improvement. Action, including the use of resources, has led to sustained improvement in outcomes for nearly all pupils, including those eligible for free school meals and other vulnerable groups. For example, the strong focus on writing, through the successful implementation of 'Accelerated Reader' and beneficial use of 'buddy working', has led to pupils across the school, and in particular boys, becoming more confident and making very strong progress in their reading and writing. Clear impact of these initiatives is evident in the significant improvement in reading and writing, particularly at level 5+, with a much stronger performance by boys. This was in 2018. Has it been sustained in 2019? Another example is the stronger focus on Welsh over the last two years, particularly the regular time allocated on a daily basis and the valuable work undertaken by the 'Crew Cymraeg' in relation to the Cymraeg Campus language charter. This has led to an improvement in pupils' vocabulary, the standard of Welsh in all classes and end of key stage 2 outcomes. Need to amend impact - reference to Cymraeg Campus if awarded.
- The school has a very good track record in raising the achievement of nearly all pupils, including vulnerable learners over at least a three-year period. The nurture room is proving successful in ensuring that many vulnerable pupils, including eFSM pupils, access school in the right frame of mind. This has also contributed to an improved attendance rate for very few eFSM pupils in upper key stage 2.
- The school has a very strong track record in implementing successfully national and local priorities. Strategies to support pupils' language and mathematics are well embedded and result in consistency in practice. The Literacy and Numeracy is an integral part of planning, ensuring purposeful opportunities to promote pupils' numeracy skills, and highly effective literacy skills across the curriculum. The Pupil Development Grant is targeted effectively to meet the needs of eFSM pupils at the school. As a result of valuable wellbeing and targeted support, eFSM pupils make progress that is at least in line with expectations. The school is actively engaging in changes to address 'Successful Futures' through their work as a pioneer school, and involvement in research and trialling of materials and strategies to support the development of the mathematics and numeracy. Planning across the school now relates closely to the six areas of learning and experience and incorporates the four purposes. There is a very strong pupil voice and input to the planning of cross-curricular themes through the very popular immersion days. In addition, there is also now a stronger focus on making greater use of the local community and promoting more meaningful and authentic experiences for pupils. An excellent example of this is the work of Year 6 in planning and scripting a tour of a museum prior to leading a group in the National Museum Cardiff.
- Leaders and staff have well defined roles and responsibilities, and exhibit high professional standards. Recent restructuring to staff's roles and responsibilities ensures a strong focus on key priorities in relation to 'Successful Futures'. The high priority given to staff development, and robust performance management processes, have all contributed very effectively to improving pupil progress, strengthening classroom practice and in successfully addressing within school variation.
- Governors fulfil their statutory obligations well and have a sound understanding of their roles and responsibilities. They are dedicated to Albert Primary and provide effective support and challenge for the school. Through beneficial presentation from leaders, learning walks, school visits,

beneficial links with the school council and regular committees, governors have a strong understanding of the school's strengths and areas for improvement.

- The quality of teaching across the school, and the impact on nearly all pupils' learning and progress, is consistently good and often excellent. The evaluation of the quality of teaching across the school draws appropriately on a wide range of evidence including findings from book scrutiny, listening to learners, pupil progress data and a carefully planned programme of lesson observations that involves the headteacher, senior leadership team and peer / collegial learner observations. The school also makes effective use of filming technology where appropriate, and observations by peers to reflect on practice. Is this still the case? As a result, all staff have a shared understanding of the characteristics of excellent and good teaching and demonstrate these in classroom practice. Strengths in the quality of teaching include the very good working relationship between staff and pupils, high expectations of all pupils, teachers' very good subject knowledge and planning of stimulating lessons that engage pupils' interests successfully. As a result, pupils are engaged, inspired and challenged through the use of a wide range of approaches and activities. Resources, including technology equipment, are used appropriately to enhance learning. Feedback to pupils, both orally and through marking, is acted on and improves learning in nearly all classes and work is ongoing to further embed this practice this academic year.*
- The school has effective processes to track pupils' progress. The recent introduction of termly progress meetings is strengthening further lines of accountability across the school, although time is needed for practices to become fully embedded. Targets reflect the school's high expectations for pupils' future achievement.*
- Work presented during cluster moderations in both key stages is of a very high standard, with strong and comprehensive evidence to support the accurate judgements made.*
- Leaders and staff work very successfully with a wide range of other schools and partners and actively engage and lead on initiatives involving the cluster and school improvement group (SIG). Activities are tailored very carefully to support school priorities and to develop staff professionally. For example, work with the SIG is supporting the effective implementation of the Digital Competence Framework, with staff upskilled and using a wider range of resources and applications to support pupils' learning. Up until July 2017 the school was a Hub for the consortium, and supported other schools in relation to literacy and immersion days. As a result of this work, a supported school in a neighbouring local authority reported a strong improvement in writing levels across key stage 2. In addition, Albert Primary is frequently sharing its highly effective practices of involving pupils in immersion topic days, with very positive feedback and clear impact in other schools. The school is heavily involved in leading and sharing information with two SIG groups and the cluster on the curriculum for Wales. Close working with the local secondary school and the consortium is ensuring an appropriate level of challenge for more able pupils in science, resulting in a very few pupils successfully attaining level 6. These very successful partnerships demonstrate clearly the school's ability to enhance significantly their own and others' capacity to bring about improvement.*

[Draft Advisor Commentary July 2019]

FSM% (single year)	2017	2018	2019
	6.1	4.5	4.2

Foundation Phase	All Pupils	Boys	Girls
No. of pupils	54	22	32
% of cohort	1.9%	4.5%	3.1%

Area	Level	2017	2018	2019	Wales	Comment
FPI	FPO5+	96.6	94.6	92.6	80.0	Above Wales
Gender Diff	L52	-0.1	1.0	-10.5	-8.8	In-line with Wales
LCE	FPO5+	96.6	96.4	92.6	82.0	Above Wales
Gender Diff	L52	-0.1	-1.9	-10.5	-9.1	In-line with Wales
LCE	FPO6+	45.8	46.4	51.9	32.5	Significantly above Wales
Gender Diff	L613	-35.7	-21.0	-33.8	-10.2	Significantly below Wales
MDT	FPO5+	96.6	96.4	96.3	84.7	Above Wales
Gender Diff	L52	-0.1	5.7	-1.4	-4.6	Above Wales
MDT	FPO6+	44.1	46.4	50.0	32.3	Significantly above Wales
Gender Diff	L613	-18.9	-5.7	-15.3	0.9	Significantly below Wales
PSD	FPO5+	100.0	100.0	98.1	92.2	Above Wales
Gender Diff	L52	0.0	0.0	3.1	-6.3	Above Wales
PSD	FPO6+	66.1	76.8	75.9	57.4	Significantly above Wales
Gender Diff	L613	-21.5	-8.6	-13.1	-18.2	Above Wales

Key Stage 2	All Pupils	Boys	Girls
No. of pupils	57	26	31
% of cohort	1.8%	3.8%	3.2%

Area	Level	2017	2018	2019	Wales	Comment
CSI	Level 4+	100.0	100.0	100.0	87.8	Above Wales
Gender Diff	SUB	0.0	0.0	0.0	-6.5	Above Wales
ENG	Level 4+	100.0	100.0	100.0	89.7	Above Wales
Gender Diff	SUB	0.0	0.0	0.0	-6.6	Above Wales
ENG	Level 5+	85.5	90.7	87.7	44.5	Significantly above Wales
Gender Diff	SUB	-7.8	0.4	-12.8	-14.7	In-line with Wales
ENG	ORACY Level 4+	98.2	100.0	100.0	90.2	Above Wales
Gender Diff	AT1	-3.7	0.0	0.0	-5.4	Above Wales
ENG	ORACY Level 5+	85.5	87.0	89.5	45.4	Significantly above Wales
Gender Diff	AT1	-7.8	-5.6	-8.9	-12.5	Above Wales
ENG	READING Level 4+	100.0	100.0	100.0	89.6	Above Wales
Gender Diff	AT2	0.0	0.0	0.0	-6.1	Above Wales

ENG	READING Level 5+	85.5	88.9	89.5	46.7	Significantly above Wales
Gender Diff	AT2	-7.8	5.2	-8.9	-13.0	Above Wales
ENG	WRITING Level 4+	100.0	98.1	100.0	85.2	Above Wales
Gender Diff	AT3	0.0	4.8	0.0	-10.3	Above Wales
ENG	WRITING Level 5+	65.5	83.3	68.4	36.5	Significantly above Wales
Gender Diff	AT3	-12.2	3.9	-5.6	-16.8	Above Wales
MAT	Level 4+	100.0	100.0	100.0	90.7	Above Wales
Gender Diff	SUB	0.0	0.0	0.0	-3.9	Above Wales
MAT	Level 5+	83.6	90.7	87.7	45.8	Significantly above Wales
Gender Diff	SUB	17.6	8.2	8.4	-1.2	Above Wales
SCI	Level 4+	100.0	100.0	100.0	90.8	Above Wales
Gender Diff	SUB	0.0	0.0	0.0	-4.7	Above Wales
SCI	Level 5+	72.7	83.3	77.2	44.0	Significantly above Wales
Gender Diff	SUB	2.6	-3.9	-7.6	-5.9	In-line with Wales
RWM	Level 4+	100.0	98.1	100.0	83.8	Significantly above Wales
Gender Diff	Sub	0.0	4.8	0.0	-9.9	Above Wales

Data Source: PLASC and NDC returns; Welsh Government First Release

Standards Objective

Following analysis of National Test score data address any 'year group specific' shortcomings

- To increase the proportions of pupils attaining an SAS of >115 above expected values in year 3 in Procedural Numeracy.
- To increase the proportions of pupils attaining an SAS of >115 above expected values in Years 2 & 3 in Reasoning.

Success Criterion

2018 Yr 3 Reasoning Test [+115] actual 12.98%

Yr 3 Procedural Test [+115] actual 14.81%

2019 Reasoning TARGET 19%

Procedural TARGET 21%

2018 Yr2 Reasoning Test [+115] actual 12.5%

2019 Reasoning TARGET 21%

<u>Year 2 Reasoning 2019</u>	>115	
	Target	21%
	Actual	35%
<u>Year 3 Reasoning 2019</u>	>115	
	Target	19%
	Actual	43%
<u>Year 3 Procedural 2019</u>	>115	
	Target	21%
	Actual	54%

Accelerated Reading Data:
GROWTH & ACHIEVEMENT Analysis Sept 2019

**Above
Benchmark**

	Total	Pupils	%
Year 6	55	20	36%

Year 5	55	9	16%
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Year 4	54	12	22%
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Year 3	55	12	22%
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Year 2	55	5	9%
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At Benchmark

	Total	Pupils	%
Year 6	55	25	45%

Year 5	55	34	62%
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Year 4	54	31	57%
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Year 3	55	30	55%
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Year 2	55	13	24%
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Overall % of pupils at/or above
81%
78%
79%
79%
33%

National Test Analysis :
READING 2019

	116 - 125		126 - 140+		Overall
Year 6	9	16%	18	33%	49%
Year 5	12	22%	8	14%	36%
Year 4	4	7%	17	31%	38%
Year 3	21	38%	8	16%	54%

ACTION:

To increase the % of pupils reading at the above benchmarks level

[AR - Reading Ages] from Year 2 to 6.

To develop reading through more challenging texts in a variety of contexts.

Adroddiau y Wobr Efydd Bronze Award Report



Targed /Target	Ardalau llwyddianus /Areas of success	Ardalau i ddatblygu /Areas for development /	Taro'r targed/Target met?
Un - Sefydlu ethos Gymreig weledol Visual Welsh ethos	Pupils' work is prominently displayed and celebrated around the school. Phrase of the week displayed. Most areas inside the school have Welsh/bilingual signage. All classrooms have displays reflecting stage appropriate patterns and vocabulary.		Yes
Dau - Manteision dysgu'r Gymraeg Advantages of Welsh	Criw Cymraeg speak clearly about the advantages of learning Welsh and have created posters to encourage others to speak Welsh, which are prominently displayed around the school.		Yes
Tri - Y defnydd o'r Gymraeg yn achlysurol o fewn yr ystafell ddosbarth Incidental Welsh in the classroom	Staff and pupils use incidental Welsh consistently. Helpwr Heddiw is well established. Criw Cymraeg encourage staff to use incidental Welsh.		Yes
Pedwar - Y defnydd o'r Gymraeg yn achlysurol y tu allan i'r ystafell ddosbarth Incidental Welsh outside the classroom	Welsh yard games modelled by staff. Pupils use Welsh incidentally during lunchtimes. Incidental Welsh is monitored by SLT.		Yes
Pump - Cymraeg yn y Gwasanaethau Welsh Assemblies	Criw Cymraeg introduce the phrase of the week during the Welsh assembly. A range of visitors are invited in regularly. Significant dates such as Santes Dwynwen are celebrated.		Yes
Chwech - Apiau a gwefannau i fireinio'r dysgu a'r mwynhad Welsh Apps and Websites	Pupils use a broad range of Welsh websites and apps. Criw Cymraeg have designed posters showing these which are displayed in all classrooms.		Yes
Saith - Gweithgareddau cyfoethogi Enrichment activities	Pupils take part in the Urdd Eisteddfod annually. The Criw Cymraeg take an active role in the school Eisteddfod.		Yes
Wyth - Datblygu darllen Developing Reading	All classes have a broad range of reading resources. Ks2 pupils regularly visit FPh pupils to read to them.		Yes

<p>Naw - Cymraeg ar draws y Cwricwlwm Welsh across the curriculum</p>	<p>Nearly all displays have purposeful and appropriate Welsh language patterns attached. Pupils are encouraged to use Welsh in other areas of the curriculum orally and in writing. Criw Cymraeg highlighted the use of Welsh in PE lessons.</p>		Yes
<p>Deg - Agwedd Gadarnhaol Positive attitude to Welsh</p>	<p>Pupils and staff alike demonstrate a highly positive attitude to Welsh. Criw Cymraeg have obviously enjoyed their role this year and are eager to continue and develop next year.</p>		Yes

Sylwadau /Overall Comment

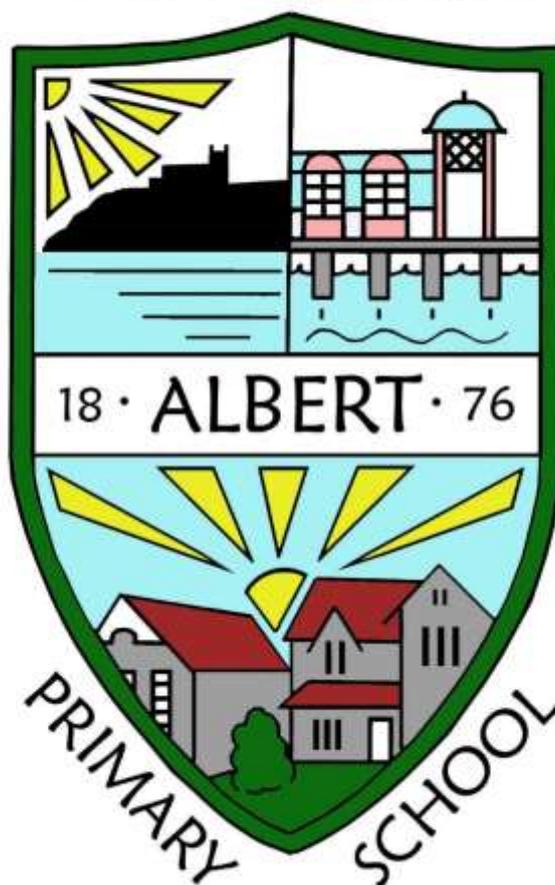
- Cymraeg Campus has been driven by strong leadership from the acting Welsh subject leader. The process has also been supported highly effectively by the headteacher, SLT and all staff;
- Cymraeg Campus is part of the SIP which ensures it has a high profile and status within the school;
- A highly enthusiastic Criw Cymraeg has been instrumental in implementing, developing and monitoring Cymraeg Campus. This has ensured a strong pupil voice throughout the process;
- Extensive evidence has been collected for all ten targets and shared digitally and as hard copies. The evidence is also clearly displayed around the school;
- The school's progress is clearly shown on a display in the school hall. **However, data from the pupil questionnaire shows limited progress at the moment;**
- A particular strength of the school is their link with the Urdd. They have competed in Urdd Eisteddfodau for many years. As part of this year's Eisteddfod, which was held in Cardiff and the Vale, they have taken part in enrichment activities such as recording the new Mr Urdd song;
- Whilst celebrating and taking pride in the school's progress this year, the headteacher and subject leader are eager to embed the good practice and continue to develop Cymraeg Campus.
- Llongyfarchiadau i bawb yn Ysgol Albert, rydych chi'n haeddu gwobr efydd Cymraeg Campus. Congratulations to everyone in Ysgol Albert, you deserve the Cymraeg Campus bronze award.

Dilyswyd gan /Verified by: Julie Bowhay ac Emma Dermody

Dyddiad / Date: 26.6.19

ANNUAL SELF EVALUATION TIMETABLE

YSGOL GYNRADD



Inspection Areas	Aspects
[IA1] Standards	1.1 Standards and progress overall 1.2 Standards and progress of specific groups 1.3 Standards and progress in skills
[IA2] Wellbeing and attitudes to learning	2.1 Wellbeing 2.2 Attitudes to learning
[IA3] Teaching and learning experiences	3.1 Quality of teaching 3.2 The breadth, balance and appropriateness of the curriculum 3.3 Provision for skills
[IA4] Care, support and guidance	4.1 Tracking, monitoring and the provision of learning support 4.2 Personal development 4.3 Safeguarding
[IA5] Leadership and management	5.1 Quality and effectiveness of leaders and managers 5.2 Self-evaluation processes and improvement planning 5.3 Professional learning 5.4 Use of resources

Self-evaluation Actions Timetable – Autumn Term

Activity	Lead Personnel	Link to SER/CIF	Completion Date
Whole School Assessment Data Analysis	HT/DHT	A11	
All Wales Core Data Analysis	HT/DHT [incl Standards Committee]	A11	Not being released by WG
CSC School and Individual Data Pack Analysis	HT/DHT [incl Standards Committee]	A11	
Review A11 / A12 – SER	SMT	A11 / A12	
Individual and Cohort Target Setting [incl Welsh]	DHT / CTs	1.2 2.2	
SEN Provision Map for Interventions 2019-2020 (SEN & ALN)	ALNCo	1.2 4.1	
SELFIE Wellbeing Assessments completed	DHT	2.1 4.1 4.2	
MAT Provision Audit 2019-2020	GH/ML/CH	1.2 3.2	
Draft SIP and Updated SER to Consortium Portal	HT	A11/2/3/4/5	
Baseline Assessments	KG/SB/LM/LH[CH]	1.2 1.3	
Teacher Listening Skills Baseline Analysis	CTs	2.2	
Cluster Moderation	SO/MH / GH/RT	5.2 5.3	
HT Report to GB & Final SIP Approval	HT	5.1 5.2 5.3 5.4	
Parent Meetings - Structured Conversations [FSM]	CTs	3.2	
IEP Target Setting	ALNCo	1.2 1.3 A13	
Attendance Review [half termly]	SMT [incl Governing Body]	A12	
GB and CSC Data Analysis Meeting	HT/DHT [incl Standards Committee]	A11	
Literacy Leader to meet with Governors	GH [via Standards Committee]	5.1 5.2	
Numeracy Leader to meet with Governors	ML [via Standards Committee]	5.1 5.2	
ALNCo to meet with Link Governors	ALNCo [via Standards Committee]	A14	
Standardisation of pupils' work [Literacy] Upload to Incerts	GH / CTs	1.2 1.3 2.2	
GB STANDARDS and PROVISION / Curriculum Sub Committee to meet	Governors	5.1 5.2 5.4	
GB Finance Sub Committee to meet	Governors	5.1 5.2 5.4	
Parent Consultation Evening	CTs	5.2	
IEP Targets Monitoring	ALNCo	1.2 1.3 A14	
HT PM Evaluation & Target Setting to Portal	HT [GB HT Perf Mant Committee]	A15	
Teacher Performance Management Team Leader [Target Reviews & Setting]	Team Leaders	A13	
INCERTS [Term on Term Tracking]	CTs	1.2 1.3	
Analysis of termly progress of specific groups of pupils & interventions	ALNCo/DHT/SMT	1.2	

Self-evaluation Actions Timetable – Spring Term

Activity	Lead Personnel	Link to SER/CIF	Completion Date
End of Autumn Term SIP Update	HT/DHT/SMT	AI1/2/3/4/5	
All Wales Core Data Sets – Attendance and FSM / Non-FSM Data	DHT	AI1	
CSC Primary Data Pack to include attendance	HT	AI1	
Review AI3 / AI4 – SER	SMT	AI3 / AI4	
HT Report to GB & Update on SIP / SER Update	HT	5.1 5.2 5.3 5.4	
Pupils Progress Against Targets Meetings	SMT	1.2 1.3	
NBAR 'My School' Assessments completed	DHT	2.2 4.2 5.1	
Attendance Review [half termly]	SMT [incl Governing Body]	2.1 2.2	
Half Termly Attendance Letters to Parents	ADMIN	2.1	
Parent Consultation Evening	CTs	2.2	
Standardisation of pupils' work [Maths/Numeracy]– Upload to Incerts	ML	1.2 1.3 2.2	
Cluster Moderation	SO/MH / GH/RT	1.2 1.3 2.2	
IEP Targets Review and Target Setting	ALNCo	1.2 1.3 AI3	
Performance Management Interim Meetings & Classroom Observations [including LSA Support Staff]	Team Leaders	3.1 3.2 3.3	
Budget Review & Plan 18 – 19 (Financial Year)	HT [Finance Committee]	5.1 5.2 5.4	
Review of PDG, EIG	SMT [Finance Committee]	5.1 5.2 5.4	
GB Sub Committees to meet	Standards Provision	AI1 5.1 5.4	
Collegial Observations of Learning	CTs	3.1 3.2 3.3	
Review AI2/AI3 & Update SER	SMT [Governing Body]	AI2 AI3 AI5	
Mid-year Year Group Evaluations [Learning & Standards]	CTs	1.2 2.1 3.2 3.3	
INCERTS [Term on Term Tracking]	CTs	1.2 1.3	
Analysis of termly progress of specific groups of pupils & interventions	ALNCo /DHT/ SMT	1.2 4.1 4.2	

Self-evaluation Actions Timetable – Summer Term

Activity	Lead Personnel	Link to SER/CIF	Completion Date
Review of Financial Year (Period 13) and finalise school budget for the year and approved by GB	HT Leadership & Mant Committee	5.1 5.2 5.4	
Review AI5 – SER	SMT	AI5	
HT Report to GB & annual review of SIP / SER Update	HT / DHT	5.1 5.2 5.3 5.4	
Governor Questionnaire, Training Needs Analysis & Skills Audit	GB	5.1	
National Tests Administered	HT/DHT/CTs	IA1	
All school based assessments (AoL) & Annual Pupil Reports completed	CTs	IA1	
Cluster Moderation	SO/MH/GH/RT	1.2 1.3 2.2	
SELFIE Wellbeing Assessments completed	DH/ALNCo	2.1 4.1 4.2	
Y2/Y6 EOKS Data submitted to DEWi	CTs / ADMIN	1.1 1.2 1.3	
Compilation of school performance data for CSC Challenge Advisor	HT / SMT	AI1	
Moderation of pupils' work [Science / PSD]	CTs	1.2 1.3 2.2	
GB STANDARDS Sub Committee to meet	GB	5.1 5.2 5.4	
GB PROVISION Sub Committee to meet	GB	5.1 5.2 5.4	
GB LEADERSHIP [Finance/Staffing]	GB	5.1 5.2 5.4	
Year Group Evaluations [Learning & Standards]	CTs	1.2 2.1 3.2 3.3	
INCERTS [Term on Term Tracking]	DHT / CTs	1.2 1.3	
Analysis of termly progress of specific groups of pupils & interventions	SMT / ALNCo	1.2	
Attendance Review [half termly]	CTs	2.1 2.2	
Final Callio Attendance Letters to Parents	DHT / ADMIN	2.1	
Draft School Improvement Plan	HT / SMT / Stakeholders	AI1/2/3/4/5	
CSC Categorisation Meeting [Standards/Outcomes]	HT / SMT / GB/ CSC	AI1/3/5	



**ALBERT PRIMARY SCHOOL
SCHOOL TEACHING STAFF STRUCTURE**



HEADTEACHER
Mr A Gilbert

DEPUTY HEADTEACHER
ARR / Curriculum Co-ordinator / Attendance
A Williams

**HEAD OF LEARNING FOR
FOUNDATION PHASE**
*FOUNDATION PHASE LEADER /
DIGITAL COMPETENCE*
TLR 2 (b)
C Hutchinson

**HEAD OF LEARNING FOR
KEY STAGE 2**
*KEY STAGE 2 SPECIALIST /
MATHS / NUMERACY & HUMANITIES*
TLR 2 (b)
M Lewis

**HEAD OF LEARNING FOR
KEY STAGE 2**
*KEY STAGE 2 SPECIALIST /
LITERACY / I.C. / EXPRESSIVE ARTS*
TLR 2 (b)
G Haldenby

**SCIENCE & TECHNOLOGY /
HEALTH & WELLBEING**

TEACHER SUBJECT SPECIALIST SCIENCE <i>R Thomas</i>	TEACHER SUBJECT SPECIALIST HWB / IT <i>L Morris</i>
TEACHER SUBJECT SPECIALIST Design Tech <i>M Hester</i>	TEACHER SUBJECT SPECIALIST PE <i>L Higgins</i>

HUMANITIES

TEACHER SUBJECT SPECIALIST GEOGRAPHY <i>S Isaac</i>	TEACHER SUBJECT SPECIALIST HISTORY <i>S Morgan</i>
TEACHER SUBJECT SPECIALIST RE <i>S Osborne</i>	

EXPRESSIVE ARTS

TEACHER SUBJECT SPECIALIST WELSH <i>J Birmingham</i>	TEACHER SUBJECT SPECIALIST ART <i>S Windsor</i>
TEACHER SUBJECT SPECIALIST BUSINESS ENTERPRISE <i>M Morgan</i>	TEACHER SUBJECT SPECIALIST MUSIC <i>S Blyth</i>
TEACHER SUBJECT SPECIALIST MEDIA <i>C Birt</i>	

ADDITIONAL
LEARNING
NEEDS /
WELLBEING
SPECIALIST
L John

TEACHER
SUBJECT
SPECIALIST
K Gee
*S Butwell
(Supply)*

PPA
TEACHER
TBC
O Walker

YSGOL GYNRADD

