

ALBERT PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN 2025-2026



Belonging Together, Growing Together, Succeeding Together

Perthyn Gyda'n Gilydd, Tyfu Gyda'n Gilydd, Llwyddo Gyda'n Gilydd.

At Albert Primary we have a sense of belonging where everyone is respected, feels safe and ready to learn, allowing us to thrive and grow as inquisitive, creative, independent learners.

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2025-26 Overview of priorities
1. To develop a creative curriculum including relevant and authentic learning experiences that meets the needs of all learners. 2. To have a secure understanding of and develop the pedagogy to ensure all learners develop strong independent, critical, creative and problem-solving skills. 3. To develop and clarify the self-evaluation processes and include staff and governors at regular points throughout the year. 4. To develop a whole school approach to Mental Health and Wellbeing, including anti-racism.

2026-27 Major Priorities	2027-28 Major Priorities
1. Enhance the creative curriculum to raise standards and outcomes for all learners. 2. Apply a secure understanding of professional standards to strengthen pedagogy and classroom leadership across the school. 3. Refine school-wide processes to ensure all pupils, including those with Additional Learning Needs (ALN), receive appropriate support and make measurable progress from their starting points. 4. Embed a consistent, whole-school approach to promoting mental health and wellbeing.	1. Enhance the creative curriculum to raise standards and outcomes for all learners. 2. Apply a secure understanding of professional standards to strengthen pedagogy and classroom leadership across the school. 3. Refine school-wide processes to ensure all pupils, including those with Additional Learning Needs (ALN), receive appropriate support and make measurable progress from their starting points. 4. Embed a consistent, whole-school approach to promoting mental health and wellbeing.

Recommendations from Estyn Inspection July 23
R1 Improve teaching to ensure that all pupils develop strong independent, critical, creative, and problem-solving skills. R2 Develop the school curriculum to include relevant and authentic learning experiences that meet the needs of all learners. R3 Strengthen self-evaluation processes and include staff and governors.
Interim Inspection April 2025
Overall, leaders are having a positive impact on addressing the recommendations and are keen to continue building on the progress they have already made for the benefit of their pupils. Albert C.P. School - Estyn

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GRANT FUNDING 2025-2026

LAEG Equity: PDG	£29,786
LAEG School Standards: Schools & EOTAS	£208,131
LAEG Reform: Professional Learning Schools	£9,164
LAEG Reform: Curriculum Reform Schools	£5,002
LAEG Reform: ALN Implementation	£9,596
LAEG School Standards: Early Education	£13,806
TOTAL	£275,485

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OVERALL KEY PRIORITY

At Albert Primary, our mission is to implement the essential changes brought about by current educational reforms, ensuring that every member of our school community is actively engaged and clearly understands our current position, future goals, and the steps we'll take to achieve them.

We are equally committed to creating a safe and nurturing environment, where wellbeing and mental health are prioritised. Through this, we aim to foster a supportive and inclusive culture that promotes the holistic development of all individuals within our school.

LEAD TEACHER: ANDREW GILBERT SENIOR LEADER RESPONSIBILITY: MARILYN LEWIS LINK GOVERNORS: JENDY HILLIER, JACKY ELIAS

RATIONALE

With the introduction of the Curriculum for Wales, and the Professional Teaching Standards, there is a large emphasis on pedagogical principles relating to how children learn, and the resilience they show when faced with new challenges.



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TEACHING AND LEARNING ESTYN FOCI

How effectively does the school's/PRU's curriculum, teaching and assessment support all pupils, including those at risk of adverse outcomes, for example those pupils affected by poverty, with ALN or other identified barriers, to make progress, to:

- learn and make progress?
- develop their knowledge, skills and understanding?
- develop positive attitudes to learning?
- develop their Welsh language skills?

WELLBEING, CARE, SUPPORT & GUIDANCE ESTYN FOCI

How effectively does the school/PRU ensure that all pupils, including those at risk of adverse outcomes, for example those pupils affected by poverty, with ALN or other identified barriers to progress:

- are safe and secure?
- attend school regularly?
- are respected and fairly treated?
- develop leadership skills and take on responsibility?
- receive the guidance and support they require for the next steps in their development?

LEADING AND IMPROVING ESTYN FOCI

How effectively do leaders:

- ensure that all pupils learn and make progress? (This includes those at risk of adverse outcomes, for example those pupils affected by poverty, with ALN or other identified barriers to learning.)
- develop a culture, inclusive ethos and strategic direction that support the progress and well-being of all pupils?
- identify and address areas for improvement, including addressing previous recommendations?
- address national priorities, including improving the quality of teaching and the development of the Welsh language?
- ensure that professional learning improves the quality of teaching, supports school improvement and equips all staff to carry out their roles?
- manage the school's/PRU's resources?

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TEACHING & LEARNING: To further enhance Albert's curriculum by embedding the mandatory elements of the Curriculum for Wales that support challenge, progression, and enrichment for more able learners.

LEADING AND IMPROVING: To continue to include staff and Governors in self-evaluation processes throughout the school year

WELLBEING, SUPPORT & GUIDANCE: To develop a whole school approach to mental health and wellbeing, including Anti-Racism

PDG SPENDING PLAN

Total PDG	£29,786
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Activity	Success Criteria	Monitoring Arrangements
To provide specific interventions for pupils to develop skills and enhance progress	To raise standards for all groups of learners across the school, focusing on literacy, numeracy and well-being.	Work scrutiny Lesson observations Listening to learners Learning Walks Planning

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Vision & Values : Realisation

The school vision has been created in consultation with stakeholders. This is including:

- INSET with staff
- meetings with the school council

The school vision is being embedded from September 2024 and underpins all areas of school life.

At Albert Primary we value everyone's uniqueness, embrace their qualities and support them to be the best version of themselves. We aim to promote a 'sense of belonging', where everyone is included, respected, and feels safe to make mistakes; a vision that allows us to thrive and grow. (be here, be you, belong!).

In 2024, all stakeholders were involved in creating our new school mission statement that reflects our vision: to create a sense of belonging where everyone is respected, feels safe and ready to learn, allowing us to thrive and grow as inquisitive, creative, independent learners.

This is reflected in our new strapline....

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The curriculum was developed in consultation with stakeholders to realise the vision, including:

- staff engagement in professional learning, reading and research
- all staff considering the learners needs and the school context related to the four purposes.
- Cluster working in planning to ensure progression along the 3-16 continuum.
- Partnerships with a range of providers from the local and wider community on providing learners with distinct and enriching experiences.

The school has designed and developed a curriculum that is suitable for all learners. It enables them to develop in the four purposes, and it gives due consideration to all of the mandatory elements. It is broad and balanced and includes learning opportunities within and across all of the Areas of Learning and Experience. It encompasses the concepts in all of the statements of what matters and provides appropriate progression in accord with the principles of progression.

The school's curriculum aligns to the mandatory requirements of teaching Welsh, English, Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence. Further design and development is required with regard to Religion, Values and Ethics (RVE) following the publication of the agreed syllabus.

The school has considered pedagogy and developed professional learning and support focused on high-quality teaching. Assessment arrangements are informed by principles of progression. These are embedded in day-to-day practice through a variety of evidence informed assessment strategies. They enable the identification of learners who require further support or challenge and provide rich qualitative information to inform next steps in learning for individuals and groups of learners.

The school has been working throughout the year with our cluster to further develop a shared understanding of progression and transition planning.

The curriculum was implemented in all year groups in September 2022. At a meeting on 29th June 2022, the governing body considered and agreed to adopt the school's curriculum. The school published a summary of our curriculum on the school website on 9th July 2022. They will inform parents and the wider school community of this through their usual communications, e.g. newsletter, social media, etc. We have also introduced our curriculum during several afternoon and evening meetings on 14th June 2022.

The school curriculum will be kept under review through the self-evaluation activities in the school's MER cycle. This includes learning walks, book scrutiny, pupil, parents and staff forums and questionnaires, etc. Termly reports of these are shared with the governing body.

The school ensures that it considers the impact on learners' mental health and emotional well-being in all curriculum decision making. The school has begun to use the framework and is compiling a whole school approach to emotional and mental well-being to support this. This is also embedded across the curriculum and in the work of the school council.

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The school continues to foster close partnerships with their cluster schools, the regional consortia, the local authority, ITE partners as appropriate to fulfil our duties.

The school was inspected in July 2023 and Estyn recommended:

R1 Improve teaching to ensure that all pupils develop strong independent, critical, creative, and problem-solving skills

R2 Develop the school curriculum to include relevant and authentic learning experiences that meet the needs of learners

R3 Strengthen self-evaluation processes and include staff and governors

The school had an Interim Estyn Inspection in April 2025, Inspectors stated that:

Overall, leaders are having a positive impact on addressing the recommendations and are keen to continue building on the progress they have already made for the benefit of their pupils.

The school's/PRU's latest core inspection report and further information on the process and purpose of interim visits can be found on our website:

<http://www.estyn.gov.wales/provider/6732109>