

Andrew Gilbert
Albert C.P. School
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02/04/2025

Dear Andrew Gilbert

Interim visit: March 2025

A team of inspectors recently visited Albert County Primary School to consider how the school has progressed in addressing two of the recommendations from the core inspection in July 2023. During the visit, the team had the opportunity to observe teaching and learning, speak to pupils and look at their work, and talk to staff and leaders.

Below is a summary of progress against these focus areas. Leaders may find it useful to use these findings to support further improvements.

Focus of visit

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

- Since the core inspection, leaders have prioritised the development of pupils' independent, critical, creative and problem-solving skills. They provide worthwhile professional learning that supports staff to understand how to develop these skills for pupils across the school. The establishment of teaching triads has created a safe and supportive environment that develops the pedagogical skills of staff well. This leads to a consistency of approach in teaching and learning across the school.

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- Across the younger pupils' classes, staff encourage pupils to develop as independent learners. Most pupils make choices about what and where they learn. They have access to authentic and purposeful outdoor learning environments that enable pupils to develop their independent and problem-solving skills successfully. In the classrooms, teachers provide useful help stations, such as the 'Hafan Help' areas, where pupils can self-assess their learning before asking an adult.
- In the older pupils' classes, pupils have developed a range of strategies to support them when they face challenges with their learning. Teachers provide resources that support pupils and develop their independent skills well, for instance a 'poetry toolbox' supports their creative writing. In general, pupils' first response, when they need help with their work is to apply their thinking skills or use additional strategies rather than asking an adult.
- Staff value pupils' views and ask them about what they would like to learn. At the start of each theme, staff ask pupils for suggestions to guide their learning activities. In many classes, pupils know that staff value their suggestions and that they will be acted on. Staff provide valuable opportunities for pupils to develop their independent thinking skills, for instance when pupils in Year 3 create and evaluate new events for their sports day.
- Across the school, staff make beneficial use of clear success criteria that build effectively on pupils' current knowledge and skills. These support pupils to understand what is expected of them and to peer and self-assess work effectively. In the most effective examples, staff co-construct success criteria with pupils. This strengthens pupils' ability to manage their own learning.

Strengthen self-evaluation processes and include staff and governors

- Following the core inspection school leaders have strengthened the school's capacity to evaluate its own performance. Working closely with staff and governors they have refined school processes and developed a robust monitoring and self-evaluation cycle. They have streamlined procedures to ensure that the information they receive from monitoring activities, enables staff to clearly identify any strengths and areas for improvement in classes and across the school.
- To increase leadership capacity and assist in creating a culture of self-reflection, the senior leadership team include other staff in focused monitoring activities. These include, learning walks, termly pupil progress meetings and listening to learner sessions. This work supports their professional development, refines their self-evaluation skills and leads to improvements in teaching approaches. Additionally, leaders provide many opportunities for pupils to voice their thoughts and opinions and influence change effectively.

- Governors' involvement in school self-evaluation has increased significantly in since the core inspection. School leaders provide governors with useful professional learning that supports them to understand what to look for when undertaking school visits. This includes providing useful prompt sheets to support their discussions with staff and pupils.
- All governors receive regular opportunities to be involved in gathering first hand evidence and evaluating the school's work. In addition, governors with specific responsibilities visit the school regularly, they work alongside school staff to support their understanding.
- Governors receive detailed headteacher reports, for example, about the school's progress against priorities for improvement and about pupil progress. They ask well informed questions about the work of the school and offer useful support and appropriate challenge to school leaders.

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>

Yours sincerely



Liz Miles

Assistant Director