

ALBERT PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN 2022-2023



Context

Albert Primary School is a County Community Primary School catering for pupils between the ages three and eleven years of age. The school is situated in Penarth in the Vale of Glamorgan. 19 pupils are eligible for free school meals, with 6 being transitional

A majority of pupils entering Nursery, have below average skills across the curriculum particularly in speech and language. **47** pupils have English as an additional language, with 20 languages being spoken. 68 pupils are identified as needing additional support, 42 are accessing an enhanced One Page Profile and/or School Support Plan and are considered to be at a monitoring stage. 16 are at school action + and are in the transformation over to the new ALN system, 6 have an Individual Development Plan with 4 pupils having statements of Special Educational Needs.

Mission

‘Helping us to Help ourselves learn’

Albert Primary School 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.

Chair of Governors:	JENDY HILLIER
Consortium Improvement partner:	JUDITH DAVIES
Headteacher representatives:	NATHANIEL GOODHEW / LILY SMITH

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2022-23 Overview of priorities

1. To develop a creative curriculum that leads to improved standards for all learners
2. To use secure understanding of the professional standards to develop pedagogy and leadership within the classroom and School
3. To further develop the school's processes to ensure all pupils, including those with ALN, are provided for and make progress from their starting point
4. To develop a whole school approach to Mental Health and Wellbeing.

2023-24 Major Priorities

1. To further develop a creative curriculum that leads to improved standards for all learners
2. To use secure understanding of the professional standards to develop pedagogy and leadership within the classroom and School
3. To further develop the school's processes to ensure all pupils, including those with ALN, are provided for and make progress from their starting point
4. To embed a whole school approach to Mental Health and Wellbeing

2024-25 Major Priorities

1. To further develop a creative curriculum that leads to improved standards for all learners
2. To use secure understanding of the professional standards to develop pedagogy and leadership within the classroom and School
3. To further develop the school's processes to ensure all pupils, including those with ALN, are provided for and make progress from their starting point
4. To further embed a whole school approach to Mental Health and Wellbeing

Recommendations from Estyn Inspection

- R1 Improve pupils' use of Welsh outside of Welsh lessons
 R2 Improve pupils' attendance and punctuality
 R3 Meet the statutory requirement for all pupils to attend a daily act of collective worship
 R4 Ensure that there is sufficient adult support to meet the learning needs of all pupils in the Foundation Phase

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SPENDING PLAN 2022-23

	EIG (SEG/WEG)	PDG	School Budget	Other	Total
Priority 1 (Curriculum)	£141,790				£141,790
Priority 2 (Professional Standards and pedagogy)				£8299 PL Grant	£8,299
Priority 3 (ALN)				£1,809 [Grant]	£1809
Priority 4 (Health and Wellbeing)					
Year Groups				£15,524.60 (Accelerated Learning Grant)	£15,524.60
School Council					
ALN					
KS2		£34,500			£34,500
FP		£2300			£2,300
Total		£36,800		£25,832.60	£60,623.60

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OVERALL KEY PRIORITY

**TO EMBED ALL THE CHANGES TO THE EDUCATIONAL LANDSCAPE ENSURING ALL THE SCHOOL COMMUNITY HAS A VOICE AND AN UNDERSTANDING OF WHERE WE ARE, WHERE WE ARE GOING AND HOW WE WILL GET THERE. ADDITIONALLY FOR ALL MEMBERS OF THE SCHOOL COMMUNITY TO FEEL SAFE AND SECURE, DEVELOPING STRONG WELLBEING AND MENTAL HEALTH PRACTICES.
(LEAD TEACHER: ANDREW GILBERT SENIOR LEADER RESPONSIBILITY: DAMON GIBSON LINK GOVERNORS: JENDY HILLIER, LYNDSEY LEWIS JACKY ELIAS**

RATIONALE FOR THIS PRIORITY:

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. The children of Albert Primary School need us to develop a consistent approach to the curriculum and Mental Health and well being.

PLAN 1: TO DEVELOP A CREATIVE CURRICULUM THAT LEADS TO IMPROVED STANDARDS FOR ALL LEARNERS

ACTION	SUCCESS CRITERIA BY JULY 2023	RESOURCES, TRAINING AND COSTINGS	TIMESCALE / RESPONSIBILITY	MONITORING
1.1 To develop pupils' progress in Literacy and Numeracy for targeted groups of learners.	Staff: To baseline children's starting level of progress to ascertain progress across the year. To target EFSM learners and track progress To target EAL learners and track progress To target ALN learners and track progress	Targeted support LSA's (EFSM, ALN, EAL, MAT & Vulnerable learners) IDL at £400 for the year	Sept 2022- July 2023 Class Teachers - create relevant groups and track Create IDP/SSP/OPP Class Teachers - Cohort Reviews Phase leaders - organise pupil progress meetings (Summer Term) ALNCo - provide support and guidance.	Evidence of planning and assessment by SLT GH/ML Pupil progress meetings to be introduced in Summer Term Cohort Reviews MER cycle Assessment calendar

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ACTION	SUCCESS CRITERIA BY JULY 2023	RESOURCES, TRAINING AND COSTINGS	TIMESCALE / RESPONSIBILITY	MONITORING
	<p>To target specific Year 4 underachievers and track progress. Provide and undertake small group interventions to support learning through differentiation.</p> <p>Pupils: EFSM pupils identified and progressed towards targets made. EAL pupils identified and progress towards targets made ALN pupils identified and SSP/IDP drawn up and progress towards targets made All groups of learners to make at least expected progress</p>		ALNCo - review and audit IDP/SSP	
What have we done? These sections will be populated during the years' evaluation process		Impact?		
1.2 To improve children's phonic, spelling and reading ability in each Progression step.	<p>Staff: To refine approaches, including Code Breakers ,to teaching the phonics at relevant Progression Step. To assess and teach spellings (HFW)</p>	GH to arrange training on phonics/ codebreakers/use of AR targets.	September 2022-July 2023 September 2022 - GH to identify strategies and arrange order of phonics Class teachers to complete assessments and teach spelling	Planning scrutiny Lesson Obs L2L Pupil progress meetings to track children. Half termly evaluation of

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	<p>and patterns directly. Use AR and MyOn to assess pupils and use targets to develop reading strategies. Complete diagnostic assessments and plan sequences of learning.</p> <p>Pupils: Nearly all pupils in Progression Step 1 can identify and use the range of sounds commensurate to their stage Nearly all pupils in Progression Step 2 know all their phonics and can use to word build. Across all Progression Steps, nearly all pupils know how to read and write the HFW commensurate with their stage.</p>		<p>system accordingly GH to give guidance on how to use targets in AR. Class teachers to use AR and Codebreakers data half termly Class teachers to use targets to apply the strategies to enhance reading in guided group and individual reading sessions.</p>	<p>impact</p>
What have we done?		Impact?		

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ACTION	SUCCESS CRITERIA BY JULY 2023	RESOURCES, TRAINING AND COSTINGS	TIMESCALE / RESPONSIBILITY	MONITORING
1.3 To improve children’s ability in Numerical reasoning	<p>Staff: To complete Online Personalised assessments (OPA) as a diagnostic tool to understand areas for development Teach and develop understanding of the 5 proficiencies to improve numerical reasoning outcomes.</p> <p>Pupils: Most pupils are able to use and successfully apply numerical reasoning strategies in a range of contexts. Improved test scores which demonstrate quality planning and assessment.</p>	Targeted support LSA’s INSET dedicated to 5 proficiencies	Sept 22-23 AoLE Maths Lead Class teachers - interrogation of class performance data Class Teacher - throughout year Yr 2-6 Personalised Assessment administration [Nov 2022 / June 2023]	<p>Analysis of OPA data as class teacher / Performance Management Team Leaders Numeracy lead Spring Term Book scrutiny. Summer Term Evaluation</p> <p>Planning shows strategies to be developed throughout the year MER cycle Listening to Learners Work scrutiny by SLT.</p>
What have we done?		Impact?		
1.4 To develop a curriculum for Albert based on the Curriculum for Wales mandatory aspects.	<p>Staff: Confident in using Curriculum Maestro to show skills across the areas of learning with suggested activities.</p>	Resources for new curriculum development Curriculum Maestro @ £2500	Sept 2022-July 2023 Class teachers to plan learning Progression Step Leaders half termly evaluation of curriculum coverage	Evidence of planning over term shows development of skills and content Listening to learners Learning walk evidence

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ACTION	SUCCESS CRITERIA BY JULY 2023	RESOURCES, TRAINING AND COSTINGS	TIMESCALE / RESPONSIBILITY	MONITORING
	<p>The 12 Pedagogical Principles are an integral part of the Learning & Teaching</p> <p>All class practitioners ensure that children have a voice in their learning by involving them in the planning process and understanding what they need to do to get better.</p> <p>Pupils:</p> <p>All Pupils take part in planning their work. Nearly all pupils can talk about what they do well and what they need to do to improve their work.</p> <p>Pupils are engaged and challenged in activities in an authentic context.</p> <p>Most learners show good resilience when faced with a challenge. Nearly all enjoy the work they do in school.</p>	<p>PL opportunities for developing 12 Pedagogical Principles</p> <p>PL grant to cover</p>	<p>SLT to oversee school curriculum.</p>	<p>MER cycle</p>
What have we done?		Impact?		

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ACTION	SUCCESS CRITERIA BY JULY 2023	RESOURCES, TRAINING AND COSTINGS	TIMESCALE / RESPONSIBILITY	MONITORING
<p>1.5a To develop a secure understanding of the AoLEs and ensure progression is mapped across the school</p> <p>1.5b To co-construct cluster AOLE conceptual progression maps as reference points for use by all schools in the Penarth Cluster.</p> <p>1.5c To develop and embed a consistent approach to assessment across the school</p>	<p>Staff: All staff in AoLE teams Analyse the WM statements and identify central themes and concepts Map the WM statements across the Progression Steps AOLE lead track coverage using CM Develop Assessment opportunities across the Progression Steps AOLE leads engage in cluster sessions to devise maps AoLE leads disseminate and ensure this is embedded across school. Assessment timetable in place including assessment of and for learning. A variety of AfL techniques consistently used in each class.</p> <p>Pupils: Showing progress against the progression maps Show an understanding of the AoLEs</p>	<p>Information on Hwb Curriculum Maestro (CM) INSET time to explore and analyse AoLEs Release staff to attend clusters @£180 per day</p>	<p>Sept 2022 - 2023 Team Leaders to lead sessions and collate central themes Track coverage on CM Team members to contribute to all sessions SLT (HT,DHT, PS leaders) to oversee and ensure equitable approach across all AOLES AOLE leads to develop cluster maps and disseminate</p>	<p>Termly analysis of Curriculum / AoLE mapping of What Matter Statements. Termly Analysis of coverage on CM</p>
What have we done?		Impact?		

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<p>1.6 To develop a whole school approach to the delivery of an international language.</p>	<p>Staff: Introduce the international language of French across the school but with a focus on PGS3 Create units of work to be taught in Years 4,5,6 Try to ensure that all learners continue to progress in all their languages from their different starting points Provide rich language areas to support the teaching of French Map the WM statements across the Progression Steps</p> <p>Pupils: Pupils are engaged and challenged in activities in an authentic context.</p>	<p>Resources for new curriculum development AoLEs Release staff to attend clusters @£180</p>	<p>Autumn 1 - CB to be given 1 morning a week to create units of work Greetings, Weather, Family, Feelings, numbers, colours SLT - GH to oversee</p>	<p>Planning Listening to learners</p>
What have we done?		Impact?		

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PLAN 2: TO USE SECURE UNDERSTANDING OF THE PROFESSIONAL STANDARDS TO DEVELOP PEDAGOGY AND LEADERSHIP WITHIN THE CLASSROOM AND THE SCHOOL.				
ACTION	SUCCESS CRITERIA BY JULY 2023	RESOURCES, TRAINING AND COSTINGS	TIMESCALE / RESPONSIBILITY	MONITORING
2.1 To encourage collaboration through professional relationships and research	Staff: Work in Progression Step Triads to complete action research projects based on the 12 Pedagogical Principles	INSET Training on Triad working Supply costs @£180 per day	Sept 2022-July 2023 DG/RT/LM to lead	Evidence of exemplification of standards through PLCs. MER cycle Evidence of planned and evaluated action research tasks. Evidence of impact on practice.
What have we done?		Impact?		
2.2 To develop skills in Action Research	Staff: Agreed focus area for the Progressions step /year group linked to priorities of SIP Staff understand a consistent approach to action research. Link to PM cycle Completed action research projects which demonstrate an impact on classroom practice. ?LSA provision Pupils:	Training on Spiral Workbook or other action research approach	RT and LM Jan 23 - July 23	Evidence of planned and evaluated action research tasks. Evidence of impact on practice.

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ACTION	SUCCESS CRITERIA BY JULY 2023	RESOURCES, TRAINING AND COSTINGS	TIMESCALE / RESPONSIBILITY	MONITORING
What have we done?		Impact?		

PLAN 3: TO FURTHER DEVELOP THE SCHOOLS PROCESSES TO ENSURE ALL PUPILS, INCLUDING THOSE WITH ALN, ARE PROVIDED FOR AND MAKE PROGRESS FROM THEIR STARTING POINT.				
ACTION	SUCCESS CRITERIA BY JULY 2023	RESOURCES, TRAINING AND COSTINGS	TIMESCALE / RESPONSIBILITY	MONITORING
3.1 To continue to move mandated year groups to IDPs and to review current IDPs	<p>Staff: All mandated pupils will have an IDP and those already with one will have had it reviewed. All relevant staff involved in the creation of IDPs</p> <p>Pupils: Pupils involved in the creation of IDPs</p>		DG - ongoing throughout the year All staff to be responsible for completing relevant processes and training	Evidence in planning and assessment Listening to learners SLT learning walk evidence MER cycle
What have we done?		Impact?		

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ACTION	SUCCESS CRITERIA BY JULY 2023	RESOURCES, TRAINING AND COSTINGS	TIMESCALE / RESPONSIBILITY	MONITORING
<p>3.2a To complete the schools ALN Self Evaluation tool and act on findings.</p> <p>3.2b To develop school practises and processes for ALN provision, including: Intervention Folders Provision Maps Universal Provision One Page Profiles Person Centred Reviews Concerns referral form</p>	<p>Staff: ALN calendar of actions for staff to refer secure understanding in the processes for ALN in Albert Completion of PCP Meetings for identified pupils. Consistent use of the Intervention folders. Further training relevant to role (EAL, Motional, SaLT) All staff confident in uploading documents to Google drive</p> <p>Pupils: Pupils have relevant provision through universal, targeted, SSP and IDP All pupils to have a OPP</p>	<p>Time</p>	<p>DG/SLT - ongoing throughout the year: Termly reviews 22-23 All staff to be responsible for completing relevant processes and training</p>	<p>Observations throughout school SLT monitoring of development</p>
What have we done?		Impact?		

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ACTION	SUCCESS CRITERIA BY JULY 2023	RESOURCES, TRAINING AND COSTINGS	TIMESCALE / RESPONSIBILITY	MONITORING
3.4 To develop a consistent approach to ALN provision throughout the progression steps	<p>Staff: To ensure consistency in approach To provide opportunities to learn in different ways and environments Staff have the correct knowledge, understanding and skills to deal with a range of ALN</p> <p>Pupils: Nearly all pupils articulating successfully ways in which they are able to learn Nearly all learners have improved behaviours for and attitudes to learning</p>	SALT training - Motional Training - ALN updates Training SSP SMART target training - One Page Profile Training -	Sept 2022 - July 23 DG	Work scrutiny Listening to learners /OPP Lesson Observation Learning Walks Planning
What have we done?		Impact?		
3.5 To ensure all stakeholders are fully informed and involved in ALN processes.	<p>Staff: Website is up to date with signposts and relevant information. ALN updates in GB meetings</p>		DG	
What have we done?				

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PLAN 4: TO DEVELOP A WHOLE SCHOOL APPROACH TO MENTAL HEALTH AND WELL BEING.				
ACTION	SUCCESS CRITERIA BY JULY 2023	RESOURCES, TRAINING AND COSTINGS	TIMESCALE / RESPONSIBILITY	MONITORING
4.1 To develop and embed an implementation plan for MH and WB	<p>Staff: Engage in Cluster Work with Sally Evans carry out self assessment tool, identify target areas Carry our staff well being questionnaire and act on findings</p> <p>Pupils: Are able to recognise and articulate how they can be mentally healthy have access to a wide range of activities and environments to promote good MH and WB</p>	4 x days release for DG Part funded by LA, £500 by school		Evidence in planning and assessment Listening to learners SLT learning walk evidence MER cycle
What have we done?		Impact?		
4.2 To embed a consistent approach to the delivery of PSHE - inclusive of MH and RSE	<p>Staff: confident in the delivery of the Mandatory aspects of RSE, Well being and Mental Health</p> <p>Pupils: Show an understanding of age appropriate well being and mental health issues including RSE Have access to a broad range of knowledge and experiences to develop positive behaviours</p>	Jigsaw Scheme @ £1250 Action for happiness resources		Observations throughout school

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PLAN 4: TO DEVELOP A WHOLE SCHOOL APPROACH TO MENTAL HEALTH AND WELL BEING.				
ACTION	SUCCESS CRITERIA BY JULY 2023	RESOURCES, TRAINING AND COSTINGS	TIMESCALE / RESPONSIBILITY	MONITORING
What have we done?		Impact?		
4.3 To develop a relationships / positive behaviour policy	Staff: All staff to have reviewed policy in construction of new approach. Pupils: All pupils aware of school approach and able to follow.	INSET session to develop joint understanding. Cluster work with local school Joint funded health check for		
What have we done?		Impact?		
4.4 To update and embed school strategic equality plan	Staff: AG/DG engage with anti racism research task with link schools Update staff with findings Pupils: All equal and treat others the same. Most EAL children making expected progress	6 x training days books	AG/DG 6x sessions over year	
What have we done?		Impact?		

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ACTION	SUCCESS CRITERIA BY JULY 2023	RESOURCES, TRAINING AND COSTINGS	TIMESCALE / RESPONSIBILITY	MONITORING
<p>4.5 To improve pupils' attendance to above 95%</p>	<p>Staff: No holidays authorised. Analyse attendance records and reduce the persistent non-attenders by arranging meetings and drawing up action plans for attendance. Recap with staff the attendance policy. Class teachers to monitor closely the attendance of the class and inform SLT of any patterns. Office staff to report analysis of attendance on a fortnightly/weekly basis. Include attendance into pupil progress meetings. Attendance to be part of induction meetings for Nursery meetings and meet the teacher meetings. Attendance included and discussed in GB meetings. Return to Callio termly letters. Notice board to inform of high attenders. Tweet class of week. Weekly awards to give ongoing attendance winners</p> <p>Pupils: Most pupils have above 95% attendance</p>	<p>INSET DAY 6/9/22 to highlight PPM to include attendance monitoring.</p>	<p>DG to coordinate types of data needed Autumn 2022</p> <p>Class teachers to monitor attendance in class and speak to parents - ongoing</p> <p>RT School council to discuss rewards for good attendance. Autumn 2022</p> <p>Callio letters to go out termly KP</p>	<p>DG to organise. PS leaders to work with Class teachers to fill in attendance concerns on a fortnightly basis.</p>

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PLAN 4: TO DEVELOP A WHOLE SCHOOL APPROACH TO MENTAL HEALTH AND WELL BEING.				
ACTION	SUCCESS CRITERIA BY JULY 2023	RESOURCES, TRAINING AND COSTINGS	TIMESCALE / RESPONSIBILITY	MONITORING
	Work with School council to explore incentives for improving attendance e.g. break, raffle for pizza, pens, community links. Explore reasons for low attendance.			
What have we done?		Impact?		

PDG SPENDING PLAN

Total PDG	£36,800
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Activity	Key	Success Criteria	Monitoring Arrangements	Cost
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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Curriculum Realisation 2022

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

- INSET with staff
- meetings with the school council

The school vision is being embedded in September 2022 and underpins all areas of school life.

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 is working with our cluster to further develop a shared understanding of progression and transition planning.

The curriculum will be implemented in all year groups from September 2022. At a meeting on 29th June 2022, the governing body considered and agreed to adopt the school's curriculum. The school plans to publish a summary of their curriculum on the school website by 9th July 2022. They will inform parents and

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the wider school community of this through their usual communications, e.g. newsletter, social media, etc. We have also introduced our curriculum 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. During summer term 2023 the school plans for a detailed review of the curriculum for refinement for September 2023.

The school ensures that it consider 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.

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

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Data Analysis 2021 – 2022

Y6

Total - 57

Boys – 20

Girls - 37

		<85		85 -115		115+	
Reading	Boys	0		12	60%	8	40%
	Girls	1	2.7%	21	56.8%	15	40.5%
	Total	1	1.8%	33	57.9%	23	40.3%

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Numeracy Procedural	Boys	0		6	30%	14	70%
	Girls	2	5.4%	16	43.2%	19	51.4%
	Total	2	3.5%	22	38.6%	33	57.9%
Reasoning	Boys	0		5	25%	15	75%
	Girls	7	18.9%	15	40.5%	15	40%
	Total	7	12.3%	20	35.1%	30	52.6%