



Summary of Grangetown Primary School's Self-Evaluation 2023-2024 and Priorities 2024-2025

Vision and leadership:

- Our Vision was co-constructed with stakeholders in 2017 and has been revisited since. It is rooted in the purposes of the curriculum.
- Our senior leaders are experienced and well-informed. All staff take a lead in action planning for school improvement. They write, monitor, review and evaluate their plans which then feed into our whole school evaluation.
- The governing body is knowledgeable and has a range of expertise including: diversity, ALN, accountancy. We also benefit from having community councillors and parent governors.
- Our school is amongst the top 10% most deprived communities in Wales. We work hard to mitigate the effect of this using grants sensibly, and with the focus on securing learners' experiences, their progress and improvement.
- We are committed to being a dedicated learning organisation, with ambitious professional learning for all
- Financial management and use of resources are reviewed and agreed by the governors' Finance Committee

How did we do last year?

Our priorities for 2023-2024:

1. **Embedding a progressive approach to our curriculum which is underpinned by Welsh Government (WG) guidance and work with cluster schools.**
2. **Improving learning and teaching through developing assessment, metacognition and pedagogy.**
3. **Improving children's maths skills through development of the 5 proficiencies.**

Our strengths:

- Our **Curriculum for Wales (CfW)** is underpinned by all mandatory and statutory requirements and has been in place since September 2022. We have worked with a range of partners, across the region, to develop our understanding. You can see our curriculum summary here - just scroll down the page to locate it:
<https://www.grangetownprimary.com/page/?title=Successful+Futures+%2D+A+Curriculum+for+Wales+%2D+Cwricwlwm+i+Gymru&pid=34>
- We have continued to work on improving our understanding of **effective teaching** through research. All our Units of Learning use the Understanding by Design approach which closely mirrors the Principles of Progression in the CfW.
- Staff understanding of the new approach to teaching maths through the 5 proficiencies of fluency, conceptual understanding, communication using symbols, logical reasoning and strategic competence has improved. WG test results for Maths Procedural show Y3-6 as above average. For maths reasoning results, Y3-6 were just below (1 point) or slightly above average.

Learner progress and wellbeing:

- Our children's writing standard continued to compare favourably with the CSC's average. 83% of year groups increased their writing ages. In Y3-6 all year groups were equal to, or exceeded, the CSC average.
- The Pupil Assessment of Self and School (PASS) was green in all areas – a positive response to how children see themselves as learners, and their feelings about school.
- We completed the Welsh Government (WG) tool for supporting Whole School Approach to Emotional and Mental Wellbeing (WSAEMW). This was completed through feedback from staff, pupils and governors. There is more information about this here:
[embedding a whole-school approach to mental health and emotional well-being](#)

Our areas for development:

- To further improve reading and spelling for all children.
- To further strengthen our teaching practice using the Professional Teaching Standards, and the Schools as Learning Organisations tool, focusing on pedagogy, assessment and challenge for all.
- To move towards becoming an anti-racist organisation.
- To gain the Siarter Iaith Silver Award for Welsh
- To gain the Rights Respecting Gold Award.

We also continue to work on:

- Improving attendance for all. During 2023-2024, our children's attendance was below Welsh Government's average. We particularly want to raise attendance for our vulnerable groups, where attendance is lower than the rest of the school.
- Refining and reviewing the **curriculum**, using the work completed with our cluster schools on mapping progression, to ensure it meets our children's needs and helps them reach their full potential.
- Deepening our offer of **rich and authentic literacy, numeracy and digital tasks** in all UoLs, to engage children's interest and support their progress and standards.
- Strengthening staff understanding the **maths 5 Proficiencies** approach, ensuring maths learning and teaching is high quality and follows all statutory requirements.

Learner progress and wellbeing:

- Our WG reading tests show Y3-6 children were above the WG average.

Ensuring Equity and Inclusion:

- The DHT ensured our Equality Policy follows all guidelines. She also develops and maintains plans to ensure our eFSM children are included equally in all aspects of school life. You can see the plans for PDG (grant for supporting eFSM learners here:
<https://www.grangetownprimary.com/attachments/download.asp?file=165&type=pdf> Our Family Engagement Officer works alongside her supporting vulnerable and disadvantaged groups and those with barriers to their learning.

Progress towards our curriculum

| A successful curriculum means - | Things we've been doing in school to promote this |
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| <i>Every</i> child, in our school, makes the progress they're capable of. Their | Every child's progress is considered in class daily. Children are tracked and discussed with the teacher, Head, Deputy and Additional Learning Needs Coordinator (ALNCo). |

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| aspirations to achieve their full potential are raised. We use lots of assessment approaches to identify where our children are and what they need next. | We use diagnostic assessments which identify the next steps we need to take: <ul style="list-style-type: none"> As a whole school, for key groups, and at for individual children. |
| Our curriculum promotes a broad range of knowledge, skills and experiences. | We use research to help us structure curriculum knowledge and skills . We then consider how these are used to make meaning. Then, we think of how this supports children to transfer their understanding to something less familiar. We aim to provide a range of experiences for children to enhance their knowledge eg: Y6 residential, theatre trips, use of the local area. |
| Our school supports all our learners' and staff well-being. | We know our children well. We use PASS (Y1-6) to gain insight into our children's wellbeing. Place 2 Be is available to all children whose parents give consent. We have a leader for staff wellbeing. We are committed to reducing workload burdens on staff through collaborative working. |
| Teachers understand what works in curriculum design because we work on developing the enquiry and pedagogic skills of all staff. | Our continuing professional learning (PL) focuses on our SIP priorities. We dedicate time to staff for further reading and collaboration. Staff work collaboratively on the Understanding by Design process which underpins all elements of Curriculum for Wales. |
| Our school is a place of learning for everyone in it – children and staff are expected to actively learn and develop their knowledge and understanding. | Staff participate in PL in-school, online, and face-to-face. There is a clear expectation for ongoing learning for every teacher and LSA in school. Children know what it means to have a Growth Mindset and they are starting to be taught learning strategies, such as metacognition. |
| We reflect, review, self-evaluate and act on findings to improve. | Every teacher formulates, or contributes to, action plans which are aimed at school improvement. Teachers implement these plans, monitoring, evaluating and reviewing them through the year. This all feeds into a whole school evaluation. Staff, and children, review and appraise the UoL taught. This is fed into the new academic year allowing us to ensure our curriculum continues to develop and improve. |
| We work on being at the heart of our communities - families, our community and its employers – together, we aim to support and promote educational achievement. | We are building our new curriculum, using national guidance, combined with our knowledge of our children and our community. We are committed to continuing this work. |
| We work to listen to children and to support them in achieving their aspirations | Pupil Groups are established and children contribute their ideas about the school, their locality and the wider world here. |

Our school improvement priorities for 2024-2025

| Priority | What we'll do | When |
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| <p>Literacy – Reading and spelling:</p> <p>PL, staff training and collaboration</p> <ul style="list-style-type: none"> Reading and spelling approaches are understood and consistently implemented across the school. Work completed with FHS on International language in Y6. In-house and external collaboration impacts on progress and staff knowledge. <p>Progress and monitoring</p> <ul style="list-style-type: none"> Children make at least expected progress in reading and spelling (NGRT/GL/WG). Oracy opportunities are embedded. <p>Knowledge, Skills and experiences development</p> <ul style="list-style-type: none"> Voice 21 leads school's oracy practice. Rich variety of reading experiences across the school. Balanced range of writing genres across the school. <p>Stakeholder involvement</p> <ul style="list-style-type: none"> Parents: involved in children's LLC engagement. Wider community: LLC links established. Governors: actively support the school's work <p>Pupil Voice</p> <ul style="list-style-type: none"> Pupils are actively engaged in LLC work. | <p>Action plans are put in place for these priorities. They can be viewed on request.</p> <p>Every action plan maps planned actions which are reviewed at least half-termly and updated with findings.</p> <p>Planned actions are amended in light of the findings.</p> <p>Leaders of these action plans will work with governors through the year to share their work and progress towards their targets.</p> <p>These reviews contribute to annual whole school evaluation.</p> | <p>There is an on-going consideration of action plans by their leaders.</p> <p>They are reviewed at least termly.</p> <p>Ongoing PL continues through the year.</p> <p>Collaborative projects will be completed by staff through the year.</p> |
| <p>Learning and Teaching:</p> <p>Professional Learning, staff training and collaboration</p> <ul style="list-style-type: none"> SLO survey informs school work and there are clear links emerging between SLO next steps and teaching standards. L and T policy reviewed and then implemented by staff. Teachers identify their key areas for development - linked to reading - through reflective practice. Collaborative work improves the effective pedagogy of reading Professional Learning supports SIP. Emerging use of metacognitive strategies in reading. <p>Assessment, Progress and monitoring</p> <ul style="list-style-type: none"> All teachers use summative and formative assessment data to drive pupil progress | | |

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| <ul style="list-style-type: none"> • R1- Challenge and pace of learning are effective in meeting all pupils' needs. <p>Stakeholders</p> <ul style="list-style-type: none"> • Governors have first hand experience of the learning and teaching • Children share their views on learning and teaching - what they like and don't like eg. Engagemen • Parents' feedback is considered. | <p>Seek support from external agencies as required eg CSC.</p> | |
| <p>Anti-Racism</p> <p>Professional Learning needs</p> <ul style="list-style-type: none"> • School community knowledge of anti-racism and DEI is improved and applied • NAS completed accurately. <p>Progress and Monitoring</p> <ul style="list-style-type: none"> • CATE documents support NEWBEs language acquisition. • DEI is clear in UoL work and the school environment. • School knows, and deals with, any incidents of race/ homophobia and equality issues. <p>Curriculum</p> <ul style="list-style-type: none"> • Curriculum and school environment reflect society. <p>Collaborative work</p> <ul style="list-style-type: none"> • DARPL DAN work completed. <p>Stakeholder involvement</p> <ul style="list-style-type: none"> • Parents are involved with school's DEI and Anti-Racism work. • High profile celebratory assemblies involve parents and children. • Pupil/staff committees contribute to school's work. <p>School of Sanctuary</p> <ul style="list-style-type: none"> • To renew SoS status. | | |

Who's going to work with us to help us succeed?:

- **Jeannette Loveridge** – our Improvement Partner who works for the Central South Consortium (CSC).
- **CSC advisory team** – through online training and network meetings attended by AoLE leads.
- **DARPL** – through our collaborative project
- **Cardiff Commitment Curriculum Realisation Officer** – through development of our curriculum
- **Our cluster schools** – we will be meeting regularly through the year to work on our shared understanding of progression within each AoLE.