



## Summary of Grangetown Primary School's Self-Evaluation 2022-2023 and Priorities 2023-2024

### 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 2022-2023:

1. Getting our curriculum in place for September 2022 using Understanding by Design
2. Improving learning and teaching through the use of research and collaboration
3. Making sure the change from Special Educational Needs provision to Additional Learning Needs (ALN) was begun.
4. Improving children's maths skills

#### Our strengths:

- Our new **Curriculum for Wales** is underpinned by all mandatory and statutory requirements and was in place for September 2022. We worked with a range of partners, across the region, to develop our understanding. You can see our Curriculum Policy here: <https://grangetown-primary-school.secure-primariesite.net/successful-futures-a-curriculum-for-wales-cwricwlw/>
- We improved our understanding of **effective teaching** through research. We used Rosenshine's Principles of Instruction, introduced metacognition and used Understanding by Design to construct our Units of Learning (UoL).
- The **Additional Learning Needs (ALN) Act** has been introduced across the school, and we have converted all statements of Special Educational Need to Individual Development Plans (IDPs). This is ahead of the WG timeframe. Children who transfer to us from other schools with statements, will have these converted to IDPs as legislation dictates.

#### Learner progress and wellbeing:

- Our children's attendance was very close to the national level.
- Our children's writing standard continued to compare favourably with the CSC's average. In some year groups, it was above the CSC average.
- The Pupil Assessment of Self and School (PASS) was green in nearly all areas – a positive response to how children see themselves as learners, and their feelings about school.
- Pupil survey of Y3-6 found an increase in the percentage of children who thought the school was a good one. 96% said they would recommend it to other children.

#### Our areas for development:

- Improve attendance for all – especially for our vulnerable groups where attendance is lower than the rest of the school.
- Refine and review the **curriculum**, to ensure it meets our children's needs and helps them reach their full potential.
- Ensure all UoLs offer **rich and authentic literacy, numeracy and digital tasks** to engage children's interest and support their progress and standards.
- Deepen and broaden the use of research to further develop: **teaching practice, feedback, learning objectives and success criteria** and their impact on children's learning.
- Deepen understanding the **maths 5 Proficiencies** approach, ensuring maths learning and teaching is high quality and follows all statutory requirements.

#### Learner progress and wellbeing:

- Reading continues to improve. By the end of their primary journey, the majority of children left us reading at their chronological age. Our WG reading tests show Y3-6 children were at or just above the WG average.
- Maths results have stabilised and nearly all year groups made progress. This improvement will be consolidated this year and maths will remain a priority in 2023-2024.

#### 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://primariesite-prod-sorted.s3.amazonaws.com/grangetown-primary-school/UploadedDocument/3dc8bbce-0838-4042-8751-2583a64defd7/pdg-2023-2024-school-statement-gps.pdf> Our Family Liaison Officer works alongside her supporting vulnerable and disadvantaged groups and those with barriers to their learning.
- For 2023-2024, the Wellbeing TLR holder will continue to focus on our progress in [embedding a whole-school approach to mental health and emotional well-being](#) and ensuring the school environment supports the well-being of learners and staff.

### Progress towards our curriculum

A successful curriculum means -	Things we've been doing in school to promote this
Every child, in our school, makes the progress they're capable of. Their 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.	Every child's progress is considered in class daily. Every child is tracked and discussed with the teacher, Head, Deputy and Additional Learning Needs Coordinator (ALNCo) at least termly. We use diagnostic assessments which identify the next steps we need to take: <ul style="list-style-type: none"> <li>• As a whole school,</li> <li>• for key groups, and</li> <li>• at child level.</li> </ul>
Our curriculum promotes a broad range of knowledge, skills and experiences.	We use research to help us structure curriculum <b>knowledge</b> and <b>skills</b> . We then consider how these are used to make meaning. Then, we think of how this supports children to <b>transfer their understanding</b> to something less familiar. We aim to provide a <b>range of experiences</b> 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) and pupil surveys (Y3-6) to gain insight into our children's wellbeing. Place 2 Be is available to all children. We have an open door for parents. 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 development (CPD) focuses on curriculum, and teaching and learning. We dedicate time to staff for further reading and collaboration. Staff worked 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 CPD 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. They implement these, monitor, evaluate and review them. This all feeds into a whole school evaluation.
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're not there yet, but we're committed to continuing this work; for example, we have used parent surveys, parent meetings and asked the local police what they think our curriculum should offer our children.
We work to listen to children and to support them in achieving their aspirations	Pupil Groups are established and children contribute their ideas here. In the Y3-6 survey, 94% of children said they asked for their thoughts about school and 87% agreed that their suggestions were listened to. Both these figures are an increase on the previous year.

### Our school improvement priorities for 2023-2024

Priority	What we'll do	When
<p><b>Curriculum for Wales:</b> Broadening and deepening understanding of a sequential and coherent design that focuses on knowledge, skills, experiences and transfer of knowledge.</p> <p>Ensuring assessment and progression is understood and secured for every child.</p> <p>Collaborating with a range of partners to ensure other experiences and expertise are considered on our journey.</p> <p>Reviewing the curriculum throughout the year in order to refine and improve it to the benefit of children's learning.</p> <p>Development of key curriculum skills: Literacy, Numeracy Framework, Maths, DCF/IT are planned for.</p>	<p>Action plans are put in place for these priorities.</p> <p>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 half-termly.</p> <p>Ongoing CPD continues through the year.</p> <p>Collaborative projects will be completed by staff through the year.</p>
<p><b>Learning and Teaching:</b> Further improving our research-based approach to teaching.</p> <p>Broadening our understanding of teaching choices – direct, facilitative and coaching and the pedagogical approaches that support this.</p> <p>Considering metacognition and its role in learning and teaching.</p> <p>Focusing in on learning objectives, success criteria and feedback and their impact on learning.</p> <p>Ensuring training and professional development is available for all and underpins progress towards our priorities.</p>	<p>Seek support from external agencies as required eg CSC.</p>	
<p><b>Maths:</b> Securing at least expected progress for children.</p> <p>Staff understand the 5 proficiencies and how to apply these to their teaching.</p>		

#### 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.
- **Our cluster schools** – we will be meeting regularly through the year to work on our shared understanding of progression within each AoLE.
- **A range of schools on collaborative projects** – we are going to work on lots of projects, based on improving our knowledge and understanding of the curriculum and teaching and learning. This is with lots of different schools from all over the CSC region – eg Bridgend, Vale of Glamorgan, Rhondda