Acton Park Primary

Aim high, work hard, be kind.

Summary of School Strengths

Curriculum, Learning and Teaching

There are some good aspects of innovative pedagogy which impact the quality of teaching and learning taking place across the school.

Nearly all pupils make sustained progress as the move through school.

Wellbeing, Equity and Inclusion

The school ethos has well-being at its core and this is reflected through all aspects of school life.

All teachers partake in termly pupil progress meetings which review the individual progress made of each child. Pupils who require additional support are identified and appropriate support is put in place. This is a robust process.



Progress Against School Improvement Priorities 25/26

Priority 1 - To develop distributed leadership across the school to improve teaching and learning.

The school has clear vision which has been built with the viewpoint of all stakeholders. The school has a redeveloped curriculum design which all staff understand and take ownership of. Nearly all pupils across the school are offered a broad and balanced curriculum which incorporates all mandatory requirements. As a result, most pupils across the school engage positively with their learning. The school has clear procedures for long, medium and short term planning, resulting in planning for learning being progressive through all year groups.

NEXT STEPS: To structure regular assemblies to share and build upon pupil knowledge of the school's vision and values.
To build upon AOLE working party groups to strengthen curriculum approach and teaching and learning.
To ensure the senior leadership team is effective in covering all requirements following the departure of the deputy.

Priority 2 - To develop standards of Welsh Oracy for older pupils

Nearly all staff plan for regular opportunities for Welsh language to be taught across a range of AOLEs. As a result, many pupils use basic Welsh in a variety of contexts. Many pupils across the school use a range of appropriate Welsh language patterns in Helpwr Heddiw sessions. However, a majority of pupils cannot apply the complexity of language patterns outside of this context.

NEXT STEPS:
To go for silver award.
To build upon approaches to the teaching and learning of Welsh.
To consider maximum opportunities for pupils to apply their Welsh outside of the classroom.

Acton Park Primary

Happy, Respectful, Inspired Achievers

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Curriculum, Learning and Teaching
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Wellbeing, Equity and Inclusion
The school ethos has well-being at its core and this is reflected through all aspects of school life.
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Progress Against School Improvement Priorities 25/26

Priority 3 - To develop the strategic provision for reading across the school to improve teaching and learning.

Nearly all staff have a consistent and shared understanding in the progression of skills for reading. Many pupils across the school demonstrate a positive attitude to reading. Many pupils across the school make at least the expected progress in their reading. The school provides a wide range of reading resources to support the teaching and learning of reading. However, there is a need to further develop the bank of phonic based reading books and texts to engage more reluctant older pupils.

NEXT STEPS:
To implement FFT phonics to provide greater consistency and pace in phonic sessions.
To relocate the library to develop resources further and increase engagement of older pupils.
To consider approaches to reading development in the older phases and monitor the impact on pupils' skills.

Acton Park Primary

Happy, Respectful, Inspired Achievers

Rationale for School Improvement Priorities 25/26

Vision and Leadership
Through the first year of new leadership school have reviewed their school vision, and distributed leadership structure to improve school improvement processes. Within this the school has reviewed and rewritten its curriculum design and planning processes. There is now a need to structure AOLE leadership to further embed this work. (SDP 1)

Curriculum, Learning and Teaching
The school has focussed on building its Welsh ethos and the attitudes of pupils towards learning Welsh. Within lessons, the use of the language continuum is good. However, this is limited outside of the classroom which is the next area to focus upon. . (SDP2)
The school has developed effective positive pupil attitudes towards reading. There has been review into how reading is taught across the school to ensure our oldest pupils develop higher order reading skills. Further work to embed new approaches is now needed. (SDP3)

Wellbeing, Equity and Inclusion
The school wishes to build upon the provision that is available to support lower level readers. (SDP3)

School Improvement Priorities 26/27

Priority 1 - To develop distributed leadership across the school to improve teaching and learning.

Priority 2 - To develop standards of Welsh Oracy outside of the classroom.

Priority 3 - To develop the strategic provision for reading across the school to improve teaching and learning.

<u>External Support</u>

LA

Cluster Working

Professional Development

Research