

Baden Powell Primary School – School Improvement Overview 2023/24



School Vision: To develop a high quality learning environment where all learners feel happy and safe, and achieve their full potential.

School Mission: At Baden Powell, our aim is for all learners to be active, interested and increasingly independent. We aim to provide a curriculum that is engaging and challenging, enabling learners to achieve their full potential. Our goal is for our community to feel safe, be resilient and respectful, and well prepared for the future.

School context:

Baden Powell Primary School is in Tremorfa, in the Cardiff local authority. There are 303 pupils aged three to eleven years at the school including 23 in the part-time nursery provision. There are 12 single-age classes, a mixed Year 2/Year3 class, an internal wellbeing class and a further part-time nursery class. Around 29% of pupils have English as an additional language. No pupils speak Welsh at home. Approximately 50% of pupils are eligible for free school meals. This is much higher than the national average (19%). Around 31% of pupils are identified as having additional learning needs. 6% of pupils have a statement of special educational needs. A very few pupils are looked after by the local authority. The school was last inspected by Estyn in April 2019 and judged to have made sufficient progress in addressing the recommendations from the Section 28 inspection, held in July 2017. The school was subsequently removed from the list of schools requiring Estyn review. Mrs Ceri Gibbon was appointed as Acting Headteacher in December 2017 and substantive Headteacher in February 2022.

School improvement priorities 2022/2023 & evaluation

<p>Ensure the standard of teaching and learning is consistently good and meets the needs of all learners.</p>	<p>Curriculum work, focussed on Humanities AoLE, has involved all staff in planning and delivering a whole-school project developed through inset led by the subject leader, collaboration in creating a shared progression document and regular joint planning opportunities. All staff have shared evidence of pupils' learning and have provided verbal feedback on what went well and what could be improved (for example resourcing and timetabling.) All staff are reported as being positive about the project due to its clear focus, collaboration opportunities and having been well supported by the subject leader. A whole school approach is supporting the development of consistency across the school while trialling new topics and approaches. Staff have worked during INSET to explore the Principles of Progression within Humanities and plan accordingly. Fortnightly Progression Step meetings provided staff with time to reflect on areas of success/concern and effectively plan next steps. Resources to support learning including a subscription to Picture News and trips to St Fagan's and Cardiff Castle have provided worthwhile real life learning opportunities.</p>
<p>Further develop ALN procedures and provision across the school</p>	<p>We have seen increasing numbers of children require additional support in recent years. All staff have taken responsibility for ensuring pupils' needs are met and plans are written with growing independence. School is well supported by the Local Authority to develop provision. Feedback from pupils and staff is positive. Staff are trained in a wide range of approaches, enabling them to plan for individual learners' needs well. All staff have received training in dyslexia support, 5-point scale techniques and Precision teaching, enabling them to be better at supporting pupils' attitudes to learning. Deployment of additional TA's to support pupils' emotional, communication and play needs is proving to be successful through fewer reports and anecdotal evidence of pupils' improved behaviour in class. Ty Cwtch provision is ensuring learners with ALN are well supported, and mainstream classes have seen significantly less disruption as a result.</p>
<p>Further develop procedures to monitor and improve learner progress</p>	<p>In the past 3 years, school has moved from an external, online recording system to an in-house tracking system. All staff now work in an increasingly consistent manner to ensure progress is clearly and accurately monitored and reported. A wide range of assessments provide worthwhile information. Baseline assessments in literacy, numeracy and wellbeing are undertaken across the school. Subject leaders have provided regular drop-in sessions to support staff in making improvements in writing, looking at examples of good practice and providing useful advice and signposting. Inset has given staff the opportunity to share ideas and examples of work, ask questions of each other and support each other with planning. Evidence shared has shown more examples of successful build up to extended writing, an issue identified during previous monitoring. Pupils have more frequent opportunities to develop and apply their skills. Subject leaders identify a good variety of genre in pupils' books and more appropriately differentiated success criteria. Standards of</p>

Aim High, Achieve More, Be Happy

	presentation and handwriting remain inconsistent across the school, but regular practice is now taking place. Next steps: continue to ensure accuracy and consistency in assessments.
Improve standards in pupil influence and independence	The aim of the Curriculum for Wales is to build systematically on pupils' prior knowledge and understanding through a progressive, comprehensive framework of skills. In best practice, pupils are empowered through direct and meaningful input into their learning through the four purposes. All staff now need to build regular opportunities for all learners to plan, and reflect on, and develop their ideas.
School improvement priorities 2023/2024 & rationale	
Ensure the standard of teaching and learning in mathematics is consistently good and meets the needs of all learners.	Ensure the standard of teaching and learning in mathematics is consistently good and meets the needs of all learners. Monitoring/assessment of maths, particularly for learners with ALN, indicates room for improvement in reasoning skills. LNF test scores and progress indicated that learners were not as strong in applying their reasoning skills as they were in the procedural test results. Teaching assistants tasked with delivering maths interventions found Maths Factor results were inconsistent and sessions challenging to plan and resource. Clever Counting will be trialled in place of Maths Factor and reviewed at half term.
Further improve learner progress in oracy, in Welsh and English, across the school	Further improve learner progress in oracy, in English & Welsh, across the school. Encourage sustained pupil effort – improve standards in oracy in English and Welsh – listening to learner feedback. Standards in oracy have declined post Covid with learners in the Early Years entering school with limited vocabulary and in a few cases, with no language. In the junior classes, learners are increasingly anxious to speak in front of others, and would benefit from increased opportunities to develop their oracy skills. Use of Welsh language has remained consistent in the classroom, but requires further development outside of the classroom and to be heard in use around the wider school. Aim to achieve the Siarter Iaith silver award.
Further develop community development opportunities	Develop community engagement opportunities. Reinstate Friends of Baden, and improve opportunities to develop parenting skills. A comprehensive range of events and activities were in place prior to Covid. Parents and carers were invited back into school in 22/23 in a more informal capacity and with a wellbeing focus. At the end of 22/23 the DHT began to run weekly coffee mornings to engage parents and ascertain what they would like from school. Events planned for 23/24 include parenting programmes, maths support, and child behaviour sessions. School to
Develop a programme of life skill activities for Junior pupils	Develop a programme of life skill activities for Junior pupils. Promote problem solving, creative and critical thinking – wider life skills, parent questionnaires. Following the successful implementation of pupil voice groups in 22/23, there have been a wide range of purposeful opportunities for pupils across the school to engage in meaningful activities and participate in planning activities and events. Parent/Carer questionnaires indicated that there was a positive view of trips and visits but it was also felt there was room to widen further develop life skill activities such as sport, cooking and other health related activities.

Future Priorities – subject to self-evaluation

2024/25 Review Literacy AoLE Develop wider community links Review wellbeing provision Develop outdoor provision across the whole school	25/26 Review Numeracy AoLE School focus on BSL Humanities review Upskilling in ICT
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