

# Victoria CP School 2023 - 2024



**Improve on our previous best!**

## School Context

Ysgol Victoria is situated in the town of Wrexham and is maintained by Wrexham local authority. It serves the town centre and outlying villages including Offa, Erddig, Hightown, Rhostyllen, Bersham and Brymbo. There are 462 pupils on roll, including 60 full-time nursery children. We have 16 classes and we are 2 form entry. 0% of pupils speak Welsh at home. 40% are from an ethnic minority or mixed background. 22% are learning English as an additional language. About 22% are eligible for FSM and 16% of pupils are on the school's additional learning needs register 3 pupils have IDPs. The school was last inspected in April 2019 and was judged as 'Good' in all areas.

Link to last Estyn Report: <https://www.estyn.gov.wales/provider/6652277>

## Progress against last year's priorities 2022-23

### **To design, plan and implement the new curriculum to include effective pedagogy and assessment to ensure all learners progress:**

Very good progress made in the first year of implementation. Strong processes and systems in place for planning, delivery and assessment. Successfully moved from using Maestro. Staff enhancing topics by planning for cross-cutting themes. Metacognition processes include integral skills development. Mid term report introduced. Reporting formats clearer to ensure accessibility for parents. We have produced content maps to support curriculum development. Progress meetings robust for identifying the needs of learners. Solo taxonomy used effectively to show progression in Year 1. Standardisation activities continue to support our understanding of progression points in a learner's journey.

### **Re-establish and improve standards in maths - procedural including times tables and reasoning:**

Staff are using a mental starter daily which has had a positive impact on readiness to learn. All classes using TT Rockstars and focus lessons learning the tables and data shows most children are making very good progress. The children have a positive outlook towards maths and could tell us how important it is for their future. There is a variety of strategies being used for operations and the use of CPA is evident. However, we must not rest on our laurels, and we should always strive to embed CPA alongside the next stage. For example, concrete with a picture, picture with the abstract, and the use of bar modelling. Staff to refer to the "How We Teach Maths" folders to double check the strategies that are being taught. The progression of skills in terms of the five proficiencies is evolving. The math continuums are helping with this. Standards of work across the school reflect the progression steps and with covid recovery taken into consideration, the children are on various stages within their learning journey. Coverage and sequencing of activities is an area to work on. Teachers are responsible for developing a spiral curriculum (based on the continuums) which allows for revisiting and building on topics with the focus/ priority on number work and number in contexts. It is important that the children's attainment guides staff in the next steps and termly planning.

2023 personalised tests indicated that:

Procedure - average progress made - 77% of learners

Reasoning - average progress made - 76% of learners

### **To re-engage parents in the life of the school, including the teaching and learning process:**

NH has developed and analysed a survey sent out for parents to identify need. Families Connect has been relaunched. Many parents visited school and worked in classrooms on Big Me Day to share information about their jobs. Staff have invited parents into their classrooms at least twice throughout the year. The jobs fair was a success with many parents attending and 2 parents have jobs as a result!

We held our curriculum/AOLE evening where 30 parents and governors attended. Families Connect are going from strength to strength and are working with outside agencies. We are facilitating a 'Time Out for Parents' training course which a minority of parents attended. New mid-term reports issued to parents and viewed very positively.

## Leadership and Improvement

- We have established a clear vision for the school, which is based on developing pupils to the best they can be in a happy, supportive and exciting environment.
- Staff, pupils, parents, local businesses and Governors contributed to the school vision/pupil offer. Parents have recently contributed to our curriculum vision/rationale.
- Whilst there is a strong local feel to our vision and curriculum rationale we also identify the uniqueness of our diverse population.
- Leaders at all levels have high expectations, which has a positive impact on improving pupils' attainment and wellbeing.
- Leaders share responsibilities suitably to maximise the skills and talents of staff successfully.
- All staff meetings and training activities focus on and address the school's priorities purposefully.
- We have established curriculum champions who will take ownership and responsibility of different areas of the new curriculum.
- Self-evaluation processes are thorough and involve staff, parents and governors. Parents and support staff need to be more involved.
- Self-evaluation procedures are based on a wide range of first hand evidence.
- SLT plan monitoring activities throughout the year and outcomes feed into the SIP.
- The assessment manager analyses a wide range of data rigorously and shares observations with colleagues. This ensures consistency and accountability among staff for the quality of the provision and for improving progress.
- Action plans are detailed and thorough and reviewed regularly.
- School priorities focus on local and national priorities, including closing the poverty gap.
- Professional development activities link well to school priorities and the introduction of the new curriculum. We value CPD and spend well on ensuring our staff are highly trained and informed. Staff are also highly active in their own professional research. Our strength is that we work very closely together to share ideas and learn from each other. The impact of CPD is monitored and considered.
- The governing body, specifically the Chair of Governors, is highly effective and supports the school well. Governors understand the school's context, its strengths and areas for improvement through regular communication, reports and meetings.
- Our two newly appointed assistant headteachers are working highly effectively, taking on significant areas of development and improvement in school. Their actions are impacting positively on the smooth running of the school and learner outcomes.

## Self-Evaluation

### Curriculum, Learning & Teaching

- The learning environment is calm and purposeful.
- Nearly all pupils behave positively, and strong mutually respectful relationships clearly exist between staff and pupils.
- Nearly all pupils engage with interest in their literacy, numeracy, and digital tasks in response to varied and engaging learning activities.
- Nearly all pupils show high levels of engagement and interest in their learning.
- Nearly all pupils have good opportunities to build on their skills from prior learning.
- Nearly all pupils clearly work well collaboratively and in pairs
- Challenge and expectation of all pupils is evident and where required intervention support is well-planned.
- Most pupils make independent choices about their learning
- Most adults are good role models for oracy and there are effective examples of where open-ended questioning can lead to improved outcomes.
- Outdoor provision is well resourced and readily accessible to all cohort groups.
- The staff work hard to ensure pupils who do not speak English as a first language are well supported to further develop their literacy skills to ensure effective communication at all levels.

## Care, Support & Wellbeing

- Well-considered support for learners' physical and mental health and wellbeing has been provided in school. A wide range of interventions and training has been undertaken to ensure that pupils impacted negatively by the pandemic have been supported appropriately and in a timely manner.
- We have increased the capacity of staff and external agencies to support pupils - Eg. - increased counselling time, and adopted a wider range of interventions to include Wellcomm, Makaton and Uneharning.
- Small alternative classroom has been established.
- We are concerned about the digital wellbeing of our learners.
- We have used PDG/WG grants effectively over the past 2 years to support learners' engagement, mental health and basic skills
- Before the pandemic, to improve our provision for spirituality, we created lots of opportunities for reflection and contemplation in line with our PIAP.
- We are a Rights Respecting School and this has given us a stronger focus on UN Rights of the Child. We have a monthly competition where the children have to create a piece of visual/written work that demonstrates their understanding of a particular 'right'. This has raised the profile of the Children's UN Rights considerably in school as the school council lead the initiative.
- School's safeguarding culture is strong and well led by DSL's. All staff have received training and understand processes and procedures.
- Comprehensive online tool to record safeguarding concerns/issues which all staff have access to. A face to face conversation also required to discuss action and support needed for the child/family
- Safer recruitment procedures followed at all times.

## School Development Priorities 2023 - 24

- Priority 1: To develop a wider range of authentic and relevant experiences to enhance well being and learning across the curriculum
- Priority 2: To ensure all learners make progress with their reading
- Priority 3: Develop knowledge and understanding of progression within the classroom, across the curriculum and as a subject leader. To plan provision for progression.

## Support Needed

- Welsh language for workforce focusing on Welsh Bob Dydd - LA Welsh Advisory team
- Curriculum design - SPP
- Principles of progression - SPP focus?
- Subject leadership - Gareth Coombes
- Middle Leadership for selected staff
- Reading - Accelerated Reader?
- Experiences that impact on teaching and learning - SPP