



Allensbank Primary School

SDP 2024-25



Headteacher: Mrs P Shipton-Jones

Chair of Governors: Mrs A Bolton

Improvement Partner: Mrs L Harris



Contents

	Page
Mission Statement/Vision Statement	3
Roles and Responsibilities	4
School Improvement Priorities Overview	5
Contextual Information	5
School Priorities	6-20
Form 3 School priorities	21

Mission Statement

Allensbank Primary School is a happy and welcoming school that is committed to providing a friendly, safe and nurturing learning environment for all.

The school embraces diversity, fosters respect and actively strives to ensure high standards for all.

Vision Statement

At Allensbank Primary School everyone works together to ensure that

- We form positive and respectful relationships with others within our diverse school community and show consideration for and actively nurture partnerships with parents, carers and the wider community.
- Through a supportive, nurturing ethos, learners feel valued, are able to express their ideas and emotions, are questioning and enjoy solving problems.
- We lay the foundation for a love of learning through being committed to high quality provision which equips our pupils for ongoing learning, work and life.
- Pupils feel safe and secure, build their resilience and develop strategies which will help them manage their well-being and respond positively in the face of challenge.
- Our learners have high expectations of themselves and strive to achieve their full potential by taking responsibility for their own learning. They help to set personal goals and celebrate successes.
- Pupils build up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.
- They have the space to be curious, inquisitive, generate creative ideas and to critically evaluate alternatives as well as reflect and adapt.
- We have pride and confidence in ourselves whilst learning to work effectively with others, valuing the different contributions we and others make

Roles & Responsibilities

Headteacher			
Standards	Teaching & Learning	Professional Development	Wellbeing
		Safeguarding	Finance
		Attendance Monitoring & Evaluation	Health & Safety
		CPD	Governance
Head of School/PS3 Coordinator- C Wikeley			
Professional Standards	Behaviour	Curriculum Planning	Phase Targets
		Pupil Progress	AOLE-M&N
ALNCO- J Reynolds		PS1/2 Coordinator- A Wilson	
ALN	Inclusion	EAL Overview	THRIVE
School of Sanctuary		AOLE- WB	
		Phase Targets	Pupil Progress
			Attendance
			AOLE- LLC
Language, Literacy and Communication	Mathematics and Numeracy	Health & Wellbeing	Science & Technology
E O'Malley- Communication friendly school	C Wikeley	H Mapstone	G Parfitt
S McAuliffe- EAL	D Watson	J Reynolds	N Roberts
H Green- Welsh		N Robert	
A Wilson- LLC			
		School Council	Digital Leaders
		Super Ambassadors	
		Sports Council	
		School of Sanctuary	
		Healthy Schools	
		RSE	
ARR	Parental Engagement	Expressive Arts	Humanities
T Lewis	S McAuliffe	H Green	T Lewis
G Parfitt	L Williams	H Mapstone	L Williams
		D Watson	
	Young Interpreters	Choir	Eco-Committee

School Improvement Priorities

Priority 1 - To ensure that there is consistently effective teaching and learning to support all learners (including those within vulnerable groups) to make accelerated progress.

Priority 2 - To work in partnership with Gladstone to develop pedagogy and design the curriculum in readiness for the new school

Priority 3 - To build relationships and develop wellbeing for all stakeholders in preparation for the transition to the new school

Contextual Information

Allensbank Primary School serves an inner-city area of Cardiff. The school catchment area covers the Heath area and extends to the Mynachdy housing estate in Gabalfa. The school building was built in 1905 and is a grade 2 listed building.

- The school currently has 203 pupils aged between 3-11 years, including a 16-place nursery and an Early Intervention Class (EIC) for pupils with Speech and Language needs.
- About 36% of pupils are entitled to receive free school meals, which is above national, LA and CSC averages.
- Approximately 76% of pupils come from ethnic minority backgrounds. The pupil population also has a rich variety of home languages with 47% of pupils having English as a second language. Support for ethnic minority pupils is provided by 2 part-time support teachers.
- There is currently 1 'Looked after' child who is cared for by the Local Authority
- During the academic year 2022-23, there were no permanent exclusions and 2 short term exclusions.
- Around 10% of pupils have Additional Learning Needs (ALN),
- The school currently has 8 classes (including the EIC class)

Priority 1 - To ensure that there is consistently effective teaching and learning to support all learners (including those within vulnerable groups) to make accelerated progress

Rationale:

1. To ensure teachers self-evaluate using the professional standards in order to inform professional development
2. To ensure that clear differentiation is in place in order to support and challenge pupils
3. To ensure that the quality of teaching and learning is consistently good or better across the school with clear differentiation in order to support and challenge pupils

Success Criteria	RAG Rating		
	Autumn	Spring	Summer
Teachers are aware of their strengths and areas for development in line with the professional standards			
The quality of teaching and learning is consistently good or better across the school with differentiation evidenced within lesson observations, planning, pupil books and through listening to learners			
Curriculum planning and delivery ensures coverage and progression across the school			

Target	Actions	Success criteria	Funding	Timescale	Monitoring arrangements	Monitoring of outcomes
	How are you going to achieve your targets? What will you actually do?	Expected outputs and outcomes as a result of the actions	Cost of staffing and resources	When will it happen?	Who? When? How?	Evidence that actions are impacting on learners
1	All teaching staff to self-assess against 5 areas of professional standards. HT to develop whole school view.	-Teachers have identified their strengths and areas of development linked to the professional standards -Information gathered has been used to create a spider graph -HT has a whole school overview of where strengths and areas of development lie		Oct 2024	HT/SLT Termly Performance Management reviews	

1	Links to be made between areas of development and performance management targets which will be reviewed termly.	-Performance management targets in place which are clearly linked to areas of development -All staff have started to map out the planning section of Annex A form		Oct 2024	HT/SLT Termly Performance Management reviews	
1	SLT to confirm judgements and support teachers in making links with new professional standards.	-SLT have used self-assessment data to confirm staff judgements - Performance management targets are in place which identify objectives linked to pupil progress, whole school development and professional development,t to support staff in raising standards of teaching across the school and to develop their own teaching skills		Oct 2024	HT/SLT Oct 2024 Performance Management reviews	
1	Monitoring and evaluation to focus more specifically on individual teachers' areas of development to support a drive from Good to Excellent.	-SLT have mapped out a termly calendar of monitoring activities and shared with staff -Monitoring activities which gather first hand information from a range of sources including lesson observations and Listening to Learners have been carried out -Feedback is provided for staff clearly identifying strengths and ways forward		Oct 2024 – July 2025	HT/SLT Termly Monitoring and Evaluation calendar PPR meetings	

1	SLT to provide support for teachers around areas for development and to identify training needs to be met.	<ul style="list-style-type: none"> -Training needs have been identified linked to performance management targets -SLT have completed Annex E with all staff -Staff are active participants in identifying relevant training opportunities -Training needs are focused on raising standards and securing continued improvement throughout the school 	PLG	Oct 2024 – July 2025	HT/SLT Termly Performance Management reviews	
2	Clear sharing of expectations in regards to differentiation	<ul style="list-style-type: none"> -School expectations are clearly communicated to all staff -Staff have access to range of strategies and resources to support them in differentiating work to meet the needs of all learners -Planning proformas are used by all staff in order to ensure consistency 		Sept 2024 – Oct 2024	PS Leads Termly Team Meetings	
2	Monitoring of weekly planning to ensure clear differentiation, challenge and support is evident within weekly planning.	<ul style="list-style-type: none"> -Planning differentiated to meet the needs of all learners including EAL, ALN and MAT is saved to Teachershare weekly -Planning is routinely monitored to ensure that it matches work in pupils' books 		Oct 2024 – July 2025	HT/SLT Termly PPR meetings Self-evaluation calendar	

2	Identify good practice within the school linked to differentiation and any additional training needs. Sharing of good practice through Team meetings and Inset	<ul style="list-style-type: none"> -Areas of good practice throughout the school have been identified -Staff have shared good practice with colleagues via Team meetings and Inset -Where appropriate, staff have had the opportunity to observe colleagues teaching 	PLG	Oct 2024 – July 2025	SLT Termly SLT leadership time Inset/Team meetings	
2	Book scrutiny/ listening to learners to ensure that pupil work meets expectations and that clear differentiation/challenge is evident.	<ul style="list-style-type: none"> - SLT have mapped out a termly calendar of monitoring activities and shared with staff -SLT/AoLE Teams have carried out book scrutiny and listening to learners to monitor for clear differentiation and challenge -Feedback is provided for staff clearly identifying strengths and ways forward -Feedback is shared with HT & Governors 		Oct 2024 – July 2025	SLT/AoLE Teams Termly PPR meetings SLT leadership time Inset/Team meetings	

2	Lesson observations/learning environment observations to maintain a focus on the new curriculum, pupil progress and areas of development.	<ul style="list-style-type: none"> -SLT have mapped out a termly calendar of monitoring activities and shared with staff -SLT have carried out a range of monitoring tasks -Staff have self-assessed and RAG rated their learning environment in order to identify strengths and areas of development -SLT have quality assured teachers' self-assessments -Monitoring focus is linked to the new curriculum and raising standards -Feedback provided following lesson observations, clearly outlines strengths and areas of focus -Feedback is shared with HT & Governors 		Oct 2024 – July 2025	HT/SLT Termly SLT leadership time Monitoring and Evaluation calendar	
3	AoLE Teams to review and revise Curriculum planning in order to ensure coverage and progression	<ul style="list-style-type: none"> -AoLE teams have reviewed and revised planning in order to ensure coverage and progression -CfW lead has monitored revised planning to ensure a consistency of approach and level of detail -Revised planning in place which fulfills the requirements of the CfW and is used by all staff 		Sept 2024 – Mar 2025	CfW Lead/AoLE Teams Termly Inset/Team meetings	
3	AoLE/SLT teams to monitor curriculum coverage and progression through listening to learners, work scrutiny and curriculum evidence.	<ul style="list-style-type: none"> -SLT and AoLE teams carry out a range of termly monitoring activities -Curriculum planning and delivery ensures coverage and progression throughout the school 		Sept 2024 – July 2025	HT/SLT/AoLE Teams Termly SLT leadership time Inset/Team meetings Monitoring and Evaluation calendar	

Priority 2: To work in partnership with Gladstone to develop pedagogy and design the curriculum in readiness for the new school

Rationale: To develop pedagogy and design a curriculum for the new school which reflects our school community

Success Criteria	RAG Rating		
	Autumn	Spring	Summer
An innovative and aspirational curriculum will be designed and developed for the new school			
Progression and Assessment systems will be established			
Pedagogical approaches will be established			

TARGET	Actions	Success criteria	Funding	Timescale	Monitoring arrangements	Monitoring of outcomes
	How are you going to achieve your targets? What will you actually do?	Expected outputs and outcomes as a result of the actions	Cost of staffing resources and	When will it happen?	Who? When? How?	Evidence that actions are impacting on learners
1, 2, 3	SLT to evaluate the curriculum readiness tool to establish a baseline of both schools	Baseline assessment completed Areas of strength and development identified Results will support curriculum development and design	No cost	Baseline Autumn Term Review toolkit in Summer term to measure progress and identify any priorities for 2025/26	HT and HoS to analyse readiness toolkit	
1, 2, 3	HT/HoS to work with Improvement Partners, SLT and leaders to establish current curriculum provision at both AB/GS. Curriculum expectations and policies to be collated, shared and reviewed.	Curriculum provision identified at both schools Clear understanding of strengths and	HoS's management time	September/October	HoS to collate and share with HT and SLT	

		common themes identified				
1, 2, 3	HT and HoS to work with ARR leaders to establish current assessment and progression arrangements and identify common themes. Assessment and progression expectations and policies to be collated, shared and reviewed.	Assessment and Progression arrangements identified at both schools Clear understanding of strengths and common themes identified	Management time	Autumn 1	HoS to collate and share with HT and SLT of NS – identify any common themes	
1, 2, 3	HT and HoS to work with Improvement Partners, SLT and leaders to establish current pedagogical approaches. Pedagogical expectations and policies to be collated, shared and reviewed.	Clear understanding of pedagogical approaches at both schools	Management time	Autumn 2	HoS to share approaches with HT and identify common themes	
1, 2, 3	To work with IP and CSC to develop school vision with all stakeholders	All stakeholders contribute to the new schools vision Begin to establish school vision School name agreed	Management time	Parents/carers - 18th September Coffee morning Parent Questionnaire Pupils/New School Council group - Autumn 1 Staff - 4th November Inset Day begin to establish school vision - share vision January Inset Day	Letters to be sent out w/c 2nd September inviting parents/carers to coffee morning (AB)/ afternoon (GS) - ballot/vision (NS Council) HoS to co-construct google form questionnaires for parents/carers - send out for 2 weeks 18th Sept-2nd October and analyse data and share results with staff on inset day/governors.	

					w/c 9th Sept choose Year 4, 5 (AB Yr6) reps for NS council. 16th Sept NS council meet via teams.	
1, 2, 3	AOLE leaders/teams to work collaboratively using the 'MAID' template to evaluate current curriculum provision and feedback to all staff	MAID's will identify what is working well, what to maintain, what new approaches could be adopted and what could be discarded Curriculum will begin to be established for NS	Twilight	12th or 13th Nov Twilight TBC	HoS to collate MAIDs and share with findings with SLT, IP and Governors	
1	AOLE leads to complete Listening to Learners to support the development and design of the new curriculum	Pupil will have an input into curriculum design Feedback will help inform curriculum development Innovative curriculum developed which reflects the context of the school				
1	HT and Curriculum Leader to analyse AOLE MAID's and feedback to staff to develop the curriculum offer for the new school	Analysis will identify key aspects of curriculum for NS Curriculum will begin to be established Curriculum Summary published	Management time	November/ December and share with staff on January Inset day (Vision/ Curriculum offer)	HT, DHT and Curriculum Leader to analyse MAID's and share with IP, Governors and staff to develop curriculum	

1, 2, 3	Senior Leaders to work collaboratively using the 'MAID' template to evaluate current pedagogical approaches, assessment & progression arrangements and wider school processes	Leaders will have a clearer understanding of pedagogical approaches, P and A and wider school processes e.g. linked to planning, behaviour, attendance, inclusion, teaching learning strategies (thinking hats) etc Areas to retain and discard will be identified New approaches will be discussed and adopted	Management time for Senior Leaders	Autumn 2/January	HT and DHT to delegate areas to evaluate and collate feedback. NS Council to feedback on reward systems and share new ideas in relation to extra curricular activities.	
1, 2, 3	SLT (NS) to analyse MAID's and review/develop new approaches and arrangements and share with staff	Analysis of MAID's will be completed New approaches will be identified	Management time	January Share with staff February Inset or deliver on twilight	HT, HoS and SLT to collate and analyse and share with IP, Governors and staff	
1, 2	Year groups to plan topics to ensure coverage of skills, knowledge and experiences	Planning of skills, knowledge and experiences will be progressive Topics/events will be planned for as appropriate ensuring learners are given new experiences and opportunities as they progress through school	Management time Staff Inset	Summer '25	Curriculum leader to oversee topic planning and share with SLT and AOLE teams	

1, 2, 3	SLT and Governors to review current policies and develop new policies in line with school vision and MAID evaluations	LA policies will be adopted Statutory policies will be established All stakeholders will be clear on school policies and procedures	Management time	Spring/ Summer '25	HT, SLT and Governors to develop and agree school policies	
1	All staff to undertake a resource audit of areas, AOLE resources and furniture	Resource audit completed Clear understanding of resources at both schools	Inset Day	Inset day - February 2025	HoS to coordinate and collate information and share with HT/IP/AOLE Teams and Governors	
1	HT and HoS's to develop staff skills audit	Staff skills audit developed	Management time	Spring '24	HT and HoS to share with IP's	
1	SLT (NS) to analyse staff skills audit and establish AOLE curriculum teams	Staff skills and expertise will be identified and shared with staff Collaboration opportunities and AOLE teams established	Management time	Spring '24	SLT to meet and discuss staff skill set and establish AOLE teams	

Priority 3: To build relationships and develop wellbeing for all stakeholders in preparation for the transition to the new school

Rationale: To provide collaboration opportunities for all stakeholders in preparation for the opening of the new school

Success Criteria	RAG Rating		
	Autumn	Spring	Summer
Staff from both schools will begin to work together and build professional working relationships which will have a positive impact on wellbeing			
Pupil wellbeing will be high and transition to the new school will be effective			
Parents/carers will be well informed and successfully involved of the transition process			

Targets	Actions	Success criteria	Funding	Timescale	Monitoring arrangements	Monitoring of outcomes
	How are you going to achieve your targets? What will you actually do?	Expected outputs and outcomes as a result of the actions	Cost of staffing resources and	When will it happen?	Who? When? How?	Evidence that actions are impacting on learners
1,2,3	HT and HoS to devise annual calendar for staff, pupil and parental engagement activities	Annual Calender devised and shared with school community Whole school community are involved and engaged with the vision and transition to the NS	Management time	September '24	HT and HoS to monitor and review events/activities. Feedback will be monitored to ensure engagement levels are high	
1	HT to share recruitment timescales in September with all staff	Staff will have a clear understanding of timeframes Staff anxiety will be reduced	No cost	4 th September '24	HT to share with staff and liaise with HR and Governors as appropriate	

1	HT to share roadmap of collaborative working opportunities for all staff	Joint Inset Meetings will be clearly planned Twilight Meetings will be planned From November joint inset meetings will be arranged	No cost	September '24	HT to work with HoS/SLT to establish partnership working	
1	Health and Wellbeing Leaders to gain feedback from staff to develop Wellbeing opportunities	Wellbeing sessions arranged e.g. drop in sessions, via teams Social gatherings arranged Wellbeing questionnaires devised if needed	Supply teacher x 2 days	October '24	H&W leaders to collate responses and share with HT/HoS and Inclusion Leaders	
1	HT/HoS to organise wellbeing/team building sessions	Team building sessions organised and completed Staff morale and wellbeing high	Management time	November Inset Day February Inset Day	HoS to liaise with Inclusion leaders to establish ideas/sessions	
1	AOLE teams to meet and collaborate to share best practice and generate new innovative ideas	Collaboration opportunities increased Innovative ideas/approaches identified MAID's will be completed and analysed Curriculum will begin to be established for NS	Twilight	12th or 13th Nov Twilight TBC	HoS to collate MAIDs and share with findings with SLT, IP and Governors	
1, 2	Year group teachers/TA's to collaborate and develop planning/topics and resources	Year group teachers and TA's will collaborate and build relationships Planning of skills, knowledge and	Management time Staff Inset	12 th May 2025	Curriculum leader to oversee topic planning and share with SLT and AOLE teams	

		<p>experiences will be progressive</p> <p>Topics/events will be planned for as appropriate ensuring learners are given new experiences and opportunities as they progress through school</p>				
1	Admin staff to collaborate and develop systems and procedures in readiness for the new school	Systems and processes established for NS	Management to cover office to allow time	12th May 2025	HT and DHT to work closely with Admin team, HR and Finance	
2,3	HoS to set up New School Councils with reps from Year 4, 5 and 6	<p>NS Council establish</p> <p>Pupil voice is strengthened</p> <p>Learners are included and engaged in the transition process</p>	Management time	<p>To be decided on 9th September 2025</p> <p>NS Council to meet on 16th September to discuss setting up coffee morning and share transition ideas via teams</p>	HoS to liaise and provide opportunity for school councils to meet	
1, 2,3	HT, HoS and New School Council to meet parents/carers and pupils to develop vision and agree school name	<p>School Council established and are involved in developing NS vision and school name</p> <p>Parents/carers contribute to school vision and deciding school name</p>	No cost	<p>18th September for parents/ carers</p> <p>HoS's to organise an Assembly with NS Council to share school names (ballot) and introduce 'Vision' task for classes to complete</p>	HT, HoS and school council to feedback to staff, IP and Governors and begin to establish school vision.	

				H&W Leads to complete listening to learners to gain views to help develop school vision and curriculum		
1, 2	HoS to meet with staff to share NS Council transition ideas and discuss organise transition days/projects with paired year groups	NS Council and learners share ideas and have a voice Staff plan transition projects/days School community begin to build relationships	Staff Inset Management time	22nd October Staff meeting - winter fayre, Roath park, joint disco, christmas plays, Eid celebrations, project work, Cathays Community project work, Cardiff University - Greener area outside school (January) - photographs of AB children and GS	Transition projects and days shared with HT/IP and Governors	
2	Identify pupils in need of enhanced transition in order to ensure smooth transition to new school	Pupils will have a positive experience and smooth transition to new school Pupil wellbeing high Positive engagement with families	No cost	Summer Term	ALNCo's and HoS to organise and monitor transitions	
1,2, 3	All stakeholders to contribute to NS logo design and choose school uniform	Identify Graphic designer Planned workshops to discuss school colours and designs	No Cost	Autumn term	HoS to organise logo design competition and share designs with all stakeholders - choose design winner and announce chosen school uniform.	

		Logo designed & uniform colour agreed				
3	HoS to liaise with family engagement leads to set up NS parent/carer groups	<p>Parent/Carer group established</p> <p>Community feel included and have a voice</p> <p>NS activities planned for 2025/26</p> <p>Fundraising opportunities maximised</p> <p>Learner experiences enhanced</p>	Management time	Spring 2025	HoS to liaise with parents/carers to gauge interest and establish a group	
3	Ensure effective lines of communication by updating parents/carers regularly via newsletters	<p>Communication links are strong</p> <p>School community is updated regularly and kept informed of school developments and events</p>	Management time	Autumn/ Spring/ Summer	HT and HoS to establish regular communication timelines	
1, 2, 3	HoS/staff and NS Council to plan launch day	<p>Ideas collated</p> <p>Launched Day planned</p>	Management time/Inset	Summer Term	HoS to collate ideas and plan launch day	
3	Create NS Website and 'X' account	<p>Website set up</p> <p>'X' account established</p> <p>Home and school links strengthened</p> <p>Parents/carers engaged in learners and school activities and experiences</p>	Website cost	Summer Term	HT to liaise with IT to establish set up of website	

The priorities for school improvement for 2025-2027 are:

2025-2026	2026/2027
To continue to design and develop the curriculum for the new school ensuring its inclusive of all learners encompassing the four core purposes.	To continue to design and develop the curriculum for the new school ensuring its inclusive of all learners encompassing the four core purposes.
To ensure progression and assessment procedures are robust and embedded across the school to capture learner progress.	To ensure progression and assessment procedures are robust and embedded across the school to capture learner progress.
To ensure high standards for all learners across all areas of the curriculum	To ensure high standards for all learners across all areas of the curriculum
To ensure high levels of wellbeing for both learners and staff	To ensure high levels of wellbeing for both learners and staff
To work closely with the Schools Organisation and Planning team to ensure building plans and work is completed	
To continue to build effective community links working with all stakeholders including cluster working, parents and local businesses	To continue to build effective community links working with all stakeholders including cluster working, parents and local businesses
To continue to develop the role of the Governing Body in securing improvement.	To continue to develop the role of the Governing Body in securing improvement.
To continue to work closely with LA, Governors, CSC and IP to ensure a smooth transition to the new school	To continue to work closely with LA, Governors, CSC and IP to ensure a smooth transition to the new school
To continue to embed the ALNET Act and processes for learners across the school	