

# Case study

## St Philip Evans



Llywodraeth Cymru  
Welsh Government

**St Philip Evans is a Catholic primary school in Cardiff. The school has 391 learners, 24 per cent of whom are eligible for free school meals, and 50 per cent of whom have English as a second language.**

Designated Literacy and Numeracy Coordinators took the lead on implementing the National Literacy and Numeracy Framework (LNF) when it was introduced. The coordinators undertook initial training with the consortium then cascaded their learning to all members of staff, both teachers and teaching assistants. Inset days, and twilight inset sessions were then held twice termly before the framework became statutory in order to ensure teachers knew what was expected and to share ideas on how to implement the LNF within the classroom.

In order to support learners' understanding of the LNF requirements, the school developed matrices of year group expectations that were written in a child-friendly language and which are now kept in exercise books. This enables learners to take ownership of their progression and achievement against these statements across an academic year. Teachers have also built assessment for learning strategies into their daily practice to enable learners to self-assess their literacy and numeracy skills across the curriculum, and progress their development. Working with the children, literacy and numeracy elements are developed in context with their understanding in mind, rather than simply through extra activities. In addition, parents were fully involved from the beginning, with staff reporting on learners' attainment against the LNF and its expectations.

James Griffiths, Deputy Headteacher said:

**'Since implementing the LNF, the school has seen that standards have risen across all learners' outcomes. Notably at the end of Key Stage 2, once the learner has become accustomed to working with the LNF over a number of years. The difference is particularly evident in the learners' ability to apply skills across the curriculum, a change that is reflected in end of year teacher assessment as well as national test results. The school has seen a continual upward trend in both end of Key Stage results as well as the percentage of pupils achieving an above average standardised score. Results for Year 6 in particular are now notably higher than in previous years and learners are now more confident and capable as they progress to secondary school.'**

St Philip Evans works closely with the transition cluster in terms of literacy and numeracy, and collaborates with the high school staff to create projects which develop learners' literacy and numeracy skills, refining the activities within the project in order to ensure progression. For example, Year 6 teachers at St Philip Evans worked with colleagues from the cluster primary schools and secondary school to produce a mini context for learning about flight, which enables learners to demonstrate their LNF skills. The activities were designed specifically to maximise the opportunities to assess learners' progress against the LNF year group expectations in addition to the National Curriculum attainment targets.

Moving forward, the school will continue to look at its 12 month evaluation of context for learning, including literacy and numeracy skills, and subject specific skills. They will be looking to develop meaningful opportunities for numeracy across the curriculum, since literacy skills have been easier to implement and are now well established. The coordinators will assess the schools context for learning to see where literacy and numeracy can be further exploited.

Discussing next steps, Catherine Power, Headteacher at St Philip Evans said:

**'Our annual review includes implementation of the LNF, and we involve staff in standardising learners' work against LNF**

**yearly expectations. We have found this invaluable in helping new members of staff understand what is involved and the expectation the school has in providing a consistent approach to the framework. However, we would like for progression across the school in terms of literacy and numeracy to continue moving forward, and target setting will be raised in order to reflect the need to develop literacy and numeracy in planning.'**