

The Rainbow Federation

“Bringing out the best in each other”.



**Federation Improvement Plan
2025-2026**



Context



Bryn Hafod Primary School is on a large housing estate in the eastern suburbs of Cardiff. The school provides education for 410 pupils from the ages of 3 to 11 years. There are 9 single-age classes, 3 split year classes, a school-based Nurture class and two nursery classes (am and pm). There are also two local authority resource class catering for pupils with specific learning needs. 53% of pupils are eligible for free school meals. This is above the national and local authority averages.

The school identifies about 15.7% of pupils as having additional learning needs. Nearly all pupils come from English-speaking homes. 19% of pupils have English as an additional language and a few pupils are looked after by the local authority. No pupils indicate that they speak Welsh at home. The last inspection was in May 2024 The headteacher took up her post in September 2015.

Glan-Yr-Afon Primary School is situated in the eastern part of Cardiff and caters for pupils between the ages of 3 to 11. There are 145 pupils on roll, including 32 part-time nursery pupils. Around 73% of pupils are eligible for free school meals. This is well above the average for schools in Wales. Around 14 % of pupils are from minority ethnic backgrounds and have English as an additional language. No pupil speaks Welsh at home. The school identifies 8.5% of pupils as having additional learning needs, which is well above the average for schools in Wales. Very few pupils have a statement of special educational needs. The last inspection of the school was in May 2024.

On 24th February 2020 Bryn Hafod and Glan yr Afon Primary Schools became the Rainbow Federation. The Executive Headteacher took up her post in February 2020.



Our visions

Bryn Hafod Vision

“Learning for life..... successful futures start here!”

Glan yr Afon Vision

Linking Learning to life..... inspiring children for exciting futures!

Our Federation Vision and Mission Statements

“Bringing out the best in each other!”

“We work together and share expertise, growing success and being collectively responsible for everyone in our community. Through working collaboratively with our children, parents, carers, staff, Governors and all stakeholders we will drive an innovative approach to teaching and learning and develop our place within the communities.”

Our Federation Curriculum Vision

At The Rainbow Federation we pride ourselves on holding a vision for our pupils that ensures that all pupils achieve the very best education. Our curriculum vision at The Rainbow Federation is:

“To be a successful child-centred Federation that provides a curriculum that motivates, inspires and prepares children for the future. We aim to be learning organisation where everyone works together to ensure all pupils receive a rich, inspiring and engaging education; enabling every child to be physically, creatively, technologically, emotionally and academically fit for life!



Evaluation of progress since last inspection

Date of last inspection: May 2024	
Estyn recommendation	Progress
<p>R1 : Improve the quality of foundation learning provision</p>	<p>Activities: Nursery – Year 2 staff carried out learning walks looking at the provision and changes they have made. We completed FADE forms sharing positive feedback and areas for improvement (N-Yr2).</p> <p>Impact: Changes are clearly being made in nearly all the classrooms with clear zones for provision areas. Outside areas are better organised and being used more effectively (teaching outdoors).</p> <p>Activities: All staff have had training on new planning Performa in the form of a timetable. Also new planning for provision was introduced focusing on outdoor activities and skills.</p> <p>Impact: Activities are more skill based and the outdoor areas are being used more purposefully.</p> <p>Activities: Peg challenges have been introduced from Nursery to Year 2. These are shown clearly on the provision plan (in red) and children complete them independently or with support of the enabling adult. Greater consistency within classes. Children more engaged in challenges and showing greater</p>

<p>R2 : Improve opportunities for pupils to use their numeracy skills in their wider learning</p>	<p>Activities:</p> <p>Yr 4 took part in an entrepreneur week, making their own items to sell, looking at budgets, profit and loss. Other year groups have their weeks planned for the school fair.</p> <p>All teachers took part in a book look across the Federation, identifying activities involving numeracy skills in all AoLEs and judging whether these were stage appropriate.</p> <p>Staff continue to make use of the planning and tracking form for numeracy skills across the curriculum. The decision has been made to only use 2 exercise books across all year groups – one for LLC and one Maths/Numeracy in order to encourage further, the use of numeracy skills across the AoLEs</p> <p>Impact:</p> <p>Staff are planning for numeracy skills across other AoLEs.</p> <p>Nearly all classes across the Federation are able to show an increasing amount of evidence of numeracy across the curriculum skills in their topic books and planning. Staff are more aware of the need to plan for numeracy across the curriculum, and ensure that activities are stage appropriate in line with what has been previously taught during maths sessions.</p> <p>There is evidence across all years of data handling skills being taught through other AoLEs.</p> <p>There is evidence in Explorers and Investigators in particular of number including geometry being taught through other AoLEs.</p> <p>There is evidence of financial literacy tasks in Pioneers including budgeting and tax workshops.</p> <p>There is evidence of measure in nearly all year groups being taught through other AoLEs</p>
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The federation improvement priorities for the current school year 2025-2026



- 1. Create a whole-school approach to securing high standards of teaching and learning where all pupils can thrive.**
- 2. Develop pupils' Welsh oracy skills.**
- 3. Improve teaching and learning in mathematics.**
- 4. Strengthen the capacity and effectiveness of leadership and management across the school with a sharp focus on the development of pupil voice.**
- 5. To work collaboratively to secure and sustain greater leadership to impact on teaching and learning (CLIP).**
- 6. Improve attendance and punctuality (CLIP)**

PRIORITY 1: Create a whole-school approach to securing high standards of teaching and learning where all pupils can thrive.

Rationale: Learning walks and lesson observations

Lead Staff; Ceri Porter and Graham Matthews

Link Governor: Curriculum / Standards Committee

Actions	Responsibility & Timescale	Resources Needed	Success Criteria	Evaluation
Co-create a teaching and learning approach with input from all teaching staff and staff incorporating strategies to support ALN and disadvantaged learners, including effective differentiation.	GM / CP RW/SH All teaching staff 23.09.25	Time for collaborative planning sessions and training on inclusive pedagogy.	Teaching and Learning Policy reviewed and shared.	
Audit current teaching practices and identify strengths and areas for development across both sites, based on questionnaire feedback.	GM / CP All teaching staff 30.09.25	Staff questionnaires.	Audit report completed. Key areas for development and strengths identified.	
Identify individual professional development needs through professional development reviews and self-evaluation.	GM / CP 07.10.25	PDR meetings / objectives.	Staff have clear targets aligned to whole-school priorities impacting positively on standards of teaching learning.	
Deliver whole-staff training on the new framework and inclusive teaching strategies.	GM / CP 11.11.25 - teaching staff 28.11.2 - support staff	Training materials, INSET time.	Training sessions completed All staff feel confident in applying the approach.	
Create collaborative professional learning communities (PLCs) focused on sharing best practice and problem-solving.	RL / GM / CP 01.09.25	SLT Meetings Twilights	Staff have opportunities to share effective teaching strategies, leading to better teaching and learning.	
Audit current teaching practices and identify strengths and areas for development across both sites, based on questionnaire feedback.	GM / CP All teaching staff Wb. 01.12.25	Lesson Observation	Audit report completed. Key areas for development and strengths identified.	
Create teaching teams to provide ongoing coaching sessions and peer observations.	GM / CP Wb. 05.01.26	Co-teaching teams created. Coaching training. Observation templates.	Evidence of inclusive practice in observations	

		Management time.		
Monitor progress through termly lesson observations and pupil learning reviews(twice yearly).	RL / GM / CP Ongoing	Observation schedules. Pupil progress data.	Termly monitoring reports show improvement in teaching quality. Positive pupil engagement noted	
Continue to plan opportunities for pupils to use tools from the Children Choose Toolkit.	Teaching Staff	PPA	Pupils have opportunities for developing their independence and metacognition giving them the skills to reflect on their learning process, identifying strategies that work best for them, and adjusting when needed.	
Review current feedback practices across the school.	GM / CP Autumn 1 and 2	Learning Walks Book scrutiny in Pupil progress meetings including listening to Learners	All staff and pupils input is included. Feedback, response and assessment policy updated.	
Review current feedback practices across the school via work scrutiny.	GM / CP 28.11.25	INSET Day Examples of work	All staff and pupils input is included. Feedback, response and assessment policy updated.	
Provide targeted training on effective formative assessment and feedback techniques.	GM / CP 28.11.25	INSET Day session	Staff provide timely and specific feedback that helps pupils understand their strengths and areas for improvement.	
Develop and share clear guidelines and exemplars for high-quality feedback.	GM / CP 27.01.26	Twilight - teachers to bring examples of feedback.	Teaching staff have opportunities to be involved in "book looks".	
Use pupil voice and work scrutiny to evaluate impact of improved feedback on learning.	GM / CP School Council Feb 2026	Management Time	Pupils understand what they need to do to improve	
AfL staff training.	GM / CP Spring 1	Twilight	AfL strategies are used to check pupils' understanding systematically, identifying misconceptions accurately and provide clear, direct feedback.	
Continue to develop purposeful continuous and enhanced provision in the Foundation Phase.	JT / CC / RL	Management Time Resources Learning Walks	Pupils' develop positive attitudes and commitment to learning through authentic engagement.	

Continue to develop the role of adults.	JT / CC	Management Time Resources Learning Walks	Staff within classrooms use effective questioning to challenge and support pupils to make progress. Staff within classrooms enable learning to develop pupils' independence and creativity.	
Create skills based topic overviews to be used for medium term planning for each year group / topic.	GM / CP All teaching staff September 2025-ongoing	INSET Day - September	Planning is skills based and builds on pupils' prior knowledge helping them make connections and understand new concepts more effectively.	
Pupil Voice policy is agreed and shared with all staff. Staff training on effective pupil voice and consultation methods. Showcase pupil-led projects to the school community	RL Autumn Term	Twilight INSET Day	Pupils are actively involved in the learning process. Pupils are starting to "influence" the curriculum.	
Collaborative learning activities are planned regularly that promote teamwork, communication, independence and critical thinking skills.	GM / CP Summer 1	Twilight	All teaching staff will plan and implement at least one collaborative learning activity per week that explicitly promotes teamwork and communication skills, evidenced through lesson plans and pupil feedback.	
Relationship / behaviour policy is reviewed with all stakeholder involvement and implemented.	RW / SH / RL Autumn 2	Management Time	The classroom climate is positive and inclusive and promotes pupil engagement and academic success.	
Create peer coaching teams.	RL / GM / CP Autumn 2	Management Time Twilight	Teachers have the opportunity to reflect on their own and others' teaching practices helping them to identify areas for improvement and refine their teaching strategies.	
Appoint Outdoor Learning Lead. Conduct a comprehensive assessment of existing outdoor spaces and resources, and staff expertise.	RL	N/A	Improved opportunities for outdoor learning that have meaningful positive impact on learning. The class and outdoor environment enhances' teaching pedagogy and pupils' learning experiences.	

<p>Provide training for teachers on outdoor learning strategies and curriculum integration. Integrate outdoor learning into the existing curriculum across different subjects.</p>	<p>Outdoor Learning Lead JT / CC / RL Spring 1</p>	<p>Twilight</p>	<p>Medium-term plans include at least one outdoor learning activity per week Y4 – Y6. Daily focussed outdoor activities planned for N – Y2 and SRB. Positive pupil feedback on outdoor learning experiences</p>	
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PRIORITY 2: Develop pupils' Welsh oracy skills.

Rationale: Learning Walks

Lead Staff: Jane Powell and Olivia Hewittson Link Governor: Curriculum and Standards Committee

Actions	Responsibility & Timescale	Resources Needed	Success Criteria	Evaluation
Whole staff training to re-introduce CBD slides and share expectations for all staff.	JP / OH	Twilight	All staff feel confident in using CBD and plan for it daily.	
Provide professional development for all staff on effective Welsh oracy teaching strategies, including use of vocabulary and grammar	JP / OH	INSET Day Twilight	100% staff trained Staff feedback and learning walks show improved confidence in teaching and speaking Welsh. All staff to be familiar with and using new Welsh language continuum and sentence builders	
Integrate structured oracy activities into weekly lessons, including paired and group discussions, presentations, and role plays in Welsh.	All teaching staff	PPA	Weekly oracy tasks evident in lesson plans. Increased pupil participation in Welsh oral activities improving standards and fluency.	
Monitor and evaluate progress through half termly observations, scrutiny of planning and listening to learners.	JP / OH Half termly	Management Time	Consistent use of Cymraeg Bob Dydd across the federation. Half termly reports show increased oracy skill levels. Evidence of pupil progress in speaking Welsh.	
Create and distribute supporting resources (word banks, phrase mats, flashcards) for use across all year groups.	JP / OH	Printing LSAs	Resources created and accessible to all staff. Positive staff feedback on resource usefulness. Resources being used daily.	

Introduce welsh alphabet slides during September inset. All teachers to spend first welsh lesson of the year playing alphabet games.	JP / OH	Twilight Resources on shared drive.	All pupils are familiar with the sounds of the welsh alphabet.	
Develop the role of Criw Cymraeg across the federation.	JP / OH	N/A	Monthly pupil voice meetings held. Action points documented and followed up. Evidence of pupil voice influencing school decisions and monitoring. Action plan and minutes reflect pupil input.	
Criw Cymraeg to lead and write their own Welsh assemblies.	JP / OH	N/A	Half termly assemblies led by Criw Cymraeg. Follow 4P structure.	
Criw Cymraeg to promote Welsh language around school	JP / OH	N/A	Opportunities are identified for using incidental Welsh around the school. Most pupils use Welsh incidentally in informal situations.	
Display to show we are proud to live in Wales.	JP / OH	PPA Twilight	Pupil's work is on display and Welsh pride and knowledge is increased.	
Children to sing Welsh songs as part of assembly time	RL	N/A	All pupils know some Welsh songs and sing them regularly in assembly.	
Criw Cymraeg to review Welsh rewards and incentives	JP / OH	N/A	A rewards system is in place for children and staff to encourage and celebrate the use of the Welsh language.	
Develop parent and family awareness of Welsh.	JP / OH	Management Time	Termly Caffi Cymraeg sessions where parents and family members play welsh games and learn new key	

			vocabulary. Welsh section on the half termly newsletter with sentence patterns, vocabulary.	
Celebrate Welsh history, cultures, traditions and the language encouraging whole school engagement.	JP / OH	N/A	These days are celebrated across the federation: St Davids Day - 1.03.2026 Eisteddfod - 2.5.2026 Dydd Miwsig Cymru - 7.2.2026 Swmae Shwmae - 15.10.2025 Dydd Santes Dwynwen - 25.1.2026	
Staff training to raise awareness of the requirement for identifying key 'topic' vocab which can be used incidentally in lessons.	JP / OH	Twilight	Planning shows opportunities for bilingualism. Topic based vocabulary will be displayed on topic boards. Welsh topic words are used by staff and pupils in their lessons.	
Plan and deliver termly whole-school Welsh oracy events (e.g., storytelling, drama performances, debates) involving parents, community members, and learners)	JP / OH All staff	Twilight PPA	Events held each term with community participation. Positive feedback from pupils and parents and carers.	
Develop partnerships with local Welsh cultural organisations to enrich oracy experiences	JP / OH	Management Time	At least two partnerships established. Activities and visits scheduled.	
Welsh display requirements agreed.	JP / OH Teaching staff	PPA	All classrooms have a Welsh display that is interactive and supports pupils oracy skills.	
Appoint a link Governor	RL / Governing Body	GB Business Meeting.	Link governor attends events and learning walks and feeds back to full governing body on progress and standards.	

PRIORITY 3: Improve teaching and learning in mathematics.

Rationale: ESTYN report and staff feedback

Lead Staff: Catrin Coleman

Link Governor:

Actions	Responsibility & Timescale	Resources Needed	Success Criteria	Evaluation
Review and adapt existing maths curriculum to fully align with White Rose Maths schemes, ensuring clear progression and coverage of declarative, procedural, and conditional knowledge.	CC	Management Time	Curriculum map aligned to White Rose Maths completed and shared with all staff Clear identification of key mathematical facts, methods, and strategies per year group Sequenced curriculum documents demonstrate planned repetition for memory retention	
Meet with Sarah Griffiths (CSC) to discuss White Rose Maths Welsh resources, planning and assessments.	CC	Management Time	CC has a deeper understanding of the scheme and is able to support staff effectively.	
Deliver training sessions for all teaching staff on White Rose Maths (Welsh) philosophy, structure, and pedagogical approaches.	CC	Twilight INSET Day – November 28th	All teaching staff have the necessary skills and knowledge to implement White Rose Maths effectively. Staff feedback indicates increased understanding of curriculum sequencing and methods.	
Develop and implement consistent approaches to identifying and closing knowledge gaps in mathematics through formative assessment and targeted interventions.	CC	Management Time Assessment tools aligned with White Rose Maths, intervention resources.	Regular formative assessments in place and used to identify gaps. Intervention plans developed and implemented for at-risk learners. Evidence of progress in closing gaps documented in pupil tracking systems.	
Staff to use White Rose end-of-block assessments and record Pupil Progress Pathway. Teachers to track	CC / CP / GM	Complete White Rose assessment Autumn 1 and Summer 1.	Gaps identified and addressed promptly. Improved progress for most pupils.	

<p>progress and adapt teaching responsively. Teachers to identify areas of strengths and areas of development of the learners' (classes and or groups) and adapt planning to cater to these.</p>		Pupil Progress Meetings.		
<p>Incorporate daily or weekly fluency sessions focusing on core number facts, calculation methods, and problem-solving strategies consistent with White Rose Maths.</p>	CC CP GM	Management Time. Learning Walk. Book Scrutiny. Listening to Learners. Pupil Progress Meetings.	Fluency sessions scheduled and delivered consistently across classes. Pupils demonstrate increased speed and accuracy in core facts and calculations. Fluency progress monitored and recorded.	
<p>Use varied problem-solving activities linked to White Rose Maths topics to develop pupils' application of topic-specific strategies and reasoning skills.</p>	CC	Twilight Shared Drive	Pupils regularly engage in problem-solving tasks with increasing complexity. Evidence of pupils explaining their reasoning and selecting appropriate strategies. Work scrutiny and planning shows progression in problem-solving skills.	
<p>Provide targeted support and scaffolding in lessons for learners who struggle with automaticity, including use of manipulatives and visual aids. In class LSAs and / or intervention staff lead early intervention sessions for identified pupils focussing on essential skills and concepts.</p>	CC / RW / SH	Manipulatives, visual aids, intervention materials.	At-risk learners identified and supported effectively. Improved confidence and accuracy in mathematical facts and methods. ALN learners' progress tracked and reported.	
<p>Establish a maths leadership team to drive White Rose Maths implementation and share best practice across both sites.</p>	CC / RL	Time allocation for leadership meetings.	Maths leadership team formed and meeting regularly. Clear action plans and monitoring reports produced. Leadership impact evidenced in improved teaching quality.	

Facilitate peer observations and collaborative planning focused on White Rose Maths strategies and pedagogy.	CC / RL All staff	PPA Management Time	Peer observation schedule implemented Teachers receive constructive feedback on White Rose Maths delivery. Collaborative planning sessions increase consistency and confidence.	
Staff training on progression and cross-curricular links and how to plan using the White Rose Maths Wales framework.	CC	CC to monitor planning and coverage monthly. Example models provided and shared on drive.	Consistent, high-quality maths planning to ensure teachers deliver sequenced maths lessons with clear progression. Planning shows coverage of fluency, reasoning, problem-solving.	
Staff training on the “Keep up not catch up” philosophy. Training on differentiation and resources to meet the needs of all learners.	CC / RW / SH	Twilight Resources	Differentiated tasks based on the WRM resources that ensure that all pupils are making progress and challenged appropriately while receiving support where necessary and whilst being flexible and adaptable.	
Introduce regular maths celebration events (e.g., Maths Stars of the Month, maths challenges)	Ensuring that displays are consistent (blue) and resources displayed are progressive following guidance from WRM and CfW documentation. Mathematical language to be displayed in class appropriate to the	NSPCC number week 6.2.26 Maths Month	Observations show increased pupil engagement. Listening to Learners shows increased enjoyment, engagement and improved pupil motivation and positive attitudes reported. Regular events held with positive pupil participation.	

	pupils ability and to be updated to demonstrate current learning (using csc language guidance and sentences			
Create maths rich classrooms and a maths rich school environment that stimulates and engages pupils.	CC All staff	Twilight	Continuous and enhanced provision is rich with opportunities to develop maths skills in a practical way. Displays are interactive and support pupils learning.	
Implement a termly monitoring schedule including book looks, lesson observations, and pupil interviews focused on numeracy across the curriculum.	CC	Management Time	<p>Opportunities for children to apply and consolidate numeracy skills are planned for.</p> <p>Opportunities for numeracy skills in outdoor provision are planned for.</p> <p>Real life and numeracy rich activities are evident in planning</p> <p>Staff are confident in planning cross curricular numeracy activities at an appropriate level.</p>	

PRIORITY 4: To strengthen the capacity and effectiveness of leadership and management across the school with a sharp focus on the development of pupil voice.

Rationale: Listening to Learners

Lead Staff: Rhian Lundrigan

Link Governor:

Actions	Responsibility & Timescale	Resources Needed	Success Criteria	Evaluation
Establish a clear federation wide vision for pupil voice.	RL September 2025	N/A	Policy is finalised and shared with all staff, parents, pupils and governors.	
Create multiple channels for pupil voice (e.g. pupil voice groups, school council, surveys, suggestion boxes)	RL All teaching staff September 2025	INSET – September 2025	Pupil Voice Groups meet monthly and School Council feedback to EXHT / HoS. Pupils have a “voice” in their school.	
Empower pupil involvement in decision-making and curriculum.	RL, GM, CP	Pupil Voice Group Meetings	At least one project co-designed with pupils per topic. Most pupils feel that they are involved in curriculum content and school life decisions.	
Feedback loop: "You said, we did" communication At least one public feedback effort each term.	RL School Council	Newsletter Twitter (X)	Assemblies and newsletters are used to report pupil feedback acted upon. Display "You said, we did" statements prominently in each school.	
Build leadership capacity among nearly all pupils.	RL All teaching staff September 2025	Pupil Voice Group Meetings	New pupil voice groups established which meet monthly. Cryw Cymraeg Stem Squad Healthy Heroes Eco Warriors Rights Rangers School Council	
Governors communicate regularly with pupils.	Link Governors	GB Meeting	Each pupil voice group has a link governor who meets at least once each half term with the group.	
Create Professional Learning Communities (PLCs) to promote	RL	Twilights	PLCs created linked to Professional Development Review Objectives and Priorities.	

collaborative culture, reflective practice, and shared leadership				
Senior leaders are more visible daily.	RL, CP, GM Daily	N/A	Weekly classroom walkthroughs which support teaching, and gather real-time insights are timetabled.	
Link Professional Development Review objectives to school improvement priorities and allocate leadership time strategically.	RL Team Leaders Termly	Twilights	All staff have the opportunity to develop their leadership skills and knowledge impacting positively on standards of teaching learning.	
Improve stakeholder engagement in leadership.	RL Half termly	N/A	Stakeholder engagement events for staff, governors and parents.	
Conduct a leadership needs analysis for staff and governors to identify development gaps.	RL Autumn Term	Twilight activity Leadership audit tools. GB Self evaluation	Leadership needs report completed and shared 80% staff and governors participate in the survey	
Establish regular leadership coaching and peer mentoring sessions.	RL	Management Time Results Driven Group Coaching resources.	Identified staff paired with a coach/mentor. Half termly coaching sessions recorded.	
Review and update the leadership roles and responsibilities to clarify expectations and accountability	RL	SLT Meeting	Revised leadership role descriptions agreed. All leaders have clear, documented responsibilities.	
Audit current governor skills and identify training needs related to leadership and pupil voice	CoG, VCoG and RL	Skills audit tools.	Skills audit completed. Training needs identified. Committees are created based on governor skills and experience.	
Deliver targeted governor training on leadership roles, school improvement, and pupil voice	RL	GB Meetings	Nearly all governors complete training sessions. Training feedback indicates increased confidence.	
Develop governor involvement protocols to ensure regular engagement with leadership and pupil voice activities	CoG, VCoG and RL	Code of conduct Link visit Policy Annual timetable	Protocols approved and implemented. Nearly all governors attend relevant meetings and visits planned.	
Facilitate governors' regular visits and observations focused on	CoG, VCoG and RL	Visit schedules. Briefing documents Link visit forms.	Each governor completes at least one link visit / meeting per term.	

leadership impact and pupil voice initiatives			Visit reports submitted and discussed at full GB meetings.	
Continue to develop distributed leadership practices and opportunities.	RL / SLT	Management Time Twilights	All staff have opportunities to develop their leadership skills in curriculum development, data analysis, pastoral improvement, and pupil voice.	
Governors have a strategic plan to work towards a shared strategic vision, guiding decisions about priorities, culture, and direction..	RL / GB	GB Meeting	Governors write a 3 year strategic plan.	

PRIORITY 5: To work collaboratively to secure and sustain greater leadership to impact on teaching and learning (CLIP).

Rationale: Cardiff East Priority Focus: Work collaboratively to secure and sustain greater leadership to impact on teaching and learning.

Enquiry Focus: How can Peer Reviews be used effectively to have a positive impact on teaching and learning?

Lead Staff: Rhian Lundrigan

Link Governor:

Actions	Responsibility & Timescale	Resources Needed	Success Criteria	Evaluation
Identify and engage key leadership stakeholders in cluster schools	July 2025	Cluster / CLIP Meeting	Identify and engage key leadership stakeholders in cluster schools	
Headteachers to work with Maggie Farrar, external consultant, to refine understanding and thinking of peer review and collaboration.	12 th September 2025	£125 per school	Develop a formal collaborative leadership framework document. Vision created and agreed for our CLIP work.	
To build on the collaboration to date between the CLIP schools in order to strengthen the practice of collaborative school improvement through the practice of peer review	Half termly	CLIP Meetings	Meetings scheduled and attended. Clear focus for CLIP work. Expectations are clear and understood.	
To agree the success criteria of peer review 25/26 and how headteachers will hold each other to account for them.	12 th September 2025	CLIP Meetings Maggie Farrar £125	Clarity around expectations. A shared understanding of the purpose of peer review An agreement on the model that will be used. An understanding of the risks with mitigation. Agreed success criteria.	
Schedule regular leadership collaboration meetings.	Half termly	CLIP Meetings	Meetings scheduled and attended.	
Share leadership best practices and impact case studies.	Half termly	CLIP Meetings Case study examples	Best practice shared in meetings. Feedback collected from headteachers.	

Conduct a needs analysis to identify leadership development priorities.	Half termly	CLIP Meetings Surveys	Needs analysis completed. Priorities identified and documented.	
Organise and deliver leadership development workshops focused on teaching and learning.	Termly	CLIP Meetings External trainers or internal expertise. Training materials.	Minimum 3 workshops delivered. Good practice shared. Standards improve in teaching and learning.	
Establish peer coaching or mentoring pairs across cluster schools.	September 2025.	CLIP Meeting.	Peer coaching pairs / triads are established. Regular coaching sessions recorded with clear outcomes.	
Evaluate impact of leadership development on teaching and learning.	Termly	CLIP Meeting Surveys	Post-training surveys completed. Evidence of leadership impact on teaching collected and shared.	
Develop shared monitoring and evaluation protocols.	Autumn Term 2025	CLIP Meeting	Protocols drafted and agreed by CLIP schools.	
Train leaders on joint observation and feedback techniques that are consistently used.	Autumn Term 2025	CLIP Meeting	Training sessions completed. Leaders confident in protocols.	
Schedule and conduct joint lesson observations.	Termly	CLIP Meeting	At least 3 joint observations conducted. Feedback shared and recorded with strengths and areas for development identified.	
Analyse data from joint monitoring to identify common teaching development needs.	Termly	CLIP Meeting	Data reports produced. Action points for teaching improvement agreed.	
Headteachers to cascade training on Peer Reviews to other staff groups within schools.	Spring / Summer Term	Twilights	Consistent approach to Peer Reviews. All identified staff develop leadership skills.	

PRIORITY 6: Improve attendance and punctuality (CLIP).

Rationale: Cardiff priority enquiry focus: What are the barriers to regular attendance and punctuality in our primary school communities?

Lead Staff; Rhian Lundrigan, Ceri Porter and Graham Matthews

Link Governor

Actions	Responsibility & Timescale	Resources Needed	Success Criteria	Evaluation
Analyse current attendance data to identify trends and groups with lowest attendance.	CP / GM SAO Autumn 1	Management Time Attendance Data 2024 - 2025	Data report identifying attendance patterns and specific groups with attendance below ?????	
Develop and implement targeted attendance support plans for FSM and ALN learners.	Autumn 2 CP / GM / RW / SH	Management Time	Attendance plans in place for at least 90% of identified learners. Monthly monitoring reports showing progress.	
Engage families of identified groups through regular communication and attendance workshops.	SAO FEO CP / GM	Workshop Materials.	Minimum 3 family workshops held. Increased parental engagement measured by attendance at events and feedback.	
Introduce attendance incentives and recognition schemes.	School Council Link Governor CP / GM	Grant funding	Attendance of individual pupils / groups of pupils is improved. Positive feedback from learners and families.	
Establish early alert system to identify learners at risk of persistent absenteeism.	SAO CP / GM	Attendance monitoring data.	Early alerts triggered within 2 weeks of absence patterns emerging. List of at-risk learners updated monthly. Home visits for persistent absentees.	
HoS and Governors review attendance at each termly meeting. Link Governor involved in half termly attendance meetings.	RL / CP / GM	GM Meeting.	Ongoing analysis of attendance. All governors have a good understanding of attendance data and progress.	
Collaborate with external agencies to support at risk learners.	CP / GM	Management Time	At least 80% of referrals receive external support. Documented multi-agency meetings and actions. Attendance of identified at risk learners improved.	

Joint SAO and FEO CLIP meetings scheduled.	CP / GM / RL Half Termly	N/A	Feedback shared and recorded with strengths and areas for development identified.	
Provide tailored pastoral support including mentoring and wellbeing check-ins.	FEO	Grant funded Wellbeing Surveys	Regular mentoring sessions scheduled for at risk learners. Improvement in wellbeing surveys for targeted pupils.	
Monitor and review progress with parents / carers through regular meetings.	SAO FEO CP / GM	N/A	At least 3 parental meetings per targeted learner per year Documented attendance improvement plans. Improved attendance and engagement.	
Track and analyse punctuality data to identify patterns and specific groups with highest rates of lateness.	CP / GM	Attendance data	Detailed punctuality report highlighting key groups and times of lateness.	
Communicate clear expectations about punctuality to families, emphasising impact on learning.	CP / GM	Letters, website, newsletters, social media, new pupils meetings, open evenings.	Communication sent to 100% of families. Positive feedback from families in surveys. Punctuality of identified pupils improved.	
Implement a 'soft start' initiative and provide targeted support for families facing barriers to punctuality.	CP / GM	PSP Support Plan	'Soft start' operational for identified learners. Reduction in lateness for targeted groups by at least 20%.	
Reward punctuality improvements through whole-school recognition and individual incentives	CP / GM School Council	Certificates Notes Home Dojos	Monthly punctuality awards given. Increased punctuality recorded in school attendance data.	
Embed whole-school culture of attendance.	CP / GM School Council All staff	Displays 'Late gate' Beat the Clock	All stakeholders engaged and motivated to improve attendance. Attendance information / data discussed regularly and visible across the school.	
Apply for WG Family Engagement Officer grant and appoint Cluster FEOs.	RL Cluster HTs	WG Grant Term 1/2 £99,167 Term 3 £70,833	FEOs appointed. Clear job descriptions and roles and responsibilities completed by LA. Cluster FEOs work collaboratively and impact positively on attendance.	

THREE YEAR PLAN		
2025-26	2026-27	2027-28
Create a whole-school approach to securing high standards of teaching and learning where all pupils can thrive.	Ensure consistent high quality teaching practices throughout the federation.	Improve standards in LLC (Writing)
Develop pupils' Welsh oracy skills.	Improve standards in LLC (Reading) in English.	To continue to develop the curriculum focussing on identities, landscapes and histories that come together to form Cynefin.
Improve teaching and learning in mathematics.	Continue to develop curriculum in line with identified school need (expected focus: Health and Well-Being)	Continue to develop curriculum in line with identified school need (expected focus: Science and Technology)
Strengthen the capacity and effectiveness of leadership and management across the school with a sharp focus on the development of pupil voice.	Develop strategies to maintain a positive learning environment which supports staff and pupils to manage self-regulation, respect and readiness for learning.	Continue to develop curriculum in line with identified school need (expected focus: Expressive Arts)
To work collaboratively to secure and sustain greater leadership to impact on teaching and learning (CLIP).	Ensure consistent high quality teaching and learning in mathematics.	Evaluate, refine and adapt our outdoor curriculum to impact positively on engagement, emotional health and well-being.
Improve attendance and punctuality (CLIP)	CLIP Priority.	CLIP Priority.