

Federation Improvement Plan

2023 to 2024



The Rainbow Federation

CONTEXTUAL INFORMATION

The school contexts:

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 11 single-age classes, 2 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. 49% of pupils are eligible for free school meals. This is above the national and local authority averages.

The school identifies about 33% 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 November 2015. 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 69% 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 24% 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 November 2015.

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.



Staffing Levels	Teaching	HLTAs/ LSAs	General Assistants	Admin.	Caretaker Cleaners	Midday Supervisors	Canteen Staff	Total
	20	32	0	2	6	7	5	72

No. on Roll	N	R	Y1	Y2	Y3	Y4	Y5	Y6	SRB	Total
All Pupils	30	33	43	44	51	57	60	59	19	410
eFSM		13	22	22	32	29	32	35	15	200

Ethnicity	White	Mixed Background	Asian or Asian British	Black or Black British	Chinese or Chinese British	Other Ethnic Groups
	298	19	13	30	6	44

ALN Register / Targetted	No. of pupils	61 / 68	eFSM	No. of pupils	200
	% of school roll	15% / 17%		% of school roll	49%



Staffing Levels	Teaching	HLTAs/ LSAs	General Assistants/Breakfast Club	Admin.	Caretaker Cleaners	Midday Supervisors	Canteen Staff	Total
		10	13	3	2	3	2	3

No. on Roll	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
All Pupils	15	13	17	19	15	24	24	19	145
eFSM		7	12	13	11	20	13	14	90

Ethnicity	White	Mixed Background	Asian or Asian British	Black or Black British	Chinese or Chinese British	Other Ethnic Groups
		90	8	1	2	

ALN Register / Targetted	No. of pupils	18 / 16	eFSM	No. of pupils	145
	% of school roll	12% / 11%		% of school roll	69.2%

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 – Bryn Hafod

Date of last inspection: November 2015 – ESTYN Monitoring. March 2017 – ESTYN Revisit	
Estyn recommendation	Progress
R1 Improve standards in literacy and numeracy across the school	Bryn Hafod Primary School is judged to have made good progress in respect of the key issues for action following the Estyn visit in November 2015. The school has been removed from the list of schools requiring Estyn monitoring. There will be no further Estyn monitoring visits in relation to this inspection.
R2 Raise attendance	Good progress.
R3 Improve teaching to ensure that all pupils receive appropriate levels of challenge	Good progress.
R4 Ensure consistency in assessment for learning practices across the school	Good progress.
R5	Good progress.

Develop the role of the governing body as a critical friend	
R6 Address the health and safety issues identified during the inspection	Good progress.
R7 Embed the principles of the Foundation Phase, including the use of the outdoors	Good progress.



Evaluation of progress since last inspection – Glan yr Afon

Date of last inspection: January 2015 – ESTYN Monitoring. July 2018 - ESTYN Revisit	
Estyn recommendation	Progress
R1 Continue to improve pupils' literacy skills across the school	The school is judged to have made sufficient progress in addressing the recommendations from the Section 28 inspection. The school has been removed from the list of schools requiring Estyn monitoring. There will be no further monitoring activity in relation to this inspection.
R2 Improve standards in Welsh as a second language and pupils' bilingual skills	Sufficient progress.
R3 Improve attendance	Sufficient progress.
R4 Make sure that staff provide sufficient opportunities for older Foundation Phase pupils to take part in child-led learning and offer greater opportunities for pupils to make choices in their learning	Sufficient progress.
R5	Sufficient progress.

<p>Make better use of marking and target setting so that pupils are clear about what they need to do to improve.</p>	
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Evaluation of FIP 2022 – 2023 priorities (previous year)

Priority	Evaluation
<p>1. To create a reading culture where reading is championed, valued, respected, encouraged and improves pupils' personal, social, and academic success, as well as their general wellbeing.</p>	<p><u>Strong Progress</u></p> <p>Reading policy has been updated and shared with staff in INSET. Resources for teaching reading are available on the shared drive and accessible to staff. Staff have been encouraged to share GGR resources in the shared drive. Boost continues in each class three times a week and DEAR (Drop Everything and Read) has been introduced. Reading books at GYA have been sorted and organised appropriately. Work has begun on this at Bryn Hafod.</p> <p>We have subscribed as a school to Giglets which is an online reading resource. Staff had an INSET session to familiarise themselves with the resource. It is being used in all classes across the federation and children will be taking individual log ins home.</p> <p>Book corners have been made more attractive and furniture including bean bags , cushions and shelving to enhance the areas has been purchased. Appropriate displays have been discussed and agreed by staff. Improvement in Book Corners was noted in PS 2 Deep Dive report. At GYA a small library has been created in the intervention room for PS 3 classes. Children had input into its design and it is used regularly. Staff have noted that children who have previously been reluctant to read are keen to borrow books. Most pupils in Year 3 – Year 6 now borrow books to read for pleasure.</p> <p>Following meeting with Criw Iaith Reader of the Week certificates have been introduced and these are awarded in assembly, not just for achievement but for enthusiasm and attitude.</p> <p>All children from Year 2 up and a small number of children in year 1 have done the Salford Reading Test and have been grouped for GGR using this data.</p>

We have subscribed as a school to Giglets which is an online reading resource. It is being used in all classes across the federation and children will be taking individual log ins home. Both schools are taking part in the Chase Rewarding Futures School Libraries Programme. Three members of staff are completing training which is a combination of online modules and face to face training sessions. Glan yr Afon has applied for a grant to develop a school library and will know by the end of the school term if this has been successful. A local author CC Brampton visited both schools to talk about his latest novel Charlie Robonik. He talked about his life, how and why he became an author and read the first chapter of his novel. Criw laith met. Revisited games pack that was made last year. Reminded each other about games they were unsure of. Discussed playground games and how these could be supported by Criw laith.

Giglets is being used by all classes and by children at home. Log- ins were shared with Parents/Carers on parents evenings. Additional training for staff who had missed initial training was held in March 2023. All children and staff have their own log ins.

It is being used as part of GGR, Boost and for independent reading. It is also being used at home by many pupils regularly. Staff are taking advantage of events run by Giglets with their classes e.g storytelling sessions and Draw Along activities linked to Mental Health Week.

Both schools have been taking part in the Chase Rewarding Futures School Libraries Programme. Three members of staff are have completed training which is a combination of online modules and face to face training sessions.

Bryn Hafod has been given five hundred books to enhance existing reading corners.

Glan yr Afon's application for funding for a school library was successful and the school was awarded £9000. The library has been designed by Peters Library designers who are based in Birmingham. They will be installing the library on Wednesday 12th July.

IMPACT

	<ul style="list-style-type: none"> • All children have access to books online in school and at home and this has improved nearly all pupils provision for reading. • Both schools will receive 500 books – range of fiction and non-fiction which will significantly enhance the collections of books in all classes. They will also receive a set of furniture suitable for a book corner and access to audio books. • Nearly half of children purchased copies of the book and parents have reported that their child wants to read more following the engagement with the author. • A link has been made with a literary agent with a view to inviting more authors into school. Children have contact with a real Author. • All children have easy access to a range of books online in school and at home. Children are encouraged to read and standards are raised. • The Chase Rewarding Futures School Libraries Programme is continuing in both schools. Glan yr Afon’s application for funding for a school library was successful and the school was awarded £9000. The school was recently visited by a library designer who will draw a plan ready for installation in July 2023. • Children will have access to a fully stocked library which will raise the profile of reading in the school. Reading will be valued and children will be motivated to read. • Criw Iaith met with Jane Powell for the day and made new games Discussed playground games and how these could be supported by Criw Iaith.. JP and Criw Iaith held a Coffi and Cacen session for parents. • Impact : Greater range of games used in Helpwr Heddiw sessions. Parents have increased awareness of the Welsh language. • Charlotte Jarvis will be supporting Jackie Townley in leading LLC. • Olivia Hewitson will be supporting Jane Powell in leading Welsh. • Reader of the week has now been established in both schools. Children are awarded certificates in assembly for reading success, great attitude to reading, bringing in their favourite books, visiting the library etc. Children also have the opportunity to win books in a weekly raffle. • Reading is celebrated as a school community. It is valued, respected and encouraged.
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- All children have easy access to a range of books online in school and at home. Children are encouraged to read and standards are raised.
- Children will have access to a fully stocked library which will raise the profile of reading in the school. Reading will be valued and children will be motivated to read.

Year Group	Number of Pupils	Expected Progress	Above Expected Progress
2	19	32%	16%
3	21	24%	57%
4	21	24%	24%
5	16	25%	38%
6	23	22%	30%

Bryn Hafod

Year Group	Number of pupils	Expected Progress	Above Expected Progress
3	53	4%	74%
4	61	5%	52%
5	60	12%	22%

2. To ensure that nurture is embedded

Limited Progress

<p>throughout the schools to enhance the whole ethos and culture which then effects the academic and wellbeing outcomes for all.</p>	<p>The cluster headteachers have met with Nurture International and Collective Learning to agree the programme of events for the Cluster INSET Day on Friday 17th February 2023 for all staff. The training and venue hire etc will be covered by the CsC CLA Collaboration Fund. 7.45am – 2.30pm</p> <p>Key messages from the day:</p> <p>All staff have a good understanding of the new curriculum. As a cluster we are also committed to developing the principles of nurture within our schools, however we now need a consistent message for all staff within and across schools.</p> <p>What is Nurture? Specifically, what are the 6 principles of nurture? Universal provision of nurture - the language to be used by all etc. vocabulary we should use? Sentence starters? What should our non-negotiables be? What should you expect to see in a nurture school? What will it look like? Feel like? What should our classrooms look like? Are there particular resources we should have? Specific practical strategies staff are able to use on a daily basis to deliver the 6 nurture principles - table top activities? Opportunity for nurture leads (ALNCOs) to be told about the process of accreditation.</p> <p>Both schools are already implementing a wide array of Nurture approaches including; time with the school therapy dog, music mindfulness, sensory tents and well-being interventions.</p> <p>School have recently Pupil Progress Pathway whereby the ALNCO can amend their well-being data. This allows staff to identify patterns between learning and home.</p> <p>On Friday 17th September 2022 staff participated in whole school Nurture training. This provided staff with a basic overview of what a 'Nurture School' should look like and what this entails. This training gave an insight as to how a child's life experiences can shape their behaviour and learning. It allowed staff to magpie some strategies to support emotional health and well-being such as facilitating regular sensory breaks, team building exercises etc.</p>
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	<p>On Tuesday 13th July 2023 Jane Miles, Specialist Teacher led a Nurture INSET for class teachers. This involved staff analysing the Nurture principles in alignment with our values and approaches. Using the baseline assessment, staff worked collaboratively to identify what we are currently doing in relation to Nurture and what areas could be further developed.</p> <p><u>IMPACT</u></p> <ul style="list-style-type: none"> • All staff from both schools attended an inset day on Friday 24th February alongside cluster school outlining the main principles of nurturing schools which has deepened all staff's understanding and has impacted on the learning environment. • ALNCOs across the cluster have met • Baseline completed and analysed • We now have a clear plan moving forward as to areas of development. It was also clear to see that we are already implementing many strategies which involve a Nurture approach. • Staff are more aware of what Nurture UK looks like. The whole school now have a basic awareness of poor mental health and well-being can affect learning and brain development. • There is a clear positive impact with the approaches which are currently being used. These will be continually evaluated and developed.
<p>3. To continue to develop our own curriculum, enabling learners to develop towards the four purposes, including the use of the outdoors, learning environment, assessment and pupil voice.</p>	<p><u>Strong Progress</u></p> <p>Minority of Areas of Learning and Experiences have been co-constructed collaboratively with the Cardiff East Cluster to inform Curriculum Design. This allows for purposeful progression to complement teaching and learning. Summative Assessment data has been collected for all pupils to track pupil progress at regular intervals. Formative Assessment procedures to track pupil progress in AoLE's and wellbeing, are in their final stages.</p> <p>Deep Dive Mid Term Evaluations of teaching and learning have been completed for all learners in Progression Steps 2 and 3 across both schools. Year Group targets have been collaboratively set as a result of findings from evaluations, which will directly impact positively on standards of teaching and learning</p>

for nearly all pupils. Progress in these targets will be evaluated in the next Deep Dive cycle. AoLE Leaders have completed evaluations in Languages, Literacy and Communication, and Maths and Numeracy. Progression Step Targets have been set as result of the findings.

Learning Environment Policy has been updated including non-negotiables. These have been updated in nearly all classes across both schools. The Edible Playground at Bryn Hafod Primary School is in its design stage. Quotes have been received to allow for immediate access to Outdoor Provision in Progression Steps 1 and 2 at Glan Yr Afon Primary School.

The Core Purposes have been differentiated across the three Progression Steps allowing pupils to understand the language associated with each one at their level. These have been shared with staff through INSET. They are now on tables in every classroom and pupils are beginning to refer to them.

Both Health and Wellbeing and Humanities (including RVE) mapping across the cluster is now complete. The Expressive Arts Team began mapping last week. This will ensure consistency in the teaching of concepts in each AoLE across all cluster schools.

Within the Federation, we are now beginning to transfer this mapping onto the Rainbow Tool which will allow staff to plan more effectively with all documentation in one place and showing clear progression within and across the Progression Steps and will make all cross curricular links evident.

The new Pupil Pathway has been developed including summative data and formative information. This enables staff to track the progress of all children and create a whole pupil assessment profile.

Graham and Ceri are continuing to attend the Curriculum Cluster Leads Meeting every half term, which Graham is leading. The focus has been on the Principles of Progression, unpicking what this means for the mapping and assessment of the New Curriculum. We also recently engaged with Cardiff Commitment and with the Consortium to discuss the Principles of Progression and to quality assure the mapping work completed so far.

Staff are continuing to attend half termly twilight sessions at cluster schools, with a different AoLE focus each time. The most recent session focussed on Science and Technology. Staff in each year group were asked to share examples of work through books, portfolios and Seesaw, identifying strengths and next steps.

Three AoLE Deep Dives have taken place over this academic year so far – Mathematics and Numeracy, Languages, Literacy and Communication and Expressive Arts. The AoLE leads have carried out a learning walk across the Federation, looked at sources of evidence, and listened to learners in order to identify the strengths and ways forward in their subject areas. The reports have been fed back to staff during INSET and next steps discussed. In addition to these we have continued to carry out the Progression Step Deep Dives. Progression Step 1 Deep Dive took place this half term by Cat Coleman and Jackie Townley. The outcomes of these have been shared with the relevant staff and next steps identified.

Progression mapping for the majority of Areas of Learning and Experiences has now been completed by the cluster. Mandatory elements of the New Curriculum for Wales: Statements of What Matters and Principles of Progression have been mapped from Nursery to Year 11. This ensures that progression for learners is appropriate and consistent across all Cardiff East Cluster Schools.

The Cluster Progression Maps have been used to develop long-term planning for coverage of appropriate Descriptions of Learning, for the majority of Areas of Learning and Experiences at the Rainbow Federation. These were shared with staff in the most recent INSET day. These provide staff with the appropriate guidance and encourage cross-curricular links when planning for authentic learning experiences. Our recent questionnaire demonstrated that nearly all teaching staff agreed or strongly agreed that they had a secure knowledge of the New Curriculum. Nearly all teaching staff agreed or strongly agreed that they felt confident in using the Rainbow Planning Tool to appropriately plan for the development of knowledge and skills for learners.

Leaders of the New Curriculum from all cluster schools continue to meet half termly. These are led by Mr Graham Matthews. The Rainbow Federation recently shared the Rainbow Planning Tool and Pupil Progress Pathway to all other cluster schools. Graham has been asked to meet with Senior Leaders from other

primary schools within the cluster to share good practice in relation to New Curriculum implementation at the Rainbow Federation.

Teaching staff from all cluster schools continue to meet half termly to share pupil profiles, focussing on an AoLE in each session. Many teachers state that they find this useful in ensuring consistency of assessment, and appropriate challenge when planning for each AoLE.

Progression mapping for all of the Areas of Learning and Experiences has now been completed by the cluster. Mandatory elements of the New Curriculum for Wales: Statements of What Matters and Principles of Progression have been mapped from Nursery to Year 11. The Cluster Progression Maps have been used to develop long-term planning for coverage of appropriate Descriptions of Learning, for almost all of Areas of Learning and Experiences at the Rainbow Federation. These were shared with staff during one of our INSET days. These provide staff with the appropriate guidance and encourage cross-curricular links when planning for authentic learning experiences. Recent INSET session explored the mandatory elements of the New Curriculum for Wales.

The Rainbow Tool has been adapted by the Rainbow Federation and an Excel document has now been created for each year group to house all of the Progression Maps. This is easy to access and can now be highlighted/manipulated to show what statements have been taught and when.

Leaders of the New Curriculum from all cluster schools have continued to meet half termly led by Graham Matthews. The Rainbow Federation recently shared the Rainbow Planning Tool and Pupil Progress Pathway to all other cluster schools. Graham has been asked to meet with Senior Leaders from other primary schools within the cluster to share good practice in relation to New Curriculum implementation at the Rainbow Federation. Teaching staff from all cluster schools continue to meet half termly to share pupil profiles, focussing on an AoLE in each session. All AoLE's have now been covered in these cluster sessions

IMPACT

- Staff INSET provided and staff now using Four Purposes with children, written using child friendly language showing progression across the progression steps as evidenced in the Deep Dives.

	<ul style="list-style-type: none"> • Mapping of the individual AoLEs continues with the cluster, ensuring all concepts are covered and progression is evident. • Teachers across the Federation and from each Progression Step have worked alongside AoLE leads to begin mapping each AoLE using the Rainbow Curriculum Tool enabling them to have a fuller understanding of the coverage of concepts and the cross curricular links • New Pupil Pathway including summative data and formative information has been created which is enabling staff to track progress of all children and create a whole pupil assessment profile and is also being used to inform small group support. • Staff INSET provided and staff now using Four Purposes with children, written using child friendly language showing progression across the progression steps. • Mapping of the individual AoLEs continues with the cluster, ensuring all concepts are covered and progression is evident. • Teachers across the Federation and from each Progression Step have worked alongside AoLE leads to begin mapping each AoLE using the Rainbow Curriculum Tool enabling them to have a fuller understanding of the coverage of concepts and the cross curricular links • New Pupil Pathway including summative data and formative information has been created which is enabling staff to track progress of all children and create a whole pupil assessment profile and is also being used to inform small group support. • Recent INSET session explored the mandatory elements of the New Curriculum for Wales. This ensures that all learners are accessing a broad and balanced curriculum in line with the legal requirements of the Curriculum and Assessment (Wales) Act 2021. • Nearly all teaching staff agree or strongly agree that they feel confident in planning for the mandatory elements of the New Curriculum and nearly all teaching staff agree or strongly agree that The Rainbow Federation is making good progress in relation to New Curriculum implementation and refinement. This demonstrates secure staff knowledge in delivering authentic cross-curricular learning experiences relevant to New Curriculum requirements. • The Rainbow Planning Tool ensures that all children are accessing a broad and balanced curriculum. This ensures that all children are able to progress in their knowledge and skills acquisition at an appropriate pace relevant to each individual child's learning journey.
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	<ul style="list-style-type: none"> • Many teachers have this useful in ensuring consistency of assessment, and appropriate challenge when planning for each AoLE. • Progression for learners is appropriate and consistent across all Cardiff East Cluster Schools and nearly all teaching staff agreed or strongly agreed that they had a secure knowledge of the New Curriculum. This ensures that all learners are accessing a broad and balanced curriculum in line with the legal requirements of the Curriculum and Assessment (Wales) Act 2021. Nearly all teaching staff agree or strongly agree that they feel confident in planning for the mandatory elements of the New Curriculum and nearly all teaching staff agree or strongly agree that The Rainbow Federation is making good progress in relation to New Curriculum implementation and refinement. • Staff are now using the Excel document effectively to plan appropriately for the development of knowledge and skills for learners. Children are able to progress in their knowledge and skills acquisition at an appropriate pace relevant to each individual child's learning journey.
<p>4. To close the attainment gap and support the wellbeing of disadvantaged and vulnerable pupils through individual, groups, family and community-focused interventions.</p>	<p><u>Strong Progress</u></p> <p>Mr Guinee attended Closing the attainment gap training in Cardiff City Hall during INSET day on October 7th 2022- link established with Children in Wales to support the priority.</p> <p>Mrs Coleman and Mr Guinee attended an online meeting with 'Children in Wales' coordinator Kate Jones on Thursday 20th October to discuss ways forward and ways in which 'Children in Wales' can help support the school - create an action plan / Deliver a 'raising awareness' INSET to staff and provide support for parents. Rainbow Club group launched in October 2022 - Twitter page setup and shared to stakeholders via text to parents and via school's own twitter feeds.</p> <p>As part of the Rainbow Club initiative parents have been supported with pre-loved uniforms, rugby boots, Halloween costumes and an initiative before Christmas 2022 will be to provide support to parents with Christmas Jumpers through a Christmas shop.</p>

Mrs Coleman/Mr Guinee and Lesley Noakes have interviewed staff to assign a 'Family Engagement Role' for the Rainbow Federation 8 candidates were interviewed for the role across the Federation to support the priority and Rainbow Club initiatives. The role will involve the successful candidates conducting an additional 4.5 hrs of support per week. The candidates were appointed on 1/12/22.

Mr Guinee has created new 'Pupil Progress Pathways' for each year group across the Rainbow Federation to collect data on individual cohorts, pupils vulnerable groups and to further track pupils wellbeing. Further work to develop the action plan and key activities will be carried out alongside 'Children in Wales.' Mrs Coleman and Mr Guinee have attended training with Huw Duggan based around 'Closing the Gap and will use this to support all stakeholders going forward in regards to this priority.

Our first objective was to set up our initiative the 'Rainbow Club' which is how we are going to share our priority with the parents, carers and stakeholders. Due to the cost of living crisis we prioritised up coming events which would be a financial burden on our parents e.g Christmas. From this we set up our uniform, sports equipment and Christmas give what you can sessions. We used the term "give what you can" after seeking advice from the charity children for Wales. We are in the process of collaborating with this association to use their expertise during our journey. Reflecting on these sessions we realised that we need points of contacts that were not 'teachers' as this was a barrier to parents coming forward.

We have recently employed 4 parental engagement officers (2xBH and 2xGYA) who will be the Rainbow Club point on contacts. We are shared this information with parents and stakeholder through our text service, social media and through our weekly give what you can uniform shop. We are officially launching on the 6.2.23 with a 'Tea and Toast' morning where parents will be encouraged to come in and meet our parental engagement officers. Information boards have also been set up in prominent areas and display relevant and helpful information for the parents to access. We have noticed an increase in the number of parents accessing these sessions with around 20 parents visiting our most recently uniform shops, due to this we have decide this will be a weekly session.

Our academic objective is to close the attainment gap between FSM and NFSM to begin with. We have worked alongside ALNCos to identify pupils receiving intervention and who are also FSM, therefore

monitoring value added to these pupils. A focus from intervention assessment is the pupils Numeracy skills. CC is working with KS2 intervention support staff to identify areas of development for identified pupils in key year groups. CC and DG will ensure that all teachers are aware of the FSM pupils in their class and will collate a list of pupils who are receiving intervention in class, with LSA and with outside agencies.

CC and DG also attended CPD session with Hugh Duggan (29.11.22) which focused on closing the attainment gap. From this we identified that pupil's inability to express and explain themselves can be a barrier to attainment. CC and DG will be working with JT to implement oracy activities and interventions to develop pupils ability to share thoughts and opinions.

During the spring term we continued to focus on engaging parents with the Rainbow Club and developing the parental engagement officers roles. We were successful in receiving a £450 food grant for each school, after discussions we decided to use this to create food bags to support parents during the half term. These bags contained cupboard basics to make a number of meals. Parents were invited to take these during an Easter activities session, 40/40 bags were taken and parents were very grateful.

As part of parental engagement sessions and informal coffee morning parents have had the opportunity to tell us how we could support them the most. From these conversations we have organised for parent classes and course to be provided, these will start in the summer term.

To support the pupils academically we have continued to develop the pupil progress pathway and have include a well being element to this. We have also ensured that teachers are aware of the eFSM pupils within their class/cohort and teachers are monitoring and tracking the support these pupils receive. We will be focusing on the academic part of our priority this term.

During this term we have focused on what academic elements we would like to work on for the next academic year. DG has continued to work on the Pupil Progress Pathway and has added elements that will help us identify, track and monitor the support being given to FSM pupils and the impact this is having. We will be able to use this information to show value added to these pupils. CC has also been looking at how to

use the National Test to track the progress of FSM and vulnerable pupils and evaluating the progress they have made over the year.

Updates to the Pupil Progress Pathway for September include a feature that will automatically identify Targeted Intervention Groups based on data collected in the Autumn Term assessments and identify pupils that require targeted intervention for spelling, reading and maths. This will support pupils to plan and prepare learning experiences for identified pupils and tailoring to specific needs. Further updates for September include identifying pupils' wellbeing needs through the Pupil Progress Pathway, allowing staff to be more aware of vulnerable pupils within the cohort. This will be tracked and monitored by the ALNCO's at the Rainbow Federation.

The Rainbow Club initiative has been a great success this year and has supported a number of parents, we have noticed an increase in parents reaching out for support and attending sessions from 5 attending the first session to now 12 regularly parents joining. There has also been an increased uptake in parents accessing the weekly Wednesday uniform shop. The weekly shop now has on average 10 visitors during each session, compared to 3 parents that attended the first few sessions.

Another success this term has been the parent literacy sessions organised by Mrs Rutter and provided and lead by Cardiff and Vale college, the parents have learnt literacy skills to support their children at home and have also benefitted from being entitled to student discount as part of this. This allows the parents to get discount on food and clothes, therefore helping these parents through the cost of living crisis especially with the new academic year. We have used our grants to provide food bags to parents before each half term, this has also been very successful with around 40 parents being supported. The impact of this initiative is parents are now reaching out for support from Mrs Rutter.

Data collected from a recent survey of parents and carers showed that the two most worthwhile initiatives (from their point of view) run this year by the Rainbow Club were the Uniform Swap Shop (46%) and the Parental engagement sessions (38%). In response to which initiatives have helped them the most this year these two initiatives scored most highly too. 84% of parents and carers responded by saying that the approachability of the newly appointed Parental Engagement Officers was between 8 and 10 out of 10.

	<p>Parent / Carer responses:</p> <p>“It’s a brilliant idea and has helped us as a family so much and we really appreciate everything that you club has done for us. Thank you. I hope to see it continue and thrive. Helps us families so much.”</p> <p>“..... it is hard to comment when all the Rainbow Club sessions e.g parental engagement are when parents are working.”</p> <p><u>IMPACT</u></p> <ul style="list-style-type: none"> • Engagement of parents has increased from very few to many. • Family engagement officers appointed • Monitoring and tracking of FSM (intervention, support, attainment and progress) • Regular engagement sessions timetabled • Teachers are able to track progress of eFSM and vulnerable learners and use this to inform interventions and IDP targets. By being able to track and evaluate progress we will be able to evidence value added. • The increase in the number of parents access the rainbow club services demonstrates the need and the positive impact on school and home relationships (the number of parents attending has increase by approx. 60% since our first session) • The impact of the Rainbow initiative is that parents are now reaching out for support and feel comfortable and confident to do this and to confide in our Parental Engagement officers. We are now able identify vulnerable parents and pupils and offer support.
<p>5. To develop documents and embed processes that feed into effective self-evaluation and</p>	<p><u>Strong Progress</u></p> <p>I have revised the Deep Dive schedule to include AoLE and ALN Deep Dives. We are using HLTAs to cover management time for these activities. The Deep Dive forms have been reviewed and these are completed by AoLE / progression Step Leads and shared with staff. Cycle 1 of the Progression Step Deep Dives are</p>

<p>improvement planning which supports continuous federation improvement.</p>	<p>led by SLT and Cycle 2 of the Progression Step Deep Dives are led by class teachers within the Progression Step.</p> <p>We will be starting to use the CSC Governor Self Evaluation Tool at the next Governing Body meeting to look at an area of governance. This will be an item on each Governing Body Meeting agenda this year.</p> <p>We are using @teb which is an interactive self-evaluation tool as is designed to give our schools a robust approach to undertake and record an accurate self-evaluation by directly linking it to the new Estyn Inspection Framework for primary schools. It also provides constructive guidance along with specific ideas as to how a school addresses its areas to improve, or embeds its successes. On Tuesday 6th December (BH) and Tuesday 13th December (GYA) staff will use @teb to self-evaluate Inspection Area 1 – Learning at each school.</p> <p>Mr Guinee has created new ‘Pupil Progress Pathways’ for each year group across the Rainbow Federation to collect data on individual cohorts, pupils, vulnerable groups and to further track pupils wellbeing.</p> <p>Teaching staff have been involved in producing the SER. Staff used twilight sessions to highlight areas of the @TEB Self Evaluation tool in Inspection Area 1 – 3. There is a different SER for each school.</p> <p>Deep Dives have continued this term. Deep Dives for the Spring Term have been – ALN, Progression Step 1, PPA and Expressive Arts. These reports have been written and shared with staff. All staff have been involved in identifying good practice and identifying areas for development in these areas. These reports will also be shared with the Governors.</p> <p>Deep Dives have been very effective in giving all staff a clear picture of standards, provision, good practice and areas of development across all AoLEs and year groups. During this year all teaching staff have been involved in the process and have had input into the focusses of the Deep Dives. Moving forward we would like to ensure that all support staff also have the opportunity to feed into these processes and also how we can involve the Governing Body more actively in these activities.</p>
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The Rainbow Tool and cluster based AoLE days have focussed on the new curriculum and we have now mapped out each AoLE and these will be used as planning tools moving forward. Support staff were involved in identifying experiences for each year group linked to topics and contexts.

The Pupil Progress Pathway has been developed throughout the year and tweaked. All staff now have a better understanding of the pupils in their classes and are also able to track data in different aspects identifying pupils who may need support, intervention or challenge.

IMPACT

- New Pupil Pathway including summative data and formative information has been created which is enabling staff to track progress of all children and create a whole pupil assessment profile and is also being used to inform small group support.
- Most staff involved in writing self-evaluation report and have a better understanding of the process.
- Self-evaluation report completed.
- Deep Dives completed in Progression Step 1 – 3, ALN, Expressive Arts. Good practice identified and areas / actions for development identified.
- Staff will be using the Pupil Progress Pathway to input summative data and formative information this term.
- All staff have had time and training in order to complete the Pupil Progress Pathways with summative data and formative information .
- Staff led Deep Dives have continued this term. PS3 completed their Deep Dive. They set their own agenda and focus.
- Other Deep Dives that have been completed are Humanities.
- CSC Governor Self Evaluation has nearly been completed.
- Learning Support Staff Skills Audits completed.
- All staff are aware of different groups of pupils. They have detailed information regarding ability and wellbeing.

	<ul style="list-style-type: none">• Nearly all Governors involved in evaluating skills, knowledge and effectiveness of the Governing Body.• We now have a robust programme of self evaluation processes and activities that are embedded across the year.• Staff have a better understanding of the needs of the pupils in their class.• We have a planning document for each AoLE that staff can use to plan.
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Federation Three Year Strategic Plan 2024-2027

Year 1: 2024/2025	Detail
1.	To embed a consistent approach across all year groups, ensure progression of all strands is clearly evident and pupils make strong progress and are evaluating their own and others learning accurately, with limited adult involvement.
2.	To continue to develop the use of Welsh across all curriculum areas.
3.	To continue to develop the environment and provision within the Special Resource Base ensuring all pupils' needs are met.
4.	To continue to develop independence and challenge across the curriculum.
5.	Ensure a rigorous whole federation self-evaluation programme is maintained and impacts on pupil progress.

Year 2: 2025/2026	Detail
1	To develop pupils wider experiences to promote their wellbeing for today and for the future.
2	To develop and resource a digital strategy to allow us to integrate ICT into all areas of teaching and learning.
3	To continue to develop our own curriculum, enabling learners to develop towards the four purposes, including the use of the outdoors, learning environment, assessment and pupil voice.
4	To develop and improve parental / carer engagement.
5	To ensure lead practitioners have the strongest effect on the quality of education by embedding an effective coaching model.

Year 3: 2026/2027	Detail
1	To develop oral language skills across the curriculum to enable pupils to develop the skills they need in order to become life-long learners.
2	To provide all pupils with opportunities to take part in a range of extra-curricular activities and cultural and enrichment opportunities.
3	To ensure effective practice of feedback and response informs prompt intervention to move children's learning forward.
4	To ensure the sharing of strong teaching across the school to provide consistency and high quality implementation of the curriculum.
5	To continue the focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum.

The federation improvement priorities for the current school year 2023-2024



- 1. To improve pupil outcomes by raising standards and improving progress in literacy and numeracy, ensuring the curriculum is challenging and provides opportunities to extend Maths and English skills in all areas of the curriculum.**
- 2. To develop a nurturing environment that allows pupils and staff to develop and work in a supportive and collaborative environment improving pupils' attitudes to learning.**
- 3. To improve attendance and punctuality across the federation.**
- 4. To improve the Welsh culture, ethos, and language, fostering a strong sense of identity, pride, and fluency.**
- 5. To strengthen and develop links with all stakeholders in identifying priorities for federation improvement and moving the school forward.**

Priority 1	To improve pupil outcomes by raising standards and improving progress in literacy and numeracy, ensuring the curriculum is challenging and provides opportunities to extend Maths and English skills in all areas of the curriculum.				
Rationale Self-evaluation: Listening to Learners Local /regional / national priority: Post Covid, CfW Estyn:					
Priority leaders:	Jackie Townley, Catrin Coleman, Dave Guinee, Charlotte Jarvis, Sam Eskrom-Gabb	Team members:	Helen Williams, Jo Saville, Zeph Shears, Lily Hood, Graham Matthews	Governing Body link:	GYA Parent Governor Louise Martin
Success Criteria:					
<ul style="list-style-type: none"> ○ Raised standards of spelling across the explorers and investigators through the introduction of Monster Phonics ○ All genres of writing are covered across the Rainbow Federation at each level (Explorers, Investigators and Pioneers) ○ A Federation approach to the pedagogy relating to Guided Group Reading ○ Clear systems in place through the Pupil Progress Pathway to monitor progress of pupils spelling and reading ○ A clear approach across the Rainbow Federation for differentiation through the use of chilli challenges ○ Clear and precise mathematical vocabulary used by all staff as part of teaching and learning to enhance the pupils use of mathematical vocabulary. ○ Staff use the 5 proficiencies of maths in daily lessons to further enhance the pedagogical approach to maths across the Rainbow Federation. ○ Pupils are appropriately challenged in maths across all aspects through the use of chilli challenges and challenge cards across the Rainbow Federation. ○ Pupils use thinking maps throughout the curriculum as part of their learning across the Rainbow Federation. ○ The application of Literacy, Numeracy and Digital Competence skills are evident in all pupil books across the Rainbow Federation ○ An agreed approach to identifying MAT pupils across the Federation is agreed – pupils are monitored through the use of the Pupil Progress Pathway and appropriately challenged in classes across the Rainbow Federation. ○ SRB to incorporate a progressive approach to the development of early communication skills across the curriculum 					

- Using our current maths assessment MALT many of our pupils in Y1 – Y6 achieve average (85-95) or above average (95+) progress scores at Bryn Hafod. This is based on data collated from each year group in 2022-23.
- Using our current maths assessment MALT a majority of pupils in Y1 – Y6 will achieve average progress scores at Glan Yr Afon. This is based on data collated from each year group in 2022-23.
- National test data- Many pupils in Year 3 and 4 are targeted to make expected or above expected progress between Autumn and Summer National tests results in Bryn Hafod.
- In Year 5 and 6 the majority of pupils are targeted to make expected or above expected progress between Autumn and Summer National test results in Bryn Hafod
- Many pupils in Glan yr Afon in Y3-Y6 are targeted to make expected or above expected progress between Autumn and Summer National test results.

Progress of priority: very good / strong / satisfactory / limited			Autumn	Spring	Summer	
			Strong	Strong		
Activities	Key personnel	Timescales	Resources	Monitoring arrangements	Evidence	Progress with action: RAG
Introduce and develop Monster Phonics with Explorers and Investigators	CC / JT	Aut 2023	<ul style="list-style-type: none"> • Twilight INSET (online training) • Purchase of Monster Phonics Programme • Training for staff TBC 	Deep Dives Pupil Book Scrutiny Teachers Planning Seesaw	Deep Dive Feedback Pupil Books Seesaw	GREEN
Tracking Genres of Writing, Grammar and Punctuation.	JT / CJ	Aut/Spr/Sum	<ul style="list-style-type: none"> • Online Drive Tracking Document 	Online Shared Drives Updated Liaison with staff Pupil Book Scrutiny	Shared Drive Genre Tracking Doc Pupil Books	GREEN

Sharing good practice with peer to peer support (St Patrick's Newport) in regards to GGR - Giglets and Ninja Spelling	DG / CC / JT	Aut 2023	<ul style="list-style-type: none"> • ½ Day cover DG/JT/CC • Twilight INSET to Feedback to Staff (see below) 	N/A	Minutes from Meeting	GREEN
Whole school INSET - spelling / phonics	DG / CC / JT / CJ	Aut 2	Twilight INSET TBC	N/A	Minutes from INSET Staff Handouts Online Resources	GREEN
Data analysis relating to phonics / spelling	Class Teachers	Aut/Spr/Sum	Monster Phonics Pilot Pupil Progress Pathway	CC / DG / JT to monitor PPP and monster phonics tracking system as part of pilot to monitor progress and report back to SLT / Governors	Pupil Progress Pathway Deep Dive Reports Monster Phonics Tracking System	GREEN
Use of chill challenges (investigators and pioneers) to be used across literacy - grammar / GGR and spelling	CJ/CC/DG/CJ	Aut/Spr/Sum	INSET/ Staff meeting time to reinforce chilli challenge	Deep Dives Pupil Book Scrutiny	Deep Dive Reports Pupil Books Google Classroom Planning	AMBER
Improve use of vocabulary for all four operations	Class teachers	May 24 th	INSET (included in 5 proficiencies INSET) CSC Leading	Deep Dive – pupils use of vocabulary relating to Maths and Numeracy	Pupil Books Seesaw Deep Dive Reports	AMBER

Introduce CPA approach to maths (concrete, pictorial and abstract) for all lessons	Class teachers	May 24 th	INSET CSC Leading	N/A	INSET Minutes Resources Staff Handouts Deep Dive Feedback	AMBER
Staff to be made aware and use of 5 proficiencies of maths for outstanding lessons	All Staff	Aut 1/2 May 24 th	CC,SEG to lead INSET introducing 5 proficiencies Staff to map skills using template as activity (if time allows)	N/A	INSET Minutes Resources Staff Handouts Deep Dive Feedback	AMBER
Staff to be made aware and use of 5 proficiencies of maths for outstanding lessons	All Staff	Aut 1/2 May 24 th	CC,SEG to lead INSET introducing 5 proficiencies Staff to map skills using template as activit (if time allows)	N/A	INSET Minutes Resources Staff Handouts Deep Dive Feedback	AMBER
Use of chilli challenges (investigators and pioneers) across all mathematical tasks including practical approaches.	Class teachers	Aut/Spr/Sum	INSET/ Staff meeting time to reinforce chilli challenge	Deep Dives Pupil Book Scrutiny Feedback to staff areas for development and strengths	Deep Dive Feedback Google Classroom Teacher Planning Pupils Books	GREEN
Introduce and use 'Daily Rigour' as part of working	Investigators and Pioneers	Aut	SEG to monitor uses	Deep Dives Pupil Book Scrutiny	INSET Minutes Resources	AMBER

Wall for maths challenges with staff				Feedback to staff areas for development and strengths	Staff Handouts Deep Dive Feedback	
Develop the use of thinking maps across the curriculum	Class teachers	Summer	INSET - wall paper tasks Shared on drive Allocated to explorers/investigators/pioneers	Deep Dives Pupil Book Scrutiny Feedback to staff areas for development and strengths	INSET Minutes Resources Staff Handouts Deep Dive Feedback	RED
Inclusion of challenge cards and activities in class linked to topics. (e.g. YouChoose)	Class teachers	Summer		Deep Dives Pupil Book Scrutiny Feedback to staff areas for development and strengths	INSET Minutes Resources Staff Handouts Deep Dive Feedback	RED
Focus of literacy, numeracy and DCF across the curriculum to play a major role in pedagogical approach.	CC/JT/DG	Aut/Spr/Sum	INSET	Deep Dives Pupil Book Scrutiny	Teacher Planning Pupils Books Seesaw	AMBER
Identifying more able pupils through the use of the Pupil Progress Pathway to provide appropriate level of challenge.	CC/JT/DG/CP/GM	Aut/Spr/Sum	Data collated Data analysed	Deep Dives Pupil Book Scrutiny Feedback to staff areas for development and strengths	Pupil Progress Pathway Teacher Planning Pupils Books	AMBER

Introduce Blank level questioning to assess children's level of comprehension in order to inform planning – Communication across all areas	SRB staff	Summer	Blank level questioning assessment resources (ELKLAN)	Pupil progress Learning walks S&L assessments	B Squared assessments Lesson observations Teacher Planning	RED
Introduction of communication based activities based on individual pupil needs	SRB staff	Spring / Summer	Communication packs Practical resources	Pupil progress Learning walks S&L assessments	B Squared assessments Lesson observations Teacher Planning	AMBER
External support the school will access to achieve priority: School to school working Bespoke Training from the consortium		Professional learning needs of all staff (including leadership development) to address priority: Twilight sessions CSC support for leads				
<u>Autumn termly self-evaluation:</u>						
<u>Numeracy aspect</u>						
<p>This term we have focused on ensuring that good practice that was introduced in the summer term has now been embedded. As part of this we have monitored the use of mathematical language being display and is used consistently in the classroom and we have found that pupils are accessing and using the range of numeracy language on the numeracy working walls to support their learning independently. We have monitored this fortnightly ensuring that the numeracy language displayed is relevant to the subject being taught and that language relating to the four operations is shown. After completing a data analysis for RL, CC identified that we have limited numeracy assessments which allow us to track and evaluate progress, so from this we will be taking part in a pilot numeracy assessment with GLA assessment in January with the hope to take this on if we deem it successful. RL and CC have met with Louise Davies from the consortium to discuss training opportunities to educate and demonstrate how the 5 proficiencies underpin lessons and demonstrate what this looks like and how the learning progresses through the areas of learning from PS1-PS3. We will also be</p>						

discussing the pre-requisite skills needed to teach different subject areas. We will be planning for across federation training led by the consortium and inset led by CC and SEG.

Impact:

- Increase understanding of a range of mathematical language for the 4 operations therefore allowing pupils to access learning successfully. CC is going to analyse the national test data to see if this has had an impact on results.
- New numeracy assessment being introduced in Jan 2024 (GLA assessment pilot), we will be able to use this assessment to track progress, identify areas of strengths and areas of development. Each pupil and year group will receive an individual evaluation report.
- Consortium led Numeracy training will impact the teachers understanding of how numeracy is embedded in the new curriculum and enable staff to be aware of how the 5 proficiencies underpin the learning and how they are progressive.

Literacy aspect

All teaching staff attended Monster Phonics training in Inset time. They have also completed online training modules.

Appropriate resources have been provided for both schools to support the teaching of phonics including flashcards, sound mats and posters.

Monster Phonics has been introduced with Explorers and Investigators. Children have been grouped according to their current phonic knowledge and phonics is being taught every day.

Impact:

- All teaching staff understand the organisation of the scheme and have developed their own understanding of phonics and how children develop these skills.
- All children are provided with engaging resources that develops their phonics knowledge.
- There is a clear and consistent approach to teaching phonics across both schools which is engaging and interesting for all. Standards are raised.

Spring termly self-evaluation:

Numeracy aspect (CC)

In numeracy we have continued to promote and embed the CPA approach to our teaching and journey of lessons. During a recently deep dive we identified a range of good practise for example manipulatives being used from N- Yr6, pupils being given the opportunity to implement skills into real life activities and opportunities.

We identified good practise in PS1 and PS2 of using seesaw to record evidence of practical maths and evidence of pupils using these skills in the enhanced provision, from this PS3 are now going to be using seesaw as an evidence bank for practical activities.

We are continuing to trail a new maths assessment and we are hoping to received the data analysis of these assessments in summer 1. Moving forward we are going to continue to embed the CPA approach and develop this by prioritising real life maths opportunities and taking part in projects with local banks and businesses. In Summer 1 we will we receiving training from the Maths Consortium lead Louise Davies focusing on developing our understand of the 5 principles and how these under pin the learning and how we can develop these within our planning and lessons.

Impact:

- We now have a consistent approach across the federation within our maths lessons using the CPA approach.
- We have created a bank of evidence of real-life maths opportunities in PS1 and PS2 which demonstrate the pupils ability to transfer their maths skill and knowledge.
- Actions for improvement and good practice have been identified and shared with SLT and staff. This will also be shared at the GB standards meeting 13th March 2024.
- Link Governor meeting this week to discuss progress.

Literacy aspect (JT)

Parents/ Carers meetings led by JT and CJ held in both schools to explain Monster Phonics and how we will be using it with the children.

Impact – parents have a greater understanding of phonics and reading and how they can help their children.

Support staff attended Monster Phonics training on our last Inset day.

Impact – support staff understand the organisation of the scheme and have developed their own understanding of phonics and how children develop these skills.

Deep Dive for LLC has been carried out in both schools. This included Book look and Listening to Learners.

Impact:

- Children are experiencing a wide range of writing genres and there is a clear writing journey in nearly all classes. Children are using Literacy Learning Walls to support their learning. Staff are using genre maps to support their teaching.
- Many parents are aware of how to support their child with phonics at home.
- All staff have now had training which will improve standards of teaching and learning and ensure a consistent approach.

- Actions for improvement and good practice have been identified and shared with SLT and staff. This will also be shared at the GB standards meeting 13th March 2024.
- Link Governor meeting this week to discuss progress.

Challenging Curriculum (DG)

Independence & Challenge

Mr Guinee has attended training with CSCJES with Richard Thomas and Bethan Grace Thomas on Monday 26th February 2024. The training provided was Understanding Independence: Novice to Expert. Mr Guinee is also booked to attend training on 11th March 2024 the course title is High Expectations for All. On completion of the training Mr Guinee will draw up an action plan and identify the aspects most suited to the Federation's needs for significant strategic improvement. Training to include Literacy, Numeracy and DCF across the Curriculum as well as Pupil Voice and Pupil Choice as part of school based inset and training. Mr Guinee has liaised with Bethan Thomas and once the action plan has been devised an arrangement for Bethan to assist with Twilight training will be organised.

Develop the use of thinking maps across the Curriculum – thinking maps have been shared with staff via the Google Drive shared space. A PowerPoint including a description of how they are used and implemented in the classroom have been provided to staff via the online shared planning drive on HWB (Google Drive). Further INSET to discuss their versatility across the curriculum and their role within differentiated tasks needs to be scheduled and delivered to staff as part of a wider INSET on independence and challenge.

More able pupils identified through the use of pupil progress pathway to provide an appropriate level of challenge – staff across the Rainbow Federation have been updating their Pupil Progress Pathways and inputting assessment data. A list of pupils for each year group has been identified. The rationale used has been pupils with standardised scores over 115 in a particular area have been identified. This information is to be shared with staff via the shared Google Drive on HWB. Staff to use data and information on pupils identified to plan for appropriate challenge in lessons activities. The Pupil Progress pathway also identifies pupils who have standardised scores between 85 and 100 and lists them on the 'standardised scores' tab of the pupil progress pathway to help identify pupils that need to be considered as a 'Targeted Intervention Group'.

Impact:

- Strategies identified to improve independence and challenge
- Training completed by DG
- Twilight sessions planned to feed back to staff
- Staff have resources to trial before the twilight sessions
- Actions identified

End of cycle summary:

Priority 2	To develop a nurturing environment that allows pupil and staff to develop and work in a supportive and collaborative environment improving pupils' attitudes to learning				
Rationale Self evaluation:Pupil Leadership group addressed relationships policy as an area for development Local/regional/national priority: Wellbeing and Nurturing Schools is a cluster priority Providing a nurturing environment and encouraging children back into school following the pandemic is a national priority linked to attendance					
Priority leader:	Rhys Walters (BH) Samantha Francis (GYA) Kristi Davies Ceri Porter	Team members:	Suzy Thompson Emma Morris Emma Moore Jo Walters Karen Davies Matthew Normansell	Governing Body link:	Rachel Johnson Katy Hayes Tony Powell
Success Criteria: Relationship Policy is embedded and pupil behaviour improved Pupils who are displaying behaviour and attitudes which are over and above are celebrated Data from Baseline to the end of the year shows improvement in attitudes to learning and resilience All staff understand the importance of meeting children and young people's social, emotional, and cognitive needs to enhance learning and achievement. All staff understand how children's brains develop so that interventions target the causal factor and improve effectiveness of the support given to individual pupils. All staff are able to use neuroscientific knowledge to enhance teaching and learning. All staff understand how the Developmental Portrait can support teachers in the identification of barriers to learning and effective interventions to improve learning. All staff understand how to plan to meet the social, emotional, and cognitive needs of whole class, groups and individual pupils. All staff consider and understand how mental health can be enhanced for all members of the school community. All pupils' wellbeing is improved. Structures and processes are in place that allow both staff and pupils to work in a safe, healthy and productive way. Nearly all pupils have the ability to self-regulate and apply social and emotional aspects of learning SRB environment and structure supports pupil independence, resilience and greater access to a range of appropriate learning opportunities.					
Whole staff involvement / impact: Consistent use of the script associated with the Relationships Policy The use of nurturing language/resilience and growth mindset language in the classroom daily Positive relationships built between staff and pupils					
Progress of priority: very good / strong / satisfactory / limited				Autumn	Spring
				Strong	Strong
					Summer

Activities	Key personnel	Timescales	Resources	Monitoring arrangements	Evidence	Progress with action: RAG
Year 3 – Year 6 pupils to complete attitudes to learning/resilience questionnaire as a baseline – school based assessment	RW/SH/CTs	Summer	Questionnaires £3.30 per pupil	ALNCos	Completed questionnaires	AMBER
Analyse data from completed questionnaires and share data with SLT	RW/SH	Summer	PPA	Class teachers	Completed Report Targeted pupils Pupil Progress Pathway updated	AMBER
Rainbow Pioneers Y4-Y6 attend a masterclass focussing on building resilience skills, aiding them in overcoming adversities both inside and outside of the class.	Class Teachers / Pupils Year 4 – Year 6	October 10 th 11 am or 1.30pm	Free online masterclass – One Goal Ltd	Class teachers	Attend masterclass	GREEN
Training for staff around Growth Mindset language/resilience and attitudes to learning. Staff to use growth mindset/resilience language in class	RW/SH/JM/CP All staff	Autumn 2/Spring 1	Dedicated Twilight session	Deep Dives Learning Walks	Minutes of training	GREEN
SLT to complete Wellbeing trackers on Pupil Progress Pathway	SLT	Autumn2	Pupil Progress Pathways	Pupil Progress Meetings	Pupil Progress Meeting forms Pupil Progress Pathway	GREEN

Boxall assessments to be completed for all children identified as red on the wellbeing trackers and strategies implemented to support	CTs/ALNCOs	Autumn 1	Boxall Assessments (CLA PDG funded)	ALNCO Jane Miles	Pupil Progress Pathway Boxall results and analysis.	GREEN
New Relationships policy shared with all staff and identified as an agenda item at all staff meetings	RL	Autumn 1 and ongoing	Relationships Policy	SLT	Policy	GREEN
All staff to use whole class strategies to build positive relationships using non negotiables/script/greetings/emotional check ins/nurturing language etc	CTs	Autumn 1 And ongoing	Script on lanyards Non negotiables list	SLT	Learning Walks Listening to Learners	GREEN
All classes to identify and celebrate children performing over and above on Proud as a Cloud Displays and through VIP assemblies	CTs	Autumn 1 and ongoing	Displays Certificates	SLT	Listening to Learners Twitter	GREEN
Training provided for Cwtch staff and pupil access timetable completed	JM/Cwtch staff/LR	October 2 nd and half termly	Cwtch Timetable	ALNCO	Learning Walk Cwtch Provision	GREEN

Deep Dives to focus on attitudes to learning. Feedback given to Rainbow Teams. Strengths and ways forward identified and action plans drawn up	RL/CP/GM/AJ(IP)	Autumn 1	Deep Dive forms Twilight	SLT	Completed Deep Dive forms. WWW..... EBI.....	GREEN
Pupil Progress Reviews to include wellbeing and attitudes to learning and attendance	CP/GM/CTs	X2 a year per Rainbow Team	Twilights PPA		Actions identified Good practice shared	GREEN
Staff Wellbeing Questionnaire completed	KD / ST	Autumn 2	Twilight	Link Governor SLT	Analysis and action plan created	GREEN
SRB classroom to be reorganised utilising TEACCH structure and organisation	SRB staff	Spring 1	Classroom furniture and soft furnishing Lesson/session resources	RL GD/SRB Staff	Learning walks SRB PCP review and action plan Behaviour and wellbeing monitoring	GREEN
Staff roles to be identified – Key member of staff for each area within provision (new staff) Support & coaching for staff to provide at least good standards of provision	ALNCo/SRB staff GD/SRB staff	Spring 2	Performance Management meetings Training – Twilight?	RL GD	Updated job descriptions Learning walks Lesson observations	GREEN

<p>Use of appropriate visuals and cues to be developed in line with understanding and capability. Introduction of appropriate timetabling and communication visuals.</p>	<p>GD/SRB Staff</p>	<p>Spring 1</p>	<p>Training – GD</p>		<p>Learning walks Lesson Observations Pupils attainment (B Squared)</p>	<p>AMBER</p>
<p>External support the school will access to achieve priority: Support from Specialist teacher – Emotional Health and Wellbeing Team Resilience Building Masterclass training Angharad Williams – Staff Wellbeing Advisor WG Gemma Drury – Education and ALN Consultant</p>		<p>Professional learning needs of all staff (including leadership development) to address priority: Relationships Policy training and Twilight sessions/staff meetings Twilight sessions around growth mindset language/resilience language</p>				
<p><u>Autumn termly self-evaluation:</u></p> <p>Relationship Policy</p> <p>Since returning to school in September we have begun to make ample progress with this priority. We have done this by reviewing and amending the Relationship Policy. Alongside specialist teacher Jane Miles, the Relationship Policy has been updated in alignment with Nurture Principles. It now reflects a whole school approach towards behaviour, outlining non-negotiables, procedures and the nurture principles.</p> <p><u>Impact:</u></p> <ul style="list-style-type: none"> Refining the behaviour policy has had a whole school impact as it has created consistency and understanding as to how best to build relationships, implement reasonable consequences and what is expected from staff and pupils in terms of conduct. Each member of staff has also had an updated ‘script’ in which they can use when building these relationships. This ensures that high expectations are maintained across the school. 						

Well-Being Warriors

During this term we have also met with the Well-being Warriors to discuss our priorities for the year. Our agreed priorities include; pupil voice (Things I wish my teacher knew), 5 steps to well-being and growth mindset. We will continue to meet on a termly basis to plan activities which focus on promoting well-being across the whole school. This NHS guidance outlines the importance of well-being and how best to enhance it.

Impact:

- This has given the well-being warriors and associating governors a focus for the year as to what needs to be implemented across the school to promote well-being. It has given opportunity to break down well-being into manageable areas, with realistic targets, proven by the NHS to improve well-being. Embedding these 'steps' across the academic year will increase positivity in children and staff.

The Cwtch:

The Cwtch is a new provision which was set up at the beginning of September. This provision enables children who find the classroom environment overwhelming to complete their work in a quieter space. Children with IDPs also have allocated time to receive their additional learning provision.

Impact:

- This has enabled learners with IDPs to receive intensive support during an allocated time. It has encouraged groups of learners with similar needs to work collaboratively on their targets. It has provided opportunities for children who find the classroom challenging time to co-regulate, build relationships and complete their work in a quieter setting. Cwtch Provision Training Across the federation specialist teacher Jane Miles, and educational psychologist Lowri Charlton have been meeting with Cwtch staff on a termly basis. During this time they have provided training, resources, feedback and given staff opportunities to ask questions regarding on-going concerns. Impact: This has provided the Cwtch staff with confidence to meet the needs of learners with whom they work. Staff have reported the sessions have been highly beneficial in allowing them to seek feedback and ask questions. Staff have said they have been able to implement resources which have been provided, ask for additional training and call on their advice. These sessions have also enabled time for specialist teachers to reflect on whole school processes and their effectiveness (e.g. strategies, resources etc).

Governors Meeting / Assembly

The well-being warriors met as a team and agreed upon actions. These priorities were then outlined during a whole school assembly where school governors were present.

Impact

- This meant we were able to address the whole school, including link governors regarding our Well-being priorities. This demonstrated to the school that well-being is a priority and should be address collaboratively. This assembly made pupils aware of what was going to be put in place. This also enabled staff and governors to reflect on what will be expected from their input in regards to these targets and what they need to implement in their classrooms.

Special Resource Base

At Bryn Hafod, the Special Resource Base teachers have had bespoke training and support from Gemma Drury (ASD / ALN consultant). Her focus this term is to develop the learning environment and provision, that supports pupil independence, resilience and greater access to a range of appropriate learning opportunities.

Impact

- The learning environment is developing and individual areas for learning are being created with resources that ensure that pupils are able to make individual progress.

Spring termly self-evaluation:

Health and Wellbeing Deep Dive:

The Health and Wellbeing Deep Dive took place on 5th February 2024. The Deep Dive's aim was to focus on health and wellbeing across the school, in particular, what this looked like during PPA. The information which was collated to form this Deep Dive took form in; pupil views, questionnaires and book looks.

Impact:

- As a result of the Deep Dive, we were able to identify many positives as outlined below;

- PPA planning and books are consistent across both schools.
- Feedback from governor questionnaires were extremely positive in relation to health and wellbeing across the federation.
- Staff questionnaires were overall positive with very few areas for development. It did however, highlight the need for emotional and mental well-being to be discussed during staff and performance management meetings.
- The questionnaire sent to parents was too long and complex, therefore no responses were received.
- It is the pupils' view that health and well-being lessons (being taught about regulation, relationships, etc) are not delivered outside of their PPA days regularly.
- External agencies have a big impact on health and well-being of our pupils (e.g. PC Chris, fire service, etc).
- Actions for improvement and good practice have been identified and shared with SLT and staff. This will also be shared at the GB standards meeting 13th March 2024.
- Link Governor meeting this week to discuss progress.

The Deep Dive also provided an insight for areas for improvement and ways forward as outlined below;

A review on the Cwtch and its purpose and to make this clear to pupils.

Support for PPA staff in using the Rainbow Curriculum Tool and linking planning to the What Matter Statements. This would help identify gaps.

To review the Health and Well-being policy and agree non-negotiables across the Federation.

Staff and Governor's Questionnaire:

As a Cluster, it was agreed that it would be highly beneficial to submit questionnaires for staff and governors to complete. These questionnaires focused on views regarding personal health and well-being as well as the whole school's approach to health and well-being.

Impact:

The feedback from questionnaires were overwhelmingly positive, it highlighted our strengths as a federation but also identified areas for improvement. As a result of these questionnaires we will be looking at developing the following areas;

- A minority of staff rated 'area for development' for the following statement: Our school has a range of physical spaces and environments that supports the emotional and mental well-being of learners.
- A majority of staff rated 'in progress' for the following statement: Our school has a designated staff member / team to support emotional and mental well-being and I am aware of who they are.

- A majority of staff rated 'in progress' for the following statement: The SLT communicate the school's goals / targets regarding emotional and mental well-being to all members of staff.
- A majority of staff rated 'in progress' for the following statement: The SLT show commitment to supporting my emotional and mental wellbeing in school.
- A majority of staff rated 'in progress' for the following statement: The curriculum is supported by resources that promote emotional and mental well-being.
- A majority of staff rated 'in progress' for the following statement: The SLT give staff opportunities to be part of the school development through contribution to School Improvement Plan.

Pupil Well-Being Questionnaire:

By the 8th March, pupils from in Year 3 upwards will have completed a wellbeing questionnaire. This questionnaire focuses on wellbeing and attitudes. This is broken down into; positivity, self-esteem, optimism, satisfaction, class climate and school belonging.

Impact:

- When these questionnaires have been completed, each year group's data will be reviewed and monitored. Areas which have been highlighted as 'red' or 'amber' will provide a focus for teachers to address and implement strategies for. It is hoped that this intervention will impact learners' wellbeing across the school as it will be relevant and specific to each class or for particular cohorts of children. A second assessment later on in the academic year should show improvements in these areas.

Parental Questionnaire:

As a Cluster, it was agreed that it would be highly beneficial to submit questionnaires for parents to complete. These questionnaires focused on parental perspectives of the school's approach to health and well-being.

Impact:

- Unfortunately, there were no parents who responded to the questionnaire which was sent. Upon reflection, this questionnaire is overly complex, formal and lengthy. This questionnaire will be amended and resent. This will then provide us with an insight of parental perspective and give us opportunity to reflect and develop.

End of cycle summary:

Priority 3	To improve attendance and punctuality across the federation.					
Rationale						
Self-evaluation: Attendance and punctuality is an area for development across the Rainbow Federation, with Bryn Hafod Primary School's attendance being 89.3 %, and Glan Yr Afon Primary School's attendance being 84.3% at the end of the academic year 2022/23. Late marks for the 2022/23 academic year, for each school are 1.7 % (Bryn Hafod Primary School) and 2.4% (Glan Yr Afon Primary School). Local /regional / national priority: Improving attendance and punctuality is currently a national priority, prior to the pandemic.						
Priority leader:	Graham Matthews Ceri Porter	Team members:	Gail Johnsey, Gina Mountstephens, Laura Hubbard, Kath Jones	Governing Body link:	John Brown Tracey Lennon	
Success Criteria:						
At Bryn Hafod Primary School attendance is at least 92 % by July 2024. At Glan Yr Afon Primary School attendance is at least 90 % by July 2024. Punctuality improves at Bryn Hafod Primary School, with 1.5% of late marks (L) recorded by July 2024, a reduction of 0.2%. Punctuality improves at Glan Yr Afon Primary School with 2% of late marks (L) recorded by July 2024, a reduction of 0.4%. All Staff are accountable for improving attendance and punctuality, and encouraging and celebrating good attendance and punctuality. All Staff are involved in monitoring attendance and punctuality for individual learners and groups of learners.						
Whole staff involvement / impact:						
Ensuring registers are completed accurately twice daily; Reminding the children of the importance of being in school on time every day; Monitoring pupil progress in relation to attendance/punctuality; Engaging with parents to support/challenge poor attendance/punctuality.						
Progress of priority: very good / strong / satisfactory / limited				Autumn	Spring	Summer
				Strong	Strong	
Activities	Key personnel	Timescales	Resources	Monitoring arrangements	Evidence	Progress with action: RAG
Agree attendance targets for each school with Governing Body	Governing Body Heads of School Executive Headteacher	Autumn 1	Attendance previous academic years.	Governing Body Meeting 26 th October 2023	Governing Body Minutes	GREEN

Ensure all staff, including new administrators, are aware of absence procedures.	Heds of School Assistant Head/ALNCo's Administrators Finance Officers SAO	Autumn 1	Checklist provided for new staff. SIMS	SAO meeting 20 th September 2023	SIMS	GREEN
Bi-weekly meetings with School Attendance Officer to work with Heads of School to support identified families/children.	Heds of School Administrators SAO	Autumn 1	SIMS trackers SIMS letters Visits (announced and unannounced)	SAO meeting bi-weekly beginning 13th September	SIMS tracker	GREEN
Meetings to be held with targeted families. Tracked via 'Agreed Attendance Action' forms and these are shared with parents.	Heds of School SAO	Autumn 1 – Ongoing	SIMS trackers Agreed Attendance Action Forms	SAO meeting bi-weekly beginning 13 th September	Attendance Action Agreed Forms SIMS trackers	GREEN
Gates and doors closed promptly at 8.45. All children to sign in at Reception with a reason for lateness.	Administrators School Staff	Autumn 1	SIMS to track punctuality	SAO meeting bi-weekly beginning 13th September	SIMS comments/reasons for lateness	GREEN
Updated dedicated page on website detailing importance of attendance and impact of non-attendance, making this visually appealing.	Heds of School	Autumn 1	Website and Webpages	Reviewed annually	Website – Attendance Page	GREEN
Create visual flowchart to show attendance process and procedures.	Heds of School	Autumn 1	Website and Webpages	Reviewed annually	Website – Attendance Page	GREEN

Include on website Share with parents Included in all parent meetings.						
Attendance and punctuality to be included in every newsletter.	Administrators Heads of School Executive Headteacher	Autumn 1 Half Termly	Newsletter Teachers2Parents SIMS	N/A	Newsletters	GREEN
Reporting attendance data, including vulnerable groups to Governing Body.	Heads of School	Autumn 1 and half termly	SIMS data	Governing Body meetings beginning 26 th October 2023	Governing Body Minutes	AMBER
Teachers monitor attendance on half termly trackers, identifying those needing intervention for improvement of attendance and/or punctuality.	Class Teachers Support Staff Administrators Heads of School	Autumn 1 and ongoing	SIMS Pupil Progress Pathways	Deep Dive Cycles twice annually. Pupil Progress meetings twice annually. Monitoring by HoS half termly	Pupil Progress Pathways – Attendance and wellbeing trackers	GREEN
Nursery staff to engage with parents to encourage good attendance and challenge poor attendance, to ensure expectations are high from enrolment.	Nursery Teachers Heads of School	Autumn 1	SIMS Pupil Progress Pathways	New Parent Meetings thrice yearly	SIMS comments SIMS attendance data Nursery/Reception	GREEN

Attendance is shared and discussed with parents/carers during each parents evening.	Class Teachers Administrators	Autumn 2	Pupil Attendance Print Outs SIMS	N/A	N/A	GREEN
Class attendance race held weekly during Celebration Assembly on a Friday. Reward given termly to the winning class. Text sent to parents each Sunday to inform them of winning class and reminder for good attendance.	Heads of School Administrators	Autumn 1 Ongoing	SIMS Powerpoint Teachers2Parents	Friday Celebration Assembly Text message each Sunday 2pm	Class Race Powerpoint Teachers2Parents	GREEN
Purchase three trophies across Federation to celebrate weekly attendance winners during Attendance Race.	Business Manager	Autumn 1	Amazon Gift Card	N/A	N/A	GREEN
Attendance certificates half termly for: 100% attendance and 95+% attendance	Administrators	Autumn 1 and each half term	Certificates	Celebration assemblies	Certificates/Awards	GREEN
Half termly colour coded letters to share pupils' attendance with parents.	Administrators	Spring 1	Letters	SAO meetings bi- weekly	Examples of letters	GREEN

Amazon Voucher 'Flash Reward' at identified times where attendance is identified.	Heads of School Business Manager	As identified throughout the year	Amazon Voucher	N/A	Teachers2Parents	GREEN
External support the school will access to achieve priority: School to school working Cluster Policy agreement School Attendance Officer Education Welfare Services		Professional learning needs of all staff (including leadership development) to address priority: New administrator SIMS training with School Attendance Officer Staff updated regularly during INSET sessions. Staff informed of attendance procedures during INSET in Autumn Term.				
<p><u>Autumn termly self-evaluation:</u> Ambitious attendance targets have been set by the Governing Body during the Autumn 1 meeting. The target for pupil attendance for the 2022/23 academic year at each school is as follows:</p> <p>Bryn Hafod Primary School – 92%</p> <p>Glan Yr Afon Primary School – 90%</p> <p>Current attendance figures for each school since September are:</p> <p>Bryn Hafod Primary School – 91.4%</p> <p>Glan Yr Afon Primary School – 85.5%</p> <p>School Attendance Officer has been liaising closely and effectively with Heads of School to provide support and challenge to those pupils identified as vulnerable, and their families. This has been in the form of school visits; home visits and school letters, including the requirement for medical evidence.</p> <p>Challenge has been provided by the Governing Body and data regarding learners and groups of learners has been provided at the request of link governor members. Both schools have been effectively challenged on this data. Classes that achieve the school target are rewarded each week through our interactive 'Attendance Class Race' in Celebration Assemblies. Rewards are in place for these classes, and children and staff have responded well to this initiative.</p> <p><u>Impact:</u></p>						

- Increased awareness and emphasis of the importance of attendance across the Federation for all stakeholders, including a shared understanding of the targets set in each school.
- Intervention and support has improved the attendance for the majority of the targeted families, where there is School Attendance Officer involvement. In a minority of cases where there has been no improvement referral has been made to Education Welfare Services or Court.
- Pupil attitude to attendance and punctuality is beginning to improve.

Spring termly self-evaluation:

The target for pupil attendance for the 2022/23 academic year at each school is as follows:

Bryn Hafod Primary School – 92%

Glan Yr Afon Primary School – 90%

Current attendance figures for each school since September are:

Bryn Hafod Primary School – 90.9%

Glan Yr Afon Primary School – 86.7 %

A new School Attendance Officer has started this term and has been liaising closely and effectively with Heads of School to provide support and challenge to those pupils identified as vulnerable, and their families. This has been in the form of school visits; home visits and school letters, including the requirement for medical evidence.

Heads of School have been liaising with regards to data to share with link governors in a termly meeting

Classes that achieve the school target are rewarded each week through our interactive 'Attendance Class Race' in Celebration Assemblies. Rewards are in place for these classes, and children and staff have responded well to this initiative.

Attendance has been discussed at parents evening and parents challenged on attendance and punctuality. Regular texts to parents about punctuality are sent reminding them that learning starts at 8.45

Impact:

- Increased awareness and emphasis of the importance of attendance across the Federation for
- all stakeholders, including a shared understanding of the targets set in each school.
- Intervention and support has improved the attendance for the majority of the targeted families,
- where there is School Attendance Officer involvement. In a minority of cases where there has
- been no improvement referral has been made to Education Welfare Services or Court.
- Pupil attitude to attendance and punctuality is beginning to improve.

- Staff are involved in challenging parents about attendance and explaining the impact on learning that absence from school can have

End of cycle summary:

Priority 4	To improve the Welsh culture, ethos, and language, fostering a strong sense of identity, pride, and fluency.				
Rationale Self-evaluation: Local /regional / national priority: Estyn:					
Priority leader:	Jane Powell Olivia Hewitson	Team members:	Kate Haines, Jo Griffiths, Gemma Gannon, Rachel Frizzell	Governing Body link:	Heather Morgan Georgie McGarry
Success Criteria: All staff to have up to date knowledge of new Welsh continuum. All staff to be planning welsh sessions following CSCJES scheme All staff to be using incidental welsh in the classroom to give commands / praise. All staff to be using welsh outside the classroom / in communal areas. All pupils to be using incidental welsh in the classroom and around the school. All children to be reading Welsh books in GGr sessions. All children having daily helpwr heddiw sessions. All teachers to plan their topics with a strong link to Wales / welsh culture. All teaching staff to have Welsh as a target for their performance management. Both schools to achieve the Bronze Award.					
Progress of priority: very good / strong / satisfactory / limited			Autumn	Spring	Summer
			Strong	Strong	

Activities	Key personnel	Timescales	Resources	Monitoring arrangements	Evidence	Progress with action: RAG
<p>To identify good practice in Wales</p> <p>Leadership and Commitment Appoint a dedicated team, including a language coordinator to oversee and drive the implementation of the action plan.</p> <p>Ensure that the school leadership demonstrates a strong commitment to promoting Welsh culture, ethos, and language, and actively participates in related activities. Communal displays labelled 'Cymru a fi' to showcase work with welsh focus. Eistedd a dysgu to be displayed in adult toilets.</p> <p>Communal areas to have strong welsh feel. (reception area / hall / corridor) through use of displays, artefacts etc.</p>	<p>All staff</p> <p>RL / GM / CP / JP / OH</p> <p>Leadership team</p> <p>All staff</p>	<p></p> <p>Sept 2023</p> <p>Ongoing</p> <p>Autumn</p>	<p>https://www.estyn.gov.wales/effective-practice/developing-culture-ethos-and-language-wales-across-school</p> <p>Raising Welsh language standards Estyn (gov.wales)</p> <p>Mid term Planning documents Displays Communal Display</p> <p>N/A</p>	<p>N/A</p> <p>SLT</p> <p>JP / OH</p> <p>Learning Walks</p>	<p>Good practice identified and shared</p> <p>Welsh Leads as middle level leaders</p> <p>Displays Resources Listening to Learners Deep Dive forms</p> <p>Deep Dive</p>	<p>GREEN</p> <p>Green</p> <p>Green</p> <p>Green</p>

Welsh Language Integration Embed Welsh language learning across the curriculum, integrating it into daily activities and lessons, even beyond dedicated Welsh language classes through daily Helpwr heddiw sessions.	JP / OH / All teaching staff	Ongoing	PPA	Learning Walk	Deep Dive Learning Walks	Amber
Helpwr heddiw training for all staff. Helpwr heddiw box of resources created and given out to all class teachers.	JP / OH / Office staff	Autumn	Staff training – twilight	Criw Cymraeg observation	Listening to Learners Planning	Green
Phrase of the week to be used Introduced in assembly. This will be sent out to parents via text and put on the school website. This will be displayed around the school.	All teachers.	Ongoing	Assemblies, website, text to parents	Criw Cymraeg observation	Website Newsletters	Green
Provide designated areas in the classroom (cornel/cwtch cymraeg) for welsh resources / books / current vocabulary / language continuum / sentence patterns.	All Teachers	Autumn	N/A	Learning Walk	Learning Walks Deep Dives	Green
To create immersive classroom environment where welsh is used consistently with labelled objects and resources and display signs.	All Staff	Autumn	Labels	Learning Walk	Learning Walks Deep Dives	Green
Provide professional development	RL/GM/CP/OH/JP	Summer	Twilight		Twilight / INSET	Green

<p>opportunities for teachers to enhance their Welsh language skills, enabling them to confidently use the language in the classroom.</p>	All Teachers	Ongoing	PPA Welsh Deep Dive	Deep Dive	timetable	
<p>To engage pupils in active learning experiences that encourage speaking, listening, reading and writing in Welsh. Ensure learning is fun and meaningful.</p>	All Staff	Autumn	Listening to Learners Learning Walk PM Targets	Learning Walk	Learning Walks Deep Dives	Amber
<p>Foster a Welsh-speaking environment by encouraging students and staff to use Welsh in their daily interactions, both in and outside the classroom.</p>	JP/OH	Spring	Calendar of events	Deep Dive	Learning Walks Deep Dives Listening to Learners	Green
<p>Cultural Immersion- Organize and celebrate cultural events that showcase Welsh traditions, folklore, music, and art. (EG shw mae dae, St dwynwens day / St Davids day/ Dydd gwyl miwsig etc)</p>	All Teachers	Ongoing	Fundraising £80 parents	Deep Dive	Displays “Dyddiau Arbennig”, Twitter, Class pages	Green
<p>Teachers to organise trips in Wales Establish partnerships with local Welsh cultural organizations (urdd) , to provide educational and immersive experiences for the students.</p>	All Teachers	Ongoing	Fundraising £80 parents	Residential photos Listening to Learners		Amber

<p>Engaging Families and Communities, Communicate regularly with parents and guardians about the importance of Welsh culture, ethos, and language, encouraging their support and involvement. Sending home the 'importance of Welsh' document.</p>	OH/JP/GM/LR/AM	Ongoing	Emails / letters	Keeping record of attendance to Caffi Cymraeg/copies of paperwork sent home to parents	Twitter Letters	Green
<p>Having termly 'Caffi Cymraeg' sessions for parents to come and experience taster sessions of Welsh allowing them to play welsh games with their children. Opportunity to provide guidance on pronunciation and vocabulary. School website and class pages to reinforce.</p>	JP/OH	To begin in Autumn Term, 4 other dates throughout the year	Coffee, tea, biscuits (PTA)	Keep attendance of parents that attend Caffi Cymraeg	Parent Questionnaire Twitter Photos	Green
<p>Offer for families to learn basic Welsh phrases and engage in cultural activities at home through use of school website / st davids day home school tasks.</p>	OH/JP/GM/LR/AM	Spring	Home / school tasks Family engagement sessions	Keep copies of paperwork that has been sent home	Class page on website	Amber
<p><u>Resources and Infrastructure</u> Ensure that the school has a sufficient range of Welsh language resources, including books, interactive materials, and technology, to support and enhance</p>	OH/JP/GM/CP/RL	Ongoing	Audit Management Time	Deep Dive	Learning Walks Deep Dives	Amber

<p>language learning. Use of educational apps, online resources and interactive media tools to engage pupils.</p> <p>Develop role of Criw Cymraeg. Meet half termly to set targets and record minutes of meetings. Criw Cymraeg to drive the welsh around the school – helping to run the Welsh assembly / assisting with the Welsh wal Grafiti, organising welsh themed celebrations. Criw Cymraeg to monitor Helpwr heddiw sessions.</p> <p>All children to use the welsh reflection at the end of assembly.</p> <p>To recognise and celebrate pupils progress and achievements in Welsh language learning by displaying welsh work and awarding welsh speaker of the week in assembly.</p> <p>Monitoring and Evaluation Evaluate the effectiveness of the initiatives and activities, seeking</p>	JP/OH	Ongoing	Management Time	Deep Dive	Listening to Learners Monthly meetings Minutes of meetings	Amber
	All Teachers	Autumn	Assembly	Learning Walk	Pupils learn the reflection	Green
	OH/JP	Ongoing	Assembly Certificate Twitter	Learning Walk	Twitter	Amber
	OH/JP/RL/CP/GM	Spring	Listening to Learners	Listening Learners	Learning Walks Deep Dives	Green

<p>feedback from students and staff.</p> <p>Complete Deep dive with focus on book looks, listening to learners / learning walk. Use evaluation results to make necessary adjustments and improvements to the action plan.</p> <p>Criw Cymraeg to monitor Helpwr heddiw sessions and use of incidental welsh in the classroom.</p> <p><u>Continuous Professional Development</u> Provide ongoing professional development opportunities for teachers to deepen their understanding of Welsh culture, history, and language.</p> <p>Encourage teachers to collaborate and share best practices related to promoting Welsh culture and language in the classroom. Opportunities to watch each other where possible. All teaching staff to have a welsh target for their performance management.</p>	<p>OH/JP</p> <p>OH/JP</p> <p>RL/CP/GM</p> <p>JP/OH</p>	<p>Spring</p> <p>Ongoing</p> <p>Summer</p> <p>Spring</p>	<p>Staff Questionnaire</p> <p>Management Time</p> <p>N/A</p> <p>Twilight sessions Resources / links shared</p> <p>PM Target</p>	<p>Deep Dive</p> <p>Criw Cymraeg Monitoring</p> <p>Deep Dive</p> <p>Learning Walk</p>	<p>Questionnaires</p> <p>Learning Walks Deep Dives</p> <p>Listening to Learners</p> <p>Twilight timetable</p> <p>Learning Walks Deep Dives</p>	<p>Green</p> <p>Amber</p> <p>Green</p> <p>Amber</p>
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<p>OH attending Middle Leadership</p> <p>Course. JP to continue sabbatical development.</p>	<p>OH/JP</p> <p>JP</p>	<p>Autumn</p> <p>Autumn – Summer term</p>	<p>PLG (£250 supply per day)</p> <p>WG Grant £630 Management Time</p>	<p>CSC</p>	<p>Completed course</p> <p>Completed sabbatical activities</p>	<p>Green</p> <p>Green</p>
<p>External support the school will access to achieve priority:</p>			<p>Professional learning needs of all staff (including leadership development) to address priority: Helpwr Heddiw Training Middle Level Leadership Training</p>			
<p><u>Autumn termly self-evaluation:</u> So far this year we have had two Helpwr Heddiw INSET sessions held after school to state expectations and share new game ideas. We also created Helpwr Heddiw boxes to go alongside this which contain numerous resources to help with Helpwr Heddiw sessions in class. Classes have swapped game ideas with each other and shared best practice. We have also conducted a staff audit of staffs needs and training requirements. Both schools have held their first Caffi Cymraeg for parents to attend. A leaflet was also sent home for parents to read about benefits of being a bilingual school and why learning Welsh is beneficial for their child. We have created Welsh vocabulary dictionaries for each class with a wide variety of topic areas. We have introduced a teacher command of the fortnight to allow teachers to use Welsh across the curriculum, this was picked up as a focus during recent deep dives.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Teachers and staff have a wider repertoire of games and activities to use during Helpwr Heddiw sessions and are using these daily to develop pupils oracy skills. • All staff have downloaded Duo Lingo app and are aware of where to access additional Welsh language courses. • All parents are aware of why we learn Welsh in school and what the benefits of learning Welsh are. • All classes have a bank of vocabulary for children to use during Welsh lessons and during Helpwr Heddiw sessions. • Many staff are using welsh commands daily in the classroom and around the school. 						

Spring termly self-evaluation:

Since Christmas we have made sure that all communal areas have a strong Welsh feel through the use of displays and artefacts. We run fortnightly assemblies based on the 4Ps (place, person, playlist and phrase) these are then displayed in communal areas for the fortnight to increase the Welsh feel. We have created 'Cymru a fi' display board in communal areas to display Welsh used across the curriculum. We have created immersive classroom environments where Welsh is used consistently with labelled objects and display signs. We have organised cultural events for as Dwywnwen's Day and St Davids Day which have showcased Welsh traditions, folklore, music and art. For St Davids Day we have planned a traditional Eisteddfod with prizes and certificates for creative tasks and a home school task that was judged by Welsh link governors. For St Dwywnwen's Day each class organised an activity such as card making to celebrate the day and tweeted pictures of the day. Year 4 went on a residential trip to The Urdd in Cardiff Bay where they visited local landmarks such as Cardiff Castle and Cardiff Bay. Lastly, we have developed the role of the Criw Cymraeg by taking them to another cluster school, I as part of the CHIG, to share Welsh playground games that they had created, and they got to experience other games that the other Criw Cymraeg's had made.

Impact:

- The school now has a clear Welsh feel, and you know you are in a school in Wales as soon as you walk through the door.
- Children are more aware of Welsh culture and where places are located in Wales due to the fortnightly assemblies.
- Children have a strong sense of the meaning of Cynefin due to assembly focussed on this.
- Children have celebrated being Welsh and traditional Welsh days. They have also all taken part in a traditional Welsh Eisteddfod where crowning of the Bard has taken place.
- Children are more aware of what Welsh landmarks are located near them.
- Criw Cymraeg now have a solid set of Welsh playground games that they can share with their classmates which will improve speaking and listening skills.
- Link Governor meeting this week to discuss progress.

End of cycle summary:

Priority 5	To strengthen and develop links with all stakeholders in identifying priorities for federation improvement and moving the school forward.				
Rationale Self-evaluation: Local /regional / national priority: Estyn:					
Priority leader:	Rhian Lundrigan	Team members:	Graham Matthews, Ceri Porter, Amanda Morelli, Stuart McLeod, Leanne Rutter, Gina Mountstephens	Governing Body link:	Lesley Noaks Kyle Boddy
Success Criteria:					
<ul style="list-style-type: none"> Information collected from all stakeholders is used effectively to set priorities for improvement that accurately meet the needs of pupils Monitoring systems ensure that performance management targets are well matched to the needs of the staff, and impact positively upon standards across the school Timely tracking of pupils' wellbeing has impacted positively upon attitudes to learning, coping strategies and the overall wellbeing of pupils Feedback from the monitoring of teachers' planning, pupils' work and lessons has an impact upon the quality of teaching across the school, particularly in understanding and identifying excellence Increased opportunities to listen to learners has empowered pupils to drive change in their school Questionnaires demonstrate that parents feel valued as a result of shared information and opportunities to have their say Governors are actively involved in identifying strengths, areas for development and progress towards priorities and targets. Pupil voice is valued by all, and pupils are entrusted to identify, address and evaluate improvement as much as possible. Parents / carers feel involved in all aspects of school life and their voices are valued by leaders. SRB parents feel supported in confidently transferring successful strategies and idea fluidly between home and school 					
Progress of priority: very good / strong / satisfactory / limited			Autumn	Spring	Summer
			Strong	Strong	

Activities	Key personnel	Timescales	Resources	Monitoring arrangements	Evidence	Progress with action: RAG
To look at good practice.	RL	August 2023	https://www.estyn.gov.wales/effective-practice/involving-all-stakeholders-identifying-priorities-school-improvement Exploring parent and student engagement in school self-evaluation in four European countries (dcu.ie)	N/A	FIP Activities	GREEN
Pupils to vote for their pupil voice representatives. Pupil representation will cover all different groups of pupils in the school, where possible.	RL	Septmeber 2023	N/A	RL	Pupil Voice membership	GREEN
Identify key staff to lead pupil voice groups.	RL	September 2023	N/A	N/A	Hall displays Pupil Voice Memberships	GREEN
Develop the role of pupil voice groups to ensure all pupils have a voice.	RL / Pupil leadership group	September 2023	N/A	Listening to Learners	Deep Dive	
			Week 3 Monday			

Timetable HLTA cover for pupil voice group meetings.	RL / LMcf	September 2023	Management Time – HLTA	RL	Pupil Voice minutes	GREEN
Develop Pupil Voice Groups for pupils to share their views through a range of formats to leaders and governors, across the federation.	RL / Pupil leadership group SLT	October 2023	Assemblies, timetabled events / newsletters	RL	Governor meetings Newsletters Website	GREEN
Re-develop "Pupil Progress Meetings" to align with school expectations of standards and progress in line with the curriculum for Wales.	RL,CP,GM	September 2023	Twilights Deep Dives	RL / HoS		GREEN
To ensure pupil tracking systems ensure routine and rigorous evaluation of every pupil's progress.	RL, CP, GM,	X2 yearly each Rainbow Team	Deep Dive PPA	RL	Pupil Progress Pathway and monitoring forms	GREEN
Develop meaningful book / work scrutiny activities that are a regular professional dialogue for all teachers.	SLT	Twilights Cluster twilights	Deep Dives Twilights	RL / HoS	Work scrutiny forms Deep Dive forms	GREEN
Develop middle level leadership roles to support SLT on main priorities and AoLEs	RL	September 2023	SLT	RL	Completion of course Leadership Structure	GREEN
Complete and analyse CSC Governor Self Evaluation	RL / Governing Body	October 2023	GM Meetings	RL / CoG	Completed self evaluation and actions identified	AMBER

Create a strategic cycle for governor involvement when evaluating federation priorities	RL / Governing Body	October – December 2023	GB Meetings GB Sub Committee	RL / CoG	Annual cycle of activities Link reports	AMBER
Create a 3 year Governor Strategic Plan	RL / Governing Body	Summer 2024 Annually	GB Meetings GB Sub Committee	RL / CoG	Strategic action plan	RED
Routine analysis of stakeholder views are collected through the school's 'My Voice' online questionnaires.	RL	Regularly	Open evenings GB open day Twilights Listening to Learners	RL / HoS / Gov.Body	Analysis of questionnaires	GREEN
The information is considered, and shared back with the stakeholders via newsletters, governing body reports and the school's twitter feed.	RL	Half termly	N/A	RL / CoG / Gov.Body	Newsletters, Annual report to Governors, social media	GREEN
Introduce Family Feedback days for parents and carers to offer their views on the schools strengths and areas for development.	RL / GinaM / LR	Termly	Caffi Cymraeg Family Fun Days Class assemblies Special events	RL / HoS	Attendance Feedback from parents / carers	AMBER
SRB to introduce termly parent/carers forum meetings which will include information sharing sessions by outside agency professionals	SRB staff	Termly	Parent forum agendas	RL	Parent/carers questionnaires/feedback	AMBER

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External support the school will access to achieve priority: Improvement Partner visits	Professional learning needs of all staff (including leadership development) to address priority:
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Autumn termly self-evaluation:

Parent / carer meetings have been held at both schools – “Family Feedback Days”. The federations priorities were shared and parents / carers were asked to identify what the school does well, what the school needs to improve and to what they would like more information about.

All pupils voice groups have been updated, with pupils voting for their class representatives. Tall groups include a pupil from the special resource base. The pupil voice groups have identified priorities for the coming year and these were shared with all pupils and many governors in a pupil voice assembly.

At Bryn Hafod, the Special Resource Base teachers have had bespoke training and support from Gemma Drury (ASD / ALN consultant). Her focus this term is to develop the learning environment and provision and parent / carer engagement.

Pupil Progress Meetings have been held following “Deep Dives”. The Pupil Progress Pathway and pupils’ books are used to identify pupils who are making above and below expected progress and actions are identified to support individual learners and to share good practice with other teachers.

Book looks are undertaken before each Governing Body meeting with a different focus each half term.

The Curriculum and Standards committee have met with the LLC lead and Graham Matthews. They received a presentation on Monster Phonics and had feedback from the Deep Dive completed last half term in Year 4 – Year 6.

Impact:

- Feedback from Deep Dives has had an impact upon the quality of teaching across the school, particularly in understanding and identifying excellence.
- Governors are actively involved in identifying strengths, areas for development and progress towards priorities and targets.
- Parents / carers and pupils feel involved in all aspects of school life and their voices are valued by leaders.

Spring termly self-evaluation:

Family Engagement Officers have met regularly with groups of parents and a Friends of GYA and Friends of BH group has been set up. They are currently



organising an Easter raffle and Easter Disco for the children.
Questionnaires have been given to all parents / carers on Parent / Carer evenings on Monday 4th / Tuesday 5th March.
Pupil Progress meetings have been reviewed to focus on groups of pupils as well as individual pupil progress.
Pupil Voice Groups have been set up and are meeting half termly.
All link governors have met with priority leads linked to the Federation Improvement Plan.
Middle Leader roles are developing well and middle leaders are having an impact on curriculum provision and teaching and learning.
We have had training and bought a subscription for Hodder Education Groups' online Wellbeing and Attitudes to Learning Survey.
By the 8th March, pupils from Year 3 – Year 6 will have completed a wellbeing questionnaire. This questionnaire focuses on wellbeing and attitudes. This is broken down into; positivity, self-esteem, optimism, satisfaction, class climate and school belonging.

Impact:


- Parents feel more involved in school life.
- Pupil voice groups are beginning to impact on school life.
- Governors have a clear understanding of progress made towards our priorities.
- Baseline data for pupils' wellbeing and attitudes to learning.

End of cycle summary:

Appendix 1: Grant finance 2023-2024

 Grant Finance 2023-2024 		
Source of Funding	Purpose	Amount
PDG	LSA staffing for targeted support literacy, numeracy and BESD	£204,700
EY PDG	LSA staffing for targeted support literacy, numeracy and BESD	£47,150
EIG	In class LSA staffing to support learning	£124,790
CLA PDG	Resources and staffing	£500
MEAG	LSA staffing for targeted support	£5000
PLG	Training and supply	£10,053

Appendix 1: Grant finance 2023-2024

 Grant Finance 2023-2024 		
Source of Funding	Purpose	Amount
PDG	LSA staffing for targeted support literacy, numeracy and BESD	£97,750
EY PDG	LSA staffing for targeted support literacy, numeracy and BESD	£23,000
EIG	In class LSA staffing to support learning	£52,190
CLA PDG	Resources and staffing	£5000
MEAG	N/A	£0
PLG	Training and supply	£3920

