

Federation Improvement Plan

2024 to 2025



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 9 single-age classes, 3 split year classes, a school-based Nurture class and two nursery classes (am and pm). There are also two local authority resource class catering for pupils with specific learning needs. 53% of pupils are eligible for free school meals. This is above the national and local authority averages.

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

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

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



Staffing Levels	Teaching	HLTAs/ LSAs	General Assistants	Admin.	Caretaker Cleaners	Midday Supervisors	Canteen Staff	Total
	18	25	0	2	6	7	6	64

No. on Roll	N	R	Y1	Y2	Y3	Y4	Y5	Y6	SRB	Total
All Pupils	28	28	34	42	42	48	58	59	20	359
eFSM	N/A	9	12	21	23	32	31	32	10	170

Ethnicity	White	Mixed Background	Asian or Asian British	Black or Black British	Chinese or Chinese British	Other Ethnic Groups
	256	17	12	29	6	39

ALN Register / Targetted	No. of pupils	35	eFSM	No. of pupils	170
	% of school roll	8%		% of school roll	47%



Staffing Levels	Teaching	HLTAs/ LSAs	General Assistants/Breakfast Club	Admin.	Caretaker Cleaners	Midday Supervisors	Canteen Staff	Total
		9	12	3	2	3	2	3

No. on Roll	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
	All Pupils	8	12	13	15	19	15	24	23
eFSM		11	10	11	13	11	21	14	91

Ethnicity	White	Mixed Background	Asian or Asian British	Black or Black British	Chinese or Chinese British	Other Ethnic Groups
		80	8	1	2	0

ALN Register / Targetted	No. of pupils	13 / 13	eFSM	No. of pupils	123
	% of school roll	10% / 10%		% of school roll	69%

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: May 2024	
Estyn recommendation	Progress
R1 : Improve the quality of foundation learning provision	
R2 : Improve opportunities for pupils to use their numeracy skills in their wider learning	



Evaluation of progress since last inspection – Glan yr Afon

Date of last inspection: May 2024	
Estyn recommendation	Progress
R1 : Improve the quality of foundation learning provision	
R2 : Improve opportunities for pupils to use their numeracy skills in their wider learning	

Evaluation of FIP 2023– 2024 priorities (previous year)

Priority	Evaluation
<p>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.</p>	<p><u>Strong Progress</u></p> <p><u>Autumn termly self-evaluation:</u></p> <p><u>Numeracy aspect</u></p> <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 displayed 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 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.</p> <p>Impact:</p> <p>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.</p>

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.

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)

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

Summer termly self-evaluation:

Numeracy aspect

We have been focusing on the implementation of the 5 proficiencies in numeracy. To support staffs' continuous professional development, we all attended an inset led by Louise Davies Consortium Maths Lead based on how the 5 proficiencies under pin our planning, activities and evaluations. During the training we discussed the prerequisite skills needs for each description of learning and how these are driven by the 5 proficiencies. The teaching assistance also received training link to the 5 proficiencies and how this under pin practical activities and the progression of learning.

As a school we are continue to embed the concrete, pictorial and abstract method of teaching numeracy. This ensure that pupils are taught the prerequisite skills needs and also provides ample opportunities to learn the new skills through practically resources activities that progress on from each other.

Unfortunately due to a technically issues with the online assessment from GLC , we were unable to continue with the assessment. C Coleman is research other options for the new academic year.

Impact:

Teachers now have a greater understanding of the 5 proficiencies and their importance

Teachers are now using this within their planning and also ensuring that pre requisite skills are being taught prior to the targeted skill.

Teaching assistants also have a greater understanding of the 5 proficiencies and the importance of practical activities and prior knowledge.

Literacy aspect

Monster Phonics is being taught daily in all classes Reception – Year 2 (Year 3 where appropriate at GYA.). Staff are using the online resources effectively and children are engaged and interested in learning new sounds. Staff are also using the regular assessments to track progress of individuals and groups.

	<p>Monster Phonics Reading Books have been purchased, organised and introduced to children as part of Guided Group Reading carousel. Yearly genre map created for Writing genre coverage.</p> <p>Impact:</p> <p>Children are able to practice the sounds they have learnt in phonics sessions when reading in a systematic way Standards in reading and enjoyment of reading have both improved. Monster Phonics has become established as a regular part of the day. Children are more interested in learning new sounds and find the characters interesting and engaging. Assessment shows a significant improvement in most children’s progress. Teachers are more confident in teaching phonics. Staff will be able to highlight genres as they have completed them and add additional genres ensuring appropriate coverage throughout the year. Most pupils’ progress in spelling, phonics and reading is at least at above expected level.</p>
<p>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</p>	<p><u>Strong Progress</u></p> <p><u>Autumn termly self-evaluation:</u></p> <p><u>Relationship Policy</u> 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>Impact: 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</p>

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.

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.

Summer 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). 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:

At the beginning of March, pupils from in Year 3 upwards had completed a wellbeing questionnaire. This questionnaire focused on wellbeing and attitudes. This is broken down into; positivity, self-esteem, optimism, satisfaction, class climate and school belonging.

Impact:

Upon completion, each year group's data was reviewed and monitored. Areas which have been highlighted as 'red' or 'amber' will provide a focus for teachers to address and implement strategies for. Following the results, it was universally shown that self-esteem and positivity were areas of concern. In light of this, children have been asked to write things that they are grateful for on their learning journeys. This has been to encourage children to reflect on positives.

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. Resources for teachers will be uploaded onto the shared drive.

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

	<p>develop. In Autumn Term 1, we aim to resend an adapted questionnaire to parents and carers.</p> <p>Estyn 2024 Bryn Hafod and Glan yr Afon IA4 “The school is an inclusive and caring community where staff know pupils, their families and the local community well. Leaders and staff place a high priority on building and sustaining positive relationships that support pupils to feel secure and valued.....The school’s nurture provision for pupils is very strong.”</p>
<p>3. To improve attendance and punctuality across the federation.</p>	<p><u>Good Progress</u></p> <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% 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% 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>

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.

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 these 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

Summer termly self-evaluation:

At Glan Yr Afon Primary School attendance for the academic year 2023/24 has been 86.7% (Year 1-6). This is in comparison to the academic year 2022/23 where attendance was recorded as 85% (Year 1-6) – an improvement of 1.7%. Whilst attendance for 2023/24 is below our agreed school target of 90%, Glan Yr Afon's improved attendance of 86.7% (+1.7%) is above Cardiff Local Authority's average improvement for attendance at +0.7%.

Impact:

Attendance has improved each half term this year, demonstrating how robust procedures and targeted intervention is having a positive impact on attendance at Glan Yr Afon Primary School.

The number of registered late marks at Glan Yr Afon Primary School for 2023/24 (Y1-Y6) is 2.6%. This is a slight increase from 2022/23 where late marks recorded were 2.3% (+0.3%). This is attributed to the increased monitoring and tracking of lateness in light of our priority.

There has been no trend to lateness this year with each half term remaining fairly consistent. It is anticipated that recent targeted intervention for lateness, supported by our School Attendance, will continue to decrease percentages of late marks recorded.

At Bryn Hafod Primary School, attendance for this academic year 2023/24 has been 90% (Year 1-6). This is in comparison to the academic year 2022/23 where attendance was recorded as 89.1% (Year 1-6) – an improvement of 0.9%. Whilst attendance for 2023/24 is below our agreed school target of 92%, Bryn Hafod's improved attendance of 90.1%% (+0.9%) is above Cardiff Local Authority's average improvement for attendance at +0.7%.

Impact:

	<p>Robust procedures and targeted intervention has had a positive impact and the new SAO has been very thorough in her approach resulting in improvements with some of the children she has targeted and also success in referrals made to EWS.</p> <p>The number of late marks at Bryn Hafod for 2023/2024 (Y1-Y6) is 3.1%. This a significant increase on the previous year 2022/23 where late marks were recorded as 1.7% (+1.4%). This is attributed to the extension of the camera on Uphill Road as opposed to just Blagdon Close, causing many parents to park further away and also to increased monitoring, tracking and recording of lateness as part of the priority. In the coming academic year we anticipate the number decreasing due to the more recent targeted intervention continuing, supported by our School, Attendance Officer.</p> <p>Estyn 2024 - Bryn Hafod and Glan yr Afon The school has robust procedures to promote and monitor pupils' attendance and punctuality. Leaders provide appropriate help and support to identified pupils and their families. As a result, attendance rates have shown an improving trend in the last two years.</p>
<p>4. To improve the Welsh culture, ethos, and language, fostering a strong sense of identity, pride, and fluency.</p>	<p><u>Strong Progress</u></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><u>Impact:</u> 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.</p>

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, 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.

Summer termly self-evaluation:

We carried out a deep dive this term to monitor standards in welsh. We undertook an informal learning walk with a focus of learning environment in the classroom and in communal areas.

All classes showed a strong welsh ethos.

All classes display the phrase of the fortnight and had current key vocabulary displayed.

All classes have a cwtch cymraeg which housed things such as welsh reading materials, games, dictionaries etc.

All classes have the new Cymraeg Bob Dydd poster displayed.

All classes have a welsh display.

Most classes had an element of welsh on other subject areas though this is something that needs improvement. All staff were emailed the “Cymraeg across the curriculum materials.

All classes had labelling in welsh. Communal areas have a “Cymru a fi” board to display Welsh and Wales inspired work.

A ‘Listening to learners’ activity was carried out. Most questions were answered appropriately. Some pupils gave extended answers. This should improve further with new Cymraeg Bob Dydd sessions. Any questions that the pupils were unable to answer were identified and sent to the relevant class teachers to ensure coverage of sentence patterns.

Very positive response from pupils about their attitudes to learning welsh.

Book looks were carried out. Teachers are using CSCJES scheme of work to ensure coverage and progression. As requested at the beginning of the year our focus was on the Oracy element. This was reflected in the listening to learners, however it did mean limited written evidence in books. In response to this an email was sent out to all staff to look at identifying more opportunities for welsh writing.

Staff were sent writing scaffolds and exemplar texts. An outline was also given out re writing expectations (3 pieces per half term)

See-saw was looked at for reading and oracy evidence. This was positive but we need to tighten up on how the evidence is best kept for tracking purposes.

Meeting held with Criw Cymraeg prior to Estyn visit to ensure they were aware of welsh targets and progress made against them.

Impact:

Welsh leads have a clear understanding of strengths and areas for development.

Criw Cymraeg are confident to discuss their welsh targets.

The school environment has a welsh feel and ethos with Welsh resources and displays which enhance pupils learning.

Pupils’ Welsh oracy skills are a strength.

Consistent approach to Welsh lessons and activities as all staff are using the “Cymraeg Bob Dydd” resources.

	<p>Standards in Welsh are good across both schools.</p> <p><u>Estyn 2024 - Bryn Hafod and Glan yr Afon</u></p> <p><u>IA1</u> “Most pupils make sound progress in developing their Welsh language skills. Most younger pupils respond with understanding to commands and instructions they hear in class. They begin to broaden their vocabulary and ask and answer a variety of simple questions confidently. Many older pupils use Welsh to share personal information readily. They extend their speech effectively, such as when describing how they will dress because of the weather. Where modelling by teachers is most effective, older pupils use negative forms and connectives to express their opinions effectively.”</p> <p><u>IA3</u> Many teachers use regular, focused sessions to develop pupils’ spoken Welsh successfully. In the best instances, they use interactive games to give pupils frequent opportunities to speak Welsh and challenge them to extend their speaking by building on what they know. Where teaching is less effective, the pace of sessions is slower and pupils have fewer opportunities to use the language expressively.</p>
5.	<p><u>Strong Progress</u></p> <p><u>Autumn termly self-evaluation:</u> 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.</p> <p>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.</p> <p>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.</p> <p>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</p>

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.

Summer termly self-evaluation:

The "Friend of Bryn Hafod / Glan yr Afon have organised a number of events which have raised money for the pupils at the school. These organisations are now well established. Governors have participated in an open day at the school. They were involved in learning walks, where they had the opportunities to speak to pupils and staff at both schools.

Family Feedback sessions have been established, however these need to continue to develop next year.

Pupil voice groups have met and impacted positively on aspects of school life.

Middle leaders have developed their roles through participating in self evaluation processes and Deep Dives with experienced members of the SLT.

Impact:

More stakeholders involved in self-evaluation processes.

Estyn 2024 Bryn Hafod and Glan yr Afon

IA5

"Leaders have an accurate understanding of the school's strengths and areas for improvement. The executive headteacher, head of school and middle leaders work purposefully together to monitor the quality of provision and the progress pupils make. They use a variety of effective methods to gather relevant first-hand evidence on specific aspects of the school's work. Leaders' assessments are highly evaluative and clearly identify what is working well and what steps are needed to develop further. These processes have enabled leaders to manage ongoing improvements effectively, for example, to design, implement and refine its curriculum successfully. Leaders recognise the need to involve a wider group of staff in self-evaluation activity to enhance its effectiveness."

IA2 – Bryn Hafod

Many pupils, including those in the Specialist Resource Base, take an active part in the work of the school's pupil leadership groups. Their representatives demonstrate a range of purposeful leadership skills. They fulfil their responsibilities conscientiously and are proud of their valuable contributions. Members of the pupil voice groups make decisions that influence many aspects of the school's life and work.

IA2 – Glan yr Afon

A majority of pupils contribute to the life of the school through a range of active pupil

	<p>leadership groups. Pupil leaders fulfil their responsibilities well and are proud of their role. They make decisions that improve the well-being of pupils, for instance by enhancing the range of equipment available for pupils to be active at breaktimes.</p> <p><u>IA5</u> “Leaders and governors address national and local priorities well. Governors have a sound understanding of the federation’s strengths and areas for improvement. They achieve this through the sharing of information by the headteacher and other leaders, and through the gathering of first-hand evidence.”</p>
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Federation Three Year Strategic Plan 2025-2028

Year 1: 2025/2026	Detail
1	To develop pupils wider experiences to promote their wellbeing for today and for the future.
2	To promote racial equity and put inclusive and anti-racist practice into action.
3	To become a school of sanctuary.
4	To ensure lead practitioners have the strongest effect on the quality of education by embedding an effective coaching model.

Year 2: 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 continue the focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum.

Year 3: 2027/2028	Detail
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1.	To review and develop relationships policy.
2.	To ensure the consistent implementation of the curriculum – reflecting changing context and needs of each cohort.
3.	To ensure that summative assessment is accurate and consistent across the federation and that end points are clearly defined.
4.	To focus on the basic skills of literacy and numeracy.

The federation improvement priorities for the current school year 2024-2025



- 1. Improve opportunities for pupils to use their numeracy skills in their wider learning.**
- 2. Improve the wider provision indoors and outdoors to create an environment that inspires younger pupils to pursue their learning through creative exploration and play and increase opportunities for all pupils to direct their own learning to develop their independence skills.**
- 3. Develop a whole school approach to emotional and mental well-being**
- 4. Develop a collaborative professional learning organisation.**
- 5. To continue to develop the environment and provision within the Special Resource Base ensuring all pupils' needs are met.**

Priority 1	Improve opportunities for pupils to use their numeracy skills in their wider learning.					
Rationale Estyn 2024 'teachers do not provide enough opportunity for pupils to use their numeracy skills purposefully in their wider learning'						
Priority leader:	Stuart Mcleod / Kate Haines / Gemma Gannon / Ceri Porter	Team members:	All teaching staff	Governing Body link:	Erlingur / Louise / Tracy	
Success Criteria: Opportunities for children to apply and consolidate numeracy skills are planned for Opportunities for numeracy skills in outdoor provision are planned for Real life and numeracy rich activities are evident in planning Staff are confident in planning cross curricular numeracy activities Using our current maths assessment MALT many pupils in Y1 – Y6 achieve average (85-95) or above average (95+) progress scores at BH and GYA. National test data - Many pupils in Yrs 2 to 6 and 4 to make expected or above expected progress between Autumn and Summer National tests results in BH and GYA						
Whole staff involvement / impact:						
Progress of priority: very good / strong / satisfactory / limited				Autumn	Spring	Summer
Activities	Key personnel	Timescales	Resources	Monitoring arrangements	Evidence	Progress with action: RAG
Share Action plan, ideas, resources and expectations with staff during INSET	SMc / GG / KH	Autumn Term 2024	Twilights	RAG priority throughout the year, during management time, Deep Dive for priority	Book Looks, Learning Experiences Books, Planning, SeeSaw, Listening to Learners	

Set up Drive with useful ideas, resources and links providing staff with access to stage specific opportunities for numeracy skills activities	SMc / KH / GG / CP	Autumn 1 - Ongoing	Google Drive CSCJES – Numeracy Network resources	Online Drive updated Teacher planning Learning walks/Deep Dive	Google Drive – Planning Shared Drive, Maths Across the Curriculum Resources	
Priority Leaders to attend Numeracy Across the Curriculum training events – ‘Developing authentic opportunities for cross curricular mathematics and numeracy’	SMc/KH/GG	8 th October 26 th October	Internal cover - full day x 2 Free CSC training Twilight/INSET feedback	Action plan / training updated	Feedback during INSET/Twilight sessions	
During PPA sessions staff plan for real life and numeracy rich skills at correct challenging levels linked to topic including outdoor activities ensuring that maths skills are taught discretely before application. Enhanced provision including ‘missions’	All class teachers	Throughout the year - PPA	PPA time	SLT monitor planning and book looks	Book Looks and Learning Experiences Scrap Books, SeeSaw	
On planning sheets, ‘Cross Curricular Skills’ Box to be completed highlighting numeracy skills that week and showing differentiation , challenging pupils	All class teachers	Throughout the year	Planning formats Twilights PPA	Monitor planning, book looks during management time and Deep Dives	Planning Book Looks	

Numeracy skills week planned for every half term in each year group with numeracy rich activities linked to contexts including outdoor provision	All Class teachers	Every half term	Google Drive PPA time planning activities Sharing ideas – Staff meeting/Twilights	SLT monitor planning Learning Walk	Planning Book Looks SeeSaw Learning Experiences Books.	
Enterprise weeks to be planned for across the year linked to school fairs, Fair trade weeks. Pupils to evaluate profit and loss	All Class Teachers	Each term	Initial outlays – restricted budgets Enterprise Troopers – Careers Wales Twilights	SLT Monitor planning	Planning Book Looks SeeSaw Pupil evaluations Learning Experiences Scrap Books,	
Develop Money Matters opportunities linked to local banks	Year 1 – Year 6 class teachers	During the year	Priority Leaders to disseminate relevant information and resources as available Resources on Google Drive	SLT monitor planning, Learning Walks, Deep Dives	Planning Book Looks SeeSaw Learning Experiences Scrap Books,	
Develop links with Credit Union engaging pupils and involving them in the running of the savings club and with parent engagement staff members maths courses	All class teachers	Autumn Term	Credit Union staff for training pupils LR/GMs	Listening to Learners	Planning Book Looks SeeSaw Learning Experiences Scrap Books,	
Careers Wales- embed careers and work related experiences linked to numeracy skills	SMc/KH/GG/CP	Autumn Term	Disseminate resources from Careers Wales website and Hwb – add to Drive, share through twilights	Listening to Learners	Planning Book Looks SeeSaw Learning Experiences Book	

Carry out Deep Dives for Numeracy Skills across the progression steps and across the year	SMc/GG/KH	Autumn2 in the first instance	Management Time	Autumn 2 – Progressions Step	Book Looks, Learning Experiences Books, Planning, SeeSaw, Listening to Learners	
RAG the progress of the Priority termly, write a progress report for governors	SMc / GG / KH	Termly	Management Time	Termly	Book Looks, Learning Experiences Books, Planning, SeeSaw, Listening to Learners FIP Priority Action Plan	
External support the school will access to achieve priority: CSCJES training Links forged with Credit Union, Careers Wales and local banks		Professional learning needs of all staff (including leadership development) to address priority: 2 x CSCJES training days Twilight/INSET sessions				
<u>Autumn termly self-evaluation:</u>						
<u>Spring termly self-evaluation:</u>						
<u>Summer termly self-evaluation:</u>						

Priority 2	Improve the wider provision indoors and outdoors to create an environment that inspires younger pupils to pursue their learning through creative exploration and play and increase opportunities for all pupils to direct their own learning to develop their independence skills.					
Rationale Estyn recommendation Deep Dive action Listening to Learners Curriculum for Wales						
Priority leaders:	Jackie Townley, Emma Smith, David Guinee	Team members:	All teaching staff	Governing Body link:	Heather, Kasia, Kate	
Success Criteria: To ensure that high quality provision is available across progression step 1 and 2 / explorers and investigators, within the indoor and outdoor learning environments which meets the needs of specific cohorts; and that independence and challenge provision is appropriate for learners across explorers, investigators and Pioneers (RE,RI and RP).						
Whole staff involvement / impact: 1 focus tasks led by teacher / TA, 1 adult focused on supporting the implementation of the enhanced provision						
Progress of priority: very good / strong / satisfactory / limited				Autumn	Spring	Summer
<u>Activities/ Actions</u>	<u>Key personnel</u>	<u>Timescales</u>	<u>Resources</u>	<u>Monitoring arrangements</u>	<u>Evidence</u>	<u>Progress with action: RAG</u>
Audit of indoor and outdoor provision	ES, JT	September 2024	Management Time Resources £500 / £250	To be completed termly	Completed audit Resources audit / requests	
Collate a list of progressive resources to appropriately	ES, JT	Autumn Term 2024	PPA Management Time INSET	To be completed termly	Resource list Resources organised and	

support the needs of specific cohorts (lists of each year groups)					stored	
Purchased additional resources if necessary	RL, ES, JT, GJ, GM	Autumn Term 2024	£2000 BH £1000 GYA	Learning Walks Planning	Resource list Resources organised and stored	
Training for support staff	RL, ES, JT	Monday 6 th January / Friday 11 th April	£800 INSET	Course evaluations Performance management Learning Walks	Learning Walk reports	
To share planning changes with staff explaining the new role of the LSA (evaluations, questioning, next steps)	ES, JT	July 2024/ September 2024	Twilight	On going - activities to be planned by teachers	Minutes from inset / staff meeting example shared on drive	
Ensuring the immediate intervention time is allocated based on evaluation	LSA/ Support staff	On going	evaluation notes - discussions between support staff and teachers	Evaluation notes	SLT minutes	
Regular team meeting to take place weekly within staff meeting to discuss progress and next steps	ES / All Explorers and Investigators staff	September 2024	Staff meetings	Minutes	Meeting minutes Learning Walks	
Half termly inset time allocated to discuss and evaluate progress and plan next steps (teachers) to improve and support CPD	ES / JT	Half termly	INSET	Evaluation forms and meeting minutes	Meeting minutes Actions completed	

				actions added to priority if needed		
'Developing an effective indoor learning environment' training and disseminate	ES, JT	25th November 2024 and twilight	JT/ES to lead twilight training following CSC training and agree actions.	Deep Dives with link governors	Deep Dive reports with www / ebi	
Developing an effective outdoor learning environment' training and disseminate	ES, JT	26th November 2024	JT/ES to lead twilight training following CSC training and agree actions.	Deep Dives with link governors	Deep Dive reports with www / ebi	
'Wait, watch and wonder' - collective learning training and disseminate	ES, JT	8th October 2024	JT/ES to lead twilight training following training and agree actions - £840	Deep Dives with link governors	Deep Dive reports with www / ebi	
'Authentic and purposeful learning 3-7 years - pedagogy, culture and practice' training and disseminate	ES, JT	13th November 2024	JT/ES to lead twilight training following CSC training and agree actions.	Deep Dives with link governors	Deep Dive reports with www / ebi	
Developing links with other schools and setting to observe excellent practice	ES, JT - selected staff	Autumn / Spring Term	Identify good practice schools – Improvement Partner Visit schools – management time / internal cover	Feedback	School visit notes / change in provision	
To ensure consistency across N – Year 3 with staff using same/ similar systems in collaboration	All staff	On going	Management Time Twilights	Deep dive Listening to learners	Deep dive Staff meeting minutes	

(provision, intervention keep up not catch up)						
To ensure that learning journals are progressive and reflective including metacognitive questioning.	All staff	Autumn 1 Ongoing	Learning Journal Templates to be created and shared – DG - Twilights	Learning Journal samples	Deep dives	
To ensure that all pupils are using working wall check in stations to self assess work. Complete and share with staff.	All staff DG / GM	Autumn 1 Ongoing	Management Time Twilights Check in resources to be printed / laminated and disseminated to all staff. Give examples of how it will be used in each progression step	Pupil Books Deep Dives Listening to Learners	Deep Dive reports	
To develop the teaching and learning philosophy of a 'Tool kit' to be used across the Federation. (Plan, Show, Explorers. Plan, Show, Reflect Investigators. Plan, Communicate, Reflect Pioneers)	All staff DG	Autumn 1 On going to be monitored during deep dives and learning walks	DG to create Teaching and learning - "Rainbow Teaching Toolkit" - laminated for display All teachers to have A3 plastic zip lock wallet for each display.	Deep Dives Listening to Learners	Deep Dive reports	
Implement You Choose in all Progression Steps. Discrete teaching = differentiation. Wider Curriculum = Toolkit (Independent choice of	All Staff DG/CC	Autumn 1 On going to be monitored during deep dives and learning walks	GM to plan and deliver training sessions explain the 'you choose' approach and how this will develop independence.	Deep Dives Listening to Learners	Deep Dive reports	

communicating learning)						
Outdoor Learning - Forest Schools sessions every PPA	DG, GM, JT, ES, PPA teachers	Fortnightly	N/A	Planning	PPA to evidence purposeful activities	
Purposeful outdoor learning non-negotiable at least fortnightly. Evidenced on Seesaw under 'Outdoor Learning' folder.	DG, GM, JT, ES - class teachers	Fortnightly	Outdoor learning resource drive to be used to support. Twilights	Planning	Seesaw evidence - outdoor learning folders to be created	
GM to attend 'Developing metacognition' course CSC	GM	12th November 2024	GM to disseminate information and add to action plan if needed SLT meeting / Twilight	Deep Dives	Planning Deep Dive reports	
RAG the progress of the Priority termly, write a progress report for governors	ES / JT / DG / GM	Termly	Management Time	Termly	Book Looks, Learning Experiences Books, Planning, SeeSaw, Listening to Learners FIP Priority Action Plan	
it" External support the school will access to achieve priority:	Professional learning needs of all staff (including leadership development) to address priority:					

<u>Autumn termly self-evaluation:</u>
<u>Spring termly self-evaluation:</u>
<u>Summer termly self-evaluation:</u>

Priority 3	Develop a whole school approach to emotional and mental wellbeing					
Rationale Self evaluations Listening to learners - pupils voice Estyn recommendation Curriculum for Wales						
Priority leaders:	Sam Hyde, Kristi Davies, Rhian Lundrigan	Team members:	All staff	Governing Body link:	Tony / Lesley	
Success Criteria: Whole school / cluster approach to emotional and mental wellbeing Improved data from Autumn 1 to Spring 2 showing an improvement in pupils wellbeing Improved wellbeing of pupils resulting in approved attendance / attitudes/ engagement Staff wellbeing is improved and strategies in place to support staff and meet their professional needs						
Whole staff involvement / impact: 1 focus tasks led by teacher / TA, 1 adult focused on supporting the implementation of the enhanced provision						
Progress of priority: very good / strong / satisfactory / limited				Autumn	Spring	Summer
Activities/ Actions	Key personnel	Timescales	Resources	Monitoring arrangements	Evidence	Progress with action: RAG
Register for SHRN (School Health Research Network) assessment	RL	July 2024	N/A	Application submitted	email	
Identify lead for each school	RL	September 2024	Kristi Davies (BH) Samantha Hyde (GYA)	Communications will be sent. Feedback at SLT / Twilights	Priority leads	

SHRN leads to watch webinar https://www.shrn.org.uk/shrn-2024-primary-schools-data-collection-webinar-2/	SH / KD	Autumn Term 2024				
Implement the SHRN assessment (Y3 – Y6)	SH / KD	Autumn Term 2024	Online surveys	KD / SH to ensure assessments are completed	Assessment data	
Analyse the data collection and plan activities.	SH / KD	Autumn Term	Management Time	Feedback to staff	Actions / activities identified	
Listening to Learners and Pupil Voice groups to be created	SH / KD	On going	Management Time PPA Twilights	Listening to Learners	Annual planner	
Pupil voice group to meet half termly/termly to agree actions and implement actions	SH / KD / SLT	Half termly/ termly	SH / KD to meet with group to agree actions Monitor of the implementation of actions.	Minutes Pupil Voice displays	Listening to Learners	
Cluster leads to meet with Jane Miles to identify actions including creating new stakeholder questionnaires	SH / KD	Half termly	Internal cover	HT Cluster meetings	Minutes	
Questionnaires shared with all stakeholders and completed and analysed.	SH / KD	TBC	Management Time	Questionnaire Feedback to RL, GM, CP, RW	Meeting minutes	

Boxall profile introduced in main stream classes	CP / RW / SH	Autumn 2	Management Time Twilights	Pupil Progress Meetings	Pupil Progress Pathways	
Six week well being programme – Platform	KD / SH	TBC	Check registration	Dates		
Staff professional development	RL	Autumn Term	Twilights / PPA	Performance Development Reviews	Performance Development forms Training INSET Days	
Improve communication with all staff across the federation	RL / DG / ES / JT	Weekly staff meeting	Assembly time	Staff feedback / questionnaires	Minutes	
Staffroom created at BH. Both staffrooms redesigned by wellbeing team	RL / Wellbeing team	Autumn Term	Twilights	Staff feedback	Staff areas	
Vivup / access to occupational health	RL	Termly	Email Display in staff areas	Staff feedback Staff attendance	Staff accessing support Reduction in staff absences	
Well being workshop arranged by Welsh Assembly Gov – KD link	RL / KD / SH	Spring Term 2025	Twilight / INSET Day	Feedback	Actions Staff register	
External support the school will access to achieve priority: SHRN - pilot Cluster working party Platform		Professional learning needs of all staff (including leadership development) to address priority: Boxall training SHRN assessment training				

Well being workshop WAG	
<u>Autumn termly self-evaluation:</u>	
<u>Spring termly self-evaluation:</u>	
<u>Summer termly self-evaluation:</u>	



Priority 5	Continue to develop a collaborative professional learning organisation					
Rationale ESTYN report GB self evaluation tool						
Priority leaders:	Rhian Lundrigan	Team members:	Ceri Porter, Graham Matthews	Governing Body link:	Kyle / John	
Success Criteria: All stakeholders involved in self-evaluation. All staff understand the importance of their role in school improvement and how to work collaboratively with professional challenge. All governors understand their roles and responsibilities linked to school improvement. All parents / carers have the opportunity to feed into school improvement. All pupils have the opportunity to feed into school improvement. The views of learners, staff, parents and governors are taken into consideration when identifying priorities. All GB committees meet and feed into Full Governing Body meetings						
Whole staff involvement / impact:						
Progress of priority: very good / strong / satisfactory / limited				Autumn	Spring	Summer
Activities/ Actions	Key personnel	Timescales	Resources	Monitoring arrangements	Evidence	Progress with action: RAG
Appoint link governors for each priority.	RL / CoG	September 2024	GB Business Meeting	Link Days planned for	GB Minutes Link reports	
Review governor calendar of meetings	RL / CoG	September 2024	GB Business Meeting	Register of attendance	GB Minutes Committee reports	

Governors involved in priority activities and formal self evaluation activities during Governor Link Days	Lead staff / Link governors	Autumn 1, Spring 1, Summer 1	Management time for lead staff	Progress reports	GB Minutes Committee reports Link reports	
Governor training focusing on self evaluation activities.	RL	Autumn 2 FGB	FGB Meeting	Quality of link reports.	Link reports GB minutes	
TLR3 posts across the federation focusing on priorities	RL / HoS / Finance Officers	September 2024	£500 - £1500	Progress of priorities	Progress reports	
All staff understand their roles and responsibilities	RL / HoS	Autumn Term 2024	Twilights	Performance Development Review meetings	Performance Development forms	
School Improvement Teams (SITs) created and receive professional development in MER activities; book scrutiny, pupil voice and learning walks etc.	RL / HoS	Spring Term 2025	Management Time	Middle leaders involved in MER activities	Deep Dive reports	
Liaise with Family Engagement Officers to plan "open days" for parents / carers	RL / LR / GMo	Spring / Summer Term 2025	N/A	Feedback from parents / carers	Feedback forms Questionnaires	
Pupil Voice Groups to be reviewed	RL / CP / GM	Autumn Term 2024	N/A	Listening to Learners	Minutes Actions from pupil voice groups	
All pupils have the opportunity through forums to feedback to ExHT / Hos / GB	RL / SLT	Autumn Term 2024	N/A	Listening to Learners – pupils feel their voice is heard	Questionnaires Minutes	

External support the school will access to achieve priority:	Professional learning needs of all staff (including leadership development) to address priority: MER training GB training
<u>Autumn termly self-evaluation:</u>	
<u>Spring termly self-evaluation:</u>	
<u>Summer termly self-evaluation:</u>	



Priority 5	To continue to develop the environment and provision within the Special Resource Base ensuring all pupils' needs are met.					
Rationale Learning Walks Estyn report Curriculum for Wales						
Priority leader:	Rhys Walters	Team members:	Mathew Normansell, Karen Davies	Governing Body link:	Rachel, Georgie	
Success Criteria: The learning environment meets the needs of the pupils. All pupils become competent and confident social communicators and active learners, developing a level of independence. All SRB pupils are integrated into whole school life All staff can prioritise learning objectives for the pupils and implement appropriate learning opportunities.						
Whole staff involvement / impact: 1 focus tasks led by teacher / TA, 1 adult focused on supporting the implementation of the enhanced provision, SCERTS is used consistently across both classes.						
Progress of priority: very good / strong / satisfactory / limited				Autumn	Spring	Summer
<u>Activities/ Actions</u>	<u>Key personnel</u>	<u>Timescales</u>	<u>Resources</u>	<u>Monitoring arrangements</u>	<u>Evidence</u>	<u>Progress with action: RAG</u>
SCERTS training	KD, MN, RW	July 2024	Supply cover x6 days @£150 per day	Consistently used throughout the year	Completed audit forms	
Apply to be a SCERTS pilot school for LA	RL	July 2024	Application and initial meeting	Accepted as pilot school	Accepted as pilot school	



Identify SCERTS levels of pupils (using assessments and teacher judgement) to group	RW, KD, MN	September 2024	Assessments	To be completed termly – Pupil Progress Meetings with CP / RW	SCERTS groupings of pupils	
Staff to liaise with Hollies to observe effective use of SCERTS and routines during PPA	RW, KD, MN	Autumn Term 2024	PPA	Learning Walks Performance Management	Learning Walk reports Pupil groupings Timetables	
Use SCERTS data to develop visual time tables and activities.	KD, MN (support from the Hollies)	Autumn Term 2024	PPA	On going (with support from the Hollies)	Learning Walk reports Timetables	
Sensory Room to be created	RW,F	August 2024	£2500	Learning Walks	Resources used to create sensory area for pupils to access.	
Increase LSA hours	NJ, PJ, DW, AB	From September 2024	£1267 x4 = £5068	Class teachers to monitor. Clear roles and responsibilities delegated to LSAs	Support at the beginning and end of day to set up activities / areas for the pupils.	
Embed routine continuing from support from Gemma Drury (ASD consultant)	KD, MN, NJ, PJ, DW, AB	From September 2024	PPA	Weekly for activities On going for general routine	Visual timetables displayed Pupils showing awareness of the day Routines and structures known	

					by all staff	
Access to outdoor to allow children to access provision outside	RW	On going	Grant application. Request to Local Authority ALN		Pupils able to access outdoor provision freely	
Plan continuous provision for outdoor areas. Timetable staff / groups of pupils to use during the day.	KD, MN	Autumn Term 2024	PPA	Learning Walks	Planning Timetables	
B squared training (CP to arrange training)	KD, MN, CP	Training date to be arranged CP	Cost of training	Pupil Progress Pathway / Meetings	Course confirmation	
B squared assessment to support progress and differentiated activities	MN,KD	TBC	B squared assessment forms	Pupil Progress Pathway Meetings	Assessments	
Widget resources to be used to display areas within room	MN, KD	September 2024	MN/KD to use widgets to label areas and activities – consistent	Weekly Termly	Widgets displays clearly in class allowing a level of independence	
Increase opportunities for SRB pupils to be integrated into school life – trips, events, lessons	MN,KD,RW, DG, ES	Ongoing	Share in staff meeting MN/KD to work with colleagues to ensure that SRB are involved	Pupil voice	Class assemblies Trips Concerts Visits	
RAG the progress of the Priority termly, write a progress report for governors	RW / KD / MN	Termly	Management Time / PPA	Termly	Book Looks, Learning Experiences Books, Planning, SeeSaw,	



					Listening to Learners FIP Priority Action Plan	
External support the school will access to achieve priority: Building support Visits to observe good practice		Professional learning needs of all staff (including leadership development) to address priority: SCERTS training – KD,MN,RW BSquared assessment – KD,MN Visits to the Hollies – all staff				
<u>Autumn termly self-evaluation:</u>						
<u>Spring termly self-evaluation:</u>						
<u>Summer termly self-evaluation:</u>						



Appendix 1: Grant finance 2024-2025

 Grant Finance 2024-2025 		
Source of Funding	Purpose	Amount
PDG	LSA staffing for targeted support literacy, numeracy and BESD	£211,520
EY PDG	LSA staffing for targeted support literacy, numeracy and BESD	£46,000
School Standards Funding	In class LSA staffing to support learning	£195,549
CLA PDG	Resources and staffing	TBC
MEAG	LSA staffing for targeted support	£12,001
PLG	Training and supply	£10,038

Appendix 1: Grant finance 2024-2025

 Grant Finance 2024-2025 		
Source of Funding	Purpose	Amount
PDG	LSA staffing for targeted support literacy, numeracy and BESD	£100,470
EY PDG	LSA staffing for targeted support literacy, numeracy and BESD	£23,000
School Standards Funding	In class LSA staffing to support learning	£91,942
CLA PDG	Resources and staffing	TBC
MEAG	N/A	£0
PLG	Training and supply	£3759