

Progress SDP Evaluation end of Summer Term 2023

<p>Priority 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><b>On track</b></p>
<p>Giglets is now firmly established in both schools. 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. 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.</p> <p>Impact:</p> <ul style="list-style-type: none"> <li>• Reading is celebrated as a school community. It is valued, respected and encouraged.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
<p>Priority 2: To ensure that nurture is embedded throughout the schools to enhance the whole ethos and culture which then effects the academic and wellbeing outcomes for all.</p>	<p><b>Not on track</b></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. 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. 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. 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>Impact:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• There is a clear positive impact with the approaches which are currently being used. These will be continually evaluated and developed.</li> </ul>	
<p>Priority 3:</p>	<p><b>On track</b></p>

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<p>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>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.</p> <p>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.</p> <p>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</p> <p>Impact:</p> <ul style="list-style-type: none"> <li>• Many teachers have this useful in ensuring consistency of assessment, and appropriate challenge when planning for each AoLE.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
<p>Priority 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><b>On track</b></p>
<p>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.</p> <p>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.</p>	

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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 be 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.

Parent / Carer responses:

“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.”

“..... it is hard to comment when all the Rainbow Club sessions e.g parental engagement are when parents are working.”

Impact:

- 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.

Priority 5:

To develop documents and embed processes that feed into effective self-evaluation and improvement planning which supports continuous federation improvement.

**On track**

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.

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:

- 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.

**School: The Rainbow Federation (Glan yr Afon / Bryn Hafod)**

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- We have a planning document for each AoLE that staff can use to plan.