

Federation Improvement Plan



The Oaks Federation

2026 - 2027



Trowbridge Primary School

Dream Explore Discover

Breuddwydiwch. Archwiliwch. Darganfyddwch.



Greenway Primary School

Achieving Excellence Together

Sichrau Rhagoriaeth Gyda'n Gilydd

Headteacher: Nic Naish

Chair of Governors for the Federation: Mr. B Jeffries

Collaboration Partner: Mrs C Skidmore



**Our shared vision:
To develop our school communities to be:**



ambitious, capable learners, ready to learn throughout their lives
ddysgwyr uchelgeisiol, galluog sy'n barod i ddysgu gydol eu bywydau



enterprising, creative contributors, ready to play a full part in life and work
gyfranwyr mentrus, creadigol sy'n barod i chwarae rhan lawn mewn bywyd a gwaith



ethical, informed citizens of Wales and the world
ddinasyddion egwyddorol, gwybodus sy'n barod i fod yn ddinasyddion yng Nghymru a'r byd



healthy, confident individuals, ready to lead fulfilling lives as valued members of society
yn unigolion iach, hyderus sydd ac sy'n barod i fyw bywyd cyflawn fel aelodau gwerthfawr o gymdeithas

Our School Code:

1. Be kind, be polite, be safe

2. Be ready to learn

3. Be a good friend

4. Look after the school

5. Move sensibly around the school site

6. Remember to speak Welsh as often as possible

7. Be ambitious, ethical, creative and healthy





Greenway Primary School

Contextual Information

Date of previous inspection: October 24th 2022 and Interim Inspection Dec 2024

Greenway Primary School is situated in the east of Cardiff. It was built in 1952 and is set within spacious and attractive grounds, comprising a large split level playground, Nursery and Reception outdoor areas, Year 1 and 2 outdoor areas, a large playing field, an orchard and grassed open spaces. The accommodation is organised into Foundation Learning (FL), Key Stage 2 (KS2), 2 x Special Resources Bases (SRBs) and Flying Start areas. There is a hall as well as offices, support rooms, a kitchen, a main foyer, and a staff room,

The school currently caters for 230 full-time equivalent learners between the ages of four and eleven, plus 24 FTE children of nursery age. There are 8 classes including nursery. All teachers are full time. The number on roll has increased since the last inspection and remains consistent. There are also 2 further Special Resource Bases that were established in September 2025. These bases cater for 20 children who have complex needs.

The school serves the area of Rumney, with 20% of the learners coming from outside the traditional catchment area through parental choice. The majority of families are economically disadvantaged. The local area is comprised mainly of private rented homes, but there are also council housing estates, and a small number of owned homes. In excess of 55% of the numbers on roll are registered as being entitled to receive free school meals, which is significantly above the national and local averages.

The intake covers the full range of ability. Around 25% of learners within the mainstream classes are identified as requiring additional learning needs (ALN). 20% of our learners are from Gypsy and Traveller Heritage both settled and transient. No learners use Welsh as a first language. Around 35% are from an ethnic minority background.

The school Federated with its neighbour, Trowbridge Primary School, in January 2019 after a 2 year collaboration. There is one Federated Governing Body and one Federation Executive Headteacher. The Federation shares resources, staff and expertise for the benefit of the pupils and communities.





Trowbridge Primary School

Contextual Information

Date of previous inspection: October 24th 2022 and Interim Inspection, Dec 2024

Trowbridge Primary School is situated in the east of Cardiff. It was established in September 2010 following the amalgamation of Trowbridge Infant and Junior Schools. The school is now set in what was the site of the Junior building and was extensively remodelled and refurbished to accommodate Foundation Phase. There is a hall, as well as offices, support rooms, a kitchen, a foyer, and a staff room.

The school currently caters for 170 full-time equivalent learners between the ages of four and eleven, plus 16 FTE children of nursery age. There are 8 classes including nursery.

The school serves the area of Trowbridge, with 20% of the learners coming from outside the traditional catchment area through parental choice. The majority of families are economically disadvantaged. The local area is comprised mainly of private rented homes, but there are also council housing estates, and a small number of owned homes. In excess of 55% of the numbers on roll are registered as being entitled to receive free school meals, which is significantly above the national and local averages.

The intake covers the full range of ability. Around 25% of learners within the mainstream classes are identified as requiring additional learning needs (ALN). 25% of our learners are from Gypsy and Traveller Heritage both settled and transient. No learners use Welsh as a first language. Around 25% are from an ethnic minority background.

The school Federated with its neighbour, Greenway Primary School, in January 2019 after a 2 year collaboration. There is one Federated Governing Body and one Federation Executive Headteacher. The Federation shares resources, staff and expertise for the benefit of the pupils and community.



The Oaks Federation Staffing Structure

Greenway		Trowbridge	
Federated Headteacher	N. Naish	Federated Headteacher	N. Naish
Deputy Headteacher/ALNCO	A. Watkins	Deputy Headteacher/ALNCO	H. King
Assistant Headteacher	M. Rogan	Assistant Headteacher	M. Rogan
TLR		TLR	A. Thomas/A. Parker
Teachers	H. Hobbs S. Cosh H. McTiffen L. Morgan C. Webb P. Nicholas E. Herring-Jones S. Evans (PPA) S. Evans (PPA)	Teachers	R Nicholas L. Ball L. White A. Parker E. Thomas K Ridout V. Barlow PPA (Supply)
Teaching Assistants	J. Pym, H. Hayes C Watkins S. Crothers, C. Desmond D. Stephens, O Sweeney A. Camilleri M. Fletcher-Price 3 x agency	Teaching Assistants	C. Champion, S Mottershead L. Roberts, S. Catchpole 3 x agency
Associate Staff	A. James, B. Hole M. Bibi, S. Coleman M. Perks, S. Krause S. Jones, K. Cox J. Abbott, S. Da Cruz S. Teague	Associate Staff	A. White, K. Parsons A. Ceshion, C. Williams A. King, N. Garland, M Ceshion
Special Resources Bases	B. Sullivan, R. Beynon A. Shelley, A. Wheatley H. Xuereb, H. Gillespie E. Jones, A. Picton		



The Oaks Federation Collaboration and Improvement Teams (CITS)

Blue Team Led by: Mollie Rogan	Red team Led by: Alison Thomas
Helen Hobbs Sarah Cosh Alisha Stewart/Laura Ball Kath Ridout Victoria Barlow Hollie Mctiffen Rachel Nicholas Lauren Morgan Libby White Simon Evans	Erin Thomas Elana Herring-Jones Claire Webb Paul Nicholas Andrew Parker Siani Evans Mackensie Melody Adam Champ



Evaluation of progress since last inspection – Greenway Primary School

Date of last inspection: October 22	
Estyn recommendation	Progress
R1 Sharpen monitoring and evaluation processes to focus on improving pupil outcomes	Strong progress to date with further work planned 26/27 to consolidate and refine processes with peer to peer support
R2 Strengthen teachers' feedback and opportunities for pupil to reflect on their work so that they know what to do to improve	Good progress
R3 Ensure that teaching challenges all pupils, including the more able, to develop independence in learning	Good progress with further developments planned for 26/27



Evaluation of progress since last inspection – Trowbridge Primary School

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R1 Sharpen monitoring and evaluation processes to focus on improving pupil outcomes	Strong progress to date with further work planned 26/27 to consolidate and refine processes with peer to peer support
R2 Strengthen teachers' feedback and opportunities for pupil to reflect on their work so that they know what to do to improve	Good progress
R3 Ensure that teaching challenges all pupils, including the more able, to develop independence in learning	Good progress with further developments planned for 26/27
R4 Improve standards for older pupils in Welsh	Strong progress was made with the school gaining the Silver Award.



Federation Three Year Strategic Plan 2025-2028

Year 1: 2025/2026	Detail
IA1	To continue to improve reading skills for boys with a focus on PS3 and further improve numeracy skills for all learners PS1,2 and 3 with a focus on numerical vocabulary. To review digital skill progression and ensure that the range of skills are developed across the Progression Steps
IA1/IA2	To continue to develop independence and challenge across the curriculum, enhancing outdoor learning opportunities with clear teacher feedback/assessment supporting progress
IA2	To continue to develop strategies and systems to improve attendance and punctuality To continue to develop and enhance systems to support learners with ALN and their families, so that they receive the guidance and support needed to make progress
IA1/3	Ensure a rigorous whole federation self-evaluation programme is maintained and impacts positively on pupil progress. As part of our CLIP (Collaborative Learning Partnership), we will work collaboratively to secure and sustain leadership to impact on teaching and learning. (IA1/3)

Year 2: 2026/2027	Detail
IA1	To embed our revised systems for improving reading/phonics skills and numeracy skills for all learners
IA1	To develop and resource a digital strategy to enable us to fully integrate ICT into all areas of teaching and learning
IA2	To continue to develop strategies and systems to improve attendance and punctuality
IA2	To support the ongoing development of the 2 SRBs within the Federation
IA3	To continue to develop and enhance relationships with parents, partner schools and external partners
IA3	To ensure lead practitioners have the strongest effect on the quality of education through effective coaching



Year 3: 2027/2028	Detail
IA1	To embed a digital strategy to enable us to fully integrate ICT into all areas of teaching and learning.
IA1	To ensure effective practice of feedback and response informs prompt intervention to move children's learning forward.
IA2	To provide all pupils with opportunities to take part in a range of extra-curricular activities and cultural and enrichment opportunities.
IA2	To continue to enhance the SRB provision within the Federation with a focus on resourcing and the learning environment
IA3	To ensure the sharing of strong teaching across the school to provide consistency and high-quality implementation of the curriculum supported by Governors and professional development opportunities
IA3	To continue the focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum.



The Oaks Federation Improvement Priorities 2026-2027



To introduce Monster Phonics to enhance early reading skills and support consistency in the teaching of reading



Further embed the use of Magma Maths into weekly teaching



To support Digital skill progression and ensure that the range of skills are developed across the Progression Steps consistently



To provide younger pupils (N-Year 3) with further opportunities to work independently and collaboratively, with an emphasis on outdoor learning (IA1)



To continue to develop strategies and systems to improve attendance and punctuality across the Federation (IA2)



To continue to develop and enhance systems to support learners with ALN and their families, so that they receive the guidance and support needed to make progress



As part of our CLIP (Collaborative Learning Partnership), we will work collaboratively to secure and sustain leadership to impact on teaching and learning. (IA1/3)

Targets Colour Codes	Evaluation colour codes
High priority, immediate actions	Awaiting evaluation
Medium priority, longer term actions	More focus needed actions
Embedding	Embedding actions
	Completed actions

Milestones

By **December 2026** we will:

- Have implemented the first phase of Monster Phonic training
- Standardised numerical language displays in each room
- Monitored early stages of phonics programme/reading and use of magma maths
- Completed an audit of IT skill delivery with a plan to further develop and track the skills
- Shared the digital curriculum plans and updated following staff input and linked to updated themes
- DCF training offered/workshops
- New cooking and outdoor learning clubs established
- Started to collaborate with external partners to develop learning for families- CAVC family learning, cooking stars,
- FEO and SAO to devise plans for working with identified families
- SRBs to be fully operational with new children and second cycle of curriculum
- Peer Review training taken place and triads have begun to plan their shared work

By **April 2027** we will:

- Developed outdoor learning plans for the whole of cycle 2 with resources and training given to ensure learning is progressive and assessment of learning is clear.
- Triads continue to support Peer Review and impact on teaching and learning
- FEO/SAO have held numerous family sessions and Attendance data shows improved attendance
- FEO work improves wellbeing and attitudes to school for highlighted children
- Reading data continues to show that the focused GGR work and additional genre are engaging boys
- Monster Phonics is fully embedded into practice
- Digital skills development plan is agreed and further training arranged to support progressive and consistent skill development

By **Summer 27** we will:

- Have tracked data to show improved attendance levels
- Have tracked data to show reading skills have sustained their improvement
- Have tracked data that shows numeracy scores are sustained and improved as a result of deeper understanding of mathematical processes
- Check that learners have engaged with outdoor learning and review what they have learnt/developed
- Have evidenced of a developed an outdoor learning assessment format to support adults in observing learning
- Plan for further triads work following evaluations and reviews



Priority 1 IA1		To successfully implement the 'Monster Phonics' Systematic Synthetic Phonics (SSP) programme throughout our Early Years and Progression Step 2 classes to ensure a consistent and effective approach for the teaching of phonics, reading and spelling skills.
		Further improve numeracy skills for all learners PS2 and 3 through extended use of magma maths and greater use of the progress data it supplies
		To review digital skill progression and ensure that the range of skills are developed across the Progression Steps

Rationale

Self-evaluation: Listening to Learners, personalised assessment data shows that number operation and reading are areas for improvement at The Oaks Federation. Observations have also show inconsistent digital skills application

Local /regional / national priority: Obj 2 breaking down barriers – Literacy, Numeracy, Digital Skills focus

Priority leaders:	AT, AP, LM, LW, PN. MR	Team members:	Blue Team Red Team	Governing Body link:	G. Porteous
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Success Criteria:



All staff have successfully completed the 'Moster Phonics' Training.
 Phonics sessions are taught daily for Reception, Year 1 and Year 2.
 Only Monster Phonics resources are used e.g., flashcards, friezes, word cards, downloads etc.
 Correct terminology, pace, progression and pronunciations are used.
 Correct teaching strategies are used including to scaffold learning.
 Formative assessment is used to inform use of Same Day interventions, the content of 'repeated practice' and to identify focus children
 Ongoing assessments are carried out according to the assessment schedule and recorded on the assessment tracker.
 All learners are actively engaged in using magma maths to boost skills
 All teachers are able to use the data captured to support individual/group progression
 A clear Federation document outlines progressive use of digital skills (see separate document)
 All staff confident and competent in the use of digital resources to support learning
 Clear systems in place through CPR and MER to monitor and challenge progress of pupils Key skills in the above areas

Progress of priority: very good / strong / satisfactory / limited			Autumn	Spring	Summer
Activities (Progress with action: RAG)	Key personnel	Timescales	Resources/Cost	Monitoring arrangements	Evidence
Audit of resources needed. Identify teaching materials needed to further support the implementation and areas where further training and modelling are required.	MR, NN, AW, HK	Summer 26	£10000 (LA support)	Leadership reports L2L Observations	Planning Minutes Resources L2L
Whole school plan to be developed by MR for the role out of Monster Phonics. Plan to show clear breakdown of training opportunities in line with the Monster Phonics Training Tree.	MR,	Autumn 26		Leadership reports Monthly meetings L2L	Meeting minutes Plans Resources LSL
Federation INSET Day 1 and 2 led by MR on Monster Phonics, focusing on the 'Core Team Training' to develop a clear consistent approach to the implementation of the SSP.	MR	Autumn 26	INSET Day 1 INSET Day 2	Evaluations	Planning Minutes Evaluations L2L
Ensure baseline, ongoing and summative assessments are completed in line with the Monster Phonics assessment schedule.	MR All teaching staff	Autumn 26 Spring 27 Summer 27	Updated on the online tracker		Online Tracker on Monster Phonics Website
Ongoing monitoring of implementation through weekly staff INSET meetings during Autumn Term 1.	MR All teaching staff	Autumn 26	Staff INSET Time	Planning Evaluations Learning Outcomes	Minutes Resources Staff Feedback



Phonics sessions are delivered daily (15-20 minutes) straight after lunch and use consistent terminology, actions, colour coding and resources.	All teaching staff	Autumn 26	Timetabled	L2L Observations Evidence in books – Y2	Planning Resources L2L
Monitoring activities (lesson observations, learning walks, planning scrutiny and pupil voice) show consistent use of Monster Phonics approaches and resources.	MR, NN, AW, HK	Spring 27	1 day each fortnight AHT release	L2L Observations	Planning Resources L2L Monitoring Reports
Federation INSET Day 4 will be a shared event with 7 other schools. The focus of the day will be the development of reading to enhance all areas of learning and to collaborate with other schools beyond the cluster to share ideas and learn from peers.	NN, MR	Spring 27	£	Planning Resources Learning Outcomes	Evaluation records Planning
Implement 'Same Day' interventions for learners who have not met the learning objectives.	MR, JP	Autumn 26 Spring 27 Summer 27	TA deployment	Progress Tracker Planning Resources	Progress Report Online Tracker
Introduce the new ICT curriculum document to all staff and discuss the implications and what is required of all staff	AP/AT/PN/SC	Autumn 26	Digital copy of plans	Twilight time	Minutes
Progression Step teams map digital skills across their themes to ensure authentic application	AP/AT/PN/SC/MR	Autumn 26	Digital document New hardware to support	£6000 hardware upgrade	Minutes Skills mapping documents Overview of TOF work
Digital Leaders to lead a number for twilights to showcase digital tools and support staff competency in their use	AP/AT/PN/SC/MR	Autumn 26 Spring 27	Twilight time Hardware/Apps	Twilight x 4 and INSET day 3	Minutes Observations Monitoring records



Train staff on integrating the ethical use of AI into the curriculum to support learning and generate differentiated cross curricular learning opportunities	AP/AT	Spring 27	AI expert trainer	£450 trainer costs	Minutes Feedback
Termly audits to review developments and ensure consistency in teaching within and across both schools	SLT	Termly	Lead staff time	£450 supply PLG	Lesson Obs Monitoring records CPR
Staff use of Magma Maths (MM) leadership dashboards to highlight misconceptions and also to support background skills prior to a new unit of work being implemented	AP/EHJ	Autumn 26	Staff time Magma Maths	Cardiff LA support	Minutes CPR L2L
Pupils to use anonymised tracking feature (MM) to support different ways to solve problems and to support correcting misconceptions	AP/EHJ	Spring 27	Magma Maths	Twilight coaching	Planning L2L
Termly data audits to evaluate the impact of the scheme (MM) on learner progression	AP/SLT	Termly	Magma Maths	£450 PLG staff release	Monitoring records Feedback L2L CPR
External support the school will access to achieve priority: School to school working CP Support			Professional learning needs of all staff (including leadership development) to address priority: Twilight sessions, 3 x INSET days		

Evaluation

Impact

Actions



Priority 2 IA1	Outdoor Learning To provide younger pupils (N-Year 3) with further opportunities to work independently and collaboratively, with an emphasis on using the outdoors to enhance learning				
Rationale Self-evaluation: Estyn Dec 2024 highlighted that there were fewer opportunities for younger pupils to develop their play and independence through the use of the outdoors. This had already been noted by SLT and has been observed by out IP in monitoring activities. Local /regional / national priority: Obj 1 Learning for life, Obj 2 Breaking down barriers, Obj 3 A positive education experiences for everyone Obj 4 High Quality Teaching and Leadership Obj 5 Community Based Learning Estyn: Estyn Interim Report 24 and a comment within the Estyn 22 report					
Priority leader:	MR	Team members:	KR, AS, LB, LW, LM, SE, SC, HH, VB, HM	Governing Body link:	Andrew Davies
Success Criteria: Outdoor Learning Barriers to outdoor learning are removed Outdoor Learning A progressive whole school plan is devised to increase outdoor learning opportunities Outdoor Learning CPD for all staff to support the effective implementation of the outdoor learning plan Outdoor Learning Outdoor learning partnerships have been created with local schools, educational and environmental groups Outdoor Learning Outdoor learning is part of the regular working week Outdoor Learning Outdoor learning has a positive impact on learning, independence, creativity, attendance, pupil engagement/behaviour					

Progress of priority: very good / strong / satisfactory / limited	Autumn	Spring	Summer



Activities (Progress with action: RAG)	Key personnel	Timescales	Resources/Cost/How	Monitoring arrangements	Evidence
Continue to audit outdoor learning practice and identify areas of strength to develop further and areas where further training, resources and modelling are required as we move to the second year of the plans	MR, SLT	Autumn 26	Twilight sessions Observations Planning 1 day each fortnight AHT release	Monthly feedback for AHT to SLT	Planning L2L Monitoring reports
Whole school plan to be finalised by MR with key staff members supporting. Plans to show clear outdoor learning opportunities for each half term and aligned with themes where possible and taking account of pupil voice for curriculum cycle 2	MR, LW, SC,	Spring 27	£2000 PLG/PDG	Leadership reports Monthly meetings L2L	Meeting minutes Plans Resources LSL
The kitchen is used to develop cooking skills using the food grown within school where possible to support healthy eating and family cooking sessions	SE, MR, FEO	Autumn 26 Spring 27 Summer 27	£2000 Cardiff Grant	Family feedback Planning Observations	Photos Family evaluations
Ensure that key Froebel's principles are incorporated into planning and outdoor provision is consistently planned for	MR	Autumn 26 Spring 27 Summer 27		Planning Observations	Resources Plans L2L
Collaborate with local environmental and educational groups to create outdoor learning partnerships	MR FEO	Autumn 26 Spring 27 Summer 27	FEO time	FEO reports	Photos Planning Evaluations

External support the school will access to achieve priority: School to school working CLIP External Groups such as WWF, Trees for Cities, Cooking Stars	Professional learning needs of all staff (including leadership development) to address priority: Twilight feedback Froebel's Approaches training
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Evaluation

Progress

Impact

Actions



Priority 3 IA2	 To continue to develop strategies and systems to improve attendance and punctuality across the Federation
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Rationale

Self-evaluation: Estyn 22 noted that attendance had improved but was still not as positive as it could be, with some pupils not being in school enough and punctuality being an issue for a few families. We have noted that although we met our 90%+ attendance target in 23/24, this is nowhere near the 93%+ pre COVID19 data. A revised and renewed effort is needed to increase attendance.

Local /regional / national priority: Obj 1 Learning for life, Obj 2 Breaking down barriers, Obj 3 A positive education experiences for everyone

Priority leader:	HK, AW, NN	Team members:	AW, KP, AJ	Governing Body link:	B Jeffries
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Success Criteria:



Federation attendance is at least 92% by July 27

Federation late marks reduce to 1% by July 27

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.

SAO/FEO maintain consistent contact with the school and families to support regular attendance at school

Progress of priority: very good / strong / satisfactory / limited	Autumn	Spring	Summer



Activities (Progress with action: RAG)	Key personnel	Timescales	Resources/Cost	Monitoring arrangements	Evidence
Agree attendance target for each school with the Governing Body	HK, AW, NN	Autumn 26	HT report	GB minutes	GB Minutes
Regular meetings with School Attendance Officer and Family Engagement Officer (When appointed) to work with DHT to highlight and support identified families/children.	HK, AW, NN	Autumn 26 Spring 27 Summer 27	DHT release PDG 10 days each year x 2 FEO and SAO joint work	SAO meeting notes FEO reports	Arbor SAO/FEO reports
Identify specific barriers (e.g., socio-economic factors, parental engagement, term time holidays, health issues) that may be impacting attendance and share/research good practice within CLIP	FEO/SAO	Autumn 26 Spring 27 Summer 27	FEO time	DHT to review reports	FEO reports
Meetings to be held with targeted families. Tracked via 'Agreed Attendance Action' forms and these are shared with families. Ensure the pupils are involved in these meetings to hear their views. Collaborate with external partners to support this work	HK, AW, NN	Autumn 26 Spring 27 Summer 27	DHT time as needed PDG Agreed action forms	SAO/FEO meeting notes	Meeting notes Data
Updated information on website detailing importance of attendance and impact of non-attendance as well as regular letters home	HK, AW, NN	Autumn 26	Printing costs £100 PDG	GB to monitor	GB minutes website
Focussed reporting of attendance data, including vulnerable groups to the Governing Body.	HK, AW, NN, SAO	Autumn 26 Spring 27 Summer 27	HT reports arbor	GB to monitor	GB minutes HT report



Nursery and Reception staff to engage with parents to encourage good attendance and challenge poor attendance, to ensure expectations are high from enrolment.	HH, RN, SC, FEO	Autumn 26 Spring 27 Summer 27	Letters/information sheets Notice boards	Meetings with parents/FEO	Social media Planning L2L
SAO/FEO to work with another cluster of schools to be trained in a Cardiff pilot system of attendance support. This training will then be implemented at a cluster on a school level mid-year	SAO/FEO	Autumn 26	Release time for the SAO and FEO	Reports and Meeting feedback	Minutes of meetings Reports Updated policy

External support the school will access to achieve priority: SAO/EWS/FEO Cluster colleagues Third party family support workers	Professional learning needs of all staff (including leadership development) to address priority: Twilight on the impact of low attendance How missing time each week builds up – twilight FEO/SAO to deliver a twilight on what they can support with
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<u>Evaluation</u> <u>Progress</u> <u>Impact</u> <u>Actions</u>



Priority 4 IA2	 To continue to develop and enhance systems to support learners with ALN and their families, so that they receive the guidance and support needed to make progress  To develop the second year of SRB provision at school  To work towards achieving the Inclusion Quality Mark (IQM)				
Rationale Self-evaluation: School systems are effective and we work closely with partners to ensure our learners are supported. We have new SRBs within the Federation that can now support our school work further and enable wider collaborations to support ALN learners and learning Local /regional / national priority: Obj 1 Learning for life, Obj 2 Breaking down barriers, Obj 3 A positive education experiences for everyone					
Priority leader:	HK, AW,	Team members:	TAs, Teachers , SRB staff	Governing Body link:	S Clausen
Success Criteria:  Clear actions plans are in place to support ALNET implementation  Whole School Approach to Neurodivergence is adopted and developed with Cardiff LA over 3 years  Systems are in place to track the progress of learners and to ensure that the learners access the support they need to achieve success  Partnership working with external agencies and Cardiff ALN Teams is successful in supporting professional development of staff to identify needs and improve the outcomes for learners  SRB learners are provided with the tools and environment to thrive  Best practice is shared within our SRBs and with other SRBS  IQM is awarded to both schools By January 2028					



Progress of priority: very good / strong / satisfactory / limited			Autumn	Spring	Summer
Activities (Progress with action: RAG)	Key personnel	Timescales	Resources/Cost	Monitoring arrangements	Evidence
To work with Cardiff LA in evaluating our work using the ALN Quality Mark accreditation tool Complete 2/3 sections per term and seek further support to ensure evidence and documents match the evaluative statements.	AW HK NN	Autumn 26 Spring 27 Summer 27	£1000 PLG	Reports Evaluations statements	External verification reports Evaluation statements minutes
ALNCOs will work across the Federation to ensure that the Cardiff LA partnership with the Autism Education Trust helps us meet the needs of learners who are neurodivergent over the coming 3 years	HK, AW	Autumn 26 Spring 27 Summer 27	£600 supply	Reports Observations CPR L2L	Minutes IDPs Photos L2L
Attend all ALNCO events and local forums to continue to refine and refresh school ALNET systems	HK, AW	Autumn 26 Spring 27 Summer 27	DHT release £600 supply	Plans and reviews	Plans Evaluations GB Report
Further refine the whole school systems for assessment and tracking of ALN pupils and ensure TAs are employed effectively to support learners	HK, AW	Autumn 26 Spring 27 Summer 27	TA deployment PDG £60000	ALNCO reviews	Data and tracking forms



Work alongside Cardiff ALN Team to access training such as 'A trauma Informed Wales' to ensure all staff are confident and empathetic when managing learners in the varying situations they connect with them	HK, AW	Autumn 26 Spring 27 Summer 27	ALNCO time as needed	Training records	Training records L2L
Acorns: Continue to use a core word approach to literacy and begin to develop a core number/ maths vocabulary.	SRB staff	Autumn 26	SRB budget	Planning and reports	Planning
Acorns: Plan for direct teaching in small groups or pairs with the children who are developmentally ready.	SRB staff	Autumn 26 Spring 27 Summer 27	SRB Staff deployment as needed	Planning and evaluations	Planning Data tracking
Little Oaks: Introduce a progressive early literacy and numeracy curriculum drawing from schemes - Monster phonics and White Rose Maths.	SRB staff	Autumn 26	Monster Phonics scheme cost as part of whole school	Data and reports	Planning Data tracking
Little Oaks: Refine the type of activity in movement missions to include basic life and occupational skills such dressing and feeding.	SRB staff	Spring 27	SRB staff deployment to support as needed	Planning	Planning evaluations
Further develop the use of SCERTs including a full SCERTs assessment for each child.	SRB staff	Autumn 26	SCERTs training/support as needed SRB budget	SCERTS data evaluation	SCERTS data
Develop the provision of shared spaces including our new outdoor area to assist with sensory regulation.	SRB staff	Autumn 26	£10000 outdoor development SRB budget £7500 school budget support	Outdoor planning	Planning evaluations



Share good practice with other SRB settings through visits and network meetings.	SRB staff	Autumn 26 Spring 27 Summer 27	Release time as needed within SRB staff allocation		minutes
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External support the school will access to achieve priority: Cardiff ALN Teams Cluster colleagues FEO	Professional learning needs of all staff (including leadership development) to address priority: Twilights- FEO to deliver a twilight on what they can support with Share updates each half term with all staff so that ALN procedures and practice are consistent and understood
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<u>Evaluation</u> <u>Progress</u> <u>Impact</u> <u>Actions</u>



Priority 4 IA1/3	 As part of our CLIP (Collaborative Learning Partnership), leaders will work collaboratively to secure and sustain positive experiences that impact on teaching and learning.				
Rationale Self-evaluation: CLIP reviewed current collaborative work and felt that we could sharpen our peer review processes to further impact of T&L Local /regional / national priority: Obj 4 High Quality Teaching and Learning Cardiff: CLIP focus (see Cluster Plan 25-26)					
Priority leader:	NN	Team members:	AW, HK, MR, AP, AT	Governing Body link:	B Jeffries
Success Criteria:  Key staff have been trained in peer review processes with Maggie Farrar  Peer reviews have been taken place and evaluated (work in triads)  Positive impact on Teaching and Learning					

Progress of priority: very good / strong / satisfactory / limited			Autumn	Spring	Summer
Activities (Progress with action: RAG)	Key personnel	Timescales	Resources/Cost	Monitoring arrangements	Evidence
SLT to attend training with Maggie Farrar to refine and focus peer review work so	AW, HK	Autumn 26	£250 PLG	Evaluations	Training records



that we have a clear and shared understanding of how we will work collaboratively in the coming year					
SLT to cascade Peer Review training to other school-based colleagues and triads to be established with an agreed focus on teaching and learning (tracking progress of groups of learners)	HK, AW, NN	Spring 26	£300 release time cost school budget	SLT records	SLT minutes
Cluster DHT to have taken part in peer review activities and evaluate the success of the initial reviews to further develop practice	NN	Spring 27		Peer review outcomes Attendance/standards	Minutes L2L Evaluations
Further peer reviews to take place with evaluations linked to the impact on teaching and learning within the agreed triads	MR, HK, AW	Summer 27	£1500 PLG	Peer review outcomes Attendance/standards	Minutes L2L Evaluations

External support the school will access to achieve priority: CP Cluster working School to school collaborations	Professional learning needs of all staff (including leadership development) to address priority: Peer Review Training Impact on teaching and learning through peer review
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<u>Evaluation</u> <u>Impact</u> <u>Actions</u>



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

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

Planning Actions:

- Deputy Headteachers to work with Maggie Farrar, external consultant, to refine understanding and thinking of peer review
- Deputy Headteachers to cascade training on Peer Reviews to other staff groups within schools
- Triads to be arranged, based on individual School Improvement Plan priorities
- Triads to set a clear focus for their work and to plan how they will evaluate their progress
- Peer reviews to take place
- All peer review work to be evaluated with a focus on the impact on teaching and learning

Key Milestones:

By December 2026:

- Deputy Headteachers will have a clear understanding of peer reviews
- Triads will be established with a clear teaching and learning focus

By March 2027:

- All Deputy headteachers will have taken part in peer review activities
- School staff will have received training in effective peer reviews
- Evaluations on initial peer reviews will be completed.

By July 2027:



- Further peer reviews will have taken place
- Evaluation will be completed on the impact peer reviews have had on teaching and learning within each triad.

How will you measure success in achieving your priorities?

- Attendance data
- Standards data
- Self evaluative reports
- Peer review outcomes
- Listening to Learner outcomes

How will you measure the effectiveness of partnership working?

- Attendance at meetings
- Engagement in activities
- Collaboration Partner reports
- Impact on Teaching and Learning

