



**YSGOL FABANNOD HENDRE/HENDRE
INFANTS SCHOOL
SCHOOL IMPROVEMENT PLAN**

HENDRE SCHOOL IMPROVEMENT PLAN 2023 - 2024

2023-2024

Our School Development Plan (SDP) is a pivotal document in the life and activities of our school. It is directly linked to ongoing self-evaluation and focuses on the achievement and wellbeing of pupils through teaching and learning, and leadership and management.

There are many strands to what we do. The Development Plan anchors those strands within a context – that of maintaining and consolidating what is good and successful and building upon it to generate further success. It provides a framework, identifying things that are necessary to do in the short term and those that can be planned for future years. The SDP generates a sense of purpose and direction and is used to prioritise actions in order to use staff development time effectively so that it has the most impact on children and the standards they attain. Performance Management targets for all staff, including the Senior Leadership Team and Headteacher are linked to the SDP and targets set are rooted within this document.

All staff and members of the Governing Body are involved in its preparation. It is available for parents to read. All can share in the forward movement of the school, helping to create a climate for improvement and achievement.

Headteacher: **J. M. Farmer**

Chair of Governors: M. Sargent

EAS School Improvement Partner: P. Minto

Our Vision

Hendre Infants

Nurture at Hendre Infants - Our Vision

**At Hendre Infants we are a family.
EVERYONE who walks through our door
experiences a happy, calm, comforting and
consistent environment.
We nurture our pupils to become
respectful, resilient, confident and
emotionally intelligent children.
This, we believe, is a key stepping stone for
their future success.**

Nurturing Unique Resilient Trustworthy Understanding Responsible Enterprising Individuals

Infants

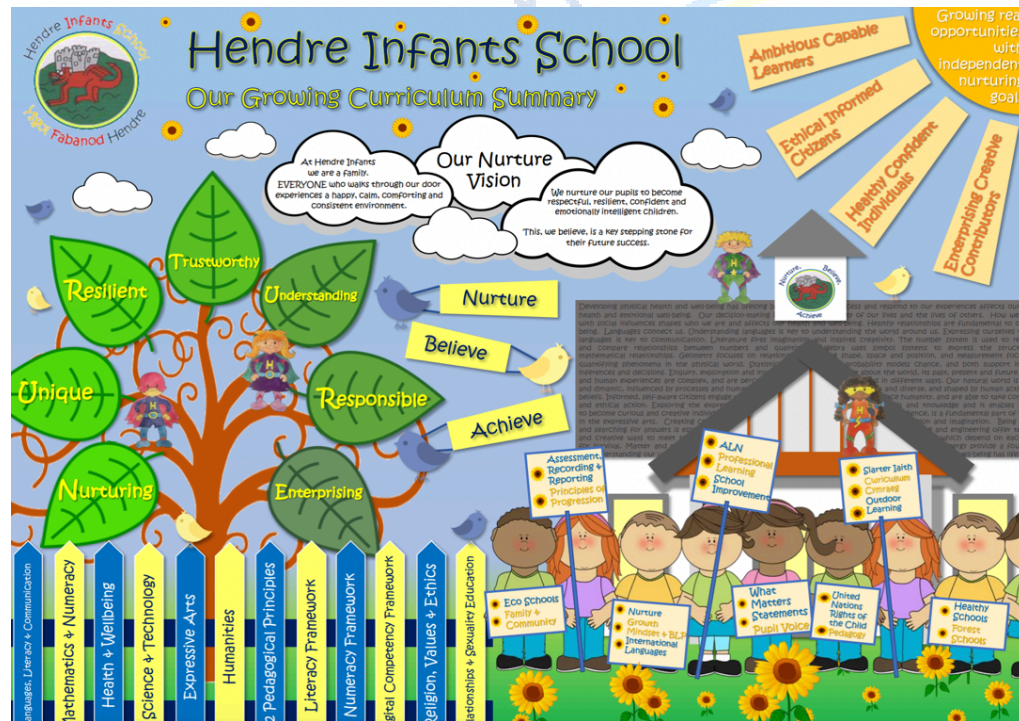
A vision that creates...

Creating ...



Leading to Our Growing Curriculum in which the four purposes are embedded

Our Curriculum



School Staffing Structure 2023-24

Senior Management Team:

Executive Headteacher: Mr John Farmer

Executive Deputy Headteacher: Mrs Nichola Dean

Assistant Headteacher/ Well Being Lead: Miss Sarah Stow

ALNCo: Miss Nic Payne

Progression Team:

Progression Step 1 Lead: Mrs Charlotte Kelly

Teaching Staff:

Year Group	Class Name	Teacher	Support Staff / 1 to 1
Nursery	Dosbarth Squirrels	Mrs Arlinda Slade	Mrs Sarah Davies & Ms Aga Comito
Reception	Dosbarth Hedgehogs	Miss Sarah Stow	Mrs Lisa Bates & Miss Julie Jenkins
Year 1	Dosbarth Rabbits	Mrs Charlotte Kelly/Miss Alison Pole	Mrs Jayne Thomas & Mrs Kaylee Jones
Year 1	Dosbarth Foxes	Miss Rebecca Smith	Mrs Carolyn Montgomery
Year 2	Dosbarth Deer	Miss Nicola Payne	Mrs Laura Ryall
Nurture Provision	Dosbarth Owls	Miss Lisa Pugh	Ms Nikki Briggs

Structure of Curriculum Leadership Teams: AoLE Teams

Area of Learning/ Lead	Area Of Learning Lead
<p>Mathematics and Numeracy (Numeracy)</p> <p>Miss S Stow</p>	<p>Health and Wellbeing (Healthy Schools, RE, PE, PSE)</p> <p>Miss S Stow Miss A Pole</p>
<p>Languages, Literacy and Communication (Literacy & Welsh)</p> <p>Miss N Payne Miss R Smith</p>	<p>Humanities (KUW, CC)</p> <p>Miss R Smith</p>
<p>Science and Technology (ICT, Science, ESDGC)</p> <p>Miss N Payne Mrs C Kelly</p>	<p>Expressive Arts (Art, D&T, Music)</p> <p>Miss R Smith Mrs S Wratten</p>

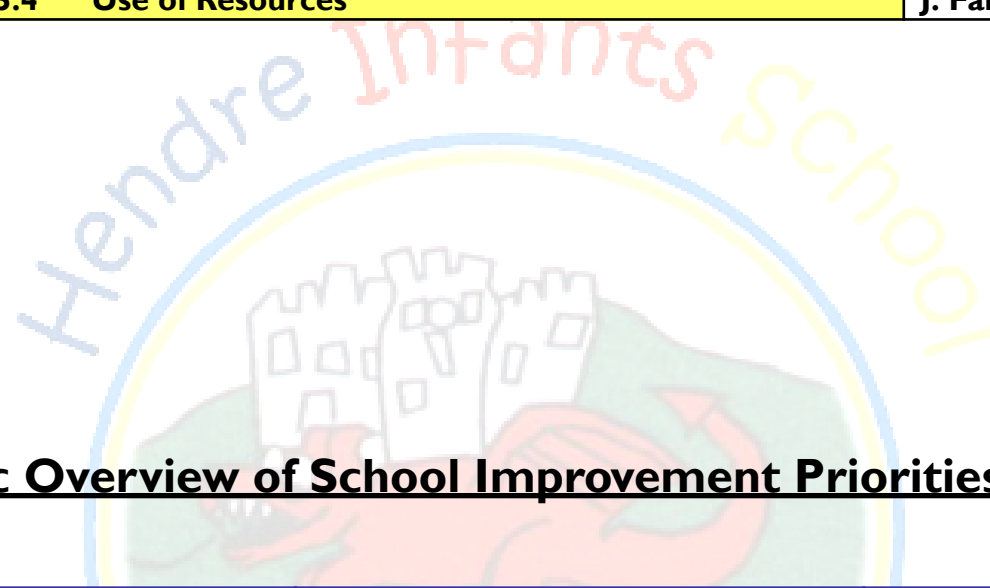
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Estyn Common Inspection Framework School Leadership Responsibilities:

Inspection Area	Aspect	Lead SMT Member
1 Standards		J. Farmer
	1.1 Standards and Progress Overall	J. Farmer
	1.2 Standards and Progress of Specific Groups	N.Dean/ S.Stow/ N.Payne
	1.3 Standards and Progress in Skills	J.Farmer/ N. Dean/ S.Stow
2 Wellbeing and Attitudes to Learning		S.Stow
	2.1 Wellbeing	S.Stow
	2.2 Attitudes to Learning	S.Stow
3 Teaching and Learning Experiences		J.Farmer/ N. Dean/ S.Stow
	3.1 Quality of teaching	J. Farmer / N. Dean
	3.2 The Breadth, Balance and Appropriateness of the Curriculum.	J.Farmer/ N. Dean/ S.Stow
	3.3 Provision for Skills	J.Farmer/ N. Dean/ S.Stow
4 Care, Support and Guidance		N.Payne/ S.Stow
	4.1 Tracking, Monitoring and the Provision of Learning Support.	N.Payne
	4.2 Personal Development	J.Farmer
	4.3 Safeguarding	J. Farmer
5 Leadership and Management		J. Farmer
	5.1 Quality and Effectiveness of Leaders and Managers	J. Farmer
	5.2 Self-evaluation Processes and Improvement Planning	J. Farmer /N.Dean

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	5.3 Professional Learning	J. Farmer / N. Dean
	5.4 Use of Resources	J. Farmer



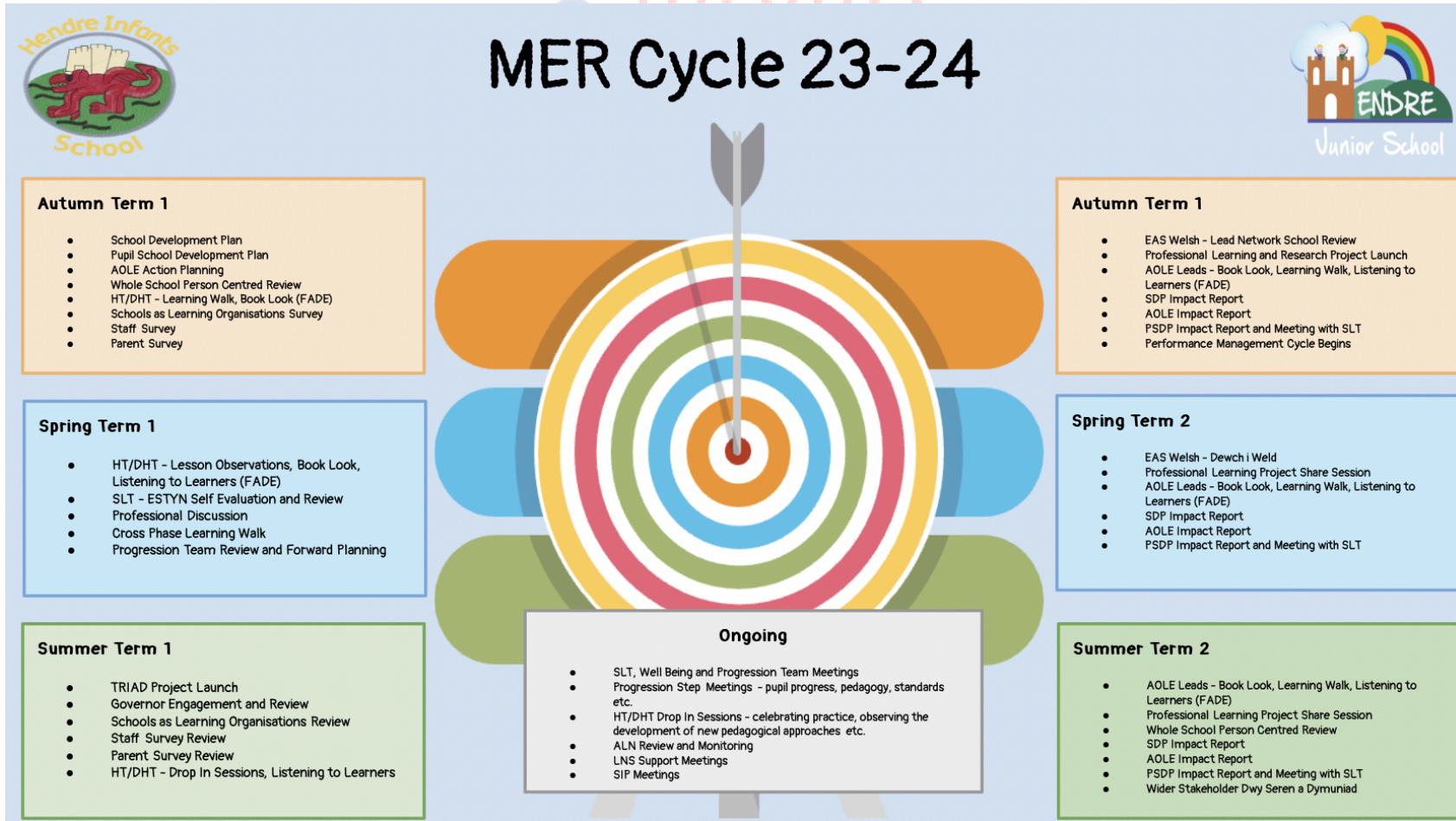
Three Year Strategic Overview of School Improvement Priorities

Inspection Area	2023/2024 Major Priorities	2024/2025 Major Priorities	2025/2026 Major Priorities
I Standards	<p>Standards in oracy- English and Welsh and its impact on standards of writing.</p> <p>Improve spelling skills and phonological awareness through consistent re-introduction of RWI across both schools.</p> <p>Standards in Early Years</p>	<p>Standards in Maths / Numeracy</p> <p>Progression in numerical calculation skills.</p> <p>Standards in reading skills- reading ages, interventions, impact of RWI.</p>	<p>Standards in digital skills.</p>

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2 Wellbeing & Attitudes to Learning	<p>Improving attendance. Provide beneficial opportunities for pupils to develop independent skills in learning experiences.</p> <p>Outdoor Learning</p>	<p>Progression in play- explore cross-phase opportunities.</p> <p>Continue to secure high levels of wellbeing for all with a focus upon quality support and intervention for wellbeing and vulnerable learners.</p>	<p>Approach to Mental Health and Well Being.</p>
3 Teaching & Learning Experiences	<p>Early Years- embedding child-led learning Froebelian approach.</p> <p>Improving transition- Nursery to Reception - Nurture / Social Communication class; Year 2 - 3 - collaborative cross-phase planning team / progression team.</p> <p>Further development of outdoor learning opportunities.</p>	<p>Continue to improve standards through high quality teaching and learning.</p> <p>Further develop assessment and tracking systems to secure progress in learning.</p>	<p>Refine curriculum offer ensuring breadth of opportunity to secure pupils' knowledge, skills and experience.</p>
4 Care, Support & Guidance	<p>ALN Bill - embedding person-centred practice.</p> <p>Raising attainment of disadvantaged youngsters.</p>	<p>ALN Bill - embedding person-centred practice.</p> <p>Raising attainment of disadvantaged youngsters.</p>	<p>ALN Bill - embedding person-centred practice.</p> <p>Raising attainment of disadvantaged youngsters.</p>
5 Leadership & Management	<p>Sustainability of senior leadership roles across both schools.</p> <p>Collaboration of staff with parallel leadership roles, eg AoLE Leads - SE / MER.</p> <p>Establishment of Progression Team</p> <p>Joint Governor Roles - GB self evaluation.</p> <p>Coaching & Mentoring for senior leaders</p>	<p>Formalisation of collaboration arrangements in line with LA / GB priorities.</p> <p>Management / deployment of resources.</p> <p>Embed effective self-evaluation to ensure quality in standards and provision.</p> <p>Coaching & Mentoring for middle leaders.</p>	<p>Further develop collaboration with wider community and cluster schools.</p>

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KEY PRIORITY 1:

INFANTS : To further enhance the school's Growing Curriculum through effective senior and middle leadership.

JUNIORS : To continue to embed the schools Hendre Curriculum at all levels across the school.

TARGET LEAD:

MR J FARMER, EXECUTIVE HEAD

MRS N DEAN, DEPUTY HEAD, CURRICULUM LEAD

MRS S STOW, ASSISTANT HEAD, FOUNDATION PHASE LEAD

LINK STAFF:

INFANTS - MISS STOW/ MRS KELLY/ MISS PAYNE

JUNIORS - MRS COLLINS/ MRS MAGWOOD/ MRS ROGAN/ MISS WALROND

LINK GOVERNOR:

LINK TO ESTYN INSPECTION FRAMEWORK:

RATIONALE FOR DEVELOPMENT:	MEASURABLE OUTCOMES & MILESTONES OVERVIEW OF IMPACT <i>(RAYG; NB full details in termly SDP Impact Reports)</i>		
<p>National priorities:</p> <p>Objective: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.</p> <p>What we will do: Ensure that all learning is guided by the four purposes of the curriculum, through collaboration across providers and with industries and employers.</p>	December 2023 Milestones	April 2024 Milestones	July 2024 Outcomes
	<p>1.1 DHT has completed curriculum audit across both Hendre Schools. Findings and recommendations have been shared with all stakeholders across the school. Targets have been prioritised and some acted upon.</p>	<p>All stakeholders across the school have been active participants in reviewing, adapting and editing their practice in order to ensure the school's Curriculum provision is suitable for nearly all learners. Provision for the New Curriculum has developed progressively across the year with monitoring activities by senior leaders leading to enhanced</p>	<p>The schools' Hendre/ Growing Curriculum Policy is fully embedded at all levels.</p> <p>Nearly all pupils across both Hendre schools can identify and discuss key elements of the Hendre/ Growing curriculum.</p> <p>Nearly all pupils across both Hendre schools are interested, motivated and engaged fully in activities</p>

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<p>Objective: High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.</p>		<p>provision and outcomes for nearly all learners in nearly all classes.</p> <p>Many pupils across both Hendre schools can identify and discuss focus elements of the Hendre/Growing curriculum.</p>	<p>and complete tasks set to the best of their ability. (Lesson Observations)</p>
<p>What we will do: Guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support the success of all learners.</p> <p>National Mission: High Standards and Aspiration for All</p> <p>Regional/Local priorities: Pursuing Excellence Together - Equip leaders with the skills to have a significant impact on progress, attainment and provision and wellbeing.</p>	<p>1.2 Resources across both Hendre schools have been audited and disseminated. LLC Leads have shared approach and expectations to the teaching and learning of RWI to all Hendre staff. Baseline assessments have been carried out Nursery - Year 6 and RWI Mapping updated. LLC Leads have attended relevant RWI training and disseminated training to all Hendre staff. Performance Management targets set. AOLE Action Plans</p> <p>All pupils Nursery - Year 6 have an aspirational target.</p>	<p>Daily teaching of RWI across both Hendre Schools. Spring Term Assessment - uploaded to RWI Roadmap. Learners grouped into phonic sounds ability to ensure effective teaching and learning/progression. Staff across both Hendre Schools to undertake Action Research into strategies to support spelling. Provision audited across both Hendre schools - FADE 1.</p> <p>Most pupils Nursery - Year 6 are making good progress towards achieving their individual RWI target.</p>	<p>Highly effective, daily teaching of RWI across both Hendre Schools. Summer Term assessment - uploaded to RWI Roadmap. Provision audited across both Hendre schools - FADE 2, learning walk, L2L, forward planning for next year.</p> <p>Nearly all pupils Nursery - Year 6 have achieved their individual RWI target.</p>
<p>Ensure effective implementation of the Curriculum for Wales.</p>	<p>1.3 COLD oracy bullseye baseline to be completed across both Hendre schools. QR code at the front of Literacy books for evidence of Oracy. Voice21 strategies to be implemented in planning and teaching once per term across both Hendre schools. Progression step target to be set for pupils at HJS. NP/ MW to begin to develop bullseye for Mathematics.</p>	<p>Spring term Book Look and L to L undertaken across both schools - FADE 1. Voice21 strategies continue to be in planning and teaching once per term across both Hendre schools. Mathematics Bullseye has been shared and trialled by all Hendre staff.</p> <p>All pupils Reception - Year 6 have an aspirational target. Most pupils Reception - Year 6 show progress from their individual starting point.</p>	<p>Summer term Book Look and L to L undertaken across both schools - FADE 2. Evidence of successful teaching and learning around Oracy observed in nearly all classes across both Hendre schools. INSET to collate evidence of Mathematics Bullseye Progression.</p> <p>Final baseline assessment to be completed with nearly all pupils Reception - Year 6 showing clear progress from their individual starting point.</p>

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	<p>1.4 Audit undertaken across both Hendre schools. Begin policy updates. Parent Questionnaire - Talents MAT learners identified across both Hendre schools. Intervention/ enhancement opportunities trialled across both schools.</p>	<p>Provision audited across both Hendre schools - FADE 1, repeat stakeholder survey and update provision.</p>	<p>Provision audited across both Hendre schools - FADE 2, repeat stakeholder survey and update provision.</p> <p>Greater opportunities for MAT pupils to participate in the full life of the school. All MAT pupils make good progress from their starting point, all AOLE's. Nearly all MAT pupils talk positively about their curriculum experiences.</p>
	<p>1.5 iTeach has developed a new Hendre schools website. WEBSITE shared with parents across both schools. New Hendre schools twitter account set up and shared. Twitter updated twice a week by all classes across both schools.</p>	<p>Curriculum newsletters shared with parents termly across both Hendre schools. Pupil voice newsletters are shared with parents termly (MAT) across both Hendre schools.</p>	<p>Parents and wider stakeholders engage regularly with the Hendre schools digital presence. Parent surveys indicate that nearly all parents feel informed about their child's school, ongoing developments and curriculum experiences.</p>
	<p>1.6 Provision for DCF has been audited across both schools. Targets identified, prioritised and shared with all stakeholders. Theme Week 1 successful across both Hendre schools. Expectations for the teaching of DCF shared with all Hendre staff.</p>	<p>Spring Term L to L undertaken across both schools - FADE 1. Non-negotiable skills for PS1-3 have been established. Coverage documents have been developed for all year groups. Evidence of cross curricular DCF links - Progression Step2/3. Ongoing updating of Learner Profiles across both schools.</p>	<p>Summer Term Book Look and L to L undertaken across both schools - FADE 2. Cross curricular links - Progression Step 1/2 and 3. Evaluation of Learner Profiles across both schools.</p> <p>Teaching and learning, DCF is of a good standard in all classes across both Hendre schools leading to improved DCF skills for most pupils.</p>

PRIORITY 1:

INFANTS : To further enhance the school's Growing Curriculum through effective senior and middle leadership.

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JUNIORS : To continue to embed the schools Hendre Curriculum at all levels across the school.				
ACTION <i>PROFESSIONAL LEARNING</i>	SUCCESS CRITERIA	PROFESSIONAL AND IMPLICATIONS	LEARNING RESOURCE	MONITORING Who, how, when
<p>1.1 - JF/ ND</p> <p>Fully embed the schools' Hendre Curriculum Policies at all levels across each school forging strategic collaborative links that improve provision for both teaching and learning.</p>	<ul style="list-style-type: none"> ● All stakeholders across both schools have engaged with the school's Curriculum Policy Documents. ● All senior leaders across the school have completed a full curriculum audit in accordance with the revised and updated Curriculum for Wales, Journey to 2022 document. Findings and recommendations have been shared with all stakeholders across both schools. ● All teachers across the school have adopted and implemented all aspects of the Hendre/ Growing Curriculum including the RADY Pledge. ● Nearly all pupils across both schools talk positively about their Hendre Curriculum experiences. ● Nearly all pupils across both Hendre schools are interested, motivated and engaged fully in activities and complete tasks set to the best of their ability. ● Provision for teaching and learning is good or better in all classes across the school with all pupils making progress against their individual targets. 	<p>INSET Time</p> <p>Time with Learners, Governors and Parents</p> <p>Non Contact Time to Reflect and Analyse / Keep up to date with Professional Learning Associated with the Curriculum</p>	<p>HT/ DHT Ongoing Monitoring – Listening to Learners, Learning Walks, Book Looks, Progress Analysis, PASS Survey Reflections etc</p> <p>AOLE Leads Ongoing Monitoring of their Specific Requirements, Policies and Practices</p> <p>Termly Monitoring – Learning Detectives</p>	
<p>1.2 - MR/NP</p> <p>To improve provision and standards of spelling across both Hendre Schools through the implementation of a Hendre Schools Read Write Inc strategy.</p>	<ul style="list-style-type: none"> ● LLC Leads have shared expectation re the teaching and learning of RWI across both schools. ● Baseline assessments undertaken termly across both schools. ● Resources to enable RWI to be delivered effectively have been purchased and distributed to all teaching and support staff across both schools. ● RADY learners across both schools have been identified and appropriately prioritised. ● All teachers across both schools have a consistent approach to delivering phonics using the RWI approach. 	<p>£500 resources for RWI phonics provision.</p> <p>INSET Time - Training, Expectations</p> <p>Intervention Groups</p> <p>Termly Assessments</p>	<p>MR / NP</p> <p>Listening to Learners, Learning Walks</p> <p>Termly FADE Reports</p> <p>Assessment Trackers</p> <p>Performance Management</p>	

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	<ul style="list-style-type: none"> All teaching staff across both schools have RVI progress as a target for performance management. Focused on 6 pupils (3 RADY Learners). Clear progress evident, termly Nursery - Year 6. Nearly all pupils Nursery - Year 6 have achieved their individual RVI target. 		
<p>I.3 - MR/NP To improve provision and standards or Oracy across both Hendre Schools through the implementation of a collaborative Voice 21 strategy.</p>	<ul style="list-style-type: none"> LLC leads have attended Voice21 training led by cluster and disseminated key information, strategies and messages and expectations to all staff across both schools. All staff across both schools are incorporating Voice21 strategies into their planning and teachings once per half term. Oracy Portfolio has been developed to ensure collaborative approaches, sharing of good practice and progression across both schools. Bullseyes for 'Evaluating' PS1-PS3 have been developed. Nearly all staff across both schools using Bullseyes to support Mathematical Talk during Numeracy lessons. Nearly all pupils Reception - Year 6 are making progress towards LLC, oracy focused What Matters Statements. Provision for teaching and learning Oracy is at least good with nearly all pupils making positive progress against their starting point. 	<p>INSET Time / L&M Time LLC Leads</p>	<p>MR / NP Termly FADE Reports MER Cycle</p>
<p>I.4 - ND/CM To implement a MAT strategy across both Hendre Schools that improves outcomes and experiences for ALL MAT learners.</p>	<ul style="list-style-type: none"> MAT Leads have carried out an initial audit of provision to establish what is working well and what needs to improve. MAT Leads have attended relevant EAS update training. MAT leads develop Mission Statements and policies, inline with WAG guidance, which incorporate the principle of 'Challenge for All' in order to include RADY learners. A broad range of appropriate intervention/additional opportunities have been identified, planned for and implemented for all identified learners. Greater opportunities for MAT pupils to participate in the full life of the school. 	<p>Management Time CM Engage with CCBC/ EAS Initiative INSET - MAT Provision/ Updates</p>	<p>ND/ CM - MER Cycle</p>

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	<ul style="list-style-type: none"> All MAT pupils make good progress from their starting point, all AOLE's. Nearly all MAT pupils talk positively about their curriculum experiences. 		
<p>I.5 - MR/CK</p> <p>To establish a shared digital presence across both Hendre Schools.</p>	<ul style="list-style-type: none"> The school WEBSITE has been re -built and updated to reflect current practices, policies, key information and developments across both schools. Shared TWITTER account @HendreSchools in use. Key events, curriculum updates etc shared regularly with parents across both schools. MAT and RADY learners are afforded additional opportunities to develop aspiration and face challenges. Parents and wider stakeholders engage regularly with the Hendre schools digital presence. Parent surveys indicate that nearly all parents feel informed about their child's school, ongoing developments and curriculum experiences. 	<p>Teacher time to facilitate additional support for RADY learner involvement. Supply cover £600</p> <p>£1250 of the new school website Staff Meeting time</p>	<p>MR CK</p> <p>ND - Curriculum Newsletters</p>
<p>I.6 - MR/CK</p> <p>To raise the profile of Digital Technology and associated Principles of Progression across both Hendre Schools.</p>	<ul style="list-style-type: none"> Joint policy which recognises the need to develop aspiration for RADY learners, for the teaching and learning of Technology and DCF has been established. Current curriculum audit across both schools has led to the development of a non-negotiables list of skills for each progression step. Monitoring across both schools ensures opportunities and coverage of DCF skills leading to improvements in the quality of teaching in all classes across both schools. Meaningfully embedded and progressively developed cross-curricular skills (DCF) have been developed in a range of AOLES across both schools. Joint theme week 'The Week the Pencils Quit' to focus on coverage of DCF and Computational Thinking skills across both schools Autumn Term 1 Week 8. Learners within PS2-3 to have their own Learner Profile. These are updated regularly. 	<p>Management Time MR / CK - non-negotiables</p> <p>Theme week</p> <p>Timetables weekly using both chromebooks / iPads</p> <p>MR / CK to plan Theme Week - Expectations, coverage, progression</p> <p>Template for Learner Profiles</p>	<p>MR CK</p> <p>Book Look, Listening to Learners, Learning Walks</p> <p>Learner Profiles</p>

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	<ul style="list-style-type: none"> Teaching and learning, DCF is of a good standard in all classes across both Hendre schools leading to improved DCF skills for most pupils. 		
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KEY PRIORITY 2: To further develop the school's capacity in ensuring the highest levels of well being and equity for all, with a continuing focus on reducing the impact of poverty and disadvantage.

TARGET LEAD: Mrs COLLINS & Miss STOW

LINK STAFF:

INFANTS - Miss WALROND/ Mrs MAGWOD

JUNIORS - Miss PAYNE/ Mrs KELLY/ Mrs DAVIES/ Mrs BOWDEN

LINK GOVERNOR:

CAROLINE BENNETT

LINK TO ESTYN INSPECTION FRAMEWORK:

RATIONALE FOR DEVELOPMENT:

MEASURABLE OUTCOMES & MILESTONES
OVERVIEW OF IMPACT (RAYG; NB full details in termly SDP Impact Reports)

National priorities:

Objective: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.

What we will do: Ensure that all learning is guided by the four purposes of the

December 2023 Milestones

2.1
 Wellbeing Warriors Pupil Voice representatives appointed in both schools.
 Current Wellbeing emblems shared from each school. HC/SS to identify ways forward to merge similar values and begin design of new Hendre visuals.
 HC/SS to decide on shared language to reflect Nurture principles.

April 2024 Milestones

New joint Wellbeing symbol designed by pupils reflects Nurture principles.
 Wording to be simplified into joint, child-friendly phrases.
 Wellbeing Warriors involved in the new design and break down of vocabulary.

July 2024 Outcomes

New design shared with all stakeholders.
Most pupils across both schools can talk confidently about our Nurture UK principles.

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<p>curriculum, through collaboration across providers and with industries and employers.</p> <p>Objective: A positive education experience for everyone, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances.</p> <p>What we will do: Ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society, within places of learning that are supportive, safe, inclusive and free from discrimination and bullying.</p> <p>National Mission: High Standards and Aspiration for All</p> <p>Regional/Local priorities: Pursuing Excellence Together - Equip leaders with the skills to have a significant impact on progress, attainment and provision and wellbeing.</p> <p>Accelerate the progress of vulnerable learners.</p>		Wellbeing Warriors/ representatives share principles in assemblies across both schools.	Nearly all pupils, and/or stakeholders are familiar with the Nurture UK Principles / Rainbow Most pupils are confident talking about how the Nurture UK Principles are embedded within our school and how they reflect Hendre everyday,
	2.2 Parents information evening held regarding RSE policy and curriculum. HJS Aut term Book Look and L to L undertaken across both schools to establish starting point and way forward.	Spring Term Book Look and L to L undertaken across both schools - FADE 1. Monitor rate of discriminatory incidents - Spr	Sum term Book Look and L to L undertaken across both schools - FADE 2. Monitor rate of discriminatory incidents - Sum
	2.3 Designated wellbeing leads across both schools establish links with support coordinator and meet half termly. Self-Evaluation toolkit completed in draft form - HIS/HJS. Measurable actions identified from Self-Evaluation, agreed by both HC and SS to reflect both schools.	HC/SS will work with C.Q and other programme leads to identify areas of concern and set appropriate actions, and access appropriate training. Relevant training for all staff.	Report to governors to reflect on progress so far. Ensure consistency in delivery of approach within and between schools. Books/floor books to reflect key priorities within the Whole School Approach All stakeholders feel involved in the process of completion of toolkit Pupils have a good understanding of wellbeing within our school Other stakeholders (parents, governors, staff) have an awareness of how working as a school community can improve wellbeing.
	2.4 Yearly calendar established to identify key events/opportunities	Joint PTA established.	PTA have a positive impact across both schools with funds raised used to

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	for PTA events and shared with stakeholders across both schools.	Parent skill sessions offered and parents invited in for pupil workshops across both schools.	support the continuing development of the schools Hendre/Growing curriculum. All pupils throughout the school have benefitted from participating in events run by the PTA. Many pupils across the school talk positively about PTA led events and note the benefits to their well being.
	2.5 Revise and revisit RADY approaches established in 22-23 to support new staff. Establish agreed approaches for learners in HIS. Establish and share a plan for school events, trips and extracurricular opportunities which reduces the cost of the school year.	2.5 Establish and embed non-negotiable classroom practice which centres the needs of RADY learners within the planning process.	2.5 Establish and embed use of Thinking Differently resource to support all staff in meeting the needs of RADY learners.
	2.6 Initial contact made with 22-23 <80% families. Attendance profiles in place for all <80% learners. Formal meetings held with all EWO referred families. Informal meetings held with all <85% non-improving families.	2.6 Informal meetings held with all <90% non-improving families. Report to governors re. attendance.	2.6 Informal meetings held with all <90% non-improving families.
	2.7 PDSP in place and Aut targets met across both schools.	2.7 PDSP in place and Spr targets met across both schools.	2.7 PDSP in place and Sum targets met across both schools.
	2.8 OW and NP to collaborate on referral paperwork and sharing of good practice across both schools. OW and NP to undertake a Person Centred Practice Audit for all stakeholders across both schools. All pupils across both schools have input to their OPPs and are kept informed of their targets.	NP and OW to work with Gemma Astley to create a combined Provision Map for Hendre Infants & Junior School. OW and NP to look at data and monitor the effectiveness of Interventions.	OW to be involved in the writing of Year 2 IDPs in readiness for Year 3. OW and NP work together to look at the format for OPPs moving into the next academic year.

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			Nearly all ALN pupils across both schools make good progress towards their targets.
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PRIORITY 2: To further develop the school's capacity in ensuring the highest levels of well being and equity for all, with a continuing focus on reducing the impact of poverty and disadvantage.			
ACTION <i>PROFESSIONAL LEARNING</i>	SUCCESS CRITERIA	PROFESSIONAL AND IMPLICATIONS	LEARNING RESOURCE MONITORING Who, how, when
2.1 - HC/SS To develop a shared vision for Well Being that fully embeds the Nurture UK Principles across both Hendre Schools.	<ul style="list-style-type: none"> • A shared graphic that encompasses our vision for a Nurture curriculum • A shared child-friendly language to reflect key principles • A shared understanding of what each principle looks like in both schools • Wider stakeholder engagement with a focus on RADY families • Wellbeing Warriors to share principles in assemblies, whole class teaching to reflect key principles • Nearly all pupils, and/or stakeholders are familiar with the Nurture UK Principles / Rainbow • Most pupils are confident talking about how the Nurture UK Principles are embedded within our school and how they reflect Hendre everyday, 	INSET training for all staff to implement new collaborative approach/shared ideas Opportunities for HC/SS to meet termly	HC SS
2.2 - HC/CM/SS To ensure that the Hendre curriculum offer recognises, responds to and celebrates the diverse nature of social groups and communities.	<ul style="list-style-type: none"> • Parents and Governors have been introduced to the No Outsiders and Jigsaw resources. • Organise and monitor regular assemblies. • Identify the baseline for discriminatory incidents. • Review and update Bullying Policy. • Develop resources which can be used as intervention for learners whose behaviour negatively affects others. 	Management time - CM Anti-Racism Course - CM, LD, Nov 8th (tbc)	CM JF termly book scrutiny and pupil voice to assess children's understanding of ethos. data from incidents.

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<p>2.3 - HC/SS To implement a strategic approach to Emotional and Mental Well Being across both Hendre Schools.</p>	<ul style="list-style-type: none"> • Named senior leader designated to health and wellbeing framework; to coordinate and oversee action. • Engage with Whole School Approach to Emotional and Mental Health guidance and complete Self-Evaluation • HC & SS to Join the Whole School Approach network on behalf of both schools • Each school to complete a shared Self-Evaluation toolkit that provides an overview of the school's starting point identifying common strengths and areas for development. • RAG rate progress at different opportunities throughout the year • Meet with C.Q (Co-ordinator) half termly to monitor and support with progress • Attend relevant training to support with completion of self-evaluation toolkit • All stakeholders feel involved in the process of completion of toolkit • Pupils have a good understanding of wellbeing within our school • Other stakeholders (parents, governors, staff) have an awareness of how working as a school community can improve wellbeing. 	<p>Release time to HC and SS to meet with C.Q and attend relevant training that supports this role.</p> <p>Management time to complete Self-Evaluation Toolkit</p> <p>INSET time to share key messages with staff</p>	<p>RAG Review termly</p> <p>Toolkit Review half-termly</p>
<p>2.4 - HC/CK To ensure that there is a wide range of opportunities to engage parent/carers with Hendre school life.</p>	<ul style="list-style-type: none"> • HC & CK to engage with the Foundation of Community Engagement bronze award with a clear progression pathway outlined for staff; LD to be FACE support officer • Map out an overview of key initiatives across the year • Invite parents to focused skill sessions that allow opportunities to access the New Curriculum e.g French, Welsh, Addition/Subtraction, Expressive Arts • Continue to ensure Cafe Hendre allows for parents/carers to come into both schools, location of Cafe to vary between both schools. • Ensure classes have an opportunity to deliver a showcase at some point during the academic year • Continue to promote PTA presence and further implement a shared PTA with re-election later in the year. 	<p>Relevant training for CK and HC to establish and implement / visit schools for</p> <p>Release time for CK & HC to create the progression pathway for FACE</p> <p>PTA to be allocated a budget per class, per event</p>	<p>Skill sessions - once termly</p> <p>Cafe Hendre - once half termly</p> <p>FACE - Bronze by Summer '24</p>
<p>2.5 - CM/SS</p>	<ul style="list-style-type: none"> • Revise and revisit RADY approaches established in 22-23 to support new staff. 	<p>£525 Challenge Education, matched by EAS</p>	

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<p>To further develop policies and procedures to ensure whole school compliance with the RADY Pledge across both Hendre Schools.</p>	<ul style="list-style-type: none"> ● Establish agreed approaches for learners in HIS. ● Establish and share a plan for school events, trips and extracurricular opportunities which reduces the cost of the school year. ● Establish and embed non-negotiable classroom practice which centres the needs of RADY learners within the planning process. ● Establish and embed use of Thinking Differently resource to support all staff in meeting the needs of RADY learners. 	<p>Inset opportunities to share 'Thinking Differently'</p> <p>Management Time - CM</p>	
<p>2.6 - CM/SS To improve attendance levels across both Hendre Schools with a particular focus on <80%.</p>	<ul style="list-style-type: none"> ● Attendance Leads have shared the strategy for improving pupil attendance with all stakeholders, staff, parents, governors. ● All teachers across the school are using suggested strategies to support identified learners to improve their attendance. ● All teachers are using a class reward system to incentivise improving attendance and to celebrate 100%. ● All teachers are using an individual reward system to incentivise improving attendance. ● Attendance is a focus for weekly reward assemblies with 'Dewi the Dragon' visiting classes weekly. ● Parents are involved through formal and informal discussions when attendance falls or is below 90%. ● EWO referrals are made for all learners whose 12 month attendance falls below 80%. ● EWO referrals are made for all learners whose 12 month attendance falls below 85% and does not show recent (within term) improvement. ● Overall attendance across the school has improved on 22-23 with a greater percentage (MOST) of pupils falling into the Green Categories. ● PASS Survey indicators, 'Feelings About School' and 'Attitudes Towards Attendance' show an increase of 5% in comparison to 22-23 data. 	<p>Timetable to facilitate: Termly Meetings with EWO - CM SS Parent Meetings as necessary</p>	
<p>2.7 - PV Leads To ensure pupils have the opportunity to contribute to the</p>	<ul style="list-style-type: none"> ● Juniors to adapt the Eco Committee to follow on from Infants. ALL pupils in both schools to be Eco Warriors, with a key representative in each class. ● Establish PSDP across both schools, led by School Council 	<p>All PV group leads to use time to contribute to the ongoing PSDP process.</p>	<p>CM ND HC OW</p>

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<p>MER and change management cycle across both Hendre Schools.</p>	<ul style="list-style-type: none"> ● Pupil voice assembly to deliver key messages to whole school ● Pupil Voice groups reflect the numbers of FSM, ethnic minorities and RADY. ● Representatives from Pupil Voice groups to meet across both schools to discuss/share ideas. ● Pupil Voice groups to have a more prominent, active role when inviting visitors into school. 		<p>MR</p>
<p>2.8 - OW/NP To successfully roll out and implement Year 3 of the new ALN Bill.</p>	<ul style="list-style-type: none"> ● Both schools to use the Case Management System (CMS) consistently to write IDPs. ● The timeline of IDP process and best practice timescales are inline with CMS. ● Consistent approach to PCP meetings and paperwork. ● OW to continue to be involved in Year 2 Pupils PCP meetings to support provision for Year 3. ● Review of One Page Profile formats to be more aligned. ● Collaborative approach to Nurture/SCD class. ● Joined up approach to training for Teachers and TAs with outside agencies. ● Monitoring interventions as part of the MER cycle. ● Complete a shared Person Centred Practice Audit to set targets for all stakeholders. ● Nearly all ALN pupils make good progress towards their targets. ● All pupils have input to their OPPs and are kept informed of their targets. 	<p>INSET Time allocated to ALN updates.</p> <p>ALNCo to deliver training as needed throughout the year.</p> <p>Release time for staff to discuss needs, provision etc with ALNCo.</p> <p>Release time for Infant and Junior ALNCOs to collaborate on PCP approaches.</p> <p>Supply cover £3886</p>	<p>NP OW</p>
<p>2.9 To further embed the voice of the child at all levels across the school with the ultimate aim of achieving the Rights Respecting <i>Silver</i> Award.</p>	<ul style="list-style-type: none"> ● AP has attended all update training and professional learning opportunities. ● AP and the Eco Committee have set up and established a link with a partner school in Lesotho. ● Eco Committee have set targets for RRS Silver. ● All stakeholders have been informed of targets set with a main whole school focus ● Pupil voice has been central to change across the school with the Eco Committee and Well Being Warriors collaborating to drive change throughout the project. 	<p>Training Costs</p> <p>INSET Time - Key Messages and Updates</p> <p>Non Contact Time</p>	<p>RRS Lead Ongoing</p> <p>Super Ambassadors / Rights Respecting</p>

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	<ul style="list-style-type: none"> • There has been significant involvement from the wider school community and Governors (link) in achieving the RRS Silver award. • RRS Silver award has been achieved by the end of 2024 - the Rights Respecting Ethos has been fully embedded in the school's policies, practices and ethos. • Nearly all children across the school understand and can articulate their rights and the importance of them. • Nearly all children across the school display a Rights Respecting attitude towards school life. • All pupils across the school have an improved level of well being knowing that their rights are valued and promoted. 		
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KEY PRIORITY 3:

Infants ; To fully embed the MER and professional learning cycle at all levels across the school.

Juniors ; To further enhance leadership capacity at all levels, modelling effective change and improvement leadership in order to forge strategic partnerships and collaborations across both Hendre Schools.

TARGET LEAD: J FARMER - EXECUTIVE HEAD/ N DEAN - EXECUTIVE DEPUTY HEAD

LINK STAFF: S STOW - ASSISTANT HEAD HENDRE INFANTS

LINK GOVERNOR:

MARGARET SERGENT

LINK TO ESTYN INSPECTION FRAMEWORK:

RATIONALE FOR DEVELOPMENT:	MEASURABLE OUTCOMES & MILESTONES		
	OVERVIEW OF IMPACT <i>(RAYG; NB full details in termly SDP Impact Reports)</i>		
National priorities:	December 2023 Milestones	April 2024 Milestones	July 2024 Outcomes

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<p>Objective: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.</p> <p>What we will do: Ensure that all learning is guided by the four purposes of the curriculum, through collaboration across providers and with industries and employers.</p>	<p>3.1 Knowledge and skills of most Governors improved through effective self evaluation and first-hand engagement in school improvement processes.</p>	<p>Knowledge and skills of nearly all Governors improved through effective self evaluation and first-hand engagement in school improvement processes.</p>	<p>Knowledge and skills of all Governors improved through effective self evaluation and first-hand engagement in school improvement processes.</p>
<p>Objective: Breaking down barriers so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work</p> <p>What we will do: Through early identification, support and targeted actions, ensure that all learners gain the knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence.</p>	<p>3.2 All senior leaders, including those new to their respective roles, understand their roles and responsibilities. All SMT members from across Juniors & Infants Schools collaborate in identifying areas of common priority and need.</p>	<p>Leadership capacity in the school is strong through effective shadowing and mentoring. Efficient processes and procedures in place for identification, prioritisation and strategic development of common areas of need.</p>	<p>Leadership capacity in the school is strong through effective coaching and mentoring, relevant PL opportunities and robust succession planning in key leadership roles. Senior leaders across both schools collaborate positively as part of a cohesive team with a clear function, rationale and terms of reference.</p> <p style="color: green;">Effective leadership ensures provision for teaching and learning is good or better in all classes across both Hendre schools with nearly all pupils making positive progress against their starting point.</p>
<p>Objective: High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.</p>	<p>3.3 All key policies have been fully reviewed and updated to reflect current legislation and guidance.</p>	<p>Reviewed policies have been shared and agreed upon by all stakeholders, including pupil voice groups where appropriate.</p>	<p>Monitoring demonstrates that revised policies are being implemented in all classes.</p>
<p>What we will do: Guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support the success of all learners.</p>	<p>3.4 Performance management reviews/ target setting for Autumn Term have taken place across both schools.</p>	<p>Performance management reviews/ target setting for Spring Term have taken place across both schools.</p>	<p>Performance management reviews/ target setting for Summer Term have taken place across both schools.</p>
<p>What we will do: Guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support the success of all learners.</p>	<p>3.5 Safeguarding review completed across both Hendre Schools. Roles allocated across both schools.</p>	<p>Senior Leaders across both schools make use of the NSPCC Evaluative Toolkit and online training/resources.</p>	<p>Safeguarding policy and procedural paperwork across both Hendre Schools amended and updated.</p>

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<p>National Mission: High Standards and Aspiration for All</p>	<p>All Hendre staff have undertaken basic safeguarding training and associated mandatory training.</p>		
<p>Regional/Local priorities: Pursuing Excellence Together</p>	<p>3.6 There are clear links between SDP priorities and actions and SE activities within the MER cycle and common aspects within these are identified across both schools. Senior leaders across both schools are aware of the NR:EI / Estyn toolkit and Agile Leadership strategies to support self-evaluation..</p>	<p>Nearly all senior leaders across both schools use the NR:EI / Estyn toolkit and Agile Leadership strategies effectively to support self-evaluation.. All senior and middle leaders / AoLE leads engaged in some form of cross -phase collaborative SE activity with counterpart from Infants School / AoLE team.</p>	<p>All leaders across both schools use the NR:EI / Estyn toolkit and Agile Leadership strategies effectively to support self-evaluation and secure school improvement. Leaders across both schools and ultimately all staff from Nursery to Year 6 and across the progression steps share a clear understanding of what constitutes good progression and this impacts positively on learners.</p>
	<p>3.7 Most plans for AoLEs / areas of responsibility are evaluative, of good quality and appropriately address areas identified in SE activities / impact reports / SDP reviews.</p>	<p>Nearly all plans for AoLEs / areas of responsibility are evaluative, of good quality and appropriately address areas identified in SE activities / impact reports / SDP reviews.</p>	<p>All plans for AoLEs / areas of responsibility are evaluative, of good quality and appropriately address areas identified in SE activities / impact reports / SDP reviews.</p>
	<p>3.8 HT/DHT have held initial discussions.</p>	<p>Year 2/3 planning team in place.</p>	<p>Collaborative planning offers purposeful opportunities for staff to learn about teaching and progression in their retrospective year group. Collaboration closes the gap in terms of Year 2 transition processes. Provision for teaching and learning is good or better in all Year 2 and 3 classes across both Hendre schools with nearly all pupils making positive progress against their starting point. All Year 2 pupils feel positive about their transition to the Junior School.</p>
	<p>3.9 Many teachers across the school are research-engaged, well informed and learning from exemplary practice.</p>	<p>Nearly all teachers across the school are research-engaged, well informed and learning from exemplary practice.</p>	<p>All teachers across the school are research-engaged, well informed and learning from exemplary practice.</p>

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	<p>Research has been discussed as part of the performance management of all staff.</p> <p>Many pupils across the school are interested, motivated and engaged.</p>	<p>All Learning Detectives have been involved in a research project for the Spring Term.</p> <p>Most pupils across the school are interested, motivated and engaged. They feel a high sense of belonging and complete tasks set to the best of their ability.</p>	<p>Research is a key element of the performance management of all staff.</p> <p>All Learning Detectives have been involved in a research project for the Summer Term.</p> <p>Nearly all pupils across the school are interested, motivated and engaged. They feel a high sense of belonging and complete tasks set to the best of their ability.</p>
<p>3.10</p> <p>All AOLE leads have written an AOLE action plan.</p> <p>All AOLE leads have led INSET to share the expectations for their AOLE.</p>	<p>All AOLE action plans are reviewed regularly and successes and areas for development shared with all stakeholders.</p> <p>There is a developing accountability at middle leadership level for curriculum design and development.</p> <p>Most pupils across the school are interested, motivated and engaged fully in activities across all AOLE's.</p> <p>Most pupils across the school talk positively about their AOLE experiences and are willing to showcase learning they feel proud of.</p>	<p>All AOLE lead's' strategic planning builds towards the realisation of the Curriculum for Wales. There is clear accountability at middle leadership level.</p> <p>Nearly all pupils across the school are interested, motivated and engaged fully in activities across all AOLE's.</p> <p>Nearly all pupils across the school talk positively about their AOLE experiences and are willing to showcase learning they feel proud of.</p>	
<p>3.11</p> <p>SLO survey completed for Autumn Term.</p> <p>Targets identified and shared with all stakeholders.</p> <p>Many pupils across the school are interested, motivated and engaged.</p>	<p>DHT has led INSET opportunities for all staff to support development in key areas.</p> <p>DHT has planned for TRIAD working to ensure practitioners have the opportunity to observe practice across the school.</p> <p>DHT has planned for professional research opportunities for all staff.</p> <p>SLO evidence gathering has involved all staff.</p>		<p>The school is a highly effective learning organisation.</p> <p>Ongoing survey analysis has identified movement in teacher and support staff responses from 4 to 5 across all identified areas for improvement.</p> <p>Nearly all pupils across the school are interested, motivated and engaged ; they are able to feedback their thoughts and opinions in order to shape their own learning and changes.</p>

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		Many pupils across the school are interested, motivated and engaged ; they are able to feedback their thoughts and opinions.	
	3.12 Cluster collaboration on plan priorities has led to improvements in standards of teaching and pupil progress in most classes.	Cluster collaboration on plan priorities has led to improvements in standards of teaching and pupil progress in nearly all classes.	Cluster collaboration on plan priorities has led to improvements in standards of teaching and pupil progress in all classes.

PRIORITY 3:

Infants ; To fully embed the MER and professional learning cycle at all levels across the school.

Juniors ; To further enhance leadership capacity at all levels, modelling effective change and improvement leadership in order to forge strategic partnerships and collaborations across both Hendre Schools.

ACTION PROFESSIONAL LEARNING	SUCCESS CRITERIA	PROFESSIONAL AND IMPLICATIONS	LEARNING RESOURCE	MONITORING Who, how, when
3.1 - JF To further develop the capacity and capability of the governing body to act as a critical friend to both Hendre Schools.	<ul style="list-style-type: none"> • All members of the Governing Body, across both Hendre Schools are fully aware of their role and responsibilities in supporting the progress and development of the schools ongoing collaboration. • Meetings undertaken by the Hendre Governing Body have common agendas, priorities and discussions where appropriate. • GB is confident in the use of the GB self evaluation toolkit and use it regularly to self evaluate their roles and responsibilities. • A member of the GB is elected as self evaluation champion. The Self Evaluation Champion ensures that all GB members contribute to the self evaluation process. • Link governor roles are aligned to SDP priorities and AOLE's across both schools. 	<p>Governor training on use of SE Toolkit.</p> <p>Dedicated time during GBM on training and use of SE Toolkit.</p> <p>Planned governor engagement days / activities across both Hendre Schools.</p> <p>Planned opportunities for Link Governors to engage with lead staff across both Hendre Schools.</p>		<p>GB</p> <p>GB Self Evaluation Champion</p> <p>JF/ND - Engagement Sessions/ AOLE GB Meetings</p>

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	<ul style="list-style-type: none"> • Governors within these roles understand the RADY pledge and its implementation. • Knowledge and skills of all Governors has improved through effective self evaluation and first-hand engagement in school improvement processes. • Most GB members are frequent visitors to school, they have a very good understanding of the school, its current context and standards of both teaching and learning. 		
<p>3.2 - JF To review the school's leadership structure in light of the school's ongoing collaborative partnership.</p> <p>To develop a sustainable collaborative senior leadership structure, built on positive open relationships and shared understanding and common priorities across both Hendre Schools.</p>	<ul style="list-style-type: none"> • All senior leaders, across both Hendre Schools, including those new to their respective roles, understand their roles and responsibilities. • Leadership structure/SMT roles and responsibilities across both Hendre Schools are reviewed, updated and aligned to changes related to local, regional and national agendas. • Leadership structure/SMT roles and responsibilities across both Hendre Schools are reviewed, updated and aligned to the schools ongoing collaboration. • More experienced leaders across both schools model effective leadership and change management processes. This leads to an enhanced level of expertise and distributed leadership capabilities across both Hendre Schools. • Leadership capacity in both Hendre Schools is strong through effective coaching and mentoring, relevant PL opportunities and robust succession planning in key leadership roles. • Senior leaders across both Hendre Schools have frequent opportunities to collaborate in order to develop a shared understanding of key priorities and progress. • Effective leadership ensures provision for teaching and learning is good or better in all classes across both Hendre schools with nearly all pupils making positive progress against their starting point. 	<p>Weekly, joint SMT meetings, scheduled to enable varying members of the Senior Leadership Team/ Progression Team to meet/ discuss key priorities.</p> <p>HT/DHT/AHT - Weekly 'Catch Up' Sessions</p> <p>L&M time for SMT to engage with SIP visits / cluster meetings/ etc</p> <p>Weekly Staff Meetings</p> <p>Collaborative AOLE Action Planning</p> <p>Collaborative INSET/SMT and Progression Team Meetings</p>	<p>JF/ ND/ SS</p> <p>HC/ OW/ NP</p> <p>CM/ MR/ CK</p> <p>Meeting Minutes</p> <p>Staff Roles and Responsibilities Overview</p> <p>Performance Management Reviews</p> <p>MER Cycle/Paperwork</p> <p>FADE Forms/SSER Forms</p>
<p>3.3 - JF</p>	<ul style="list-style-type: none"> • JF, initial audit of key policies across both Hendre Schools to establish policies in place and review dates. 	<p>L&M time for leaders to review / revise policies.</p>	<p>HT/DHT Ongoing</p>

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<p>To review and update current school policies and embed at a shared level across both Hendre Schools.</p>	<ul style="list-style-type: none"> • All key policies, across both Hendre Schools, have been fully reviewed and updated to reflect current legislation and guidance. • Key policies have been presented in a collaborative format, where appropriate, to highlight the growing collaboration between both Hendre Schools. • Reviewed policies have been shared and agreed upon by all stakeholders, including pupil voice groups where appropriate. • Monitoring by HT/DHT and strategic leads demonstrates that revised policies are being implemented in all classes across both Hendre Schools. 	<p>Dedicated staff meeting time for collaboration on key policies.</p>	<p>AOLE Leads/ Strategic Leads Pupil Voice Groups</p>
<p>3.4 - JF To review current performance management cycles and embed across both schools.</p>	<ul style="list-style-type: none"> • HT to review current performance management practices. • HT to assign a performance management mentor to all staff (Teachers and Teaching Assistants) across both schools. • Performance management meetings to take place half termly giving all staff the opportunity to discuss progress, training needs and forward planning. • Performance management targets for all Hendre teaching staff to include a personal target, pupil progress target relating to raising the standards in spelling/reading (RWI - Action Research Focus) and whole school target. • Performance management targets for all Hendre teaching assistants to include pupil progress and whole school target. • Monitoring by HT/DHT demonstrates progress in relation to individual targets and impact at a whole school level for all identified pupils. 	<p>Dedicated time to meet with PM Mentor.</p> <p>Dedicated staff meeting time to develop professional reading and research and sharing of emerging practice.</p>	<p>HT/ DHT Ongoing</p> <p>AOLE Leads - Monitoring, impact of RWI on pupil progress and standards across the school.</p>
<p>3.5 - JF To review current arrangements for safeguarding and embed at a shared level across both schools.</p>	<ul style="list-style-type: none"> • HT has reviewed current safeguarding policies across both Hendre Schools. • Senior Leaders across both schools make use of the NSPCC Evaluative Toolkit and online training/resources. • Designated lead safeguarding roles and responsibilities across both schools reviewed and re-assigned in light of senior staffing changes. • All Hendre DSOs have appropriate training to undertake their role. 	<p>INSET - Safeguarding</p> <p>Safeguarding added to SMT agenda.</p>	<p>HT/ Designated Safeguarding Leads Ongoing</p>

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	<ul style="list-style-type: none"> • Safeguarding policy and procedural paperwork across both Hendre Schools amended to reflect changes. • All Hendre staff have undertaken basic safeguarding training and associated mandatory training. • Safeguarding link governor(s) fully involved and aware of changes. 		
<p>3.6 - ND To review self assessment processes, including MER cycles, to ensure they are appropriate, robust, rooted in a broad evidence base and lead to meaningful actions to improve standards in teaching across both Hendre Schools.</p> <p>To ensure senior leaders utilise the National Resource: Evaluation & Improvement (NR:EI) and the ESTYN Evaluation Toolkit to drive the self evaluation / improvement cycle across both Hendre Schools.</p>	<ul style="list-style-type: none"> • DHT to review current MER practices across both Hendre Schools. • DHT to deliver INSET to ensure ALL Hendre staff have a clear understanding of the purpose of effective MER, associated processes and the associated yearly expectations. • ETLF is used by ALL Hendre leaders to guide the MER process. • Leadership practices from Hendre Juniors along with embedded, highly effective MER Processes have been shared with Hendre Infants staff and 'Distributed Leadership Model' embedded across both Hendre Schools. • MER processes are run collaboratively across both Hendre schools. This includes SDP and AOLE Action Planning activities. • ALL senior/ middle leaders across both schools have undertaken monitoring of their area of responsibility (completion of FADE) leading to strategic change and development. • MER processes across both Hendre Schools include a range of (Lesson Observations/ Learning Walks/ Work Scrutiny/ Listening to Learners/Data Analysis) to ensure effective triangulation of outcomes and feedback. • Self evaluation / MER processes quality assured by HT / DHT. • Senior Leaders across both Hendre Schools are familiar with the NR:EI and how it can best be utilised to support strategic school improvement. • All leaders use the NR:EI / Estyn toolkit and Agile Leadership strategies effectively to support self-evaluation and secure school improvement. • Provision for teaching and learning is good or better in all classes across both Hendre schools with nearly all pupils making positive progress against their starting point. 	<p>DHT L&M Time - Review, MER Processes</p> <p>INSET - MER Cycle/ Expectations/ Feedback/ Sharing Practice etc</p> <p>AOLE Leads - L&M Time - MER Cycle/ Processes</p> <p>Collaborative INSET/ SMT and Progression Team Meetings</p>	<p>HT/DHT Ongoing</p> <p>AOLE Leads</p> <p>AOLE Link Governors</p>

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<p>3.7 - ND To align SDP and AOLE Action Plans across both Hendre Schools to facilitate purposeful collaboration between senior and middle leadership teams.</p>	<ul style="list-style-type: none"> HT/DHT have prioritised actions for improvement across both Hendre Schools. These have been shared with senior leaders. Hendre SMT and Progression team have met and collaborated on SDP Working Doc. This has resulted in a fully aligned, purposeful Hendre SDP. Hendre SDP has been shared with ALL stakeholders across both Hendre schools. AOLE Leads across both schools have met to develop collaborative AOLE action plans. Leaders across both Hendre schools have a deeper understanding of each others' context as a result of ongoing, purposeful collaboration. Collaborative AOLE action plans lead to meaningful change and improvements in standards of teaching and learning across both schools. Provision for teaching and learning is good or better in all classes across both Hendre schools with nearly all pupils making positive progress against their starting point. 	<p>INSET - Collaboration/ Development of AOLE Action Plans/ Forward Planning etc</p> <p>AOLE Leads - L&M Time - MER Cycle/ Processes</p> <p>Collaborative INSET/ SMT and Progression Team Meetings</p>	<p>HT/DHT Ongoing</p> <p>Link Governors</p> <p>AOLE Leads / Progression Team</p>
<p>3.8 - ND/ OW/ MR/ NP To align planning teams for Progression Step 2 across both Hendre Schools.</p>	<ul style="list-style-type: none"> From Spring Term (Jan 24') Year 2 and 3 teachers plan together. Collaborative planning offers purposeful opportunities for staff to learn about teaching and progression in their retrospective year group. Collaboration closes the gap in terms of Year 2 transition processes. Provision for teaching and learning is good or better in all Year 2 and 3 classes across both Hendre schools with nearly all pupils making positive progress against their starting point. All Year 2 pupils feel positive about their transition to the Junior School. 	<p>Joint Planning Time - Year 2/3 Teaching Staff</p> <p>L&M Time - Planning Templates/ Curriculum Updates etc</p>	<p>HT/ DHT Ongoing</p>
<p>3.9 - ND To develop a shared understanding of the purpose of enquiry and professional learning as a focus of continued refinement and improvement in the collaboration</p>	<ul style="list-style-type: none"> All teachers across both Hendre schools understand the importance and impact of effective professional inquiry and engage with reading and research as part of their ongoing practice. All teachers across both Hendre schools have dedicated time to engage with professional reading and research literature. 	<p>INSET - Professional Reading and Research/ Sharing Emerging and Developing Practice</p> <p>TRIAD Teams - Supply for Release Time</p>	<p>DHT Ongoing</p>

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<p>between staff across both Hendre Schools.</p>	<ul style="list-style-type: none"> Professional learning and research is part of the performance management of all teachers across both Hendre schools. All teachers across both Hendre Schools have undertaken 'action research' in line with whole school priorities for development. Research outcomes are published (Professional Learning Template/ PLP) and shared as part of ongoing dialogue amongst staff and with wider stakeholders; Autumn – Whole School , Read Write Inc, Reading and Spelling. RADY Ongoing Spring - TRAIID Teams , progression Nursery - Year 6 Summer – Individual All teachers across both Hendre schools are research-engaged, well informed and learning from exemplary practice. Research findings influence future practices in nearly all classes across both Hendre schools. All teachers across both Hendre schools demonstrate higher level understanding of teaching and improved learning for pupils. Nearly all pupils across both Hendre schools are interested, motivated and engaged. They feel a high sense of belonging and complete tasks set to the best of their ability. Provision for teaching and learning is good or better in all classes across both Hendre schools with all pupils making progress against their individual targets. 	<p>Time with Learners/Parents/ Governors</p>	
<p>3.10 - ND To continue to develop AOLE leaders' capacity to strategically plan for and enact the Curriculum for Wales with expertise in the change management cycle shared across both Hendre Schools.</p> <p>To ensure accountability for curriculum design and development</p>	<ul style="list-style-type: none"> All AOLE Leads across both Hendre schools are up to date with key developments in their specific area. All AOLE Leads across both Hendre schools have attended a range of professional learning opportunities, Regional and National update meetings and have disseminated key information to all stakeholders through dedicated INSET time. All staff across both Hendre schools have a very good understanding of the requirements of each AOLE – Pedagogy, Assessment and Progression. AOLE Leads across both Hendre schools have an action plan that outlines key areas for development. 	<p>INSET Time – AOLE Development/ Priorities and Sharing Practice/ Collaboration</p> <p>Supply Costs - Training Opportunities £600</p> <p>Non Contact Time – Monitoring Opportunities</p>	<p>HT/DHT</p> <p>AOLE Leads</p> <p>Link Governors</p>

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<p>at middle leadership level across both Hendre Schools.</p>	<ul style="list-style-type: none"> Each AOLE has an updated policy document (collaborative where appropriate) that fully reflects the expectations of their AOLE. All AOLE action plans are updated termly to show progress and areas for development. Strategic planning by all AOLE Leads across both Hendre schools has ensured high quality teaching and learning in nearly all classes. Ongoing monitoring by AOLE Leads across both Hendre Schools and Half Termly focus monitoring (area identified through FADE) has ensured deepening of knowledge and understanding amongst all staff :- Autumn 1 - Literacy (Inc Read Write Inc/ SpAG/Reading)/ Numeracy/DCF Autumn 2 – Literacy/Numeracy/ DCF Spring 1 – Progression Team Spring 2 - Progression Team Summer 1 – AOLE Leads Summer 2 – AOLE Leads Nearly all pupils across both Hendre schools are interested, motivated and engaged fully in activities across all AOLE's. Nearly all pupils across both Hendre schools talk positively about their AOLE experiences and are willing to showcase learning they feel proud of. Provision for teaching and learning across all AOLE's is good or better in all classes across both schools with all pupils making progress against their individual targets and towards uplifted RADY targets. 		
<p>3.11 - ND To further develop Hendre as a Strategic Learning Organisation.</p>	<ul style="list-style-type: none"> Both schools have used the SLO survey 22 – 23 to inform self-evaluation. Targets for improvement have been identified and shared with all stakeholders. DHT has led INSET opportunities for all staff to support development in key areas. Key developments have been shared with all stakeholders 	<p>INSET Time to Discuss, Analyse Evaluate and Feedback</p> <p>Non Contact Time – Professional Learning Opportunities</p> <p>Time with Learners</p> <p>Time with Parents / Governors</p>	<p>Ongoing Monitoring HT/ DHT and SLT.</p> <p>Ongoing Monitoring - AOLE Leads</p> <p>Listening to Learners</p> <p>Learning Walks</p> <p>Book Looks</p>

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<p>3.12 - JF/ND</p> <p>To continue to strengthen strategic cluster links between senior and middle leaders / AoLE leads to ensure successful implementation of cluster strategic plans.</p>	<ul style="list-style-type: none"> • All Hendre staff aware of cluster plan priorities. • Cluster priorities have been implemented across both Hendre Schools. • PL Lead has attended cluster meetings to discuss and evaluate progress and impact on standards of teaching and pupil progression. • All Hendre staff have attended cluster INSET and professional learning opportunities. • Cluster collaboration on plan priorities has led to improvements in standards of teaching and pupil progress across both Hendre schools. 	<p>Cluster Network Meetings</p> <p>Cluster INSET Day</p>	<p>PL Lead</p> <p>HT</p>
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KEY PRIORITY 4: To ensure the interrelationship between Assessment and Pedagogy supports learners to make meaningful progress in their learning across both HENDRE Schools.

TARGET LEAD:

PROGRESSION TEAM ; MRS ROGAN, MRS MAGWOOD, MRS KELLY

LINK GOVERNOR:

LINK TO ESTYN INSPECTION FRAMEWORK:

RATIONALE FOR DEVELOPMENT:	MEASURABLE OUTCOMES & MILESTONES		
	OVERVIEW OF IMPACT (RAYG; NB full details in termly SDP Impact Reports)		
<p>National priorities:</p> <p>Objective: Breaking down barriers so that excellent education opportunities and</p>	December 2023 Milestones	April 2024 Milestones	July 2024 Outcomes

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<p>Outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work</p> <p>What we will do: Through early identification, support and targeted actions, ensure that all learners gain the knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence.</p> <p>Objective: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.</p> <p>What we will do: Ensure that all learning is guided by the four purposes of the curriculum, through collaboration across providers and with industries and employers.</p> <p>Objective: High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.</p> <p>What we will do: Guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support the success of all learners.</p> <p>National Mission:</p>	<p>4.1</p> <p>Progression Team/ ND have audited current provision/practice in terms of assessment and progression across both schools.</p> <p>New marking policy/code established and in use across both schools.</p> <p>Most teachers across both schools have a developing understanding of assessment/progression and its purpose in supporting every learner to make progress.</p> <p>Many pupils across both schools understand where they are with their learning, where they need to go and how to get there.</p> <p>Many pupils across both schools respond positively to feedback and have a positive learning attitude.</p>	<p>New Assessment and Progression policy in draft form.</p> <p>Learner Roadmaps PSI-3 in early stages of development.</p> <p>Learner Roadmapping established across Infant school.</p> <p>Nearly all teachers have a shared understanding of assessment/progression and its purpose in supporting every learner to make progress.</p> <p>Most learners across both schools have set up their online Learner Portfolio.</p> <p>Most pupils across both schools understand where they are with their learning, where they need to go and how to get there.</p> <p>Most pupils across both schools respond positively to feedback and have a positive learning attitude.</p> <p>Most pupils across both schools make good progress in light of their age and ability.</p>	<p>Learner Roadmaps in use across both Infant and Junior schools.</p> <p>Joint vision and policy for Assessment and Progression in place and in use across both schools.</p> <p>Consistent reporting formats in use across both schools.</p> <p>All teachers have a shared understanding of 'assessment' and its purpose in supporting every learner to make progress.</p> <p>Nearly all pupils across both schools make good progress in light of their age and ability.</p> <p>Pupil voice indicates that nearly all pupils across both schools feel a sense of ownership of their learning journey and pride in their achievements.</p>
<p>National Mission:</p>	<p>4.2</p> <p>Autumn Term baselines complete and Learner Roadmapping updated - HJS.</p> <p>HJS staff have shared current practice in terms of Baseline assessments with HIS staff.</p> <p>Numeracy Baselines for PSI in development.</p> <p>Literacy Baselines for PSI in development.</p> <p>RWI Roadmapping in use across both schools.</p>	<p>Progression step baselines in place for PSI.</p> <p>Spring baseline assessments completed from PSI-3 across both schools.</p> <p>Learner Roadmapping in place and updated across both schools.</p> <p>INSET - Moderation of Progression/ Ongoing MER/FADE completed and feedback given to all stakeholders.</p> <p>Most pupils across both schools make good progress in light of their age and ability.</p>	<p>Summer baseline assessments completed from PSI-3.</p> <p>Learner Roadmapping updated across both schools.</p> <p>MER/FADE completed and feedback given to all stakeholders.</p> <p>Nearly all pupils across both schools make good progress in light of their age and ability.</p>

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<p>High Standards and Aspiration for All</p> <p>Regional/Local priorities: Pursuing Excellence Together - Equip leaders with the skills to have a significant impact on progress, attainment and provision and wellbeing.</p>	<p>4.3 Expectations for Literacy and Numeracy from PSI-PS3 in early stages of development.</p>	<p>Expectations (L & N) finalised and shared with all Hendre staff. Progression Triads in place across both schools.</p>	<p>Nearly all pupils across both schools make good progress in light of their age and ability with their basic skills in both Literacy and Numeracy. Teaching across both schools ensures effective pupil progress.</p>
	<p>4.4 MR / CK have planned an initial theme week, this has been completed across both schools. Theme Week 2 - Anti Bullying Week completed across both schools. Evidence from theme weeks shows progression in from PSI - 3. PS2-3 AOLE working docs have been reviewed and shared with HIS.</p>	<p>M&N and LLC AOLE working docs have been extended to PSI. Progression Step 2 Planning Team established - Year2/3. Theme Weeks 3/4 - planned and evaluated, impactful across both settings. LLC and Numeracy AOLE working docs used by all Hendre staff to inform planning and progression. TASC approach has been extended to LKS2/PS1.</p>	<p>Monitoring and assessment show more consistent approach to planning and progress across both schools. Theme Weeks 5/6 - planned and evaluated, continued impact on progression across both schools.</p> <p>Nearly all pupils across both schools make good progress in light of their age and ability across both schools. Teaching across both schools ensures effective pupil progress and is good or better in nearly all classes.</p>
	<p>4.5 Child friendly 12 pedagogical principles in early stages of development with LD / SC from PSI-3. Children's placemat created and shared with all Hendre staff.</p>	<p>INSET - pedagogical principles, shared with all staff. Pedagogical principles have been introduced to children from PSI-3.</p> <p>Most children across both schools are aware of 12 pedagogical principles.</p>	<p>Summer term look at planning and L to L undertaken - FADE and forward palnning.</p> <p>Nearly all children across both schools are aware of 12 pedagogical principles and many can use them as part of their classroom talk/learning.</p>
	<p>4.6 Principles of Progression OPP have been shared with HIS.</p>	<p>PSI Principles of Progression OPP have been developed alongside AOLE Leads. Spring term Book Look undertaken - FADE 1. Evidence for Progression Portfolio collected for Literacy and Numeracy.</p>	<p>Summer term Book Look undertaken - FADE 2. There are Progression Portfolio's in place for each AOLE. Each portfolio showcases examples of progression in action, these act as a vehicle to ensure a consistent approach across both schools. All staff across both schools have a clear understanding of progression and what this looks like at the varying Progression Steps.</p>

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			<p>Nearly all pupils across both schools make good progress in light of their age and ability.</p> <p>All teachers across both schools know what is expected of standards and progress for pupils at all progression steps.</p> <p>Teaching across both schools ensures effective pupil progress and is good or better in nearly all classes.</p>
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PRIORITY 4: To ensure the interrelationship between Assessment and Pedagogy supports learners to make meaningful progress in their learning across both HENDRE Schools.			
ACTION PROFESSIONAL LEARNING	SUCCESS CRITERIA	PROFESSIONAL LEARNING AND RESOURCE IMPLICATIONS	MONITORING Who, how, when
<p>4.1 - CM/MR/CK/ND To establish a shared vision and policy for assessment and progression across both Hendre Schools.</p>	<ul style="list-style-type: none"> Use of 'Pink Pen of Pride' and 'Green Pen of Growth' established as a consistent approach to marking across both schools. Learner Roadmapping established as a consistent approach to ensuring progress across both schools. Consistent reporting formats in use across both schools. Assessment and Progression Policy in use by all staff across both Hendre schools. <li style="color: green;">Nearly all pupils across both schools make good progress in light of their age and ability. 	<p>INSET/ Collaborative SMT Time</p>	<p>Progression Team - CM /MR/ CK MER Cycle</p>
<p>4.2 - CM/MR/CK To develop Literacy and Numeracy BASELINES into Progression Step 1 and further embed for Progression Step 2/3.</p>	<ul style="list-style-type: none"> Numeracy baselines for Progression Step 1 have been developed. Literacy baselines for Progression Step 1 have been developed. Continued use of baseline assessments at Progression Step 2/3 inform learner roadmapping and ensure progression. Learner Roadmapping in use across both schools. 	<p>Management Time</p> <p>Learner Roadmapping</p> <p>Moderation slides</p>	<p>Progression Team - CM /MR/ CK</p> <p>Termly</p> <p>Learning Walks</p> <p>Moderation</p>

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	<ul style="list-style-type: none"> Nearly all pupils across both schools make good progress in light of their age and ability. 		
<p>4.3 - CM/MR/CK</p> <p>To ensure a clear, consistent expectation for the progression of Basic Skills (Literacy and Numeracy) across both Hendre Schools.</p>	<ul style="list-style-type: none"> Expectation overview PSI - PS3 in place and in use across both Hendre schools. Sharing best practice TRIADS in place and impactful in terms of collaborative learning. Learning walks and book looks show clear evidence of independent skills application across the curriculum for nearly all pupils across both schools. 	Management Time	<p>Progression Team - CM /MR/ CK</p> <p>Termly Learning Walks</p> <p>Listening to Learners</p> <p>Learning Walks</p> <p>Book Looks</p>
<p>4.4 - CM/MR/CK/ND</p> <p>To develop a shared, collaborative approach to planning for Theme Weeks across both Hendre Schools.</p>	<ul style="list-style-type: none"> Theme weeks established and ongoing across both schools as part of curriculum offer. Year 2 , 3 planning team in place. AOLE Working docs - reviewed and extended to PS1 . Nearly all pupils across both schools make good progress in light of their age and ability. 	Staff Meetings	ND / JF monitoring planning
<p>4.5 - CM/MR/CK</p> <p>To develop a shared approach to the progression of pedagogy across both Hendre Schools.</p>	<ul style="list-style-type: none"> Child friendly approaches of the 12 pedagogical principles at Progression Step 1, 2 and 3 have been developed with support from the School Council and Learning Detectives. Child friendly placemat for what the 12 pedagogical principles look like at each progression step has been created Teacher guidance and expectation created and in use across both schools. Nearly all pupils across both schools make good progress in light of their age and ability. 	<p>Pupil Voice Groups - SC / LD</p> <p>Management Time</p> <p>Staff INSET</p>	<p>Progression Team - CM /MR/ CK</p> <p>Listening to Learners</p>
<p>4.6 - CM/MR/CK</p> <p>To develop Progression Portfolio's for all AOLE's that exemplify high quality teaching and learning across both Hendre Schools.</p>	<ul style="list-style-type: none"> Principles of Progression One Page Profiles - extend to PS1 . Progression team to establish criteria for portfolios. Progression team have led INSET to develop portfolio's. Progression Portfolio's for all AOLE's developed. Staff across both schools are secure in their understanding of progression. Nearly all pupils across both schools make good progress in light of their age and ability. 	<p>Management Time</p> <p>Directed PPA</p>	<p>Progression Team - CM /MR/ CK</p> <p>AoLE leads</p> <p>Termly monitoring of development.</p> <p>Book Looks to reflect high quality teaching and learning.</p> <p>Learning Walks / Lesson Observations</p>

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| | <ul style="list-style-type: none">All teachers across both schools know what is expected of standards and progress for pupils at all progression steps. | | |
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