

**YSGOL IAU HENDRE/HENDRE  
JUNIOR SCHOOL**

**SCHOOL IMPROVEMENT PLAN  
2024-2025**

## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

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

Chair of School Council: Lucas Anderson - Dosbarth Sycamore

# HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

## Our Mission Statement

Everyone has the right to education. At Hendre Junior School, our primary aim is to nurture the diversity of our children and equip them with the resilience to deal with the ever changing world around them. Having the highest of expectations of our pupils goes hand in hand with this aim as they build the highest expectations of themselves. Hence the school's central philosophy and mission is:-



Our school's philosophy and mission focuses on the three core values of BELONGING, RESILIENCE and PRIDE and this underpins all policy and practice.

Our learners embrace the values that we aim to promote and in promoting them they make Hendre Junior School the best that it can possibly be.

We seek to foster in our children a sense of respect and PRIDE for who they are; a sense of BELONGING in the world in which they live and the school in which they learn. This, with the ultimate aim of producing children who are well-rounded, emotionally secure, happy, confident, empowered and RESILIENT.

# HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

## Our Curriculum

It is with our mission in mind that our Hendre Curriculum has been developed, placing our children, their unique qualities and capabilities at the centre of all that we do;

**Hendre Junior; Curriculum Summary**

**Our vision and values**  
Developed alongside our learners, parents, governors and the wider community our vision encompasses all that we aspire to achieve at HENDRE;  
**Everyone** has the right to education. At Hendre Junior School, our primary aim is to **nurture** the **diversity** of our children and equip them with the **resilience** to deal with the ever changing world around them. Having the **highest** of **expectations** of our pupils goes hand in hand with this aim as they build the **highest expectations** of themselves.

Our school's philosophy and mission focuses on the three core values of **BELONGING** and **RESILIENCE** and **PRIDE**; these underpin all policy and practice.

**High Expectations Nurture Diversity and Resilience in Everyone**

**We are a nurturing school.**

**Our Hendre Heroes**  
Pride  
Belonging  
Resilience  
Cwriawlwm

**Our Curriculum**  
Our Curriculum Hendre is at the heart of our school; it is everything our learners experience during their journey with us. A joined up way of thinking that realises our vision, our values and our ambitions for all.  
Designed by our learners, our **Hendre Heroes** embody the **Four Core Purposes** and underpin all aspects of our teaching and learning.  
Led by the **Twelve Pedagogical Principles**, our teachers consider the needs and stages of all learners and design exciting, creative learning experiences that ignite their curiosity.  
As our learners engage with innovative themes that cover the breadth and depth of the curriculum they have the opportunity to learn within and across the **6 Areas of Learning and Experience**. Each theme encompasses the statements of **What Matters** and reflect the principles of progression. Each includes the **five cross-cutting elements, integral skills and encompass the cross-curricular skills of Literacy, Numeracy and Digital Competency**.  
Ongoing observations of our learners, alongside a range of assessment opportunities is used to inform future learning. Achievement is celebrated at every stage alongside our parents and carers.

**Gwobr Arian**  
As a Lead Network School for Cymru we inspire a strong sense of 'Cymefin' amongst our learners. A sense of **belonging and pride** that is celebrated throughout the curriculum.

**unicof**  
As a silver rights respecting school we teach and learn through the rights. Our Rights Respecting Crew ensure that the rights of **everyone** are central to all that we do.

**nurture.it**  
The well-being of **everyone** is a priority across everything we do at Hendre. Our Well Being Rainbow is integral to our Curriculum and is valued by everyone.

**HENDRE**

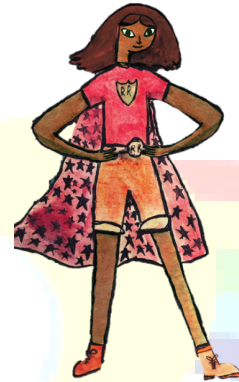
Our learners embody the characteristics of the Four Core Purposes at every level of progression;

Ambitious, capable and ready to learn throughout their lives.

- Through their ambition and high expectations they lead their own learning, strive to do their best, set themselves clear goals and know how they can achieve them. They have a strong belief and self-confidence, are resourceful and resilient, will go beyond their comfort zone and reach for the highest of standards.
- Have the capability to be successful and purposeful, have no fear of failure, learn from their mistakes and if they fall, get back up again.



## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025



Are enterprising, creative contributors who are ready to play a full part in life and work.

- Through experimenting with ideas and concepts; are resourceful, broad-minded, adaptable and organised. They are able to plan, be methodical and are motivated to succeed; have a strong growth mind-set and think outside the box.
- Are diverse, innovative, imaginative, practical and individual; have the capability to experiment with original ideas and approaches; are visionary and ground-breaking. They are individuals with humour and an infectious sense of fun.



## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

Are ethical, informed citizens who are ready to be citizens of Wales and the World.

- Through nurturing principles they display care and understanding of actions having impact on others and our environment; possess strong values of pride, belonging and resilience, have a good moral compass; demonstrate courtesy, good manners and consideration for themselves and others and know right from wrong.
- Share knowledge, understanding, independence, resourcefulness, curiosity and awareness and are able to complete any challenge.



Are healthy, confident individuals who are ready to lead fulfilling lives as valued members of society

- Show knowledge of what it is to be healthy, make good choices and choose mindfulness and nurture as key to having a healthy body and mind.
- Have the confidence to apply skills in a range of contexts, show understanding and balance. Are adaptable with the confidence to explain, reflect, risk-take, focus and support. They are honest, humble and show their self worth.

# HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025



## Values of the Month

Our core values will be celebrated each month during a whole school immersive experience. These are displayed in our school hall, linked to our Rights and Six Principles of Nurture and are the subject of assemblies and celebrations of achievements. This will allow learners to embrace the values that we think best display the attributes that make Hendre Junior School learners the best that they can possibly be and underpin our policy and practice.

Month	Value	Pupil Definition	Rights / Nurture Principles
January	hope	Hope means setting yourself a goal and trying your best to achieve it. It is like a wish for the future. Millie Yr6 Learning Detective	Article 3: Adults should always do what is best for you
February	teamwork	Working TOGETHER and communicating with each other to get the job done. DOSBARTH MARS	Article 15 – You have the right to meet with friends and join groups and clubs.

## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

<b>March</b>	<b>pride</b>	Is a feeling that makes you smile. It means that you can be you no matter what. Crow Cymraeg	Article 30: You have the right to learn and use the language, customs and religion of your family.
<b>April</b>	<b>aspiration</b>	Having a 'dream' and never giving up on what you want to achieve. HENDRE Pupils	Article 6 – You have the right to life, to grow up and reach your full potential.
<b>May</b>	<b>resilience</b>	Resilience is never giving up even when things get difficult. Roisin Yr4	Article 29: Education must help you to promote your rights and help you to develop your skills and talents.
<b>June</b>	<b>nurture</b>	Understanding and supporting each other no matter what. Dosbarth EARTH	Article 24: You have the right to have clean water, nutritious food, a clean environment and good healthcare when you need it.
<b>July</b>	<b>respect</b>	Listening to each other's ideas, opinions and rules. Learning Detectives	Article 12 – You have the right to say what you think in all matters affecting you and for your views to be taken seriously.
<b>August</b>	<b>relaxation</b>	Having fun and laughing with the people we love the most. HENDRE Pupils	Article 31: You have the right to relax and play and take part in activities like sports, arts, music and drama.
<b>September</b>	<b>belonging</b>	A team of people who feel safe and comfortable. We all fit together like our jigsaw pieces. INDIA Yr4	Article 7 – You have the right to a name and a nationality.
<b>October</b>	<b>diversity</b>	Diversity means that everyone is different but that makes us special in our own way. DOSBARTH MERCURY	Article 17: You have these rights and no child or young person should be treated differently because of who they are, where they live, what they believe, the language they speak or if they are a boy or a girl.
<b>November</b>	<b>remembrance</b>	Remembrance means showing gratitude to all those we choose to remember. AVA Yr6	Article 38: You have the right to be protected during a war, and protected from violence.
<b>December</b>	<b>kindness</b>	Kindness means making someone smile. THEO, Learning Detective Yr3	Article 36: Governments must protect children from all other forms of bad treatment.

# HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

## School Staffing Structure 2024-25

### **Senior Management Team:**

Executive Headteacher: Mr John Farmer - **School Improvement, Safeguarding, Performance Management, Teaching and Learning**

Executive Deputy Headteacher: Mrs Nichola Dean - **Senior Leader for T&L/Curriculum /Professional Learning/School Improvement**

ALNCo: Miss Olivia Walrond - **ALNCo**

Wellbeing Lead: Mrs Hannah Collins - **Senior Leader for Equity & Well Being**

### **Progression Team:**

Progression Step 1 Lead: Mrs C Kelly - Hendre Infants

Progression Step 2 Lead: Mrs Mollie Rogan - Hendre Juniors

Progression Step 3 Lead: Mrs Carrie Magwood - Hendre Juniors

### **Teaching Staff:**

<b>Year Group</b>	<b>Class Name</b>	<b>Teacher</b>	<b>Support Staff / 1 to 1 / Group Intervention</b>
3	Blossom	Mrs Mollie Rogan	Mrs S Burnicle
4	Maple	Mrs Nichola Dean/ Miss Olivia Walrond	Mrs S Burnicle
4/5	Willow	Mrs Heather Robins	-
5	Oak	Mrs Carrie Magwood	Miss L Taylor
5/6	Hazel	Mrs Georgia Richards/ Mr Joseph Gale	-
6	Sycamore	Mrs Hannah Collins/ Mrs Sarah Wratten	Miss Megan Goldsworthy

## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

Nurture Provision	Hive	Mrs Maggie Blundell	Mrs Helen Evans
Nurture Provision	Nest	Mrs Selina Edmunds	Mrs Helen Evans

**PPA /Outdoor Learning Lead:** Mrs Laura Bowden

**Additional Interventions/ Wellbeing Support / Thrive:** Mrs Linda Davies

**School Clerk:** Miss Danielle Palmer

**Caretaker:** Mrs Sue Dickens

**MSAs:** Mrs Amanda Morgan; Mrs Sue Dickens; Mrs Sue Dyas

### **Pupil Voice Groups**

School Council - Mrs Carrie Magwood

Wellbeing Warriors - Mrs Hannah Collins

Criw Cymraeg - Mrs Mollie Rogan

Learning Detectives - Mrs Nichola Dean

Eco Council - Mrs Laura Bowden



HENDRE  
Junior School

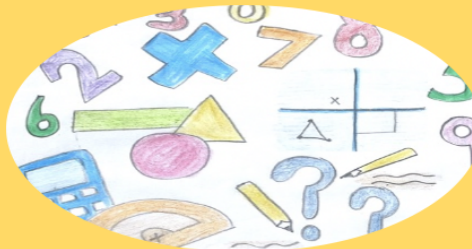


## Structure of Curriculum Leadership Teams: AoLE Teams



Mollie Rogan  
Hannah Collins

Sandra Burnicle  
Link Governor -



Olivia Walrond  
Nichola Dean

Linda Davies  
Link Governor -



Carrie Magwood  
Mollie Rogan

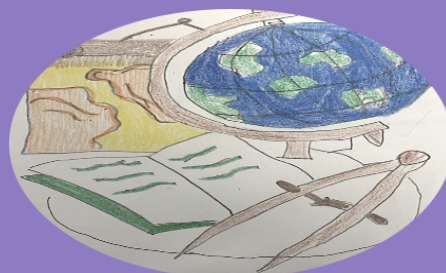
Maggie Blundell  
Link Governor -



Hannah Collins

Laura Bowden/ Linda Davies

Link Governor -



Georgia Richards  
Heather Robins

Helen Evans  
Link Governor -



Sarah Wratten

Selina Edmunds  
Link Governor -

## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

### Three Year Strategic Overview of School Improvement Priorities

Inspection Area	2024/2025 Major Priorities	2025/2026 Major Priorities	2026/2027
<b>1 Teaching and Learning</b>	<p>Estyn Recommendation - Writing Across the Curriculum</p> <p>LLC Literacy/Welsh Reading - Guided Reading Evaluation of Provision and Pedagogy</p> <p>Numeracy - Progression in Cross Curricular Competencies (Cluster Priority), Voice 21 within Numeracy, Mental Maths Progression</p> <p>Humanities - RE</p> <p>Science and Technology - Science, Design and Technology, Digital Skills</p> <p>Outdoor Learning - Evaluation of Provision and Pedagogy</p>	<p>Collaborative Hendre Curriculum - Impact on overall standards of teaching and learning.</p> <p>Standards - What has the impact on this been due to amalgamation?</p> <p>Teaching and Learning - What has the impact on this been due to amalgamation?</p>	<p>Collaborative Hendre Curriculum - Impact on overall standards of teaching and learning.</p> <p>Standards - What does this look like at Hendre Primary?</p> <p>Teaching and Learning - What does this look like at Hendre Primary?</p>
<b>2 Wellbeing, Care, Support and Guidance</b>	<p>Estyn Recommendation - Transition Arrangements</p> <p>Well Being Rainbow - Collaborative approach across both Hendre Schools.</p> <p>Rights Respecting Gold Award</p> <p>Attendance - Improving</p>	<p>Well Being - What does this look like as part of our journey to amalgamation?</p> <p>Impact on WellBeing due to amalgamation - staff and pupils.</p> <p>Provision for ALN - What does this look like as part of our journey to amalgamation?</p>	<p>Well Being - What does this look like at Hendre Primary?</p> <p>ALN - What does provision look like at Hendre Primary?</p>

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	<p>RADY - Ongoing Impact and Provision</p> <p>Staff Well Being - Approach to Mental Health and Well Being</p> <p>Pupil School Development Plan</p> <p>Pupil Voice - Collaboration and Amalgamation</p> <p>ALN Reform</p>		
<b>3 Leading and Improving</b>	<p>Collaboration - Hendre Infants and Hendre Juniors - consultation process</p> <p>Alignment of resources - development of single staffing structure, managing impact of falling rolls.</p> <p>Further alignment of governing bodies and leadership teams.</p> <p>Re-establish parents forum with parents from across both schools.</p>	<p>Collaboration into Amalgamation - Hendre Infants and Hendre Juniors becomes Hendre Primary School- inclusive culture, high expectations and strategic direction.</p> <p>Deployment of resources to ensure best value and maximise impact on pupil outcomes and quality of teaching.</p> <p>Establish new leadership and governance structures- roles and responsibilities.</p>	<p>Amalgamation - Hendre Primary School</p> <p>Evaluation of impact of first year- review to secure further improvement.</p>

### Overview of Progress 2023-24 Targets *(full details and evaluation in separate impact report)*

Priority	Area Targeted for Improvement	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SDP 1	To continue to embed the schools Hendre Curriculum at all levels across the school.						
SDP 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.						

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<b>SDP 3</b>	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.						
<b>SDP 4</b>	To ensure the interrelationship between Assessment and Pedagogy supports learners to make meaningful progress in their learning across both HENDRE Schools.						
<b>Estyn R1</b>	Improve pupils' ability to apply their extended writing skills across the curriculum. (SDP Key Priority 1/4)						
<b>Estyn R2</b>	Ensure effective transition arrangements with the infants' school. (SDP 2.6)						
<b>Estyn R3</b>	Improve the level of challenge provided by the governing body. (SDP 1.4, 2.3)						

<b>2024-25 Overview of Priorities</b>
<b>Priority 1 (Inspection Area 1) : To further develop a shared understanding of high quality teaching to improve outcomes for all learners, with a particular focus on reading, reasoning, digital and Welsh language skills.</b>
<b>Priority 2 (Inspection Area 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.</b>
<b>Priority 3 (Inspection Area 3) : To further enhance leadership capacity at all levels, forging strategic partnerships and collaborations across both Hendre Schools.</b>

### Whole School and AOLE Focus MER Cycle

# HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

## MER Cycle 24-25

**Autumn Term 1**

- School Development Plan
- Pupil School Development Plan
- AOLE Action Planning
- Whole School Person Centred Review
- HT/DHT - Learning Walk, Book Look (FADE)
- Schools as Learning Organisations Survey
- Staff Survey
- Parent Survey

**Spring Term 1**

- HT/DHT - Lesson Observations, Book Look, Listening to Learners (FADE)
- SLT - ESTYN Self Evaluation and Review
- Professional Discussion
- Cross Phase Learning Walk
- Progression Team Review and Forward Planning

**Summer Term 1**

- TRIAD Project Launch
- Governor Engagement and Review
- Schools as Learning Organisations Review
- Staff Survey Review
- Parent Survey Review
- HT/DHT - Drop In Sessions, Listening to Learners

**Autumn Term 1**

- EAS Webinars - Lead Network School Review
- Professional Learning and Research Project Launch
- AOLE Leads - Book Look, Learning Walk, Listening to Learners (FADE)
- SDP Impact Report
- AOLE Impact Report
- FSDP Impact Report and Meeting with SLT
- Performance Management Cycle Begins

**Spring Term 2**

- EAS Webinars - Deutch 1 Wed
- Professional Learning Project Share Session
- AOLE Leads - Book Look, Learning Walk, Listening to Learners (FADE)
- SDP Impact Report
- AOLE Impact Report
- FSDP Impact Report and Meeting with SLT

**Summer Term 2**

- AOLE Leads - Book Look, Learning Walk, Listening to Learners (FADE)
- Professional Learning Project Share Session
- Whole School Person Centred Review
- SDP Impact Report
- AOLE Impact Report
- FSDP Impact Report and Meeting with SLT
- Wider Stakeholder Day Series & Dymund

## AOLE Focus Monitoring 24-25

**Autumn Term 1**

- FADE, Book Look and Listening to Learners
- AOLE Action Plan

**Spring Term 1**

- FADE, Pupil Progress Meetings with Staff
- Meeting with Learning Detectives

**Summer Term 1**

- FADE TRIAD Book Look, Cross Phase Learning Walk

**Autumn Term 2**

- Learning Walk (Subject in Action)
- Re-Visit Targets from Autumn 1 (Update FADE)
- AOLE Action Plan Impact

**Spring Term 2**

- Re-Visit Targets from Spring 1 (Update FADE)
- Learning Walk (Subject in Action)
- AOLE Action Plan Impact

**Summer Term 2**

- Full AOLE AUDIT

### KEY PRIORITY 1:

To further develop a shared understanding of high quality teaching to improve outcomes for all learners, with a particular focus on reading, reasoning, digital and Welsh language skills.

### TARGET LEAD:

N.DEAN

### LINK STAFF:

INFANTS - S.STOW, C.KELLY, R.REYNOLDS

JUNIORS - M.ROGAN, H.COLLINS, O.WALROND, C.MAGWOOD

### LINK GOVERNOR:

S.ROBERTS

[LINK TO ESTYN INSPECTION FRAMEWORK: INSPECTION AREA 1, TEACHING AND LEARNING](#)

### RATIONALE FOR DEVELOPMENT:

#### National Priorities:

Objective: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in

### MEASURABLE OUTCOMES & MILESTONES

OVERVIEW OF IMPACT (RAYG; NB full details in termly SDP Impact Reports)

#### December 2024 Milestones

I.1 Curriculum  
Teaching and Learning Strategy has been developed - SMT, Progression Team, wider teaching team.

#### April 2025 Milestones

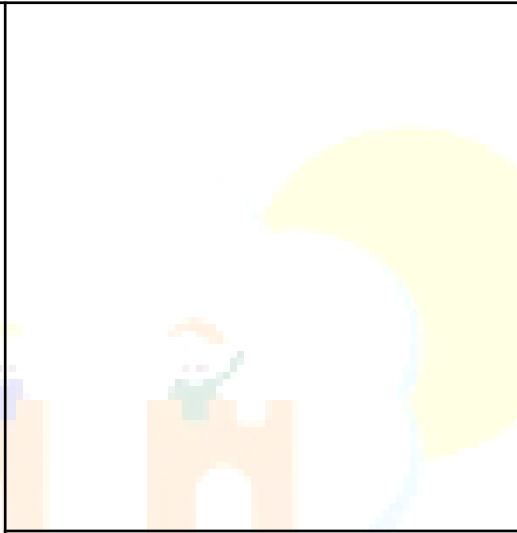
Teaching and Learning Strategy has been further developed to include AOLE specific pedagogy.

#### July 2025 Outcomes

All stakeholders across the school have been active participants in reviewing, adapting and editing their practice in order to ensure the school's Teaching and

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<p>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>Teaching and Learning Strategy has been shared with all stakeholders.</p> <p>Teachers across both schools have had the opportunity to observe teaching and learning in other progression steps.</p> <p>Teaching and Learning Strategy implemented consistently in most classes across both schools with monitoring activities by senior leaders leading to enhanced learning for many pupils in many classes across both schools. (Learning Walks, Book Looks, Listening to Learners)</p>	<p>Learning Policy is implemented consistently in all classes across both schools.</p> <p>Teaching and Learning Strategy implemented consistently in all classes across both schools with monitoring activities by senior leaders leading to enhanced learning for nearly all pupils in nearly all classes across both schools. (Learning Walks, Book Looks, Listening to Learners)</p> <p>Nearly all pupils across both schools are interested, motivated and engaged fully in their learning to the best of their ability.</p> <p>Curriculum Person Centred Review complete to establish direction of HENDRE Curriculum development moving forward.</p>
<p><b>National Mission:</b> High Standards and Aspiration for All</p> <p><b>Regional/Local Priorities:</b> Pursuing Excellence Together - Equip leaders with the skills to have a significant impact on progress, attainment and provision and wellbeing.</p> <p>Ensure effective implementation of the Curriculum for Wales.</p>		<p><b>1.2 Numeracy</b> Bullseye has been established for PS2 and PS3.</p> <p>Bullseye has been shared with staff and trialled within maths lessons.</p> <p>Listening to learners completed to gather baseline evidence of children's confidence with discussing their maths learning and understanding.</p>	<p>Listening to learners completed to help adjust the Bullseye to help further develop children's confidence with discussing their mathematical knowledge and understanding.</p> <p>Numeracy Lead from the Juniors has collaborated with SS and AS to develop Bullseye for PS1.</p> <p>Nearly all learners use the differentiated Bullseye in some maths lessons.</p>
	<p><b>1.3 Guided Reading</b> Reading Eggs are used in many classes to support groups during guided reading carousel.</p>	<p>Reading Buddies established in all classes across the school. Many pupils talk confidently and enjoy supporting their peers with reading.</p>	<p>Nearly all pupils talk positively about their reading experiences.</p>



## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

	<p>Guided reading assessment grids have been revisited and staff upskilled on strands of reading.</p> <p>Resources across the school have been audited and new texts purchased when needed.</p> <p>Pupils have a range of engaging texts to choose from, many pupils talk positively about their reading experiences.</p>	<p>School Library has been organised so that reading materials are easily accessible. Pupils have been involved in developing a reading for pleasure area, nearly all learners talk positively about this classroom space.</p> <p>Reading Role Models have been appointed to act as advocates for reading and to support less able, younger pupils.</p>	
	<p>1.4 Welsh All staff, Criw Cymraeg and nearly all pupils use their Welsh Language skills daily inside and outside of the classroom to achieve Cymraeg Campus Aur Award.</p>	<p>All staff and nearly all pupils use their Welsh language skills daily inside and outside the classroom maintaining the standards of Cymraeg Campus Aur.</p>	<p>All staff and nearly all pupils use their Welsh language skills daily inside and outside the classroom maintaining the standards of Cymraeg Campus Aur.</p>
	<p>1.5 DCF Progression of Digital Competency Skills guide for Interacting and Collaborating has been developed for PS1 - PS3. Nearly all pupils' learning journey and progress is clear across both Hendre Schools.</p> <p>All staff across both Hendre schools to cover Producing and Interacting Strands of the DCF Framework.</p> <p>Training for all teaching staff on Computational Thinking Skills.</p> <p>All classes from Year 1 to Year 6 trail using the different apps for Learning Journals.</p>	<p>All staff across both Hendre schools to cover the Citizenship strand of the DCF Framework.</p> <p>Computational Thinking Skills Guide has been developed to support teachers.</p> <p>Learning Journals are progressive from Year 1 to Year 6.</p>	<p>All staff across both Hendre schools follow a DCF Yearly Overview to ensure consistency in the coverage of DCF skills. Most pupils have experience and have an awareness of the different skills with the DCF framework.</p> <p>Nearly all pupils from Year 1 to Year 6 have a digital competency profile.</p>
	<p>1.6 Progression Team Initial AUDIT and FADE completed - where are we now? Where do we need to go?</p> <p>Progression Team 'expectations' shared and consistent in all classes across both schools.</p>	<p>Progression in AfL document is used consistently in all classes across both schools.</p> <p>Most pupils are able to talk about their learning journey and have a good understanding of their progress.</p>	<p>Toolkit for Metacognition in use in all PS2 - PS3 classes.</p> <p>Nearly all pupils across both schools, relative to their age and experience, are able to confidently explain how they have learnt and those in PS2/3 how the toolkit has helped them.</p> <p>Most learners across both schools are able to learn</p>

## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

	<p>Target setting expectations shared and consistent in all classes across both schools.</p> <p>Most learners across both schools, relative to their age and ability, understand their targets, their strengths and areas to improve. Nearly all learners across both schools are making expected progress against the targets set.</p> <p>Skills coverage EXCEL document used consistency by all staff across both schools.</p> <p>Visuals to aid understanding of the Hendre Heroes have been developed. 'Call on me ...' statements have been simplified for PS1.</p> <p>Nearly all learners across both schools can identify the Hendre Heroes.</p> <p>Enhanced Provision expectations document for PS1 - PS3 has been developed. Identified areas of provision are in place in all classrooms across both schools.</p>	<p>Toolkit for Metacognition has been developed and trialled at PS3.</p> <p>Many pupils are able to confidently explain how they have learnt and how the toolkit has helped them.</p> <p>Enhanced provision placemats, PS1 - PS3, showing exemplary provision and expectations developed..</p> <p>Enhanced provision is a key feature in all classes across both schools.</p> <p>Many learners across both schools are able to learn independently and with a good level of resilience in areas of enhanced provision.</p> <p>Staff have collaborated to produce progressive placemats for the Cross Cutting Themes and Integral Skills. Cross Cutting Themes and Integral Skills are developing as a key feature of the teaching and learning process.</p> <p>Many pupils across both schools make progress over time in the use and application of their integral skills.</p> <p>Many pupils can apply their integral skills independently across a range of AOLE's.</p>	<p>independently and with a good level of resilience in areas of enhanced provision.</p> <p>Hendre Heroes are well established in all classes across both schools.</p> <p>Nearly all pupils across both schools, relative to their age and experience, are able to confidently explain how they have embodied the characteristics of the Hendre Heroes.</p> <p>All staff use the placemats for Cross Cutting Themes and Integral Skills to support teaching and learning.</p> <p>Nearly all pupils across both schools make progress over time in the use and application of their integral skills. Most pupils can apply their integral skills independently across the full range of AOLE's.</p> <p>End Point AUDIT and FADE completed - what have we achieved? Where do we want to go next?</p>
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**PRIORITY I:** To further develop a shared understanding of high quality teaching to improve outcomes for all learners.

<b>ACTION PROFESSIONAL LEARNING</b>	<b>SUCCESS CRITERIA</b>	<b>PROFESSIONAL LEARNING AND RESOURCE IMPLICATIONS</b>	<b>MONITORING Who, how, when</b>	<b>RAG Rating Autumn/ Spring/Summer</b>			<b>EVALUATION OF IMPACT Autumn Spring Summer</b>
ND I.1 Develop a shared vision for teaching and learning that meets the needs of all learners	Senior leadership teams across both Hendre Schools have worked collaboratively to develop a HENDRE 'Teaching and Learning Strategy'. Teaching and Learning Strategy has been shared with all stakeholders across both schools.	INSET  Time for Professional Learning and Reflection	ND - Ongoing  JF - Termly  Governors - Termly				

## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

<p>across both Hendre Schools.</p>	<p>All teachers across both Hendre schools have a shared understanding of high quality teaching and what this looks like in action.</p> <p>This has ensured that, in all classes across both schools;  <i>Nearly all pupils, relative to their age and ability, talk positively about their learning and experiences.</i>  <i>Provision for teaching and learning is at least 'good' in all classes across the school with all pupils making progress against their individual targets.</i></p>		<p>AOLE Leads - Ongoing</p>				
<p>OW          1.2 Further improve learning within Numeracy (Oracy/Reasoning Focus) through the development of Numeracy Bullseye's.</p>	<p>Progressive Numeracy Bullseye visuals, linked to the language of reasoning, have been developed for use at PS2 and PS3 and are in use in all classes.          Numeracy Leads from both schools have worked collaboratively to further develop the Bullseye for PS1.  <i>Many pupils at PS2 and PS3 can use the Bullseye with a good degree of accuracy leading to improved learning and outcomes.</i>  <i>Provision for teaching and learning in Numeracy is at least 'good' in all classes across the school with nearly all pupils making progress against their individual targets.</i></p>	<p>INSET training time to share Bullseye with colleagues.</p> <p>Focused sessions during non-contact time to develop resources.</p> <p>Numeracy Leads meeting</p> <p>Time for research.</p>	<p>OW - Ongoing          JF - Termly</p>				
<p>HC/MR          1.3 Further improve learning within LLC across the school (Reading) through the development of a consistent approach to Guided Reading in both Literacy and Welsh.</p>	<p>Reading Eggs are used in many classes during guided reading carousel.          Guided reading assessment grids have been revisited and staff upskilled on strands of reading.          Reading Buddies / reading role models established in all classes across the school.  <i>Many pupils talk confidently and enjoy supporting their peers with reading.</i>          Resources across the school have been audited and new texts purchased when needed.  <i>Pupils have a range of engaging texts to choose from, many pupils talk positively about their reading experiences.</i></p>	<p>Resources - Books, Apps (where appropriate)</p> <p>Management Time</p> <p>INSET - TA's to organise library / resources / update training for teaching Staff</p>	<p>HC/MR - Ongoing</p>				

## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

	<p>School Library has been organised so that reading materials are easily accessible. Pupils have been involved in developing a reading for pleasure area, nearly all learners talk positively about this classroom space.</p> <p>Once half-termly, pupils explore a Welsh extract/text as part of Guided Reading.</p> <p>All pupils have experience of reading Welsh texts and increased confidence on fluency and comprehension.</p>	<p>INSET - Share Guided Reading expectations for Literacy/Welsh, develop templates / questions / games / sentence patterns for activities to go alongside a range of books.</p>					
<p>MR 1.4 Further embed the school's Welsh ethos at all levels across the school through achieving the 'Cymraeg Campus Aur' Award.</p>	<p>MR leads and supports all staff, and works with cluster representatives, to improve levels of competency and confidence in using Welsh.</p> <p>All Stakeholders continue to collaborate to improve performance in oracy specifically using the Welsh Placemat.</p> <p>Staff ensure opportunities for bilingualism are used across all AOLES.</p> <p>Every class has Helpwr Heddiw to assist the teacher/support staff during the school day as a Welsh language role model.</p> <p>Welsh language is used throughout the school day inside and outside the classroom by all stakeholders.</p> <p>All of the school community is working towards the Cymraeg Campus Aur Award (Autumn 2024)</p> <p>All staff and nearly all pupils use their Welsh language skills daily inside and outside the classroom leading to the award of Cymraeg Campus Aur.</p>	<p>Resources - Books, Apps (where appropriate) Time - MR Management (weekly)</p> <p>Staff INSET - Collating evidence towards targets / sharing expectations</p> <p>Helpwr Heddiw resources</p>	<p>MR - Ongoing EAS ST - Ongoing EAS</p>				
<p>MR/CK 1.5 Continue to raise the profile of Digital Technology and associated Principles of Progression across both Hendre Schools.</p>	<p>Progression of Digital Competency Skills guide has been developed and progression steps for PS1 - PS3 have been broken down to ensure a consistent approach to pupils' learning journey and progress across both Hendre Schools.</p> <p>All staff across both Hendre schools follow a DCF Yearly Overview to ensure consistency in the coverage of DCF skills.</p> <p>Computational Thinking Skills Guide has been developed to support teachers in achieving high standards of both teaching and learning across this skill.</p> <p>Learning Journals from Year 1 to Year 6 are progressive, exposing</p>	<p>Resources - Apps, Technology / Devices Time - MR / CK management time</p> <p>Staff INSET -</p>	<p>MR/CK - Ongoing</p>				

## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

	<p>the children to a range of different apps developing their digital competency profile.</p> <p>Most pupils across both schools are able to independently use year group appropriate apps.</p> <p>Nearly all pupils across both schools are able to access and navigate appropriate technology demonstrating a high level of digital competence.</p>					
<p>Progression Team 1.6 Ensure that the schools' Assessment and Progression Policy is embedded at all levels across both Hendre Schools.</p>	<p>All staff across both Hendre schools use EXCEL documents for tracking coverage. There is very good coverage of a range of skills across all AOLE's.</p> <p>Hendre Heroes have been embedded at all levels across both schools. Nearly all pupils, relative to their age and experience, are able to confidently explain how they have embodied the characteristics of the Hendre Heroes.</p> <p>Progressive metacognition toolkit, including use of AfL, has been established. Nearly all pupils, relative to their age and experience, are able to confidently explain how they have learnt and those in PS2/3 how the toolkit has helped them.</p> <p>Progression Placemats, PSI - PS3, in place for Cross Cutting Themes and Integral Skills. Staff across both schools have a very good understanding of how the Integral Skills progress across all AOLE's, this has been developed into an Integral Skills Resource to support staff- Nearly all pupils across both schools make progress over time in the use and application of their integral skills. Pupils can apply their integral skills independently across the full range of AOLE's.</p> <p>All classes from Nursery to Year 6 have progressive areas of Enhanced Provision inside and outside of the classroom. Enhanced provision placemats, for each area, have been developed to support expectations and learning. Nearly all learners across both schools are able to learn independently and with a good level of resilience in areas of enhanced provision.</p> <p>There is a consistent approach to target setting in all classes across both schools. Nearly all learners across both schools, relative to their age and ability, understand their targets, their strengths and areas to improve.</p>	<p>Meeting Time</p> <p>Management Time - CK/MR/CM</p> <p>INSET Time</p> <hr/> <p><b>NOTES ;</b>  <i>Progression in Cross Cutting Themes</i>  <i>Careers - School Council</i>  <i>Rights - Know your rights, year group appropriate,</i>  <i>progressive from Reception to Y6</i></p>	<p>Progression Team - Ongoing</p> <p>JF / ND - Termly</p> <p>AOLE Leads - Ongoing</p> <p>Listening to Learners (RADY Focus) - Ongoing</p>			

# HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

**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:**

H.COLLINS, N.PAYNE

**LINK STAFF:**

**INFANTS - A.POLE, S.STOW**

**JUNIORS - C.MAGWOOD, O.WALROND**

**LINK GOVERNOR:**

S.ROBERTS

**LINK TO ESTYN INSPECTION FRAMEWORK: INSPECTION AREA 2 , WELL BEING, CARE, SUPPORT AND GUIDANCE**

<b>RATIONALE FOR DEVELOPMENT:</b>	<b>MEASURABLE OUTCOMES &amp; MILESTONES</b> <b>OVERVIEW OF IMPACT (RAYG; NB full details in termly SDP Impact Reports)</b>		
	<b>December 2024 Milestones</b>	<b>April 2025 Milestones</b>	<b>July 2025 Outcomes</b>
<p><b>National priorities:</b> Objective: Learning for life so that everyone in Wales earns, 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: 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><b>2.1 RADY</b> Focus learners identified and reviewed half-termly, leading to improved provision and attainment. Y3 - Gap reduced from ___ to ___ Y4 - Gap reduced from ___ to ___ Y5 - Gap reduced from ___ to ___ Y6 - Gap reduced from ___ to ___ (PDG spending)</p> <p>Vulnerable learner identification and tracking in place across both schools.</p>	<p>Focus learners identified and reviewed half-termly, leading to improved provision and attainment. (PDG spending) Y3 - Gap reduced from ___ to ___ Y4 - Gap reduced from ___ to ___ Y5 - Gap reduced from ___ to ___ Y6 - Gap reduced from ___ to ___</p> <p>Vulnerable learner identification and tracking across both schools has led to improved attitudes to learning and attainment.</p> <p>T&amp;L monitoring across both schools shows regular and consistent implementation of agreed classroom strategies in most classes.</p>	<p>Focus learners identified and reviewed half-termly, leading to improved provision and attainment. (PDG spending) Y3 - Gap reduced from ___ to ___ Y4 - Gap reduced from ___ to ___ Y5 - Gap reduced from ___ to ___ Y6 - Gap reduced from ___ to ___</p> <p>Vulnerable learner identification and tracking has led to improved attitudes to learning and attainment.</p> <p>T&amp;L monitoring across both schools shows regular and consistent implementation of agreed classroom strategies in nearly all classes.</p>
	<p><b>2.2 Attendance</b> Regular texts to update families sent from October.  Medical letter and EWO referrals reviewed and meetings held with all (willing) current focus families.</p>	<p>Regular texts to update families ongoing.  Autumn term attendance reviewed, medical letters and EWO referrals put in place for new/recurring cases.</p>	<p>Regular texts to update families ongoing.  Spring term attendance reviewed, medical letters and EWO referrals put in place for new/recurring cases.</p>



## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

<p><b>National Mission:</b> High Standards and Aspiration for All</p> <p><b>Regional/Local priorities:</b> 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>	<p>Create attendance awareness video using our pupil voice groups. (recommendation from attendance review)</p> <p>Attendance Warriors Group established - learners lead process for offering support and incentives for good attendance.</p> <p>Attendance group has produced and shared a video to encourage good attendance across both schools.</p>	<p>Attendance Warriors Group reviewed - establish check-in buddy system for reluctant attenders.</p> <p>(Consider focusing on lateness if appropriate.)</p> <p>All learners are aware of the importance of good attendance. Reluctant attenders feel more confident in the school environment. (Survey) Attendance below 90% improves for almost all affected learners. (Based on 12 monthly figures)</p>	<p>Attendance Warriors Group reviewed - establish check-in buddy system for reluctant attenders.</p> <p>All learners are aware of the importance of good attendance. Reluctant attenders feel more confident in the school environment. (Survey) Attendance below 90% improves for almost all affected learners. (Based on 12 monthly figures)</p>
	<p>2.3 Rights Respecting Schools Gold</p> <p>Pupils to consolidate the knowledge of the rights and language around the rights.</p> <p><i>ABCDE of rights</i></p> <p><i>Rights holders/ duty bearers.</i></p> <p>Children participate in World Children's day activities.</p> <p>Sharing learning about rights to the wider community through Twitter and SeeSaw.</p> <p>All Rights posters are relevant and updated on displays in classrooms.</p> <p>Evidence of learning within Jigsaw sessions that are directly linked to Rights.</p>	<p>Pupils to develop and action the Pupil SDP.</p> <p>Rights learning linked to Cynefin week, themes and Heddlu Bach.</p> <p>Healthy Schools Campaign established and shared with all stakeholders and wider community. Wellbeing Workshops offered to deliver healthy food with parents.</p> <p>Pupils have contributed and participated in Healthy Schools education workshops to promote a more healthy lifestyle.</p>	<p>Rights Respecting Schools GOLD application submitted.</p> <p>All pupils to be confident talking about and naming rights. Y6 pupils to be able to recite article numbers and names of rights.</p>
	<p>2.4 School Council/PSDP</p> <p>Joint School Council has been established, Yr1 - Yr2 with representatives for Reception and Nursery.</p> <p>PDSP has been written with learners; this lays out a clear plan for collaborative work between learners across both schools.</p> <p>December Impact Report</p>	<p>Joint School Council has produced a newsletter to share progress towards PSDP targets with the school community.</p> <p>April Impact Report</p>	<p>Joint School Council has produced a newsletter to share progress towards PSDP targets with the school community.</p> <p>July Impact Report</p>

## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

	<p>Most learners have visited partner school e.g. tour, collaborative learning, watching performances etc.</p> <p>RADY learners are over represented in PV Groups across both schools.</p>		
	<p>2.5 - ALN NP and OW have met to understand current paperwork, discussing what is working well and what paperwork is not working effectively.</p> <p>Listening to learners - do they feel like the paperwork is accessible? Are they child-friendly?</p>	<p>OW and NP have aligned OPP and PCP paperwork initially, gathering feedback from teaching staff.</p> <p>Paperwork changes shared with HT, DHT and governors.</p>	<p>All paperwork aligned. reflecting both Hendre Infants and Hendre Junior School.</p> <p>Paperwork to be shared with staff during Inset time ready for full implementation in September 2025.</p>

### PRIORITY 2:

<b>ACTION PROFESSIONAL LEARNING</b>	<b>SUCCESS CRITERIA</b>	<b>PROFESSIONAL LEARNING AND RESOURCE IMPLICATIONS</b>	<b>MONITORING Who, how, when</b>	<b>RAG Rating Autumn/ Spring/Summer</b>			<b>EVALUATION OF IMPACT Autumn Spring Summer</b>
<p>CM/SS 2.1 Further implement RADY policy and associated protocols and strategies across both Hendre Schools.</p>	<p>Focus learners identified across both schools and reviewed half-termly.</p> <p>Clear expectations for teaching and learning strategies in place and implemented consistently across both schools.</p> <p>Vulnerable learner identification and tracking across both schools has led to improved attitudes to learning and attainment in nearly all classes across both schools.</p>	<p>CM - Management Time</p>	<p>Attainment Data Uplift Data L to L Half-termly CM</p>				
<p>CM 2.2 Improve attendance from 91.53%</p> <p>Analyse attendance pattern of remaining</p>	<p>Attendance warriors group has been re established.</p> <p>Existing improving attendance strategies, such as texts home, daily diet etc remain consistent.</p> <p>Attendance has been linked to class Dojo reward system.</p> <p>Timetable of formal meetings with parents of learners with</p>	<p>CM to develop use of SIMS.</p> <p>JF &amp; governor time to attend meetings.</p>	<p>Attendance Governor/ JF/ CM</p> <p><b>Monthly</b> discussion and data review, CM &amp; DP</p>				

## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

<p>learners and re-evaluate targets.</p> <p>Reduce RADY gap from - 4.2% Rady - 59 learners, 88.7%, 6.5% auth, 4.8% non auth Non-RADY - 120 92.9%, 5.5% auth, 1.7% non auth</p>	<p>persistent low attendance has been established.</p> <p>L to L shows positive impact on attitudes, participation</p> <p>Attendance group have worked collaboratively to produce and share a video to encourage good attendance.</p> <p>All learners are aware of the importance of good attendance. (Survey)</p> <p>Reluctant attenders feel empowered and supported.</p> <p>Attendance below 85% improves for almost all affected learners. (Based on 12 monthly figures)</p>		<p>Half-Termly Reviews with Learners and Parents</p>				
<p>HC</p> <p>2.3 To further embed the voice of the child at all levels across the school with the ultimate aim of achieving the Rights Respecting <i>Gold</i> Award</p>	<p>Wellbeing Warriors / Eco Committee have set targets/actions for RRS Gold and have shared these with all stakeholders -- creating change within our school/community. (Link to Whole School Approach/Healthy Schools) - <b>Focus: Educating our community with a healthy lifestyle focus - COLLABORATIVE FOCUS</b></p> <p>Rights of the Week covered in Rights assemblies led by HC, fortnightly.</p> <p>There has been significant involvement from the wider school community and Governors (link) in achieving the RRS Gold award.</p> <p>RRS Gold 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.</p> <p>Nearly all children across the school understand and can articulate their rights and the importance of them, especially relating to ABCDE.</p> <p>Nearly all children across the school display a Rights Respecting attitude towards school life.</p> <p>All pupils across the school have an improved level of well being knowing that their Rights are valued and promoted.</p> <p>RADY learners are over-represented in all areas of project planning.</p>	<p>HC - Management Time</p> <p>INSET for training</p>	<p>Evidence of learning - assemblies, floorbooks etc.</p> <p>Pupil Voice groups interviewed by wider staff</p> <p><b>Expectation:</b> Campaign to be established from Jan '25 RRS Gold achieved by Spring Term 2 '25</p>				
<p>CM/ND</p> <p>2.4 To gather pupil voice in relation to the</p>	<p>All learners are able to talk about the proposed merger and feel comfortable working on both sites.</p>	<p>CM to involve staff as appropriate to supervise,</p>	<p>ND/CM</p>				

## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

<p>proposed merger, leading to projects which support the transition and are organised within the PSDP.</p>	<p>Re-evaluation of pupil voice groups and staff responsibilities has led to consistent input across groups of learners. PSDP and impact reports have led to increased collaboration between staff and learners across both schools. <i>All learners have had the opportunity to access the curriculum or watch/perform a show at the partner school.</i> <i>RADY learners access these opportunities at a 40% higher rate than non-RADY learners. Particularly opportunities which allow learners to share their expertise.</i></p>	<p>transport and work with learners.</p>	<p><b>Monthly</b> discussion and data review, CM &amp; ND</p>				
<p>OW/NP 2.5 To align all ALN paperwork, policies and monitoring between Hendre Infants School and Hendre Junior School to support the future amalgamation of the both schools.</p>	<p>OW and NP have collaborated to develop aligned paperwork that will be distributed to parents, teachers and outside agencies in PCP meetings, allowing consistency for parents. Legal documents and policies to reflect both Hendre Infants and Hendre Junior School. <i>All stakeholders have knowledge and understanding of collaborative paperwork and processes.</i> <i>Paperwork processes cross reference and consider for RADY learners.</i></p>	<p>OW NP  Inset time in Summer Term to roll out new paperwork.  Resources - online tools used (Edukey, Drive, etc)  Dedicated time for NP and OW to discuss and reflect on current paperwork.</p>					
<p>HC 2.6 To ensure that the Hendre curriculum offer recognises, responds to and celebrates the diverse nature of social groups and communities.</p>	<p>HLTA has delivered bespoke Diversity Projects for groups of Y3,4,5 and 6 that focus on key themes using a picture book based resource. <i>Most pupils have a deeper understanding of what diversity is and what a diverse school and community look like, and engage well with this resource.</i> HC to work with staff to ensure opportunities for diversity/ calendar dates are threaded amongst Topics using Topic Mapping Plans. <i>Pupils have a greater understanding of what diversity looks like and how to act respectfully and appropriately.</i></p>	<p>HC - Management Time</p>	<p>HC - Monitoring and Tracking resources; Pupil Voice feedback  Use Floorbooks for evidence of whole class discussions</p>				

## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

In all areas of Diversity teaching, RADY learners will be given planned opportunities to broaden their knowledge as necessary, before engaging with content.

**KEY PRIORITY 3:** To further enhance leadership capacity at all levels, forging strategic partnerships and collaborations across both Hendre Schools.

**TARGET LEADS:**

J.FARMER, N.DEAN

**LINK STAFF:**

INFANTS - SLT

JUNIORS - SLT

**LINK GOVERNOR:**

M.SERGENT

**LINK TO ESTYN INSPECTION FRAMEWORK: INSPECTION AREA 3 , LEADING AND IMPROVING**

**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 earns, 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 curriculum, through collaboration across providers and with industries and employers.

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

What we will do: Through early identification, support and targeted actions, ensure that all learners gain the

**December 2024 Milestones**

3.1 The views of all stakeholders have fed into the consultation process and the criteria, processes and timescales for for key budgetary and personnel decisions are decided and communicated to all staff and governors. Whole school Teaching & Learning Strategy conceived..

3.2 Knowledge and skills of most Governors improved through effective self evaluation and first-hand engagement in school improvement processes.

**April 2025 Milestones**

Outcome of consultation process is known and communicated to all stakeholders. Pending outcome of statutory notice period, primary school draft budget and staffing structure agreed by GB

Knowledge and skills of nearly all Governors improved through effective self evaluation and first-hand engagement in school improvement processes.

**July 2025 Outcomes**

Sustainable staffing structure for newly-amalgamated primary school agreed in readiness for September 2025.

Knowledge and skills of all Governors improved through effective self evaluation and first-hand engagement in school improvement processes.

Teaching and learning experiences for nearly all pupils across both schools are enhanced as a result of effective Governor engagement and support as a 'critical' friend.

## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

<p>knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence.</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><b>National Mission:</b> High Standards and Aspiration for All</p> <p><b>Regional/Local priorities:</b> Pursuing Excellence Together</p>	<p>3.3 Cluster collaboration on plan priorities has led to improvements in standards of teaching and <b>pupil progress in most classes.</b></p>	<p>Cluster collaboration on plan priorities has led to improvements in standards of teaching and <b>pupil progress in nearly all classes.</b></p>	<p>Cluster collaboration on plan priorities has led to improvements in standards of teaching and <b>pupil progress in all classes.</b></p>
	<p>3.4 Key policies due for renewal have been fully reviewed and updated to reflect current legislation and guidance across both schools. Some policies have been presented in a collaborative format.</p>	<p>Key policies due for renewal have been fully reviewed and updated to reflect current legislation and guidance across both schools.  Most policies have been presented in a collaborative format.</p>	<p>Key policies due for renewal have been fully reviewed and updated to reflect current legislation and guidance across both schools.  Reviewed policies have been shared and agreed upon by all stakeholders, including pupil voice groups where appropriate.  Monitoring demonstrates that revised policies are being implemented in all classes across both schools.</p>
	<p>3.5 All AOLE leads have written a collaborative AOLE action plan.  All AOLE leads have completed monitoring activities collaboratively across both schools.</p>	<p>All AOLE action plans are reviewed regularly and successes and areas for development shared with all stakeholders.  There is a developing accountability at middle leadership level for curriculum design and development.  Most pupils across both schools are interested, motivated and engaged fully in activities across all AOLE's. 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 leads' strategic planning builds towards the realisation of the Curriculum for Wales and the school's Teaching and Learning Strategy.  Nearly all pupils across both schools are interested, motivated and engaged fully in activities across all AOLE's.  Nearly all pupils across both schools talk positively about their AOLE experiences and are willing to showcase learning they feel proud of.</p>

### PRIORITY 3:

ACTION <i>PROFESSIONAL LEARNING</i>	SUCCESS CRITERIA	PROFESSIONAL LEARNING AND RESOURCE IMPLICATIONS	MONITORING Who, how, when	RAG Rating Autumn/ Spring/Summer	EVALUATION OF IMPACT <b>Autumn Spring Summer</b>
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## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

<p>JF/ND//MS/GB</p> <p>3.1 To ensure that the collaborative journey between both schools leads to their successful amalgamation.</p>	<p>Senior Leaders/ Governing Body attend regular Team Around the School meetings with LA.</p> <p>All stakeholders of both schools and the wider school community have been consulted on the proposal to amalgamate.</p> <p>There is a clear HENDRE vision in place across both schools. This is supported by a shared set of values. Both have been co-constructed and are understood by all stakeholders.</p> <p>A common strategy for teaching and learning is developed with an agreed set of non-negotiables employed consistently across both schools.</p> <p>Pastoral staff teams established as part of the CAMHS InReach reflective practice / supervision project to support staff and pupil wellbeing.</p> <p>Sustainable staffing structure for newly-amalgamated primary school agreed in readiness for September 2025.</p>	<p>INSET</p> <p>Staff meetings / INSET</p> <p>Joint school SMT meeting supported by Daniel Davies EAS; Cluster INSET Day 25/11/24, and whole staff meetings.</p> <p>CAMHS InReach SMT</p> <p>ALNCos (NP / OW)</p> <p>Staff Teams</p> <p>HT / GB</p> <p>Joint GB Staffing Committee</p> <p>SM (Finance); LC (HR)</p>	<p>JF/ND - Termly</p> <p>CoG / HT / DHT - Monthly Team Around the School Meetings with key LA officers</p> <p>CM (School Council Link Teacher); JF; ND; NP</p> <p>SMT</p> <p>HT / DHT / SMT / All Staff</p> <p>SMT DD (EAS) All Staff Cluster HTs and PL Leads SMT All Staff</p> <p>Whole Staff Meeting (9/10/24) Half-termly twilights</p>				
<p>JF/ND</p> <p>3.2</p> <p>To further develop the capacity and capability of the governing body to act as a critical friend to both Hendre Schools.</p>	<p>All members of the Governing Body, across both schools are fully aware of their role and responsibilities in supporting the ongoing collaboration and future amalgamation of both schools.</p> <p>The Governing Body is confident in the use of the GB self evaluation toolkit and uses it regularly to plan for the future support and development of both schools.</p>	<p>Governor Professional Learning Offer</p> <p>Governor Open Days</p>	<p>JF/ND - Termly</p> <p>Collaborative Discussions - Governing Body Meetings</p>				

## HENDRE SCHOOL IMPROVEMENT PLAN 2024 - 2025

	<p>Link governor roles have been aligned to SDP priorities inc ALN/RADY/AOLE's etc across both schools.</p> <p>Link governors meet termly with staff across both schools to explore the quality of teaching and learning and to understand the current context of the school i.e. ALN/MAT/RADY.</p> <p>Link governor for 'Community Profiling' established to support the school's journey to amalgamation.</p> <p>Curriculum governor acts as a 'mentor' for staff as part of the ongoing MER cycle and raising of standards for disadvantaged learners.</p> <p>Governor TEAMS space set up and in use by all governing body members to ensure they remain up to date and informed on any school based developments e.g. policies, ALN, RADY.</p> <p>Nearly all 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>	<p>In School Meetings with Middle Leaders</p>	<p>/ In School Discussions</p>				
<p>ND</p> <p>3.3 To continue to strengthen strategic cluster links between senior and middle leaders / AoLE leads to ensure successful implementation of cluster strategic plans.</p>	<p>All staff across both schools are aware of cluster plan priorities.</p> <p>Cluster priorities have been implemented across both schools.</p> <p>PL Lead has attended cluster meetings to discuss and evaluate progress and impact on standards of teaching and pupil progression.</p> <p>All staff across both schools have attended cluster INSET and professional learning opportunities.</p> <p>Cluster collaboration on plan priorities has led to improvements in standards of teaching, learning outcomes and pupil progress across both schools.</p>	<p>Cluster Meetings PL</p> <p>Cluster Days INSET</p>	<p>ND - Termly</p>				
<p>JF/ND/SS</p> <p>3.4 To review and update current school policies and embed at a shared level across both schools.</p>	<p>All key policies, across both schools, have been fully reviewed and updated to reflect current legislation and guidance.</p> <p>Key policies have been presented in a collaborative format, where appropriate.</p> <p>Reviewed policies have been shared and agreed upon by all stakeholders, including pupil voice groups where appropriate.</p>	<p>INSET</p> <p>Governing Body Meetings</p>	<p>JF/ ND - Ongoing</p>				

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	<p>Monitoring by HT/DHT and strategic leads demonstrates that revised policies are being implemented in all classes across both schools.</p>					
<p>ND 3.5 To embed SDP and AOLE Action Planning processes and associated MER across both schools to facilitate purposeful collaboration between senior and middle leadership teams.</p>	<p>Senior Leaders and AOLE Leads have prioritised actions for improvement across both schools. A fully aligned, purposeful Hendre SDP has been developed. Hendre SDP has been shared with ALL stakeholders across both schools. AOLE Leads across both schools have met to develop collaborative AOLE action plans. Leaders across both 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 <b>standards of teaching and learning across both schools.</b> All leaders use the 'Improving the Quality of Teaching and Learning' Framework to evaluate impact and support improvement. <b>Teaching is good or better in all classes across both schools with nearly all pupils making positive progress against their starting point.</b> <b>Relative to their development, nearly all pupils across both schools can articulate what they are learning demonstrating a secure understanding of new ideas and information across a range of AOLE's.</b></p>	<p>INSET  Governing Body Meetings</p>	<p>JF/ ND - Ongoing</p>			

Hendre Junior School