



School Development Plan 2022- 2026

Rhydypenau Primary School is a community school serving an established residential area within north Cardiff. Most pupils come from homes that are relatively advantaged and a few from homes that are economically disadvantaged. The school has 489 pupils aged three to 11 years old, which currently includes 74 children who attend the nursery on a part-time basis. Children enter the nursery in the term after their third birthday. The school is either full or oversubscribed in every year group. English is the predominant language spoken at home. In Sep 2023, 28.92% of pupils were from ethnic minority backgrounds and 13.86% speak English as an additional language. English is the main language of communication in the school and Welsh is taught as a second language, however, there are 26 different languages spoken at home. In September 2023 there were 16 EAL pupils, either new to English or at the stage of early acquisition. The school has 2.01% FSM in 2023, which is below the local authority and Wales average. 2% of pupils have been identified as having additional learning needs. Pupils are accommodated within a range of buildings. Historically the school has had excellent attendance previously 97% over six years, attendance has decreased slightly to 95%.

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Estyn Recommendations: 2018

R1 Improve provision to develop pupils' understanding of the importance of healthy lifestyle choices and broaden the range of physical education experiences

R2 Further improve communication between school and parents

Progress Since the last Inspection

Key Issue - Commentary

R1 Improve provision to develop pupils' understanding of the importance of healthy lifestyle choices and broaden the range of physical education.

Fruit is provided for pupils in the FL and Phase 2.

The Health and Wellbeing curriculum teaches children about making healthy choices, a SDP priority due to recent changes in the curriculum.

Lunches provided by the LA were reviewed, and as a result, pupils had an increased range of salad and fruit available daily. The LA are in the process of reviewing their provision due to the introduction of FSM's.

P.E curriculum has been reviewed to ensure a range of skills are taught.

A multi skills approach has been adopted across the whole school - Play 2 Learn in the Foundation Learning, Multi Skills in lower Phase 2 and Multi Sports in Upper Phase 2 as well as following PESS gymnastics throughout the school.

R2 Further improve communication between school and parents

Communication with parents, the whole school or phases delegated to one person in the office.

'Seesaw' app embedded in all year groups.

Dates for the year detailing important events sent to parents at the start of the academic year and updated termly.

New website regularly updated by a designated person.

Parent group established, a parent from each year group attends termly meetings

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Rhydypenau's **Vision and Values**

At Rhydypenau, our learners and staff will feel secure, safe and happy in the physical and digital world where everybody is valued and respected. They will develop self-confidence and high self-esteem in a nurturing community.

At Rhydypenau, our learners will be ambitious and aspirational, have opportunities to 'aim high' and have experiences that will inspire, excite and shape their futures. Our learners will approach life with confidence and self belief to reach, or exceed, their potential.

At Rhydypenau, our learners will be engaged and enthusiastic, curious and creative and develop a love of learning. Our learners will engage in authentic learning opportunities and experiences.

Our learners will not be afraid to fail but see failure as an opportunity for learning and a route to success. Our learners will be resilient, will respond confidently to situations by thinking flexibly to problem solve and will overcome adversity to develop a strong sense of achievement.

At Rhydypenau, our learners will be resilient, to think flexibly. Our learners will respond confidently to situations with increasing independence and will develop a strong sense of accomplishment.

At Rhydypenau, we want our learners to be respectful, ethically informed citizens who build strong relationships, and develop a sense of mutual respect and acceptance of others from all walks of life. Our learners will celebrate cultural heritage and diversity, and become compassionate members of society. Our learners will have the knowledge and confidence to exercise their own democratic and human rights, to protect their own and others' freedom and equality.

At Rhydypenau, our learners will develop enquiring minds & become critical and creative thinkers.

At Rhydypenau, our learners will be active, inspired and motivated to develop a lifelong approach to their health and wellbeing.

Our children will embody the four purposes: they will be confident, ready, excited and enthusiastic about the next stage of their journey.

Summary of Priorities 2021-2024

2022-2023	2023-2024	2024-2026 2 years
<p><u>Standards and progress in learning and skills</u> Welsh writing and reading at the expected level in progression step 2 - year 2 Welsh reading and writing at higher level whole school Raise standards in LLC and MND for progression phase 1&2 Nursery, reception and year 1. Gender Address gender issues in LLC for progression phase 1.Nursery, reception and year 1. Reduce gender gap Year 3 in LLC and MND Reduce gender issues in MND for year 3 & 4. Reduce gender issues in Welsh oracy whole school Ensure FSM pupils continue to make make excellent progress and achieve full potential</p>	<p><u>Standards and progress in learning and skills</u> Increase Maths Procedural scores at 115+ to be in line with Reasoning. Reduce the gender gap in procedural at 115+ in all year groups - girls in Yr3 to 6 Reduce the gender gap in procedural at >85 girls in Yr6. Increase Reading scores/standards whole school Raise standards in Welsh oracy Groups of learners: Reduce gender gap: • Boys reading Y4&6 • Boys writing Y3, 4, 5&6 • Girls writing Y2 • Boys welsh Reduce EAL gap:: • LLC Y5&6 • Oracy Y4 Ensure FSM pupils continue to make make excellent progress and achieve full potential</p>	<p><u>Standards and progress in learning and skills</u> Groups of learners: Reduce gender gap Reduce EAL gap Ensure FSM pupils continue to make make excellent progress and achieve full potential</p>
<p><u>Wellbeing and attitudes to learning</u> Develop room for professional learning and wellbeing of staff Use personality tests to improve team building and relationships</p>	<p><u>Wellbeing and attitudes to learning</u> Increase opportunities for pupil voice and develop our Senedd</p>	<p><u>Wellbeing and attitudes to learning</u> Embed school Senedd</p>

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<p>Develop pupil voice through introduction of a Senedd Introduce Thrive whole school Introduce <u>Rights Respecting Schools</u> and achieve Bronze award</p>	<p>Introduce the strategic management of staff wellbeing Embed Rights respecting school, achieve silver award</p>	<p>Embed Rights respecting school, achieve gold award</p>
<p><u>Teaching and Learning experiences</u> Refine the school level curriculum so that it is bespoke to OUR community and meets the needs of OUR children A curriculum that celebrates diversity and culture A curriculum that is built on the strengths and needs of our community (family, local business and industry) Further develop collaboration with community & internationally Assessment in learning procedures implemented and embedded across the curriculum Assessment for progression implemented Relationships sexuality, education (RSE) Embed LLC AOLE English & Welsh Develop provision for FSM pupils to ensure access to provision</p>	<p><u>Teaching and Learning experiences</u> Decolonising of the curriculum Assessment for progression developed across the whole school. - Further develop collaboration with higher ed, industry & business and the community Utilise links in the community to further development RVE experiences for all pupils Develop RVE conceptual approach at classroom level Develop the provision of French & international culture Develop the Welsh Culture (Cymraeg Campus) Develop outdoor learning RSE is clearly timetabled and provided at regular intervals throughout the school year</p>	<p><u>Teaching and Learning experiences</u> Reinforce use of softer skills - thinking skills, metacognition, habits of mind Develop assessment in Welsh reading and writing</p>
<p><u>Care, support and guidance</u> Improve attendance -aim 96% (95%) Introduce increased ELSA provision and support Food and Nutrition action project Review Healthy schools Phase 5 and begin Phase 6 Further develop a culture that promotes pupils' spiritual, moral, social and cultural development (Religion Values and Ethics RVE)</p>	<p><u>Care, support and guidance</u> Improve provision to develop pupils' understanding of the importance of healthy lifestyle choices Improve attendance Develop mental health & wellbeing provision for parents to support children</p>	<p><u>Care, support and guidance</u> Physical Education</p>
<p><u>Leadership & Management</u></p>	<p><u>Leadership & Management</u> Improve communication systems Redefine roles and responsibilities at all levels</p>	<p><u>Leadership & Management</u> Develop middle leaders in preparation for senior positions</p>

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<p>All SLT members gather first-hand evidence of standards and progress through a cycle of monitoring to devise relevant priorities and actions. SLT members begin to lead progression phases</p>	<p>Conduct self-evaluation of Governing Body</p>	
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Summary of the School Development Priorities for 2023-2024

PRIORITY	Success Criteria
<p>1. Standards and progress in learning and skills</p>	<ul style="list-style-type: none"> ● Improve standards in maths procedural ● Increase reading scores/standards whole school ● Raise standards in Welsh oracy ● Groups of learners: ● Reduce gender gap: Boys reading Y4&6 Boys writing Y3, 4, 5&6 Girls writing Y2 Boys welsh ● Reduce EAL gap:: LLC Y5&6 Oracy Y4 ● Ensure FSM pupils continue to make excellent progress and achieve full potential
<p>2. Wellbeing and attitudes to learning</p>	<ul style="list-style-type: none"> ● Increase opportunities for pupil voice and develop Our Senedd ● Embed Rights respecting school, achieve silver award ● Introduce the strategic management of whole school wellbeing

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3. Teaching and learning experiences	<ul style="list-style-type: none"> • Decolonising of the curriculum • Assessment for progression developed across the whole school. - review SC&T, EA/H&W AOLE, review tracker • Further develop collaboration with higher ed, industry & business and the community • Utilise links in the community to further development RVE experiences for all pupils • Develop RVE conceptual approach at classroom level • Develop the provision of French & international culture • Develop the Welsh culture (Cymraeg Campus) • Develop outdoor learning • RSE is clearly timetabled and provided at regular intervals throughout the school year
4. Care, support and guidance	<ul style="list-style-type: none"> • Improve provision to develop pupils' understanding of the importance of healthy lifestyle choices • Improve attendance • Develop mental health & wellbeing provision for parents to support pupils
5. Leadership and management	<ul style="list-style-type: none"> • Improve communication systems • Redefine roles and responsibilities at all levels • Conduct self-evaluation of Governing Body

Action plans for: Healthy schools, CC, AOLE's

<ul style="list-style-type: none"> • Priority 1: Standards and progress in learning and skills 						
Reason: National priority/School priority						
Lead responsibility: Mrs Williams LLC Mrs Sanders M&N				Link Governor : LLC - Sian Evans visited on 31.1.24		
Strategically planned tasks	Who?	Budget/ Resources & source (EIG/PDG/other)	Timescale	Expected change/impact	Evidence source	RAG Status
Increase Reading scores/standards whole school Raise standards in Welsh oracy						

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Monitor progress in English reading using on tracker using SC grids	MW	Mangagement time	September 2023 February 2024 July 2024	Ensuring consistency and progression is maintained/ standards improve	Monitoring documents SC in books	
Monitor progress in Welsh planning and books using SC grids using the 360 process.	MW	Mangagement time	September 2023 February 2024 July 2024	Ensuring consistency and progression is maintained/ standards improve	Monitoring documents SC in books	
Collect data on book bands to further analyse standards in reading	MW		September/October 23	Improved standards in reading		
Analyse Reading test data and compare to teacher assessment data	MW	Management time	October 23 May 24	Improved standards in reading		
Analyse data for Welsh oracy Rec-Yr6	MW	Mangagement time	Termly after data drop	Identification of groups of learners to target and trends	Data report document	
Analyse data of SWST in september and july	MW	Management time	September and July	Improve standards in spelling	Tracking document	
Create expectations document for the delivery of Reading whole school	MW/JR	n/a	September/October 23	Improved standards in reading	Expectations document	
Deliver training on the teaching of Reading in Phase 1, 2,3 and 4	JR	Twilight/INSET	November 23	Improved standards in reading	Training materials	
Conduct GGR lesson observations in Autumn term	MW/NH	management time	October 23	Improved standards in reading		
Each year group to identify gender gap and target (if appropriate) before/during progress meetings. <ul style="list-style-type: none"> Gender gap 	Year groups	Progress meetings	Termly	Gender: Boys reading Y4&6 Boys writing Y3, 4, 5&6 Girls writing Y2	Target setting meetings	

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<ul style="list-style-type: none"> • EAL • FSM 				Boys welsh		
Develop strategies to support targeted pupils : <ul style="list-style-type: none"> • Introduce reading Eggs to whole school to address targeted children • interventions • reading club (year 1) • Tracking of targeted children 	All staff MW	Inset time	September 23	Improved standards in reading		
Complete SWST in September and July for year groups 1-6	All staff	/	September and July	Improve standards in spelling	Tracking document	
Continue to embed spelling planning and delivery in year 3-4	Phase 2 staff MW	/	Spring 2024	Improve standards and delivery in spelling	Planning	
Raise Standards in Welsh oracy across the school <ul style="list-style-type: none"> • Cymraeg Campus Silver Award 	CW	Management time/ Twilight/ INSET time	July 2024	Improved standards in Welsh oracy.	Trackers	
Improve standards in Maths Procedural						
Create an expectations document for pupil knowledge of number bonds and times tables 1 to 12	CS	Management time	September 2023	Clear expectations for each year group	Expectations document	
Year groups to target learners, 115+, based on September PA data and assessment of number bonds and times tables	All staff	PPA and target setting meeting	Autumn term monitor termly	Groups of learners identified	Pupil assessments	

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Audit current mental maths sessions and assessment procedures	CS	Management	September 2023	Identify training needs and effectiveness of assessment procedures		
Devise an assessment tool for Yr2 to Yr6 to assess pupil knowledge of number bonds and times tables 1 to 12	CS	Management time	September 2023	Assessment tool to be used during the year to track progress	Assessments	
Raise the profile of girls maths through rewards and recognition of achievements	All staff		October 2023	Increase in the number of girls achieving +115 in procedural	Assessments	Summer term
Research mental maths resources and schemes	CS	Management	Autumn 2023			
Create a termly overview of mental maths and assessment in Yr2 to Yr6	All staff	Staff meeting	Termly	Clear understanding of expectations, progress and consistency across the year groups	Termly overviews	
Audit use of manipulatives in maths planning and evidenced on Seesaw	CS SLT	Monitoring time	Termly	Opportunities for teaching using manipulatives to be identified	360 monitoring	
CPD training for the use of manipulatives	CS & JF All staff	Management time to prepare training Staff meeting	Autumn term	Improved teaching of procedural concepts	INSET resources	
Monitor progress of mental maths and use of manipulatives	CS SLT	Monitoring time	Termly	Increased understanding of training needs and areas to target	Monitoring	

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Individualised support identified via progress meetings and support provided dependent on need. (FSM PCP meetings termly)	M&N team All staff	Progress meetings	Termly	Ensure all pupils achieve their full potential and are able to access all aspects of school life.	Progress meetings	
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Priority 2: Wellbeing and attitudes to learning

Reason: National priority/School priority

Introduce the strategic management of staff wellbeing

Lead responsibility: Mr Morgan-Cudd 1, 2 Ms Williams 3

Link Governor : Jan

Strategically planned tasks	Who?	Budget/ Resources & source (EIG/PDG/other)	Timescale	Expected change/impact	Evidence source	RAG Status
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Increase opportunities for pupil voice and develop our Senedd

Act on SHRN (School Health Research Network) data results. School Senedd focus areas a) Eating of fruit and vegetables b) Developing a child friendly Anti Bullying Policy c) Promotion of exercising outside of school.	CS/CD		Autumn - Summer	There is a link between Pupil voice and the School Development Plan. Interactions between staff and learners leads to meaningful school improvement. Increased influence and voice of pupils in relation to whole school issues	SHRN Data 2023 FL/P2 Assembly presentation materials Meeting minutes Project work evidence Information shared on the school website Photographs evidenced on	
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					SeeSaw AOLE folders	
Audit of current groups/clubs in school for Senedd representation	CS		September 2023	Identification of initial Senedd members Increased influence and voice of pupils in relation to whole school issues	Audit	
Monitor agenda and meetings of pupil voice groups	CS		Termly	Increased influence and voice of pupils in relation to whole school issues	Questionnaire feedback Minutes	Not all councils have agendas and minutes. This is an action for Spring and discussed with councils
Audit members of groups to ensure equality and leadership opportunities (ALN,FSM, EAL)	CS		October 23	Increased influence and voice of pupils in relation to whole school issues	Questionnaire feedback	
School group representatives to visit Senedd	CS		Autumn Term 23	Improved understanding of the purpose of school Senedd	SeeSaw	
Create a structure for the Senedd that is representative of the school	CS/CD	Increased influence and voice of pupils in relation to whole school issues	October 2023	Initial structure agreed for the Senedd Increased influence and voice of pupils in relation to whole school issues	Questionnaire feedback	
Meet with representatives and agree on the purpose and structure of the Senedd	CS/CD	Lunchtime/3pm	October 2023	Structure and purpose finalised	Senedd structure Questionnaire feedback	

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Meet with the Senedd and agree a focus for Autumn 2 that is linked to the School Development Plan	CS/CD	Lunchtime/3pm	October 2023	Senedd agree a focus and feedback to pupils Increased influence and voice of pupils in relation to whole school issues	Focus on action plan Questionnaire feedback	
Meet with the Senedd to create an action plan based on pupil voice ideas	CS	Lunchtime/3pm	October 2023	Increased influence and voice of pupils in relation to whole school issues	Senedd action plan Questionnaire feedback	
Autumn 2 - Senedd to implement actions and meet fortnightly to share progress and impact	CS	Lunchtime/3pm	Autumn 2	Increased influence and voice of pupils in relation to whole school issues	Senedd action plan Questionnaire feedback	
Spring term focus, action plan and impact	CS	Lunchtime/3pm	Spring 2024	Increased influence and voice of pupils in relation to whole school issues	Senedd action plan Questionnaire feedback	
Summer term focus, action plan and impact	CS	Lunchtime/3pm	Summer 2024	Increased influence and voice of pupils in relation to whole school issues	Senedd action plan Questionnaire feedback	
Embed Rights respecting school, achieve silver award (Rights Aware)						
Review all policies and link to Children's Rights to embed the UNCRC into policy, practice and culture.	CE-D/ EW	Management time	Dec 2023	Policies and procedures will reflect rights based approaches. The school's community will begin to model rights-based language & attitudes Staff will have a deeper understanding of delivering rights	Action Plan for Silver (with a view to develop Gold) Presentation of evidence collected against award criteria	

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				based approaches through further training.	Senedd minutes from meetings	
Develop knowledge and understanding of the Convention throughout the school community.	CE-D	Staff meeting	Oct '23 onwards	Learners will begin to see themselves as rights respecting citizens increase correspondence based on rights approaches to the wider community through newsletters and communications Provide staff with feedback through monitoring cycles.	Displays and Charters visible around the school	
Action points identified in Silver Action Plan and begin develop action plan to achieve Gold	CE-D	NA	July '24	Learners will take an active role in leading aspects of the implementing the action plan as part of the Senedd		
Develop a working partnership with the school GB and identify link governor	CE-D	NA	April '24	GB members will have increased knowledge and understanding of Rights Based approaches Out reach programme will positively impact the wider community through increased understanding of rights approaches.		
Develop playground charters and displays promoting Rights Respecting approaches led by Senedd members	CE-D/ EW	£300	February '24	School charters will be visible around the school to promote right-based approaches Curriculum, assemblies, topics and displays will reflect rights based approaches.		
Strategic Management of Whole School Wellbeing						
Identify a strategic Mental Health and Wellbeing Lead in the SLT	EW & NH	NA	Sept 23	Staff wellbeing and morale to be visible across the school.	Roles and Responsibilities	

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Collect baseline data - deliver staff surveys	All staff EW	INSET	Sept 23	Mental Health and Wellbeing of staff is evidenced and measurable	MHW folder	
Re-take staff wellbeing survey termly	MHW Lead	Staff meeting	January 24 April 24	Mental Health and Wellbeing of staff is measurable Plans are reviewed against outcomes	MHW folder	
Deliver Compassionate Leadership training to SLT	EW	SLT meeting	Sept 23	SLT are knowledgeable and can confidently use a compassionate leadership style and support personal development of staff	SLT notes	
Mental Health and Wellbeing Lead to attend training Online training for Senior Mental Health Leads (annafreud.org)	NH & EW Lead	£1000	2X ½ days October / November 2023	Increased confidence levels in leading mental health and wellbeing across the school	Agenda Training notes	
Initial Mental Health Awareness training Raising mental health awareness Training for schools and colleges (annafreud.org)	EW	£125		Increased confidence levels in leading mental health and wellbeing across the school	Agenda Training notes	
Develop a Mental Health and Wellbeing Policy	EW	NA	Autumn Term 23	A range of policies in place based on best practice Further develop a positive ethos and culture which is supportive of mental wellbeing	Policy folder	
Audit school against 5 steps whole school approach framework 5 Steps to Mental Health and Wellbeing (annafreud.org) 5 Steps to Mental Health and Wellbeing: A Framework for Schools and Colleges - YouTube	EW/NH	NA	October 23	Improved strategic management of mental health and wellbeing	MHW folder	

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Develop and display posters for signposting support for staff and pupils Signposting Taking Care of Teachers (educationsupport.org.uk)	EW	NA	October 23	Increased support of staff in maintaining and improving their mental wellbeing	Learning Walk	
Develop School Staff Wellbeing Menu: Time in the week for physical activity Breakfast Club - monthly Teach meets Feedback box Assess to staff Savings Club - credit union Access to supervision - through Thrive Staff wellbeing Lead Annual emotional health screening Open door policy for support Provider list to support home life Car washing service Establish a termly golden week - no meetings	NH & EW	NA	October 23	Staff to be able to verbalise how their wellbeing and mental health is supported by the school.	MHW folder	
Develop Pupil Wellbeing Ambassadors Group - share PASS data - Senedd	AMC	NA	October	Pupils to be able to verbalise how their wellbeing and mental health is supported by the school Increased pupil voice in school improvement priorities	Senedd action plan Questionnaire feedback	
Staff to utilise Performance Management meetings to access coaching, problem solve and share solutions	SLT	Termly PM meetings 2 days Supply X 2 £800	July 24	Improved staff understanding and support for their own, colleagues and pupils mental health and wellbeing	PM documents Agenda	

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<p>Develop and deliver teacher training package: Review Mental Health policy with staff Looking after your own wellbeing 5 Ways to Wellbeing Anti-stigma awareness 7 ways to support children & young people who are worried Compassion in Education Microaggressions Reflective conversations Reflective conversations Taking Care of Teachers (educationsupport.org.uk)</p>	EW/ PL Lead	Staff meetings/twilight	Throughout the year Sept 23-July 24	Improved staff understanding and support for their own, colleagues and pupils mental health and wellbeing	Agenda INSET notes	
<p>Develop Mental Health resource suite on shared drive with access to information and CPD</p>	EW	NA	April 24	Improved staff understanding and support for their own, colleagues and pupils mental health and wellbeing	Google drive	
<p>Join Schools in Mind Network</p>	EW	NA	Sept 23	To access evidence based, accessible information and resources to embed good mental health across the whole school community	MHW folder	
<p>Develop role of Peer Mentors for pupils Arrange training for Year 6 cohort - Bullies Out</p>	EW/ AMC	£495	November 23	Strengthened impact in resolving conflict and supporting high quality play. Improve whole school attendance Improved wellbeing of pupils	Peer Mentor list Intervention list	
<p>Analyse PASS data for vulnerable groups: FSM EAL ALN and compare to whole school data</p>	EW/ AMC	NA	October 23	To minimise inequalities in mental wellbeing	Assessment folder on Drive - Tracker	

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Identify and train a Thrive Practitioner Subscribe to Thrive online	ED	PDGLAC Training: £3600	September 23	Improved emotional resilience of pupils Improved educational attainment of pupils Improved mental health of pupils	PDGLAC grant forms Training notes Provision lists - Edukey Roles and Responsibilities	
Identify and train a Thrive Lead	AMC	PDGLAC Training: £3600	September 23	Improved emotional resilience of pupils Improved educational attainment of pupils Improved mental health of pupils	PDGLAC grant forms Training notes Provision lists - Edukey Roles and Responsibilities	
Each class/office to grow their own indoor plants: House Plant Seeds - Grow Your Own Houseplants Suttons	All staff	£200	October 23	Improved wellbeing of staff and pupils	Learning Walk	
Celebrate World Mental Health Day: Whole school assembly	EW/All staff	NA	10th Oct	Improved staff and pupil understanding of mental health and wellbeing issues	Planning documents MHW folder	

Priority 3: Teaching and learning experiences							
Reason: National priority/School Priority							
Lead responsibility: C Evered-Davies				Link Governor : Jake bailey, Olivia Jones			
Strategically planned tasks	Who?	Budget/ Resources & source	Timescale	Expected change/impact	Evidence source	RAG Status	

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		(EIG/PDG/other)					
Decolonise the school level curriculum							
- Monitor existing planning to identify colonial bias, and in representing diverse cultures and histories.	CE-D		Nov '23 & June '24	The school-level curriculum will better reflect more diverse culture and representation Foster inclusivity and a respectful learning environment (linked to rights respecting)	Planning documents, Learner books		
-Provide professional development opportunities to further support understanding and implementation within contexts	CE-D	NA	Nov '23 - June '24	Staff will have a broader understanding in implementing tasks within contexts Staff will have a wider range of resources in order to plan and deliver high quality teaching	INSET meetings and presentation materials Planning documentation		
-Engage a diverse range of stakeholders from various backgrounds to provide input into how the curriculum could be diversified	CE-D	NA	Dec '23	Community links will provide authentic learning opportunities The school will have strengthened relationships with other organisations.	SeeSaw where appropriate		
-Begin to identify and develop diverse cultural, historical and global perspectives across AoLe's	CE-D	TBC	Sept '23 to May '24	Support from external providers will give a greater insight and suggestions into improving contexts Staff will collaborate to share ideas and support teaching and learning in each PS	Planning Documentation		
Develop a cultural exchange school cookbook	EW/A MC	£500	April 24	Improved understanding of healthy food choices - planning and preparing healthy meals.	Drive School website		

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Develop recipe proforma to send to parents Parents/Pupils submit recipes from their cultures Develop digital resource Hold a celebration event - Pupils bring in their dishes to share/sample				Improved understanding of diversity in communities ,community relations and cohesion.			
Assessment for progression embedded in the whole school							
Further refine progression tracker to support data collection by programming for data analysis	EW/M SD	1 day non contact time £200	September 23	To further develop the identification of individual learner progress over time	Assessment folder on Drive		
Further develop collaboration with higher ed, industry & business and the community							
Refine and develop the overview for community links	MW	PPA time	September	Ensure a range of opportunities across the school and academic year. Improved communication to parents.	Overview documents Planning		
Parent survey to be created and sent out to parents to enrich contexts	MW	NA	September	Ensure a range of opportunities across the school and academic year. Engaging with the community	Parent questionnaire		
Engage with the TAI TH initiative for all staff	NH/M W	NA	Throughout the year	Learning opportunities abroad for staff professional development	TAITH document		
Investigate opportunities and collaborate to facilitate Cardiff Met students to support learning	MW	NA	Autumn term	Increased collaboration with local university to develop learning experiences			

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Plan and arrange learning experiences with higher education	MW/C ED		Spring/Su mmer term	Increase collaboration and learning experiences			
Utilise links in the community to further development RVE experiences for all pupils							
Revise community engagement documentation to share with parents (links to community links)	CED/ TE		Dec '23	Further reinforce community links Contact a range of religious leaders to lead assemblies Staff will be able to contact relevant organisations to incorporate authentic real life experiences in learning	RVE engagement questionnaire and results		
-Provide stakeholders with opportunities to celebrate religious events with learners and staff - Plan for specific religious festivals to celebrate as a whole school - Develop a parent group to support the school in organising celebrations. -Identify religious places to be visited and map across the curriculum	CE-D/ TE		Ongoing	Major religious events will be celebrated across the school based on Rhydypenau's religious beliefs Learners will gain first hand experiences of religious places in their community Parents will have a greater role within the school to support with organising selected events	SeeSaw Displays Planning documents RVE Overview		
-Liaise with religious leaders to arrange visits to religious assemblies	CED/ TE		Throughout 23/24	Community links will be further reinforced Contact a range of religious leaders to lead assemblies			
-Map/Monitor RVE experiences in all year groups	CED		Oct '23 and June '24	Staff will have support in developing further opportunities in delivering RVE.	RVE Overview		
Develop RVE conceptual approach at classroom level							
Identify key concepts to be taught in this academic year	CE-D / TE	NA	Nov/Dec '23	Teaching of RVE will align to guidance from CfW	RVE Planning Documentation		

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<ul style="list-style-type: none"> - Identify concepts in Progression Step 3 - Identify topics to deliver in Progression Step 1 and 2 	All staff			Foundation Learning will embed quality teaching of a range of religions and improve learning RVE will provide more opportunities of an objective, critical and pluralistic curriculum Non-religious convictions will be taught equally to religious convictions to better reflect the learners in school			
Identify differentiated learning opportunities that correspond with key concepts and and year groups	CE-D/ All staff	NA	Jan to March '24	Staff will feel better supported through a collaborative approach to sharing ideas Differentiated tasks to challenge learners at appropriate to ability. PPA teacher will have greater confidence to deliver concept based RVE	Planning Documentation INSET presentation and tasks		
Give support to PPA teaching to deliver RVE as a conceptual approach <ul style="list-style-type: none"> - Seek support and guidance from Humanities CSC - Attend Humanities course with RVE focus 	CE-D	Supply Cover	Ongoing	PPA teacher will have Increased knowledge of understanding of conceptual approach	Planning Documentation Learner Books SeeSaw		
Monitor effectiveness of conceptual approach in RVE	CE-D		June/July '24	Monitoring to support whole school delivery of RVE and identifying next steps to embed approaches.	Monitoring documents		
Develop the provision of French and international culture Develop the Welsh culture							

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Achieve the Silver Award for CC	CW	Management time/ INSET time	July 2024	Improve standards and progress Develop the Welsh Culture within Rhydypenau	CC evidence portfolio	See action plan	
Develop the teaching of French in years 4-6 & international culture <ul style="list-style-type: none"> • Training delivered • Resources on drive 	MW/L F	INSET	Autumn	To further develop the teaching of French in Rhydypenau.	Planning		
Develop the international cultures Nurs-Year 3	MW/L F	INSET	Jan- March 23	To celebrate other cultures and enrich the contexts within the year group.	Planning		
Map out the teaching of Welsh oracy, reading and writing opportunities	All staff	INSET time	October 2023	Improve standards Setting high expectations for the year on the delivery of Welsh. Raise standards in Welsh Y4,5&6	Welsh coverage Document Monitoring		
RSE (Relationships and Sexuality Education)							
A clear, comprehensive RSE policy is co-produced with students, parents, carers, governors and staff.	AMC	1 day each term	Autumn - Summer	Our school community has given input into Rhydypenau's RSE curriculum and been given a platform <i>to involve themselves in school life.</i>	Policy Meeting with parents notes Feedback		
RSE is clearly timetabled and provided at regular intervals throughout the school year	AMC		Autumn - Summer	Coverage of learning across the 3 broad strands of RSE at an age appropriate level.	AOLE Monitoring		
Collaborating with local and national organisations, services, groups and individuals who can support RSE provision	AMC	£275	Autumn - Summer	Staff will receive professional training from support organisations to ensure greater support and confidence in	Staff whole school training agenda Correspondence with external organisations - Brook - School Nurse program		

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				<p>delivering our RSE curriculum.</p> <p>Parents/guardians will receive support from external organisations in terms of understanding RSE expectations at a National and Local level.</p> <p>Learners will be involved in workshops delivered by trained staff from external organisations.</p>	<ul style="list-style-type: none"> - Healthy Schools - Spectrum - Period Pants/Dignity program - Resolve it - CSC 	
Outdoor Learning						
Monitor and evaluate 2022-23 Outdoor Learning opportunities provided from Nursery to Year 6.	MSD		December 2023	<p>Identification of opportunities provided throughout the school To ensure opportunities promote the Four Purposes Improved quality and value of outdoor learning opportunities</p>	Monitoring folder	2022-23 Outdoor Learning opportunities
Develop and distribute teacher questionnaire for outdoor learning	MSD		January 24	<p>A clear understanding of teacher knowledge, understanding and confidence in delivering outdoor learning activities across the curriculum.</p> <p>Training needs identified.</p>	Outdoor learning folder - drive	

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Deliver training to all staff	MSD		Spring term 24	Improved staff confidence to plan and deliver Outdoor Learning.	INSET folder Agenda		Training delivered by Learning through Landscapes, 20.5.24
Collaborate with staff and pupils to create and share outdoor learning resources	MSD		Spring term 24	Increased provision for authentic, meaningful outdoor learning for all Year Groups.	INSET folder Agenda		Planned for Summer Term with Eco and Senedd; resources to be shared with staff
Monitor books and planning for outdoor learning 23-24 and provide feedback	MSD		Summer term 24	Consistency and progression in outdoor learning experiences	Monitoring folder		
Organise a celebration of 'Outdoor Learning Week' in April 2024 - parent participation	MSD		Spring term 24	Increased engagement with stakeholders	Comms to parents Website Outdoor learning folder - photos		Whole School Celebration of Earth Day and Outdoor Learning Week, 22.4.24
Liaise with enhanced provision lead JF to develop outdoor enhanced provision.	MSD	Non contact	Spring 24	Consistency and progression in outdoor learning experiences	Outdoor learning folder		Summer Term
Collaborate with pupil voice groups to develop outdoor learning provision: school story trail	MSD		Spring term 23	Increased provision for authentic, meaningful outdoor learning for all Year Groups.	Pupil voice group meeting minutes Outdoor learning folder - photos		Pupil Voice with Eco Committee and Senedd; to be continued and developed in Summer Term.
Work with pupil voice groups to apply for learning through landscapes grant	MSD		Spring term 23	Increased high quality outdoor provision	Pupil voice group meeting minutes Outdoor learning folder -		Learning Through Landscapes Grant Application Submitted

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					grant application		(4.4.24) - Successful; Cardiff Local Nature Partnership Project Funding Application Submitted (12.3.24)
Visit schools delivering excellent outdoor learning	MSD	Non-contact	Autumn Term 23	Increased provision for authentic, meaningful outdoor learning for all Year Groups.			Planned for Summer Term - Date TBC

Priority 4: Care, support and guidance							
Reason: Whole school priority							
Lead responsibility: E Williams/A Morgan-Cudd				Link Governor : Jan			
Strategically planned tasks	Who?	Budget/ Resources & source (EIG/PDG/other)	Timescale	Expected change/impact	Evidence source	RAG Status	
Food and Nutrition							
Monitor and evaluate activities focused on Food and Nutrition in teacher planning as part of our termly 360 monitoring.	AMC	NA	Autumn - Summer	A consistent coverage of food and nutrition activities in teacher planning.	Learner workbooks Photographs in SeeSaw AOLE folder		

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					Year group planning - medium and long term.	
CSC Food and Nutrition relationship with food curriculum maps shared with staff to develop ideas on how to incorporate food and nutrition into the curriculum.	AMC/ ED		Autumn - Summer	Greater teacher understanding of where food and nutrition can be used in our curriculum contexts. Learners develop a greater understanding of food and nutrition and keeping a healthy lifestyle.	Learner workbooks Photographs in SeeSaw AOLE folder Year group planning - medium and long term.	
Costing to be agreed Utilise external links to deliver healthy eating after school clubs at Rhydypenau.	AMC	Cook stars cost per pupil. -paid by parents AMC meeting time with Healthy School dietitian.	Autumn - Spring	Greater opportunities for children to develop their progressive skills in preparing food. Learners develop a greater understanding of food and nutrition and keeping a healthy lifestyle.	After school club information. Photographs on the school and Cookstars website.	
Improve Attendance						
Develop whole school attendance strategy and pupil attendance policy including vision for attendance linked to school values	EW	NA	September 23	Shared understanding of the importance and expectations of excellent attendance	Documents on Drive - Attendance folder	
Analyse previous year staff attendance data	EW	NA	September 23	Improved understanding of the issues affecting staff attendance	Documents on Drive - Attendance folder	

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Analyse attendance data half termly for individuals and vulnerable groups. Share relevant data so that staff know which groups are most at risk of poor attendance Secure intervention strategies for individuals and groups of pupils	EW/SB Staff	NA	October 23 December 23 Feb 24 March 23 May 24 July 24	Improved understanding of the issues affecting pupil attendance Improved strategic planning and management of attendance issues More efficient use of strategies to improve attendance.	Documents on Drive - Attendance folder Pupil progress meeting notes	
Analyse class attendance data weekly to identify top attendance classes.	EW/SB	NA	Ongoing	Secure excellent attendance To achieve pre-covid levels of whole school attendance	Documents on Drive - Attendance folder Safeguarding display	
Reward system introduced. Include class attendance award at weekly achievement assemblies. Rewarded with 10 minutes extra play on a Friday. Award termly class attendance cup Update website with details Award annual class trip for highest class attendance	EW	Attendance Cup purchased £20 EIG Annual trip	Dec 23 March 24 July 24	Secure excellent attendance To improve attendance data currently 95%	Documents on Drive - Attendance folder Photos on website	
Strengthen person centred procedures for monitoring and addressing pupil absence (Parent PCP meetings arranged to discuss strategies to use in school and at home for encouraging regular attendance.)	EW	NA	Autumn Term	Secure excellent attendance To improve attendance data currently 95% Improved relationships with parents Reduce levels of pupil absence Improve outcomes for pupils with previously high levels of absence	Attendance log	
Develop Safeguarding display board Weekly class attendance figures to be displayed on Safeguarding board in Foundation Corridor and on school website	EW/SB	NA	September 23	Culture of safeguarding embedded whole school	Safeguarding display board	

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EW meet weekly with SB to review attendance. Identified pupils are targeted for mentoring, incentivised rewards, additional home contact and wellbeing support to prevent any more absences	EW/SB	NA	Ongoing	Improved understanding of the issues affecting pupil attendance Improved strategic planning and management of attendance issues More efficient use of strategies to improve attendance.	Meeting notes	
Mental Health & Wellbeing Support for Parents						
Deliver Mental Health Awareness training to parents	EW	NA	January 24	Parents know where to seek support regarding the MHWB agenda Parents have access to advice if they have concerns about their children Parents are better able to support their children's mental health and wellbeing	PPT on Drive	
Develop and deliver Parent questionnaire around children's MHWB Analyse feedback	EW	NA	November 23	Ensure early identification of parental need	MHW folder on Drive	
Develop MHWB section on website to include advice and guidance for families – signposting to support both in school and externally	EW/SN	NA	December 23	Parents have access to high quality information to support mental health and wellbeing	School website	
Develop a Mental Health parent information section on the website using Place2Be: Parenting Smart: Articles	EW	NA	Oct 23	To access evidence based, accessible information and resources to embed good mental health across the whole school community		

Priority 5: Leadership and management
Reason: Whole school priority

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Lead responsibility: N Hammond						
Strategically planned tasks	Who?	Budget/ Resources & source (EIG/PDG/oth er)	Timescale	Expected change/impact	Evidence source	RAG Status
Improve communication systems						
Designated administrator for whole school communication	AW	NA	October	Improved communication between staff and parents	Parent and staff questionnaire	Green
Designated administrator for updating the website - designated date and time for update	SB	NA	October	Improved communication between staff and parents	Parent and staff questionnaire	Green
Current news and celebrations shared weekly on the website	SB	NA	Autumn Term	Improved communication between staff and parents	Parent and staff questionnaire	Red
Curriculum maps consistently sent out in the second week of each term	Teachers	NA	Termly 2nd week	Improved communication between staff and parents	Parent and staff questionnaire	Green
Events list produced in September detailing all planned events, all dates for Autumn term provided and spring and summer if known	SB	NA	Termly	Improved communication between staff and parents	Parent and staff questionnaire	Green
New staff handbook detailing lines of communication and expectations of parents in relation to seesaw (ways and times to communicate)	NH/SB	NA	October	Improved communication between staff and parents Shared understanding of acceptable communication Improved wellbeing of staff	Parent and staff questionnaire	Green
Parent group further developed with agenda and timescales for actions	NH	NA	October ongoing	Improved communication between HT and parents	Meetings agendas Staff handbook	Orange

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					vision	
Redefine roles and responsibilities at all levels						
Evaluate current responsibilities with staff	NH All staff	INSET	INSET September	Improved succession planning Distributed leadership Improved monitoring and evaluation skills Clear accountability All tasks and outcomes achieved	Agenda Roles and responsibilities document	
Review job descriptions	NH & EW SLT	Performance management	October	Clear accountability Clear understanding of role	Performance management example	
Monitor and evaluate progress in achieving outcomes on SDP (action plans)	SLT	SLT time	Termly	Improved succession planning Distributed leadership Improved monitoring and evaluation skills Clear accountability All tasks and outcomes achieved	SLT minutes	
Deliver Compassionate Leadership training to SLT	EW	SLT time	September 23	Improved leadership skills of SLT to support staff in achieving roles	SLT minutes Training PP	
Evaluate effectiveness of the Governing body supporting the school in strategic management	NM	GB meeting	Autumn 23	Improved effectiveness Clear understanding of roles		

[Appendices: Links to be added](#)
[Professional Learning](#)
[Community Link \(edited\)](#)
[RVE Link](#)
[Outdoor learning](#)
[Roles and Responsibilities](#)
[Monitoring cycle](#)
[Governor approved budget](#)

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PDG, PL and Collaboration Grant spending

Curriculum statement

Assessment procedures