FERN FEDERATION

THE FERN FEDERATION

TOGETHER WE WILL PROSPER

Federation Improvement Plan 2025 – 2026

Glossary

Acronyms/Abbreviations

SLT	Senior Leadership Team
EHT	Executive Headteacher
HOS	Head of School
TLR	Teaching & Learning Responsibility (members of SLT)
CT	Class Teachers
HLTA	Higher Level Teaching Assistant
TA	Teaching Assistant
MLT	Middle Leadership Team
EL	Emerging Leadership
PM	Performance Management
MER	Monitoring, Evaluation, Review
CfW	Curriculum for Wales
AOLEs	Area of Learning Experience (new curriculum)
AfL	Assessment for Learning
SIP	School Improvement Plan
GB	Governing Body
PP	Pedagogical Principles
4P	Four Purposes
AfL	Assessment for Learning
L2L	Listening to Learners
ELT	Executive Leadership Team
IP'S	Improvement Partners
SIG	School Improvement Group
CSC	Central South Consortium
ALN	Additional Learning Needs
ALNCO.	Additional Learning Needs Co-ordinator
ALP	Accelerated Learning Provision
PCP	Person Centred Planning
IDP	Individual Development Plan
IEP/IBP/IPP	Individual Education/Behaviour/Play Plan
LA	Local Authority
P1	Progression Step 1 (Years Nursery & Reception)
P2	Progression Step 2 (Years 1, 2 &3)
P3	Progression Step 3 (Years 4,5 &6)
SER	Self Evaluation Report
PPA	Planning, Preparation, Assessment
EAL	English Additional Language

Evaluative Language:

Nearly all – with very few exceptions
Most – 90% or more
Many – 70% or more
A majority – over 60%
Half – 50%
Around half – close to 50%
A minority – below 40%
Few – below 20%
Very few – less than 10%

Glossary – Evaluative Vocabulary Aide

Excellent	Good	Adequate	Unsatisfactory
Excellent*	Good*	Adequate*	Unsatisfactory*
Very good*	Strong*	Secure	Insufficient*
Very strong*	Effective*	Relevant*	Inefficient*
Very effective*	Consistently good*	Sufficient*	None*
Highly effective*	Skilful*	Inconsistent*	No*
Highly consistent	Worthwhile*	Satisfactory*	Inappropriate*
Very high standard*	Beneficial*	Competent*	Unsuitable*
Highly creative*	Valuable*	Relevant*	Unable*
Expertly done*	Positive*	Mediocre*	Weak*
Superior*	Useful*	Valid*	Ineffective*
Extensive*	Powerful*	Solid*	Poor*
Well above expectations*	Comprehensive*	Sound*	Not fit for purpose*
Very high-quality*	Purposeful*	Average*	Restricted
Exceptional*	Used well*	Suitable*	Inadequate
Outstanding*	Thorough*	Efficient*	Low impact
Superb*	Good impact	Appropriate*	Inconsistent
Exemplary*	Established	Enough*	Little/minimal impact
Very thorough	Successful	Introduced	Under-developed
Highly successful	High quality	Emerging impact	Low quality
Significant impact	Deep-rooted	Reasonable	Negative
Embedded	Well-aligned	Beginning	Insecure
Sustained	Progressing very well	Commencing	Concerning
Rigorous	Sound	Emerging quality/impact	Inappropriate
Robust	Clear	Developing	
Very successful	Very positive	Starting	
Well-established		Acceptable	
Transforming		Moderate	
Thriving		Progressing	
Flourishing			

The Fern Federation comprises of two primary schools situated in Glyncoch, Pontypridd, Cefn Primary School and Craig Yr Hesg Primary School.

Cefn Primary school currently has **152** pupils on roll including 2 Local Authority Learning Resource Base classrooms (1 Nurture class in Foundation Phase and 1 SEBD class in Key Stage 2) Craig Yr Hesg Primary school has **172** pupils on roll, both schools fund fulltime nurseries.

Across the Federation there are **324** pupils on roll and of those **43%** of pupils in Cefn Primary school are eligible for free school meals and **42%** in Craig Yr Hesg Primary school. This is significantly higher than the Welsh FSM average figure of **22.9%** and further supports the Welsh Index of Multiple Deprivation (WIMD) data.

According to the WIMD both schools serve the ward of Glyncoch which is regarded socially and economically deprived. The WIMD data indicates that Glyncoch is situated in the top **10%** of most deprived areas in Wales (ranked 51 out of 1909 LSOAs in Wales. (Small *areas are Census geographies called Lower-layer Super Output Areas LSOAs*) and as such there can be a transient nature to our pupils due the high number of social housing issues in and around our community.

Nearly all children in both schools are from a predominantly White, Welsh background with English being the main language spoken at home, In Cefn **1.45%** of pupils have English as an additional language (**EAL**) and in Craig Yr Hesg **5.45%** of pupils are EAL.

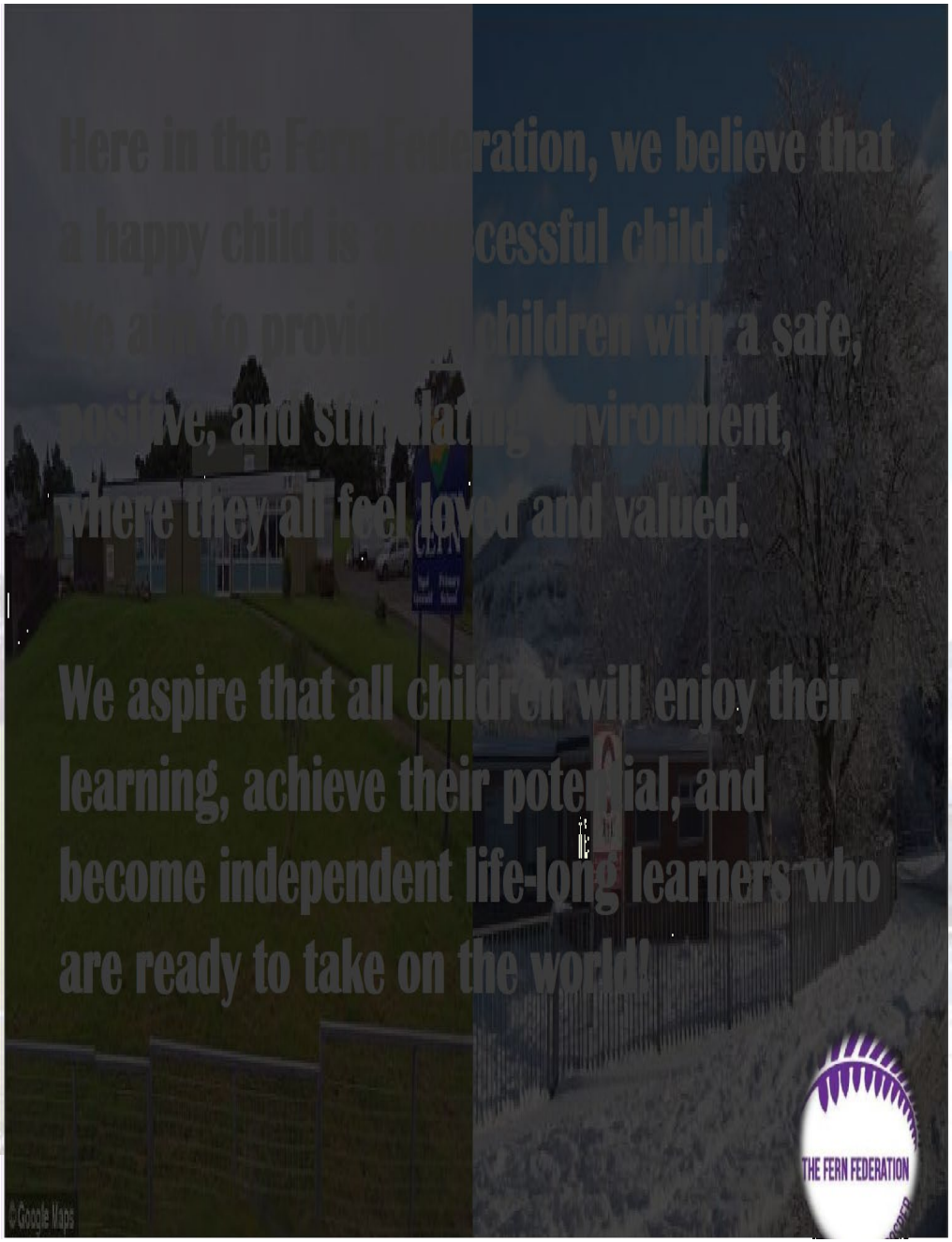
Attendance and punctuality is a priority in both schools, as a Federation we continue to seek to improve home to school relationships and community links. Our attendance target for the Federation in 25-26 is **95%.**

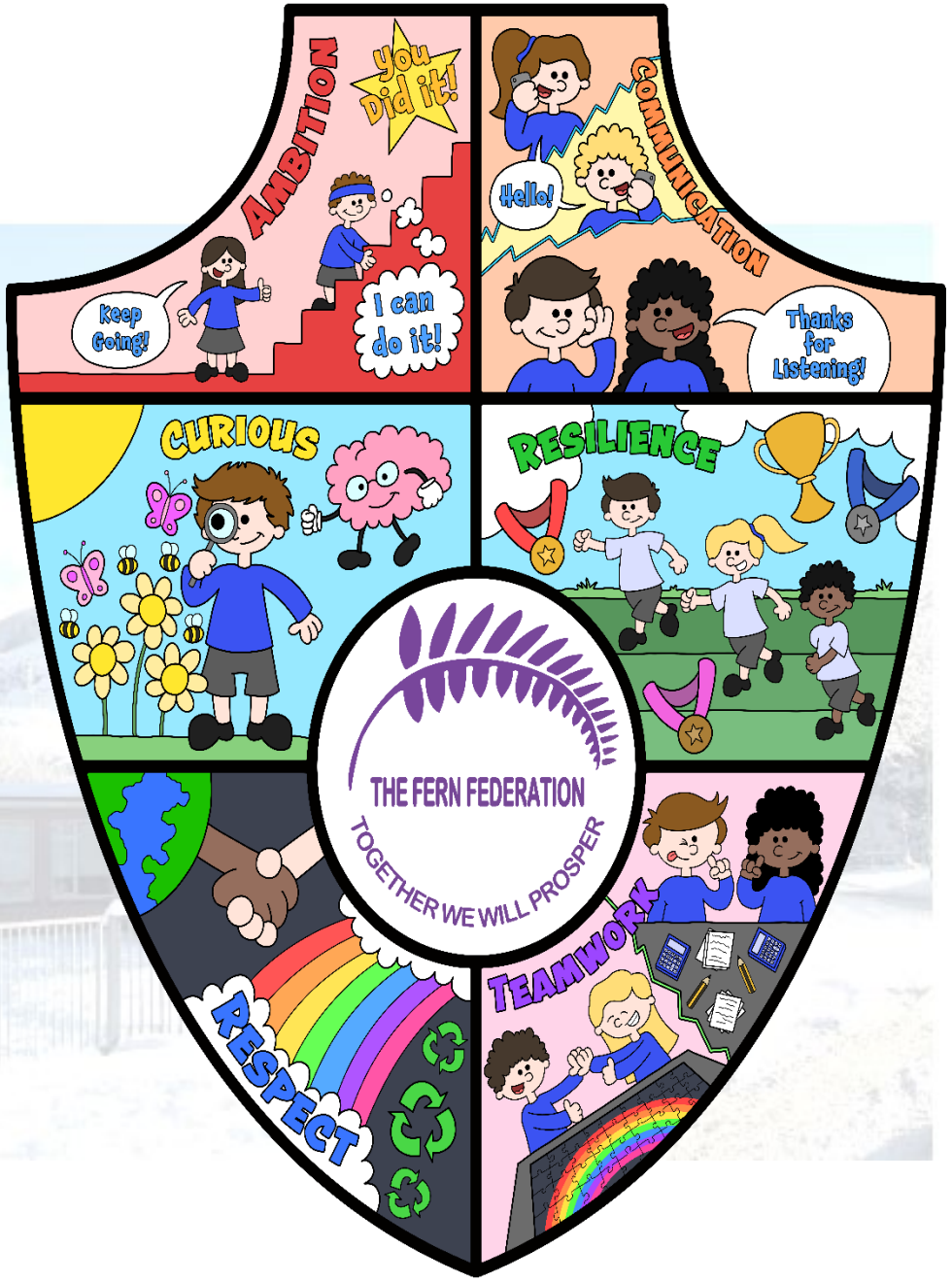
The Federation will continue to be a Lead school for ITE students in the 25-26 academic year.

The current **Executive Head Teacher** took over the Federation period in an acting capacity in January 2020 until **April 2021** when she was made the substantive Head Teacher by the Governing Body She was also appointed as the headteacher of the new school in **April 2025**. The **Heads of School** in both schools were appointed in **June 2021** and because of these appointments a new Senior Leadership Team was created ensuring that staffs roles and responsibilities were distributed effectively across the Federation to ensure capacity and consistency.

The Federation is awaiting a new school to be built so this is an annual plan rather than a termly plan for improvement.

This Federation Improvement Plan was based on the outcome of the 23-24 self-evaluation findings and was agreed by the staff and Governing body during **Autumn Term 25.**

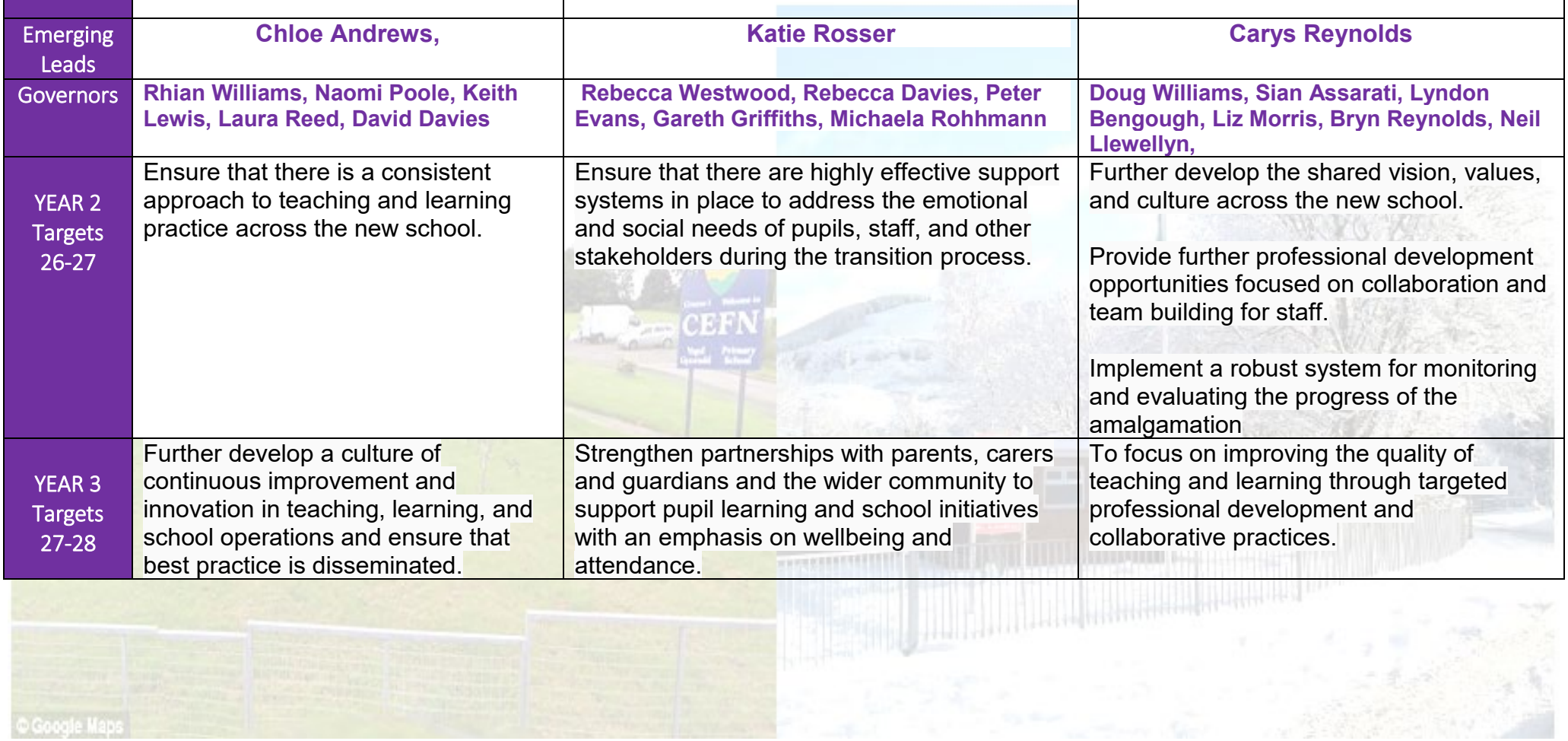

Here in the Fern Federation, we believe that
a happy child is a successful child.
We aim to provide children with a safe,
positive, and stimulating environment,
where they all feel loved and valued.
We aspire that all children will enjoy their
learning, achieve their potential, and
become independent life-long learners who
are ready to take on the world!
THE FERN FEDERATION
© Google Maps


AMBITION
You Did it!
Keep Going!
I can do it!
COMMUNICATION
Hello!
Thanks for Listening!
CURIOUS
RESILIENCE
THE FERN FEDERATION
TOGETHER WE WILL PROSPER
RESPECT
TEAMWORK

2025-2026 Academic year

FERN FEDERATION TARGETS 3 YEARLY OVERVIEW

Teams linked to Estyn 24	IA1 Teaching and Learning	IA2 Wellbeing, Care support and Guidance	IA3 Leading and improving
Senior Leads	Emma Byers, Carrie Smith-Thomas,	Elizabeth Lewis, Katherine Dyer Rhysian Brown	Sarah Haggett, Elyssa Lewis
Emerging Leads	Chloe Andrews,	Katie Rosser	Carys Reynolds
Governors	Rhian Williams, Naomi Poole, Keith Lewis, Laura Reed, David Davies	Rebecca Westwood, Rebecca Davies, Peter Evans, Gareth Griffiths, Michaela Rohhmann	Doug Williams, Sian Assarati, Lyndon Bengough, Liz Morris, Bryn Reynolds, Neil Llewellyn,
YEAR 2 Targets 26-27	Ensure that there is a consistent approach to teaching and learning practice across the new school.	Ensure that there are highly effective support systems in place to address the emotional and social needs of pupils, staff, and other stakeholders during the transition process.	Further develop the shared vision, values, and culture across the new school. Provide further professional development opportunities focused on collaboration and team building for staff. Implement a robust system for monitoring and evaluating the progress of the amalgamation
YEAR 3 Targets 27-28	Further develop a culture of continuous improvement and innovation in teaching, learning, and school operations and ensure that best practice is disseminated.	Strengthen partnerships with parents, carers and guardians and the wider community to support pupil learning and school initiatives with an emphasis on wellbeing and attendance.	To focus on improving the quality of teaching and learning through targeted professional development and collaborative practices.



2025-2026 Academic year FERN FEDERATION TARGETS YEARLY OVERVIEW			
Teams	**Teaching & Learning & Curriculum**	**Well-being, care, support & guidance**	**Leading & Improving**
Team Leads	**Emma Byers, Carrie Smith-Thomas**	**Elizabeth Lewis, Katherine Dyer**	**Sarah Haggett, Rhysian Brown**
Governors	**Rhian Williams, Bryn Reynolds, Naomi Poole, Keith Lewis, Laura Reed**	**Rebecca Westwood, Rebecca Davies, Claire Williams, Peter,**	**Doug Williams, Sian Assarati, Lyndon Bengough, Gareth Griffiths, Liz Morris, David Davies**
IA Links	**IA1**	**IA2**	**IA3**
UNCRC	**Article 28: I have the right to an education.**		**Article 29: I have the right to reach my full potential.**
FIP 2024-25 Main Targets	**1. To further develop the Concrete, Pictorial and Abstract (CPA) approach to teaching Maths across the Federation** **2. To improve pupils basic literacy skills with an emphasis on reading, phonics and spelling** **3. To implement and embed Helpwr Heddiw as a non-negotiable daily session.** **4. To improve staffs formative feedback to pupils**		**5. To improve staffs' ability to effectively use data and information to monitor and measure progress at pupil, cohort, school, and Federation performance.**
NEIR Questions	*How effectively do we use teaching strategies that support the development of pupils' mathematical understanding and skills?* *How well do we ensure that all pupils develop strong foundational skills in literacy, including reading, phonics, and spelling?* *How effectively do we promote and integrate the Welsh language in daily classroom activities to enhance pupils' language skills?* *How effectively do we use formative assessment and feedback to support and enhance pupils' learning and progress?*		*How effectively do we use data and information to monitor and improve pupil progress, and to inform teaching and learning strategies?*

IA1 Teaching, Learning and Curriculum Team	
Inspection Area: Teaching & Learning	**UNCRC Link: 28 I have the right to an education**
Main Targets for 25-26: **1. To further develop the Concrete, Pictorial and Abstract (CPA) approach to teaching Maths across the Federation** **2. To improve pupils basic literacy skills with an emphasis on reading, phonics and spelling** **3. To implement and embed Helpwr Heddiw as a non-negotiable daily session.** **4. To improve staffs formative feedback to pupils**	**Evidence: Learning walks, listening to learners, book looks, wall trawls, Planning, Professional learning logs, AOLE leader reports, feedback posters, self-evaluation, External partner feedback, data, information, pupil progress meetings, reports, staff pupil surveys**

Justification for Targets:

1. As a Federation we have decided to further develop the CPA approach across the Federation to ensure that all students have access to concrete resources, pictorial and abstract shapes, to cater to all learning styles and foster a deeper understanding of concepts and confidence in applying these concepts for our pupils.

2. From our 24-25 self-evaluation, we identified that although reading & comprehension has improved, children's basic knowledge of spelling rules and phonetic knowledge is not consistently taught and applied across the Federation. We want to identify what is the most effective way to move on the children's learning with spelling and phonics.

3. As a Federation we have decided to target Helpwr Heddiw as a key area for improvement to enhance our pupil's proficiency and confidence in using the Welsh language. This target aligns with our commitment to promote bilingualism of staff and pupils and supports WG's vision of creating a million Welsh speakers by 2050.

4. MER activity outcomes and pupil progress meetings have highlighted that feedback continues to be an area for development for the Federation. We want to identify what is the most effective feedback for each progression step and how does this move learning on and effectively impact on pupils' metacognitive skills.

Main Target Leads: Emma Byers, Carrie Smith-Thomas **Shadow Target Lead:** Chloe Andrews	**T&L Governor Team:**

RAG	TARGET ASPECT	OBJECTIVES	ACTIONS	INTENDED OUTCOMES	WHO? WHAT? WHEN?	COST

			1	**To further develop the Concrete, Pictorial and Abstract (CPA) approach to teaching Maths across the Federation**	All staff to complete professional learning to deepen their knowledge and understanding of the CPA approach (sharing of best practice through planning for opportunities). All staff to plan for opportunities to use the CPA approach effectively, using the appropriate resources both within lessons and continuous provision (P1 & 2). Maths lead to undertake a listening to learners and a learning walk to monitor the effectiveness of the approach. Staff to moderate and standardise best practise both internally and externally. Staff to observe one another teach within progression steps to view best practise and	Most staff to feel more confident and secure in their teaching of Maths using the CPA approach. Most staff understand how to plan for opportunities to use the CPA approach, using the appropriate methods and resources. Many Learners to be able to explain their process' and have a deeper understanding of concepts. For most staff to understand best practise and standardise practise within the Fern Federation.	Maths AOLE Lead CR Federation Planning Partners Maths AOLE leader & SLT, pupils, link governors All staff All staff – AOLE leader to organise	£1500 professional learning costs £175x15 supply costs = £2625

					standardise practise across the Federation.			
Target 1 Evaluation:								
			2	**To improve pupils' basic literacy skills with an emphasis on reading, phonics and spelling**	To explore professional learning around phonics and basic literacy skills To identify resources that are being used to support learning To carry out MER activities to identify best practice and areas for development AOLE Leader to analyse data with data team to identify strengths, and areas for development to plan ways forward To work with external professionals to support ways to improve pupils' basic literacy skills	All staff to feel more confident with delivering phonic sessions across the Federation All staff to use the appropriate resources needed to deliver sessions and ensuring they are being used to support learning Many pupils to have made good progress in reading, spelling and phonics from their baseline assessments	<u>Literacy Lead CA</u> <u>All staff, CA & EB</u> <u>All staff</u> Literacy Lead, SLT, all staff Federation Improvement Partners	£6,000 minimum (resources and supply costs)

						Most teaching of basic skills in Literacy is at least good in Literacy, where there is underperformance, support will be provided and best practice shared.		
Target 2 Evaluation:								
			3	**To implement and embed Helpwr Heddiw as a non-negotiable daily session.**	All staff to complete skills audit to determine current knowledge and understanding of using and teaching Welsh. All teaching staff to attend Helpwr Heddiw training workshop to develop knowledge and understanding of Helpwr Heddiw and its key concepts. All relevant staff (determined by staff feedback from skills audit) attend Welsh language training. All teachers timetable Helpwr Heddiw as a daily session. All staff to have a Welsh folder on Seesaw dedicated to	All class teachers are more confident and secure in their personal use of Welsh (including incidental Welsh language patterns). All class teachers plan and deliver Helpwr Heddiw as a daily non-negotiable session. Nearly all learners engage and participate in daily Helpwr Heddiw sessions.	Welsh leader – EL EL to facilitate- All staff to attend. All staff All staff- Welsh lead to monitor and review	£175X 6 = £1050 (supply costs) £500 resources

					evidencing Welsh language development (particularly Helpwr Heddiw oracy activities). Welsh lead to undertake a learning walk to monitor the effectiveness of Helpwr Heddiw sessions.	Many pupils are using Welsh incidentally without prompt (request, question stems etc). Most learners can independently use Seesaw to capture their Welsh language patterns during Helpwr Heddiw sessions.	All staff – Welsh lead to monitor, evaluate and review with SLT. All staff- Welsh leader to lead	
Target 3 Evaluation:								
			4	**To improve staffs formative feedback to pupils**	All staff to participate in professional learning and research that improves knowledge and understanding around effective feedback. All staff to deliver appropriately timed feedback that focuses on moving learning forward. (this includes during interventions) All staff to consider and plan for how pupils will receive and use feedback.	All staff are trained appropriately and as result teachers feedback is effective and moves pupils learning on. All staff use good professional judgement as to whether more immediate or delayed feedback is required, considering the characteristics of the *task* set, the individual *pupil*, and the collective understanding of the *class*.	ELT (CS-T, SH, EB) All staff Federation Planning Partners	£175 x 6 = £1050

					All Staff to collectively consider how to use purposeful, and time efficient written feedback (trial approaches). All Staff to revise school feedback policy that prioritises and exemplifies the principles of effective feedback in the Federation. All leaders to carry out MER activities to establish how effective feedback is on moving learning forward.	All staff effectively implement strategies that encourage pupils to welcome feedback, provide opportunities for them to use feedback and then monitor whether pupils are using it appropriately. All staff disseminate good practice across the Federation. The policy promotes and exemplifies the principles of effective feedback and does not over-specify features such as the frequency or method of feedback. Most pupils report that feedback is useful and helps them to improve.	All staff ELT AOLE leaders SLT all staff Governors SLT AOLE leaders' pupils, link governors	

Target 4 Evaluation:

CEFN
© Google Maps

IA3 Leading & Improving	
Inspection Area: Leading and improving	**UNCRC Link: Article 29: I have the right to reach my potential**
Main Targets for 25-26: **5. To improve staffs' ability to effectively use data and information to monitor and measure progress at pupil, cohort, school, and Federation performance.**	**Evidence: pupil tracker, assessment files, pupil books, pupil progress meeting minutes, coaching and mentoring logs, professional workshop agendas & information, governor reports, IP reports, Self-Evaluation report**
Reason for Targets: 5. Whilst currently staff use data and information for pupil progress meetings and some AOLE leads are beginning to analyse their own data, this responsibility is held by the Executive Headteacher and ALNCO as a result staff do not take ownership of the data and can feel that data is done at them not with them.	
Main Target Leads: Sarah Haggett, **Shadow Target Lead:** Elyssa Lewis	**T&L Governor Team:** Doug Williams, Sian Assarati, Lyndon Bengough, Gareth Griffiths, Liz Morris

RAG	TARGET ASPECT	OBJECTIVES	ACTIONS	INTENDED OUTCOMES	WHO? WHAT? WHEN?	COST
	5.	**To improve staffs' ability to effectively use data and information to monitor and measure progress at pupil, cohort, school, and Federation performance.**	EHT and ALNCo to conduct regular professional learning workshops on data literacy and analysis for all relevant staff. Time planned for small coaching sessions with identified staff to work on specific data tasks with EHT and ALNCO	100% of teaching staff attend at least one workshop per term on data and demonstrate an increased knowledge of data and its uses. Nearly all staff demonstrate improved confidence and proficiency in using data and can use it to identify	EHT & ALNCO EHT & ALNCO (CA, CR, EL)	£100 resources photocopying £175 supply per day x 6= £1050

					Pupil Progress meetings are facilitated by the wider leadership team and feedback to SLT and align with pupil reports. Evaluations of the impact of data on pupil outcomes are conducted, and findings are reported to stakeholders.	strengths and areas for development. All identified staff can accurately use data and information to hold rigorous and robust pupil progress meetings. Pupil reports are accurate and reflect the pupil's progress. All staff are given the opportunity to feedback their evaluative data reports are accurate and clearly identify trends in pupil achievement and progress	ALNCo, EB, SH All class teachers EL, SH, EB, CST	£175x 6= £1050 £175x 4= £700

Target 5 Evaluation:

TASK AND FINISH ACTIVITIES 25-26							
RAG			TARGET ASPECT	OBJECTIVES	ACTIONS	INTENDED OUTCOMES	WHO IS RESPONSIBLE? WHEN?	COST
				All staff will take collective responsibility for the timely, accurate, and consistent completion of ALN paperwork to ensure high-quality support for pupils with additional learning needs.	ALNCO to provide and broker training for all staff on ALN processes and expectations. SLT to assign clear roles, responsibilities, templates and timelines for paperwork completion. SLT and ALNCO to Implement a tracking system to monitor paperwork progress and deadlines. Schedule regular check-ins with ALNCo to support staff and address challenges.	All required ALN documentation (e.g., IDPs, reviews, referrals) is completed by set deadlines by all identified staff. All staff demonstrate understanding of their role in the ALN process through regular contributions and updates. Monitoring shows improved consistency and quality in all ALN paperwork across the Federation.	Elizabeth Lewis All staff	£750 supply costs and resourcing
Evaluation:								
				To collaboratively develop and implement a Pupil Wellbeing Charter that reflects the	Establish a working group including pupils, staff, and parents to co-design the charter. Conduct pupil voice activities (e.g., surveys, circle time,	A co-created Pupil Wellbeing Charter is published and shared with all stakeholders. Most pupils demonstrate understanding of the charter through engagement in	SLT All staff	£500 Supply costs and resources

				voices of pupils, staff, and the wider school community, promoting a shared commitment to emotional, social, and mental wellbeing.	focus groups) to gather ideas and priorities. Draft, review, and finalise the charter with input from all stakeholders. Launch the charter through assemblies, displays, and classroom activities. Integrate the charter into school policies, PSHE curriculum, and behaviour expectations.	wellbeing activities and discussions. All staff consistently refer to and embed the charter in daily school/Federation life and classroom practice. Positive impact on pupil wellbeing is evidenced through surveys, pupil voice, and behaviour data.		
Evaluation:								
				To help pupils understand and respect the differences and similarities between people of different races, cultures, and backgrounds, to underpin our Federation values. Baseline	Federation to provide professional training for staff with recognised external professionals. Ensure that our curriculum is reflective of the diverse community and nation in which we live.	All staff have undertaken appropriate professional development and understand, teach and model these principles. The curriculum is diverse and celebrates cultures and races from across the world and most pupils can speak knowledgeably about them. Most pupils can talk about diversity and why it is	Emma Byers Elyssa Lewis	£1000 includes training, supply costs and displays

				Create a plan Future actions Reflective space Community Values	The Federation celebrates diversity through displays around both schools. Including multi-lingual signage. Partner with local community groups to enrich learning experiences for our pupils.	important and talk about their work. Most pupils engage with groups and are better informed around diversity.		
Evaluation:								
				To improve the quality, consistency, and inclusivity of classroom provision across all year groups, ensuring that every pupil has access to a stimulating, supportive, and well-resourced learning environment.	Audit current classroom environments to identify strengths and areas for development. Develop a classroom provision framework outlining expectations for displays, resources, planning and learning tools. Provide Professional Learning for all staff on effective classroom setup and inclusive teaching strategies. Allocate budget and resources to ensure equitable provision across all classes.			

					Monitor and evaluate progress through regular MER activities, staff feedback, and pupil voice. Staff to take part in best practice visits to observe provision.			
Evaluation:								
Evaluation:								