



School Improvement Plan 2024 – 25



Community



**Teaching and
Learning**



Welsh



Early Years



Sharing effective practice

3 Year Improvement Plan 2023 – 2026

The 3 year improvement plan is informed by evidence from across the academic year including:

- School Improvement Plan
- Monitoring, evaluation and reporting feedback
- Stakeholder voice inc pupils, parents, Governors, staff, LA, CSC

2023-24		2024-25		2025 - 26	
Priorities to carry over from 22/23	Evidence:	Priorities to carry over from 23/24	Evidence	Priorities to carry over from 24/25	Evidence
<ul style="list-style-type: none"> Continuation of curriculum development Wellbeing – dependent on feedback from WSAEMWB 	SIP P1 self evaluation	<ul style="list-style-type: none"> Leadership Welsh (Estyn rec) Sharing effective practice (Estyn Rec) 		<ul style="list-style-type: none"> 	
Consider for priority	Evidence:	Consider for priority:	Evidence:	Consider for priority:	Evidence
<ul style="list-style-type: none"> Improve standards in writing Pupil Independence 	Literacy feedback See Action plan Class review feedback Inset day feedback on barriers to learning	<ul style="list-style-type: none"> Early Years provision WAG Anti-racism agenda Well-being – forest school training and development of site Increase impact of pupil voice/leadership on wider school life and the community 	Broaden experiences available to pupils External sources Broaden experiences available to pupils	<ul style="list-style-type: none"> Wellbeing - School to become trauma informed 	

<ul style="list-style-type: none"> Maths Leadership – roles and responsibilities inc governance Review curriculum offer for Reception in light of feedback during learning walks and low on entry baseline data in Nursery (22/23) 	<p>Dependent on data analysis of pupil outcomes from summer 23</p> <p>Retention of staffing team from Sept '23</p> <p>Governor Self Evaluation toolkit</p> <p>SLT dialogue Monitoring, data</p>	<ul style="list-style-type: none"> Oracy Outdoor learning – to support continued development of pupil independence Commence open days as part of Rec 2 	<p>Pupil progress meetings evidence a lack of language link intervention of adaptation into provision</p> <p>Teacher feedback</p> <p>Estyn Rec Research by HT</p>		
Requires review:	Evidence:	Requires review:	Evidence:	Requires review:	Evidence :
<ul style="list-style-type: none"> PE 	<p>New co-ordinator</p>				

<ul style="list-style-type: none"> • RVE • MFL • Areas to review due to leader returning to role after maternity leave: IT/Healthy Schools – inc effectiveness of pupil voice groups/Expressive Arts • Collective worship inc range of singing opportunities for pupils 	<p>to lead audit of provision</p> <p>New co-ordinator to lead audit of provision</p> <p>LLC team to lead audit of provision</p> <p>AHT/SLT feedback from 22/23 observations</p>	<p>• RSE/Children's rights/Maths</p> <p>• Central displays around school</p>	<p>School to begin open days in Spring '25, whole school displays will need refresh and consistency ahead of becoming open school</p>		
Issues to consider					
Deficit budget		Roof repair on old building Timescale : 1 year – tbc			

		Deficit budget			
		150 th anniversary of school opening			




Community

Objective 1	To embed further actions to ensure we have a shared aim of being a community focussed school (CFS)					
Objective 2	The whole community to be aware of the school's vision and actions to ensure we are an anti racist school					
Objective 3	For all pupil groups to have an impact on the life of the school and the wider community					
Self-evaluation rationale: Adamsdown is the host school for the cluster 'Community Focussed School's manager'. It is vital we review and enhance our current offer as a CFS school to ensure we utilising community links to develop all aspects of school provision. Welsh Government aim to be an anti racist nation by 2030: https://www.gov.wales/anti-racist-wales-action-plan Due to some racist phrases being used in school by older pupils the leadership wish to ensure that our school addresses these concerns and enhances our vision to become an anti racist school. Following an Estyn report all pupil councils will be strengthened to ensure that they impact the wider life of the school: <i>'The School Council plans events, and the Eco-committee ensures that the school is a litter free zone. However, opportunities for these groups to impact on the wider life of the school are less well-developed'- Estyn, May 2023</i>						
Objective leader:	Emma Thomas	Team members:	Helen Williams - DHT Mel Harrison - Pupil Voice Manager Sophie Moignard - CFS Manager	Governing Body link:	Joe Redmond Hushna Hussein	
Success Criteria				Autumn	Spring	Summer
● Joint plan between school and CFS manager completed and reviewed on termly basis						

<ul style="list-style-type: none"> Sharing of effective CFS practice with other agencies – link with priority 5 							
<ul style="list-style-type: none"> Teaching staff to ensure community links are evident in the development of curriculum contexts and therefore supporting the school vision: ‘for all pupils to progress through a range of meaningful experiences...’ 							
<ul style="list-style-type: none"> School leaders to research and plan for the school to become an anti racist school, school Diversity and Anti Racism Champion (D&ARCh)to be appointed: RESEARCH STAGE 							
<ul style="list-style-type: none"> Full audit to be completed using a race equality strategic planning tool with a follow up action plan fed into this priority: AUDIT & REVIEW STAGE 							
<ul style="list-style-type: none"> Parent Council to support the work of the school’s anti racism agenda leading to all parents receiving appropriate communication regarding their role in supporting the school’s vision and aims. SHARING STAGE 							
<ul style="list-style-type: none"> Review leadership and management of pupil groups, appoint a pupil voice manager to oversee the groups and ensure consistency in practice 							
<ul style="list-style-type: none"> Ensure strong communication regarding vision and actions from all pupil voice groups through a newsletter to stakeholders, published minutes of meetings and up to date displays/website pages 							
Key Actions	Personnel Involved	Start & Completion dates	Budget allocation: Main budget/ PDG/EIG/PLG	Self-evaluation activities & timeframes	Self-evaluation	Evidence	
Audit CFS provision in school with CFS manager	HT FEO CFS manager	2 nd – 5 th September 24	CFS manager funded by Welsh Gov	Responses will feed in to action plan 3 days	completed	 Com...	
Compile action plan with focus on school priorities over 2-3 years	CFS review with HT	30th September 24	CFS manager funded by Welsh Gov	review half termly ongoing	Aut 1 ✓ Aut 2 Spr 1		

					Spr 2 Sum 1 Sum 2		
Ensure all staff are aware of the FACE document and aims	CFS Manager	27th January 25	CFS manager funded by Welsh Gov	twilight inset 1 hour	Completed Feedback forms		
School teams to meet with CFS manager to agree curriculum / community links opportunities	CFS Manager FEO	4th September 25	CFS manager funded by Welsh Gov	workshop session during inset day 1 hour x 4	Completed context planners		
Develop a comprehensive programme of opportunities for parents to engage with in the Cwtch provision	FEO	Ongoing	FEO funded by FE/PDG/EYPDG grants	Parental voice CFS audit feedback ongoing	Overview of programme Parent voice surveys		
Develop a tracker to monitor parental engagement. Implement across year	CFS manager FEO	Implement by Autumn 2	CFS Manager funded by Welsh Gov FEO funded by FE/PDG/EYPDG grants	Data analysed and fed back to SLT/Govs ongoing	Tracker Data analysis & commentary		
Develop strategies to engage parental groups with low	CFS manager FEO	Spring 25	CFS manager funded by Welsh Gov	liaise with CFS Manager and cluster schools	minutes of meetings updated CFS action plan		

engagement levels				to source examples of practice with high level of engagement			
				ongoing			
Ensure parent council is active and impacting areas of school life newsletter to share 'Cwtch news'	FEO HT	Autumn 2 ongoing	FEO funded by FE/PDG/EYPDG grants	meeting minutes communication with all parents meetings every 3 weeks across year	meeting minutes newsletters feedback reports to stakeholders		
Share effective practice with outside agencies	HT CFS Manager	Ongoing	CFS manager funded by Welsh Gov	when required	feedback forms presentations		

RESEARCH STAGE: Courses: EMTAS conf School visits: St Paul's Mount Stuart Reading: see research list Outside Agencies: DARPL SRTRC Cluster dialogue: Tred Primary	HT	One term - Autumn	Non contact time for HT /D&ARCh	research to feed into increased SLT awareness will shape future internal professional learning and curriculum development			
	Diversity and Anti Racism Champion (D&ARCh)	25.06.24					
		pending					
		ongoing June to Dec 24					
		pending					
		pending					
AUDIT & REVIEW STAGE School Policy review:	HT		Non contact time	MER activities across term - to be shaped in response to research and audit activities			
	D&ARCh/AHT/Teachers	January 25					

Curriculum Review:	DHT	January 25	twilight inset time: 27th Jan 25				
Data from my concern re: racial incidents:		December 24	non contact time				
<u>Stake holder voice:</u>							
SHRN survey		November 24	in class				
Parent Council feedback		December 24	tbc				
Governor survey		January 25	e-survey				
Staff audit		27th January 25	twilight inset time				
<u>SHARING STAGE</u>		pending post research and audit/review stages					
focussed strategic actions:							
Vision:							

focussed Curriculum actions:							
Curriculum overview							
stakeholder newsletters:							
School branding:							
website							
posters							
safeguarding procedures							
Appoint Pupil voice manager and outline main objectives of the role	HT	12th October 2024	-	Staff surveys			
Appoint teachers to lead all pupil voice committees	HT	12th october 24		Staff surveys	Roles and Responsibilities guidelines		
End of cycle summary:							
Autumn							

Spring	
Summer	



Teaching and Learning

Objective 1	Improve standards of learning and teaching in order to meet the needs of the learners
Objective 2	To develop further our 'learning culture' as a SLO
Objective 3	To establish and develop the leadership and management of AOLE teams
Objective 4	To improve the teaching of phonics

Self-evaluation rationale

Due to several new members of staff and previous staff moving year groups we will re-audit standards of teaching and learning and revisit how we can adapt pedagogy to meet the needs of our learners

To follow the Welsh Government guidance for schools as a learning organisation. To provide opportunities for staff to reflect, collaborate and examine pedagogical practice together. To encourage staff to take risks, experiment and be innovative to extend their practice. For staff to have opportunities to regularly discuss and evaluate whether actions, including professional learning, have had the desired outcomes to improve practice.

Due to several new members of staff new roles and responsibilities have been assigned. We now need to establish and develop leadership and management of the AOLE teams so that they are effective in evaluation and improving practice across the school.

Due to analysis of data and standards we will audit and improve the teaching of phonics across the school.

Objective leader:	Jody Jenkins	Team members:	SLT			Governing Body link:	Teaching and learning sub committee	
Success Criteria						Autumn	Spring	Summer
1. Improved understanding of the 12 pedagogical principles								
0. Improved standards of teaching								
0. To improve understanding of equity and excellence in teaching								
1. SLO survey data improved								
0. Clear structure for staff to collaborate, share and reflect is embedded								
0. Plot enquiries are completed								
0. Professional learning offer supports the development of pedagogy								
1. AOLE teams are established								
0. AOLE action plans are developed and enacted								
0. Impact reports demonstrate improvements in each AOLE								
1. PHONICS - SEE SEPARATE ACTION PLAN								
		Start & Completion dates	Budget allocation: Main budget/ PDG/EIG/ PLG	Self-evaluation activities & timeframes	Self-evaluation (Impact)	Evidence	RAG	
Audit standards of teaching and provide feedback with a clear monitoring cycle <ul style="list-style-type: none">Learning walksBook looksListening to learners		Termly						
Staff to RAG themselves on their understanding of pedagogical principles							PEDAGOGICAL-PRINCIPLES RAG.docx	
Audit presentation and handwriting in pupils books		Autumn						

Review and Update relevant policies <ul style="list-style-type: none"> • handwriting • presentation 		Autumn					
INSET on adaptive teaching ‘Thinking Differently’		Autumn term					
Establish a structure for allowing staff to observe and reflect on own and others’ practice Notice, analyse, respond							
Create and maintain a professional learning overview							
Monitor impact of all professional learning							
Establish AOLE teams and roles within those teams							
Meet to discuss responsibilities of new roles							
Set up AOLE meetings half termly							
Training - leadership of an AOLE (GC?)							
All teams to audit areas within their AOLE							
AOLE action plans to be written							
Monitoring cycle to be established							
PHONICS - SEE SEPARATE ACTION PLAN							

End of cycle summary

Autumn

Spring

Summer



Welsh

Objective 1	To improve standards in Welsh oracy including the use of incidental Welsh across all areas of school life.				
Objective 2	To improve standards in Welsh reading				
Objective 3	To improve standards in Welsh writing				
Objective 4	To develop a comprehensive training pathway for all staff				
Self-evaluation rationale					
<ul style="list-style-type: none">• Estyn recommendation: Improve standards in Welsh – May 2023• Estyn report: <i>‘opportunities for them (pupils) to use the Welsh language regularly to improve their skills are limited’</i>• Estyn report: <i>‘A majority of pupils develop a useful understanding of basic Welsh words and phrases. The youngest pupils identify colours and begin to learn the vocabulary needed to describe what they are wearing. Pupils in Year 3 and Year 4 begin to describe how they feel, and the oldest pupils are beginning to use simple phrases to describe a visit in the past tense. However, across the school, pupils lack confidence in answering even simple questions in Welsh and their Welsh language skills are generally underdeveloped’</i> May 2023• Estyn report: <i>‘In most classes, teachers provide suitable opportunities for pupils to learn Welsh. However, pupils do not practise their Welsh language regularly throughout the school day. As a result, their ability to use Welsh at an appropriate level is limited’</i>					
Objective leader:	NB	Team members:	N/A	Governing Body link:	Chair of Governors - OLI
Success Criteria			Autumn	Spring	Summer

Key Actions	Personnel Involved	Start & Completion dates	Budget allocation: Main budget/ PDG/EIG/ PLG	Self-evaluation activities & timeframes	Self-evaluation (Impact)	Evidence	RAG
Training & Support							
1. Teachers will have a block of time to self assess their own Welsh language skills and access the appropriate level of training. (Continuation of training started in 23-24)	NB	Autumn 2 (20.11.24 Twilight Inset)	N/A			No Welsh skills Entry Level Foundation Level Inset booked	
2. TA's will have a block of time to self assess and access the appropriate level of training.	NB	Autumn 2 (Inset day TBC)	N/A			No Welsh skills Entry Level Foundation Level	
3. Teams to link the Welsh Continuum to their 6 major contexts to ensure coverage for the year.	NB/SLT	Autumn Term	N/A			SLT to add to team meeting agendas Need to confirm date	
4. NB to attend a training day to support progression through the Siarter Iaith Cymraeg Campus awards.	NB	08.11.24	Cover Needed			Booked	
5. Twilight Inset to implement new Helpwr Heddiw planning to ensure consistency & appropriate coverage.	NB & AM	Autumn 2 (11.12.24)				Booked	
6. Welsh Coordinator to monitor a HH session in every class with link governor & Amanda Mathias	NB & AM	Spring 1 (22.01.25)	Cover Needed			Date Booked	

7. Teachers to be offered bespoke Helpwr Heddiw sessions with Amanda Mathias as a result of Helpwr Heddiw Audit.	NB & AM to lead	Spring 2 (Dates TBC)	N/A			Arranged with Amanda	
8. Welsh coordinator to continue to implement an annual monitoring cycle.	NB	Termly Monitoring	Cover Needed	Autumn - L2L & Learning Walk Spring - L2L & Helpwr Heddiw Audit Summer - L2L & Book look			

End of cycle summary

Autumn

Spring

Summer



Early Years

Objective 1	Develop a consistent approach to foundation learning through staff professional development based on child development, play based learning, schemas and the 3 enablers. (year 1 of 3 years)
Objective 2	Develop an effective indoor and outdoor learning environment for Early years. (year 1 of 3 years)

Objective 3	Develop effective and appropriate planning and assessment procedures that complement play based learning. (year 1 of 3 years)						
<u>Vision</u> To develop a nurturing and inclusive early years environment which prioritises wellbeing and the needs of the learners and fosters positive relationships, kindness, belonging and pride. To provide an environment where the children feel safe and supported to explore, build on and develop new skills and knowledge through play based and authentic learning and which promotes independence, builds resilience and celebrates the diverse culture of modern Wales.							
<u>Self evaluation Rational</u> Due to the introduction of the Curriculum for Funded non-maintained Nursery Settings in January 2022 and the Assessment arrangements in Oct 2023 and school data showing that the children entering nursery at Adamsdown Primary school are below their expected developmental age and lacking basic skills and experiences expected for stage of development, we must ensure our early years curriculum offer, experiences and pedagogy meets the needs and development of our learners.							
Objective leader:	Katy Smart	Team members:			Governing Body link:	Teaching and learning sub committee	
Success Criteria				Autumn	Spring	Summer	
The Non maintained Nursery Curriculum is embedded and planning and assessment support this.							
Staff have a deeper understanding of child development and early learning eg, schemas, play continuum							
Staff have increased confidence with Early years pedagogy							
Staff have attended relevant training if requested							
Opportunities for staff to visit other settings as a team and been able to reflect on practice and environments							
Staff are effective enabling adults							
Engaging and purposeful experiences are being offered to the children							
There is a clear vision for the indoor and outdoor environments							
The environments reflect the interests of the children							
The environments offer authentic and meaningful experiences							
The environments offer challenge and promote the building of the skills that the children require.							
Staff feel confident with observations and using observations as an integral assessment and monitoring tool.							
Planning processes are concise and purposeful and complements play based learning							
Assessment processes are concise, informative and purposeful							

		Start & Completion dates	Budget allocation: Main budget/ PDG/EIG/ PLG	Self- evaluation activities & timeframes	Self-evaluat ion (Impact)	Evidence	RAG
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Sharing effective practice

Objective 1	To share effective practice with the educational community.					
Self-evaluation rationale						
Estyn reported that all 5 areas of the inspection framework were strengths during a core inspection in May 2023.						
'Although they share their work with partner schools, leaders do not yet share their approach to curriculum development more widely to support other schools with this important reform' Estyn, May 2023						
'Estyn will invite the school to prepare case studies on its work in relation to its approach to distributed leadership and its impact on self-evaluation, and on designing a curriculum to meet the needs of its learners, for dissemination on Estyn's website' Estyn, May 2023						
Objective leader:	Emma Thomas	Team members:	Senior Leadership team various teaching staff, pupils, governors	Governing Body link:	T&L comm	
Success Criteria				Autumn	Spring	Summer
School will have shared effective practice in curriculum design with other schools within the city and region via a variety of methods						
School will have published two case studies via the Estyn website on leadership and curriculum design.						
School will have identified other areas of practice to share with the educational community						
School will ensure consistency in all areas of learning and teaching leading to reassurance that the practice being shared is still effective - see SIP P2						
Key Actions	Personnel Involved	Start & Completion dates	Budget allocation: Main budget/ PDG/EIG/PLG	Self-evaluation activities & timeframes	Self-evaluation	Evidence
School to liaise with outside agencies to establish opportunities for sharing:	HT	ongoing	n/a	meeting minutes activities logged on sharing effective practice log: <div>Sharing eff...</div>		<div>Sharing eff...</div> <div>Sharing eff...</div>

Welsh Government LA CSCJES British Council Cluster Schools				Research Log: <div>Sharing effe...</div>	completed	website: https://www.adamsdownprimarycardiff.co.uk/sharing-effective-educational-practice/ Open day resources
School to share practice: website hosting visits Open days	HT	ongoing				
		Spring 2025	Collaboration Grant:			
Case studies published on Estyn website	HT AHT	Spring 2024 Summer 2024	n/a			
School will have identified other areas of practice to share with the educational community: CFS practice Restorative Practices	HT AHT CFS Manager	Autumn 2024	n/a			https://estyn.gov.wales/improvement-resources/how-adamsdown-primary-used-distributed-leadership-to-support-successful-self-evaluation-processes-and-implement-whole-school-changes/

Safeguarding practices						https://estyn.gov.wales/improvement-resources/how-adamsdown-primary-designed-a-curriculum-to-meet-the-needs-of-its-learners/
School will ensure consistency in all areas of learning and teaching leading to reassurance that the practice being shared is still effective - see SIP P2	AHT SLT	Autumn 24	PLG grant Collaboration grant Teacher resources Non contact time: Agency cost per day -	MER activities: SLT monitoring drive Monitoring		
<p>End of cycle summary:</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>						