



D.Y.M.A

Groes-wen Primary School Self Appraisal Report

The self-appraisal report has been based against the new ESTYN 2024 framework. The form follows the concept of evaluating school achievement versus the framework using;

D - Celebrating success (**Green**)

Y - Consideration of further evaluation in order to meet standards of celebration (**Yellow**)

M - Reflecting on best practice and focusing on the places to improve (**Orange**)

A - Continuous improvement needed (**Red**)

(Saesneg: **C** - Celebrate **E** - Evaluate further to reach the standards required to celebrate **R** - Reflect on best practice but focus on areas for improvement **I** - Continued Improvement)

School Context:

The school has established itself in a brand new area of Cardiff, Plasdwr. In fact, they're going to continue building housing and qualifications for years to come. The primary purpose of the school is to serve the families of Plasd.

The school opened on September 7th 2023. We had 48 children join us but by the end of the year this has increased to 62. By the end of our second year, this has increased to 139. In September we are expecting over 170 children including 68 Nurseries.

It is the first such school in Wales. The school has 2 streams. One Welsh stream and one Dual Language stream. The Dual language model is similar to Model B in the Basque Country. On a category basis, the school is therefore in category 2 and 3 in accordance with Welsh Government guidance.

The Dual Language model is based on content and not time so 50% of lessons will be in Welsh and 50% in English. Based on the areas of learning and experience, the Humanities and Expressive Arts in Welsh, Mathematics and Science and Technology will be in English. Health and Wellbeing will be in the 2 languages. Of course there will be language lessons in both Welsh and English.

Welsh is the main language of the school however we want our pupils to celebrate all languages and to fall in love with languages. You'll hear English on the site but you'll be able to speak Welsh with the pupils and everyone will understand.

There are 4 classes in the school during 2024 - 2025;

Lili Wen Fach (Nursery) - Dual Language Morning

Prynhawn Cymraeg

Ffion - Welsh Stream Mixed Class (Reception - Year 2)

Violet - Dual Language Stream Reception Class.

Rhosyn – Mixed Class Dual language stream (Year 1 – Year 2)

BYDd – 7 Children 5%

ALN – 6.47% Register

7.19% Monitoring

Total: 14%

Interventions: 16%

Global majority – 7.19% (Percentage is affected by increased school numbers).

EAL – 7 children which is 5%. There are 9 languages in all in the school.



Field of Inspection + Thread	D	Y	M	A	Comments	Testimony	CGY
<p>1. Teaching and learning</p>					<p>Considering all the statements, we felt we needed to do a little more evaluation of best practices and places to improve in order to reach the standard to celebrate all our work.</p>	<p>You will need:</p> <ul style="list-style-type: none"> ● Team meetings consist of discussions on successful practices on a regular basis. ● Regular reviews of lesson plans and individual learning plans. ● Formal and informal observations with constructive comments often. ● Feedback from pupils and parents on learning experiences seasonally. 	
<p>....ensure that they are educated; progresses learning at the right pace, and delivers the appropriate level of challenge and support to each of the pupils, including the Guide for inspectors – What we inspect 8 pupils with ALN and pupils who are adversely affected by poverty and disadvantage</p>					<p>In many of the lessons, a majority of pupils show that the learning is progressing at the right pace with an appropriate level of challenge. A member of staff has seen more challenge in dealing with a mixed classroom but the increase can be seen in classroom work, especially pupil books.</p> <p>Each teacher's plans show the appropriate consideration to the needs of the individual and respond to any guidance to support pupils. The children on the FSM register are making progress in their skills. The staff have adapted our way of evaluating district plans and we have seen a positive impact based on the changes.</p> <p>The school's tracking information gives a varied picture at times e.g. National test results do not reflect our baseline information or pupils' work.</p> <p>By providing suitable training the school has received the IQM award which recognises our efforts to respond to the needs of each individual.</p> <p>The school has begun to share effective teaching practices internally through Department meetings and professional development sessions. This has led to greater consistency and an improvement in the quality of provision across the classes.</p>	<p>Skip to footer</p> <p>Monitoring Evidence</p> <p>Class lessons.</p> <p>Pupil books.</p> <p>Evidence of pupils' work.</p> <p>Tric a chlic</p> <p>Little Wandle</p> <p>Handwriting Motorway</p> <p>National Tests</p> <p>Taenlen Asesu</p> <p>IQM Report</p>	<p>CGY2 – Schoo proce sses</p>

shows high expectations of all pupils					<p>The teachers have kept a careful eye on high expectations including the type of evidence to show the impact of the expectations i.e. pupil books. Most books show the high expectations. Our monitoring processes and learning pathways have reinforced the school's views. However, as a school we were disappointed with the results of the national reading tests and this may have suggested that we need to be much more ambitious in the key area and certainly need to encourage the independence of our learners.</p> <p>Following the reading results in the National tests, we have reviewed our literacy teaching methods, including the use of more intellectual reading and text discussions to raise standards. One member of staff has received additional training to ensure more ambitious and challenging approaches and needs to share notes. However, we also recognise that most pupils show progress in their reading when focusing on baseline evidence.</p>	<p>Work and pupil books.</p> <p>Teacher schemes.</p> <p>Monitoring records.</p> <p>National tests</p> <p>Taenlen Asesu</p>	<p>CG Y 2</p> <p>-</p> <p>Assessment processes and pedagogy – Focus: Setting a challenge</p>
uses Q&A to support pupils' progress					<p>Many pupils show progress on the classroom floor and most when looking at National maths and Numeracy tests, however we need to look at the way we learn to read, which includes how staff ask questions. There is not enough progress to be seen in the National test results but as we have suggested, this does not reflect all the evidence.</p> <p>Our feedback processes go from strength to strength in accordance with the school's marking policy. With new staff joining, our main goal will be consistency across all classes.</p> <p>We use a variety of feedback including orally, in writing or in discussion as peers when looking at each other's work.</p>	<p>Work and pupil books.</p> <p>Teacher schemes.</p>	<p>CG Y 2</p> <p>-</p> <p>Assessment processes and pedagogy Focus - Consistency</p>
responds to pupils' learning during lessons and over a period, and adapts accordingly					<p>Staff's ability to respond to learners' needs during lessons has certainly improved. They have the confidence to ask for pupils' views during lessons and make every effort to adapt as necessary to ensure that the majority of pupils (at least) are effectively engaged with the lesson.</p> <p>A focus on Froebelian principles is certainly having the effect we want in the Nursery and the school will transfer this to the Reception in the new academic year.</p>	<p>Work and pupil books.</p> <p>Teacher schemes.</p> <p>Gwersi Lili Wen fach</p> <p>IQM Award</p>	
help pupils understand their own strengths and areas for improvement, and develop into effective learners					<p>Most of my pupils are in the Nursery class. Yet we make sure that we identify strengths and places to improve each individual. In the blended classes, the pupils receive targets, which are shared with parents and which create a focus for parents' evening discussions and of course the report. However, it is important to continue to develop the pupils' understanding of their strengths. Each child has a one-page</p>	<p>Pupils' targets.</p> <p>Pupils' reports.</p> <p>IQM Award</p>	<p>CGY 1, 2 and 3</p>

					<p>profile which ensures that we as a school understand each child's views.</p> <p>Using observations and guided play in nursery: Through guided play and observations recorded in our '1st Week Observations', we are able to identify in detail the strengths of the children and the areas for their development. This information informs the planning and is shared with parents.</p>		
<p>makes the learning environment stimulating and entertaining</p>					<p>The classroom environment is the strength of the school with each class creating an active and peaceful atmosphere. Looking at our monitoring records, we are able to see that staff have received recommendations and responded to what they were saying. Increasingly, we need to ensure that all classes follow the same culture and ethos that already exists.</p> <p>The learning environments encourage curiosity and creativity, with effective use of learning areas, accessible resources, and thought-provoking materials. The pupils use the space independently and show pride in their environment.</p> <p>We work towards ensuring consistency in environmental standards across the school, including displays reflecting live learning, the pupil's voice, and individual progress.</p> <p>In addition, we are currently working on improving the outdoor areas to ensure that they are as stimulating and entertaining as the classrooms.</p>	<p>Class environment policy.</p> <p>Classes.</p> <p>Monitoring evidence.</p>	
<p>is well suited to pupils with additional learning needs and is based on a solid understanding of their needs</p>					<p>This is one of the strengths of the school. We know the needs of the pupils very well and respond when necessary by adapting the teaching. The IQM report recognises our efforts to respond to all children in order to create an inclusive feel. The school works closely with specialist teachers in the County and early years to ensure additional provision for pupils.</p> <p>In line with Froebel's principles, we value each child as an individual, and ensure that their voice is heard through one-page profiles, meaningful play, and positive relationships with staff. The learning environment is tailored to support holistic development, including emotional, physical and linguistic well-being.</p>	<p>EDUKEY - Provision map</p> <p>IDP</p> <p>Teacher Schemes.</p> <p>Monitoring evidence.</p> <p>Google Forms reports.</p> <p>IQM Award</p> <p>IQM Report</p> <p>RRS Silver Award Report</p>	<p>Challenge will be change in the CADY</p>

<p>provide opportunities for pupils to work independently and collaboratively</p>					<p>The continuous development areas enable pupils to work independently focusing on previous learning skills however we need to continue to develop opportunities to work independently as the monitoring records show that this is variable and therefore still not consistent. It also highlights the ability of supporting staff to support this and following the monitoring, we have refined our processes. We are currently preparing question cards for supporting staff to use within the classroom areas, in order to promote independent thinking and collaboration skills among the pupils.</p> <p>In the Nursery class, independent and collaborative work is an obvious strength. The continuous development areas are carefully designed to encourage children to explore, solve problems and work together in a natural way through play. The children show a good level of independence in choosing resources, completing tasks, and in collaborating with their peers. These practices reflect Froebelian principles, fostering a sense of responsibility and belonging.</p>	<p>Monitoring evidence.</p>	<p>CGY 2 - Assessment processes and pedagogy Focus - Independence.</p>
<p>provide opportunities for pupils to influence what they learn, and how, where appropriate</p>					<p>Although our pupils are young, many of them are willing to offer ideas about the learning. Child's voice Featured in staff's weekly plans. The school's Senedd has been established this year and although the pupils are young, the Senedd has to be commended for its dedication to improving school life. They have representatives from ECO, Welsh Dragons, Sports and Children's Rights.</p>	<p>Concept / theme planning The work of the Senedd.</p>	
<p>deploy additional staff to support pupils' learning where appropriate</p>					<p>It is our additional staff that enables us to respond to the needs of the individual. We need to appoint new staff so this can't be done green but the collaboration between teaching staff and staff is very effective.</p> <p>Supporting Staff receive Professional Development to ensure they have the capacity to support our pupils including ELSA, Handwritic Motorway, Language Links Team Teach and more.</p>	<p>Monitoring Evidence Pupils' progress Supporting staff response Staff Training EDUKEY</p>	
<p>understand what they want pupils to learn and why by delivering a curriculum that:</p> <p>provides a suitable breadth and depth of learning for pupils across all areas of learning and experience</p>					<p>Curriculum development is certainly work in progress. We work closely with the Plasmawr cluster and focus on experiences for pupils. In addition, we have designed our concepts in order to achieve fairness across the areas of development.</p> <p>In the Nursery class, Froebelian principles underpin the provision, including an emphasis on relationships, meaningful play, and holistic development. This approach has proven effective in fostering curiosity and independent learning skills. We are now transferring this approach to the Admissions class, ensuring continuity and consistency in the early learning experiences.</p>	<p>Weekly plans and mid-term plans. Progress maps. Evidence and workbooks.</p>	

develop an understanding of history, cultural and linguistic heritage, ethnic diversity, identities, experiences and perspectives of their local area, Wales, and the wider world					<p>Our curriculum has a strong focus on the local area but obviously due to the age of the school this will continue as work in progress. Due to the nature of the local area, the knowledge will continue to evolve with the evolution of the area. The pupils have developed an understanding of housing etc and we discuss the area frequently. However, we have done work on Cardiff including Windrush as just one example. So by focusing on Cardiff we are raising pupils' awareness of the local area. Our focus on Wales and Welsh traditions is a key part of my work e.g. celebrating St David's Day, understanding Calennig, Welsh stories and more.</p> <p>Pupils have various experiences to appreciate their Welsh heritage and devotion such as taking part in the Eisteddfod and the Urdd club.</p>	<p>Teacher schemes.</p> <p>Books and pupil evidence.</p> <p>Clwb yr Urdd</p>	CGY 1 – Continuing to develop this
inspires pupils and raises their aspirations enables pupils to develop an understanding of the complex nature of societies by engaging with the past and present histories of their local area, Wales and the wider world, covering different communities as well as the stories of black, Asian and minority ethnic people in particular					<p>As above, this is an ongoing work and the focus of our way forward. An annual diary with multicultural events needs to be secured. Multicultural stories need to be mapped within mid-term plans.</p> <p>The school has received help from parents to understand how to celebrate Eid Mubarak. We have learned about the history of Cardiff's black people and ensure that our school resources celebrate diversity.</p> <p>A variety of books are available for the pupils in the classroom libraries featuring multi-racial characters.</p>	<p>Teacher schemes.</p> <p>Diary of events.</p> <p>Pupils' work</p>	CGY – Continuing to develop
supports pupils' creative and artistic development					<p>All children in the mixed classes receive violin lessons under the guidance of the Cardiff and Vale Music service. In celebrating talent, the pupils' creative work has taken centre stage at the end of the Autumn term and during the Spring with a variety of activities such as weaving, folk dancing and more. The school won the Arts and Crafts awards at the Urdd Regional Eisteddfod. Local performances such as Tafwyl, a Christmas celebration in Llandaff and of course competing at the Eisteddfod. In the Nursery class, Froebelian principles underpin the creative work, including the use of natural materials, personal expression through play, and valuing the creative process as well as the outcome. This approach is passed on to the Receptionist, fostering confidence, self-expression and enjoyment of the arts from an early age.</p>	<p>Urdd Arts and Crafts</p> <p>Pupils' performances e.g. Christmas, Tafwyl</p> <p>Violin Lessons</p> <p>The Nursery</p>	
supports the development of pupils' spiritual, moral, social and cultural awareness (Religion, Values and Ethics)					<p>Wellbeing is a key part of the school's work and our focus is on ethics and values. We ensure that we recognise the religions of the local area and therefore have discussed religious celebrations such as Christmas, Easter and Ramadan/Eid Mubarak. An annual diary with multicultural events needs to be secured. We need to continue to map multicultural stories within mid-term plans. Children's rights are key to the school's work. This is the heart of our ethos and at every service on Monday we remind pupils of the right of</p>	<p>Children's rights prize money</p>	CGY - RELIGION, VALUES AND ETHICS.

					the Month which is also shared with parents in the Newsletter. We discuss diversity, the right to religion, the right to be healthy and much more.		
fosters positive and respectful attitudes towards diversity (Relationship and Sexuality Education)					<p>We celebrate diversity as part of the school's work, including during services. We've talked about how families can vary. In addition, how children are different e.g. with a focus on supporting pupils to learn about the needs of other pupils. However, we need to ensure that the RC policy is in place and that the new Plasmawr schemes are being implemented.</p> <p>ACR framework schemes are in place in some classes simply because of the cold and nature of the pupils. A member of staff is involved in planning the development of an ACR with the Plasmawr cluster and will be presented to staff for September. An NRA policy has been introduced to the school.</p>	<p>Neurodiversity Celebration Week</p> <p>Service and lessons about families</p> <p>NSPCC Activities</p>	CGY 1 – REC Focus
develops pupils' awareness and understanding of different identities, perspectives and values, diversity of relationships, sexuality including LGBTQ+ life and explores themes of equity, rights and gender advocacy (Relationship and Sexuality Education)					Although our pupils are young, we have raised the awareness of pupils (and parents) about the importance of rights, fairness and equality however, we need to implement a Relationship and Sexuality Education Policy. The school has won the children's rights award and has already won the IQM award for being an inclusive school that ensures fairness for a child's boob. We've also joined the work of HALO as a way to celebrate diversity.	<p>Plans / Maps REC</p> <p>Children's Rights - silver prize</p> <p>IQM</p>	
supports pupils' personal and social development, including their understanding of the characteristics of healthy relationships (Relationship and Sexuality Education)					<p>Healthy life and being healthy has been a focus this year and we refer to this constantly within our lessons and services, however we need to put more order into our Relationship and sexuality Education scheme. This is in line with the school's focus on children's rights. The pupils are working with the Urdd to have a sports club once a week, Cardiff City Foundation – holding football lessons, Glamorgan Cricket Team – Cricket lessons, folk dancing – Plasmawr support.</p> <p>On the basis of, ARC, we need to develop this further.</p> <p>NSPCC's work Keep Safe, Keep Safe reinforces pupils' safety in an age-appropriate way</p>	<p>Healthy Week</p> <p>Active Travel</p> <p>Skip to footer</p> <p>Activities with partnerships</p> <p>Children's rights work - silver prize</p>	CGY 1 – ARC
help pupils develop the skills, knowledge and understanding they need to make healthy lifestyle choices and understand the impact of these choices					This is a big part of class discussions even though our pupils are young. Many pupils show a solid understanding of how to make a healthy decision. The school as we have suggested, has a strong focus on children's rights and the pupils, parents and governors are part of the campaign. The school has received the RRS silver award.	<p>Healthy Week</p> <p>Active Travel</p> <p>Skip to footer</p> <p>Children's rights work</p> <p>RRS Report</p> <p>Skip to content _ Skip to footer</p>	

						Class work	
<p>develop pupils' skills systematically and gradually during lessons and over a period of time so that:</p> <p>acquire the necessary skills in listening, speaking, reading, writing and numeracy, as well as the digital skills to support their work and make progress</p>					<p>The school is working with the Plasmawr Cluster to ensure that we give pupils the opportunity to acquire the necessary skills. Many pupils show good progress in the evidence gathered, including class books in their Language, Literacy and Communication skills, however the National reading tests give a more varied picture.</p> <p>Examples of literacy skills are in place when looking at concepts. There is a variety of writing but you may need to focus on extended writing with the Progress Step 2 pupils.</p> <p>There has been a clear focus on developing Maths and Numeracy skills this year and most pupils looking at the National tests have made appropriate progress and there is certainly good progress to be seen by most pupils when looking at our evidence on the classroom floor.</p> <p>There are several examples of numeracy to be seen in the concept work.</p> <p>Our digital skills can continue to develop but the pupils are making suitable use of software available to them and have started learning about coding. Digital work certainly supports the pupils' concept work.</p>	<p>Reading – We use National tests, the work of Little Wandle and Tric a Clic to help us arrive at an understanding of pupils' progress.</p> <p>Oral – We are developing Voice 21 processes and have been involved in developing the Plasmawr portfolio.</p> <p>Writing – Pupils' books + revisiting tasks</p> <p>Maths and Numeracy – National Tests, White Rose tests + books and pupil evidence.</p> <p>Digital – Pupils' evidence</p> <p>Skip to footer</p>	CGY 1 and 2.
<p>apply their skills at an appropriate level across the curriculum</p>					<p>As above, this is certainly a work in progress with several examples of best practice but it is important to aim for consistency.</p> <p>On the basis of the skills, most pupils have a clear view of their Maths and numeracy skills by monitoring Maths textbooks, monitoring lessons and analysing the National tests.</p> <p>When considering the Language of Literacy and Communication, the picture is more complex. The reading tests clearly show in Welsh and English that we need to focus on this, however, when looking at the classroom floor, many pupils show good progress, e.g. in plotting the phonics work of Tric a Chlic or the Little Wandle scheme with Dual Language pupils.</p>	<p>National Tests</p> <p>Pupils' work – books and other evidence.</p> <p>Taenlen murdered.</p>	CGY1 + 2- Reading + Digital

					Based on digital skills, pupils have embarked on coding, making effective use of programmes available on HWB such as J2E and developing slowly however we feel that a firm focus needs to be put on this to ensure that all children have the same opportunities across the classrooms.		
possess the physical, social and emotional skills to prepare them for later life					Our partnership with Glamorgan Cricket Club and Bluebirds Football Club has certainly supported our work. The Urdd runs a Sports club on a weekly basis. Our focus on supporting wellbeing is a key part of the school's success. We support pupils with their emotions and a member of staff has been trained to lead ELSA and one on Talkabout. We hold discussion sessions which look at supporting pupils in many ways including physically, socially and emotionally.	Wider school partnerships Services Pupils ELSA sessions (when required)	
develop Welsh communication skills from their different starting points in formal teaching activities and informal situations					Our school is a new model for Wales. The dual language model (although in its early days) shows a particular increase in the pupils' Welsh skills. They understand very well and are therefore able to speak but at times, they need to be reminded to do this. Children in the Welsh stream are showing good progress. One thing that needs to be pointed out is the fact that we are following the pedagogy of language acquisition and therefore what is obviously highlighting the language patterns of the school. There is no correction for Dual Language children for speaking English and obviously as the 2 streams mix, pupils tend to speak English however with more practice, we begin to hear more and more of the Welsh Language. Quality performances delivered in Welsh. The school has begun the work of the language charter.	Continwwm laith Skip to footer The language of the pupils School baseline	
assists pupils in developing positive attitudes towards learning, so that: behave well and participate positively in learning activities					The monitoring evidence shows a very positive attitude from almost every child in school.	Monitoring evidence.	
persevere or look for new solutions when faced with difficulties					This needs to be considered in the context of the age of our pupils. It is key that we provide pupils with challenges that encourage them to overcome difficulties. Pupils are aware of how to get resources to assist them with the work.	Teacher schemes. Pupils' work. Monitoring evidence. A conversation with pupils.	CGY - independence

fosters positive working relationships with adults and their peers					A special relationship exists between most of the pupils and school staff and its peers.	Monitoring evidence.	
responds positively and purposefully to feedback					Many pupils show that they respond well to feedback when considering their age. Feedback can be verbally written or from each other. Staff must follow the marking policy and there must be consistency across the school. Verbal feedback is given regularly on the classroom floor and pupils respond immediately to this feedback.	Monitoring evidence. Pupils' work	
2. Well-being, care, support and guidance					The school has won the IQM award. The school has also worked on the SHR questionnaire although a small number of children were able to. The school is eligible for the Whole School Approach Framework of Mental Health and Wellbeing. The school has received the RRS silver award.	IQM Report and Self Appraisal DYGFLEEM Framework Silver RRS Assessment Report	
creates and maintains a culture of safeguarding including following child protection procedures so that pupils: safe and secure are respected and treated fairly and free from bullying and harassment free from physical, emotional and verbal abuse					A child, parent and staff questionnaire shows that all pupils feel safe at school. The school has carried out a Cardiff safeguarding audit. No cases of bullying have yet arisen in the school (it needs to be understood that the school is currently in small numbers). The pupils are absolutely safe at school and we are doing our best to make every child free from physical, emotional and verbal abuse. we respond immediately to safeguarding issues and follow Cardiffshire guidance. The safeguarding audit refers to immediate safeguarding training that has taken place. There are 4 DSPs in the school. Our focus on children's rights reinforces our work to support keeping pupils safe. We are working with the NSPCC and the local PCSO's.	Questionnaires My Concern Children's rights work IQM Report	
Ensure that pupils attend school regularly, for example by: promoting and monitoring attendance, including the attendance of specific groups					Our attendance is good (95.3% at writing) but we need to take into account the small numbers of children we currently have. The policy is in place. We work closely with the Plasmawr attendance officer and with her support we are able to work closely with the families should a problem arise. The key to our work is effective communication.	Attendance and Attendance Policy Data SIMS Relationship with AWO Plasmawr	
challenging persistent absence					We challenge attendance and punctuality in our newsletter, while having a process of sending a letter to families who are worried about attendance. We are working closely and appropriately with the Clwstwr Plasmawr attendance officer.	Circular Relationship with AWO Plasmawr	

					<p>Meetings have been held with parents if a child's attendance drops to a low in order to try to resolve and assist the families.</p> <p>Our attendance is 94.8%</p>		
working in partnership, for example with education welfare, social services, the police and other agencies					<p>We have already worked very effectively with social service and continue to do so. We have run Cardiff parenting lessons on the school site, worked closely with Cardiff Adult Learning and supported the County ALN department to hold meetings to support parents who have had their child diagnosed with autism.</p>	<p>My Concern</p> <p>Cardiff CF10 1AT</p> <p>Edukey</p>	
co-ordinate suitable support for pupils with additional learning needs, including working in partnership with external agencies, where appropriate					<p>Our ALN work demonstrates that although we are in our early days the commitment we have as a school to be an inclusive school, which responds to the needs of all children and provides them with the best possible care.</p> <p>Most pupils on the register show progress but perhaps progress at their level i.e. small steps.</p> <p>We transition effectively with schools that accept our children or schools that send children to school. Often this means a transition plan with nurseries which may involve a visit to prospective pupils' homes.</p>	<p>Skip to footer</p> <p>Edukey</p> <p>Interventions</p> <p>Progress of ALN pupils</p> <p>Skip to content _ Skip to footer</p> <p>IQM Award</p> <p>Transition work</p>	
supports positive behaviour, and accurately records, reports and responds to all forms of bullying and harassment					<p>Due to our small numbers and the ethos of the school, so far, no case of bullying has arisen. We keep a record of events on MY CONCERN using a tag to recognise any patterns that arise. If there is a concern about behavior, we deal with this immediately. We have turned to additional staff to support pupils with very intense needs who found it difficult to settle in and could cause harm to themselves and others. All staff members have received Team Teach training.</p>	<p>My Concern</p> <p>Team Teach</p> <p>Edu Key</p>	
ensure that pupils with a history of exclusion and those receiving education other than school demonstrate better behaviour and attitudes to learning					<p>This is not relevant at this time.</p>		
encourages pupils to influence school life and work, develop leadership skills and take on responsibilities					<p>We are at the beginning of the journey because of the small numbers. We tend to ask all Reception, Year 1, 2 and 3 children for ideas but we certainly intend to develop the School Parliament further.</p> <p>Although we are at the beginning our work has been recognised by the RRS Silver assessment.</p>	<p>Children's Voice</p> <p>RRS Silver Award Report</p>	CGY3

provide effective and impartial advice to pupils relating to the next stages of their development, for example in relation to: O Opportunities, responsibilities, and adult life experiences from their transition to the next stage of learning					<p>We are certainly at the beginning of our journey. We have a very effective relationship with schools that accept our children after being in the Nursery with us, but the work is just beginning. However we do even visit children in their homes.</p> <p>Parents have responded positively to end-of-term reports highlighting the fact that they know how to support pupils to move forward.</p>	<p>Transitioning between nurseries with us and from the Nursery class to other schools.</p>	
<p>3. Lead and improve</p> <p>How effective are leaders:</p>					<p>There are lots of things to celebrate including our partnerships, our Governing Body and how we use the resources we have to improve pupil outcomes. What prevents us from saying celebration is just the fact that we need to prove sustained continuous improvement.</p> <p>IQM Award - recognises the school's leadership.</p> <p>RRS Silver Award – recognising the school's leadership.</p>	<p>IQM Report</p> <p>RRS Silver Award Report</p>	
ensure that all pupils, including those at risk of adverse outcomes, for example those pupils affected by poverty, those with ALN or those with other identified barriers to progress, learn and make progress					<p>The school is able to show pupils' progress by looking at Tric a Clic tests, Little Wandle progress, progress against baseline or classroom observations (Lili Wen Fach). Our years 2 and 3 have passed the National tests and on the whole almost everyone from year 3 shows appropriate or better progress but year 2 is more varied. See notes under KS1.</p> <p>Our EXCEL spreadsheet helps us track progress and reach.</p> <p>We have developed our own internal tracking processes after attempting to use TYFU software that was less effective with Cardiff systems.</p>	<p>Internal school data</p> <p>Pupils' work</p>	
develops an inclusive culture, ethos and strategic direction that supports the progress and wellbeing of each pupil					<p>Our strategic direction setting documentation supports our campaign as a new school to ensure that our culture and ethos are to support the progress and wellbeing of pupils including all children along the journey. The ethos of the school is key to our early success. Our aim is to involve all children and the IQM report reflects this.</p>	<p>CGY</p> <p>Set Strategic Direction</p> <p>Grant expenditure</p> <p>IQM Award</p>	
identifies and addresses areas for improvement, including addressing previous recommendations					<p>As a new school we have been able to install all the documentation to ensure that the school complies with statutory guidance e.g. policies, risk assessments, Health and Safety procedures, improvement plan etc</p>	<p>CGY</p> <p>Set Strategic Direction</p>	
addresses national priorities, including improving the quality of teaching and developing the Welsh language					<p>Our improvement plan recognises National priorities such as embedding ALN processes, replacing a Curriculum but one thing that is absolutely key and unique is the school's language model. We are a 2 stream school, one Welsh stream and one Dual language stream. This means that 50% of lessons are in Welsh and 50% English, see school context. We want children to celebrate the use of the language and to</p>	<p>Skip to footer</p> <p>CGY</p> <p>Set Strategic Direction</p>	

					develop a love for the language and really to celebrate all languages.		
ensure that professional learning improves the quality of teaching, supports school improvement and equips all members of staff to fulfil their roles					Although we are a new school which means, we have not received much money to support the work of CPD that we have developed leaders; All members of the SMT have completed a Senior Leaders course. One member has attended CADY training. 2 members of the SMT have attended a course abroad (Sweden) in order to develop the external area, we collaborate with universities: Staff have received Senior Mentor and Mentor training; Staff have also attended ELSA course, Talkabout, Curricular aspects particularly Maths and Numeracy; assessment training for learning and when considering a member of staff at an NQT to support work including ensuring that the member of staff who is an NQT has attended AIM training and additional training. The school has created a website to record our CPD work. All the activities have ensured that we develop ourselves in an effective way.	CPD Programme School CPD website	
manages the school's resources					This is difficult to answer because there was not really enough money in learning resources to set up 2 classes, have reading series and resources for Art, Sport etc however we have spent every penny in the most effective and suitable way to ensure that the pupils have the experiences they need. We have set up private funds this year.	Skip to footer Monitoring Evidence	
Evaluating the difference they make to pupils' learning and how well teachers and other practitioners are:							
develops an inclusive culture, ethos and strategic direction that is appropriately focused on improving pupils' learning and wellbeing					In opening the school on September 23, we made our focus on maintaining a culture, inclusive ethos and strategic direction that is certainly focused on the well-being of the individual and of course standards in order to improve learning.	School Vision CGY Set Strategic Direction Wellbeing framework IQM Award RRS Silver Award	CGY 3 IQM

sets and communicates high expectations for staff, pupils and themselves					Even though we are young on the journey, the school's mixed classes have set ambitious targets for the pupils. Our nursery class, Lili Wen Fach sets high expectations for pupils not just on the basis of skills but values e.g. showing respect for others and property. Each member of staff is a good role model and models how they want the pupils to behave. Our Performance Management targets reinforce our priority in setting ambitious targets for ourselves.	Pupils' work Internal Data Monitoring Evidence	
evaluates the strengths of the school and the areas that need improvement, and stimulates improvement					We have a monitoring scheme with us as a school and certainly the monitoring work gives a very fair picture with an emphasis on strengths and areas for improvement. The greatest strength of the school that needs recognition has been our ability to establish a school in a very short time to a point one member of Governors has said that the school now feels like a stable school. There are several ways forward that appear in our improvement plan. The priorities are based on our self-appraisal work but they also recognise National and Local Authority priorities.	Monitoring Plan Monitoring Evidence SMT and School Staff Records	
have an established track record of making and sustaining improvements, and the extent to which they have resulted in a positive impact on pupils' learning and wellbeing					This needs to be considered in the context of a new school. It is not yet possible to refer to maintenance but the early impact on learning and wellbeing for most pupils is certainly very positive.		
plans and delivers professional learning opportunities for staff that have a positive impact on pupils' learning and wellbeing					As above: Although we are a new school which means we have not received much money to support CPD work we have developed leaders; One member has completed a Senior Leaders course. One member has attended CADY training. 2 members of the SMT have attended a course abroad (Sweden) in order to develop the external area, we collaborate with universities: Staff have received Senior Mentor and Mentor training; Staff have also attended ELSA course, Talkabout, Curricular aspects particularly Maths and Numeracy; assessment training for learning and when considering that a member of staff is an NQT to support work including ensuring that the member of staff who is an NQT has attended ANELU training. The school has created a website to record our CPD work. All the activities have ensured that we develop ourselves in an effective way.	CPD Programme School CPD website	
manage staff performance to improve their practice and tackle underperformance, where necessary					Performance management processes have been established in the school. We provide feedback when carrying out monitoring activities and support teachers how to improve and ensure that CPD support can be received to support places to improve.	Performance Management Records	

<p>promotes the Welsh language, and takes action to address other national priorities (for example improving teaching, fairness, ALN reform, the Curriculum for Wales)</p>					<p>The main language of the school is Welsh. We celebrate the language and you are certainly able to go into every class and speak Welsh but our aim is to raise pupils who have a love of languages. Our CGY makes it clear that we emphasise National priorities when establishing a new school.</p>	<p>School model Skip to footer</p>	
<p>provides effective governance that offers support and challenge</p>					<p>The permanent governing body was established in November 2023 so they are young as a Body. The new Chair is certainly a critical friend of the school. There is a cross-section of expertise on the Body that has supported us in setting up e.g. the Health and Safety committee has held meetings with contractors and County officials to challenge situations that arise, a member of the standards committee is very experienced and has been on a learning journey, another committee member has a flying start speciality and as a teacher and all this ensures that we are very lucky. Obviously, this presents a challenge for the school but with so much experience including a Vice Chair who has extensive experience as governor, the dedication needs to be commended in a very short time.</p>	<p>Body Records Monitoring Evidence</p>	
<p>distributes roles and responsibilities to meet pupils' needs and drive improvement in school provision</p>					<p>The school is fortunate to have a very experienced CADY who has taught at Trinity Fields special school in Caerphilly. This has enabled us to respond to the needs of the pupils as soon as they appear. The CADY has formed a very effective relationship with the Plasmawr and Radyr cluster. The CADY has set up EDUKEY as part of the school's procedures and to ensure that the provision map is up to date. There is one assistant with responsibility to support interventions including ELSA and the staff member has received CPD training throughout the year. Unfortunately the CADY will leave us in September.</p>	<p>Skip to footer Edukey Interventions Progress of ALN pupils</p>	
<p>consider the workload and wellbeing of staff and the extent to which any new or revised requirements have an impact on their own staff's workload and on headteachers, leaders and staff in other education settings</p>					<p>In setting up a school, the work is a huge one. You can't stop working 100% to make sure everything is in place. This was brilliantly demonstrated when the school had received all the keys on September 5th and so it was only one day with us before opening on September 7th to pupils. We ensure that staff receive the support they need and that many have faced challenges during the year and that the school has provided the support to help them overcome the challenges.</p> <p>The school has invested in the EDUSUPPORT support program which means for 3 years they have access to a therapist, financial support, grieving support and much more.</p> <p>The school conducts middle leader training for staff of Welsh-medium schools in the 5 Counties - Cardiff, Vale, Bridgend, Merthyr and RCT including Primary and Secondary teachers. There is a great emphasis on staff welfare.</p>	<p>Staff work to set up a new school</p>	<p>CGY3</p>

<p>develops productive relationships with parents, partner schools, external organisations and the wider community</p>					<p>Parents: Our Parent community has used the title 'Friends of the White Cross'. Without the work of the friends, the school would not have had the opportunity to form such effective relationships and offer support in the community. They have hosted a Christmas Fair, a Summer Fair, a movie night, an Easter egg hunt and more. They work closely with the school on our priorities. Celebrating pupils' talent has been huge with parents coming to get a taste of a product, activity or event that celebrates the season's work. In addition, the Nursery has held drop-in sessions to get a taste of the class's work. Parents are also an essential part of developing a garden for the school.</p> <p>Redrow: As a school that is part of a construction area, our relationship with the builders is very key BUT not always effective. The company's communication skills still don't help us. We are the voice of Plasdwr and we are the ones who ensure that activities take place in the local area.</p> <p>Partner Schools: The school works very closely and positively with the Cluster of Plasmawr. We have established a connection with Radyr High School and Radyr cluster.</p> <p>In September the school will be part of CLIP working on assessing and tracking progress. Mr Carbis will lead the CLIP and the school will collaborate with Ysgol Berllan Deg, Ysgol gwaelod y garth and Ysgol creigiau.</p> <p>The school has received a visit from several Counties based on our new model including Wrexham, Patagonia, Lisbon, Powys, Ceredigion, Merthyr and RCT. We have supported a school in Caerphilly in designing a new building.</p> <p>CCD - Mid South Consortium: The school conducts School Leaders training. The head teacher of the school is the Chairman of the Region's Federation of Welsh Schools.</p> <p>Our improvement partner has been part of the school's pathway and has been challenging and supporting us along the way.</p>	<p>Circular</p> <p>Records of Friends of Groes-wen Pupils' Experiences</p> <p>Work with the Universities</p> <p>Cylch Meithrin on site with the Cardiff Curriculum Immersion Unit and Crew.</p> <p>CCD Records</p> <p>Evaluation of Middle Leaders.</p> <p>The Federation Program.</p>	
--	--	--	--	--	--	--	--

				<p>Received Welsh and Maths training this year.</p> <p>The school has formed a very good relationship with Universities:</p> <p>Met Caerdydd - Admission of BA (Education) students Part of Froebel's research Part of research on the dual language model funded by the Welsh Government</p> <p>Cardiff University: Check our Language Continuum Admitting a student on Classroom Experience Practice</p> <p>We have also received a student from the Netherlands.</p> <p>Cardiff Agencies:</p> <p>The Curriculum Cardiff team hire rooms as offices. they have supported us in the formation of Curriculum etc.</p> <p>We currently have a Primary Immersion Unit on site and the Headteacher supports the strategic direction of the Unit. The relationship is a very effective one.</p> <p>Rhianta Caerdydd:</p> <p>Gives parents lessons about parenting.</p> <p>Cardiff Adult Learning - On-site training</p> <p>Cymraeg i blant</p> <p>Welsh lessons for families.</p> <p>The Headteacher chairs Outcome 7 of the Cardiff GSGA.</p> <p>Cylch Meithrin Groes-wen:</p> <p>The school has a Cylch Meithrin on site which is vital to the growth of our numbers.</p> <p>Nearby nurseries:</p> <p>Ladybirds (Danescourt) and CWTCH (Fairwater) have been right at the start of our tour. They offer an off-site wrap, and there's no doubt this will be extremely important as the school grows.</p> <p>The Bluebirds and Glamorgan Cricket Club:</p> <p>We have formed a partnership with the 2 organisations. The children have received training from them and have certainly</p>	
--	--	--	--	--	--

					<p>benefited greatly.</p> <p>Menter Caerdydd a'r Urdd:</p> <p>The school is part of a Welsh and Welsh feast in Cardiff which is a tafwyl. The children will be performing on stage on July 14th. Pupils have competed in the Urdd eisteddfod and have had particular success in Arts and Crafts.</p>		
uses the school's resources to ensure high quality teaching and learning and support for pupils' wellbeing					<p>The school makes very appropriate and effective use of available resources including human resources to optimise for each child and to ensure the quality of learning and teaching. Each class has an outside area and certainly the focus has been on reinforcing previous skills. Parents have helped with some resources e.g. in collecting real equipment for the role-playing area and the construction company has donated mud kitchens and an insect hotel to the school. Parents also support a gardening club donating resources. While we need more resources, we are making the best use of what is available. This year the trail trim has certainly been a huge success. We have worked closely with an ESP company to develop the area. There's still a lot of work to be done with even less money this year.</p>	School resources.	CGY 1 and 2
uses grant funding to improve outcomes for targeted pupils					<p>A low percentage of FSM pupils are in school and we use the money to ensure that they have exactly the same experiences as everyone else. With the funding surplus, this supports interventions with one child.</p> <p>On the basis of the other grants, we have worked effectively with the Plasmawr cluster and others as noted above. There wasn't a lot of grant to support CPD however we did our best to support staff in order to improve the outcomes of each child in our care.</p> <p>The grant money is mapped.</p>	Grant expenditure	