



**Rhondda Cynon Taf County Borough Council**

**Governing Body of the Fern Federation**

**Annual Report to Parents**

**Academic Year 2023-2024**



This report is produced in accordance with National Assembly for Wales (NAfW) Circular 15/01.

Dear Parents/Guardians,

I hope this letter finds you and your families in good health and high spirits. As we embark on another academic year filled with possibilities, it gives me great pleasure, as the Chair of Governors of the Fern Federation, to extend my warmest greetings and to share with you our Annual Report to Parents for Craig Yr Hesg Primary and Cefn Primary which forms the Fern Federation.

At the heart of every successful Federation community is a shared commitment to the education and well-being of our children. Over the past year, we have witnessed the resilience, dedication, and hard work of our pupils, teachers, and staff, as well as the unwavering support of parents like you. Together, we have continued to create an environment where our children can flourish academically, socially, and emotionally.

In this report, you will find a comprehensive overview of the key achievements, developments, and milestones of the past academic year. From academic accomplishments and extracurricular activities to improvements in our school facilities, we have made significant strides in our ongoing mission to provide the best possible educational experience for your children.

We take pride in the progress we have made and the positive impact we continue to have on the lives of our pupils. However, we also recognise that there are always areas for growth and improvement. We are committed to continually working together with parents, teachers, and the wider school's community to ensure that the Federation remains a place of excellence and innovation.

I encourage you to take the time to read through the report carefully and share in our celebrations of success. Your feedback and insights are invaluable to us, and we welcome any thoughts or suggestions you may have to further enhance our school's educational experience.

As we look ahead to the upcoming academic year, I have no doubt that our collective efforts will continue to bear fruit, and our pupils will thrive under the guidance and support of our dedicated staff. Let us remain engaged, motivated, and united in our commitment to providing the best possible education for our children.

In closing, I would like to express my gratitude for your continued trust and support in the Fern Federation. *Together, We Can Prosper* and look forward to another year of growth, achievement, and success.

Should you have any concerns or questions, please do not hesitate to contact me at any time on [Doug.H.Williams@rctcbc.gov.uk](mailto:Doug.H.Williams@rctcbc.gov.uk)

Councillor Douglas Williams

Chairperson of the Fern Federation.

## Clerk

The Clerk to the Governing Body is Non Morgan, Ty Trevithick, Abercynon, Mountain Ash, CF45 4UQ 01443 744000

## Chairperson

The Chairperson of the Governing Body is Councillor Doug Williams c/o Craig Yr Hesg Primary, Cefn Lane, Glyncoch, Pontypridd, CF373BP, c/o Cefn Primary, Greenfield Avenue, Glyncoch, Pontypridd, CF37 3BD

## Membership

The following people are currently members of the Governing Body.

<b>Name</b>	<b>Category of Governor</b>	<b>Appointed By</b>
Doug Williams (Chair Person) Rhian Williams Rebecca Westwood	<b>LA</b>	<b>Council Members</b>
Sian Assirati (Vice Chair Person) Royston Davies Keith Lewis Councillor Lyndon Bengough	<b>Community Governors</b>	<b>Governing Body</b>
<b>CYH</b> Gareth Griffiths Clare Williams Naomi Poole	<b>Parent</b>	<b>Parents</b>
<b>Cefn</b> Dafydd Davies Laura Reed Neil Llewellyn		
Carrie Smith-Thomas Emma Byers	<b>Teacher</b>	<b>Teaching Representatives</b> <b>Staff</b>
Rebecca Davies Elizabeth Morris	<b>Staff</b>	<b>Non-Teaching Representatives</b> <b>Staff</b>
Sarah Haggett	<b>Executive Headteacher</b>	

Elections will be held to fill vacancies for parent governors upon the cessation of the term of office or receipt of a resignation.

## Resolutions

There were no resolutions passed at the last meeting.

## Election of Parent Governors

**There were no vacancies in the 23-24 academic year.**

If, however, any Parent Governor(s) resign before this date arrangements will be made for an election to be undertaken at the appropriate time.

**Nursery Non-Maintained Framework Federation Data.**

**Literacy**

	Not There		Not There Yet		Getting There		Got There	
	Cefn	CYH	Cefn	CYH	Cefn	CYH	Cefn	CYH
Attend and Listen	33.3%	44.4%		44.4%	66.67%	11.1%		
Understand	33.3%	55.56%		11.1%	66.67%	33.33%		
Songs & Rhymes	33.3%	22.2%		66.67%		11.1%	66.67%	
Interaction	33.3%	22.2%		66.7%	66.67%	11.1%		
Concepts & Vocabulary	33.3%	55.56%	66.67%	44.4%				
Understood	33.3%	44.4%		11.1%	66.67%	44.4%		
Building Vocabulary	33.3%	33.33%	66.67%	33.33%		33.33%		
Books & Understanding	33.3%	55.56%		44.4%	66.67%			
Symbols	66.67%	55.56%	33.3%	44.4%				
Mark Making Grip	33.3%	66.67%	33.3%	33.33%	33.3%			
Mark Making		55.56%	100%	44.4%				

**Mathematical Development**

	Not There		Not There Yet		Getting There		Got There	
	Cefn	CYH	Cefn	CYH	Cefn	CYH	Cefn	CYH
Similarities and Differences	33.3%	55.56%		44.4%	66.67%			
Symbols	33.3%	55.56%	66.67%	44.4%				
Numeracy Mark Marking	33.3%	55.56%	66.67%	44.4%				
Concepts Numeracy	33.3%	66.7%	33.3%	33.3%	33.3%			
Quantity	33.3%	66.7%	66.67%	33.3%				
Pattern	33.3%	66.7%	66.67%	33.3%				

**WEBSSED:**

	Not There		Not There Yet		Getting There		Got There	
	Cefn	CYH	Cefn	CYH	Cefn	CYH	Cefn	CYH
Happy, Settled, Content	33.3%	11.1%		55.56%		22.2%	66.67%	11.1%
Co-Regulation	33.3%	33.3%		22.2%		44.4%	66.67%	
Relationships	33.3%	22.2%	66.67%	44.4%		33.3%		

**Physical Development:**

	Not There		Not There Yet		Getting There		Got There	
	Cefn	CYH	Cefn	CYH	Cefn	CYH	Cefn	CYH
Engagement	33.3%	11.1%		88.89%	66.67%			
Confident	33.3%	22.2%		66.67%	66.67%	11.1%		
Body Awareness - Self Care	33.3%	33.3%		22.2%	66.67%	44.4%		
Body Awareness - Spatial	33.3%				66.67%			
Gross Motor - Bikes/Scooters	33.3%	11.1%		44.4%	66.67%	44.4%		
Gross Motor - Equipment	33.3%	11.1%		44.4%	66.67%	44.4%		
Fine Motor Skills		11.1%	33.3%	55.56%	66.67%	33.3%		

### Salford Reading Test Data:

#### Cefn Salford Reading Accuracy:

	24 Months & Below Chronological Age		13-23 Months Below Chronological Age		1-12 Months Below Chronological Age		0-12 Months Above Chronological Age		13 Months & Above Chronological Age	
	Period 1	Period 3	Period 1	Period 3	Period 1	Period 3	Period 1	Period 3	Period 1	Period 3
Year 2	100%	100%								
Year 3	72.72%	40%		13.33%		6.67%			27.27%	33.33%
Year 4	76.92%	53.85%	7.69%	7.69%		15.38%			15.38%	23.08%
Year 5	47.62%	47.62%	4.76%		9.52%	4.74%	19.05%	23.81%	19.05%	23.81%
Year 6	52.63%	36.84%	5.26%	5.26%	21.05%		5.26%	10.53%	15.79%	42.11%

#### Craig Yr Hesg Salford Reading Accuracy:

	24 Months & Below Chronological Age		13-23 Months Below Chronological Age		1-12 Months Below Chronological Age		0-12 Months Above Chronological Age		13 Months & Above Chronological Age	
	Period 1	Period 3	Period 1	Period 3	Period 1	Period 3	Period 1	Period 3	Period 1	Period 3
Year 2	85%	65%	10%			5%	5%	5%		5%
Year 3	80%	70%	5%	10%		10%	5%		10%	15%
Year 4	48%	38.4%	20%		4%	11.5%	4%	11.5%	24%	38.4%

Year 5	42.86%	33.33%	4.76%	4.76%		14.29%	9.52%	38.1%	52.38%
Year 6	23.53%	25%	17.65%		5.88%		12.5%	52.94%	62.5%

### Cefn Salford Reading Comprehension

	24 Months & Below Chronological Age		13-23 Months Below Chronological Age		1-12 Months Below Chronological Age		0-12 Months Above Chronological Age		13 Months & Above Chronological Age	
	Period 1	Period 3	Period 1	Period 3	Period 1	Period 3	Period 1	Period 3	Period 1	Period 3
Year 2	100%	76.92%		23.08%						
Year 3	72.73%	42.86%		7.14%			14.29%	27.27%	35.71%	
Year 4	76.92%	61.54%	2/13	7.69%					7.6%	30.77%
Year 5	10/21	47.62%	4.7%		9.5%	4.7%	19%	23.8%	19%	23.8%
Year 6	42.1%	26.3%	21%	5.2%	5.2%	10.5%	15.7%	21%	15.7%	31.5%

### Craig Yr Hesg Salford Reading Comprehension

	24 Months & Below Chronological Age		13-23 Months Below Chronological Age		1-12 Months Below Chronological Age		0-12 Months Above Chronological Age		13 Months & Above Chronological Age	
	Period 1	Period 3	Period 1	Period 3	Period 1	Period 3	Period 1	Period 3	Period 1	Period 3
Year 2	10%	8/20	70%	50%	15%		5%	5%		5%
Year 3	80%	75%		10%			5%	5%	15%	10%
Year 4	52%	46.1%	4%		4%	3.8%	12%	11.5%	32%	38.4%
Year 5	38.0%	14.2%	4.7%	4.7%			4.7%	4.76%	52.3%	76.1%
Year 6	17.6%	18.75%	23.5%	6.25%	11.7%		11.7%		35.2%	46.1%

## Boxall Data:

Identified Whole Class Target Strands for Autumn 2024:		
	Cefn:	Craig Yr Hesg:
Nursery	E: Engages Cognitively With Peers I: Responds Constructively to Others B: Participates Constructively	B: Participates Constructively D: Shows Insightful Involvement E: Engages Cognitively With Peers
Reception	Q: Disengaged T: Shows Inconsequential Behaviour B: Participates Constructively	B: Participates Constructively D: Shows Insightful Involvement H: Accommodates To Others
Year 1	D: Shows Insightful Involvement B: Participates constructively C: Connects Up Experiences	E: Engages Cognitively With Peers H: Accommodates to Others: D: Shows Insightful Involvement
Year 2	C: Connects Up Experiences D: Shows Insightful Involvement B: Participates constructively	
Year 3	Z: Wants, Grabs, Shows Disregard For Others Y: Shows Negativism Towards Others x: Shows Negativism Towards Self	
Year 4	V: Avoids, Rejects Attachment X: Shows Negativism Towards Self Y: Shows Negativism Towards Others	Q: Disengaged X: Shows Negativism Towards Self R: Self-Negating
Year 5	V: Avoids, Rejects Attachment J: Maintains Internalised Standards F: Is Emotionally Secure	Q Disengaged T: Shows Inconsequential Behaviour W: Has Undeveloped/ Insecure Sense Of Self
Year 6	H: Accommodates to Others W: Has Undeveloped/ Insecure Sense of Self J: Maintains Internalised Standards	W: Has Undeveloped/ Insecure Sense of Self Q: Disengaged F: Is Emotionally Secure

## Federation 23-24 National Test Data

### National Reading Test Data

	Period 2 Testing November 2023				Period 4 Testing June 2024			
Year 2		30%	60%	10%			64.29%	35.71%
Year 3		41.66%	50.00%	8.33%	7.14%	35.71%	35.71%	21.42%
Year 4		28.57%	71.43%			30.77%	61.54%	7.69%
Year 5		36.36%	50.00%	13.64%	4%	28%	52%	16%
Year 6			100%					

	Period 2 Testing November 2023				Period 4 Testing June 2024			
Year 2		15%	45%	40%		18.18%	54.55%	27.27%
Year 3		19.05%	47.62%	33.33%		25%	55%	20%
Year 4		50%	46.15%	3.85%		37.04%	59.26%	3.70%
Year 5		33.33%	57.14%	9.52%		23.81%	71.43%	4.76%
Year 6	5.88%	23.53%	64.71%	5.88%		14.29%	78.57%	7.14%

## National Procedural Test Data

	Period 2 Testing November 2023				Period 4 Testing June 2024			
Year 2	9.01%	27.27%	54.5%	9.01%		7.69%	92.31%	
Year 3	9.01%	27.27%	45.45%	27.27%		25%	68.75%	6.25%
Year 4		33.33%	66.67%			14.29%	71.43%	14.29%
Year 5		40.00%	50.00%	10.00%				
Year 6		38.88%	61.11%					

	Period 2 Testing November 2023				Period 4 Testing June 2024			
Year 2		20%	80%			13.64%	81.81%	4.55%
Year 3		47.62%	42.86%	9.52%	5%	35%	60%	
Year 4		38.46%	57.69%	3.85%		37.04%	59.26%	3.70%
Year 5	9.09%	38.36%	50%		14.29%	28.57%	52.38%	4.76%
Year 6		35.29%	47.05%	5.88%		28.57%	71.43%	

## National Reasoning Test Data:

	Period 2 Testing November 2023				Period 4 Testing June 2024			
Year 2		40%	40%	20%		7.69%	76.92%	15.38%
Year 3	7.69%	30.77%	61.54%			33.33%	53.33%	13.33%
Year 4		33.33%	58.33%	8.33%		7.14%	64.29%	28.57%
Year 5		28.57%	66.67%	9.52%				
Year 6		15.79%	84.21%					

	Period 2 Testing November 2023				Period 4 Testing June 2024			
Year 2		25%	50%	25%			77.27%	22.73%
Year 3		47.62%	42.86%	9.52%	5%	45%	40%	10%
Year 4		34.61%	61.54%	3.85%		37.04%	59.26%	3.70%
Year 5	9.52%	38.1%	52.38%			23.81%	76.19%	
Year 6	5.88%	29.41%	64.71%			21.43%	78.57%	

### KEY

	Top Band 130+
	Upper Band 101-129
	Middle Band 71-100
	Lower Band <70

**Reading** personalised assessments provide information on how well a child understands a text and whether they can make judgements about what they are reading.

**Numeracy Procedural** focuses on numerical facts and procedures – the numerical ‘tools’ that are needed to apply numeracy within a range of contexts.

**Numeracy Reasoning** personalised assessments provide information on how well your child can use and apply what they know to solve numerical problems.

## Free School Meals Data

School census results from January 23 indicate that 29.3% of pupils aged 5 to 15 were known to be eligible for free school meals or transitionally protected, up from 28.7% at January 2023.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Overall
Craig Yr Hesg	41%	37.5%	38.4%	40.9%	45%	34.6%	42.8%	35.7%	39.75%
Cefn	46.7%	55.5%	30%	71.43%	35.29%	41.8%	28.5%	47.6%	41.8%

### KEY

	Above National Average
	Inline with National Average
	Below National Average

## Attendance Information

The Governing Body and Staff are committed to ensuring that pupils attend school daily and are provided with support should there be issues.

Attendance Information Craig Yr Hesg 2023-2024 (%)									
2023-2024									
	Nurs	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Whole School
% attended	83.27%	86.61%	89.96%	91.65%	92.31%	91.33%	90.67%	92.61%	90%
Late	13.5%	2.11%	1.54%	2.72%	1.85%	2.48%	1.81%	0.76%	2.32%
Holidays	Holidays are not authorised unless exceptional circumstances in-line with the RCT guidance. All parents are requested to fill in a holiday request form and return to the office so that accurate records can be kept for pupil absence.								
Unauthorised	10%	8.94%	6.21%	4.32%	4.34%	5.63%	3.69%	3.97%	5.61%
Authorised	11.56%	12.27%	10.76%	10.44%	12.02%	11%	11.40%	11.73%	1.29%
Persistent absence >=20%	11 Pupils	4 Pupils	0 Pupils	2 Pupils	0 Pupils	0 Pupils	1 Pupils	0 Pupils	18 Pupils
Exclusions	0	0	0	0	0	0	0	0	0
Attendance Target 2023-24								90%	
Attendance Autumn 2023-24 Whole school								91.6%	
Figures are reported to Welsh Government for Year 1 -Year 6								+1.96	

Attendance Information Cefn Primary 2023-2024									
2023-2024									
	Nurs	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Whole School
% attended	87%	91.5%	87.1%	87.4%	87.2%	87.2%	86.4%	90.3%	87.9%
Late	0.7%	0.4%	0.3%	1.4%	1.9%	0.7%	0.09%	0.6%	0.7%
Holidays	Holidays are not authorised unless exceptional circumstances in-line with the RCT guidance. All parents are requested to fill in a holiday request form and return to the office so that accurate records can be kept for pupil absence.								
Unauthorised	9%	6.6%	9.1%	10.3%	8.4%	10%	8.9%	7.3%	8.7%
Authorised	3.9%	1.7%	3.7%	2.2%	4.2%	2.7%	4.6%	2.7%	3.3%
Persistent absence >=20%	2 Pupils	1 Pupil	2 Pupils	2 Pupils	3 Pupils	1 Pupils	7 Pupils	2 Pupils	22 Pupils
Exclusions	0	0	0	0	3	4	2	2	11
Attendance Target 2023-24								92%	
Attendance Autumn 2021-222 Whole school								87.8%	
Figures are reported to Welsh Government for Year 1 -Year 6								-4.22	

### Pupil Numbers on role 23-24

Pupil Numbers in Craig Yr Hesg								
Lead Practitioners	Additional Practitioners	Class Name	Nursery	Nursery Reception	Year 1 and 2	Year 2 and 3	Year 4 and 5	Year 5 and 6
Sarah Evans	Georgia Salmon	Taff	23					
Hannah Wookey	Molly Jones	Wye		23				
Katherine Dyer	Clare Jones	Rhondda			30			
Rachael Davies	Tammy Shine-Roberts	Rhymney				25		
Zoe Najian	Katie Hughes	Dyfi					30	
Chloe Andrews		Clwyd						30

TOTAL NUMBER OF PUPILS 161

<b>Breakfast Club</b>	Cath Griffiths Michelle Talbot Rachel Talbot Molly Jones	<b>ALN 1:1</b>	
<b>Lunch time Supervisors</b>	Brian Bradbury Anthony Davies Erica	<b>School Cooks</b>	Cath Griffiths Michelle Talbot
<b>School Secretary</b>	Rebecca Davies	<b>Site Caretaker</b>	Anthony Davies

#### Key Pastoral Factors

Pastoral	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole
Free School Meals	41% 12 pupils	37.5% 6 pupils	38.4% 10 pupils	40.9% 9 pupils	45% 9 pupils	34.6% 9 pupils	42.8% 9 pupils	35.7% 5 pupils	39.75% 64pupils
English as an additional language (EAL)	5% 1 pupil				10% 2 pupil	3.8% 1 pupil	4.7% 1 pupil	7.1% 1 pupil	3.7% 6 pupils
Medical	25% 5 pupils	6.2% 1 pupil	15.3% 2 pupil	18.1% 4 pupils	5% 1 pupil	11.5% 3 pupils	19% 4 pupils	21.4% 3 pupils	14.2% 23pupils
In Care							4.7%	7.1%	1.24%
SEN Needs	10%	6.2%			15%	3.8%	9.5%	7.1%	6.2%
SEN Status	5%	6.2%			15%	3.8%	4.7%		4.3%

#### Pupil Numbers in Cefn Primary School

Lead Practitioners	Additional Practitioners	Class Name	Nur	Rec Year 1	Year 2 3	Nurture	Year 4 and 5	Year 5 and 6	SEBD
Kirsty Smith	Jade Williams	The caterpillars	18						
Caitlin Osbourne	Rhian Rees	The Elmer's		38					
Elyssa Lewis	Ceri Newbury	The Paddington's			31				
Katie Rosser	Sue Hill Hayley Lewis	The Gruffalos				6			
Rhysian Brown	Caroline Whiting	The Borrowers					26		
Carys King	Hannah Varga	Wonderland						26	
Kara Griffiths	Mandy Lynch Lauren Lewis	Narnia							8

TOTAL NUMBER OF PUPILS 153

<b>Breakfast Club</b>	Caroline Whiting Jan Braithwaite Kinette Paull	<b>ALN 1:1</b>	
<b>Lunch time Supervisors</b>	Covered by staff	<b>School Cooks</b>	Jan Braithwaite Kinette Paull
<b>School Secretary</b>	Elizabeth Morris	<b>Site Caretaker</b>	Anthony Davies

## Financial Information

		Craig Yr Hesg Primary
<b>Provisional Financial Statement for 2023/2024</b>		
<b>Employee Costs:</b>		<b>Total Spent</b>
Staffing cost including Supply	£	704,427.79
<b>Premises Related Costs:</b>		
including Energy, Repairs,Cleaning and Building Related SLA'S	£	79,160.19
<b>Transport:</b>		
Includes Insurance, Petrol,Travel Claims		
<b>Supplies and Services:</b>		
Includes Capitation, ICT,Courses,Photocopying,Staff Insurance,Service SLA'S	£	66,078.20
<b>Grants:</b>		
EIG,PDG,EYPDG,PDGCLA	£	3,552.66
<b>Additional Income:</b>		
Includes Welsh Government Grant,Miscellaneous Staff Insurance etc	-£	212,187.60

		Cefn Primary School
<b>Provisional Financial Statement for 2023/2024</b>		
<b>Employee Costs:</b>		<b>Total Spent</b>
Staffing cost including Supply	£	871,052.27
<b>Premises Related Costs:</b>		
including Energy, Repairs,Cleaning and Building Related SLA'S	£	95,591.93
<b>Transport:</b>		
Includes Insurance, Petrol,Travel Claims		£ 430.34
<b>Supplies and Services:</b>		
Includes Capitation, ICT,Courses,Photocopying,Staff Insurance,Service SLA'S	£	65,676.25
<b>Grants:</b>		
EIG,PDG,EYPDG,PDGCLA	£	6,397.30
<b>Additional Income:</b>		
Includes Welsh Government Grant,Miscellaneous Staff Insurance etc	-£	200,542.46

## School Prospectus

The school prospectus is updated annually to include any changes required by the Welsh Assembly Government or other related bodies. A copy of the prospectus is generally issued to parents whose children are starting school for the first time or transferring from another school.

For a copy of the school prospectus please click the given link:

<https://www.fernederation.com/parents>

## Fern Federation Improvement Plan (FIP)

Governors are responsible for drawing up in conjunction with staff the Federation Improvement Plan. The plan identifies the direction the schools (Cefn and Craig Yr Hesg) will take over a three-year period, in delivering the curriculum. The plan is regularly monitored and revised to take account of progress made, any changes to curriculum requirements.

The Federation plan for the 23-24 academic year was approved by governors. The targets set include short, medium and long term aims and were regularly reviewed by the Governing Body.

2023-2024 Academic year					
FERN FEDERATION TARGETS 3 YEARLY OVERVIEW					
Teams	Wellbeing, Care support and Guidance		Teaching, Learning and Curriculum		Leadership
Senior Team Leads	Elizabeth Lewis, Rhysian Brown Katherine Dyer		Emma Byers, Carrie Smith-Thomas, Elyssa Lewis,		Sarah Haggett
Emerging Team Leads	Hannah Wookey		Chloe Andrews		
Governors	Ceri Jones, Paul Westwood, Keith Lewis, David Quinn, Lyndon Bengough,		Rhian Williams, Dafydd Davies, Claire Williams, Gavin Mountjoy, Roy Davies, Gareth Griffiths,		Doug Williams, Sian Assarati, Liz Morris, Rebecca Davies, Derek Williams,
ESTYN SIF Links	Wellbeing and attitudes to learning (W&AL)	Care, support and guidance. (CS&G)	Learning (L)	Teaching and Learning Experiences (T&LE)	Leadership and Management (L&M)
<b>YEAR 1 Targets 23-24</b>	To further develop the Federations arrangements to take account of and act upon the views of pupils.  To develop a distributed responsibility for ALN across the Federation considering all accountability measures.		To improve the Federations assessment and tracking procedures aligned to CfW.  To develop a Federation corporate approach to teaching and learning that improves achievement for all pupils.  To improve and upskills all staff's subject knowledge across all AOLE's.		To develop the roles of Governors in challenging leaders about the impact of spending on the outcomes and progress for learners.  To ensure that distributed leadership is well established and consistently successful in improving learning wellbeing, teaching and curriculum.
<b>YEAR 2 Targets 24-25</b>	To ensure that pupil voice is influential and an established part of the Federation improvement processes.  Strengthen partnerships with parents and the wider community to ensure their involvement and support in meeting the additional learning needs of students. Provide resources, workshops, and regular communication channels to empower parents and encourage their active participation in their child's education.		To ensure that the Federations assessment and tracking arrangements consistently support progress in pupils' learning and wellbeing.  Foster a culture of collaboration and professional learning communities (PLCs) among teachers. Encourage regular collaboration, peer observation, and sharing of best practices to enhance instructional strategies, promote innovation and address common challenges.  Develop assessment strategies and tools that align with the curriculum objectives and provide valuable insights into student learning. Ensure a balanced approach to assessment, including formative and summative assessments, to inform instruction and evaluate student progress.		To ensure that all staff and relevant stakeholders develop the Federations vision for continuous improvement and know their roles in achieving the vision. They review the vision and strategic direction to ensure that it supports further improvement in readiness for the new school.  To ensure that distributed leadership is well established and is highly successful in improving learning wellbeing, teaching, and curriculum.

<b>YEAR 3 Targets 25-26</b>	To ensure that pupil voice has a regular and positive impact on raising standards of provision, learning and wellbeing across the Federation.	To ensure that the Federations assessment and tracking arrangements are highly effective and have notable impact on progress in learning and wellbeing.	To ensure that the 'school' reviews and updates its vision at appropriate points to promote high aspirations for all and to secure continuous improvement in the new school.
	Establish a culture of continuous improvement by regularly reviewing and evaluating programs, interventions, and support services for students with additional learning needs. <i>(Use feedback from stakeholders to make informed adjustments and refine practices to ensure ongoing effectiveness)</i>	Promote culturally responsive teaching practices that honour and value the diversity of students' backgrounds, experiences, and identities.  Implement a curriculum mapping system to document the content, skills, assessments, and resources within the curriculum. Ensure easy access to curriculum documents for teachers, administrators, and other stakeholders for instructional planning and monitoring purposes	To ensure that Leaders at all levels use a variety of styles to maintain high standards across all aspects of the federation's work, to empower all staff to take appropriate risks and make informed choices based on the Federation's values, behaviours and vision

## Use of the Welsh Language

Cefn and Craig Yr Hesg Primary schools are English medium schools, lessons and other school activities are communicated through the medium of English. The use of the Welsh Language is promoted using incidental welsh with all pupils throughout the school day.

## English as an Additional Language

Should parents request that their child is taught at either Cefn or Craig Yr Hesg in a language other than English, this request will be given due consideration.

Pupils for whom English is a second language are supported appropriately according to their needs.

## School Holiday Dates 2024-2025

Term	From	To
Autumn 2024	Monday, September 2 2024	Friday, October 25 2024
Half Term	Monday, October 28 2024	Friday, November 1 2024
Autumn 2024	Monday, November 4 2024	Friday, December 20 2024
Christmas Holidays	Monday, December 23 2024	Friday, January 3 2025
Spring 2025	Monday, January 6 2025	Friday, February 21 2025
Half Term	Monday, February 24 2025	Friday, February 28 2025
Spring 2025	Monday, March 3 2025	Friday, April 11 2025
Easter Holidays	Monday, April 14 2025	Friday, April 25 2025
Summer 2025	Monday, April 28 2025	Friday, May 23 2025
Half term	Monday, May 26 2025	Friday, May 30 2025
Summer 2025	Monday, June 2 2025	Monday, July 21 2025

## Community Focused Schools

A community- focused school is one that provides a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and wider community. Here in the Federation, we have provided opportunities for schools and communities to work together to benefit our pupils, for example, cooking on a budget, playful parents, wellies in the wood, forest schools, language and play, number, and play.

### **Review of Federation Policies**

The Federation has many policy documents covering mandatory requirements, AOLE areas, assessment, teaching and learning etc. These documents are constantly reviewed/ revised by staff/governors to incorporate changing trends and legislation. Further information is available on the Federation website <https://www.fernederation.com/school-policies> or by contacting the Executive Headteacher, Mrs Haggett during school time.

### **Additional Learning Needs (ALN)**

The Federations policy for the assessment of and provision for pupils with Additional Learning Needs.

Additional Learning Needs is summarised as follows:

The Federations policy for the identification, assessment, and provision for the pupils with ALN is consistent with the requirements of the Additional Learning Needs Code for Wales (approved by the Senedd on 23<sup>rd</sup> March 2021) under section 4 of the Additional Learning needs and Education Tribunal (Wales) Act 2018.

The Federations Additional Learning Needs Co-ordinator (ALNCo) Miss Lewis works closely with all other members of staff to ensure that individual development plans (IDP's) are developed and implemented to meet the needs of pupils, appropriate to those who require them.

The ALNCo also liaises with all members of staff, to ensure that the progress of all pupils is regularly monitored and assessed to ensure that each pupil reaches their potential.

### **Access for Disabled Pupils**

The Governing Body is mindful of the requirements of the Equality Act 2010 and the Special Needs and Disability Act (SENDA) 2001 in drawing up the Federation Improvement Plan and the day to day operation of the whole site.

The school is committed to ensuring that all pupils are able to participate in the school curriculum and (where they desire) in activities such as after school clubs, sporting events and educational visits. All aspects of accessibility including access to written information are included in the planning process.

The Authority has in place an Accessibility Strategy Plan and in line with this strategy has an audit of the schools' sites, as part of an Authority wide brief to identify any potential barriers and to improve the access to the schools.

### **Fabric of the Building and provision of Toilet Facilities**

The two school buildings are generally in a good state of repair and the majority of work undertaken in both schools has been cosmetic. However, during the Autumn term in Cefn major roof work was undertaken due to the storms and there were several leaks in the foundation learning classrooms that had to be addressed.

## Sporting and music Aims and Achievements

The Fern Federation hosted and attend several tournaments and matches including:

Rugby	Football	Choir
Drama	Cricket	Athletics



The Federation provided opportunities for pupils to develop their expressive art skills:



## Healthy Eating

The Federation school council worked hard on improving healthy eating across the Federation. Pupils completed a health and wellbeing topic and created a healthy eating policy for staff and pupils to adhere to. The fruit tuck shop set up by the health and wellbeing group continues to grow from strength to strength. Further work is planned for the 24-25 academic year.

## Federation Work with other agencies and Partners

The Federation worked closely with our local high schools to promote transition. The Federation works closely with both Pontypridd High (now Ysgol Bro Taf) and Cardinal Newman to support pupils through the transition activities throughout the year.

In the Early Years, pre school transition the Federation has developed strong links with Gruffalos and many childminders in and around the local community. These links are vital and ensure that the transition into our Early years is as seamless as possible.

The Federation have created postcards that are sent to our pre school children to allow them to explore the school sites and become familiar with the staff before they start in our Federation.

Craig Yr Hesg



Cefn

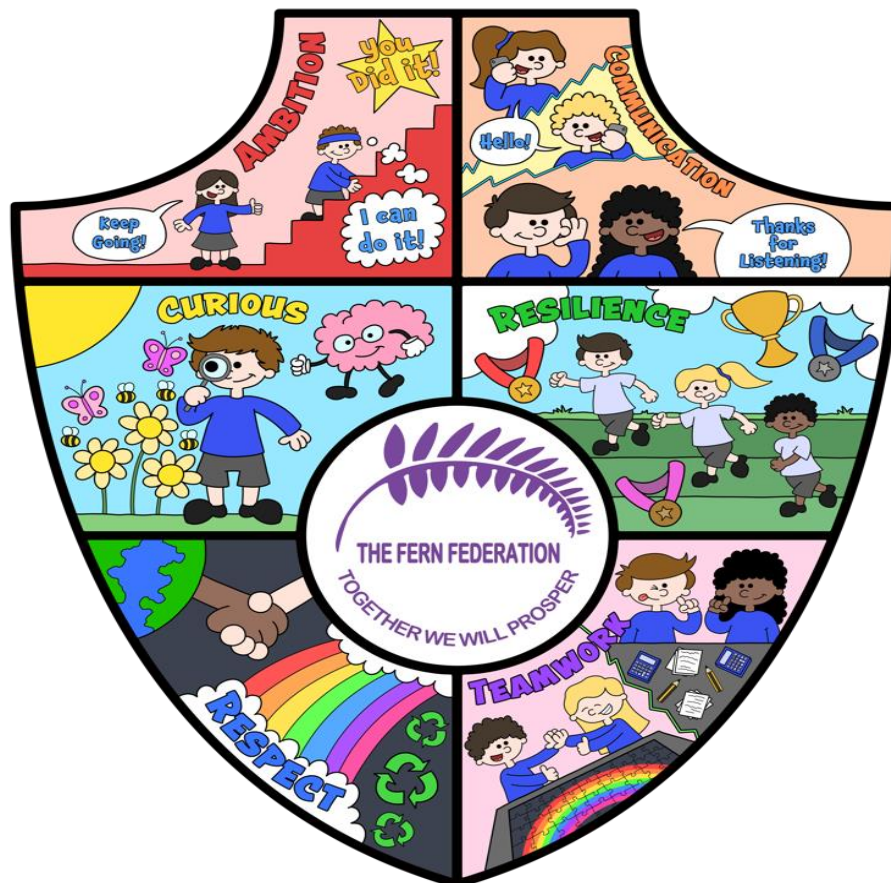


The Federation continues to work with Cardiff Metropolitan University as a Lead for Initial Teacher Training Education.

## New Federation Values Shield.

Our oldest pupils worked with a company called CISP multimedia to refine and improve on our values. The pupils worked across the Federation to create a new values shield that represents the values we want to uphold as a Federation community.

The pupils not only worked incredibly hard on this project but they worked effectively as a team to produce our new shield that will be launched in 24-25 academic year.



## Last words Chairperson of the Fern Federation

On behalf of the Governing Body I would like to thank you the parents for your continued support of the Federation.

Going forward we as a Federation have much to look forward too with a new school on the horizon. Please remember that when the parent consultations and invitations to attend meetings are sent out please make every effort to attend as your views and opinions really do count. We want this new school to reflect us and our community's needs.

Mr D. Williams  
Chairperson of the Fern Federation  
Fern Federation

Together We Will Prosper!