



Trosnant Federation Improvement Plan 2026-2028

Federation Values

The work of the Federation is grounded in five shared values that define how improvement happens:

1. **Explore Goals**
2. **Establish Resilience**
3. **Experience Opportunities**
4. **Embrace Working Together**
5. **Respect Everyone**

These values provide the moral and pedagogical framework for securing strong outcomes for all our pupils from Reception to Year 6.

Federation Vision

Everyone will achieve their best by exploring ambitious goals, building resilience, experiencing rich opportunities, working together and respecting everyone.

This vision ensures that:

- High expectations begin in reception
- Inclusion remains strong without limiting aspiration
- Achievement at the end of Key Stage 2 is the shared responsibility of the whole Federation





Priority 1: Reading and Oracy – From Early Language to KS2 Comprehension and Articulation

Linked Values: *Explore Goals · Experience Opportunities*

Federation Rationale

Strong reading outcomes are rooted in pupils' ability to listen, speak, reason and articulate ideas with clarity and confidence., along with adherence to an effective synthetic phonics programme (Monster Phonics)

Oracy underpins reading comprehension, vocabulary development and writing fluency. Early language and talk-rich classrooms in Reception and KS1 are critical foundations for confident, articulate readers in KS2.

4–11 Reading and Oracy Continuity Through Federation Values

Phase	Value in Action	What This Looks Like
Reception	<i>Explore Goals</i>	Children develop language through high-quality stories, talk, questioning and structured discussion. Adults model rich vocabulary and sentences, enabling children to express ideas clearly.
KS1	<i>Experience Opportunities</i>	Pupils encounter a wide range of texts and are explicitly taught to talk about meaning, characters and ideas showing increasing precision and confidence.
KS2	<i>Explore Goals</i>	Pupils read texts fluently, infer meaning and articulate understanding through structured discussion, debate and explanation, across the curriculum.

Federation Actions (*Led by YL – supported by BH, LF & LT*)

Reception

- Daily, planned oracy sessions including story talk, role-play and talk partners
- Explicit vocabulary teaching through high-quality texts
- Reading encourages curiosity, talk and exploration





Infant (KS1)

- Phonics taught alongside comprehension and structured discussion
- Consistent expectations for book talk, oral rehearsal and reading fluency
- Regular opportunities for pupils to explain, predict and justify ideas verbally

Junior (KS2)

- Explicit teaching of vocabulary, inference and spoken explanations across subjects
- Daily reading fluency and comprehension practice supported by structured talk
- Oracy strategies used to deepen understanding (e.g. partner talk, debate, oral summaries)

Federation-Wide

- A **Federation Reading Curriculum (Reception–Year 6)** ensuring progression, vocabulary ambition and rich discussion
- Shared oracy expectations and language routines across phases
- Cross-phase collaboration between reading and newly appointed oracy leads

Success Indicators

- Improved KS2 reading outcomes
- Pupils articulate ideas confidently using subject-appropriate vocabulary
- Stronger reading fluency and comprehension on entry to Year 3
- Reduced attainment gaps for disadvantaged pupils





Priority 2: Writing – Building Control, Purpose and Confidence

Linked Values: *Establish Resilience · Explore Goals*

Federation Rationale

- Writing progress is an ongoing area for development and being further strengthened by securing foundations earlier.
- Confidence and stamina in writing depend on resilience and skills developed over time.

4–11 Writing Continuity Through Federation Values

Phase	Value in Action	What This Looks Like
Reception	<i>Establish Resilience</i>	Children explore mark-making and early writing
KS1	<i>Explore Goals</i>	Pupils write with increasing accuracy and independence
KS2	<i>Establish Resilience</i>	Pupils edit, improve and sustain longer pieces of writing

Federation Actions (Led by YL – supported by BH & LF)

Reception

- Daily fine-motor work and oral rehearsal
- Writing understood as having a purpose and containing meaning
- Strengthening inks to oracy

Infant (KS1)

- Clear expectations for sentence structure, spelling and handwriting
- Writing built gradually to develop stamina
- Ongoing links to oracy and planned spoken outcomes





Junior (KS2)

- Explicit teaching of cohesion, grammar in context and editing
 - Writing viewed as a process, not a one-off outcome
 - Writing has an intended purpose and audience
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Federation-Wide

- A **Federation Writing Progression Map (Reception–Year 6)**
 - Regular cross-phase moderation
 - High expectations for writing within the wider curriculum
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Success Indicators

- Increased proportion of pupils meeting expected standard at KS2
 - Improved stamina and transcription fluency by Year 3
 - Increased numbers achieving greater depth
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Priority 3: Mathematics – From Early Number Sense to KS2 Mastery

Linked Values: *Explore Goals · Establish Resilience*

Federation Rationale

- Maths outcomes improve when pupils are confident, fluent and resilient problem solvers.
- Early misconceptions must be addressed decisively.

4–11 Maths Continuity Through Federation Values

Phase	Value in Action	What This Looks Like
Reception	<i>Explore Goals</i>	Number talk and curiosity
KS1	<i>Establish Resilience</i> through practice and consolidation	Practice and consolidation of foundational knowledge
KS2	<i>Establish Resilience</i>	Fluency, reasoning and problem solving

Federation Actions (Led by CC – supported by LF)

Reception

- Daily number sense routines and mathematical oracy
- Use of maths stories, building up of mathematical language
- Role of the adult to seize opportunities for developing number sense through play

Infant (KS1)

- Secure number bonds, place value and mathematical language
- Use of maths stories, and further building up of mathematical language
- Early detection and addressing of misconceptions
- Developing fluent use of foundational knowledge including Number Blocks and One-Minute Maths





Junior (KS2)

- Diagnostic and adaptive teaching linked to earlier gaps including those in foundational knowledge
 - Develop oracy skills to more confidently reason mathematically
 - Develop increasingly fluent arithmetic skills
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Federation-Wide

- Embed **Federation Maths Progression Framework using White Rose**
 - Shared professional development on adaptive teaching
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Success Indicators

- Improved KS2 maths outcomes
 - Reduced reliance on late intervention
 - Increased confidence across all year groups
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Priority 4: Attendance and Learning Behaviours

Linked Values: *Establish Resilience · Respect Everyone*

Federation Rationale

- Strong attendance is foundational to achievement.
- Attendance habits are formed early and must be addressed with empathy and consistency.

From belonging to independence in learning and attendance

Phase	Value in Action	What This Looks Like
Reception	<i>Respect Everyone</i>	Children feel safe, welcomed and emotionally secure, building positive routines and a sense of belonging that supports regular attendance
KS1	<i>Establish Resilience</i>	Pupils develop consistent attendance habits, understand expectations, and begin to take pride in effort, focus and perseverance
KS2	<i>Establish Resilience</i>	Pupils show independence, responsibility for learning, and sustained engagement even when work is challenging

Federation Actions (Led by MJ – supported by CJ/LF & BH)

- Federation-wide attendance framework with consistent thresholds
- Early parental engagement beginning in Reception
- Targeted pastoral support reflecting respect for individual circumstances





Success Indicators

- Year-on-year improvement in attendance
- Fewer pupils entering KS2 with entrenched absence patterns





Priority 5: Inclusion with Ambition

Linked Values: *Respect Everyone · Embrace Working Together*

Federation Rationale

- Inclusion is a clear strength but must translate into strong outcomes.
- Collaboration across the Federation is critical for pupils with SEND and disadvantage.

From early identification to confident, ambitious outcomes

Phase	Value in Action	What This Looks Like
Reception	<i>Respect Everyone</i>	Early identification of need, through strong transition, proactive and responsive provision, and high expectations for all children from the start
KS1	<i>Embrace Working Together</i>	Teachers, support staff and families collaborate to remove barriers while maintaining ambition for curriculum learning to ensure good progress over the key stage
KS2	<i>Respect Everyone</i>	Pupils with SEND and disadvantage continue to access high-quality teaching, to achieve strong outcomes, and develop confidence as learners, show independent application and are ready for secondary education

Federation Actions (Led by BH – supported by ET)

- Federation SEND outcomes framework from Reception to Year 6
- EHCP and SEND targets aligned explicitly to curriculum outcomes
- Shared expertise provision based on evidence based researched practice





Success Indicators

- Improved KS2 outcomes for SEND pupils
 - Governors can clearly articulate impact beyond provision
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Priority 6: Strong Foundations in Early Years

Linked Values: *Respect Everyone · Embrace Opportunities*

Federation Rationale

- While provision is strong, this must increasingly enable more children to demonstrate embedded and secure learning across a wider range of contexts, particularly within key Early Learning Goals.
- Continuing to strengthen the role of the adult during continuous provision is essential to ensure children apply taught skills independently and meaningfully, especially in writing.
- Transition into Year 1 must be consistently strong, ensuring all pupils – particularly those at Emerging – are well supported to access the next stage of the curriculum.

From Guided Exploration to Embedded Application

Phase	Value in Action	What This Looks Like
Reception (Autumn–Spring)	Respect Everyone	Curriculum and provision are carefully structured to support early identification and development, with adults modelling, scaffolding and deepening learning through high-quality interactions. Focused teaching ensures children build secure foundations across all areas.
Reception (Spring–Summer)	Embrace Opportunities	Provision is adapted to enable children to apply learning independently across a range of contexts. Adults actively engage in ‘Discover and Do,’ extending thinking, modelling language and creating purposeful opportunities for writing linked to children’s interests.
Transition to Year 1	Respect Everyone	Strong transition processes ensure that information about attainment, need and learning behaviours is shared effectively. Provision and teaching in Year 1 are adapted to meet the needs of all pupils, particularly those at Emerging, enabling continuity and sustained progress.





Federation Actions (*Led by EY Lead – supported by ET*)

- Review and refine the Early Years curriculum and provision to increase opportunities for children to demonstrate embedded learning across contexts, with particular focus on:
 - Physical Development (ELGs 6 & 7)
 - Writing (ELG 10)
 - Mathematics (ELGs 11 & 12)
 - Understanding the World
 - Strengthen the quality of adult interaction within 'Discover and Do', ensuring adults consistently:
 - model language and thinking
 - scaffold learning effectively
 - create meaningful, interest-led writing opportunities
 - Develop a clear approach to embedding writing across provision, ensuring children apply taught skills in a range of purposeful contexts
 - Further enhance transition into Year 1, including:
 - detailed information sharing on attainment and need
 - joint planning opportunities between Reception and Year 1 staff
 - targeted support for vulnerable and Emerging pupils
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Success Indicators

- Increased proportion of children achieving secure ('Expected') outcomes across key ELGs, particularly Writing, Mathematics, Physical Development and Understanding the World including for disadvantaged pupils.
- Evidence that children can independently apply skills across a range of contexts, not just in directed teaching.
- High-quality adult interactions observed consistently within provision, leading to deeper learning and sustained engagement.
- Year 1 staff report that transition information enables them to plan effectively from the outset, with pupils – including those at Emerging – demonstrating readiness for the Key Stage 1 curriculum.





Trosnant Federation Leaders' and Governors' FIP Monitoring Dashboard

Federation Vision: Everyone will achieve their best

Leadership and Governance

Linked Value: *Embrace Working Together*

Leaders and governors will:

- Monitor this plan collectively rather than in isolation
- Use shared data and evidence to challenge and support
- Ensure workload remains sustainable so improvement is achievable

1. EXPLORE GOALS

Ambition, aspiration and high expectations for all pupils

Monitoring Question	Evidence Leaders Present	Challenge Governors Ask	RAG
Are expectations ambitious from Reception to Year 6?	Federation curriculum maps; progression frameworks	Where can we see expectations rising year on year?	
Are pupils challenged appropriately, including the most able?	Lesson evidence; pupil work; attainment data	Which groups are not yet achieving their potential?	
Is attainment improving at KS2?	IDSR trends; internal data	What is improving fastest? What remains stubborn?	

Focus Measures

- KS2 reading, writing, maths attainment
- Greater depth outcomes





- Reception baselines → Year 6 trajectories

2. ESTABLISH RESILIENCE

Attendance, learning behaviours and perseverance

Monitoring Question	Evidence Leaders Present	Challenge Governors Ask	RAG
Are attendance habits improving over time?	Attendance data by year group	Where are patterns emerging earliest?	
Are persistent absence rates reducing?	PA data, case studies	How early are we intervening?	
Do pupils show learning resilience?	Behaviour logs; pupil voice	Do teaching approaches reduce dependency?	

Focus Measures

- Overall attendance & persistent absence
- SEND and vulnerable groups' attendance
- Behaviour incidents over time

3. EXPERIENCE OPPORTUNITIES

Broad, rich curriculum and enrichment

Monitoring Question	Evidence Leaders Present	Challenge Governors Ask	RAG
Do pupils access a broad curriculum?	Curriculum audits; timetables	Are any subjects squeezed by intervention?	
Are enrichment opportunities inclusive?	Club registers; pupil participation	Who is not accessing enrichment and why?	
Do opportunities support achievement?	Curriculum impact evaluations	How do we know enrichment improves learning?	

Focus Measures





- Curriculum coverage (all subjects)
- Participation rates by group
- Pupil engagement and outcomes

4. EMBRACE WORKING TOGETHER

Strong leadership, collaboration and shared accountability

Monitoring Question	Evidence Leaders Present	Challenge Governors Ask	RAG
Is leadership capacity effective across the Federation?	Leadership structure; CPD logs	Where is dependency too high on individuals?	
Are schools learning from each other?	Cross-phase work; moderation	What has changed as a result of collaboration?	
Is improvement sustainable?	Staff turnover; wellbeing data	How are leaders protecting staff capacity?	

Focus Measures

- Subject leadership impact
- Cross-Federation moderation outcomes
- Staff retention and absence

5. RESPECT EVERYONE

Inclusion, equity and belonging

Monitoring Question	Evidence Leaders Present	Challenge Governors Ask	RAG
Are SEND pupils achieving as well as possible?	SEND outcomes; EHCP reviews	How do outcomes compare to starting points?	
Is disadvantage being addressed effectively?	Gap analysis; targeted support	Where is the gap narrowing fastest?	
Do pupils feel valued and safe?	Safeguarding logs; pupil voice	How do we know all voices are heard?	

Focus Measures





- SEND and disadvantaged attainment
- Exclusion and suspension data
- Safeguarding audit outcomes

Federation Summary Evaluation – Autumn Term

Value	Key Strength	Area for Development	Agreed Action
Explore Goals			
Establish Resilience			
Experience Opportunities			
Embrace Working Together			
Respect Everyone			





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Federation Summary Evaluation – Spring Term

Value	Key Strength	Area for Development	Agreed Action
Explore Goals			
Establish Resilience			
Experience Opportunities			
Embrace Working Together			
Respect Everyone			





Federation Summary Evaluation – Summer Term

Value	Key Strength	Area for Development	Agreed Action
Explore Goals			
Establish Resilience			
Experience Opportunities			
Embrace Working Together			
Respect Everyone			

