



Penyrheol Comprehensive School

Ysgol Gyfun Penyrheol

School Improvement Plan

Cynllun Datblygu'r Ysgol

2019-2020

I Lwyddo Rhaid Credu

To Achieve you Need to Believe

Contextual Information

Current National Category	Capacity to Improve: B	Support Colour: YELLOW
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Strategic Overview 2019-2020	
Workforce Planning: number of fte TEACHERS	49.4 (37 full time and 18 part time)
Workforce Planning: number of fte ASSOCIATE & SUPPORT STAFF	37.6 (33 full time and 6 part time)

Grant Finance 2019-2020		
Source of Funding	Purpose	Sum
Regional Consortium School Improvement Grant (RCSIG)	<p>Ensuring each pupil profits from excellent teaching and learning, focusing on</p> <ul style="list-style-type: none"> • Improving Literacy • Improving Numeracy • Breaking the link between disadvantage and educational attainment: <ul style="list-style-type: none"> ➤ Literacy and Numeracy Catch-Up programme. ➤ Staff training. ➤ Enhanced staffing in English and Maths. ➤ Literacy and numeracy resources. 	£59,818
Pupil Development Grant (PDG)	<p>Breaking the link between disadvantage and educational attainment:</p> <ul style="list-style-type: none"> ➤ Attendance Officer helps ensure excellent attendance and reduces the gap in attendance between non-FSM/FSM. ➤ Pastoral Support Officers help to ensure effective support for pupils' academic and social development. ➤ FSM pupils on bespoke individual pathways. ➤ In-class support for FSM pupils. ➤ Rewards to improve attendance and motivation of FSM pupils. ➤ Financial support given to FSM pupils when appropriate. 	£170,200
Education Other Than at School (EOTAS) / Cynnydd	<p>Providing alternative curriculums for disaffected pupils:</p> <ul style="list-style-type: none"> ➤ Bespoke programmes are organised to enable disaffected pupils to remain in education and gain recognised qualifications. ➤ Reduced numbers of pupils being referred to EOTAS. ➤ Working with partners on individualised pathways. ➤ Learning Coach (0.5) to organise and deliver aspects of the Cynnydd programme. 	<p>£44,176 for EOTAS</p> <p>Central funding of Learning Coach (0.5) for Cynnydd Provision (until September 2022)</p>

Contextual Information – Pupils						
2018-2019	Y7	Y8	Y9	Y10	Y11	Total
Eligible for Free School Meals	27	39	35	23	29	153 (17.3%)
Children in Need	1	5	1	2	3	12
Looked After Children	1	2	1	1	2	7
English as an Additional Language	7	2	3	7	5	24
‘A’ on the language acquisition model						
‘B’ on the language acquisition model		1				1
‘C’ on the language acquisition model	2		1		1	4
‘D’ on the language acquisition model	1	1	2	6	3	13
‘E’ on the language acquisition model	4			1	1	6
Special Educational Needs	51	51	38	42	48	230
School Action	34	25	21	26	19	125
School Action Plus	9	20	12	11	20	72
Statement	8	6	5	5	9	33

Key Stage 3 Target Setting					
	2018		2019	2020	2021
	Target	Actual	Target	Target	Target
English L5+	88%	90%	88%	90%	85%
Maths L5+	88%	88%	88%	90%	85%
Science L5+	88%	93%	88%	90%	85%
Core Subject Indicator	83%	83%	83%	85%	80%

Key Stage 4 Target Setting					
	2018		2019	2020	2021
	Target	Actual	Target	Target	Target
Level 2 Threshold inc. E & M	65%	59.2%	60%	60%	60%
Level 1 Threshold	98%	95.4%	98%	98%	98%
Capped9	380 points	370 points	370 points	370 points	370 points
Level 2 Threshold Inc. E & M (FSM)	37%	31%	35%	60%	35%

Whole School Attendance				
2018		2019	2020	2021
Target	Actual	Target	Target	Target
95%	94.2%	95%	95%	95%

Progress since the Last Inspection

Date of Last Inspection: October 2018	Current Performance: (Inspection Areas 1 - 5) GOOD		Subsequent Monitoring: None / LA / Estyn / GS / MA
Very good progress <i>(Does not require any further attention to any aspect. Very good effect on the quality of provision)</i>	Strong progress <i>(Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision)</i>	Tackles the recommendation in many ways <i>(Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision)</i>	Does not satisfy the recommendation <i>(Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision)</i>
Recommendation	Commentary on progress		RAYG
R1: Improve standards of pupils' literacy and numeracy across the curriculum.	This very general recommendation appears to combine some of our key challenges at present: the number of pupils who gain either English or Maths but not both at L2; the attainment of some girls; the attainment of some FSM pupils; the number of pupils not achieving at least the Level 1 Threshold. An important way to ensure that improvements are made with these is to revisit the LNF, make sure that it is properly embedded across the curriculum and monitor that teachers are taking the opportunities available to teach, develop and consolidate LNF skills wherever possible.		n/a
R2: Improve planning to address any weaknesses in teaching and assessment.	This recommendation combines three different elements: planning, teaching and assessment. We will continue with our strategies to improve teaching (with a particular focus on effective differentiation and questioning, which were highlighted as aspects for development by inspectors) and the consistency of assessment. However, the major focus here is on ensuring that middle leaders identify strengths and weaknesses in teaching and assessment and then focus their improvement plans on the quality and consistency of these core parts of our job.		n/a
R3: Improve provision to develop pupils' Welsh language skills in situations other than Welsh lessons.	We have decided to begin to tackle this recommendation by implementing the Siarter Iaith (Language Charter) initiative.		n/a

School and Governing Body appraisal of the progress with 2018/2019 priorities (see SER for full commentary)

Standards: Improving pupil performance in key performance indicators. Improve KS4 outcomes in departments that are underperforming.	Appraisal: The L2T+ improved by 3% to 59.2% (Q2). The FSM outcome at L2T+ increased from 23% to 31%. The number of pupils achieving English or Maths at L2 but not both reduced from 36 to 23 (but still 13% of the cohort). The Capped 9 was 370 points (Q2). The L2T reduced to 74% but remained in Q1. Other Q1 performances were the 5+ A*/A indicator at 23.6% (a school record) and the Science outcome at L2 (78%). The weakest result was the L1T at 95.4% (Q4). Many subjects performed very well and some improvement was shown in some underperforming subjects. Concerns remain with Design Technology Resistant Materials (final year of this course), Business Studies and Media Studies. Overall the results were solid rather than spectacular.	
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<p>Well-being and attitudes to learning: Review school uniform; reach attendance target of 95%; and maintain high profile of Behaviour Policy.</p>	<p>Appraisal: School uniform was reviewed and changes implemented. Some of these led to a storm of protest from some parents because of increased costs and supply issues. We are currently reviewing the new uniform and working towards a variety of additional tweaks. Attendance was 94.2%, which was pleasing given that we had no Attendance Officer for the first half term and the new AO had to get to grips with the job once appointed. The Behaviour Policy remains high profile and pupils are reminded of it on a regular basis.</p>	
<p>Teaching and learning experiences: Continue to improve the consistency and effectiveness of feedback and of teaching and learning. Ensure that the curriculum is appropriate and meets local, national and pupil needs.</p>	<p>Appraisal: We continue to provide good advice to staff on assessment, teaching and learning and to monitor performance through developmental lesson observations, work scrutiny with pupils and peer observation processes. Monitoring continues to show variability in performance. We want to see assessment/feedback consistency within departments around their agreed processes. Key strategies that are being promoted for teaching and learning are about interleaving and retrieval practice. INSET time has been set aside in 2018/19 to make progress on reviewing the KS3 curriculum in the light of the latest information from the Donaldson reforms and the needs of the KS4 curriculum.</p>	
<p>Care, support and guidance: Complete the Lead Creative School project successfully.</p>	<p>Appraisal: The first Lead Creative School project was completed successfully and the second one is now underway.</p>	
<p>Leadership and management: Plan and manage the budget effectively.</p>	<p>Appraisal: In spite of continuing budget challenges, the school remains solvent and has again managed to reduce the in-year deficit in order to have a healthier carry forward going into the 2019/20 financial year. Nevertheless, austerity means that we currently have three year groups with 30+ pupils in a form group and this creates workload and behavior management problems.</p>	

School's Three-Year Priorities 2018 – 2021

	Standards	Provision	Leadership
<p>2018-2019</p>	<ol style="list-style-type: none"> 63% of Y11 achieve L2T+. 98% of Y11 achieve L1T. 83% of Y9 pupils achieve the KS3 CSI. The gender gap at KS4 and KS3 is 5% or less. The FSM/non-FSM gap at KS4 and KS3 is 20% or less. We achieve well on the Capped 9. 95% attendance. 	<ol style="list-style-type: none"> Digital Competence Framework begins to become embedded into daily practice. Evidence of impact of Behaviour Policy. Our new KS3 curriculum is developing. Evidence of improved teaching, learning and feedback through lesson observations and work scrutiny. 	<ol style="list-style-type: none"> Key training needs are met. Effective site maintenance and development. Effective budgeting. Successful completion of Lead Creative Schools Project 2. Evidence that whole school monitoring processes are having a positive impact.
<p>2019-2020</p>	<ol style="list-style-type: none"> 60% of Y11 achieve L2T+ Average Capped 9 for Y11 is 370 points. 98% of Y11 achieve L1T. 85% of Y9 pupils achieve the KS3 CSI. The gender gap at KS4 and KS3 is 5% or less. The FSM/non-FSM gap at KS4 and KS3 is 20% or less. 95% attendance. 	<ol style="list-style-type: none"> Digital Competence Framework is fully embedded. Our new KS3 curriculum is becoming fully embedded. A clearer idea of what the Donaldson reforms will mean (to be phased in from September 2022) and how these fit with our new curriculum. Our KS4 curriculum better meets the needs of the full range of pupils. 	<ol style="list-style-type: none"> Key training needs are met. Effective site maintenance and development. Effective budgeting. Succession planning is effective.

<p>2020-2021</p>	<ol style="list-style-type: none"> 1. 60% of Y11 achieve L2T+ 2. Average Capped 9 for Y11 is 370 points. 3. 98% of Y11 achieve L1T. 4. 85% of Y9 pupils achieve the KS3 CSI. 5. The gender gap at KS4 and KS3 is 5% or less. 6. The FSM/non-FSM gap at KS4 and KS3 is 20% or less. 7. 95% attendance. 	<ol style="list-style-type: none"> 1. Good progress has been made in responding to the recommendations from the 2018 Estyn inspection. 2. We have a clear understanding of what our new KS3 curriculum is and how this meets the requirements of the Donaldson reforms. 3. There is evidence through whole school monitoring that pupils are better engaged and making better progress as a result. 	<ol style="list-style-type: none"> 1. Key training needs are met. 2. Effective site maintenance and development. 3. Effective budgeting. 4. There is improved school-to-school work taking place within the cluster and across the LA/region.
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RAISING STANDARDS – Mission Statement

Penyrheol seeks to be a happy, caring community in which all who work are valued, supported and treated with respect and tolerance. In so seeking, we hope everyone will be motivated to achieve their full potential and strive for the highest standards of teaching, learning and behaviour.

Ten School Improvement Priorities 2019-20

Standards

1. To Improve pupil performance in key performance indicators. Targets for Y11 are 63% L2T+ and 370 points in Capped 9.
2. To Improve standards in pupils' literacy and numeracy skills across the curriculum (Estyn).
3. To improve standards in pupils' digital competence across the curriculum.

Well-Being

4. To improve pupil well-being and mental health.
5. To improve behaviour and attendance. The attendance target is 95%.

Provision

6. To improve teaching.
7. To improve assessment.
8. To improve the KS3 curriculum so that pupils have the knowledge, understanding and skills they need for success at KS4.
9. To improve provision for pupils to develop their Welsh language skills other than in Welsh lessons (Estyn).

Care, Support and Guidance

Leadership and Management

10. To improve planning to address weaknesses in teaching and assessment (Estyn).

Leadership Structure 2019-20

Headteacher
School Priority 1 & 2

Deputy Headteacher
(Pupils)

School Priority 4 & 5

Deputy Headteacher
(Curriculum and Staffing)

School Priority 6 & 7

Assistant Headteacher
(Staff Development)

School Priority 8 & 10

Business Manager

Head of
English

Head of
Maths

Head of
Science

ALNCO

ICT
Coordinator
School

Priority 3

Head of
Year 11

Head of
Year 10

Head of
Year 9

Priority 9

WHOLE SCHOOL PRIORITIES 2019-20

Inspection Area 1: Standards

Priority	Action to be taken	Lead	Timescale	Training / Resources	Quantifiable Success Criteria
1. To improve pupil performance in key performance indicators. Targets for Y11 are 63% L2T+ and 370 points in Capped 9.	1.1 To improve the performance of FSM pupils by: <ul style="list-style-type: none"> Deciding on a small number of whole-school strategies that research shows are effective in improving the attainment of FSM pupils and implementing these consistently across the curriculum. Re-focusing the role of Pastoral Support Officers to a greater extent on FSM pupils and ensuring that they have the understanding and skills to support these pupils effectively. 	PDG SIG/ HWE/DB/ HODs AJT/JMT	Jan 2019 – July 2020 Sept 2019 – July 2020	Possible staff training and teaching resources PSO training	Evidence in lesson observations and work scrutiny of strategies being implemented across the curriculum. FSM pupils, especially target pupils, receive regular mentoring support. FSM attainment improves. Target is 50% L2T+ at KS4.
	1.2 To improve the attainment of girls by: <ul style="list-style-type: none"> Investigating the causes of under-achievement in girls and considering strategies to reverse this. Considering all aspects of our provision and practice in relation to girls' attainment: pupil groupings, curriculum content, resources, balance of exams/coursework, methodology etc. Discussing girls' attainment with pupils and parents. Observing best practice in Penyrheol and other schools. Deciding on a small number of whole-school strategies to improve girls' attainment and implementing these consistently across the curriculum. 	AJT/DB/ HODs/ working party	Jan 2019 – July 2020	Working group meetings Possible staff training and teaching resources	An understanding is gained of why some of our girls are underachieving and what we can do about this. Appropriate strategies are implemented consistently across the curriculum and evidenced in lesson observations and work scrutiny. Girls' attainment rises so that it is at least as good as that of girls in similar schools.
	1.3 To improve the percentage of pupils gaining the Level 1 Threshold by: <ul style="list-style-type: none"> Researching alternative courses and programmes for disaffected and disengaged pupils. Learning from best practice in other schools. Implementing appropriate courses and programmes in and out of school as required. Monitoring the progress of disaffected and disengaged learners closely.	JMT/LS/ pastoral team	Jan 2019 – July 2019 Sept 2019 on Sept 2019 on	Visits to other schools	Early intervention for pupils at risk of disengagement from school. Appropriate plans and/or referrals put in place to support learners. At least 98% of pupils achieve the L1T each year.

Priority	Action to be taken	Lead	Timescale	Training / Resources	Quantifiable Success Criteria
2. To improve standards in pupils' literacy and numeracy skills across the curriculum (Estyn).	<p>2.1 To improve pupils' standards of literacy across the curriculum by:</p> <ul style="list-style-type: none"> Increasing the amount and quality/ complexity of reading taking place. Improving the consistency and effectiveness of the way reading is taught and practised. Making pupils' individual literacy targets available in an easily accessible way and ensuring that appropriate use is made of these. Ensuring that the review and development of the KS3 curriculum has literacy development at its heart wherever relevant. Improving pupils' oral skills through better teaching of these skills. Ensuring that there are sufficient opportunities for pupils to carry out extended writing. Re-visiting how we teach and enforce technical accuracy to ensure that pupils are supported appropriately in their development of these skills. Investigating how effectively pupils read and write in exams so that we can improve their skills. Working closely with our partner primary schools to improve continuity and progression of literacy teaching/ learning from Year 5 to Year 8. Re-visiting the key elements of the Literacy Framework and monitoring how effectively these are embedded. Providing the training needed for staff to improve pupils' literacy skills. 	<p>Literacy and Numeracy SIG/ HODs</p>	<p>Research carried out from Jan. 2019 – July 2019. Ideas implemented and monitored from Sept. 2019 – July 2020. Training for staff in 2019/ 20.</p>	<p>Staff training in key aspects of the LF. Appropriate resources will need to be developed/ purchased.</p>	<p>Plans and resources for the teaching of reading are evident in SOWs and lessons where appropriate.</p> <p>Improvements are made to pupils' literacy skills across the curriculum leading to more pupils gaining higher Levels at KS3 and improved exam outcomes at KS4.</p> <p>Evidence of improved literacy skills in lessons observed and in pupils' books. Evidence of literacy targets being used by teachers.</p> <p>The teaching of literacy skills is explicit within SOWs and visible in lessons/books.</p> <p>The KS3 curriculum provides more opportunities for pupils to develop, practise and consolidate their literacy skills. There is evidence of appropriate extended writing across the curriculum.</p> <p>Teachers and Teaching Assistants are more confident and skilled in teaching literacy skills and providing the tasks/ learning needed for pupils to improve their literacy skills.</p> <p>There is a more coherent programme of literacy development across the cluster.</p>
	<p>2.2 To improve pupils' standards of numeracy across the curriculum by:</p> <ul style="list-style-type: none"> Reinforcing the application of number skills and the use of graphs etc. where relevant. Ensuring there are sufficient rich tasks to develop, practise and consolidate numeracy skills. Ensuring that the challenge of numeracy tasks matches pupils' mathematical understanding appropriately. 	<p>Literacy and Numeracy SIG/ HODs</p>	<p>Research carried out from Jan. 2019 – July 2019. Ideas implemented and monitored from Sept. 2019 – July 2020. Training for staff in 2019/ 20.</p>	<p>Staff training in key aspects of the NF. Appropriate resources will need to be developed/ purchased.</p>	<p>Improvements are made to pupils' numeracy skills across the curriculum leading to more pupils gaining higher Levels at KS3 and improved exam outcomes at KS4.</p> <p>Evidence of improved numeracy skills in lessons observed and in pupils' books.</p> <p>The KS3 curriculum provides more opportunities for pupils to develop,</p>

Priority	Action to be taken	Lead	Timescale	Training / Resources	Quantifiable Success Criteria
	<ul style="list-style-type: none"> Ensuring that the review and development of the KS3 curriculum has numeracy development at its heart wherever relevant. Working closely with our partner primary schools to improve continuity and progression of numeracy teaching/learning from Year 5 to Year 8. Re-visiting the key elements of the Numeracy Framework and monitoring how effectively these are embedded. Providing the training needed for staff to improve pupils' numeracy skills. 				<p>practise and consolidate their numeracy skills.</p> <p>Teachers and Teaching Assistants are more confident and skilled in teaching numeracy skills and providing the tasks/ learning needed for pupils to improve their numeracy skills.</p>
3. To improve standards in pupils' digital competence across the curriculum.	<p>3.1 To improve pupils' digital competence across the curriculum by:</p> <ul style="list-style-type: none"> Revisiting the DCF mapping tool to promote better coverage of skills across the curriculum. Ensuring that subjects create resources or adapt existing resources to meet the requirements of the DCF. Supporting departments to identify opportunities and develop resources. Addressing areas on the mapping tool where there is currently limited or no coverage. Utilising final drafts of AoLEs in determining DCF requirements to meet national deadlines for implementation. Reviewing and updating the DCF Action Plan to take into account any changes. Promoting opportunities for DCF rich tasks within and between subjects. Developing the DCF toolkit further to assist departments with resources for classwork and homework. Promoting greater visual evidence of the DCF around the school. Ensuring that evidence of the DCF being implemented is collected during whole school monitoring activities. 	<p>RGM/HODs /DCF SIG</p> <p>RGM/HODs</p> <p>RGM/TAs</p> <p>WLT</p>	<p>Jan 2019 – July 2020</p>	<p>RGM to identify needs with HODs and provide support.</p> <p>Relevant AoLE training.</p> <p>Display boards.</p>	<p>Departments will create new resources or adapt existing resources to meet the requirements of the DCF. These will be indicated in green within the DCF mapping tool.</p> <p>The DCF Action Plan will be updated to take into account latest developments e.g. final AoLEs.</p> <p>A pupil survey will show that pupils understand what digital competence is and how they can develop it.</p> <p>DCF rich tasks take place within and between subjects.</p> <p>Resources are available on the DCF toolkit.</p> <p>There is greater visibility about the DCF around the school.</p> <p>There is evidence of the DCF being implemented in lesson observations and work scrutiny.</p>

Inspection Area 2: Well-Being

Priority	Action To Be Taken	Lead	Timescale	Training / Resources	Quantifiable Success Criteria
4. To improve pupil well-being and mental health.	4.1 To improve pupils' well-being and resilience against mental health problems by:				
	<ul style="list-style-type: none"> Building on the good practice during the Well-Being Inset Day in October 2018: <ul style="list-style-type: none"> ➤ Further up skilling nominated staff ➤ Creating resources suitable for Penyrheol ➤ Providing a safe place for pupils 	JMT / Pastoral Staff / Interested Staff	Feb 2019 – July 2020	Relevant courses	Staff better equipped to deal with pupil issues. Resources readily available and pupils and all stakeholders aware of enhanced provision within school.
	<ul style="list-style-type: none"> Exploring opportunities for delivering mindfulness within school e.g. registration, lunchtimes and after school. 	JMT / Pastoral Staff	March 2019		Mindfulness practised and having an impact.
	<ul style="list-style-type: none"> Ensuring feedback from well-being courses is disseminated effectively and acted upon. 	HWE	Ongoing		Information shared and action plans created.
	<ul style="list-style-type: none"> Developing our Be Kind ambassador and Seriously Kind programmes. 	HMS / LF	February 2019		Ambassadors are known and are actively working within school to promote well-being.
	<ul style="list-style-type: none"> Considering using focus weeks for mindfulness / mental health PSE style sessions at crucial points of the year e.g. examination times and / or during registration times in between PSE days. 	HMS	February 2019		Pastoral support more readily available throughout the year and new resources created.
	<ul style="list-style-type: none"> Ensuring that the focus of the SIG Well-Being group (Personal Development and Relationships) is relevant to the needs of the school. 	Well- Being SIG group	January 2019		SIG group, in conjunction with pupil voice, work towards achieving Leaf 5 and well-being provision is enhanced.
	<ul style="list-style-type: none"> Creating resilience and nurture groups within school for selected pupils. 	JMT / HoYs / PSOs / LS	February 2019		Identified pupils receive the support they need to thrive within the school environment.

Inspection Area 3: Provision

Priority	Action to be taken	Lead	Timescale	Training / Resources	Quantifiable Success Criteria
6. To improve teaching.	6.1 To improve standards of teaching and learning by:				
	<ul style="list-style-type: none"> Improving the quality of questioning across the school. The 10 features section needs to be updated with extra examples to complement the theory. The quality of questioning can be evaluated during whole school monitoring. 	DB/KJ	Jan – Feb 2019	Reissuing of the 10 features of effective lessons	Evidence in lesson observations that questioning is an improving aspect of our provision.
	<ul style="list-style-type: none"> Improving the quality of differentiation and challenge. The 10 features section needs to be updated with extra examples to complement the theory. The quality of differentiation and opportunities for challenge can be evaluated during whole school monitoring. 	DB/CJT	Jan – Feb 2019	Reissuing of the 10 features of effective lessons Use of staff meeting.	Evidence in lesson observations that differentiation is an improving aspect of our provision.
	<ul style="list-style-type: none"> Staff implementing research from their chosen book; evaluated during peer observations. 	SLT/All staff	Feb – March 2019	Use of peer meetings.	Staff report that a small and sustainable implementation has improved their practice.
	<ul style="list-style-type: none"> School teaching priorities identified during whole school monitoring in 2018 filter into departmental priorities in the DIP and feature in 2019-20 Performance Management and Peer Triads. 	HWE/ HoDs	Feb 2019 – Nov 2019	Use of INSET time in 2019-20	Issues discussed in WSM staff meeting feature in departmental DIPS with clear actions on how the department are going to address them.
	<ul style="list-style-type: none"> Best practice observed in teaching to be shared via the HoD's forum. 	DB/HoDs	March 2019- Feb 2020	Use of HoDs meeting(s)	HoDs have the opportunity to observe/discuss practice from our most effective staff/departments.
<ul style="list-style-type: none"> Training for staff on the 12 Pedagogical Principles from Successful Futures 	SLT	2019-20	Use of INSET time in 2019-20	Staff understand the concept of each pedagogical principal and how they fit with the new curriculum.	

Priority	Action to be taken	Lead	Timescale	Training / Resources	Quantifiable Success Criteria
7. To improve assessment.	7.1 To improve standards of assessment by: <ul style="list-style-type: none"> HoDs reviewing their assessment policy and update it as necessary. The Assessment SIG to provide guidance on assessment for the new KS3 curriculum. HoDs review SoW to ensure that formative and summative assessments are planned and are sufficiently challenging. HoDs other than English/Science share success of Whole Class Feedback and/or marking with symbols in HoDs meetings HoDs undertake book scrutiny to evaluate what the assessment policy looks like in practice. This will be followed up in link meetings in the Summer term. Via thorough self-evaluation, HoDs identify the main area(s) to improve in assessment and this features in the DIP for 2019-20. 	DB/HoDs	From Jan 2019	Use of management time	Policies are updated and reflect sound practice which can be followed across the department.
		Assessment SIG	Nov 2018-June 2019	Further training required in 2019-20	The new KS3 curriculum will have a new formative assessment system based on comparative judgement.
		HoDs	From Feb 2019	Use of Management time	Staff are offering feedback on tasks which are worth feeding back on and which improve the learner.
		DB/HoDs	From Feb 2019	HoDs may request follow up meetings	HoDs see how transferrable the techniques are implement them into day to day practice.
		HoDs/ Link SLT	All year	An extra link meeting in the summer term.	HoDs have a clear picture of what the policy looks like in practice as well as picking up consistency issues.
		HoDs	All year. July 2019		HoDs understand the strengths and areas for development within the department and put in place clear strategies to improve a targeted aspect of their provision.
8. To improve the KS3 curriculum so that pupils have the knowledge, understanding and skills they need for success at KS4.	8.1 To review and update the KS3 curriculum by: <ul style="list-style-type: none"> Identifying core knowledge, understanding and skills that pupils will need for success at KS4 and ensuring that this is embedded progressively in content and teaching across KS3. Ensuring that literacy, numeracy and digital competence skills are taught, developed and consolidated where appropriate within each subject in line with the LNF and DCF. Using the latest information on Areas of Learning and Experience and 'what matters' statements in carrying out the review. Making effective use of departmental meeting and INSET time to ensure that the curriculum review involves 	DB/HODS/ teaching staff	Jan 2019 – July 2022	Twilight and other INSET time	Pupils become more engaged with the KS3 curriculum and are better prepared for KS4 courses leading to improving standards of attainment.
		SLT/HODS	INSET time in 2018/19 and 2019/20	LNF/DCF Information on AOLES Meetings	Evidence of pupils' literacy, numeracy and digital competence skills developing across the curriculum. The Penyrheol curriculum meets the requirements of the new curriculum for Wales.

Priority	Action to be taken	Lead	Timescale	Training / Resources	Quantifiable Success Criteria
	<p>subject staff, is thorough and helps drive improvements in teaching and learning.</p> <ul style="list-style-type: none"> • Discussing developments regularly with Link members of SLT. • Developing appropriate assessment methods and systems that take account of school policy and the latest information on Progression Steps. • Investigating curricular links that could be made to other subjects within and beyond the AoLE to make the curriculum more dynamic and coherent. • Attending relevant training on the new curriculum for Wales as this becomes available. • Engaging with other schools in the cluster, Local Authority and region to ensure access to best practice in relation to the KS3 curriculum. 		From Sept 2019	<p>Training courses</p> <p>Subject Networks etc.</p>	<p>New assessment systems at KS3 are manageable and enable teachers to give effective feedback to pupils and parents leading to higher standards of work.</p> <p>A wider range of cross-curricular links makes the curriculum more coherent and engaging. Pupils are better able to transfer skills between subjects.</p> <p>The Penyrheol curriculum is an example of excellence that can be shared with other schools.</p>
<p>9. To improve provision for pupils to develop their Welsh language skills other than in Welsh lessons (Estyn).</p>	<p>9.1 To improve provision to develop pupils' Welsh language skills in situations other than Welsh lessons by:</p> <ul style="list-style-type: none"> • Appointing a Siarter Iaith Coordinator to lead developments. • Researching good practice in other secondary schools. • Appointing a Penyrheol Criw Cymraeg (PCC). • Auditing signage/posters etc around the school, inside and outside classrooms. • Ensuring the class register is being answered in Welsh (apart from MFL lessons). • Increasing the visibility and use of 'Phrase of the Week'. • Ensuring that visitors to the school are greeted and external phone calls are answered in Welsh first. • Encouraging an increase in the use of Welsh words/phrases within teachers' assessment of pupils' work (except MFL). • Publicising information about the Siarter Iaith with parents e.g. in the prospectus and newsletters. • Changing the format of the annual Eisteddfod • Recognising Welsh people/ events throughout the year e.g. via a monthly display. • Continuing to take part in trips to Welsh events/places e.g. Llangrannog. 	<p>SLT</p> <p>Siarter Iaith Coordinator/ HODs/ all staff</p> <p>Siarter Iaith Coordinator/ NDB</p>	<p>Jan. 2019</p> <p>Feb. 2019 – July 2019</p> <p>Sept. 2019 – July 2021</p>	<p>TLR3 + time from Sept. 2019</p> <p>Visits to other schools</p> <p>Budget for developing Welsh outside Welsh lessons</p>	<p>More Welsh is heard inside and outside of lessons across the school.</p> <p>There is a greater sense of 'Welshness' within the ethos and practice of the school.</p> <p>Pupils' enthusiasm for Welsh language and culture increases.</p> <p>More staff use Welsh phrases on a daily basis.</p> <p>There is greater consistency in the use of the Welsh language and in developing Welsh culture across the school.</p> <p>Pupils have a greater understanding of the potential importance of Welsh to their future employment.</p> <p>Parents have a greater understanding of the importance of Welsh for their children and how they can support its development.</p> <p>Pupils have the opportunity to speak the Welsh language more, to learn about Welsh culture and heritage</p>

Priority	Action to be taken	Lead	Timescale	Training / Resources	Quantifiable Success Criteria
					more and to visit more sites/events of interest within Wales.

Inspection Area 5: Leadership and Management

<p>10. To improve planning to address weaknesses in teaching and assessment (Estyn).</p>	<p>10.1 To make improvement planning more effective by:</p> <ul style="list-style-type: none"> • Ensuring that Link meetings are thorough and rigorous, occur regularly, have a clear agenda and pick up action points from the previous meeting. • Ensuring that Department and Pastoral Improvement Plans are monitored rigorously and middle leaders complete the required in-year progress and planning review sections. • Ensuring that DIPs and PIPs identify departmental strengths and weaknesses and that improvement plans are focused on addressing those weaknesses. • Ensuring that departmental self-evaluation uses a full range of evidence including lesson observations, book monitoring and pupil voice. • Addressing areas of underperformance more effectively through consistent action plans. 	<p>SLT/HODs / HOYs</p>	<p>Jan 2019 – July 2020</p>	<p>Self-evaluation training if needed.</p> <p>Action plans to address under-performance.</p>	<p>Improvement planning is more systematic, consistent and effective, helping to address weaknesses in teaching and assessment.</p> <p>Link meetings are more focused on self-evaluation and improvement planning.</p> <p>DIPs and PIPs are useful and productive documents in evaluating performance and driving improvement.</p> <p>Departmental self-evaluation is rigorous and accurately identifies strengths and weaknesses.</p> <p>Better performance in teaching and assessment is in evidence in whole school monitoring and leads to improved pupil outcomes.</p>
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