

Penyrheol Comprehensive School
Ysgol Gyfun Penyrheol

School Improvement Plan
Cynllun Datblygu'r Ysgol
2024-25

I Lwyddo Rhaid Credu
To Achieve you Need to Believe

Strategic Overview 2023-2024

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| Workforce Planning: number of FTE TEACHERS | 50 |
| Pupil:Teacher Ratio | 17.3:1 |

Grant Finance 2023-2024

| Source of Funding | Purpose |
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| 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. ➤ Professional Learning ➤ Enhanced staffing in English and Maths. ➤ Literacy and numeracy resources. |
| 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. ➤ Enhanced staffing in Maths and English |

Contextual Information – Pupils

| 2023-24 | Y7 | Y8 | Y9 | Y10 | Y11 | Total |
|---------------------------------------|----|----|-----|-----|-----|----------------|
| Eligible for Free School Meals | 37 | 35 | 38 | 41 | 43 | 194 (22.4%) |
| Looked After Children | | 2 | 2 | 4 | 4 | 12 |
| English as an Additional Language | | | | | | |
| ‘A’ on the language acquisition model | 1 | | | 1 | | 2 |
| ‘B’ on the language acquisition model | | | | | | |
| ‘C’ on the language acquisition model | | | | 1 | | 1 |
| ‘D’ on the language acquisition model | | | 7 | 1 | 2 | 10 |
| ‘E’ on the language acquisition model | 4 | 3 | 6 | 2 | 8 | 23 |
| IDP (LA Maintained) | | | | 2 | | 2 |
| IDP (School Maintained) | 7 | 13 | 4 | 11 | 9 | 44 |
| Universal Provision | 68 | 79 | 101 | 81 | 91 | 420 |
| Statement | 1 | | | | | 1 |
| School Action Plus | | | | | | |

Headline Figure Targets 24/25

- Increase 5 A*/A to 20%.
- Increase Literacy and Numeracy average points score to above the LA average.

Other Targets 2023 24

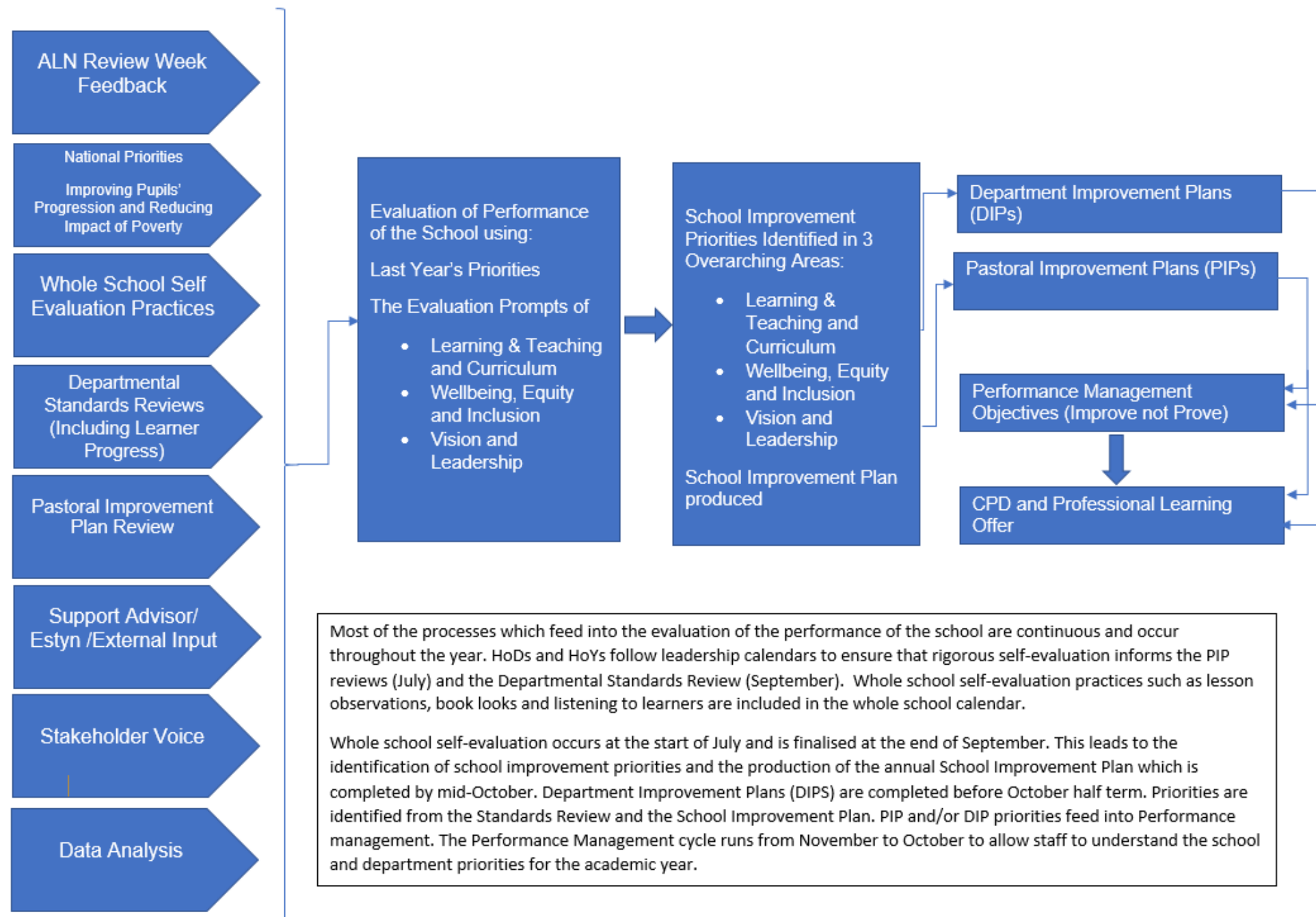
| | 2024 | 2025 |
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| | Actual | Target |
| Level 2 Threshold | 59.3% | 70% |
| Level 1 Threshold | 89.6% | 94% |
| Capped 9 | 327 | 360 |
| Level 2 Threshold (FSM) | 26% | 50% |

| Date of Last Inspection: October 2018 | Current Performance: (Inspection Areas 1 - 5) GOOD | | Subsequent Monitoring: None / LA / Estyn / GS / MA |
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| Recommendation | Commentary on progress | | RAG |
| R1: Improve standards of pupils' literacy and numeracy across the curriculum. | This very general recommendation appears to combine some of our key challenges at the time of the inspection: the number of pupils who gain either English or Maths but not both at L2. The improvement of teaching, assessing and tracking of literacy and numeracy skills is a key feature in this year's SIP. Oracy is a whole school focus for 2024/25. Our Literacy and Numeracy average points scores reflect that more work needs to be done across the curriculum. | | |
| R2: Improve planning to address any weaknesses in teaching and assessment. | This recommendation combines three different elements: planning, teaching and assessment. The improvement of teaching has been driven by professional learning on Penyrheol's Pedagogical Principles. All departments have produced new feedback policies which combine consistent approaches with the flexibility to reflect the assessment needs of each subject. Quality assurance processes continue to develop at both senior and middle management levels with a renewed emphasis on the impact that teaching and assessment is having on pupil progress. | | |
| R3: Improve provision to develop pupils' Welsh language skills in situations other than Welsh lessons. | We decided to begin to tackle this recommendation by implementing the Starter Iaith (Language Charter) initiative. The onset of the pandemic paused this initiative but it has returned in 2024/25 with a new member of staff in post. | | |

Leadership Structure 2024-2025

Headteacher

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| Deputy Headteacher | Assistant Headteacher (Curriculum, T & L) | Assistant Headteacher (Behaviour, Attendance, Safeguarding) | Associate Assistant Headteacher & ALNCo | Associate Assistant Headteacher & Head of English | Business Manager |
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School Improvement Area:

Vision and Leadership

Related to the Post Inspection Action Plan (2018):

Improve planning to address any weaknesses in teaching and assessment.

Governor Sub-Committee – **Vision and Leadership; Finance.**

Estyn Inspection areas: **Area 5**

| Lead Staff | Action | Timescale | CPD | Resources | Progress Steps | Monitoring/ Evidence/ KPI |
|-------------------|---|------------------|-----|-------------------|--|---|
| KJ/ SM/ KC/ LF | Improving skills across the curriculum. | By December 2024 | | Link meeting time | Evaluate the provision of skills across the curriculum (Lit/Num/DCF). | Audits completed for literacy, numeracy and DCF |
| | | By December 2024 | | | Signpost skills development in schemes of work (Lit/Num/DCF). | Schemes of work |
| | | By February 2025 | | | Determine priority areas within numeracy framework (literacy?) that require development across the curriculum. | Staff toolkit developed for common areas |
| | | By February 2025 | | | Develop common teaching and learning approach to these numeracy areas (literacy?) | Tracking system in place |
| | | By April 2025 | | Management time | Develop skills tracking system (Lit/Num) based on common areas. | |

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| | | From April 2025 | | | Implement skills tracking system (Lit/Num) based on common areas. | Data supports progression in skill development (literacy and numeracy) |
| | | From April 2025 | | HODs meeting time | Skills progress is determined from the tracking system (Lit/Num). | |
| | | From April 2025 | | | Further data sets used to determine skills progress (NMM, personalised assessments). | |
| DB | Building belonging across the school community. | November 2024 | | | Finalising a school vision on the basis of the core values. | When asked the following questions: |
| | | December 2024 | | Meetings and community voice | Consulting community stakeholders regarding the school vision. | Do you enjoy coming to school? Does the school meet your needs? |
| | | December 2024 | | | Embody the school vision within the physical and cultural environment. | 95% of pupils will give a positive response. |
| | | December 2024 | | £800 for improved displays and signage | Enhance the reception area to promote the core values. | |
| | | December 2024 | | | Gathering pupil voice from different groups of learners e.g. new starters from other communities, LGBTQ+ | |
| | | October 2024 | | Directed time for | Improving the extra-curricular offer at Penyrheol. | Extracurricular provision increases |

| | | | | teaching staff | | by 100% of named activities. |
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| SG | Improving pupil leadership across the school community. | September 2024 | | | Audit of pupil leadership opportunities. | Audit completed. |
| | | October 2024 | | Assembly time | Embedding of pupil leadership opportunities with all learners. | Assemblies/ written evidence |
| | | December 2024 | | Learner voice time | Development of learner voice (school council) to ensure pupil ownership of decisions that impact the whole school community. | Learner voice meeting minutes |
| | | November 2024 | | | Identification of pupil governors. | |
| | | June 2025 | | Governing body meeting time | Contribution of pupil governors to governing body meetings. | Governing body meeting minutes. Pupil governors attend all curriculum, leadership and wellbeing committee meetings |
| | | February 2025 | | Impact group meeting time | Development of pupil leadership group to tackle prejudice and discrimination. | Learner voice data showing 100% improvement in positive attitude to school response to incidents. |
| DB/SG/SM | Evaluating the impact of quality assurance processes. | December 2024 | | | Carrying out lesson observations across the school based on key | Lesson observation data. |

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| | | January 2025 | | Professional learning sessions | <p>pedagogical principles (participation and oracy).</p> <p>Developing a professional learning focus based on lesson observation data.</p> <p>Carrying out lesson observations following professional learning intervention.</p> <p>Develop use of class charts messaging between HODs and parents/carers for the purpose of raising standards.</p> | <p>Professional learning programme.</p> <p>Lesson observation data shows 100% improvement in lessons observed with regard to pedagogical principles.</p> <p>Engagement data from Class Charts.</p> |
| | | February 2025 | | | | |
| | | October 2024 | | | | |
| | | September 2024 | | HODs/HOYs meeting time and link meetings | Aligning PIP and DIP structures in order to reflect whole school priorities. | DIPs and PIPs. |
| DB/SG/SM | <p>Increase the number of year 11 pupils attaining A/A* grades.</p> <p>‘Aspire’</p> | From September 2024 | | <p>Seren Acadamy</p> <p>Department Meeting Time</p> <p>HODs meetings</p> | <p>Identify top 25% of year 11 cohort based on targets, year 10 exams and teacher assessments.</p> <p>Group discussed in HODs meetings and feedback given regarding strategies.</p> <p>Pupils identified on Class Charts.</p> | <p>Department meeting minutes.</p> <p>HODs minutes</p> <p>20% of year 11 - 5 A/A* grades in August 2025.</p> |

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| | | October 2024 | | | Open evening for parents and pupils within 'Aspire' group. | |
| | | November 2024 | | | Calendar of enrichment events created and shared with families. | |
| | | | | | This process is to be repeated for year 10 learners. | |
| | | | | | Pupils regularly discussed in HODs and department meetings to highlight underachievement and share strategies. | |
| | | | | | Underachieving learners from this group receive Group 3 mentoring. | |
| | | By Spring 2025 | | | SG to meet with SM and KC following department meetings. | |
| | | | | | Year 8 and 9 'MAT' learners to be identified and enrichment opportunities offered. | |
| SM | Reduce the impact of poverty on attainment. | | DRA training (Autumn) | Department meeting time. PSO/HOY timetabling for group 2,3,4 mentoring. | YEAR 11 Use of tracking data to support academic and pastoral mentoring. Full audit of 2023/24 impact of mentoring. | Department meeting minutes. Reduction in attainment gap in GCSE results in August 2025. |

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| | | | | | <p>Mentoring system to move to a short-term intervention system allowing more eFSM learners to receive targeted support.</p> <p>Year 11 PSO to use academic mentoring booklets to ensure academic support is available.</p> <p>Audit and evaluate the impact of mentoring after each 6-week block.</p> <p>Revision strategies focus during registration.</p> <p>Pupils regularly discussed in HODs and department meetings following summative assessments/exams to highlight underachievement and share strategies.</p> <p>ALL YEARS</p> <p>MAT disadvantaged learners to be identified.</p> <p>Enrichment activities subsidised and resources provided for</p> | <p>Narrowing of the attainment gap within personalised assessments and summative assessment standardised scores.</p> |
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| | | | | | <p>eFSM learners identified on class charts with a 'dot'.</p> <p>Peer mentoring offered to year 7/8 eFSM learners who are struggling with attendance or settling in school.</p> <p>eFSM learners included first within intervention groups (Reading Buddies, Units of Sound).</p> <p>Pupils regularly discussed in HODs and department meetings following summative assessments/exams to highlight underachievement and share strategies.</p> | |
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| | <u>2 and 3 Year Priorities</u> | | | | | |
| | Develop a coaching culture in the school which evolves from 2022/23's Triad Observations | | | | | |
| | Codify aspects of the Penyrheol Way in a video library so stakeholders understand how and why we operate and new staff can have a more granular induction. | | | | | |
| | Fully evaluate the PR work of the school and undertake specific PR training to improve this aspect of our work. | | | | | |

School Improvement Area:

Wellbeing, Equity and Inclusion

Related to the Post Inspection Action Plan (2018):

Improve provision to develop pupils' Welsh language skills in situations other than Welsh lessons.

Governor Sub-Committee – **Wellbeing, Equity and Inclusion**

Estyn Inspection areas: **Area 2, Area 4**

| Lead Staff | Action | Timescale | CPD | Resources | Progress Steps | Monitoring/ Evidence/ KPI |
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| ER | To improve whole school attendance | September 2024 | EBSA training | <p>PSO time to support attendance</p> <p>Creddu learning coach to work with PAWG learners</p> <p>CFLOW</p> | <p>Set up PAWG for learners with attendance below 30%</p> <p>PAWG learners access curriculum (SWEET, Entry level Maths and English)</p> <p>Use of EBSA strategies with persistent absentees.</p> | <p>PAWG learner's attendance improves to 50%</p> <p>PAWG learners reintegrated back to school.</p> |

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| | | | | £1000 for attendance rewards | <p>CFLOW working with learners between 50 – 60% attendance</p> <p>Regular meetings with EWO/HOY/PSO/Attendance officer</p> <p>Attendance officer using nudge texts and making 1st day calls to pupils.</p> <p>Tracking pupil attendance in HOY link meetings</p> <p>Introduce weekly, monthly and termly attendance rewards in line with new Promoting Positive Behaviour Policy.</p> | <p>PAWG learners complete Level 1 qualifications.</p> <p>Whole school attendance improved above 86%</p> <p>CFLOW learners improved attendance to 85%</p> |
| ER | Enhance Safeguarding procedures at Penyrheol | September 2024 – July 2025 | LA training (INSET Sept 2024) | | <p>LA to carry out a safeguarding audit (January 2025)</p> <p>All staff reporting any safeguarding concerns via Class Charts</p> <p>Ensure all staff have updated Group A and Group B training</p> <p>Develop Anti-racism policy and ensure that all staff and</p> | <p>Completion of the safeguarding audit shows that our safeguarding procedures are fit for purpose, including the feedback from pupils in terms of feeling safe in school.</p> <p>Learner voice to access how safe</p> |

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| | | | DARPL Advocacy Network (DAN) training. | | <p>learners report any incidents.</p> <p>Share safeguarding information with parents e.g. Online safeguarding tips, CCE, CSE</p> <p>Child protection team posters visible in all areas of the school.</p> | <p>learners feel in school. Pupils responses to be more positive than similar schools.</p> <p>Analyse My Concern to monitor if reporting of incidents has decreased.</p> |
| ER/ HOYs | Promote Positive Behaviour across the school | Sept 2024 – July 2025 | <p>Inset time for CPD</p> <p>Professional learning time.</p> | | <p>BRAYG list reviewed and updated by HoY and PSO.</p> <p>Bespoke interventions for Red and Amber identified pupils put in place and monitored (e.g. Ty Cynnydd, Mentoring, YOS, Creddu learning coach).</p> <p>Behaviour as a curriculum developed to include form time expectations, canteen and school corridors</p> <p>Launch new rewards system as part of wave 1 intervention including letters and certificates</p> | <p>Exclusion figures kept in line with 23/24</p> <p>Reduction in the number of B2 and B3 detentions by 30%.</p> <p>BRAYG list interventions and monitoring features in every HoY link meeting.</p> <p>Statistics on number of pupils receiving postcards, letters, mugs etc as part of wave 1 system.</p> |

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| | | | | | <p>New wave 2 behaviour system used consistently across all departments and year groups. Professional learning time used to address any inconsistencies.</p> <p>Analyse ClassCharts behaviour and exclusion data to make bespoke real time interventions during the year.</p> <p>Evaluate the Hybrid Ty Cynnydd model and make changes as appropriate.</p> <p>Reintroduce the Integrate list to track Ty Cynnydd learners and persistently absent pupils.</p> | <p>Increase in achievement points awarded and a decrease in behaviour points awarded.</p> <p>Ratio of achievement: behaviour points at more than 8:1.</p> <p>ClassCharts data and staff voice used to influence bespoke interventions.</p> |
| SM/KH/DB | Continue to raise the profile of PAWB as an effective attendance and wellbeing hub. | <p>Outside agencies: EVOLVE, CAHMS, Platform</p> <p>Filming</p> <p>Surveys/ Questionnaires</p> | | <p>Sept 2024</p> <p>Sept 2024</p> <p>October 2024</p> | <p>Timetable PAWB for break and lunchtimes to increase opportunities for pupils to access support.</p> <p>Increase the number of pupils accessing PAWB for mentoring.</p> <p>Quality assurance of PAWB work in terms of impact.</p> | <p>When asked, over 80% of students can explain the key purpose of PAWB in a January survey.</p> <p>Over 80% of pupils say they know where to get help when needed.</p> |

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| | | | | Sept/Oct 2024 | Increase the number of external agencies working through PAWB. | HOY/Pastoral Meeting Minutes. |
| | | | | October 2024 | Update documentation illustrating pastoral leadership and roles within the pastoral team. | Link meeting minutes |
| | | | | October 2024 | Ensure that all staff are clear regarding the individual and team responsibilities of the different pastoral roles. | Action plan |
| | | | | November 2024 | Communicate PAWB changes with pupils including HOY/PSO roles. | |
| | | | | December 2024 | Evaluate the protocols of running PAWB. | |
| | | | | January 2025 | Create PAWB tour video with Student Voice ('Day in the Life') | |
| | | | | January 2025 | Conduct pupil and parent surveys regarding wellbeing support in Penyrheol. | |
| | | | | February 2025 | Create an action plan in response to surveys. | |

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| SLT/KH | Explore pastoral structure and consider alternative models. | SLT meeting time. School to school networking | School visits Research into other models | Sept 2024 November - January January –March 2025 January/ February 2025 April 2025 | Evaluate timetabling of HOY/PSOs to ensure pupil needs are met. Visit other schools to investigate alternative pastoral structures. Explore these other possibilities within Penyrheol and evaluate alongside current provision. Conduct pupil and parent surveys regarding current pastoral provision. Any changes for 25/26 to be finalised and communicated to all staff. | Focus group minutes Records of visits/meetings. SLT minutes Completed questionnaires. Surveys analysed and action points generated. 'Pastoral' strategy for 25/26 |
| SM? Pastoral Team | Promote positive emotional and mental wellbeing for all pupils. | | | From Sept 2025 October/ December/February/April/ June 24/25 | Support learners' emotional wellbeing and mental health by running: <ul style="list-style-type: none"> - Revised mentoring system - Pupil support/intervention groups (LGBTQA+, ELSA, Young Carers, Bereavement) Ongoing quality assurance around the mentoring and | Certificates of training attendance for staff. Mentoring tracking and evaluation data. 'Health and Wellbeing' programme. Over 80% of the cohort engage with the SHRN survey. |

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| | | | | October 2024 | intervention groups in terms of impact. | ‘Student Mental Wellbeing’ (SHRN) score to be closer to or align with national average. |
| | | | | From Sept 2024 | Open PAWB at break and lunchtime and introduce drop-in clubs (EVOLVE, nurse-led drop-ins etc.) and corresponding assigned sessions during lesson 5. | |
| | | | | From Sept 2024 | Health and Wellbeing sessions used to promote strategies to support mental health. | |
| | | | | From January 2025 | Addressing key events: ‘World Mental Health Day 2024’; ‘Alcohol Awareness Week’; ‘No Smoking Day’ | |
| | | | | November 2024 | Use the SHRN survey as a tool to evaluate pupil wellbeing and identify actions in key areas. | |
| | | | | From September 2025 | Increase the number of staff trained in and accessing ELSA and THRIVE. | |
| | | | | Spring 2025 | All school staff to receive CAMHS training. | |
| | | | | | Introduce ‘Wellbeing’ tab on Class Charts to staff and pupils. | |

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| | | | | Spring 2025 | Discussion of SHRN report in a Governing Body meeting and use expertise of members of the Governing Body in delivering and developing specific actions. | |
| | | | | May 2025 | Creation of a 'School Improvement Group' to look at specific concerns arising from SHRN report. | |
| SM/KJ/CMD | Continue to develop the Health and Wellbeing Curriculum | H&WB sessions AoLE meetings | | November 2025 November 2025 From Sept 2024 From Sept 2024 | <p>Audit and identify areas not covered within the RSE Curriculum.</p> <p>Ensure there is a strong focus on healthy eating and the importance of physical activity in a healthy lifestyle within the Health and Wellbeing AoLE.</p> <p>Use of Health and Wellbeing sessions to explore cyberbullying, sexting, substance misuse (arising from SHRN survey).</p> <p>Use of outside agencies to support teaching and learning in these areas (Sport Wales, PHW)</p> | <p>AoLE meeting minutes</p> <p>Primary AoLE meeting minutes</p> |

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| | | | | From Sept 2025 | Support teaching and learning on the issue of healthy eating and physical activity across the whole curriculum (e.g. Science and Technology, Expressive Arts, Literacy) | |
| | | | | Spring 2025 | Working with primary colleagues to establish a regular focus with cluster primary schools to ensure consistency and improve transition. | |
| SM/KH/SG | Increase opportunities for learners to express their opinions on Whole School issues. | <p>Increase opportunities for learners to express their opinions on Whole School issues.</p> <p>Money for small changes</p> <p>Questionnaires</p> <p>Staff time</p> <p>Posters</p> | | <p>Sept 2024</p> <p>December 2024</p> <p>November 2024</p> <p>March 2025</p> <p>July 2025</p> | <p>Increase frequency of Student Council / Pupil Voice meetings.</p> <p>Use of Student Voice to conduct a review of school environment.</p> <p>Share details with pupils regarding changes made to curriculum following learner voice: 'You said... We did'.</p> <p>Creation of a School Nutrition Action Group.</p> <p>Comprehensive and up-to-date food and fitness policy developed by a representative working party</p> | <p>Pupil Voice Minutes</p> <p>Questionnaires.</p> <p>Increased number of pupils say that their ideas are treated seriously (23/24 - 39%)</p> |

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| | | | | | from all sections of the school community. | |
| ADM | Evaluate KS3 and KS4 data for ALN pupils <i>This will need to be in discussion with HoDs self evaluation of data for specific ALN</i> | SMID training updates to ensure staff look at ALN data | SMID | In line with HoDs data evaluation on Leadership Calendar | HoDs evaluate ALN pupils in Departmental analysis of KS3 and KS4 data ADM to use HoD analyses to monitor ALN across all subjects ADM to identify Departments / Pupils that may need support Regular ALN pupil progress included in all Departmental minutes | DIPs to include ALN analysis comments ALN DIP to focus on ALN pupils and their progress across all subjects Department Minutes |
| ADM | Develop ALN Review Week | Staff awareness of ALN Review Week changes | Pupil Trail: 1 day cover x5 staff per review week (Mon-Thur) ADM CMD CJT DH KW Book Look: | 26-29 November 2024 and 17-21 February 2025 and 19-23 May 2025 | Calendar updated for Spring / Summer 2025 dates ADM to decide on 5 pupils to trail per review week – non-judgmental – all comments will be general to help all staff ADM to decide on books to evaluate per week – non-judgmental – all comments will be general to help all staff | Pupil Trail: General 'diet' of learners is written down to include comments on differentiation, resources, support given, time on task Book Look: Discussion of findings produced to |

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| | | | <p>Lessons 1-4 (Friday) cover x5 staff per review week</p> <p>ADM CMD CJT DH KW</p> <p>IDP Summary sheets</p> <p>Pupil Voice Survey</p> | | <p>ADM to write findings for staff self-reflection and ALN professional learning i.e. differentiation</p> | <p>inform staff practice for ALN</p> <p>IDP summary sheets populated by staff in timeline of IDP reviews for each review week.</p> <p>Pupil Voice survey results</p> |
| ADM CMD | Autism Wales Accreditation & ADHD Whole School Training | <p>Autism Wales video and staff quiz – 16th October 2024</p> <p>Local Authority ADHD Resource Packs</p> <p>ADM training</p> <p>INSET Day Training slot 11th April – 1 hour all staff (ADHD)</p> | <p>Autism Wales video and staff quiz</p> <p>ADHD Training Resources (LA):</p> <p>Teacher Parent Pupil</p> | <p>October 16th 2024 – Autism Wales</p> <p>January-July 2025 – ADHD Training</p> | <p>All staff – teaching and support complete Autism Wales awareness training</p> <p>Year 7 pupils complete Sgiliti lesson in Tutor time</p> <p>ADM reapplies for certification</p> <p>ADM/CMD Trained in ADHD Resources</p> <p>ADM/CMD – Training of all staff on INSET Day</p> <p>ADM/CMD – create & review data</p> | <p>Autism Wales – staff checked for completion of quiz by October 18th 2024</p> <p>ADHD pupil survey before and after training to prove effectiveness</p> <p>Staff Voice</p> <p>Pupil Voice</p> <p>Parent Voice</p> |

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| | | | | | | ALN Review Weeks – comment on strategies being used by staff after training |
| ADM | Develop Staff Differentiation Toolkit of Techniques for ALN Pupils | Differentiation slots: October 18 th 2024 December 6 th 2024 February 10 th 2025 March 24 th 2025 April 11 th INSET | INSET Day Training slot 11 th April – 1 hour all staff (Differentiation) | Staff exemplar Booklet produced to show good practice Cover for planning INSET Day Training – 1 day: ADM/CMD | ADM - Initial Pupil Voice survey to gauge pupil view of differentiation 4 x workshops / drop-in slots for staff to send work that they would like us to advise on for differentiation tips/strategies ADM/CMD – Differentiation workbook for INSET day training produced INSET Day Training Differentiation strategies in Departmental Meeting minutes | Pupil Voice Surveys ALN Review Week – comments on differentiation 4x workshop / drop in slots – collection of exemplar material for training Department minutes |
| | 2 and 3 year priorities | | | | | |
| | Fully embed a healthy relationship curriculum in response to national findings and pupil surveys. | | | | | |
| | Revisit UNCRC and build connection with Children's Commissioners for Wales. | | | | | |
| | Provide comprehensive guidelines to parents and pupils regarding food and fitness. | | | | | |
| | Develop BAME curriculum. | | | | | |

School Improvement Area:

Learning & Teaching and Curriculum

Related to the Post Inspection Action Plan (2018):

Improve standards of pupils' literacy and numeracy across the curriculum.

Governor Sub-Committee – **Curriculum and Learning**

Estyn Inspection areas: **Area 1, Area 3**

| Priority | Staff Responsible | Timescale | CPD | Resources | Progress Steps | Monitoring/ Evidence/KPI |
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| Develop pupils' digital competency skills | LF/ HoDs | September 2024-October 2024 | | DCF Audit Template | DC audit completed by all departments | Audit analysed and action points produced for gaps in provision and development of common approaches. |
| | LF/ HoDs | Oct 2024-Feb 2025 | On request | DCF PowerPoint templates | All departments have completed evidence template | Evidence collated & accessible for all staff |
| | LF/ SG | September 2024 – December 2024 | Subject network meetings | Cover required | LF visited other schools and spoken to other schools to share best practice | Relevant and appropriate strategies embedded in policy and shared with staff |

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| | LF | By April 2025 | Link On request | | DCF Policy with clear guidance and practices produced | Best practice used to inform strategies and approaches |
| | LF | December 2024 – April 2025 | On request | PPTs/electronic resources | Skills resources produced for departments | DC resources in SOW and SOW summaries |
| | LF | Sept 2024 – July 2025 | PL session. Tutorial Videos T & L bulletins | | Provided support for departments in the delivery of digital skills | Consistent and improved delivery of DC skills |
| Develop pupils' digital competency skills | LF | Jan 2024 | | PPT/Projector/ sound | Assembly delivered to all year groups to promote and highlight the use of DC skills across the curriculum | DC assembly to all year groups. Pupils can identify DC skills across subjects. Pupil survey completed |
| | | Jan 2025 – April 2025 | | School website | Parents/carers provided with important information and guidance in supporting their child with digital skills | Information made available to parents/carers. |
| Continue to improve literacy provision across the curriculum | SM | Sept 2024 | Whole school PL on 'Evaluating literacy provision Teaching and learning Bulletins | Training resources including Loom presentation | Provided training for all staff on effective literacy evaluation | Evidence of consistent literacy teaching and assessment in pupils' work |

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| | SLT/ SM | Sept 2024 | | School calendar | Calendar dates provided for staff for literacy focused book scrutiny at regular intervals in academic year | Dates in school calendar |
| | Eng Dept | Sept 2024 | | Teams- Reading fluency | Reading fluency of all pupils assessed | Results of reading fluency tests analysed and action points produced |
| | SM/ Yr 11 Volunteers | Sept 2024 | Training for volunteers | Reading buddies scheme Units of sound Lexonik | Intervention groups established for those in need | Intervention groups established and impact on pupil reading recorded |
| | SM/ KJ | Nov 2024 | Cluster literacy inset | Visiting speakers Training resources | Establish cross cluster consistency in teaching reading and oracy strategies | Common approaches to the teaching and reading of oracy adopted and in evidence (cross cluster lesson observations) across the cluster |
| | HoDs | From Sept 2024 | HoDs/Department meetings | | Provide more opportunities for extended writing across the curriculum | Extended writing evidenced in pupils' work. |
| | SM/ HoDs | Oct 2024-July 2025 | HoDs/Department meetings | Guidance for marking and assessment of writing | Extended writing in pupils' work, assessments, and | Action points for HoDs/AoLEs |

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| | | | | | comparative judgement monitored for progress | developed based on scores |
| | SM | Dec 2024 – Feb 2025 | Teaching and learning Bulletins PL session | Guidance doc | Provide support for staff in the marking and assessment of literacy skills | Assessment of literacy consistent across departments. Evidence in assessment of pupils' work including WCF |
| Continue to improve literacy provision across the curriculum | SM | Feb 2025-June 2025 | | Survey (Forms) | Evaluate impact of this provision in Penyrheol in book scrutiny and staff/ pupil surveys. | Action points moving forward developed as a result of quality assurance exercises and surveys. |
| Monitor the implementation and impact of pupil participation strategies | SLT /KJ | Oct 2024 | | SiP | Participation ratio adopted as a whole school strategy 2024-25 | |
| | KJ /HoDs | Sept 2024 – Oct 2024 | Participation Loom Guidance Doc | PPT Electronic Guidance Resource | Pupil participation strategies included in Dips and regularly discussed in dept meetings | Guidance provided for HoDs Department Improvement Plans Minutes of department meetings |
| | SM | Nov 2024 | SV to deliver training | Visiting speaker | Staff training on the teaching of oracy as an effective means of pupil participation | All staff receive training |

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| | KJ | January 2025 | Professional Learning Session (KJ) | PPT/Loom presentation. Guidance resources | Staff training on strategies to improve pupil participation and thinking ratio and to evaluate progress | |
| | HoDs | October 2024 – April 2025 | | | Teaching of oracy skills and participation strategies embedded in teaching and learning | Work scrutiny outcomes Lesson observation outcomes |
| | KJ/ HoDs | June 2025 | | | Action points for further development and improvement provided for all staff | Evaluation and action planning in SiP and Dips. |
| Review and improve the 14-16 curriculum offer to further meet the interests of learners | KJ/ HoDs | Oct 2024-July 2025 | | Cover required New Specifications | Curriculum for 11-14 and 14-16 learners reviewed and amended to meet the requirements of the new for Wales qualifications | All HoDs aware of changes to specifications |
| | KJ/ HoDs | Jan 2025 – July 2025 | On request | | Resources and teaching strategies reviewed and amended to accommodate changes from linear to unitised (and vice-versa) assessment | Homework, assessment schedules and content adjusted to support pupils with new assessment arrangements |
| | KJ | Jan 2025 – July 2025 | After school CPD offer | | Support provided for departments for whom there will be an increase in non-examination assessment | Non-examination assessments run smoothly |

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| | SLT | Jan 2025-June 2025 | | Qual Wales and WJEC curriculum offer | Current resources reviewed and evaluated against the requirements and needs of the new qualifications | Actions drawn up to best accommodate new qualifications. |
| | KJ/ NF/ HoDs | Jan 2025 – March 2025 | | NEA criteria | GCSE NEA content shared <ul style="list-style-type: none"> to investigate possibilities for additional qualifications for content already covered. To ensure that all AoLEs are covered for each pupil across Years 10 and 11 | Further qualifications undertaken if appropriate and accessible New CfW mandatory requirements met |
| Develop the use of the Welsh language and recognition of Welsh awareness Welsh identity across the curriculum | ALL | Sept 2024 – December 2024 | | Staff survey | Staff survey completed to identify training needs | Survey analysed and action points for staff training generated |
| | KJ/ ALL | Sept 2024 – April 2025 | INSET PL T & L Bulletin | Training resources | Staff trained on aims and objectives of the language charter and aspects arising from staff survey | All staff receive training |
| | ALL/ Hods | From Sept 2024 | | Audit of provision | Audit completed to ensure Welsh dimension fully embedded in curriculum in line with CfW | Audit completed and any gaps identified and addressed. |

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| | ALL/ JE | Sept 2024 – July 2025 | | PPT and animations/film Assembly PPt | Welsh identity and Welsh language actively and effectively promoted through displays, screens, newsletter and assemblies | Pupils survey to monitor pupil engagement School newsletter has articles promoting Welshness Assembly delivered to all year groups |
| | ALL/ | Sept 2024- Feb2024 | | Assembly to introduce charter and explain its significance | Pupils completed Welsh Language charter questionnaire to identify knowledge and understanding | All pupils respond to charter Action points produced in response to questionnaire |
| | ALL/ SLT /HoYS | From Sept 2024 | | Guidance document | Welsh Language used in all assemblies. Welsh identity promoted whenever possible. | Welsh Language used for greetings and dismissal. Welsh language/themes delivered in assemblies |
| | ALL/JE/HL | Jan 2025- April 2025 | | Resources for website | Information on Welsh Charter on school website and in school newsletter for parents/carers and the wider community. | Parent/Carer survey on effectiveness of school website and information therein. |

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| | ALL/SLT/L EP | From Sept 2024 | After school Welsh lessons for staff | Guidance document for staff | School events for parents e.g. open evening, awards' evening, carol concert, include Welsh welcome and Welsh dimension. | Welsh Language is standard practice in all events. |
| | ALL/HoYs | From Nov 2024 | | Criw Cymraeg Meetings | Criw Cymraeg established in all year groups. | Representative from Criw Cymraeg to attend school council meetings |
| | ALL/All stff | From Jan 2024 | After school Welsh lessons for staff | Guidance documents/posters to promote Welsh Language | Incidental Welsh used in and outside of classrooms | School staff able to discuss the Welsh Language with pupils Incidental Welsh used as standard throughout the school |
| Review and improve whole school strategy and consistency of homework across all departments | KJ/HoDs | 9 th Sept 2024 | | | Consultation and discussion in HoDs' meeting about frequency of meaningful homework tasks | Frequency of homework for core and foundation subjects decided |
| | KJ | By Nov 25 th 2024 | | | New homework policy drafted and taken to HoDs' Meeting to amend/ finalise. | Homework Policy written and discussed |
| | HoDs | From Sept 2024 | | | HoDs ensured that homework is a high priority across the school | Homework set, assessed and monitored regularly across all departments |
| | HoDs | | Dept Meetings | | Homework focused on reinforcing learning and | Homework is meaningful and |

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| | | | | | retrieval skills as well as application of learning | reinforces and enhances learning |
| | All staff | From Oct 2024 | Teaching and learning bulletin PL Session | | All staff promoted -and use the language of - growth mindset when setting and assessing homework | More pupils attempting homework tasks |
| | KJ | Oct 2024 | | School website Article in Newsletter | The importance of completing homework made clear to parents. Guidance provided for parents/carers to support their child with homework | Parents receive information and guidance. |
| | HoDs | From Sept 2024 | | SiMs/Planners | Homework is assessed and used to monitor pupil progress. | Information provided by homework is used to direct and enhance learning |
| | HoDs/HoY S/All staff | From Sept 2024 | | Classcharts | Clear rewards and sanctions in place and used regularly to encourage the completion of homework | Homework completion monitored. |
| | HoDs | Nov 2024 – Feb 2025 | Link Meetings | Department Homework Policy | Departments reviewed homework policies to outline explicit practices and strategies | Policies reviewed. All staff aware of expectations. Consistency in the setting, assessing and monitoring of homework. |
| | <u>2 and 3 Year Priorities</u> | | | | | |
| | Develop learners' sense of identity in their locality, Wales and the world. | | | | | |
| | Review and evaluate the impact and effectiveness of the new Year 9 curriculum and the assessment and reporting systems. | | | | | |

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| | Review Penyrheol Progression Curriculum in light of new specifications at GCSE. | | | | | |
| | Develop Professional Learning so there is a bespoke catalogue of training available against the Penyrheol Pedagogical Principles. | | | | | |
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