

Penyrheol Self Evaluation of Key Priorities – Academic Year 2024/25

Progress against 24/25 Priorities

Vision and Leadership

There has been a significant step forward this year in terms of the strategic planning to improve pupils' skills across the curriculum. This has gone hand in hand with a new tracking system that is now in place to measure, over time, the impact that our pedagogical decisions have on pupils' skills. The staff toolkit has been created and shared with all staff and staff training, through professional learning, has focused on close reading, data analysis and research. Evidence of impact will be collected over time through assessment data as well as book looks and lesson observations. Areas for further improvement in terms of literacy, numeracy and DCF will feature in next year's SIP.

The core values for the school are now firmly embedded and this is reinforced by events such as Core Value Hot Chocolate Friday and the Core Value Awards Evening. Posters of our current pupils embodying our Core Values are now in the school buildings and these will be refreshed as well as increasing in number in 25/26.

We have shared our new vision statement, with all stakeholder and this vision underpins our drive to be the pride of our community.

There has been strong progress in our aim to become an anti-racism school and this is covered further on in this document. Feedback from groups such as our LGBTQ+ group shows that we are offering more support to many of our learners and providing them with extra opportunities to build belonging within our school community.

In one year, pupil leadership has gone from being an area requiring significant opportunity to being a real strength of the school. The structure of Penyrheol Parliament gives all learners a voice and the leaders of Penyrheol Parliament, through regular meetings with SLT, have elicited real change this year. The creation of the pupil Governor role, two for each of our Governors' subcommittees, has provided opportunities for pupils to feedback to Governors and to comment on and work on key areas of the SIP.

The changes to our whole school lesson observations for 24/25 has allowed us to collect initial baseline data on a range of criteria. This has fed into professional learning and has led to tangible improvements as recorded in or second lesson observations. In the summer term, SLT and HoDs have undertaken training with regards to the new lesson observation proforma which will allow more evaluative judgements to be made at the individual, department and whole school level in terms of pupil progress and the quality of teaching which brings about the progress of pupils.

The first steps have been made in the new cycle of book looks which have changed the focus from compliance and looks at pupil progress in far more depth. Further training for HoDs is needed in 25/26 but we are excited about how book looks and lesson observations will be used to evaluate standards of learning and standards of teaching. This will then be used to drive professional learning on identified areas for improvement at the individual and departmental level.

**Wellbeing, Equity & Inclusion
(Behaviour, Attendance and Safeguarding)**

The whole school attendance has improved from 85.6% to 87.6%, this is a 2% increase from the academic year 2023/34. The 2% increase has been achieved following the implementation of a number of strategies to improve attendance such as PAWG, use of CFLOW, attendance rewards and regular monitoring of all learners by HOYs and EWO. The PAWG learners have significantly improved their attendance and had daily wellbeing check-ins, in addition to improved attendance, 8 learners have achieved a SWEET qualification which is equivalent to 1 GCSE. Two PAWG learners have successfully reintegrated back into school and have been able to be entered for their GCSE exams. One example is that a PAWG learners have improved attendance from 2% to 40% and is also working on achieving a level 1 qualification in English and Maths. The work of the CFLOW has also had a positive impact on improved attendance. The target group were learners who had between 50-60% attendance, many learners have improved attendance to over 85% and are now reintegrated back into school.

Enhancing Safeguarding procedures in the academic year 24/25 has involved all members of staff receiving Group A and B training in September 2024, further professional learning was delivered in January 2025 and all members of staff completed PREVENT and VAWDASV as part of mandatory Safeguarding training. Nearly all learners reported in a learner voice survey that they knew who to report a safeguarding concern to and the most learners reported that they felt safe in school. All members of staff are now able to report safeguarding concerns via Class Charts and this is recorded on My Concern. To further enhance reporting a QR code is displayed on all staff lanyards to remind staff of reporting procedures. The LA carried out a Safeguarding Audit in January 2025 and confirmed that all safeguarding procedures are fit for purpose, summary is as follows: 'Penyrheol Comprehensive School demonstrates a strong sense of community and commitment to pupils and staff with a comfortable relaxed but respectful atmosphere across the school'.

Anti-racism policy has developed and embedded in the academic year 24/25, we are a DARPL school, all SLT have completed to DARPL training and all pastoral staff have received professional learning to deal with any incidents of racism in a clear and effective way. Anti-racism assembly was delivered in January 2025, the number of racial incidents being reported increased by 50%, this is encouraging as all learners are now feeling confident that if they are reporting racial incident then it is being addressed appropriately. Staff and learner voice were carried out in February 2025 showed that the further professional learning was required and that has been scheduled for September 2025.

The Promoting positive behaviour policy has continued to have an impact on learner behaviour and exclusion data. Following the Safeguarding audit, the LA stated 'The school's Positive Behaviour Policy is an excellent example of how the whole school works together to promote achievement and positive culture across the school.' Exclusions have been reduced by 70% from academic year 22/23 and are in line with exclusion data from 23/24. Bespoke interventions for Red and Amber pupils have had a positive impact and BRAYG lists are monitored and discussed in link meetings. There has been an increase in the number of achievement points, 91% achievement points in comparison to 9% of

	<p>behaviour points have been awarded to learners across the whole school for the academic year 24/25. The ratio of achievement points to behaviour points per learner is 8:1. Staff surveys on behaviour across the academic year have shown that behaviour across the school is better than behaviour in similar schools.</p>
<p>Wellbeing, Equity & Inclusion (Care, Support & Guidance)</p>	<p>This year, PAWB has become more central to school wellbeing support, with PSOs working from PAWB far more frequently.</p> <p>Timetabling: The introduction of a lead PSO in September had a substantial impact on the operational work of PAWB and PSO staff, and this has allowed a greater frequency of outside agencies working with us and meeting with learners. From October 2024, PAWB was timetabled for lunch and break and is now full almost every day. Sometimes this involves outside agencies such as BAROD and EVOLVE, but often it is a place for more vulnerable pupils or pupils experiencing emotional challenges to come and be with other learners. Crafts and activities such as crochet, sand art, and bracelet making have been really successful. When interviewed, regular users of PAWB at these times labelled it their 'safe space', with many Year 7 learners feeling that this helped them to settle into school.</p> <p>Mentoring and Intervention: Due to the change to 6-weekly mentoring blocks, over 200 learners have been seen in Group 2 or 3 mentoring since September. 91% said they found it helpful in the end-of-mentoring survey, and 67% of these learners showed an improved 'Attitude to Learning' according to the next data drop. A lack of data drops at certain points in the year makes it more difficult to ascertain the impact of ATL for all mentoring groups, and using department meetings has been similarly problematic due to the timing of these. Group 4 mentoring increases this number to around 330 learners (over 1/3 of the school) receiving regular weekly or fortnightly support from a Head of Year or Pastoral Support Officer. This does not include those accessing PAWB for shorter-term or more ad hoc purposes. Regular cross-year intervention groups and outside agency support are accessed by a further 300 learners. Parents were also very positive about mentoring in surveys and were appreciative of the work that staff do. The introduction of the WARWICK system from March to monitor the impact of these interventions on learner wellbeing was useful; Pastoral Support Officers feel it helped open up conversations with learners at the start of an intervention or mentoring relationship and allowed for closer tracking of progress. Currently, 76.3% of those involved in intervention and mentoring show a 'meaningful positive change', with 4.3% showing a 'meaningful negative change' immediately after intervention. This system is time-consuming, however, and it is often difficult to measure whether this meaningful change will continue over time. Additionally, staff absence has made this data more difficult to obtain. Evaluation of protocols of PAWB – need for clarity and focus in some areas.</p>

Promoting PAWB: Following a mentoring survey in January 2025, a 'PAWB Team' was created with volunteer learners to help raise the profile of PAWB among learners and parents. They created a 'PAWB Tour' video which was shared with parents and received positive responses. They also requested the daily use of the announcement system in order to talk about positive news and share information about clubs and activities happening in PAWB and elsewhere in school. This was introduced in the summer term and has been well received by learners and staff.

Challenge: Ensuring all stakeholders understand the roles of PSOs in PAWB and use PAWB for its core purpose.

Next steps: Core changes to pastoral team structure from September 2025.

Challenge: WARWICK assessments are time-intensive and sustainability is uncertain.

Next steps: Streamline data collection with support from admin and assess longitudinal impact at two key checkpoints. Addition of Provision Map to support monitoring of impact.

Through research and visits with other schools in the autumn term, gaps in provision were identified and planned for. A wellbeing survey in January 2025 revealed parental concerns about access to wellbeing provision and a lack of understanding of PAWB and pastoral support. Additionally, the need to consider wider school needs (such as a 'Ready to Learn' provision) required clear need for change and redevelopment.

As well as in-year changes, such as the development of the PAWB timetable and the increase in use of outside agencies to support learners, a new pastoral structure has been discussed, consulted on, and implemented from September 2025. From September, PSOs will hold a more streamlined role; greater focus will be given to wellbeing, and the priority focus on academic mentoring and academic support of eFSM learners will move to the responsibility of 'Progress and Wellbeing Coaches'.

Additionally, all layers of the pastoral and year teams have had to be evaluated with the introduction of a wellbeing referral system (for staff, pupils, and parents). This new system will allow more learners to access provision through PAWB and to receive equitable support from pastoral staff. The creation of new roles, such as the TA (Behaviour) and admin support within PAWB, should further enhance provision. This new system also allows for the use of the wellbeing tab on Class Charts, which has previously been inaccessible due to concerns around staff capacity.

Next steps: Embedding changes in pastoral team and ensuring clear lines of communication and command.

As mentioned above, the number of learners accessing PAWB support in 24/25 has greatly increased, and scores from the Warwick Assessment allow us to see that 76.3% of those involved in intervention and mentoring show a 'meaningful positive change', with 4.3% showing a 'meaningful negative change' immediately after intervention. Regular Health and Wellbeing sessions throughout the year have allowed for the addressing of gaps within the HWB audit and RSE audit. In each session, at least one focuses on the development of a healthy mind (managing stress and concern), as well as other priorities that emerged from the SHRN survey; these include cyber bullying, sexting, and substance misuse. The impact of these changes will be clear in the SHRN survey in September 2025. There has been a significant increase in work with outside agencies to support positive emotional and mental wellbeing for all; The Message Trust, Kelly Tampa, and others have all been invited in to share with learners, with a particular focus on managing stress and anxiety and building confidence.

Timetabling PAWB for lunch and break has been successful. Sometimes this involves outside agencies such as BAROD and EVOLVE, but often it is a place for more vulnerable pupils or pupils who are having a tough day to come and be with other learners. Crafts and activities such as crochet, sand art, and bracelet making have been really successful. When interviewed, regular users of PAWB at these times labelled it their 'safe space', with many Year 7 learners feeling that this helped them to settle into school.

From September 2025, learners will be able to check in on Charts using the wellbeing feature. This further allows the school to promote emotional wellbeing as a daily consideration.

Challenge: The number of tasks requiring completion or action for PSOs leading to limited capacity within the team.

Next Step: Core changes to pastoral team structure from September 2025.

Challenge: WARWICK assessments are time-intensive and sustainability is uncertain.

Next steps: Streamline data collection with support from admin and assess longitudinal impact at two key checkpoints.

With the increased mentoring (mentioned above in PAWB) and the impact, eFSM learners and learners of other known disadvantage have been prioritised. All Year 8, 10, and 11 learners who are eFSM have had mentoring this year. For Year 10 and 11, the focus has been on revision strategies and target setting, tracking progress towards their goals. Pastoral Support Officers and learners have all expressed that this was a helpful process. Revision strategies and memory were discussed in registration (Sept/Oct) with Year 10 and 11. Many learners came to collect revision resources such as flashcards. This allowed all learners access to resources and revision support, which might previously have been only available to those with access to these resources at home.

	<p>Of learners in the current Year 9, just 27% of eFSM learners were making expected (or more than expected) progress across the curriculum at the end of Year 8. In June 2025, this figure stands at 51.3%, which shows significant improvement, although it still shows room for growth. In Year 11, March data suggests that around 48.3% of learners will meet the Level 2 threshold. This, if accurate in end-of-year results, is almost 13.8% higher than Year 11 leavers in 23/24. In Year 10, however, just 19% of eFSM learners are on track to meet this same threshold. There is concern over how year 10 (whole cohort) are engaging with learning and attendance in lessons particularly low. This is clearly a continued priority next year; strategies to promote attainment and support these learners are paramount, particularly in literacy and numeracy (with level 2 inclusive sitting even lower).</p> <p>'Student Voice' was taken under SLT leadership in the autumn term in order to create a new timeline and strategy. Over two weeks at the end of each half term, the priorities for the school from a learner perspective are identified — from an individual pupil level through to the Senior Pupil Leadership Team. Through regular meetings of the newly named 'Penyrheol Parliament', these leaders grouped learners into committees to focus on key priorities, addressed SLT, and have brought about real change in areas such as addressing racial discrimination, uniform, access to spaces at lunch, safety in corridors and canteens, and the rewards system.</p> <p>79% of learners felt that the canteen was safer in the second half of the year, and 65% felt they had seen an increase in challenge and consequence for those using inappropriate, discriminatory language. The Senior Pupil Leadership Team have also worked hard to communicate progress with these priorities and address actions taken as a result of learner voice. For 2025/26, further changes are being brought in to increase opportunities for learners to express opinions, with an evolution of pupil leadership at all levels. When asked whether their ideas are taken seriously, the number of learners who answered 'yes' (39% - 2023/2024)</p>
<p>Wellbeing, Equity & Inclusion (ALN and Inclusion)</p>	<p>KS4 data 2023-2024 indicates that students with Additional Learning Needs are consistently performing below the overall student population across various metrics. This underscores the importance of providing targeted support and interventions to help ALN students improve their academic outcomes and achieve their full potential.</p> <p>ALN review week is calendared termly and involves Staff comments on IDP outcome pupil progress using OneDrive, Book scrutiny and lesson observations (pupil trail) – informs ALN pupil progress and teacher support for understanding ALN where required.</p> <p>Autism Wales accreditation achieved</p>

	ADHD handbook and resources being prepared by Swansea LA with working party including STF Manager (CMD) – whole staff training to be calendared for 2025-2026
Curriculum, Teaching & Learning	<p>A comprehensive Digital Competency (DC) audit was completed by all departments, with findings analysed to identify gaps in provision. This led to the development of targeted action points and the implementation of common approaches across the school – notably, 'DCF Unplugged' (developing computational thinking without the use of technology) and research skills. A skills' toolkit has been created to ensure consistency in approach to teaching and use of terminology across the curriculum. Professional Learning sessions and proformas/powerpoint slides have been provided to support staff and the use of these strategies has been a focus in book looks. Next year, we expect to see more embedded use of these and more evidence of consistent and high standard teaching of digital skills in lesson observations and learning walks. Each department completed an evidence template, and this evidence has been collated and made accessible to staff to drive consistency. During the autumn term, registration time was used to deliver sessions on the health and wellbeing strand of Citizenship; more specifically to develop pupils' understanding of the positive and negative influences of excessive screen time and gaming. A clear and practical DCF Policy has been produced, informed by these best practices and outlines a clear and strategic approach to embedding digital skills across the curriculum. A whole-school assembly was delivered to all year groups to raise awareness of DCF skills, with pupil surveys indicating that learners can now identify these skills across subjects. Parents and carers have also been provided with guidance to support their children's digital development in the form of 'top tips' sent via ClassCharts announcements. A staff competency questionnaire was conducted which has highlighted key areas for staff development, as well as staff interests in new technologies. i.e. Artificial intelligence to support teaching and learning. Visits to Gowerton Comprehensive and Pentrehafod are scheduled for July as part of our ongoing commitment to sharing best practice. We look forward to gaining valuable insights into the approaches being employed in other schools, which will help us further enhance our digital competency provision across the curriculum. To assist in gathering some baseline data to assess pupil understanding and progress, a pupil assessment has been created. Pupils in the current Year 7 and 8 cohorts will complete this by the end of this academic year. In September, the new year 7 cohort will complete the assessment.</p> <p>Participation and pupil thinking ratio have been a key focus of whole-school improvement this year. A structured programme of professional learning was delivered to all staff, followed by a period of embedding strategies in classroom practice. Lesson observations were then conducted to evaluate the implementation and effectiveness of these strategies. Observation proformas were analysed, and the resulting action points were shared with staff to inform next steps.</p>

One significant outcome of this process was the decision to adopt the use of mini whiteboards as a whole-school strategy to support active participation. This decision was directly informed by lesson observation findings. Additional professional learning was subsequently provided to ensure staff were confident in using mini whiteboards effectively. A second round of lesson observations took place in May 2025, allowing for a direct comparison with the initial observations from November 2024. The findings demonstrated a clear and positive impact: there was a marked increase in pupil participation, with more learners actively engaging in lessons and demonstrating a deeper understanding of the content being taught.

This cycle of monitoring and evaluation has been instrumental in identifying the next area for development. While participation levels have improved, the quality and frequency of pupils' oracy contributions remain an area for growth. As a result, enhancing oracy will be a key focus in the 2025–26 School Improvement Plan

The 14–16 curriculum has undergone a comprehensive review to align with the new GCSE specifications due for implementation in September 2025. All Heads of Department, who have new specifications in the first 'wave', have been fully briefed on the forthcoming changes and were given dedicated time to read and discuss the new specifications in advance of the national WJEC-led meetings. This proactive approach has ensured that departments are well-informed and prepared.

As a result, significant updates have been made to schemes of work, with new resources developed and assessment structures revised to reflect the shift in both examination and non-examination components. Departments have demonstrated strong engagement with this process and are as prepared as possible for the introduction of new non-examination assessments and, in some cases, the restructured formal examinations.

The impact of this work is already evident in the increased confidence among staff and the readiness of departments to deliver the new qualifications. However, we recognise that further adjustments will be necessary as the specifications begin to be taught. Ongoing support and time for reflection and adaptation will be provided throughout the next academic year.

Looking ahead, the school will continue to monitor and evaluate the implementation of Wave 1 curriculum changes while also beginning preparations for Wave 2. Although a full audit of curriculum coverage across all Areas of Learning and Experience has not yet been completed, this will be a priority for the coming year once further guidance becomes available. This will ensure that all pupils in years 10 and 11 receive a broad and balanced curriculum that meets the full intent of the Curriculum for Wales.

The promotion of the Welsh language and Welsh identity has remained a key priority this year, aligned with the requirements of the Curriculum for Wales (CfW) and the aims of the Welsh Language Charter. We are currently

working towards the Siarter Iaith Bronze award and much work has been done on this this academic year. An action plan was drawn up at the beginning of the year and this was used as a template for much of the work that has been done. Initially, A staff survey was conducted to identify training needs, and the results were carefully analysed to generate targeted action points which will be taken forward as a priority next year. Information about the Welsh Language Charter was produced in a Teaching and Learning Bulletin.

To evaluate pupil engagement, a pupil survey was conducted alongside the Welsh Language Charter questionnaire. All pupils responded, and the feedback was used to inform further planning. Assemblies delivered to all year groups have included Welsh language and cultural themes, and the use of Welsh for greetings and dismissals has become standard practice. Welsh is used in assemblies and school events, reinforcing its importance in the daily life of the school but this is something that needs to be done more consistently. In addition, though some staff are using incidental Welsh in and outside of lessons, this is something that will remain a priority for next year

Information about the Welsh Language Charter has been made available to parents and carers via the school newsletters. Criw Cymraeg groups have been successfully established. From Sept 2025, representatives of Criw Cymraeg will attend school council meetings to ensure pupil voice is central to the development of Welsh language initiatives. Criw Cymraeg has met up with cluster primaries for events, extending the use to the wider community.

Weekly Welsh lessons are provided for staff to build knowledge and confidence in the use of Welsh. This is currently regularly attended by at least two members of staff.

Homework has been a key area of focus this year, with a strong emphasis on ensuring consistency, purpose, and impact across all departments. Initial consultation and discussion took place during Heads of Department meetings to agree on the frequency of meaningful homework tasks for both core and foundation subjects. A survey was also sent out to pupils and parents, asking for their views on homework and the kinds of homework that they believe should be offered. This collaborative approach led to the drafting of a new whole-school homework policy, which was reviewed, amended, and finalised with input from all HoDs.

As a result, homework is now set, assessed, and monitored regularly across all departments. Evidence for this can be seen on Classcharts. The policy has helped to raise the profile of homework as a priority area, ensuring that tasks are purposeful and aligned with curriculum goals. A clear focus has been placed on reinforcing learning, developing retrieval skills, and supporting the application of knowledge.

There is more work to do on promoting a growth mindset when setting and assessing homework, which will contribute to an increase in pupil engagement and completion rates. This will be something that we look at next year when our focus will be on high expectations and appropriate challenge.

Guidance for parents to help them support their children with homework will be provided at the beginning of the new academic year, and the importance of completing tasks will be regularly communicated. Homework is now used more effectively to monitor pupil progress, particularly with the increased use of Carousel homework, with the information gathered helping to inform teaching and learning.

We have a system of rewards and sanctions to encourage consistent completion of homework, and so that this can be monitored. However, this is something that needs to be embedded more consistently. Departments have reviewed their own homework policies to ensure alignment with whole-school expectations, resulting in greater consistency in the setting, assessment, and monitoring of homework across the school.