

Ysgol Gyfun

PENYRHEOL

Comprehensive School

School Improvement Plan

Cynllun Datblygu'r Ysgol

2025-26

I Lwyddo Rhaid Credu

To Achieve you Need to Believe

Strategic Overview 2024-2025	
Workforce Planning: number of FTE TEACHERS	50.28
Pupil:Teacher Ratio	17.3:1

Grant Finance 2024-2025	
Source of Funding	Purpose
Pupil Development Grant (PDG)	<p>Breaking the link between disadvantage and educational attainment:</p> <ul style="list-style-type: none"> • Wellbeing Centre (Pawb) staffing and resources • Attendance and inclusion staffing; resources to support attendance strategy • Specialist intervention for pupils at risk of exclusion; personalised curriculum within a bespoke, nurturing environment. This includes staffing in the Thrive, Hive and Ty Cynnydd provisions. • Additional curriculum support and staffing for identified learners; reducing class size (7M and 8M); catch up programmes; small group tuition; pupil progress mentoring; • LRC after school staffing and resources.



Contextual Information – Pupils

2025-26	Y7	Y8	Y9	Y10	Y11	Total
Eligible for Free School Meals	35	39	33	37	41	185
Looked After Children	1	2	3	1	3	10
English as an Additional Language	8	18	3	12	5	46
'A' on the language acquisition model						
'B' on the language acquisition model	1	1			1	3
'C' on the language acquisition model						
'D' on the language acquisition model	5			7	1	13
'E' on the language acquisition model	2	17	3	5	3	30
IDP (LA Maintained)	5	4	5	1	2	17
IDP (School Maintained)	19	6	14	8	16	63
Universal Provision	1	45	45	23	0	114

Headline Figure Targets 25/26

- Level 2 Threshold 68%
- Level 12 Threshold 95%
- Capped 9 360
- Level 2 Threshold (FSM) 50%
- 5 A*/A 19%

Headline Figures

	2025 Target	2025 Actual
Level 2 Threshold	70%	60%
Level 1 Threshold	94%	85%
Capped 9	360	327
Level 2 Threshold (FSM)	50%	40%



Date of Last Inspection:
October 2018

Current Performance:
(Inspection Areas 1 - 5)
GOOD

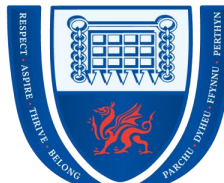
Subsequent Monitoring:
None / LA / Estyn / GS / MA

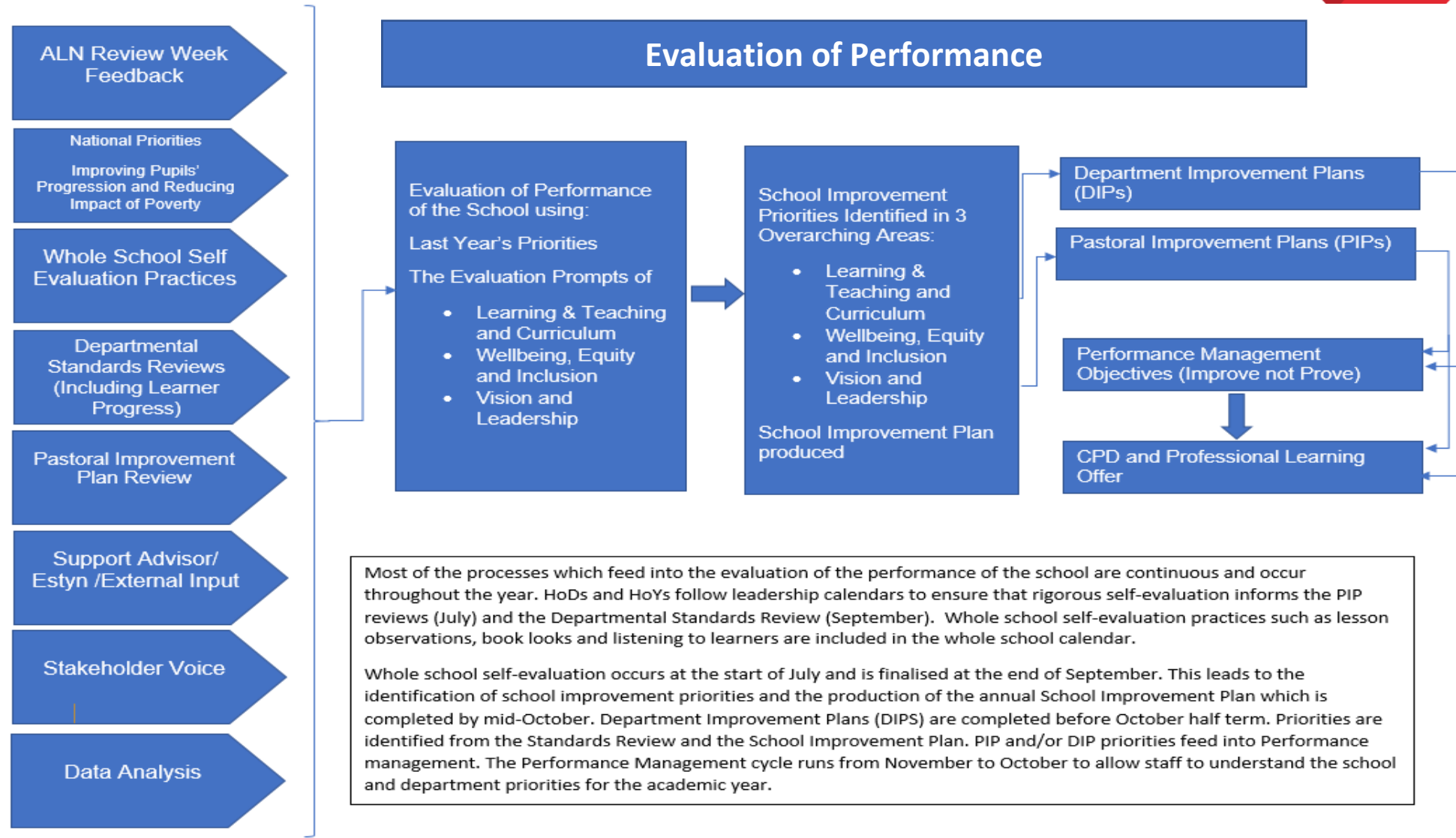
Recommendation	Commentary on progress	RAG
<p>R1: Improve standards of pupils' literacy and numeracy across the curriculum.</p>	<p>This recommendation, from 2018, was based on the numbers of pupils achieving level 2 qualifications in Maths or English but not both. As a school, we have subsequently targeted improving standards of literacy and numeracy across the curriculum. There is now a clear strategy to raise standards of literacy and numeracy, based on areas for improvement identified through quality assurance work. Early indications are positive but we need to proceed through multiple cycles to properly evaluate the success of the strategy.</p>	<p>Yellow</p>
<p>R2: Improve planning to address any weaknesses in teaching and assessment.</p>	<p>This has been a major aspect of the school improvement plan for the last four years. In recent years, we have evolved our quality assurance processes to look at quality of pupil learning and progress rather than aspects of compliance. Whilst still in its early stages, the new QA processes are allowing us to identify strengths and areas for development at the individual, department and whole school level. This is aligned with our evolving professional learning offer and is linked with individual staff performance management. QA processes at the department level feed into whole school evaluation and improvement planning; QA processes at the whole school level feed into departmental evaluation and improvement planning.</p>	<p>Yellow</p>
<p>R3: Improve provision to develop pupils' Welsh language skills in situations other than Welsh lessons.</p>	<p>In response to this recommendation, we appointed a Siarter lath champion. This strategy paused due to staffing changes. In 2023, we again pursued the Siarter lath and now have a 'Cryw Cymraeg' to champion the use of Welsh outside of Welsh lessons. Our Siarter lath champion teaches incidental Welsh to staff and this is also part of Professional Learning in 2025/26.</p>	<p>Blue with school crest</p>

Leadership Structure 2025-2026

Headteacher

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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Vision and Leadership

Wellbeing, Equity and Inclusion

Learning & Teaching, and Curriculum

School Improvement Area:
Vision and Leadership



Strategic Goals/Priorities 2025-26

- 1 To ensure that whole school quality assurance has a positive impact on learner outcomes
- 2 To ensure that quality assurance by middle leaders has a positive impact on learner outcomes.
- 3 To further embed strategies to reduce the impact of disadvantage on attainment.
- 4 To further develop opportunities and impact of pupil leadership across the school.
- 5 To further develop Welsh language and culture across the curriculum.
- 6 To develop a reading culture across the school

1. To ensure that whole school quality assurance has a positive impact on learner outcomes.



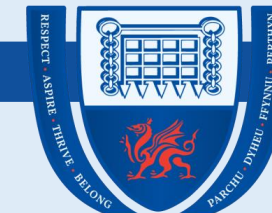
Success Criteria

- All teachers plan higher quality teaching and learning experiences on the basis of quality assurance feedback.
- All pupils experience more effective teaching and learning through improvements to pedagogical practice.
- All pupils experience more positive outcomes as learners.
- All SLT achieve more robust synthesis and evaluation of teaching and learning through improved quality assurance processes.

Key for termly evaluation

Very good progress	Strong progress		Satisfactory progress		Limited progress
Term 1	Term 2			Term 3	
Actions	Lead	Time	Resources	Evidence/Monitoring	
Develop new QA documents for lesson observations and work scrutiny.	DB	July 2025	SLT meetings	Lesson observation and work scrutiny documents reflect new language and priorities.	
Provide training for SLT regarding use of key language and documentation.	DB	July 2025	Anthony Jones PL Emma Pole PL	All SLT are trained.	
Carry out lesson observations as part of whole school QA. Share feedback with teachers and HODs.	DB	Sept 2025	Link meetings	Lesson observation reports show strengths and areas for development for all staff. All staff receive clear feedback. All HODs receive feedback on departmental staff.	
Carry out work scrutiny exercise as part of whole school QA. Feedback is shared with teachers and HODs.	DB	Sept 2025	Link meetings	Work scrutiny reports show strengths and areas for development for all staff. All staff receive clear feedback. All HODs receive feedback on departmental staff.	
Synthesise and triangulate information from QA exercises (to ensure that an accurate picture of teachers, departments and the whole school is obtained).	DBSG	Sept-Oct 2025	Link meetings Department meetings SLT meetings	All QA information is synthesised. Synthesised QA information shows strengths and areas for development as a whole school.	
Share QA information with teachers, HODs and whole school.	DBSG	Sept-Oct 2025	Link meetings, Department meetings SLT meetings, Whole school bulletin	All HODs receive synthesised QA information. All staff receive synthesised QA information to inform whole school pedagogy.	
QA information is used for effective whole school evaluation.	DBSG	Autumn 2025 Summer 2026	SLT meetings Whole staff meetings	All middle and senior leaders use QA information to inform self evaluation and planning on a departmental and whole school level.	

2. To ensure that quality assurance by middle leaders has a positive impact on learner outcomes.

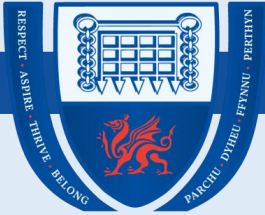


Success Criteria

- All teachers plan higher quality teaching and learning experiences on the basis of quality assurance feedback.
- All pupils experience more effective teaching and learning through improvements to pedagogical practice.
- All pupils experience more positive outcomes as learners.
- All middle leaders achieve more robust synthesis and evaluation of teaching and learning through improved quality assurance processes.

Key for termly evaluation

Very good progress	Strong progress		Satisfactory progress		Limited progress
Term 1	Term 2			Term 3	
Actions	Lead	Time	Resources	Evidence/Monitoring	
HODs select a QA focus class for each class teacher	SG	July & Sept 2025	Link meetings QA information 2024-5	All class teachers have a focus class for 2025-6, based on QA evidence.	
Provide training for HoDs regarding use of key language and QA documentation.	DB SG	July & Sept 2025	Anthony Jones PL Link meetings	All HODs are trained.	
HoDs carry out lesson observations as part of HODs QA. Feedback is shared with class teachers and link SLT.	SG	Sept-Oct 2025 & March-April 2026	Link meetings Departmental meetings	Lesson observation reports show strengths and areas for development for all departmental staff. All departmental staff receive clear feedback. All SLT receive feedback on departmental staff.	
HoDs carry out work scrutiny as part of HODs QA. Feedback is shared with class teachers and link SLT.	SG	Sept-Oct 2025 & March-April 2026	Link meetings Departmental meetings	Work scrutiny reports show strengths and areas for development for all departmental staff. All departmental staff receive clear feedback. All SLT receive feedback on departmental staff.	
HoDs carry out learner voice exercises	SG	March-April 2026		Learner voice report shows strengths and areas for development within teaching and learning.	
HODs synthesise QA information to effectively evaluate class teachers and their own department. Class teachers and link SLT receive feedback.	SG	Sept-Oct 2025 & March-April 2026	Link meetings Departmental meetings	All QA information is synthesised. Synthesised QA information shows strengths and areas for development for class teachers and departments.	
SLT evaluate the effectiveness of the actions of HODs.	SLT	Sept-Oct 2025 & March-April 2026	Link meetings	All SLT synthesise the QA reports from HODs. Effectiveness of HODs is evaluated and shared.	
HOYs synthesise and triangulate attendance data, achievement/behaviour points and exclusion data to determine positive impact on learners.	SG ER HOYs	November 2025, March & June 2026	Link meetings	All QA information is synthesised. Synthesised QA information shows strengths and areas for development for HOYs leading their year groups.	
SLT use QA information to evaluate the effectiveness of the actions of HOYs.	ER	November 2025, March & June 2026	Link Meetings	SLT synthesise the QA information from HOYs. Effectiveness of HOYs is evaluated and shared.	



3. To further embed strategies to reduce the impact of disadvantage on attainment.

Success Criteria

- All teachers plan higher quality teaching and learning experiences that explicitly address barriers faced by disadvantaged pupils and maximise engagement and progress.
- All pupils experience more positive outcomes as learners, with disadvantaged pupils achieving progress and attainment in line with their peers.
- All pupils experience more effective teaching and learning through adaptive pedagogy and targeted support that reduces gaps in attainment for disadvantaged learners.
- All pupils experience enrichment activities and can set high expectations and raise aspiration.

Key for termly evaluation

Very good progress

Strong progress

Satisfactory progress

Limited progress

Term 1

Term 2

Term 3

Actions

Lead

Time

Resources

Evidence/Monitoring

Analyse exam and assessment data to identify attainment gaps linked to disadvantage indicators (FSM, care-experienced, EAL, young carers etc.)

SM/SG

10/9/25

SMID
Time allocated for staff meetings/data discussions

Data reports produced for all key stages
List of priority pupils agreed for new year 11 cohort

Create data profiles for cohorts and individual pupils most at risk. Share with all staff.

SM

10/9/25

NACE access / Network Meetings (Bishopston)

All staff aware of priority learners

Ensure disadvantaged learners are represented in ASPIRE.

SM

2/10/25

SMID
SIMS

ASPIRE lists for year 10 and 11 to show equitable provision for disadvantaged learners

Map current parental engagement and identify and reduce barriers for disadvantaged families.

SM/SG

30/9/25
20/12/25

Translation services

Engagement audit and two events delivered by 20/12 (>20% increase in progress evening attendance for eFSM learners)

Review Penyrheol Pedagogical Principles and highlight those of particular benefit to disadvantaged learners ahead of observations.

LOOMs on Pedagogical Principles

Ensure that priority learners are included in intervention for literacy and numeracy

SM/AD
M/DH

1/10/25

Lexonik Training
Scholars Programme

>40% of learners in interventions and 55% of those in MAT activities are disadvantaged learners with all learners making positive progress.

Launch pilot parent/carers workshops

SM

18/9/25

Surveys to show parent feedback

Track and monitor progress of priority pupils in interventions and whole school data drops including pupils with alternative provision.

SM/SG

After each
data drop

SMID
SIMS

Tracking occurs through the data drops with a nominated member of staff tracking attainment, timetable/provision changes and further interventions.

4. To further develop opportunities and impact of pupil leadership across the school.



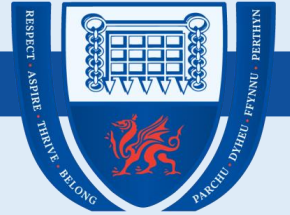
Success Criteria

- All staff create regular opportunities for pupils to share their views and contribute ideas that inform school improvement and decision-making.
- All pupils are given opportunities to participate actively in leadership roles and pupil voice activities, influencing aspects of school life and culture.
- All pupils feel confident that their voices are heard and see tangible changes as a result of their feedback and leadership.

Key for termly evaluation

Very good progress		Strong progress		Satisfactory progress		Limited progress		
Term 1			Term 2			Term 3		
Actions		Lead	Time	Resources	Evidence/Monitoring			
Assign Pupil Senior Leadership Team roles and communicate with whole school via 'You said, We did' video		SM ER	27/6/25 31/10/25 20/12/25	Video software Training for PSLT	'You Said, We Did' published each half term Pupil feedback in surveys indicates awareness of pupil leadership actions.			
Assign core value ambassador roles and prefects for forms		SM	18/7/25		Clear role descriptors and expectations documentation Active participation in duties and surveys show improved pupil perception of support.			
All pupils take part in a democratic voting process to elect pupil representatives for Penyrheol Parliament.		SM PWL	20/9/25	Assembly / Loom to introduce	100% participation in voting across forms Elected representatives announced and shared			
Engage Penyrheol Parliament with Senedd Training		SM	26/9/25	Senedd Education support	Completed training Improved quality and clarity of proposals			
Finalise the PSIP with core priorities for 25/26		SM SLT	1/10/25	PSLT time SLT Meeting time	Added section on SIP for pupil priorities. Pupils able to articulate key priorities in surveys/focus groups			
Create pupil committees to focus on core priorities		SM/HL/SI	31/10/25		Regularly scheduled meetings for all committees Minutes and actions recorded for each meeting. Progress shared with wider school.			
Monitor progress of priorities and update with emerging issues.		SM	20/7/26	SIP evaluation Pupil Leadership Videos	Issues raised addressed within set timescales Increased pupil satisfaction with leadership opportunities.			

5. To further develop Welsh language and culture across the curriculum.



Success Criteria

- Clear and visible leadership for Welsh language development
- School website reflects active participation in the *Siarter Iaith* and *Criw Cymraeg* initiatives
- Welsh links across subjects are stronger and more explicit
- Increased pupil use of Welsh in and outside of lessons
- Staff confidently use and model incidental Welsh phrases in day-to-day interactions

Key for termly evaluation

Very good progress

Strong progress

Satisfactory progress

Limited progress

Term 1

Term 2

Term 3

Actions

Lead

Time

Resources

Evidence/Monitoring

1. Create a strong governor link for Welsh language and culture	ALL SLT	Autumn term 2025	ALL who is a teacher governor to mention this in first Governors meeting 2025/26. All governors already have an AOLE Link but there is a need for an individual and separate link for Welsh	Governor appointed; minutes from meetings; regular engagement
2. Update school website with Siarter Iaith and Criw Cymraeg information	ALL JE	Autumn term 2025	ALL to liaise with JE , providing all information, relevant Website admin access, pupil voice, photos	Website section live; screenshots; pupil contributions
3. Carry out curriculum audit with HoDs on Welsh language and cultural links	ALL SLT	Spring term 2025	Audit templates, questionnaires meeting time with HoDs	Completed audit; shared report with recommendations
4. Increase and encourage pupil engagement with Welsh in daily routines	Criw Cymraeg ALL	2025/26	Reward systems, Prize for most achievement points for speaking Welsh, form time quizzes and incidental Welsh, assemblies, Welsh lunch club	Pupil voice; monitoring logs; recognition systems in place / prizes
5. Develop and distribute incidental Welsh phrase booklets or lanyards for all staff	ALL	Autumn term 2025	Design & printing budget	Booklets/lanyards distributed; staff feedback; usage in learning walks



6. To develop a whole school culture for reading

Success Criteria

- All teachers actively promote reading for pleasure through visible displays and classroom discussion.
- All pupils engage with reading events and demonstrate enthusiasm for reading beyond the classroom.
- All pupils experience an enriched reading culture reflected in pupil voice feedback and participation rates.

Key for termly evaluation

Very good progress

Strong progress

Satisfactory progress

Limited progress

Term 1

Term 2

Term 3

Actions

Lead

Time

Resources

Evidence/Monitoring

Gather pupil voice on reading habits and interests	SM	10/9/25	TL bulletin on promoting reading for pleasure.	Completed surveys with updated information on reading across school and at home Bulletin attachment
Launch "I am currently reading..." posters on classroom doors	SM	3/9/25	Templates for door posters	Walkthroughs confirming "I am currently reading..." displays in place.
Train year 10 and 11 pupils as 'Reading Buddies' to engage younger learners and create opportunities for reading aloud	SM	30/9/25	Partneriaeth resources	'Reading Buddies' intervention running by October with over 90% attendance.
Celebrate World Book Day with competitions, events and assemblies	SM	10/3/26	World Book Day resources and promotional materials.	Photographs and records of World Book Day activities.
Run 'Gift a Book' initiative to give all learners a book	SM	20/12/25	Second hand books	All pupils take a book home over the summer holidays.
Invite authors in for talks and Q&A sessions	SM	?	Cover-to-Cover link Waterstones link	
Resurvey pupils on reading habits to monitor progress.	SM	20/7/26	Microsoft Forms	Pupil voice surveys showing increased reading engagement.

Vision and Leadership



Longer Term Priorities:

Priority	Progress Steps	CPD	Resources	Timescale



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**



Strategic Goals/Priorities 2025-26	
1	To improve Whole School Attendance (focus on eFSM and girls' attendance)
2	To enhance our proactive approach to behaviour through the development of the Thrive room
3	To become an Anti-racist School- enhancing safeguarding procedures
4	To Improve provision through embedding the new pastoral structure
5	To develop the role and impact of the Progress and Wellbeing Coach
7	To improve staff awareness of Neuro Diversity with a focus on ADHD
8	To further progress strategies for differentiation through Universal Provision





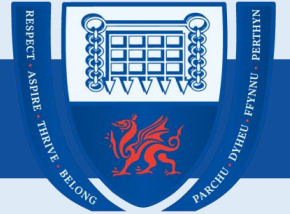
1. To improve Whole School Attendance (focus on eFSM and girls' attendance)

Success Criteria

- Attendance improves to 88% and above
- Attendance of eFSM learners improves to 88%
- Attendance of girls improves to 87% and above
- The number of persistent absentees across the whole school reduces

Key for termly evaluation

Very good progress		Strong progress		Satisfactory progress		Limited progress	
Term 1			Term 2			Term 3	
Actions	Lead	Time	Resources	Evidence/Monitoring			
Monitor and track attendance through fortnightly meetings between PWL and EWO	ER	Sept 25- July 26	Meeting time	Attendance data produced and trends and patterns analysed. Attendance letters sent to parents/carers. EW1 completed where necessary. Parent/carer meetings are arranged.			
Monitor daily attendance and report any concerns or trends.	GL PWC/PWL	Sept 25- July 26	GL/PSO admin time	Pupils are contacted and sighted if absent for three days without parental contact.			
Promote an understanding of good attendance with parents/carers - share attendance information via social media	ER/GL HL	Sept 25- July 26	HL admin time	Increase in number of social media posts relating to attendance Parent/learner surveys			
Agenda attendance for all PWL and link meetings	ER	Sept 25- July 26	Meeting time	Meeting agendas, impact on learner progress.			
Promote and present attendance rewards for all year groups	ER PWL	Sept 25- July 26	£500 for attendance vouchers – form breakfasts	Track attendance per form/year group/whole school attendance % improvements across whole school			
CFLOW to work with pupils with attendance between 60-70%	CR ER	Sept 25- July 26	CFLOW salary	Individual pupil attendance improves. Pupil case studies to evidence impact of CFLOW with the community.			
Virtual school set up to support 12 learners across the school who are struggling with ESBA	DB ER	Sept 25- July 26	Cost of Virtual school	Attendance of 12 learners improves, all KS4 learners achieve level 2 qualifications			
Carry out attendance mentoring every two weeks	PWL	Sept 25- July 26	PWL timetables	Improved attendance for all pupils receiving mentoring. Data collected at start and end of mentoring.			



2. To enhance our proactive approach to behaviour through the development of the Thrive room

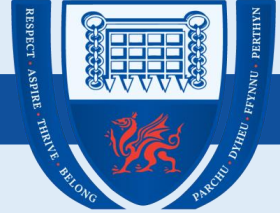
Success Criteria

- The number of exclusions decreased by 10% and the number of missed detentions decreased by 25%.
- Referred pupils actively participate in THRIVE mentoring and show progress in social-emotional development and behaviour.
- Increased number of pupils are receiving behaviour support and the number of Red and Amber pupils on BRAYG reduced.

Key for termly evaluation

Very good progress	Strong progress	Satisfactory progress	Limited progress
Term 1	Term 2		Term 3

Actions	Lead	Time	Resources	Evidence/Monitoring
Develop Thrive room policy and procedures document	ER	Sept 25 - Dec 25	Policy document	Policy and procedures document to be shared with all stake holders
Develop resources for learners to complete when in the Thrive room e.g. reflection sheet	CF/KB	Sept 25 - Dec 25	HODs provide curriculum resources	Resource area mapped to curriculum area on Thrive One Drive
Develop vision, culture and ethos of Thrive room	ER	Sept 25 – July 26		Learner voice surveys
Set up a referral system for PWL and SLT to refer behaviour incidents to the Thrive room.	ER/CF	July 25 – Sept25		Analyse number of referrals, track and monitor referral system
Monitor behaviour incidents using Class Charts	CF/KB	July 25 – Sept25	Admin time	Analyse data from Class Charts termly, BRAYG lists analyse number of Red, Amber, Yellow pupils.
Refer relevant pupils to THIVE to access THRIVE mentoring	CF/KB	July 25 – Sept25	Thrive mentoring	Number of pupils who have received Thrive mentoring, impact on behaviour analysed. Completed mentoring booklets



3. To become an Anti-racist School- enhancing safeguarding procedures

Success Criteria

- Anti-racist policy is embedded across the whole school
- Increased number of pupils reporting racist incidents
- All staff feel able to deal with racist incidents effectively
- All learners feel confident that when a racial incident occurs it is dealt with consistently.

Key for termly evaluation

Very good progress

Strong progress

Satisfactory progress

Limited progress

Term 1

Term 2

Term 3

Actions

Lead

Time

Resources

Evidence/Monitoring

Provide training for all staff from Show Racism the Red Card

ER

Sept 25

INSET training

Staff voice survey – shows that staff are more confident with reporting racist incidents

SLT complete DARPL training

ER/SLT

Sept 25
–July 26

DARPL e-learning

All members of the Pastoral Team complete DARPL training

ER

Sept 25
–July 26

DARPL e-learning

Learner voice surveys show that learners have increased confidence in how staff are dealing with racist incidents

Publish Anti-racism policy with Safeguarding policy

ER

Sept 25

Policy

Policy – analysis of number of reported racist incidents

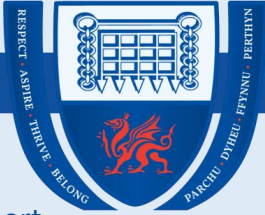
Develop anti-racism lessons as part of Health and Wellbeing programme

GD

Sept 25
–July 26

Health and Wellbeing lessons

Learner voice surveys analysed to show that less racist incidents are happening



4. To improve wellbeing provision through embedding the new pastoral structure.

Success Criteria

- All teachers understand and consistently apply the new pastoral structure, ensuring early identification and support for pupils' wellbeing needs.
- All pupils know who to approach within the new pastoral system and feel confident accessing support for their wellbeing.
- All pupils experience improved wellbeing outcomes, reflected in reduced behaviour incidents, increased attendance, and positive pupil voice feedback about pastoral support.

Key for termly evaluation

Very good progress

Strong progress

Satisfactory progress

Limited progress

Term 1

Term 2

Term 3

Actions

Lead

Time

Resources

Evidence/Monitoring

Ensure all staff are aware of roles and responsibilities within the pastoral team and opportunity given for questions.

SM

1/9/25

INSET time / LOOM videos
Microsoft Form

LOOM Videos /Handouts
Microsoft Form

Communicate all changes with parents and give opportunity for questions to be asked.

DB
SM

3/9/25

LOOM video
Microsoft Form

LOOM Video
Microsoft form

Deliver training on Provision Map in order to ensure cohesive understanding of learner provision.

SM

2/9/25

INSET time / HOYs meeting
Training videos

INSET minutes
Clear integration of Provision Map across ALN and Wellbeing teams

Timetable PAWB in order to ensure full coverage and additional opportunities for intervention

SM

5/9/25

Time – morning /Wellbeing
Referrals / Provision Map

Pastoral Meeting Minutes
Caseload records

Set up regular monitoring of the new pastoral model's effectiveness

SM

20/10/25
18/7/26

Wellbeing Referrals

Regular use of wellbeing referral account

Evaluate the impact on wellbeing metrics (attendance, engagement, mental health support utilisation).

SM

20/10/25
18/7/26

Surveys – staff, parents,
pupils

Survey results (pupil, staff, parents) and provision map data
Improved score in 1 point scale across 6 week interventions

Adjust the structure based on feedback and data.

SM
ER20/10/25
18/7/26

14point scale (Warwick Univ
ersity) / Provision Map

Updated documentation
Weekly bulletin changes

Review full impact and plan changes for 2026/2027

SM

20/6/26

Wellbeing data
Provision Map

Self-evaluation report



5. To develop the role and impact of the Progress and Wellbeing Coach

Success Criteria

- All teachers understand the role of the Progress and Wellbeing Coach and collaborate effectively to identify and support pupils' academic and wellbeing needs.
- All pupils engage with mentoring and daily activities led by the Progress and Wellbeing Coach, helping them to develop strategies for academic progress and emotional wellbeing.
- All pupils demonstrate measurable improvements in academic performance and wellbeing indicators, reflected in progress data, pupil voice surveys, and reduced pastoral concerns.

Key for termly evaluation

Very good progress

Strong progress

Satisfactory progress

Limited progress

Term 1

Term 2

Term 3

Actions

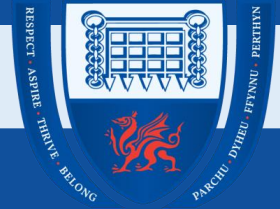
Lead

Time

Resources

Evidence/Monitoring

Outline role and communicate expectations around Progress and Wellbeing Coaches	SM/ELR	18/7/25	Documentation	Documentation available and reshared in September.
Finalise resources for daily activities and mentoring	SM	18/7/25	Tracker Booklet Mentoring Booklet	Book looks and learning walks during registration show all forms are engaging with activities.
Clarify the specific wellbeing duties and expectations for form tutors (e.g., monitoring student progress, providing emotional support, identifying wellbeing issues).	SM ELR	2/9/25	INSET time Year Team meetings Scripts	Year Team meeting minutes show evidence of discussion of student progress and wellbeing support.
Begin academic mentoring using data from summer 2025. Mentoring lists updated each half term.	SM PWC	12/9/25	Microsoft Form	Completed mentoring booklets Learners report positive impact
Conduct surveys with students, staff, and parents to gather feedback on the form tutor's effectiveness in supporting both academic progress and wellbeing.	SM	20/12/25	Booklets Loom Videos 14 point scale	Completed surveys show academic improvements and wellbeing metrics indicate statistically significant positive improvement.
Review impact of mentoring following each summative assessment / exam series.	SM	From 11/25	Microsoft forms SMID	Survey results Quintile data and exam data
Fully review the changed role and impact of this	SM	20/6/25	Pastoral team meetings Meetings with PWC Mentoring and progress data (SMID)	Meeting minutes and data



6. To improve whole school awareness of Neuro Diversity with a focus on ADHD

Success Criteria

- Staff understand the signs & symptoms of ADHD and can apply strategies for ADHD in their classrooms and wider school environment.
- Pupils with ADHD feel valued and understood.
- Parents of pupils with ADHD feel that their child is supported across all areas of the school.

Key for termly evaluation

Very good progress

Strong progress

Satisfactory progress

Limited progress

Term 1

Term 2

Term 3

Actions

Lead

Time

Resources

Evidence/Monitoring

Produce ADHD Toolkit for all staff and available on Staff Area of R Drive

ADM /
CMDAutumn
Term
2025ADHD Toolkit – Swansea
LA

Staff voice survey – shows that staff are more aware about ADHD

Provide training for all staff about ADHD using the LA toolkit

ADM /
CMDAutumn
Term
2025

INSET training (Twilight)

Pupil & Parent Surveys - ADHD pupils feel more understood



7. To further progress strategies for differentiation through universal provision

Success Criteria

- Staff have access to universal provision strategies and utilise these in their classrooms
- Pupils feel more supported in class and feel that staff understand their needs more

Key for termly evaluation

Very good progress

Strong progress

Satisfactory progress

Limited progress

Term 1

Term 2

Term 3

Actions

Lead

Time

Resources

Evidence/Monitoring

Calendar differentiation drop-in slots for staff 2025-2026

ADM

Sep 2025

Minutes from drop-in slots for staff to send work that they would like us to advise on for differentiation tips/strategies

Differentiation strategies included where appropriate in Departmental Meeting minutes

Update ALN Pupil One Page Profiles

ADM /
CMD

Oct 2025

OPP proforma

OPP used regularly by staff to help understand the needs of the pupils with IDPs

Conduct book looks as part of 3 x ALN Review Weeks

ADM

Nov 2025
Feb 2026
Jun 2026

Create and share Differentiation toolkit with staff

ADM

Oct 2025

Staff exemplar Booklet produced with universal provision strategies for areas of need

Differentiation workbook for INSET day training produced

Complete initial staff survey on knowledge & understanding of provision for various needs

ADM

Sep 2025

Staff voice survey – pre/post universal provision training

2 x Pupil surveys – how supported they feel

ADM

Sep 2025
Jun 2026

Pupil Voice survey – do pupils feel better supported through universal provision?

Wellbeing, Equity and Inclusion



Longer Term Priorities:

Priority	Progress Steps	CPD	Resources	Timescale



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**



Strategic Goals/Priorities 2025-26

- 1 [To embed consistently high academic expectations and intellectual challenge in classroom practice](#)
- 2 [To further develop high-quality oracy skills to enhance learning across the curriculum](#)
- 3 [To further develop and embed high-quality extended writing opportunities across relevant subject areas](#)
- 4 [To further develop digital competency skills across a range of subject areas](#)
- 5 [To further develop pupils' numeracy skills across a range of subject areas](#)

1. To embed consistently high academic expectations and intellectual challenge in classroom practice



Success Criteria

- The quality of teaching improves as a result of all teachers having high expectations
- There is challenge for all pupils in all lessons
- Pupil outcomes improve : personalised assessments/ formal qualifications

Key for termly evaluation

Very good progress

Strong progress

Satisfactory progress

Limited progress

Term 1

Term 2

Term 3

Actions

Lead

Time

Resources

Evidence/Monitoring

Provide all staff training to support the consistent implementation of high-challenge pedagogical strategies

KJ
Partneriaeth01/09/25
05/01/26INSET time
Researched-based materials
PL and coachingLesson observations
Book Look outcomes
SOW have clear progression for challenge

Create bespoke coaching sessions and offer to all staff as part of twilight commitment

KJ

Throughout year – dates in calendar

Coaching resources e.g.
Loom videos
Dept time for collaborative planningCoaching timetable
Lesson observations
Loom Videos
Staff feedback

Create a bank of exemplar tasks and questions that model high challenge and cognitive demand

KJ

End Dec 25

Research-based materials
Time to create resourceTasks used and adapted
Department minutes where discussions take place

Ensure that high expectations and challenge are a focus in quality assurance exercises

KJ
SLT
HoDs

From Sept – dates in calendar

Proformas
Criteria
TimetablesReports
Reflections and action points
Trends identified

Conduct pupil voice to gather feedback on the level of challenge and expectations in lessons

KJ

Oct 25
May 26MS Forms
Registration time

Survey completed, analysed and action points developed

Create 'Pedagogy on a Page' for high challenge and cognitive demand as a quick reference

KJ

Sept 25

Time to create doc
Research-based materials

Resource shared and used

2. To further develop high-quality oracy skills to enhance learning across the curriculum



Success Criteria

- All teachers plan high-quality opportunities to develop pupils' oracy skills, including the use of tier 3 and subject-specific vocabulary
- All pupils use a wider range of ambitious vocabulary when speaking in class
- All pupils develop and extend their oral responses
- All pupils participate in oral activities in class

Key for termly evaluation

Very good progress

Strong progress

Satisfactory progress

Limited progress

Term 1

Term 2

Term 3

Actions

Lead

Time

Resources

Evidence/Monitoring

Create benchmark surveys for staff and pupils to identify areas in need of development

KJ

30.9.25

Microsoft Forms

Survey completed by most pupils and all staff

Deliver targeted professional development on oracy including strategies to develop and improve pupils' use of ambitious vocabulary

KJ

1.9.25

LOOM
PL sessionAll teaching staff attend at least one oracy CPD session.
Staff feedback indicates increased confidence in teaching oracy.
Lesson observations show increased use of oracy strategies

Trial specific turn-and-talk and group work strategies and share good practice in departments and HODs meetings

KJ
SMMeetings
Lesson resourcesAll departments trial activities
HODs and department minutes

Integrate oracy objectives into schemes of learning across all subjects

KJ
HoDs

22.9.25

Time
DiPs
SOLAll departments include oracy outcomes in at least one unit per term.
Curriculum documents reflect progression in oracy skills.
Pupil work and assessments include spoken components.

Develop pupil-led oracy opportunities across school

KJ
SLTFrom
SeptAssemblies
School events
Mock TrialsIncrease in pupil participation in oracy events (e.g. assemblies)
Pupil voice surveys show improved confidence in speaking

3. To further develop and embed high-quality extended writing opportunities across relevant subject areas



Success Criteria

- All teachers explicitly plan and teach high-quality extended writing opportunities, embedding consistent expectations and strategies across relevant subject areas.
- All pupils produce extended writing that demonstrates improved structure, coherence, and depth of ideas, appropriate to each subject's disciplinary style.
- All pupils show measurable progress in extended writing outcomes over time, reducing gaps for underachieving learners and contributing to stronger attainment across the curriculum.

Key for termly evaluation

Very good progress		Strong progress		Satisfactory progress		Limited progress		
Term 1			Term 2			Term 3		
Actions		Lead	Time	Resources	Evidence/Monitoring			
Develop a Whole-School Marking Code for Writing Errors		SM SM	Sept 25 Sept 25	T+L Bulletin PL Session	Marking code used across relevant departments Identify			
Identify underachieving learners and offer intervention		SM	Sept 25	TA training (SM/DH) Writing Revolution resources	Intervention strategies employed All pupils identified provided with and attend intervention sessions			
Provide staff training and CPD on writing expectations across the curriculum		SM	2/9/25	Partneriaeth Resources	Loom video/resources Writing strategies/expectations embedded in dept SOL and curriculum plans			
All relevant departments develop their own extended writing framework		SM KJ	Dec 25	PL learning sessions	Extended writing bespoke and relevant Extended writing in exercise books relevant to departments			
Introduce free writing time in registration for year 7-11.		SM	Sept 25	Exercise Books	Extended writing in all pupils' journals Improvement in development of ideas (CJ)			
Monitor and evaluate implementation through book looks, lesson observations and student voice		SM	Sept 25	QA procedures	Feedback from SLT to HODs and teaching staff on quality and impact of extended writing.			
Evaluate impact of extended writing on pupil outcomes		SM KJ	June 26	Comparative Judgement Book looks	Writing scores improve for >75% of learners			



4. To further develop & embed DCF skills across the curriculum

Success Criteria

- The teaching of research improves and is consistent across the curriculum
- Pupils are researching effectively in relevant subjects across the curriculum
- Pupils' research skills improve
- All teachers consider the stages of computational thinking and present this to pupils

Key for termly evaluation

Very good progress

Strong progress

Satisfactory progress

Limited progress

Term 1

Term 2

Term 3

Actions

Lead

Time

Resources

Evidence/Monitoring

Develop a central system for pupils and parents for resources on TEAMS to support storing, sharing and collaboration (DCF)	LF	Sept 25	Loom & resources Access to TEAMS via Hwb	Staff and pupils using TEAMS to share and store resources and encourage pupil collaboration
Develop and monitor computational thinking across all subject areas	LF KJ/SLT		Skills toolkit & All Staff OneDrive	Resources evident in book looks, lessons observations and learning walks. Feedback from SLT to HODs and teaching staff
Identify staff training needs and opportunities	LF KJ		DCF staff survey	Microsoft Forms – DCF staff survey
Analyse updated DCF audits to ensure research skills are now referenced.	LF HoDs		DCF subject audits	Audits completed to include DCF 3.1 Sourcing and searching criteria
Provide training on Immersive Reader and Learning Accelerator for staff on Artificial Intelligence to support learners.	LF		Prof Learning session Microsoft Office Immersive Reader Microsoft teams Learning Accelerators	Use of tools to support learners.
Highlight DCF skills in subject evidence presentations	LF		Penryheol HoDs > Documents > DCF	Evidence added by HODs
Analyse schemes of work to identify use of DCF, as well as potential missed opportunities.	LF KJ		Subject schemes of work	DCF highlighted in all schemes of work

5. To further develop pupils' numeracy skills across a range of subject areas



Success Criteria

- Teachers consistently use data-driven approaches to identify and support underachieving learners, implement SALUTE strategies effectively, and contribute to the refinement of the toolkit
- Pupils demonstrate improved confidence and competence in interpreting data through accurate calculations, clear written analysis, and effective graphical representation
- Targeted pupils (standardised scores 80–90) show measurable progress in numeracy skills and increased engagement with learning

Key for termly evaluation

Very good progress

Strong progress

Satisfactory progress

Limited progress

Term 1

Term 2

Term 3

Actions

Lead

Time

Resources

Evidence/Monitoring

Year 7 Underachieving learners identified and offered intervention
(Use of Procedural standardised scores to identify intervention needs-scores 80< pupil>90)

KC

Sept 25

TA training (KC/LM)
In-house Bootcamp
resources

Intervention strategies employed & progression tracked
All pupils identified provided with and attend intervention sessions

Whole school focus on Interpreting Data including calculations, written comments and graphical representation

KC

March 26

T+L Bulletin
PL Session
Partneriaeth Resources

Interpretation/explanation proforma used across relevant departments
Loom video/resources including the 'toolkit'
SALUTE embedded in dept SOL and curriculum plans

Analyse updated Numeracy audits to ensure Data Handling skills are now referenced

KC

April 26

Numeracy subject
audits

Audits completed to include NUM 5.4.1 Collecting Data, NUM 5.4.2 Representing Data and NUM 5.4.3 Interpreting Data

Monitor and evaluate implementation of SALUTE through book looks (2 per annum Yr8 & Yr9) and student voice

KC

w/c 15.12.25
23.3.26

QA procedures inc.
Numeracy Book looks

Feedback from SLT to HODs and teaching staff on quality and impact of SALUTE and data handling toolkit on learner progress

Refine and Develop the Numeracy toolkit, completing Strand 2 (Number) and 5 (Statistics) elements

KC

w/c 1.9.25
w/c 3.11.25
W/c23.2.26

Partneriaeth Resources
T + L Bulletin
PL Session

Powerpoints, teaching 'mats' and Loom video resources embedded in the toolkit

Learning & Teaching , and Curriculum



Longer Term Priorities:

Priority	Progress Steps	CPD	Resources	Timescale



Progress Tracker

		2025				2026						
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
Priority	Lead							X				
VL1												
VL2												
VL3												



