Ysgol Gyfun
PENYRHEOL
Comprehensive School

School Improvement Plan

Cynllun Datblygu'r Ysgol

2026-27

I Lwyddo Rhaid Credu

To Achieve you Need to Believe

Strategic Overview	
Workforce Planning: number of FTE TEACHERS	50.88 (inclusive of STF Teachers)
Pupil : Teacher Ratio	17.02:1

Grant Finance 2025-26	
Source of Funding	**Purpose**
Pupil Development Grant (PDG)	Breaking the link between disadvantage and educational attainment: • 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	36	41	42	33	32	184
Looked After Children	4	0	1	3	1	8
English as an Additional Language						
'A' on the language acquisition model						
'B' on the language acquisition model						
'C' on the language acquisition model						
'D' on the language acquisition model						2
'E' on the language acquisition model						14
IDP (LA Maintained)	5	6	5	5	1	22
IDP (School Maintained)	14	19	4	14	10	61

Headline Figure Targets 26/27

- Level 2 Threshold 70%
- Level 1 Threshold 92%
- Capped 9 360
- Level 2 Threshold (FSM) 50%
- 5 A*/A 17%

Headline Figures

	2026	2025
Level 2 Threshold	56%	64%
Level 1 Threshold	87%	87%
Capped 9	326	327
Level 2 Threshold (FSM)	42%	39.5%
5 A*/A %	11.1%	15.9%

Date of Last Inspection: May 2026	Current Performance: Not in follow up	Subsequent Monitoring: None / LA / Estyn / GS / MA

Recommendation	Commentary on progress	RAG
1. Improve attendance	In this year's SIP (Wellbeing, Equity and Inclusion Priority 1). Attendance is up on this point last year but it is too early to draw any conclusions.	
2. Strengthen the school's strategies to develop pupils' numeracy skills	In this year's SIP (Vision and Leadership Priority 1)	
3. Sharpen improvement planning	This year's SIP has 6 key priorities compared to 20 priorities in 25/26. DIPs and PIPs will also be more streamlined to make sure we focus on our top priorities. This year's SIP has an increase in quantifiable KPIs.	
4. Improve the use of Welsh outside the Welsh classroom to further develop pupils' language skills	As part of our action plan, we are working towards achieving the Bronze Siarter Iaith Award before Easter this year.	

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

Evaluation of Performance

- ALN Review Week Feedback
- National Priorities
  Improving Pupils' Progression and Reducing Impact of Poverty
- Whole School Self Evaluation Practices
- Departmental Standards Reviews (Including Learner Progress)
- Pastoral Improvement Plan Review
- Support Advisor/ Estyn /External Input
- Stakeholder Voice
- Data Analysis

Evaluation of Performance of the School using:

Last Year's Priorities

The Evaluation Prompts of

- Learning & Teaching and Curriculum
- Wellbeing, Equity and Inclusion
- Vision and Leadership

School Improvement Priorities Identified in 3 Overarching Areas:

- Learning & Teaching and Curriculum
- Wellbeing, Equity and Inclusion
- Vision and Leadership

School Improvement Plan produced

- Department Improvement Plans (DIPs)
- Pastoral Improvement Plans (PIPs)
- Performance Management Objectives (Improve not Prove)
- CPD and Professional Learning Offer

Most of the processes which feed into the evaluation of the performance of the school are continuous and occur throughout the year. HoDs and HoYs follow leadership calendars to ensure that rigorous self-evaluation informs the PIP reviews (July) and the Departmental Standards Review (September). Whole school self-evaluation practices such as lesson observations, book looks and listening to learners are included in the whole school calendar.

Whole school self-evaluation occurs at the start of July and is finalised at the end of September. This leads to the identification of school improvement priorities and the production of the annual School Improvement Plan which is completed by mid-October. Department Improvement Plans (DIPS) are completed before October half term. Priorities are identified from the Standards Review and the School Improvement Plan. PIP and/or DIP priorities feed into Performance management. The Performance Management cycle runs from November to October to allow staff to understand the school and department priorities for the academic year.

Vision and Leadership

Wellbeing, Equity and Inclusion

Learning & Teaching, and Curriculum

School Improvement Area:

Vision and Leadership

Related to the Post Inspection Action Plan (2026): **2. Strengthen the school's strategies to develop pupils' numeracy skills.**
Governor Sub-Committee – Vision and Leadership **Estyn Inspection areas: Vision and Leadership**

	Strategic Goals/Priorities 2026-27
1	Raising Standards in Numeracy
2	Further Improving Community Links
3	To further address the impact of disadvantage on educational outcomes

Priority 1 Vision and Leadership

1. To Raise Standards in Numeracy

Success Criteria

- Increase the Reasoning average progress score for Years 7, 8 and 9 to 1010 in May's National Tests
- Increase the number of Year 11 learners achieving at level 2 to 55%
- Increase the number of Year 11 learners achieving an A*/A to 15%
- In June, 75% of Year 7, 8 and 9 learners surveyed reported being more confident in Maths at the end of the year compared to the start.

Key for termly evaluation

Actions achieved	Strong progress	Satisfactory progress	Limited progress

Term 1	Term 2	Term 3

Actions	Lead	Time	Resources	Evidence/Monitoring
Manage staff absence to minimize the impact on learner progression including the leading of the department.	SG	September – December 2026	Cover costs for staff members x2	All pupils at Penyrheol are taught by a qualified Maths teacher. Groups and teaching commitments rearranged due to needs of the department.
Maths results trend and comparatives shared with Maths Department and staff anonymous feedback gathered regarding barriers to raising learner outcomes.	SG	September	Departmental meeting time. SG and DB link meeting time.	Staff voice feedback.. Feedback synthesized and discussed with DB. Feedback triangulated with Nick Jones review findings.
Nick Jones (LA) subject review of Maths department. Report to identify key strengths and improvement priorities (shorter and longer term). Action plan agreed following departmental discussions of report.	SG	October 2026 – July 2027	Nick Jones's time to complete subject review. Departmental meeting time. INSET professional learning by Nick Jones.	Nick Jones departmental report- completed, reviewed by SG and then shared with the department. Action plan following departmental report. Targets to be linked with Performance Development Review.
Developing an effective and consistent departmental approach to independent problem solving. Developing common departmental approaches to teaching key mathematical topics.	SG	November-December 2026	Departmental Meeting time. INSET time.	Book reviews and lesson observations(to show an increase in problem solving questions that aren't linked to the current topic). Lesson observations (pupils are more confident and resilient when engaging in non topic linked independent problem solving).
Improving the effectiveness of pupil whiteboard use to expose pupils' thinking.	SG	November 2026	Departmental Meeting Time INSET professional learning time by Nick Jones.	Lesson observations (a consistent approach is observed in line with NJ recommendations). Lesson observations and planning documents (evidence staff amending planning to address pupil misconception highlighted through mini whiteboard work).

Priority 2 Vision and Leadership

2. To Further Improve Community Links

Success Criteria

- To have achieved the Foster Wales Bronze Award by the end of the academic year.
- To have launched Open Learn family Engagement Project with more than 10 parents/carers completing courses.
- To have a plan for 2027/28 for the cluster to become a champion for community focused schools.
- For 80% of parents/carers surveyed in June 2027 to state that we are more of a community focused school than we were twelve months ago.

Key for termly evaluation

Actions achieved	Strong progress	Satisfactory progress	Limited progress

Term 1	Term 2	Term 3

Actions	Lead	Time	Resources	Evidence/Monitoring
Launch the Family Engagement Project via the Open University, signposting prospective courses and offering asynchronous learning using school resources.	DB	From November 2026	Use of an ICT suite once a week.	Attendance and engagement levels monitored through home and in school learning. Feedback from users sought and acted on. Increased uptake of Open Learn resources. Evidence of progression through courses by parents/carers that have signed up.
Launch the Foster Wales Initiative at school and work towards achieving the Bronze Award.	DB	From November 2026	Increased supply costs to allow foster carers to access paid leave to allow them to be more effective carers through training etc.	Staff that are foster carers report that the school actively supports them in their carer role. Evidence of encouraging the community to consider foster care through social media, banners, display materials and leaflets at the school office. Foster Wales attending progress evenings to discuss fostering with any interested parties.
To work with the Community Focused Schools Team, alongside our cluster, to tailor what schools can offer based on the changing needs of the community. This includes strengthening the role of the Cluster Family Liaison Outreach Worker.	DB, CRO	From September 2026	Time in Transition Management Meetings.	Evidence of engagement through Transition Management meetings. A visible and well communicated cluster community offer in place based on community need.

Priority 3 Vision and Leadership

3. To further address the impact of disadvantage on educational outcomes

Success Criteria

- Attendance of FSM pupils increases in line with target in attendance priority.
- More effective use of Hive and Thrive to increase the number of learners accessing and achieving Agored qualifications by 30%.
- The lowest achieving ten pupils in terms of capped 9 achieving a combined total that is 200% above the figure for 25/26.
- All eFSM outcomes to be 5% better than 25/26

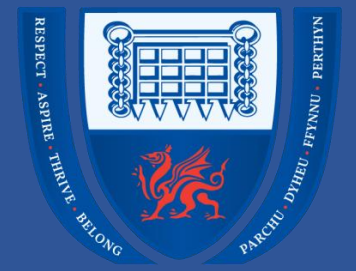
Key for termly evaluation

Actions achieved	Strong progress	Satisfactory progress	Limited progress

Term 1	Term 2	Term 3

Actions	Lead	Time	Resources	Evidence/Monitoring
Introduce a monthly 'vulnerable learners' meeting to ensure that decisions made on each learner reflects a holistic understanding of the pupil's needs.	DB ER SG	Monthly from October 2026	Monthly meeting time	Minutes of meetings. Timetable changes including Hive, Thrive and Ty Cynnydd slots for individual learners. An increase in the number of pupils accessing Agored qualifications though Penyrheol's alternative provisions, including virtual school.
Regularly update the Penyrheol 'Vulnerable Learners' list which includes groups such as EBSA pupils, PSP pupils, Ty Cynnydd pupils and Virtual School pupils ensuring there is a lead member of staff monitoring names pupils in terms of attendance, engagement and qualifications.	DB ER SG	September 2026	Meeting time in link meetings Use of disadvantage pot and EOTAS delegated budget as necessary.	The list is updated fortnightly and reviewed after each reporting stage. Pupils at risk of leaving with no qualifications are targeted by a 'school around the pupil 'approach including Virtual school, CFLOW , Ty Cynnydd and Pawb. The number of pupils on target to get less than 150 in wider points are identified and this list gets smaller.
Have a whole school drive, through targeted professional learning on resilience and perseverance with an increased staff understanding of how trauma affects some of our pupils.	DB	December 2026 and January 2027	INSET time in January. £1000 for trauma informed training for cluster.	An agree set of strategies to promote resilience, linked with C, T&L priority 3. Lesson Observations in 2027 to have evidence of these strategies in action. Trauma Informed training booked in for January 4th and staff feedback gathered on the impact of the training on our understanding and practice.,
Increasing staff and department accountability for disadvantaged learners with a renewed focus on Penyrheol's FSM strategies.	DB SM	December 2027	Link Meeting time	Evidence of FSM strategies and discussions in link and department meeting minutes including discussions and interventions of named pupils. Evidence of high quality and inclusive teaching in both lesson observation cycles.

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 (2026): **1. Improve attendance**
Governor Sub-Committee – Wellbeing, Equity and Inclusion **Estyn Inspection areas: Area 2, Area 4**

	Strategic Goals/Priorities 2025-26
1	Improving whole school attendance

Priority 1: Wellbeing, Equity and Inclusion

1. Improve whole school attendance

Success Criteria

- Whole School attendance increases from 86% - 89%
- FSM learner attendance increases to 88%
- The percentage of persistent absentees decreases by 10%

Key for termly evaluation

Actions achieved	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 Attendance Officer, Attendance PSO and EWO. Attendance PSO meets with PWL to agree actions for each learner. PSO/EWO meet with ER weekly to discuss actions	PWL/HL	Sept 26 - July 27	Meeting time PSO	Attendance data produced and trends and patterns analysed. Attendance letters sent to parents/carers. EW1 completed were necessary. Parent/carer meetings are arranged. Minutes of meetings with action points.
Promote attendance to whole school via Y10 and Y11 parent open evenings social media, assemblies, parental videos/CC/MCAS app.	DB/ER	Sept 26	Time to produce resources	Number of views of attendance video, attendance in Y10 and Y11 open evenings. Number of parents accessing MCAS app
Re-define roles in attendance team to improve data analysis of attendance data (e.g. attendance officer, PWL, PSO, EWO, CFLOW)	ER	Oct 26	Admin time	Review attendance data fortnightly and termly. Monitor attendance of specific groups e.g. Girls/boys/FSM/CLA/ALN learners
Track pupil attendance in terms of broken, unbroken weeks, and streaks – pupils track attendance data every week in registration.	ER	Nov 26 – July 27	SMIS attendance data shared with PWC's every Tuesday.	Registration booklets monitored by PWCs and QA by PWLs. Pupil voice to monitor impact of tracking unbroken weeks.
Review attendance rewards – unbroken streaks league table, form challenges/year group challenges.	PWL/ER	Nov 26 – May 27	Budget for attendance prizes	Attendance data reviewed to monitor impact of 'unbroken weeks strategy'.
CFLOW to work with pupils with attendance between 60-70%.	CR	Sept 26 – July 27	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	DB/ER	Sept 26 –	Cost of VS	Attendance of 12 learners improves, all KS4 learners achieve level 2 qualifications

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 (2026):
Governor Sub-Committee – **Curriculum and Learning** Estyn Inspection areas: **Area 1, Area 3**

	Strategic Goals/Priorities 2025-26
1	**Improving pupils' oracy, with a particular focus on extending and deepening verbal responses through effective questioning**
2	**Developing pupils' ability to reflect on their learning, recognise their progress and achievements, and make informed decisions about their future**

Priority 1 Learning & Teaching, and Curriculum

1. To Improve pupils' oracy, with a particular focus on extending and deepening verbal responses through effective questioning.

Success Criteria

- All departments identify specific oracy skills and subject-specific vocabulary pupils need to develop
- 80% of lessons observed through QA processes will demonstrate purposeful opportunities for pupils to explain, develop and/or justiify their thinking.
- 70% of pupils observed through QA processes will demonstrate an ability to give an extended verbal response which develops/justifies their thinking using subject-specific vocabulary
- 90% of pupils responding to pupil voice will say that they regularly have opportunities to discuss, explain and develop their ideas verbally in lessons.

Key for termly evaluation

Actions achieved	Strong progress	Satisfactory progress	Limited progress

Term 1	Term 2	Term 3

Actions	Lead	Time	Resources	Evidence/Monitoring
Establish a whole-school baseline of current oracy provision and pupils' verbal responses through QA evidence, pupil voice and lesson observations	KJ	Dec 26	Existing QA processes; pupil voice; meeting time	Baseline established by end of Term 1. Strengths, gaps and priorities identified across departments.
Agree and implement a small number of consistent whole-school oracy strategies, linked to the existing approaches to questioning, participation and high expectations	KJ	March 27	PL time; existing whole-school teaching and learning resource	All departments have identified how agreed oracy strategies will be applied within their subject. Learning walks demonstrate appropriate use of agreed strategies
Support departments to identify subject-specific oracy skills and vocabulary and build purposeful opportunities for discussion, explanation, questioning and justification into curriculum planning	KJ	March 27	PL/Department meeting/curriculum planning time; T&L/PL resource	All departments have identified relevant subject-specific oracy skills and vocabulary. Curriculum planning demonstrates purposeful opportunities for pupils to develop these skills
Provide professional learning focused on questioning and classroom talk, particularly strategies that encourage pupils to give extended responses, develop their thinking and build on the ideas of others	KJ	March 27	PL sessions Loom Twilight offer	PL records and staff evaluation; learning walks and lesson observations identify changes in teachers' use of questioning and classroom-talk strategies, with findings informing subsequent PL and coaching
Monitor the quality and impact of pupils' verbal responses through learning walks, lesson observations, pupil voice and departmental assessment, using findings to provide targeted support and refine practice.	KJ	July 27	QA processes; learning walks; pupil voice; departmental assessments	80% of lessons observed demonstrate purposeful opportunities for pupils to explain, develop or justify their thinking verbally. 70% of pupils observed demonstrate an extended verbal response using appropriate subject-specific vocabulary. 90% of pupils responding to pupil voice report regular opportunities to discuss, explain and develop ideas

Priority 3 Learning & Teaching, and Curriculum

2. To develop pupils' ability to reflect on their learning, recognise their progress and achievements, and make informed decisions about their future

Success Criteria

- By July 2027, at least 80% of sampled pupils across Years 7–11 can explain how feedback has helped them improve their work and demonstrate evidence of applying feedback to subsequent learning
- By July 2027, at least 80% of sampled pupils across Years 7–11 can identify their strengths, explain their progress and identify a specific next step in their learning
- By May 2027, all pupils in Years 10 and 11 have reviewed their strengths, interests and achievements, explored relevant post-16 pathways and identified appropriate next steps, in line with the Curriculum for Wales 14–16 Learner Entitlement.

Key for termly evaluation

Actions achieved	Strong progress	Satisfactory progress	Limited progress

Term 1	Term 2	Term 3

Actions	Lead	Time	Resources	Evidence/Monitoring
Establish a consistent whole-school approach to pupil reflection and improvement, including meaningful responses to feedback through DIRT, where pupils identify errors or misconceptions, improve their work and apply feedback to subsequent learning	KJ	July 2027	Existing QA processes; DIRT routines; PL time; Departmental meeting time	•DIRT tasks and book scrutiny, including subsequent work; lesson observations; pupil voice.
Embed regular opportunities for pupils to evaluate their understanding and progress within lessons, using subject-appropriate strategies to identify what they understand, where they are struggling and what they need to do next	KJ	March 2027	Existing T&L resources/DiRT Tasks; PL time; Departmental meeting time	Lesson observations; pupil voice. Evidence that pupils can explain their understanding and identify specific learning needs
Map existing provision against the Curriculum for Wales 14–16 Learner Entitlement and address any identified gaps in delivery for Years 10 and 11.	KJ	July 2027	review of planned and delivered provision. Existing curriculum and PSE plans; CWRE provision; departmental and pastoral meeting time.	Provision map; identification of gaps; review of planned and delivered provision
Coordinate and deliver the Penyrheol Futures programme, bringing together planned careers activities to broaden pupils' awareness of future opportunities and pathways	KJ	April 2027	Existing careers provision; Careers Wales; college and employer links; PSE and registration time	Careers programme; records of delivery and participation; pupil voice to evaluate pupils' awareness of different pathways
Develop and implement a structured pupil review process in Years 10 and 11, incorporating progress, strengths, interests and achievements to inform individual post-16 planning and identify where further guidance is needed	KJ	May 2027	Registration/H&W time; existing pupil progress information; careers guidance; relevant staff time	Completed reviews; recorded intended next steps; follow-up records for pupils requiring further support. KPI: All pupils complete their review by May 2027.

Learning & Teaching , and Curriculum

Longer Term Priorities:

Priority	Progress Steps	CPD	Resources	Timescale

Progress Tracker

		2026				2027						
		Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
Priority	Lead							X				
VL1												
VL2												
VL3												
WEI1												
CTL1												
CTL2												
CTL3												