

Maes yr Haul Primary School

Ysgol Gynradd Maes yr Haul



Tyfu gyda'n gilydd, dysgu am byth
Growing together, learning forever

School Improvement Plan

2024 – 2025

Updated: 06/09/2024

Contextual Information September 2024

Maes yr Haul Primary School is located on the Broadlands housing estate Bridgend, the number on roll currently is around 500, organised into 15 classes including a large 'double' Nursery unit. The school has transient cohort populations; when families move on to (and leave) the estate, their places are usually quickly replaced – Maes yr Haul is a very popular school with families on the Broadlands estate and we have many children join the school who have not received early years education with us.

The school was last inspected in May 2018 with judgements of at least good in all areas. IA2 'Wellbeing and attitudes to learning' and IA4 'Care, support and guidance' were both judged as excellent and Estyn have since published an effective practice case study, *"Improving pupils' wellbeing and attitudes to learning through curriculum enrichment"*. Before the removal of levels/outcomes under the previous curriculum, the school regularly achieved high percentages for expected level performance at both key stages and good percentages at above expected levels. Pupil achievement was routinely above LA and Wales averages with good 'value added' progress in both key stages. Leadership capacity is strong, both within senior leadership and middle leaders across the school and the school is making good progress towards developing our 'Curriculum for Wales'.

There are currently over 60 staff in the school, including teachers and support staff, administration, site supervision, kitchen, cleaning and supervisory roles. With such a large number of staff, there are regular changes of staffing, which is beneficial in terms of keeping fresh ideas and interests coming into the school and also can be challenging in seeking to maintain continuity of pedagogical approaches and training. Following introduction of the ALN reform bill, very few pupils are identified as having additional learning needs, significantly lower than previous figures. The proportion of pupils eligible for free school meals is currently around 10%, almost double the proportion before the pandemic. The school building is well maintained with ongoing improvements made to indoor and outdoor facilities to reflect current curriculum needs.

Broadlands is a modern residential area but with few community facilities on the estate; the school endeavours to be the hub of the community and enjoys positive relationships with community groups. Children come from a range of socio-economic backgrounds and parents are generally very supportive of the school, attending events such as parent consultations, family sharing events and sporting activities. The school aims to provide a safe, vibrant and positive learning environment for success, broadening pupils' experiences and raising pupils' self-esteem and performance. The school judges itself to have many strengths including: excellent distributed leadership, high quality creative teaching, robust assessment, effective provision for additional learning needs, links with the community and outside agencies, networks of professional practice, sporting opportunities and achievements, ensuring all learners access a broad and balanced curriculum, high standards of behaviour and an ethos of respect and values which permeate school life.

Summary Evaluation of SIP 2023-24

Target 1: Curriculum Provision & Standards - To further improve quality of provision and support for across the school for welfare and 'Health & Wellbeing' AoLE.

Good progress was made with improving the quality of provision within the Health & Wellbeing AoLE, including introduction of 'Jigsaw' as a substantial part of our RSE provision, which has been used throughout the year successfully. Our bespoke 'wellbeing toolkit for pupils' (developed pre-pandemic) has been reviewed, re-stocked and re-introduced for all classes. Long-term plans for PE/Games have been revised and will need to be reviewed over the coming year as it is implemented. The pupil wellbeing survey was carried out twice and analysed but with mixed results. This will benefit from some further revision going forwards and SHRN will also be trialled over 24/25. Updates to 'food & fitness' was postponed until 24/25 (to be picked up in AoLE action plan). Cluster Shared Understanding of Progression for H&WB completed but needs to be shared further with staff and considered against long-term planning. Whole staff training has improved awareness of ASD / ADHD and classroom-based approaches to improving provision. This will be further extended and embedded over the year ahead. The new Behaviour & Relationships policy and focus on positive choices has been introduced across the school with resources to support. The approach around the school is clearly changing with a greater degree of consistency.

Target 1 Actions carried forward into SIP 24-25:

- Trial usage of SHRN pupil survey and consider impact / benefits (within Target 3).
- Share completed Shared Understanding of Progression document with all staff, consider against long-term planning (within Target 4).
- Further extend / embed training for staff around ASD / ADHD, Behaviour & Relationships policy & procedures (within Target 2).

Target 2: Curriculum Provision & Standards - To further improve the quality of provision and pupils' basic skills in 'Languages, Literacy & Communication' AoLE

Good progress has been made with providing pupils with experience of sign language and French. This needs to be discussed further at a cluster level as part of developing a Shared Understanding of Progression for LLC. As a result of further work with consortium staff, a new approach to Welsh language has been agreed from September (Cymraeg Bob Dydd) to further push to raise standards of pupils Welsh oracy. Work to align reading materials under 'bands' has resulted in improved range of graded reading materials for pupils. Initial pilot of 'Get Reading' has produced good results and will be further developed next year (to be picked up in AoLE action plan), together with further emphasis on aspects of grammar to improve standards of pupils' extended writing. Cluster work to develop a Shared Understanding of Progression for LLC is ongoing and due to be completed by the end of Autumn 2025.

Target 2 Actions carried forward into SIP 24-25:

- Introduce Cymraeg Bob Dydd and continue to evaluate impact on standards of Welsh oracy (within Target 1).

- Continue to develop 'Get Writing' strategies to improve extended writing, grammar and punctuation (within Target 1).
- Complete Shared Understanding of Progression document for LLC with all staff, consider against long-term planning (within Target 4).

Target 3: Curriculum Provision & Standards - Further refine and improve planning for progression & assessment across other AoLEs and Cross-Cutting Themes

Following evaluation of current approaches to mathematics, considered alongside the C4W AoLE, training has been planned to develop staff awareness of the five proficiencies and to increase use of 'CPA' approach throughout the school. This, along with the newly completed cluster Shared Understanding of Progression document, will result in staff will move away from a high adherence to 'Big Maths' as our core scheme, and a wider range of resources being used to develop wider skills, such as problem-solving. Staff training is being prepared to strengthen staff confidence and improve range of pupil experiences within Expressive Arts (e.g. Film), Humanities (RVE) and SciTech (Design).

Good progress has been made with developing cross-cutting themes across the curriculum. As our long-term plans are being completed, further analysis of current provision to support human rights, diversity and careers will be undertaken and plans are underway to strengthen these three aspects. All remaining cluster Shared Understanding of Progression documents should be completed by the end of Autumn 24 and will need to be shared with all staff.

Target 3 Actions carried forward into SIP 24-25:

- Professional Learning for all staff (and cluster colleagues) on five proficiencies in mathematics and CPA approach (within Target 1).
- Complete Shared Understanding of Progression document for M&N with all staff, consider against long-term planning (within Target 1).
- Further develop Cross-cutting themes of Human Rights, Careers and Diversity (within Targets 2 & 3)

Target 4: Pedagogy - Continue to improve and embed approaches to the 12 Pedagogical Principles.

Progress has continued to be made with consolidating whole-school approaches to developing pupil's integral skills, independence, and effective use of feedback. The revised Behaviour & Relationships Strategy was introduced to staff and pupils with good consistency already evident. However, the significant time needed to work on curriculum design throughout detracted from time available to focus on these areas further and some of this will need to carry over to 24/25.

Target 4 Actions carried forward into SIP 24-25:

- Professional Learning for all staff / cluster on effective use of assessment techniques (within Targets 2 & 4)
- Review school expectations and develop pedagogy & progression frameworks for integral skills, collaboration, independence (within Target 2)

Target 5: Leadership - Ensure clear roles and responsibilities for new senior leadership team.

The Senior Leadership Team is now fully complemented, following several promotions (departures) of previous senior leaders. The new team is working effectively together, collaborating on significant work and has a clear understanding of school strengths and areas for future improvement. New appointments to the team have a clear understanding of their responsibilities and priorities for the year ahead. The whole team have contributed to self-evaluation, recording findings, providing feedback to staff and governors, and updating '@teb' to support strategic review of performance and recording findings / priorities. Current records will be updated and amended (using new @teb) to reflect the new inspection framework. Many link governors have met with teachers to learn more about progress with different aspects of the School Improvement Plan and are beginning to complete their own self-evaluation framework. These will continue to be developed further into 24/25.

Target 5 Actions carried forward into SIP 24-25:

- Update self-evaluation framework using the new @teb model and share with all staff (within Target 4).
- Continue to develop Governing Body involvement in school self-evaluation (within Target 4)

School Improvement Plan 2024-25 Objectives Summary

Target	Focus Area	IA	Key Activities
Target 1	Pupil Progress Continue to improve pupil progress in cross-curricular skills.	1	<ol style="list-style-type: none"> 1) Literacy – Improve pupil progress in Welsh oracy across the curriculum. 2) Literacy – Improve pupil progress in quality of extended writing, grammar and punctuation. 3) Numeracy – Improve pupil competence in the five proficiencies in mathematics. 4) Digital Competence – Improve pupils understanding of Citizenship in DCF
Target 2	Pedagogy Consolidate and improve pedagogy to promote effective learning behaviours and integral skills in line with Curriculum for Wales ethos.	1	<ol style="list-style-type: none"> 1) Refine and embed pedagogy to strengthen pupil integral skills. (PP2 / PP4 / PP10) 2) Refine and embed pedagogy to improve pupil feedback (PP7) and independence (PP10). 3) Develop whole-school approach to progression for pupil collaboration (PP 12) 4) Update whole-school approaches to effective use of pupil voice & pupil choice. 5) Improve effectiveness in managing ADHD & ASD in the classroom. 6) Further develop Cross-cutting themes of Human Rights, Careers and Diversity (link with 3.3)
Target 3	Wellbeing Consolidate approaches to improving pupil and staff wellbeing.	2	<ol style="list-style-type: none"> 1) Pupil Wellbeing - Use survey data more effectively to identify issues and promote positive pupil wellbeing. 2) Staff Wellbeing – Explore additional opportunities to promote / sustain positive staff wellbeing 3) Strengthen whole-school approaches to anti-racism (link with 2.7) 4) Improve rates of attendance closer to 95%.
Target 4	Leadership Continue to strengthen high quality leadership throughout the school.	3	<ol style="list-style-type: none"> 1) Update self-evaluation framework using new version of '@teb'. 2) Develop strategic approach to improve family engagement 3) Further develop strategic plans for effective use of assessment of pupil progress (SuP) 4) Continue to develop Governing Body involvement in school self-evaluation and prioritise improvements. 5) Improve School Council participation in school self-evaluation. 6) Continue to utilise partnerships with other organisations to strengthen school improvement.

Target 1: Pupil Progress						
Continue to improve pupil progress in cross-curricular skills.						
Estyn Inspection Areas: 1		@teb SER References: S19, S21, S22, L7			National Mission: 1, 2, 4, 6	
Context: The development of the new curriculum has seen an increased focus on a wider range of skills but in recent years, we have seen a decrease in the skills of many of our pupils upon entry, coupled with a significant increase in pupils with vulnerabilities, either through poverty, wellbeing or additional needs. Through our continual strive to maximise pupil standards and progress, we need to adapt and update some of our approaches to basic skills, ensuring a greater consistency of approach, and ensuring that fundamental skills are mastered and further strengthened across the curriculum. With this in mind, this SIP target includes focus on several key skills from across literacy, numeracy and digital competence and areas identified from self evaluation.						
Aims / Success Criteria	Actions	Leading / Governors	Dates / Milestones	Resources / Cost	Review, Evaluation & Support	Update / RAYG
1. Improve pupil progress in Welsh oracy across the curriculum.	<ul style="list-style-type: none"> a. Increase amount of daily oracy to 20 mins Cymraeg Bob Dydd (“CBD”) in all cohorts. b. Welsh Lead to support teachers with planning / delivery of language patterns for CBD. c. Collaborative support & challenge through peer observation. d. Assess oracy standards termly – outcomes to inform planning / additional support. 	LLC Team Literacy Link Governor	Autumn 24 Termly Spring 25 Termly	CSC Spt Staff release 3 x 1 day Internal cover Staff release 3 x ½ days CSC Spt	Staff survey, learning walk LLC feedback Peer feedback Oracy assessments	
2. Improve pupil progress in quality of extended writing, grammar and punctuation.	<ul style="list-style-type: none"> a. Further embed core approaches to writing throughout the school. (LLC Action Plan) (Talk for Writing R – 2 / Get Writing 2 – 6). b. Staff to share successes and good practice with colleagues – implications for future practice / alterations to core approach. c. Staff to review genre plans / mapping to improve understanding and mastery. d. Ensure staff are familiar with principles of progression and agreed cluster SuP doc and build this into planning. e. Refine & embed specific strategies through Get Writing for teaching of grammar and punctuation. 	LLC Team Literacy Link Governor	Autumn 24 Spring 25 Summer 25 Termly Spring 25 Through year	LNF Link CSC Spt 2 x Staff meetings Nil Staff meetings LLC Spt	Book Look Listening to Learners Staff discussion. LLC Team to review genre map Minutes / Planning Staff feedback Book Look	

Aims / Success Criteria	Actions	Leading / Governors	Dates / Milestones	Resources / Cost	Review, Evaluation & Support	Update / RAYG
2. (continued)	f. Staff to reflect / discuss effectiveness of feedback to improve writing – anything highlighted to be used as PL opportunities.	DHT	Spring 25 Summer 25	Staff meetings	Listening to Learners Staff evaluation	
3. Improve pupils' competence in the five proficiencies in mathematics.	a. Initial PL (INSET day) (CSC provider) for all staff on five proficiencies and CPA approach b. Purchase additional resources to support effective use of manipulatives. c. Develop agreed cluster calculation policy. d. Ensure staff are familiar with principles of progression and agreed cluster SuP doc and build this into planning. e. Ongoing support from M&N Team as required f. Staff to share successes and good practice & with colleagues – implications for future practice / PL	M&N Team M&N Link Governor DHT M&N Team / DHT M&N Team / DHT	Autumn 24 Autumn 24 Spring 25 Termly Termly Termly	INSET day CSC M&N Lead £1500 Cluster meeting DHT Meetings M&N Spt Staff Meetings	Minutes Learning Walks Update audit. Minutes Minutes Staff feedback Staff feedback Minutes	
4. Improve pupils' understanding of Citizenship in DCF.	a. Audit and evaluate current practices against Citizenship strand to identify specific areas to address. b. Collate support materials to support planning and provision across PS1-3 c. Provide PL across to improve staff confidence as required (<i>possible collaboration with other schools</i>) d. Check / update planning for Citizenship provision across curriculum for PS1-3 e. Review pupil's understanding in Citizenship at end of the year.	SciTech Team & Link Governor DCF Lead	Autumn 24 Autumn 24 Spring 25 Summer 25 Summer 25	DCF Link BCBC ICT spt CSC Project DCF Spt Staff Meetings Staff release 3 x ½ days Staff release 1 day	Learning walk Listening to Learners Feedback from project. Share resources Staff feedback Minutes Listening to Learners	

Milestones for Target 1: Pupil Progress		
Autumn 24	Spring 25	Summer 25
<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Increase daily oracy to 20 mins CBD and provide additional support with language patterns (ongoing) • Assess Welsh oracy standards (ongoing) • Further embed core approaches to writing throughout the school (GW and TFW) • Staff review genre maps (end of term.) <p><u>Maths</u></p> <ul style="list-style-type: none"> • Professional learning for all staff (five proficiencies and CPA approach.) • Purchase manipulatives resources. • Staff familiarise themselves with PoP and SuP doc and sharing of good practice. <p><u>DCF</u></p> <ul style="list-style-type: none"> • Audit and evaluate current practices against Citizenship strand. • Collate support materials to support planning/provision across PS1-3. 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Collaborative support & challenge through peer observation (Welsh) • Assess Welsh oracy standards (ongoing) • Staff to share extended writing successes and good practice. • Staff familiarisation with PoP and agreed cluster SuP doc and build this into planning. • Staff to reflect / discuss effectiveness of feedback to improve writing. • Staff review genre maps (end of term.) <p><u>Maths</u></p> <ul style="list-style-type: none"> • Develop agreed cluster calculation policy. • Ongoing support and sharing of good practice. <p><u>DCF</u></p> <ul style="list-style-type: none"> • Provide PL across to improve staff confidence as required. 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Staff to reflect / discuss effectiveness of feedback to improve writing. • Staff review genre maps (end of term.) <p><u>Maths</u></p> <ul style="list-style-type: none"> • Ongoing support and sharing of good practice. <p><u>DCF</u></p> <ul style="list-style-type: none"> • Check / update planning for Citizenship provision across curriculum for PS1-3 • Review pupil's understanding in Citizenship at end of the year.

Target 2: Pedagogy

Consolidate and improve pedagogy to promote effective learning behaviours and integral skills in line with Curriculum for Wales ethos.

Estyn Inspection Areas: 1

@teb SER References: T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, A23, A24, A25, A26, CSW8

National Mission: 1, 2, 3, 4

Context: We continue to maintain a high focus on refining and improving pedagogical principles, continuing to ensure that these aspects are consistent across the school where appropriate and that progressive approaches, where defined are clearly understood and utilised by all staff. Less time was available to focus on this during 23/24 due to significant work on curriculum design, so the majority of this target has been carried forward from last year.

Aims / Success Criteria	Actions	Leading / Governors	Dates / Milestones	Resources / Cost	Review, Evaluation & Support	Update / RAYG
1. Refine and embed pedagogy to improve pupil feedback (PP7) and independence (PP10).	<p>a. Review school expectations for pupil independence (incl. self-care & organisation) to create whole-school framework / progression.</p> <p>b. Staff training for metacognition/self-efficacy/independence and use of the EEF `Seven Step Model`.</p> <p>c. Strengthen feedback continuum expectations with all staff</p> <p>d. Feedback walls visible and in use in classrooms.</p>	<p>DHT / AHT</p> <p>DHT / AHT</p> <p>DHT / AHT</p> <p>DHT / AHT</p>	<p>Autumn 24</p> <p>Spring 25</p> <p>Throughout Year</p> <p>Autumn 24</p>	<p>Staff meetings Staff Release 2 days</p> <p>CSC Training Aut/Spr</p> <p>Staff Release Triads</p> <p>6 x ½ day Nil</p>	<p>Staff evaluation Minutes Listening to Learners</p> <p>Staff feedback Learning Walk</p> <p>Staff feedback</p> <p>Learning Walk</p>	
2. Refine and embed pedagogy to strengthen pupil integral skills.	<p>a. Review / develop Integral Skills continuum – independence/self-efficacy (link to 2.1a) and problem solving (1.3a)</p> <p>b. Termly topic evaluations - identify key integral skills development</p>	<p>DHT / AHT M&N TEAM</p> <p>DHT / AHT</p>	<p>Spring 25</p> <p>Spring 25 Summer 25</p>	<p>Staff meetings</p> <p>Staff meetings</p>	<p>Staff feedback Listening to Learners Learning Walk</p> <p>Staff feedback</p>	
3. Update whole-school approaches to effective use of pupil voice & pupil choice.	<p>a. Revisit current Pupil Voice One Page Guide to ensure clear on expectations.</p> <p>b. Review pupil voice/choice strategies across the school. Consult with staff and school council on next steps and wording/structure of pupil choice activities.</p>	<p>DHT / AHT</p> <p>DHT / AHT</p>	<p>Autumn 24</p> <p>Autumn 24</p>	<p>Staff Meetings</p> <p>Staff Meetings</p>	<p>Staff feedback Minutes</p>	

Aims / Success Criteria	Actions	Leading / Governors	Dates / Milestones	Resources / Cost	Review, Evaluation & Support	Update / RAYG
4. Develop whole-school approach to progression for pupil collaboration (PP 12)	<ul style="list-style-type: none"> a. Review and embed a continuum of collaboration. b. Promote use of buddy classes across the school for cross-age collaboration and authentic purposes/contexts for learning. c. Staff to undertake personal research and observe / share with teacher buddies. d. Group roles to be developed for each PS throughout the school. 	<ul style="list-style-type: none"> DHT / AHT DHT / AHT DHT / AHT DHT / AHT 	<ul style="list-style-type: none"> Spring 25 Spring 25 Summer 25 Spring 25 Summer 25 Spring 25 	<ul style="list-style-type: none"> Staff Meetings Release for Triads Release Staff meetings Staff meetings 	<ul style="list-style-type: none"> Staff feedback Listening to Learners Staff feedback Staff feedback Staff feedback 	
5. Improve effectiveness in managing ADHD & ASD in the classroom.	<ul style="list-style-type: none"> a. Staff to undertake further professional learning on day-to-day in-class techniques. b. Staff to review current practises and develop/use an agreed toolkit of strategies e.g. visual timetables/social stories/now and next. 	<ul style="list-style-type: none"> ALNCo ALNCo ALN Governor 	<ul style="list-style-type: none"> Spring 25 Spring 25 	<ul style="list-style-type: none"> INSET Day INSET Day Staff Meetings 	<ul style="list-style-type: none"> Minutes Staff feedback Listening to Learners 	
6. Further develop Cross-cutting themes of Human Rights, Careers and Diversity (link to 3.3)	<ul style="list-style-type: none"> a. Continue to develop programmes / schemes of work to embed UNCRC and Careers across each progression step and woven across relevant curriculum areas. b. Work with DARPL to support strategic approach to developing diversity across the curriculum. c. Identify, develop, organise resources to support provision for Cross-Cutting Themes 	<ul style="list-style-type: none"> Curriculum Lead Curriculum Lead Curriculum Lead 	<ul style="list-style-type: none"> All Year Spring 25 Summer 25 	<ul style="list-style-type: none"> TLR Ldrship Time TLR Ldrship Time TLR Ldrship Time 	<ul style="list-style-type: none"> CCThemes Documents Topic Planning CCThemes Documents Topic Planning CCThemes Documents Topic Planning 	

Milestones for Target 2: Pedagogy		
Autumn 24	Spring 25	Summer 25
<ul style="list-style-type: none"> • Review expectations for pupil independence to create whole-school framework / progression. • Strengthen feedback continuum expectations with all staff (ongoing) • Feedback walls in use in classrooms. • Revisit current Pupil Voice OPG expectations. • Review pupil voice/choice strategies. Staff and school council consultation on next steps, structure of PCh activities. • Continue to develop programmes / schemes of work to embed UNCRC and Careers across each PS. 	<ul style="list-style-type: none"> • Staff training for metacognition/self-efficacy/ independence and use of the EEF `Seven Step Model`. • Strengthen feedback continuum expectations (ongoing). • Review / develop Integral Skills (IS) continuum – independence/self-efficacy and problem solving. • Termly topic evaluations - identify key IS development • Review and embed a continuum of collaboration. • Promote buddy classes across the school for cross-age collaboration. • Staff undertake personal research and observe / share with teacher buddies. • Group roles to be developed for each PS throughout the school. • Staff undertake further PL on day-to-day in-class techniques (ASD/ADHD) • Staff review current practises and develop/use an agreed toolkit of strategies (ASD/ADHD) • Work with DARPL to support strategic approach to developing diversity across the curriculum. 	<ul style="list-style-type: none"> • Strengthen feedback continuum expectations (ongoing). • Termly topic evaluations - identify key IS development (ongoing). • Promote buddy classes across the school for cross-age collaboration. • Staff undertake personal research and observe / share with teacher buddies. • Identify, develop, organise resources to support provision for Cross-Cutting Themes.

Target 3: Wellbeing

Consolidate approaches to improve pupil and staff wellbeing.

Estyn Inspection Areas: 1, 2	@teb SER References: C17, S20, A23, CSW3, CSW4, CSW6, CSW7, CSW9, CSW11				National Mission: 3, 4	
Context: Most pupils and staff throughout the school have positive wellbeing and an increasing awareness of ways in which they can sustain this. School leaders are determined to ensure that we continue to adopt a proactive approach to wellbeing as well as being responsive to issues as they arise. In doing so, we will continue to consider feedback and suggestions from within our community, explore opportunities that may arise and seek to use data where plausible, to support this work.						
Aims / Success Criteria	Actions	Leading / Governors	Dates / Milestones	Resources / Cost	Review, Evaluation & Support	Update / RAYG
1. Use survey data more effectively to identify issues and promote positive pupil wellbeing.	<ul style="list-style-type: none"> a. Follow up possible issues raised from pupil wellbeing. b. Review & refine questions on survey to improve quality of information. c. Trial use of SHRN – collect feedback / evaluate value / impact. 	<ul style="list-style-type: none"> WB/FE Lead H&WB Link Governor 	<ul style="list-style-type: none"> Autumn 24 Spring 25 Autumn 24 Summer 25 	<ul style="list-style-type: none"> TLR Ldrship Time TLR Ldrship Time SHRN survey 	<ul style="list-style-type: none"> Analysis of pupil surveys Feedback from SHRN 	
2. Explore additional opportunities to promote / sustain positive staff wellbeing.	<ul style="list-style-type: none"> a. Explore effective use of AI to support teachers. b. Review / update Staff Welfare Charter c. Collate and consider staff voice on wellbeing issues & feedback to staff termly. 	<ul style="list-style-type: none"> DCF Lead HT / DHT DHT 	<ul style="list-style-type: none"> Autumn 24 Spring 25 Summer 25 Termly 	<ul style="list-style-type: none"> CSC Working Party / Mr.P Staff survey Staff survey 	<ul style="list-style-type: none"> Staff feedback Staff feedback Staff feedback 	
3. Strengthen whole-school approaches to anti-racism (link with 2.6b and 4.1)	<ul style="list-style-type: none"> a. Invite DARPL to support leadership work on developing anti-racism within curriculum provision. b. Invite SRtRC to school to provide input to (older) pupils around impact of racist attitudes / behaviours. c. Ensure that long-term plans provide for regular & age-appropriate opportunities to promote anti-racism 	<ul style="list-style-type: none"> HT / DHT HT / DHT TLR - Curriculum 	<ul style="list-style-type: none"> Spring 25 Spring 25 Summer 25 	<ul style="list-style-type: none"> Nil Nil Nil 	<ul style="list-style-type: none"> Staff Feedback Curriculum planning Staff Feedback Listening to Learners Curriculum planning 	
4. Improve rates of attendance closer to 95%.	<ul style="list-style-type: none"> a. Continue to inform parents, identify specific issues, e.g. medical / holidays. b. Target early intervention with EWO for absence concerns. Continue to compare performance of vulnerable pupils c. Review progress and share with pupils, parents and governors. 	<ul style="list-style-type: none"> HT / DHT WB/FE Lead Attendance Governor 	<ul style="list-style-type: none"> Termly Termly Termly 	<ul style="list-style-type: none"> Nil Nil Nil 	<ul style="list-style-type: none"> Home messages SIMS Records GB Minutes, Letters 	

Milestones for Target 3: Wellbeing		
Autumn 24	Spring 25	Summer 25
<ul style="list-style-type: none"> • Follow up possible issues raised from pupil wellbeing. • Trial use of SHRN – collect feedback / evaluate value / impact. • Explore effective use of AI to support teachers. • Collate and consider staff voice on wellbeing issues & feedback to staff (ongoing). • Continue to inform parents, identify specific issues, e.g. medical / holidays (ongoing) • Target early intervention with EWO for absence concerns. Continue to compare performance of vulnerable pupils (ongoing) • Review progress and share with pupils, parents and governors (ongoing) 	<ul style="list-style-type: none"> • Explore effective use of AI (ongoing) • Collate and consider staff voice on wellbeing (ongoing) • Invite DARPL to support leadership work on developing anti-racism within curriculum provision. • Invite SRtRC to school to provide input to (older) pupils around impact of racist attitudes / behaviours. • Continue to inform parents, identify specific issues, e.g. medical / holidays (ongoing) • Target early intervention with EWO for absence concerns. Continue to compare performance of vulnerable pupils (ongoing) • Review progress and share with pupils, parents and governors (ongoing) 	<ul style="list-style-type: none"> • Trial use of SHRN (ongoing) • Review / update Staff Welfare Charter • Collate and consider staff voice on wellbeing (ongoing). • Ensure that long-term plans provide for regular & age-appropriate opportunities to promote anti-racism. • Continue to inform parents, identify specific issues, e.g. medical / holidays (ongoing) • Target early intervention with EWO for absence concerns. Continue to compare performance of vulnerable pupils (ongoing) • Review progress and share with pupils, parents and governors (ongoing)

Target 4: Leadership						
Continue to strengthen high quality leadership throughout the school.						
Estyn Inspection Areas: 3		@teb SER References L1, L2, L3, L4, L5, L8, L9, L10, L11			National Mission: 2, 3, 4, 5	
Context: Leadership continues to be a strength of the school but following significant changes to the structure and membership of the leadership team, there is a need to consolidate the structure of school self-evaluation and contributions of all members of the team. Many governors have also changed over the last four years, so it is important to build their understanding and involvement in self-evaluation, including first-hand experiences and feedback from stakeholders. As curriculum design work evolves, the role of assessment within the curriculum and as part of the teacher process is a focus area that will also support self-evaluation going forwards.						
Aims / Success Criteria	Actions	Leading / Governors	Dates / Milestones	Resources / Cost	Review, Evaluation & Support	Update / RAYG
1. Update self-evaluation using new version of '@teb'.	<ul style="list-style-type: none"> a. SLT to transfer current SER over to new '@teb' and identify any key areas needed to build into MER plan. b. Share @teb with teachers / LSOs – input from staff to review judgements. c. Signpost MER activities to new @teb – share 'judgements' with staff. 	HT / DHT Full GB	Autumn 24 Throughout Year Throughout Year	None Staff Meetings Staff Meetings	All areas of @teb are updated over the year with wider input to judgements. MER Schedule	
2. Develop new strategic role of family engagement TLR.	<ul style="list-style-type: none"> a. Develop & issue parent survey to help identify priority areas for support b. Develop action plan to improve opportunities for family engagement. c. Improve website content to support parent engagement & signposting support information. 	WB/FE Lead Full GB	Autumn 24 Autumn 24 Spring 25	TLR Ldrship Time TLR Ldrship Time TLR Ldrship Time	Parent surveys TLR-WB/FE Action Plan Website content	

Aims /Success Criteria	Actions	Leading / Governors	Dates / Milestones	Resources / Cost	Review, Evaluation & Support	Update / RAYG
3. Strengthen effective use of assessment techniques throughout the school.	<ul style="list-style-type: none"> a. Continue to compare progress of vulnerable learner groups and identify any significant variants for action. b. Evaluate long-term study around impact of FSM / vulnerability of secondary school GCSE data for former pupils. c. Provide further PL (Shirley Clarke) to improve effective use of assessment techniques. d. Develop staff understanding of principles of progression within each AoLE and awareness of newly written cluster SuP documents. 	<p>HT / DHT / ITE Lead</p> <p>ITE Lead / Bryntirion Comp. HT</p>	<p>Termly</p> <p>Spring 25</p> <p>Spring 25</p> <p>Autumn 24 Spring 25</p>	<p>Nil</p> <p>Nil</p> <p>Cluster INSET day</p> <p>Staff meetings</p>	<p>Class profiles</p> <p>Comparison data</p> <p>Staff feedback Learning Walks Listening to Learners Staff meetings Planning</p>	
4. Continue to develop Governing Body involvement in school self-evaluation.	<ul style="list-style-type: none"> a. Arrange for AoLE teams to meet with link governors to update. b. GB to continue GB Self-Evaluation to identify areas for development. 	<p>HT / GB</p> <p>Full GB</p>	<p>Throughout Year</p> <p>Throughout Year</p>	<p>Nil</p> <p>Nil</p>	<p>GB minutes</p> <p>GB Self-Evaluation</p>	
5. Improve pupil participation in school self-evaluation.	<ul style="list-style-type: none"> a. Establish plans for school council to support various areas of self-evaluation. b. School council to feedback self-evaluation outcomes to governing body. 	<p>DHT</p> <p>HT Full GB</p>	<p>Autumn 24</p> <p>Spring 25</p>	<p>Staff release ½ day Nil</p>	<p>Committee minutes</p> <p>GB minutes</p>	
6. Continue to develop effective collaborative partnerships with other organisations to strengthen school improvement.	<ul style="list-style-type: none"> a. UWTSO – Assessment / Progression (Camau i’r Dyfodol project) b. Continue cluster development of Shared Understanding of Progress / Transition arrangements. c. Cluster INSET day Assessment (Cluster INSET day) see 4.3c and follow up in DHT/HT meetings. d. Collaborate with Pencoed Primary on Building leadership capacity / common SIP objectives / school self-evaluation 	<p>ITE Lead</p> <p>DHT</p> <p>HT / DHT</p> <p>HT / DHT</p>	<p>Throughout Year</p> <p>Throughout Year</p> <p>Spring 25 Summer 25</p> <p>Throughout Year</p>	<p>Staff release 1 day Collab funding 5 days INSET Day (Shared costs) Nil</p>	<p>SLT minutes ITE records Cluster minutes Staff meeting minutes</p> <p>Cluster minutes Staff feedback</p> <p>SLT minutes SIP updates Self-evaluation</p>	

Milestones for Target 4: Leadership		
Autumn 24	Spring 25	Summer 25
<ul style="list-style-type: none"> • SLT to transfer current SER over to new '@teb' to align to new CIF. • Share @teb with teachers / LSOs – input from staff to review judgements (ongoing) • Signpost MER activities to new @teb – share 'judgements' with staff (ongoing) • Develop & issue parent survey to help identify priority areas for support. • Develop family engagement action plan. • Continue to compare progress of vulnerable learner groups and identify any significant variants for action (ongoing) • Develop staff understanding of principles of progression within each AoLE and awareness of newly written cluster SuP documents. • Arrange for AoLE teams to meet with link governors to update (ongoing) • GB to continue GB Self-Evaluation to identify areas for development (ongoing) • Establish plans for school council to support various areas of self-evaluation. • UWTSD – Assessment / Progression (Camau i'r Dyfodol project) (ongoing) • Continue cluster development of Shared Understanding of Progress / Transition arrangements (ongoing) • Collaborate with Pencoed Primary on Building leadership capacity / common SIP objectives / school self-evaluation (ongoing) 	<ul style="list-style-type: none"> • Improve website content to support parent engagement & signpost support information. • Continue to compare progress of vulnerable learner groups and identify any significant variants for action (ongoing) • Evaluate long-term study around impact of FSM / vulnerability of secondary school GCSE data for former pupils. • Provide further PL (Shirley Clarke) to improve effective use of assessment techniques. • Develop staff understanding of principles of progression within each AoLE and awareness of newly written cluster SuP documents. • Arrange for AoLE teams to meet with link governors to update (ongoing) • GB to continue GB Self-Evaluation (ongoing) • School council to feedback self-evaluation outcomes to governing body. • Cluster INSET day Assessment (see 4.3c) and follow up in DHT/HT meetings. • UWTSD – Assessment / Progression (Camau i'r Dyfodol project) (ongoing) • Continue cluster development of Shared Understanding of Progress / Transition arrangements (ongoing) • Collaborate with Pencoed Primary (ongoing) 	<ul style="list-style-type: none"> • Continue to compare progress of vulnerable learner groups (ongoing) • Arrange for AoLE teams to meet with link governors (ongoing) • GB to continue GB Self-Evaluation - identify areas for development (ongoing) • Cluster INSET day Assessment follow up in DHT/HT meetings • UWTSD – Assessment / Progression (Camau i'r Dyfodol project) (ongoing) • Continue cluster development of Shared Understanding of Progress / Transition arrangements (ongoing). • Collaborate with Pencoed Primary (ongoing).

Outline Strategic Plan for 2025/26 - 2026/27
(Priorities are subject to change if necessary to respond to changing need)

Aims & Aspirations 2025-2026	Aims & Aspirations 2026-2027
<p>Teaching and learning</p> <ul style="list-style-type: none"> • Further develop progression within each of the AoLEs • Staff training to improve quality of provision in SciTech & Humanities • Further embed five proficiencies in mathematics • Further embed cross-cutting themes • Continue to consolidate approaches to effective assessment. • Review and evaluate pedagogical principles. • Continue to strengthen practices around ALN <p>Well-being, care, support and guidance</p> <ul style="list-style-type: none"> • Continue to improve attendance • Review pupil wellbeing measures <p>Leading and improving</p> <ul style="list-style-type: none"> • Evaluate progress with inclusion of Cross-Cutting themes across the curriculum and strengthen if/where necessary. • Review and evaluate reading strategies and impact. • Further enhance school-self evaluation processes across staff • Review effectiveness of assessment strategies • Continue to embed coaching skills and research methodology • Further strengthen SLT roles with school self-evaluation and pastoral support. • Continue to strengthen role of GB in school-self evaluation 	<p>Teaching and learning</p> <ul style="list-style-type: none"> • Further develop progression within each of the AoLEs • Staff training to improve quality of provision in Health & Wellbeing • Secure approaches to five proficiencies in mathematics • Review and consolidate provision for integral skills • Continue to consolidate approaches to effective assessment. • Review and evaluate pedagogical principles. • Continue to strengthen practices around ALN <p>Well-being, care, support and guidance</p> <ul style="list-style-type: none"> • Continue to improve attendance • Update staff wellbeing charter <p>Leading and improving</p> <ul style="list-style-type: none"> • Review and evaluate oracy strategies and impact. • Further enhance school-self evaluation processes across staff • Review effectiveness of assessment strategies • Continue to embed coaching skills and research methodology • Further strengthen SLT roles with school self-evaluation and pastoral support. • Continue to strengthen role of GB in school-self evaluation