



Summary of our school improvement priorities for the current school year

2024-2025

Priority 1	To embed a consistent approach to the teaching and learning of reading, both in school and at home.
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Rationale: Self-evaluation // Local /regional / national priority //Estyn // Research // **BCBC Strategic Plan 2023-2026**

Self Evaluation: Teacher assessment and SLT monitoring identifies a need to further strengthen reading within English LLC. Learning walks and listening to learner sessions have identified that we need to strengthen the consistency of practice in 'reading' across the school and at home. All stakeholders have identified development of clear expectations and roles and responsibilities would benefit teaching and learning in this area.

BCBC Strategic Plan 2023-26: This priority sits within 'Theme 6' of the corporate strategy 'High quality teaching and learning'

Priority leader:	AA	Team members:	SLT & pupils (JLT)	Governing Body link:	To be established for 24/25. PD was LLC link for 23/24.
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<p>Targets:</p> <ul style="list-style-type: none"> A. Audit our current provision to ensure we have a 360 overview. B. Visit schools that have identified 'good practice' in reading. C. Leading reading CPD for AA. D. Develop a clear structure and way forward for group guided reading within school. E. Develop a clear structure way forward for individual readers within school. F. Develop a clear guidelines and expectations for individual learners at home. G. Ensure that there are enough resources available to complement our pedagogy. H. Half termly monitoring to identify that all classes have embedded the approach and there is consistency in teaching and learning of reading throughout the school 	<p>Success Criteria:</p> <p>A1: Audit to identify the strengths and weaknesses of current provision. A2: Audit to incorporate all key stakeholders including parents and carers.</p> <p>B1: Visits to St. Peter's School in Cardiff and Twynnyrodyn, Merthyr to be undertaken by SLT. B2: RO to discuss cluster primary schools' approaches in Cluster HT meeting</p> <p>C1. AA to attend Reading Coordinator's CPD</p> <p>D1: SLT and LLC lead to develop a clear guide for staff on identified way forward. D2: Decisions to be shared and discussed in staff meeting.</p> <p>E1: SLT and LLC lead to develop a clear guide for staff on identified way forward. E2: decisions to be shared and discussed in staff meeting.</p> <p>F1: SLT and LLC lead to develop a clear guide for parents and carers on identified way forward. F2: decisions to be shared and discussed in staff meeting.</p>
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<p>I. Identify learners for reading support – Lexia / Catch Up</p>	<p>G1: Audit our current numbers of books to see if we have enough of each stage to be used at home and in school.</p> <p>H1: Half termly monitoring to show that all the classes have adopted our new approach to the teaching and learning of reading.</p> <p>I1: Use WGNT scores and teacher assessment to identify pupils in need of Catch Up /Lexia reading program. I2: Create clear entry and exit criteria for each program and inset onto assessment schedule.</p>
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Key Milestones:

December	March	July
<ul style="list-style-type: none"> • School good practice visits complete • SLT discussions about audit lead to way forward • Clear guidelines decided and shared • Monitoring identifies successful introduction • New proforma for reading expectations at home and at school shared with parents. • Literary tree lessons in PS3 • Catch Up / Lexia support • After school reading club established • Reading buddies organised 	<ul style="list-style-type: none"> • Coordinator & SLT monitoring identifies progress within reading and consistency in approach. • Reassess provision on reading support (Lexia Catch Up) based on progress. 	<ul style="list-style-type: none"> • Standards of reading raised and pupil progress evident. • Coordinator & SLT monitoring identifies progress within writing

Priority 2 | **To raise standards of Welsh 2nd/3rd Language across the school**

Rationale: Self-evaluation // Local /regional / national priority // **Estyn** // Research // **BCBC Strategic Plan 2023-2026**

Self Evaluation: Although we have made huge progress in this priority area within the last academic year . We feel that it is important to keep this momentum going and aim to achieve our Gold Siarter Iaith Award. Additionally, staff require further CPD to enhance their skillset and knowledge to be more confident in their approach to the teaching and learning of Welsh.

Estyn: Our last inspection in May 2019 provided the recommendation to improve pupils' Welsh Language Skills. Since then, school closure during the pandemic has resulted in pupil's progress within this area declining further.

BCBC Strategic Plan 2023-26: This priority sits within 'Theme 6' of the corporate strategy 'High quality teaching and learning' and 'Theme 14 - Effective Welsh in Education Strategic Plan to promote the Welsh language'.

Priority leader:	LW	Team members:	SLT, & pupils (JLT)	Governing Body link:	To be established for 24/25. CD was Welsh link for 23/24.
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<p>Targets:</p> <ul style="list-style-type: none"> A. Staff to engage in relevant CPD to improve own knowledge B. Ensure that all classroom environments in the school allow for successful engagement with the Welsh Language, in line with the 'Penybont Promise' C. Create and embed skills progression maps throughout the school within each AOLE to further develop a shared understanding of progression. D. To gain the Gold Siarter Iaith Award 	<p>Success Criteria:</p> <p>A1: Staff to use one twilight session to complete relevant online CPD e-learning module. A2: Appropriate bespoke CPD to be sought and delivered after audit is completed</p> <p>B1: Pupils work and relevant language on display, Welsh reading books available B2: Welsh Language leaders in all classes</p> <p>C1: SLT to develop cohesive map of progressive skills expectations for each class to support staff in planning within all AOLEs. To include Helpwr Heddiw</p> <p>D1: To collaborate with Welsh Advisor to gain the Gold Siarter Iaith accreditation D2: To visit a 'gold' school to collaborate and gain from good</p>
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practice.

Key Milestones:

December

- Monitoring identifies Helpwr heddiw sessions being run effectively LW
- All classrooms deliver the 'Penybont Promise'
- 'Welsh Wednesday' is implemented with Support staff pushing out the playground games from previous training with help of new signage around school in all areas.
- Meeting with Emma Thomas school governor to update on new SIP targets.
- Fruit tuck shop to be continued in Welsh and new signage sorted.
- Learning walk identifies HH, cluster Use of word mats/pedagogy and progression throughout school
- Signage erected around school.
- Year 6 have started reading buddies to begin Welsh reading sessions/sharing Welsh books.
- Use of Tocyn Iaith for rewards embedded.
- Patrwm yr wythnos successfully shared and used.
- Visit to a 'Gold Siarter Iaith school completed

March

- Coordinator & SLT monitoring identifies progress
- Skill progression maps support teaching and learning continuity
- Links with Community to be made for Gold award- local shop possibility.
- Staff training- next staff in line from questionnaires to be prioritised. RO & LW.
- Meeting with Emma Thomas school governor to update on new SIP targets.
- Learning walk identifies HH, cluster Use of word mats/pedagogy and progression throughout school
- Guided reading to be discussed and staff refamiliarize themselves with previous reading training and areas revisited if needed.

July

- Monitoring identifies that the teaching and learning of Welsh has improved
- Skill progression maps support teaching and learning continuity
- Siarter Iaith Gold Award achieved
- Meeting with Emma Thomas school governor to update on new SIP targets.
- Learning walk identifies HH, cluster Use of word mats/pedagogy and progression throughout school

Priority 3	To further develop the use of outdoor teaching & learning throughout the school.
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Rationale: Self-evaluation // Local /regional / national priority //Estyn // Research // **BCBC Strategic Plan 2023-2026**

Self Evaluation: We have been fortunate enough to receive grant funding for the completion of many projects in our outdoor areas during the past 6 months. Class based teaching and learning standards are high, but we now need to focus on utilising these new spaces and using them regularly to support our embedded high standards of teaching and learning.

To support this, Mr Gorman has recently completed the Forest Schools Leader award to lead this area of teaching and learning in the school.

BCBC Strategic Plan 2023-26: This priority sits within 'Theme 6' of the corporate strategy 'High quality teaching and learning' and also within 'Theme 5, Curriculum for Wales & Assessment'.

Priority leader:	CG & RO	Team members:	SLT & CG (JLT)	Governing Body link:	To be established for 24/25.
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<p>Targets:</p> <ul style="list-style-type: none"> A. To begin to implement 'Forest Schools' teaching and learning within the school. B. To create an orienteering map of the school, launch with pupils and upskill staff. C. Relevant CPD to be sought and implemented for staff D. Ensure that all outdoor learning continuous provision and missions are relevant and purposeful. 	<p>Success Criteria:</p> <p>A1: CG to complete training for accreditation as a forest school leader A2: CG to complete evidence for submission for accreditation A3: CG to lead CPD sessions for staff during INSET / Twilights / workshops to upskill all staff. A4: Forest Schools to form part of our DGG offer. A5: Parents & Carers to be invited to attend an outdoor learning workshop with pupils as part of 'Out in The Wild' topic.</p> <p>B1: Orienteering map of school to be created B2: Pupils to participate in launch of orienteering map over 3 days. B3: Staff to receive CPD relating to orienteering cross curricular possibilities B4: School to receive relevant resources B5: Staff to utilize orienteering within teaching and learning opportunities for pupils.</p> <p>C1: CG to attend CSC Outdoor Learning course C2: CG to determine as to whether staff require further CPD resulting from outlined course.</p>
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D1: Monitoring of outdoor learning opportunities identifies successful implementation.

Key Milestones:

December	March	July
<ul style="list-style-type: none"> • All staff will have received Forest Schools CPD. • Forest Schools is part of DGG offer to pupils. • Orienteering launched and CPD delivered. • Families attend Forest Schools workshops with pupils and staff. • Priority leader attended CPD and identified school/staff needs. • Monitoring identifies successful implementation of first phase of outdoor learning opportunities. 	<ul style="list-style-type: none"> • Monitoring identifies successful implementation of first phase of outdoor learning opportunities. 	<ul style="list-style-type: none"> • Monitoring identifies successful implementation of first phase of outdoor learning opportunities.

Priority 4	To further strengthen the roles and responsibilities of middle leaders
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Rationale: Self-evaluation // Local /regional / national priority //Estyn // Research // BCBC Strategic Plan 2023-2026

Self Evaluation: Having developed a new SLT in the last 2 years, it is now appropriate to look to develop the middle leadership roles and responsibilities of other staff throughout the school.

Research: Discussions with colleague Headteachers throughout the cluster has resulted in Middle Leadership being placed on the cluster transition plan. This will include the creation of a Deputy Head priority, each school having an Equity / poverty lead and a member of staff focussing on assessment who will complete task and finish work in triads throughout the she cluster.

BCBC Strategic Plan 2023-26: This priority sits within 'Theme 7' of the corporate strategy 'Effective Leadership & Governance'.

Priority leader:	SJ & RO	Team members:	SLT, ELT & staff	Governing Body link:	To be established for 24/25.
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<p>Targets:</p> <ul style="list-style-type: none"> A. To appoint an Extended Leadership Team (ELT) and support their introduction to school leadership B. To give more responsibility to the new AOLE Leaders to allow them greater opportunity to contribute to the monitoring of the school. C. To deliver the cluster transition plan objectives 	<p>Success Criteria:</p> <p>A1: To appoint ELT for Equity, Assessment & Assistant ALNCO A2: ELT to attend relevant CPD for their roles A3: Provide non contact time for ELT members to create and action their plans.</p> <p>B1: To establish new AOLE leaders B2: Provide 'Leading Your AOLE' CPD for teaching staff B3: AOLE leaders to lead CfW work and development of 'Curriculum for Penybont' threads B4: AOLE leaders to lead monitoring of teaching and learning as part of the school's MER Cycle B5: AOLE Leaders to engage with new Blippit Boards Audit tools for curriculum leaders.</p> <p>C1: AOLE leaders to complete 3 year phase of work on individual learner progression (Humanities and Expressive Arts) C2: ELT for Assessment to collaborate with cluster colleagues to complete cluster objectives C3: ELT for poverty to collaborate with cluster colleagues to complete</p>
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		cluster objectives
Key Milestones:		
December	March	July
<ul style="list-style-type: none"> • New ELT appointed • New AOLE leaders established • Relevant CPD undertaken • AOLE leaders engaged in curriculum development • AOLE & ELT participating in monitoring process • Blippit boards introduced • Cluster priorities being addressed 	<ul style="list-style-type: none"> • AOLE leaders engaged in curriculum development • AOLE & ELT participating in monitoring process • Blippit boards introduced • Cluster priorities being addressed 	<ul style="list-style-type: none"> • AOLE leaders engaged in curriculum development • AOLE & ELT participating in monitoring process • Blippit boards established • Cluster priorities addressed

Priority 5	To further develop our school's offer to ensure equitable practice		
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Rationale: Self-evaluation // Local /regional / national priority //Estyn // Research // BCBC Strategic Plan 2023-2026

Self Evaluation: Equitable practice involves fair and just treatment of all people, including those from underserved and marginalized communities¹. In education, equitable practices include conscious and subconscious decisions that promote fairness and student engagement

Priority leader:	RM & SJ	Team members:	SLT, ELT & JLT	Governing Body link:	To be established for 24/25.
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<p>Targets:</p> <ul style="list-style-type: none"> A. To deliver the cluster transition plan objectives B. To embed CSC's 'High Standards & Aspirations for All' into school practice. C. To further engage families and to extend our offer to families D. To work towards UNCRC Gold Award accreditation 	<p>Success Criteria:</p> <p>A1: Cluster work and priorities (developing common approaches) A2: Meetings are regularly attended and information disseminated in school A3: Explore the meaning of equity in schools and across the cluster.</p> <p>B1: Professional development is regularly undertaken and shared as appropriate with staff B2: Links with CSC lead are established and support accessed as required. C1: To further develop our Big Bocs Bwyd C2: To further develop the resources for families in our family room. C3: To further develop signposting literature for families. C3: To strengthen links with FEO shared between 3 schools</p> <p>D1: Aim to receive UNCRC RRSa Gold accreditation</p>
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Key Milestones:		
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December	March	July
<ul style="list-style-type: none"> • Meetings are regularly attended and information disseminated in school. • Professional development is regularly undertaken and shared as appropriate with staff. • Family room is resourced to further engage and support families 	<ul style="list-style-type: none"> • The family is used well regularly by an increasing number of families. • To develop stronger links with the shared FEO to support families 	<ul style="list-style-type: none"> • The family is used well regularly by an increasing number of families.

