Summary of our Self-Evaluation of the school year 2024/25
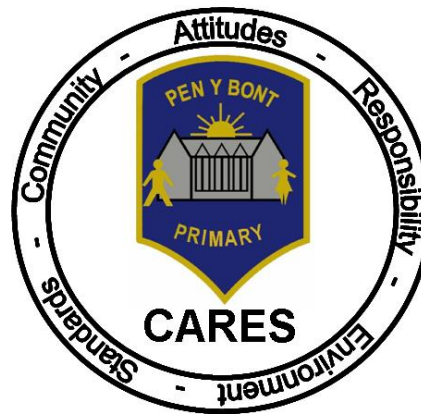
Penybont CARES by putting our children first to be the best they can be.

THE SCHOOL VISION

Penybont CARES by putting our children first to be the best they can be.

At Penybont Primary School, this vision is created by offering an inclusive and nurturing learning environment where every pupil is valued as a unique individual. We are dedicated to placing pupil wellbeing at the heart of our educational approach.

We understand our **RESPONSIBILITIES** within the **COMMUNITY** and actively collaborate with families, local businesses, and organizations to enhance the educational experience for all of our learners.

We are committed to providing a bespoke curriculum that offers rich and immersive experiences, designed to develop students' cognitive frameworks and connect them with the wonders of the world. Our nurturing **ENVIRONMENT** ensures that pupils develop positive **ATTITUDES** towards their learning and lives. We leverage state-of-the-art technology to bridge the gap between imagination and reality as we raise **STANDARDS** of achievement and life skills for our pupils.

Our dedicated, professional and caring staff prioritise the well-being and development of our students above all else. At Penybont Primary School, children always come first, and together, we strive to empower them for a brighter future.

Penybont CARES by putting our children first to be the best they can be.

EVALUATION OF PROGRESS SINCE LAST INSPECTION

Date of last inspection: May 2019	
Estyn recommendation	**Progress**
R1 Improve pupils' Welsh language skills	We remain committed to improving pupil's Welsh language skills. Unfortunately, the disruption to teaching and learning caused by school closures in 2020 and 2021 resulted in pupil's Welsh language skills declining further than they were during our inspection of May 2019. With 19.2% EAL pupils, Welsh is the third language for 1 in 5 of our pupils. However, we have made huge progress in this recommendation, having recently achieved both Bronze and Silver Siarter Iaith Awards in 2023/24. In order to continue this progress, the teaching and learning of Welsh remains a priority on this year's School Improvement Plan.
R2 Enable pupils to contribute effectively to decision-making	We have made good progress within this area both inside and outside the classroom. Our classroom pedagogy now provides many opportunities for our learners to make decisions about what they learn and how they produce their work. This adapted practice has developed through careful research of schools that had been highlighted as having embedded effective practice by Estyn, including St Jospeh's Catholic School in Swansea. On a leadership level, our school has well established groups that contribute and lead on areas of our School Improvement Plan. We are looking to further enhance these groups this year to allow every pupil opportunity to contribute towards school development, as self-evaluated in 'CSW 11' in this report.
R3 Create more opportunities for pupils to be involved in how and what they learn	We have made good progress towards this recommendation. Classroom pedagogy now ensures that children have an active role in deciding how and what they learn. The 'missions' that are set for pupils in years 3-6 display this effectively. We have planned to further develop this area by providing pupils more autonomy in how they produce the work they have decided to complete, as self-evaluated in this report.

Penybont CARES by putting our children first to be the best they can be.

EVALUATION OF SIP 2024-2025 PRIORITIES (PREVIOUS YEAR)

We use the following RAYG rating system to evaluate progress against the School Development Plan. This Self-evaluation occurs at the end of every term by each priority leader through discussion with senior leaders. We use the milestones set out in the SIP as measurement criteria to aid our evaluation. These are the same ratings used by BCBC against their Strategic Plan.

1	2	3	**Limited progress** • Does not meet the recommendation • All or many important aspects still awaiting attention • No impact on standards and/or quality of provision (e.g., standards have declined since core inspection in key indicators) • Much work still to do and many aspects still to consider
4	5	6	**Satisfactory progress** • Addresses the recommendations in many respects • A few important aspects still require significant attention • Limited impact on standards and/or quality of provision • Many aspects addressed but still significant work to do in important areas
7	8	9	**Strong progress** • Addresses the recommendation in most respects • Only minor aspects still require attention • Positive impact on standards and/or quality of provision • Most aspects covered already with little significant work left to do
10	11	12	**Very good progress** • Actions address the recommendations in all aspects • No aspects require further attention • Very good impact on quality of provision • School to maintain and build on improved practice

Penybont CARES by putting our children first to be the best they can be.

Here are the final priority area summaries and brief evaluation for each of our SIP targets for 2024/25, produced by each priority leader.

SIP Priority Area 1 - To embed a consistent approach to the teaching and learning of reading, both in school and at home. Progress summary written by priority leader, Anna Alford (SLT)

11	SLT monitoring shows progress within reading, and there is more consistency in its approach. Listening to learners by SLT and Alison Jenner (IP) show pupils are engaged and positive about their reading and WGNT scores show overall progress with reading scores.
Next Steps:	• Maintain the good practice embedded this year. • Look into trialing a new reading carousel approach

SIP Priority Area 2 – To raise standards of Welsh 2nd/3rd Language across the school. Progress summary written by priority leader, Lucinda Wyatt (SLT)

7	Good progress has been made towards raising the standards of Welsh 2nd/3rd language across the school again this year. The priority leader has continued to develop many areas of the SIP priority area but will require more time to evidence all areas of the Gold Siarter Iaith Award.
Next Steps:	• Evidence all remaining areas of Gold Siarter Iath Award portfolio • Continue the implementation of CPD for staff.

SIP Priority Area 3 - To further develop the use of outdoor teaching & learning throughout the school. Progress summary written by priority leader, Corey Gorman.

9	Mr Gorman is now a quailed Forest Schools Leaders and has successfully led over 30 forest school session this academic year to our Year 3 & 4 pupils. All other staff have received some fire and basic forest schools training and held outdoor learning workshops for parents & carers.
Next Steps:	• Roll out Forest Schools CPD to all staff during staff meeting workshops • Look at other areas of outdoor learning not just Forest Schools

Penybont CARES by putting our children first to be the best they can be.

SIP Priority Area 4 - To further strengthen the roles and responsibilities of middle leaders. Progress summary written by priority leader, Robbie Owen

11	We have established an Extended Leadership Team (ELT) who are active in their roles. All ELT and SLT have responsibility for areas of the SIP. All AOLE Leaders have been established and many have received training in their new roles.
Next Steps:	• Adapt the AOLE structure to incorporate new staff joining us for 2025/26

SIP Priority Area 5 - To further develop our school's offer to ensure equitable practice. Progress summary written by priority leader, Rachel Mulcahy (ELT).

11	We have adapted our family to be utilised more by families for Core groups / CASP meetings and for discussions about general concerns. Opportunities for families to attend open events have been slow on the take up. Referrals are made to the shared FEO and she has worked with 9 families. Cluster work has been strong and helped to develop a common approach across our schools.
Next Steps:	• Seek to utilise grant funding to have a part time FEO for the school.

Penybont CARES by putting our children first to be the best they can be.

EVALUATION OF SCHOOL SELF-EVALUATION FINDINGS

Our SER and SIP are intrinsic to one another. Our SER is our final document of each academic year that summarises our performance against the 3 areas of the Inspection Framework. Although this document is completed at the end of the year, continuous self evaluation and monitoring occurs throughout the year against the targets set in our SIP.

Staff work together in their departments to discuss and decide on common judgements, this is then fed into SLT meetings where these judgements are discussed further and an overall 'grade' given to each area of the SER. Priorities for the following year are then developed and discussed to create a realistic and purposeful action plan for school improvement.

Below I have included the department SER grades along with the SLT agreed average grade for each statement related part of an Inspection Area. I have also included a radar graph for each area of the SER and accompanying coding annotations. This provides a simplistic overview of school performance for 2023/24. The 'grades' are rated 1-4 with 4 being highly effective practice.

INSPECTION AREA 1 (TEACHING & LEARNING):

T.1   Teaching moves learning along at the right pace, and presents all pupils, including pupils with ALN and those who are adversely affected by poverty, with appropriate challenge and support.

T.2   Teaching demonstrates high expectations of all the pupils.

T.3   Teaching uses questioning and feedback to support pupils' progress.

T.4   Teaching responds to pupils' learning during lessons and over time and adapts accordingly.

T.5   Teaching helps pupils to understand their own strengths and areas for improvement, and to develop as effective learners.

T.6   Teaching makes the learning environment stimulating and engaging.

T.7   Teaching ensures provision is well matched for pupils with ALN and is based on a secure understanding of their needs.

T.8   Teaching provides pupils with opportunities to work independently and collaboratively.

T.9   Teaching provides pupils with opportunities to influence how and what they learn, where appropriate.

T.10   Teaching is supported by additional staff where appropriate, to assist pupils with their learning.

C.11   The curriculum provides pupils with a suitable breadth and depth of learning across all areas of learning and experience.

C.12   The curriculum develops an understanding of the history, cultural and linguistic heritage, ethnic diversity, identities, experiences and perspectives of their local area, Wales, and wider world.

C.13   The curriculum inspires pupils and raises their aspirations.

C.14   The curriculum enables pupils to develop an understanding of societies through stories, past and present, of their local area, Wales and the wider world, spanning different communities, in particular, BAME people.

C15.   The curriculum supports pupils' creative and artistic development.

C16.   The curriculum supports the development of pupils' spiritual, moral, social, & cultural awareness. It also fosters positive attitudes to diversity. It develops pupils' awareness and understanding of different views and values, the diversity of relationships, gender, sexuality inc. LGBTQ+ lives & explores themes of gender, equity, rights and advocacy.

Penybont CARES by putting our children first to be the best they can be.

C17. The curriculum supports pupils' personal and social development, including understanding the characteristics of healthy relationships.

C18. The curriculum helps pupils to develop the skills, knowledge and understanding they need to make healthy lifestyle choices and understand the impact of choices.

S19. Pupils acquire the necessary skills in listening and reading, speaking and writing, numeracy and digital skills to support their work and progress. They apply them at the appropriate level across the curriculum.

S20. Pupils have the physical, social and emotional skills to prepare them for later life.

S21. Pupils apply their skills at an appropriate level across the curriculum.

S22. Pupils develop Welsh language communication skills from their different starting points in formal teaching activities and informal situations.

A23. Pupils behave well and participate positively in learning activities.

A24. Pupils persevere or look for new solutions when they face difficulties.

A25. Pupils foster positive working relationships with adults and their peers.

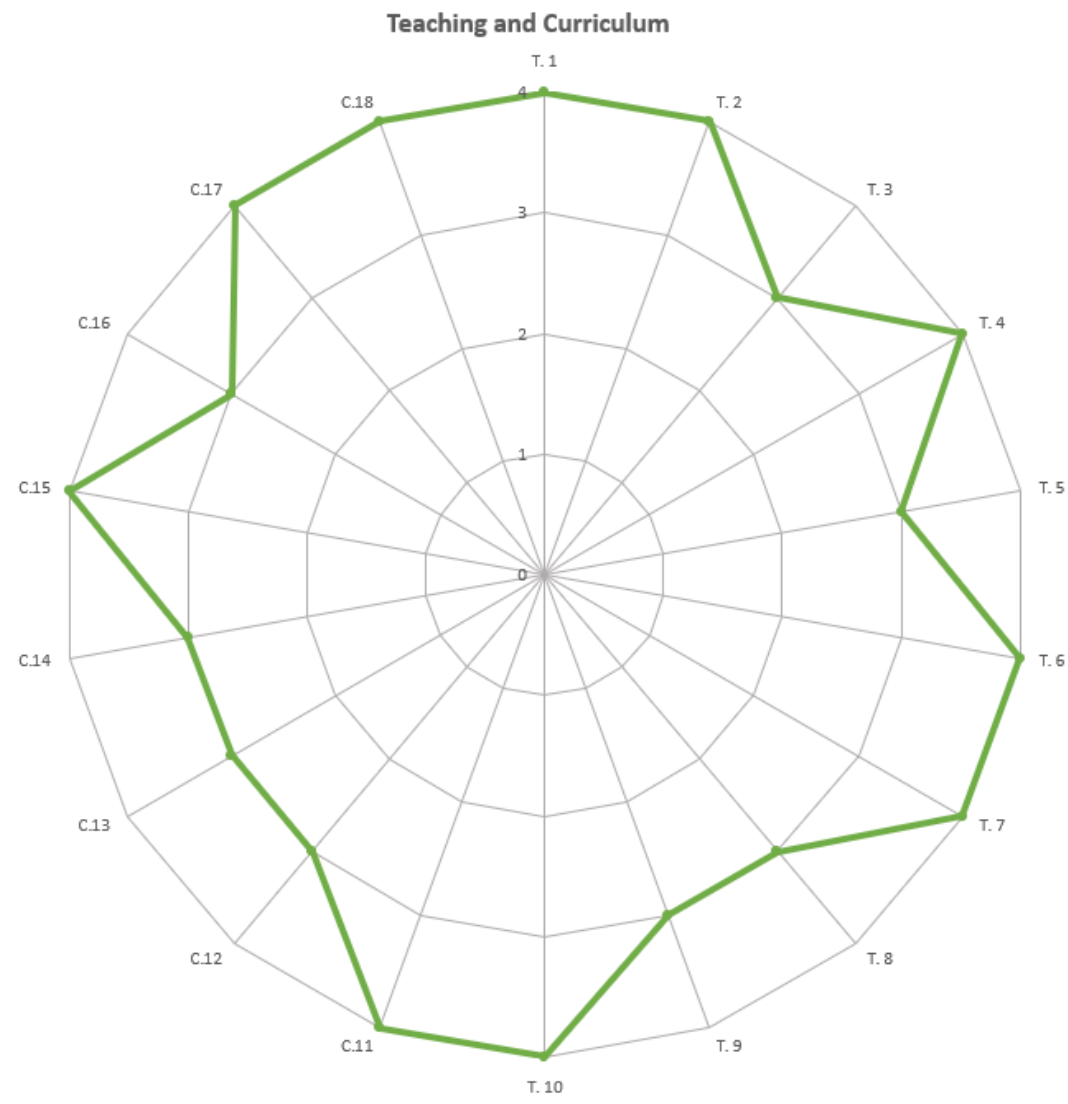A 26. The pupils respond positively and purposefully to feedback.

I.A.1

Ref	Nurs & Rec Dept Actual	Year Progress		Year 1 & 2 Dept Actual	Year Progress		Year 3 & 4 Dept Actual	Year Progress		Year 5 & 6 Dept Actual	Year Progress		Whole School Overall	Average	Rounded
T. 1	3	0		4	+1		4	+1		3	0		14	3.5	4
T. 2	4	0		4	0		4	+1		4	0		16	4	4
T. 3	3	0		4	+1		3	0		3	0		13	3.25	3
T. 4	4	0		4	+1		3	+1		3	0		14	3.5	4
T. 5	3	0		3	+1		3	+1		4	0		13	3.25	3
T. 6	4	0		4	+1		3	0		3	0		14	3.5	4
T. 7	4	0		4	0		3	+1		3	0		14	3.5	4
T. 8	3	0		3	+1		2	0		3	0		11	2.75	3
T. 9	2	0		3	0		3	+1		4	0		12	3	3
T. 10	4	0		4	0		3	+1		4	0		15	3.75	4
C.11	3	0		4	0		4	0		4	0		15	3.75	4
C.12	3	0		3	+1		3	0		4	+1		13	3.25	3
C.13	3	0		4	+1		3	0		3	0		13	3.25	3
C.14	2	0		3	+1		3	+1		3	0		11	2.75	3

Penybont CARES by putting our children first to be the best they can be.

C.15	4	+1		3	+1		4	+1		4	0		15	3.75	4
C.16	2	0		3	+1		3	+2		2	0		10	2.5	3
C.17	3	0		4	+1		3	+1		4	+1		14	3.5	4
C.18	4	+1		3	0		4	0		3	0		14	3.5	4

2023-24 Teaching & Learning Self Evaluation:

Penybont CARES by putting our children first to be the best they can be.

Teaching and Curriculum

Penybont CARES by putting our children first to be the best they can be.

Monday 1st September, Inset Day Professional Self Evaluation Discussion collective notes:

Penybont CARES by putting our children first to be the best they can be.
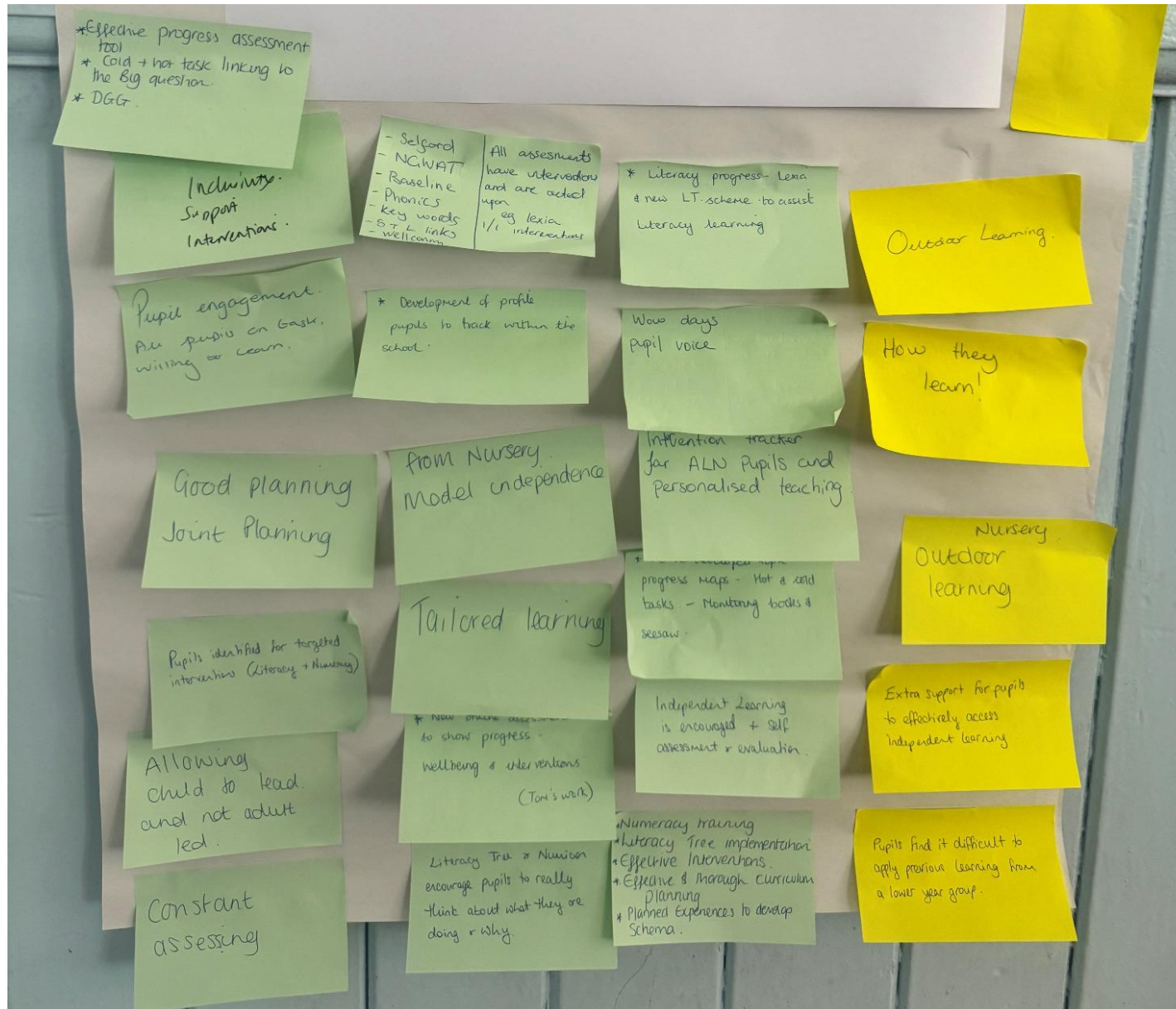
Spotlight:
Teaching at Penybont Primary School consistently reflects high expectations for all pupils, underpinned by a well-structured and ambitious curriculum. The implementation of the Literacy Tree scheme has had a transformative impact on standards, fostering a culture of high-quality writing and deep engagement with texts across the school. In mathematics, the adoption of the mastery approach, alongside the CPA (Concrete, Pictorial, Abstract) model, ensures that all learners develop secure conceptual understanding and fluency, with challenge embedded throughout. Teachers use live marking and a responsive feedback policy to address misconceptions in real time, enabling pupils to make immediate improvements and deepening their understanding during mini 'pit stops'. These strategies collectively demonstrate the school's commitment to excellence and equity in learning.

	Areas for Celebration		Priority Areas for Development
T2	We set high expectations for all pupils through a consistent and ambitious approach to teaching and learning. Staff foster a culture of care where all learners are encouraged to achieve their full potential, regardless of their starting points. Carefully planned lessons, underpinned by high-quality schemes such as the Literacy Tree and Maths Mastery, ensure that pupils are challenged appropriately and supported to succeed. Teachers use effective assessment strategies, including live marking and responsive feedback, to identify and address misconceptions swiftly. As a result, pupils demonstrate positive attitudes to learning and make strong progress across the curriculum.		Whole school Self evaluatuion activities have highlighted the need to further development of outdoor teaching and learning. Staff recognise the value of the school's outdoor environment and available resources in enriching pupils' learning experiences, and there is a growing commitment to embedding outdoor pedagogy across the curriculum. Leaders will utilise brokered support from the school's Improvement Partner to strengthen strategic planning in this area, ensuring that developments are purposeful and sustainable.
	From the earliest stages in nursery, the school places a strong emphasis on developing pupils' independence through carefully planned routines and learning experiences. Staff model independence consistently, encouraging pupils to make choices, take responsibility for their learning, and reflect on their progress. Across the school, pupils are given increasing opportunities to work collaboratively, manage their own tasks, and engage in self and peer assessment. This culture of independence is embedded within the school's ethos		Whole school Self evaluatuion activities have highlighted the need to further development of pupil choice in how they learn and how they present their work, particularly in Years 3 to 6. Encouraging pupils to select methods that suit their learning preferences and promote independence will support engagement and creativity while maintaining high standards.

Penybont CARES by putting our children first to be the best they can be.

and curriculum, supporting pupils to become confident, self-regulating learners who are well-prepared for the next stage in their education.		
		Whole school Self evaluatuion activities have highlighted the need to further develop pupil voice in both whole-school decision-making and classroom practice to support the development of confident, responsible pupils who contribute meaningfully to their school community.

Penybont CARES by putting our children first to be the best they can be.

INSPECTION AREA 2 (WELLBEING, CARE, SUPPORT & GUIDANCE):

CSW 1.   All staff create and maintain a culture of protection including following child protection procedures so pupils are safe and secure.

CSW 2.   Pupils are respected and treated fairly.

CSW 3.   Pupils are free from bullying and harassment.

CSW 4.   Pupils are free from physical, emotional and verbal abuse.

CSW 5.   Pupils attend regularly because of the school's promoting and monitoring attendance, including that of specific groups.

CSW 6.   The school challenges persistent absenteeism.

CSW 7.   To secure good attendance, the school works in partnership with EWS, social services, police and other agencies.

CSW 8.   The school coordinates suitable support for pupils with additional learning needs, including working with external agencies as appropriate.

CSW 9.   The school supports positive behaviour, and accurately record, report and respond to all types of bullying and harassment.

CSW 10.   The school ensures that pupils with a history of being excluded and those educated other than at school demonstrate better behaviour and attitudes to learning.

CSW 11.   The school encourages pupils to influence the life and work of the school, develop leadership skills and take on responsibility.

CSW 12.   The school provides effective and impartial advice to pupils regarding the next steps in their next phase of learning.

Penybont CARES by putting our children first to be the best they can be.

I.A.2.

Ref	Nurs & Rec Dept			Year 1 & 2 Dept			Year 3 & 4 Dept			Year 5 & 6 Dept			Whole School		
	Actual	Year Progress		Actual	Year Progress		Actual	Year Progress		Actual	Year Progress		Overall	Average	Rounded
CSW 1	4	0		4	0		4	+1		4	0		16	4	4
CSW 2	4	0		4	0		4	+1		4	0		16	4	4
CSW 3	4	+1		4	0		4	+1		4	+1		16	4	4
CSW 4	4	0		4	0		4	+1		4	0		16	4	4
CSW 5	4	+1		4	+1		3	0		3	0		14	3.5	4
CSW 6	4	0		4	0		4	0		4	0		16	4	4
CSW 7	4	0		4	0		4	0		4	0		16	4	4
CSW 8	4	0		4	0		4	0		4	0		16	4	4
CSW 9	4	0		4	0		3	0		4	0		15	3.75	4
CSW 10	3	-1		4	+1		3	0		4	0		14	3.5	4
CSW 11	3	0		3	0		3	+1		4	0		13	3.25	3
CSW 12	4	+1		4	0		4	0		4	+1		16	4	4

Penybont CARES by putting our children first to be the best they can be.

2023-24 Wellbeing, Care, Support & Guidance Self Evaluation:

Wellbeing and Attitudes to Learning

Penybont CARES by putting our children first to be the best they can be.
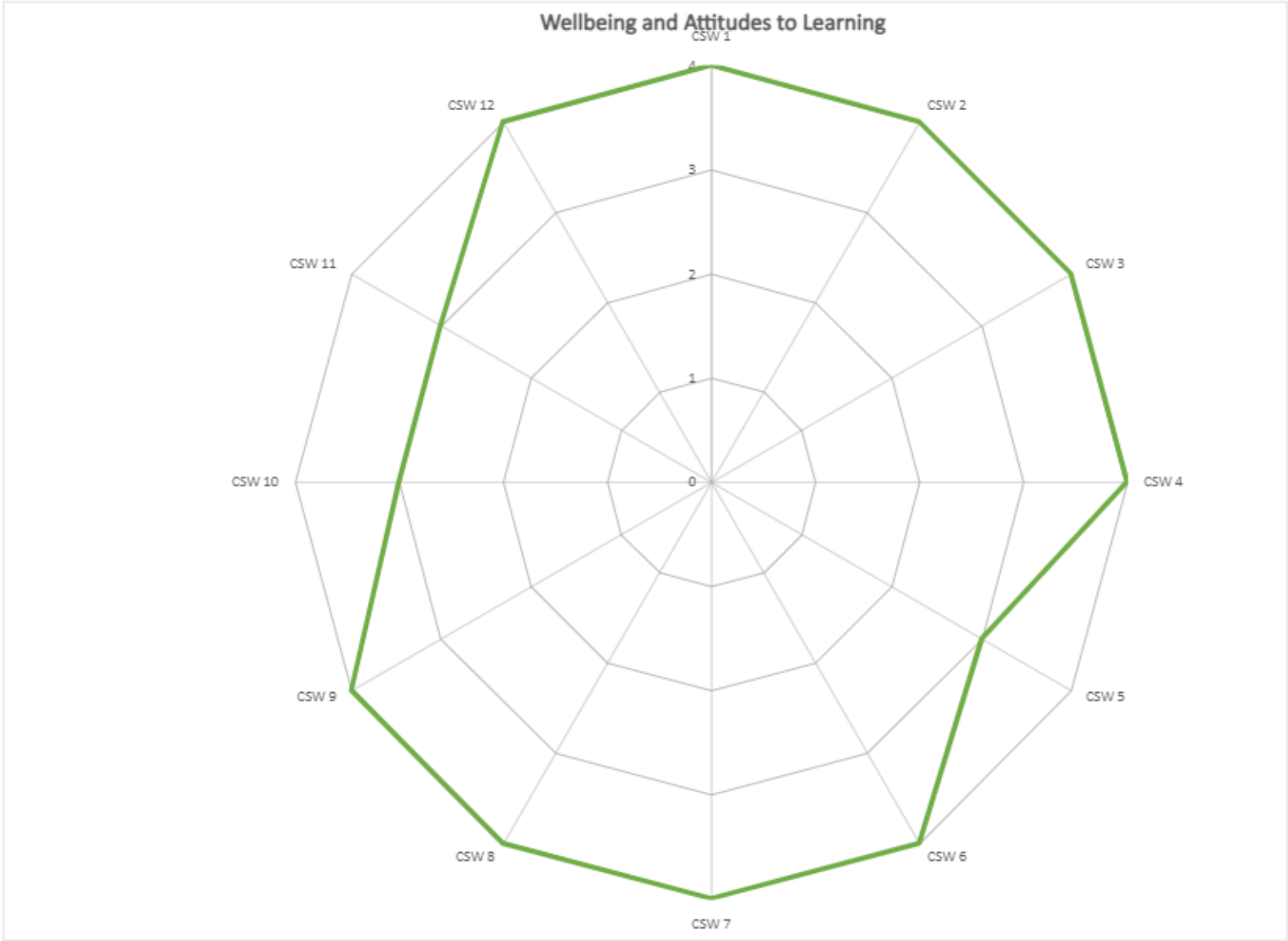
2024-25 Wellbeing, Care, Support & Guidance Self Evaluation:

Wellbeing and Attitudes to Learning

Penybont CARES by putting our children first to be the best they can be.

Monday 1st September, Inset Day Professional Self Evaluation Discussion collective notes:

The image shows a whiteboard with handwritten sticky notes:

Green notes:
- Within I learn Engagement. Participation. Involve. On task.
- Behaviour - consistent expectation. House points Awards.
- Emotional wellbeing Having staff presence on the gate every morning for check in with pupils + parents
- Safeguarding - procedures in place - DSPs in place. - training.
- Including. ALN support - interv 1:1 support - auth. Referrals. DGG
- Thrive Emotions board
- Giving time to listen child parent Thrive Play therapy. 1-1 Support.
- Emotional. LSO's on duty for lunch + play. consistency in children's care. • Family Engagement Officer • House System improves attitudes to learning • DGG enhances pupil wellbeing.
- Penybont CARES. Values. Classcharts Edukey - notes Walkie talkies + procedures. DSG Leads etc
- Putting targets in place.
- Thrive, Play Therapy All staff take on wellbeing roles to feed into the above. • Junior Leadership Team

Yellow notes:
- Pupil Choice within Activities. - Pupil's making decisions of what they are doing
- Healthy lunchbox!!! Maybe family workshops.
- encouraging children to make choices to enhance learning
- Family Engagement Officer could be here more (in an ideal world).
- Extra funding to reinstate LSOs in KS2 to enhance the opportunities to interact with pupils in need. Obviously wishful thinking!

Penybont CARES by putting our children first to be the best they can be.

Spotlight:
The school coordinates effective and timely support for pupils with additional learning needs through a well-established and inclusive approach. The lead ALNCo and assistant ALNCo work collaboratively to ensure provision is tailored and responsive, drawing on a strong understanding of pupils' individual needs. The school's inclusive ethos is evident in its commitment to emotional wellbeing, exemplified by the employment of a play therapist for two days a week and the embedded Thrive provision, which supports pupils' social and emotional development. Strong partnerships with external agencies, particularly the CART team, further enhance the school's capacity to meet a wide range of needs, ensuring that pupils receive appropriate and sustained support to thrive both academically and personally.

	Areas for Celebration		Priority Areas for Development
CSW 1-4	All staff contribute to a strong culture of safeguarding, consistently following child protection procedures to ensure pupils feel safe and secure. Pupils are treated with respect and fairness, and the school's inclusive ethos ensures they are free from bullying, harassment, and all forms of abuse. This creates a nurturing environment where pupils feel valued and protected.	CSW 11	The school encourages pupils to influence the life and work of the school, develop leadership skills and take on responsibility.
			Whole school Self evaluatuion activities have highlighted the need to further strengthen the role of the School's Family Engagemnt Officer to further support families and pupils.
			Whole school Self evaluatuion activities have highlighted the need to further develop opportunities for pupil choice in how they learn and present their work, particularly in key stage 2, to promote greater independence, engagement, and ownership of learning.

Penybont CARES by putting our children first to be the best they can be.
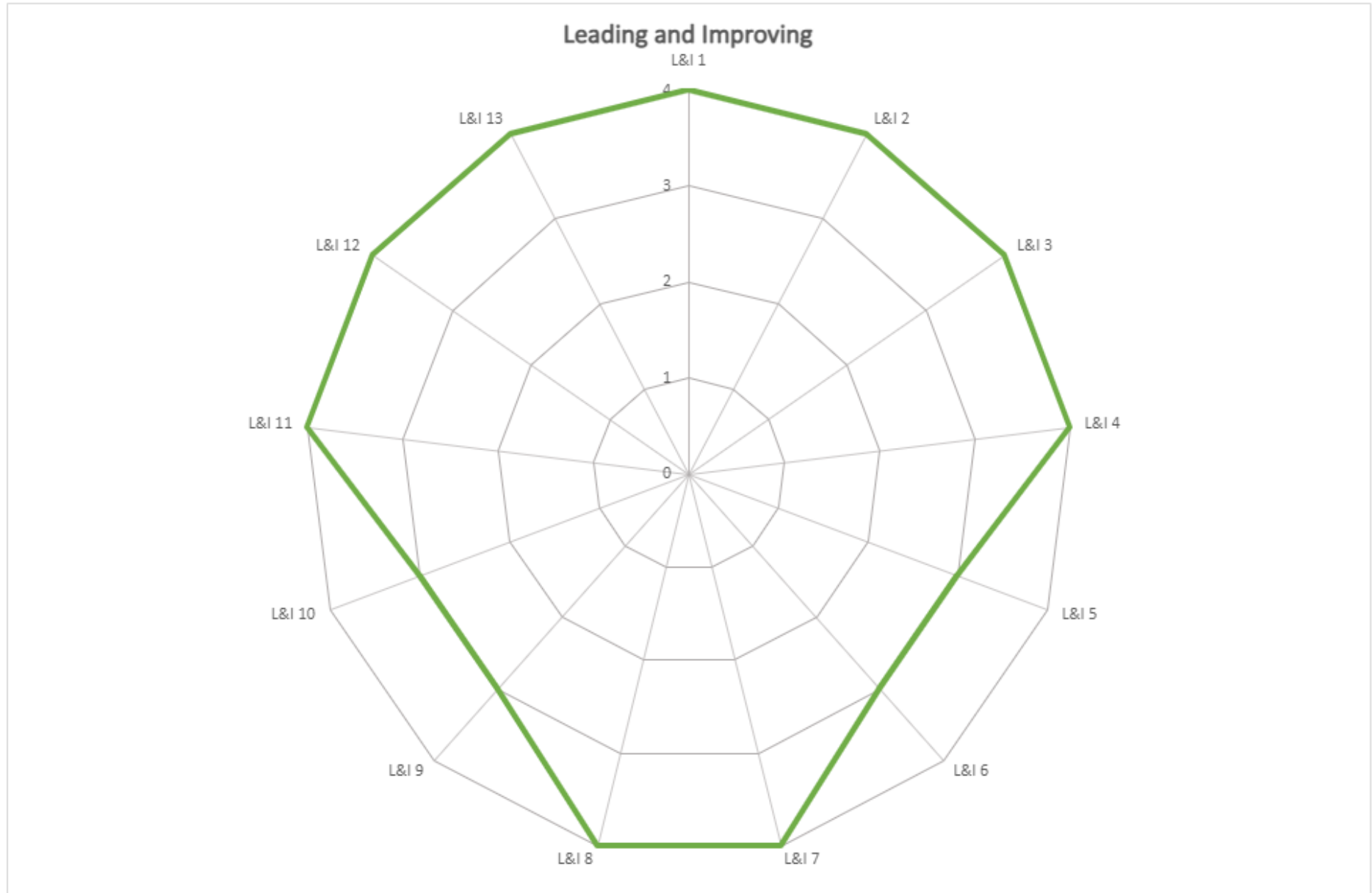
INSPECTION AREA 3 (LEADERSHIP & IMPROVEMENT):
L1:   Leaders develop a culture, inclusive ethos and a strategic direction that are suitably focused on improving pupils' learning and wellbeing.
L2:   Leaders set and communicate high expectations for staff, pupils and themselves.
L3:   Leaders evaluate the school's strengths and areas that require improvement, and bring about improvement.
L4:   Leaders have an established a track record of making and sustaining improvements, including the extent to which they have led to a positive impact on pupils' learning and well-being.
L5:   Leaders plan and deliver professional learning opportunities for staff that have a positive impact on pupils' learning and well-being.
L6:   Leaders manage the performance of staff to improve their practice and address underperformance, where necessary.
L7:   Leaders promote the Welsh language, and take action to address other national priorities.
L8:   Leaders provide effective governance that offers support and challenge.
L9:   Leaders distribute roles and responsibilities to meet pupils' needs and bring about improvement in the school's provision.
L10:   Leaders consider staff workload and well-being of staff, and to what extent, any new or revised arrangements impact on the workload of staff and leaders.
L11:   Leaders develop productive relationships with parents, partner schools, external bodies and the wider community.
L12:   Leaders deploy the school's resources to ensure high quality teaching and learning and support for pupils' well-being.
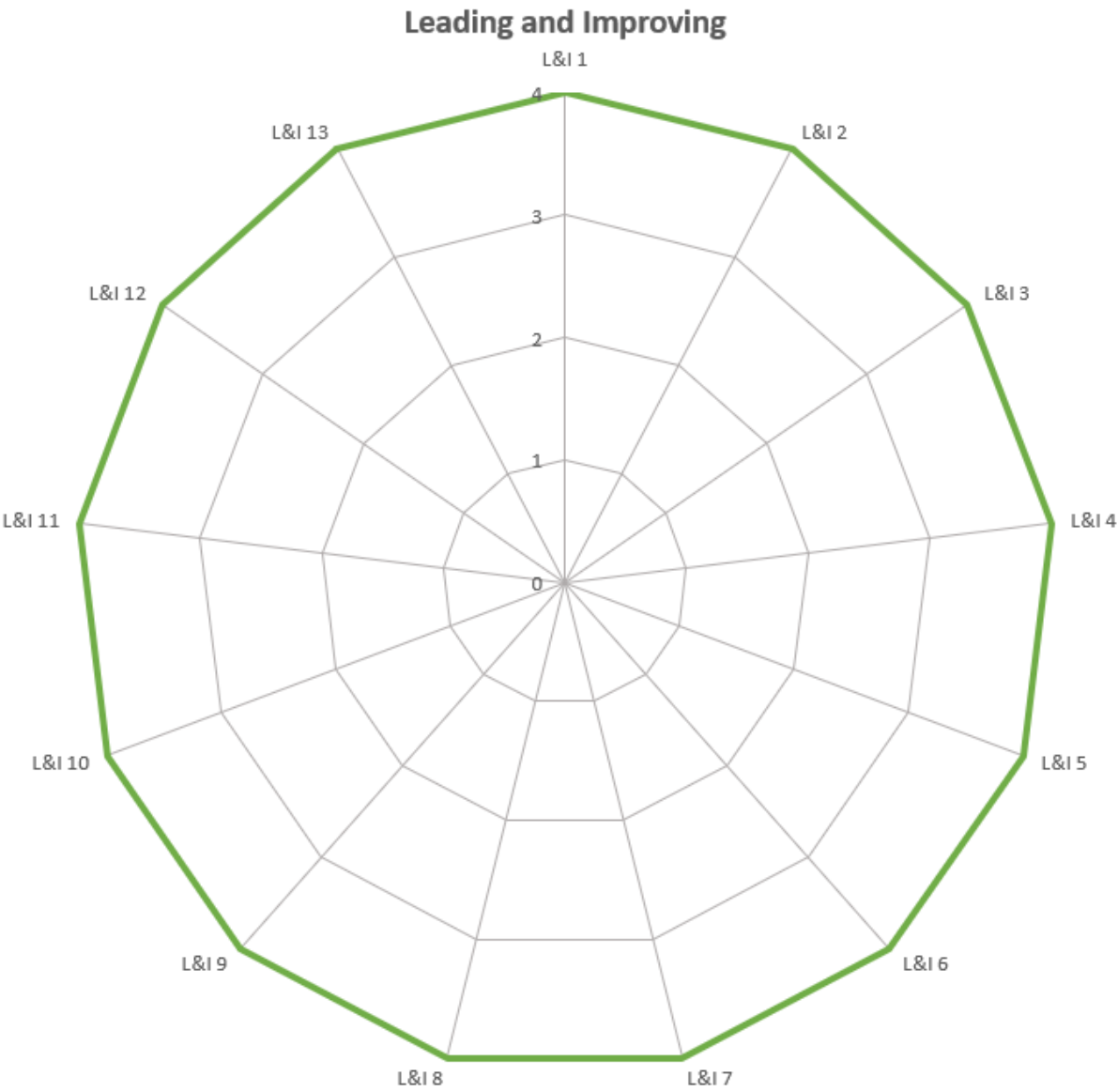L13:   Leaders use grant funding to improve outcomes for targeted pupils.

I.A.3

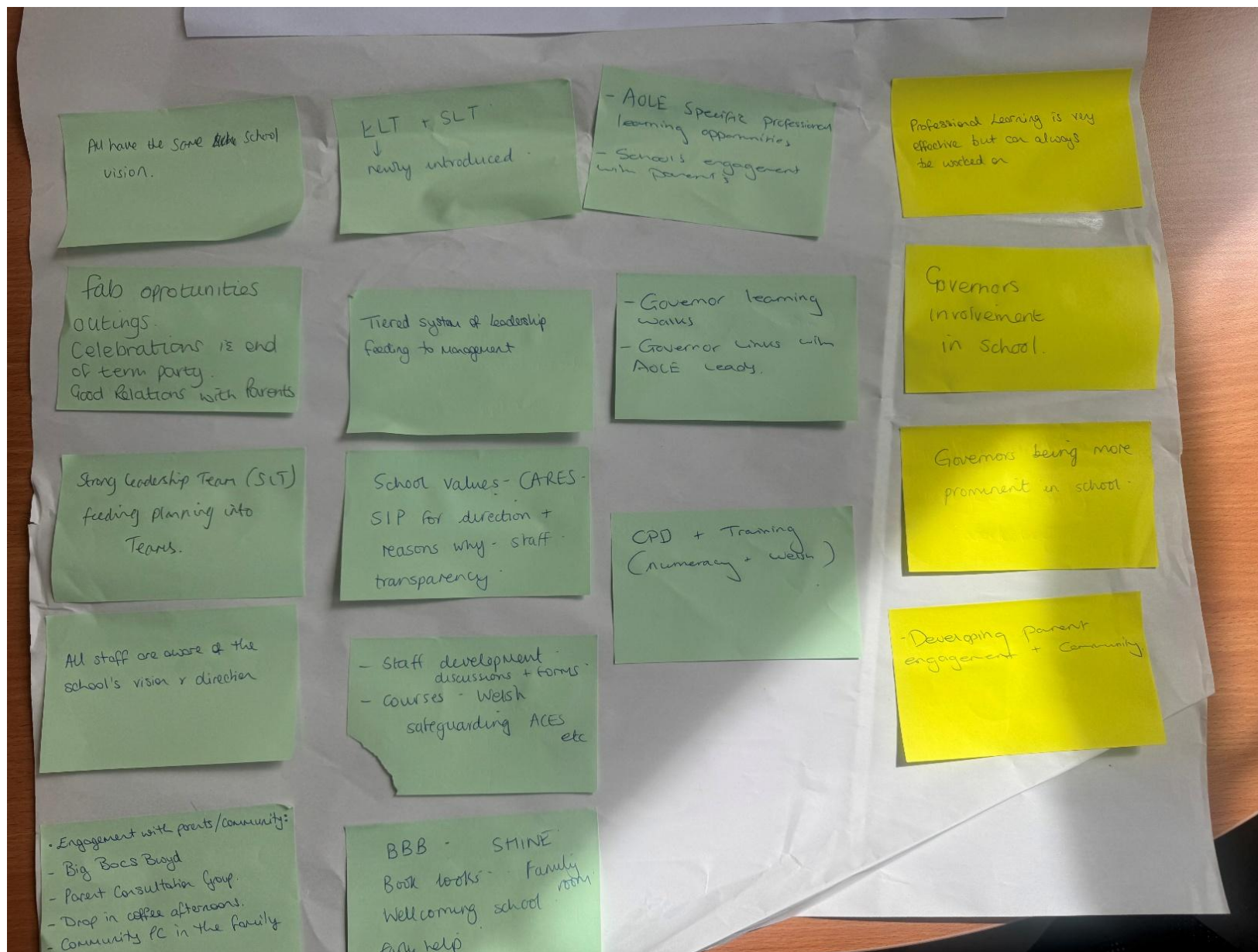| Ref	Nurs & Rec Dept		Year 1 & 2 Dept		Year 3 & 4 Dept		Year 5 & 6 Dept		Whole School		
	Actual	Year Progress	Actual	Year Progress	Actual	Year Progress	Actual	Year Progress	Overall	Average	Rounded
L&I 1	4	0	4	+1	4	+1	4	0	16	4	4
L&I 2	4	0	4	0	4	+1	4	0	16	4	4
L&I 3	4	0	4	0	3	0	4	0	15	3.75	4
L&I 4	3	0	4	0	4	+1	4	0	15	3.75	4
L&I 5	4	0	4	+1	3	+1	4	0	15	3.75	4
L&I 6	3	+1	4	+1	4	+2	3	0	14	3.5	4
L&I 7	4	0	4	0	4	+1	4	0	16	4	4
L&I 8	3	0	4	0	4	+1	4	0	15	3.75	4
L&I 9	4	0	4	+1	3	0	4	+1	15	3.75	4
L&I 10	4	0	4	+1	3	0	3	0	14	3.5	4

Penybont CARES by putting our children first to be the best they can be.

L&I 11	4	0		4	0		3	0		4	0		15	3.75	4
L&I 12	4	0		4	0		4	0		4	0		16	4	4
L&I 13	3	0		4	0		4	+1		4	0		15	3.75	4

Penybont CARES by putting our children first to be the best they can be.

2023-24 Leading & Improving Self Evaluation:

Leading and Improving

Penybont CARES by putting our children first to be the best they can be.

Leading and Improving

Penybont CARES by putting our children first to be the best they can be.

Monday 1st September, Inset Day Professional Self Evaluation Discussion collective notes:

Green notes:

- All have the same [like] school vision.

- KLT + SLT ↓ newly introduced.

- AOLE Specific Professional learning opportunities
- School's engagement with parents

- fab opportunities outings.
  Celebrations ie end of term party.
  Good Relations with Parents

- Tiered system of leadership feeding to management

- Governor learning walks
- Governor Links with AOLE Leads.

- Strong Leadership Team (SLT) feeding planning into Teams.

- School Values - CARES - SIP for direction + reasons why - staff transparency.

- CPD + Training (numeracy + welsh)

- All staff are aware of the school's vision + direction

- Staff development discussions + forms.
- Courses - Welsh safeguarding ACES etc

- Engagement with parents/community:
- Big Bocs Bwyd
- Parent Consultation Group.
- Drop in coffee afternoons.
- Community PC in the family

- BBB - SHINE
  Book looks - Family room
  Wellcoming school
  Party help

Yellow notes:

- Professional Learning is very effective but can always be worked on

- Governors involvement in school.

- Governors being more prominent in school.

- Developing Parent engagement + Community

Penybont CARES by putting our children first to be the best they can be.

Spotlight:

Leaders at Penybont Primary School demonstrate a strong and sustained commitment to school improvement, with a clear focus on enhancing pupils' learning and well-being. The strategic implementation of the Literacy Tree has significantly enriched pupils' engagement with high-quality literature and improved standards in writing. In mathematics, the adoption of the CPA Maths Mastery approach has strengthened pupils' conceptual understanding and confidence in problem-solving. The school's innovative Dydd Gwener Gwych programme exemplifies its proactive approach to well-being, offering pupils regular opportunities to celebrate achievements, build positive relationships, and engage in activities that promote happiness and resilience. These initiatives reflect the school's capacity to lead purposeful change and secure positive outcomes for all learners.

	Areas for Celebration		Priority Areas for Development
			Whole school Self evaluatuion activities have highlighted the need to further strengthen partnerships with families by creating a Parent and Carer Council. This will provide a structured platform for parents and carers to share views, contribute to school decisions, and support pupil wellbeing and achievement. The council will help build a more inclusive, collaborative school community.
			Whole school Self evaluatuion activities have highlighted the need to further make better use of the skills and experience within our governing body by conducting a governor skills audit and aligning their strengths with school improvement priorities. This will support more strategic involvement and ensure governors contribute effectively across key areas of school development and strengthen their relationship s and roles within the school.

Penybont CARES by putting our children first to be the best they can be.

Summary of all identified areas for development for 2025-26

Priority Areas for Development	Action
Further development of outdoor teaching and learning. Staff recognise the value of the school's outdoor environment and available resources in enriching pupils' learning experiences, and there is a growing commitment to embedding outdoor pedagogy across the curriculum. Leaders will utilise brokered support from the school's Improvement Partner to strengthen strategic planning in this area, ensuring that developments are purposeful and sustainable.	2025-26 SIP Priority Target 1 'Teaching & Learning'
Further development of pupil choice in how they learn and how they present their work, particularly in Years 3 to 6. Encouraging pupils to select methods that suit their learning preferences and promote independence will support engagement and creativity while maintaining high standards.	2025-26 SIP Priority Target 2 'Pupil Voice'
The school encourages pupils to influence the life and work of the school, develop leadership skills and take on responsibility.	2025-26 SIP Priority Target 2 'Pupil Voice'
Whole school Self evaluatuion activities have highlighted the need to further strengthen the role of the School's Family Engagemnt Officer to further support families and pupils.	2025-26 SIP Priority Target 3 'Family Engagement'
Further develop opportunities for pupil choice in how they learn and present their work, particularly in key stage 2, to promote greater independence, engagement, and ownership of learning.	2025-26 SIP Priority Target 2 'Pupil Voice'
To further strengthen partnerships with families by creating a Parent and Carer Council. This will provide a structured platform for parents and carers to share views, contribute to school decisions, and support pupil wellbeing and achievement. The council will help build a more inclusive, collaborative school community.	2025-26 SIP Priority Target 3 'Family Engagement'
To further make better use of the skills and experience within our governing body by conducting a governor skills audit and aligning their strengths with school improvement priorities. This will support more strategic involvement and ensure governors contribute effectively across key areas of school development and strengthen their relationship s and roles within the school.	Governor Skills Audit

Penybont CARES by putting our children first to be the best they can be.

Reflection of areas for development from 2024-25:

C14	**The curriculum enables pupils to develop an understanding of societies through stories, past and present, of their local area, Wales and the wider world, spanning different communities, in particular, BAME people.**
	The school has effectively developed a curriculum that enables pupils to gain a meaningful understanding of societies past and present, with a strong emphasis on local, national, and global contexts. Through the topic *'Cynefin'*, pupils explore the cultural and historical identity of Wales and Bridgend, fostering a sense of place and belonging. The school's engagement with *Show Racism the Red Card* provides pupils with structured opportunities to examine issues of racism and discrimination, promoting empathy and critical thinking. Participation in *Black History Month* enhances pupils' awareness of the contributions and experiences of Black individuals and communities, both historically and in contemporary society. Furthermore, the school has embedded a biannual '*Carnival of Culture*' topic into its curriculum, which celebrates the diverse backgrounds of its pupils and promotes intercultural understanding. These initiatives collectively support pupils in developing a broad and inclusive understanding of different communities, with particular attention to BAME experiences, and reflect the school's commitment to equality and diversity across the curriculum.
C16	**The curriculum supports the development of pupils' spiritual, moral, social, & cultural awareness. It also fosters positive attitudes to diversity. It develops pupils' awareness and understanding of different views and values, the diversity of relationships, gender, sexuality inc. LGBTQ+ lives & explores themes of gender, equity, rights and advocacy.**
	The school has made strong progress in developing a curriculum that supports pupils' spiritual, moral, social, and cultural awareness, while fostering positive attitudes towards diversity and inclusion. The curriculum is underpinned by the UNCRC rights of the child, the RSE framework, and the school's core values, ensuring that pupils engage with themes of equity, advocacy, and respect for others. Through its new 'What's Occurring?' mission for pupils in Years 3–6, the school provides regular opportunities to explore current global issues, including topics related to gender, relationships, and LGBTQ+ lives, encouraging pupils to consider different viewpoints and values. These discussions are embedded within a broader curriculum that promotes understanding of diverse relationships and identities. Collectively, these approaches reflect the school's commitment to nurturing informed, empathetic, and socially responsible learners.

Penybont CARES by putting our children first to be the best they can be.