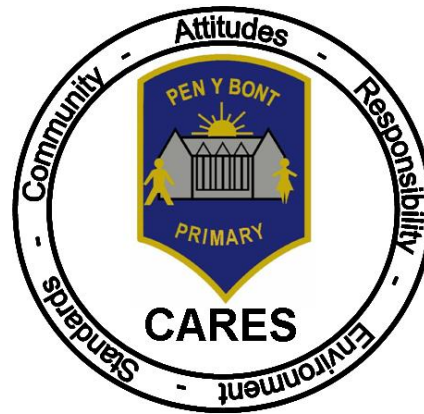


Summary of our school improvement priorities for the current school year

2025-2026



Priority 1 To further strengthen teaching & Learning opportunities within the school				
Rationale: <u>Self-evaluation</u> // Local / regional / <u>National priority</u> // <u>Estyn</u> // Research // <u>BCBC Strategic Plan 2023-2026</u>				
Self Evaluation: Although we have made huge progress in relation to the teaching and learning of Welsh 2nd/3rd Language within the last few academic years, we feel that it is important to keep this momentum going and aim to achieve our Gold Siarter Iaith Award. We have been fortunate enough to receive grant funding for the completion of many projects in our outdoor areas during the past year. Class based teaching and learning standards are high, but we now need to further focus on utilising these new spaces and using them regularly to support our embedded high standards of teaching and learning. National Priority: Cymraeg Belongs to Us All , Expand access to Welsh language education and Support the Cymraeg 2050 strategy to increase Welsh speakers. Estyn: Our last inspection in May 2019 provided the recommendation to improve pupils' Welsh Language Skills. 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 leaders:	A. Lucinda Wyatt (SLT) B. Corey Gorman	Team members:	All staff and pupils	Governing Body link: Emma Thomas - Welsh
A - To further strengthen teaching and learning of Welsh 2nd/3rd Language			Success Criteria:	
AA1: Audit Current Provision and Identify Gaps - Conduct a baseline audit of current Welsh language provision across year groups. - Gather pupil voice and staff feedback on confidence, engagement, and resources. AA2: Embed Welsh Daily Through 'Drip Feed' Approach - Introduce short, daily Welsh language activities (e.g., greetings, commands, songs, games). - Use incidental Welsh consistently across the school day.			AA1A: Completed audit report with strengths and areas for development. Staff audit, Listening to learners and children Questionnaire. AA1B: Staff and pupil surveys show clear insights into current attitudes and needs. AA1C: Identified priority areas for improvement (e.g. speaking confidence, vocabulary, cultural understanding). AA2A: All classes use Welsh daily in routines (using language context mats) and transitions and Helpwr Heddiw sessions. AA2B: Increased pupil use of Welsh in informal settings (e.g., playground, lining up, Welsh Wednesday playground games initiative, Tocyn Iaith and Green token award scheme). Making good use of the language context mats. AA2C: Staff feel more confident using incidental Welsh (tracked via termly self-assessment and use of language continuum and language context mats).	

AA3: Enhance Staff CPD and Resource Bank

- Provide targeted CPD sessions (e.g., pronunciation, sentence patterns, planning support).
- Create a shared digital resource bank with scaffolded activities and progression maps. (Cronfa/CSC resource banks)

AA4: Celebrate Welsh Language and Culture

- Organise termly Welsh-themed events (e.g., Eisteddfod, Welsh Week, Shwmae Day, cultural assemblies).
- Showcase pupil work in Welsh through displays, performances, and digital platforms. (seesaw and WEDUC)

B: To further strengthen outdoor teaching and learning

B1 Introduce Forest School sessions for Years 5 and 6

B2 Embed daily use of outdoor learning spaces across all year groups

AA3A: Targeted staff attend CPD and report increased confidence.

AA3B: Resource bank/ CRONFA knowledge bank, Cymraeg Team, Hwb Welsh communities are actively, encouraged, used and accessed.

AA3C: Planning shows progression and differentiation in Welsh language learning.

AA4A: Increased pupil engagement and pride in Welsh identity.

AA4B: Positive feedback from parents and community on Welsh events.

AA4C: Evidence of pupil progress in confidence of speaking.

B1A: All pupils in Years 5 and 6 participate in Forest School sessions regularly throughout the academic year.

B1B: Staff receive appropriate training and feel confident delivering age-appropriate Forest School activities.

B1C: Adapted session plans reflect the developmental needs and interests of older pupils.

B1D: The Forest School area is effectively timetabled to accommodate additional cohorts without disruption.

B2A: A weekly timetable is created and implemented, ensuring equitable access to both outdoor zones:

Zone 1 – Outdoor Classroom and Forest Schools area

Zone 2 – Allotment and Pond area

B2B: All classes access at least one outdoor learning session per week, with evidence recorded.

B2C: designated staff member oversees the schedule, tracks usage, and addresses any conflicts or underuse.

B2D: Staff feedback indicates that the timetable is practical, supports curriculum delivery, and encourages regular outdoor teaching.

B3 Promote pupil-led learning and stewardship of outdoor areas		B3A: Active Pupil Participation and Ownership - Pupil teams are established and meet regularly to maintain the allotment and pond areas. Pupils demonstrate responsibility and pride in their roles, with visible improvements in the upkeep and appearance of these spaces. B3B: Engagement in Inquiry and Reflection -Pupils consistently take part in outdoor inquiry projects and maintain nature journals that show thoughtful observation, questioning, and reflection. Work samples and journal entries show progression in scientific thinking and environmental awareness. B3C: Celebration and Visibility of Pupil Contributions Pupil-led projects and findings are showcased through assemblies, classroom displays, and school communications (e.g. newsletters or website). Staff and parent feedback reflects recognition of pupil efforts, and pupils feel valued for their contributions.	
B4 Conduct further staff training opportunities for both forest school and outdoor learning.		B4A: Teachers and support staff to attend a refresher on tool and fire safety during a staff meeting session. B4B: Seek staff training opportunities through the CSC.	
Key Milestones:			
December		March	
A Focus: Audit, Baseline, and Daily Welsh Integration		A Focus: CPD, Resource Building, and Language Progression	
1. Conduct Welsh Provision Audit a. Review current curriculum coverage, staff confidence, and pupil engagement. b. Collect pupil and staff voice via surveys or informal interviews. c. Engage and include Emma Thomas, link governor with the plans for the year ahead. 2. Introduce Daily Welsh Routines a. Implement greetings, classroom commands, and simple songs.		1. Deliver Targeted CPD Sessions a. Focus on pronunciation, sentence patterns, and planning support. b. Include peer modelling or team-teaching opportunities. 2. Promote Shared Resource Bank a. Show the digital hub available with scaffolded activities, vocabulary mats, and progression maps. (HWB) b. Encourage staff to contribute and share best practice.	
		July	
		A Focus: Cultural Identity, Showcase, and Long-Term Impact	
		1. Organise Welsh Cultural Events a. Host an Eisteddfod or Welsh Week with pupil-led activities. b. Include music, poetry, storytelling, and art. 2. Showcase Pupil Work a. Display Welsh writing and speaking outcomes in classrooms and communal areas. b. Use digital platforms (seesaw, WEDUC) to share with parents and community.	

b. Encourage incidental Welsh in transitions and routines. 3. Staff Self-Assessment a. Staff complete a confidence tracker for Welsh usage. b. Identify CPD needs based on audit and self-assessment. B • Forest School sessions begin for Years 5 & 6. Timetable for Forest School area created and shared with staff. • outdoor Learning Timetable Established • Tool and fire safety refresher completed during staff meeting. • Staff feedback gathered to identify further CPD needs.	3. Embed Welsh in Curriculum Planning a. Ensure Welsh is visible in medium-term plans across subjects. b. Use progression steps to differentiate learning B • All classes consistently using the timetabled outdoor classroom, forest schools area and pond area weekly • Forest School for year 5/6 is Embedded and adapted plans in use for older pupils • Pupil-Led Stewardship Begins	3. Aim for the completion of the Gold Award Siarter Iaith with all good practice feeding into the evidence base on Siarter Iaith team. 4. Evaluate Impact and Plan Next Steps a. Re-run staff and pupil surveys to measure progress. b. Update action plan for the next academic year. B • CSC training accessed by selected staff. • Regular pupil-led maintenance sessions underway. • Timetable reviewed and refined based on usage and feedback. • Planning begins for next year's outdoor learning development.

Priority 2	To further develop meaningful opportunities for pupils to influence school improvement and shape their learning experiences.				
Rationale: <u>Self-evaluation</u> // Local /regional / national priority // <u>Estyn</u> // Research // <u>BCBC Strategic Plan 2023-2026</u>					
Self Evaluation: Whole school self-evaluation has highlighted the need to further develop the role of pupils in school improvement and further provide more meaningful opportunities for pupils to shape their own learning.					
Estyn: Our last inspection in May 2019 provided the recommendations to 'enable pupils to contribute effectively to decision-making' and 'Create more opportunities for pupils to be involved in how and what they learn'. Now that we have embedded strong pedagogical practices and high standards in literacy, numeracy and wellbeing, post-covid, we now feel that we can refocus on these areas to help further support our pupils.					
BCBC Strategic Plan 2023-26: This priority sits within 'Themes 5 & 6' of the corporate strategy 'Curriculum for Wales and assessment' and 'High quality teaching and learning' respectively.					
Priority leader:	A. Rachel Mulcahy (ELT) B. Anna Alford (SLT)	Team members:	All staff and pupils	Governing Body link:	
Targets:			Success Criteria:		
A. To further develop meaningful opportunities for pupils to influence school improvement			A1A: Junior Leadership Team (JLT) is formally established with elected representatives from each year group.		
A1: Establish Junior Leadership Team			A1B: JLT meets at least once per half-term with documented agenda and minutes.		
			A1C: Pupils are aware of the JLT and understand it's role.		
			A1D: Ideas are acknowledged and responded to by school leadership.		
A2: Provide leadership opportunities through committees			A2A: Active committees are established with staff leaders and pupil members.		
			A2B: Committees meet regularly (at least once per half-term) with documented actions and outcomes.		
			A2C: Evidence of at least one tangible improvement, event or project per committee initiated by pupils.		
A3: Introduce pupil led reflections and evaluations			A3A: JLT evaluations are conducted at least once per term for school initiatives, improvements and projects.		
			A3B: Children report feeling valued, listened to and empowered to influence decisions and drive change as part of their committee.		

B. To further develop meaningful opportunities for pupils to shape their learning experiences B1 – Create opportunities for pupils to influence their learning B2 – Implement structured feedback systems	A3C: JLT report increased ownership and understanding of school improvement processes. B1A: Ideas for independent missions are encouraged and collected from pupils that promote the freedom to choose how they respond to tasks. B1B: Termly, pupils will have opportunities to choose learning experiences related to the topic or theme and relevant AOLE's. B1C: Evidence of pupil suggestions being incorporated is documented in classroom displays, books and Seesaw. B2A: Structured feedback mechanisms (surveys, focus groups, or digital platforms) are implemented in every class at least once per term and different responses to independent work is celebrated. B2B: Pupils feel that their feedback is acknowledged and valued. B2C: Teams discuss pupil feedback and decide on future actions.
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Key Milestones:		
December	March	July
- Decide on which committees will be established. - Conduct interest surveys or informal interviews to assess pupils strengths and enthusiasm and assign them a committee. - Schedule the first committee meetings to introduce team members, outline roles, and discuss project ideas. - Run a short training session for team members on leadership skills and responsibilities with a focus on	- Continue monthly committee meetings to track progress and refine projects. - Ensure that each project is on track and offer guidance if needed. Celebrate early wins and team collaboration. - Create a 'Committies board' to showcase initiatives and achievements.	- Hold final committee meetings for the term to reflect on the projects completed. - Start planning for school events or improvement projects in each committee for the next term. - Host an informal presentation or assembly to share the outcomes of the committee projects with the school.

communication, teamwork, and time management. • Plan a mini project for each committee to complete by the end of the school year. • Run short pupil voice workshops where pupils suggest missions, topics, projects, or learning activities. • Conduct mini surveys asking pupils which learning formats they prefer. • Allow pupils to choose one task or mission from a selection provided by the teacher. B1 • Introduce “exit tickets” at the end of lessons for reflective feedback. B2 • Set up a digital or physical suggestion box for ongoing feedback. B2	• Hold small focus groups where pupils discuss how lessons could be more engaging or relevant. B1 • Invite pupils to co-design a mini lesson or activity with their teacher. B1 • Schedule termly pupil feedback sessions to review teaching methods, learning resources, and school activities B2 • Continue collecting and reviewing exit tickets and suggestion box input. B2 • Begin structured peer feedback in missions. B2	• Evaluate feedback systems (exit tickets, suggestion box, peer feedback). B2 • Conduct a final pupil survey or focus group on what worked well and what to improve next year. B2 • Celebrate success: share examples of co-designed lessons or successful pupil-led initiatives. B1 • Collect reflections from teachers and pupils to inform next year. B2
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Priority 3	To further develop strong, supportive relationships with parents and carers by creating more opportunities for their voice to be heard and their involvement to positively impact the school community.				
Rationale: <u>Self-evaluation</u> // Local /regional / national priority //Estyn // Research // <u>BCBC Strategic Plan 2023-2026</u>					
Self Evaluation: Whole school self-evaluation has highlighted the need to further strengthen relationships with parents and carers by increasing opportunities for meaningful involvement and ensuring their voices help shape and support the school community. The self-evaluation process has also identified the school's need to further develop the availability and role of the FEO to help support our families and pupils further.					
BCBC Strategic Plan 2023-26: This priority sits within 'Theme 7' of the corporate strategy 'Effective leadership and governance'.					
Priority leader:	A. Robbie Owen (HT) B. Sarah James (DHT)	Team members:	All staff, parents and carers.	Governing Body link:	
Targets: A: Create and establish a Parent & Carer Council A1. Establish the Parent & Carer Council structure A2. Promote Awareness and Engagement A3. Facilitate Regular and Meaningful Meetings A4. Ensure Council Voice Impacts School Development			Success Criteria: A1A: A clear framework for the council is developed, including purpose, roles, and meeting schedule. A1B: Representation includes parents/carers from across year groups and diverse backgrounds. A1C: Terms of reference are agreed and shared with the school community. A2A: The council is promoted through newsletters, website, and school events. A2B: A minimum number of parents/carers express interest and attend initial meetings. A2C: Feedback shows increased awareness of the council's role and purpose. A3A: Meetings are held at least once per term with published agendas and minutes. A3B: Discussions include school priorities, pupil wellbeing, and learning experiences. A3C: Council members report feeling listened to and valued. A4A: Council feedback is reflected in school improvement planning or policy updates. A4B: At least one initiative or change is co-developed with council input. A4C: Evidence of improved communication and trust between school and families.		

• Hold the first council meeting; agree on terms of reference priorities and communication methods. • Share meeting outcomes with the wider school community. B: • Parent / carer engagement activities planned and shared on the school app • Authority FEO checks in with pupils and makes relevant referrals • Authority FEO launches coffee morning to gather views / support needs	• Begin co-developing one initiative with council input (e.g. wellbeing or communication). • Share progress and updates with families and staff. B: • Parent / carer engagement activities are planned and shared on school app • School FEO appointed and launches coffee mornings to meet parents • School FEO to attend second council meeting • Authority and school FEO host a workshop based on feedback from survey / suggestion box • FEO gathers attendance data and targets families and begins support plans	• Plan next steps and recruitment for the following academic year. B: • Parent / carer engagement activities are planned and shared on school app • FEO to host a workshop supporting feedback from survey • Collect feedback from workshops • FEO reviews attendance data and the impact support has made • Plan next steps
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Priority 4	To further develop and enhance our digital offer and build further confidence and capability in using digital tools purposefully and safely across the curriculum.			
Rationale: <u>Self-evaluation</u> // Local /regional / national priority //Estyn // Research // <u>BCBC Strategic Plan 2023-2026</u>				
Self Evaluation: Through ongoing self-evaluation, the school has identified the need to more clearly map out Digital Competence Framework (DCF) skills across the curriculum. While digital tools are used regularly, there is a need for a more strategic and consistent approach to ensure progression and coverage of key digital skills. This priority will support staff in planning purposeful digital learning and help pupils develop confidence and competence in using technology effectively.				
BCBC Strategic Plan 2023-26: This priority sits within 'Theme 6' of the corporate strategy 'High quality Teaching & Learning'.				
Priority leader:	Jemma Evans (SLT)	Team members:	All staff and pupils.	Governing Body link:
Targets:			Success Criteria:	
A. To further develop and enhance our digital offer and build further confidence and capability in using digital tools purposefully and safely across the curriculum. A1. Audit and Map Digital Competence Framework (DCF) Skills Across the Curriculum - Carry out a whole-school audit of current digital practice and DCF coverage at Penybont. - Map progression of DCF skills across all AoLEs. - Identify any gaps and overlaps to ensure coherent, age-appropriate development of digital competence. - Create a shared digital curriculum overview to support planning and consistency. A2. Build Staff Confidence and Capability in Purposeful Use of Digital Tools - Deliver targeted professional learning sessions focused on integrating digital tools into teaching and learning. - Promote peer-led CPD through digital champions or collaborative planning.			A1A: A full audit of current digital practice and DCF coverage is completed by all teaching staff. A1B: A whole-school DCF progression map is created and shared with staff, showing clear skill development across year groups. A1C: Planning documents across AoLEs reflect mapped DCF skills and show purposeful integration of digital competence. A1D: Staff report increased clarity and confidence in embedding DC skills in their medium and long term planning. A2A: At least three targeted CPD sessions on digital pedagogy are delivered and attended by all teaching staff. A2B: Digital champions are identified and support peer-led development through coaching or team planning. A2C: Staff surveys show a measurable increase in confidence using digital tools for teaching and learning.	

• Provide exemplars and case studies of effective digital pedagogy across AoLEs. • Encourage reflective practice and sharing of digital successes and challenges from staff. A3. Embed Safe and Ethical Use of Technology Across the School • Review and update our e-safety policies and practices in line with Welsh Government guidance. • Integrate digital citizenship and online safety into the curriculum, ensuring progression from Foundation Phase through to Key Stage 2. • Engage pupils in discussions and activities around responsible use of technology. • Involve families through workshops, Weduc posts or newsletters to reinforce safe digital habits at home. A4. Enhance Access to High-Quality Digital Resources and Infrastructure • Review and improve digital infrastructure at Penybont to ensure equitable access for all our learners. • Curate a bank of high-quality digital tools and resources aligned with DCF and AoLEs. • Explore opportunities for pupil-led digital projects to foster creativity and independence. • Monitor impact through pupil voice, staff feedback, and digital learning outcomes.	A2D: Lesson observations and learning walks show consistent and purposeful use of digital tools across AoLEs. A3A: E-safety policy is reviewed, updated, and communicated to staff, pupils, and families. A3B: Digital citizenship and online safety are embedded into curriculum planning with clear progression from FP to KS2. A3C: Pupils demonstrate understanding of safe and ethical technology use through pupil voice activities and digital projects. A3D: Parent engagement activities (e.g. workshops or Weduc posts) are delivered at least once per term to reinforce safe digital habits. A4A: Digital infrastructure is reviewed and improved to ensure equitable access for all learners. A4B: A curated bank of high-quality digital tools and resources is created and accessible to staff. A4C: Pupils engage in at least one digital project per term that promotes creativity, independence, and collaboration. A4D: Impact is monitored through pupil voice, staff feedback, and evidence of digital learning in pupil workbooks or portfolios.
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Key Milestones:

December	March	July
• Complete whole-school digital audit to assess current DCF coverage and digital tool usage (A1). • Facilitate staff workshop to begin mapping DCF skills across AoLEs (A1).	• Finalise and share whole-school DCF progression map; integrate into planning templates (A1). • Host Digital Show & Tell' session for staff to share best practice (A2).	• Evaluate impact of DCF integration through planning sharing, book looks and staff feedback (A1). • Deliver final CPD session and collect staff confidence self-assessments (A2).

• Deliver first CPD session on purposeful use of digital tools (A2). • Identify and appoint Digital Champions to support peer development (A2). • Review and update e-safety policy; share with staff and parents via Weduc/newsletter (A3).	• Launch pupil-led digital safety campaign (e.g. posters, assemblies, Weduc) (A3). • Curate and share bank of recommended digital tools and resources (A4). • Conduct pupil voice survey on digital learning experiences (A4).	• Host parent workshop or send final e-safety newsletter / Weduc posts with pupil contributions (A3). • Showcase pupil digital projects (e.g. coding, animation) in end-of-year celebration and Weduc posts (A4). • Review digital infrastructure and resource needs for next academic year (A4).
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