

Ysgol Bro Gwaun

Cynllun Gwella Ysgol School Improvement Plan

Summary

2023-24



Our School Improvement Plan (SIP) is a working document used to set priorities and monitor progress throughout the year. We are an ambitious school and we have high expectations for all our students and staff. Our aim is to enable our learners to become informed, articulate and confident young citizens, able to communicate effectively through the medium of Welsh and English. We achieve this through our balanced, bilingual curriculum, our pedagogical approach and through the varied enrichment opportunities we provide. We actively promote 'Family Bro-Gwaun' and place wellbeing at the centre of every learner's experience at the school. We ensure that all pupils are healthy, safe and valued.

This document sets out the strategic priorities agreed by governors, the headteacher and staff. It is informed by the school's rigorous self-evaluation procedures, external reviews (Improvement Advisor, Safeguarding and SLO surveys), examination outcomes and the ESTYN report of 2019 and is underpinned by the school's vision and ethos. In 2023/24 our focus will be to build upon the progress made in 2022-23. The SIP is supported by detailed and coherent plans for each curriculum area. Our key areas of intent for 2023/24 are:

- To continue with our curriculum development, pedagogy and excellent outcomes for all pupils including promoting a Welsh language ethos and learning. **We will do this by ensuring consistency of skills provision across the curriculum and further embedding higher-order reading and The Writing Revolution in years 7-9. We will embed Voice 21 across the cluster and aim to achieve Siarter Iaith accreditation.**
- To ensure continued effective use of additional support to enable all learners to make substantial progress by the end of the academic year. **We will do this by promoting consistency of feedback and learners' response through the application of the YBG assessment and feedback policy across all AoLes and subject areas. We will ensure that the good learner progress seen in lessons is reflected in progress over time, in books and pupils' work.**
- To inspire confident and ambitious learners in a supportive environment. **We will do this by reviewing the Health and Wellbeing Programme across all year groups, ensuring the statutory delivery of RSE and RVE agendas are fulfilled. We will develop processes for measuring the impact of wellbeing on pupil outcomes and further develop and refine processes for promoting attendance and attitudes to learning.**
- To continue to promote a common, shared approach to school improvement where everyone is valued and can contribute purposefully to the improvement journey of the school. **We will do this by developing MLs awareness and skills for fulfilling their role in monitoring and promoting responsibility within their subject areas including developing effective processes for regular review of DDPs. We will further develop the YBG coaching and leadership programme (Datblygu) and continue to promote professional learning in terms of**

action research initiatives and SLO priorities and measure the impact of these on classroom effectiveness and outcomes.

In addition to the key priorities listed above, other development initiatives will continue to operate and are listed below.

Paul Edwards

Priority Area 1: Standards – Ensuring equity of provision to improve outcomes in key performance indicators for all learners.	
What does this priority mean?	What are the key strands that sit underneath this priority?
<p>At Ysgol Bro Gwaun we will aim to maximise performance at KS4 for all pupils, but with a particular focus on Capped 9 outcomes for eFSM pupils. We will also target support for groups of learners facing disadvantage and those with additional need, and make sure that all learners have a pathway into further education that suits their interests. In response to Estyn recommendations, we will continue to improve pupils' skills, in particular their oracy and their writing skills through Voice-21 and The Writing Revolution (TWR) respectively. Numeracy at KS3 will be a continued focus for development and we will implement procedures to raise the achievement of boys and continue to decrease the gender gap. Progression and assessment at KS3 are a continuing priority for development in moving the New Curriculum forward. We will continue to refine our processes for tracking of value-added data for all pupils and continue to implement processes for tracking skills progression.</p> <p>We will ensure that the provision for Welsh matches all pupils' abilities and previous academic experience of the language. We will also ensure the effective use of RRRS grant funding to support recovery.</p>	<ul style="list-style-type: none"> • All subject areas to target + ½ GCSE grade (3 point) increase in their outcomes when compared to 2023 results. • Key academic targets for 2024: <ul style="list-style-type: none"> – Maintain Literacy APS at 43+ – Maintain Skills Challenge at 41+ – Improve Numeracy APS to 40+ – Improve Science APS to 40+ – Improve GCSE outcomes in Phys Ed from baseline of 54% A*-C in 2023 to > 65% A*-C • To use a range of data (WNT, reading age tests) to target priority interventions for literacy and numeracy. • Further develop and implement a coherent and effective RADY programme. Promote the 'golden thread' concept. • Continue to roll out Peer Tutoring for eFSM pupils • Develop and implement strategies for improving oracy, writing (TWR) and numeracy. • Implement, track and evaluate ARROW reading and numeracy intervention strategies with targeted pupils in years 7-9.

	<ul style="list-style-type: none"> • Continue to develop skills map of provision across subject-areas, as well as evaluate how well pupils develop their skills across the curriculum through self-evaluation processes. Develop this work across the cluster. • Evaluate pupils' Welsh skills and implement a Welsh intervention programme. Achieve the Bronze award Siarter Iaith in the Autumn term. Review Welsh Language Category of the school. • Implement effective strategies to monitor 'value added' progress for all pupils, including those with ALN. Improve effectiveness of SMID as a tool for diagnosing progress. • Continue to develop and review reporting arrangements to better align with NCW. • Further develop opportunities for MAT, including creating SEREN groups for years 8-10 and review MAT lists. • Introduce effective support and guidance for parents/carers on PPCs – development of departmental support webpages. • Revisit progression and assessment guidelines. How does assessment feed into tracking process?
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Priority Area 2: Wellbeing and attitudes– promote pupil wellbeing and positive attitudes to learning with a focus on developing a culture of resilience and high expectations for all learners.

What does this priority mean?	What are the key strands that sit underneath this priority?
Promoting positive attitudes to learning at all levels is a fundamental and continuous priority at Ysgol Bro Gwaun. Responding to the requirements of the NCW through developing and implementing an updated, coherent and fit-for purpose Health and Wellbeing programme is paramount to the future wellbeing agenda of our school.	<ul style="list-style-type: none"> • Ensure pupils are aware of targets and how to achieve them. Continue to develop pastoral time to enable pupils to effectively reflect on their progress and set targets for development. • Develop and implement a high quality and relevant H and W Programme of Study (Jigsaw), taking

The programme will place great importance on aspects such as resilience, positive attitudes, equity, tolerance and acceptance of others' values and beliefs. We will provide Emotional Literacy through the effective use of trained Learning Assistants to deliver our ELSA programme. We will be at the forefront in supporting the National Mindfulness Agenda and we will adopt mindfulness as a strategy to promote wellbeing. We will use grant funding effectively to support wellbeing and to promote positive attitudes to learning and resilience. We will prioritise disadvantaged learners through the RADY and peer to peer programmes and continue to embed the new ALN procedures into the working fabric of our school. We will engage with parents and provide guidance so that they can support their children to reach their full potential. We will provide pupils with enrichment experiences which will complement the curriculum and provide stimulating and worthwhile experiences which will, in turn, further promote positive attitudes to lifelong learning. Our transition programmes will continue to be of high quality, ensuring pupils are fully prepared and enthusiastic when taking the next steps on their learning journey. We will further develop a high-quality extension programme for our MAT pupils.

account pupils' prior learning and experience and to include the RSE mandatory code.

- Develop a YBG RSE forum with parents and external agencies.
- Develop a culture of resilience and high ambition in all pupils. Develop growth mindset principles. Improve pupil attitudes towards learning and school. Continue to promote Matthew Syed philosophy to develop resilience and ambition.
- Implement BOXALL and ELSA strategies to promote positive attitudes towards learning.
- Strengthen ALC partnership working, ensuring transition processes are robust and make a positive contribution towards promoting high expectations and positive attitudes.
- Continue to strengthen the transition process from Primary to Secondary education, paying particular attention to further reinforcing Welsh Language provision and continuity of curriculum, including the H and W programme.
- Continue with the development of pupil 1-page profiles which will be reviewed annually.
- Further refine our parent 'Unlocking Potential' engagement processes.
- Continue to provide disadvantaged learners with opportunities both within and outside the classroom.
- To continue developing the school's enrichment programme by identifying outside organisations to deliver sessions and to develop the enrichment/H&W programme at KS4.
- Develop a weekly calendar of School Council meetings to improve frequency of pupil voice contributions.
- To implement calendared termly Bounce Together surveys to measure attitudes to learning and

	<p>wellbeing, liaising with YPMs and external agencies for interventions.</p> <ul style="list-style-type: none"> • Implement the mainstream alternative curriculum and work experience processes. • Continuation of the Whole School Weekly Wellbeing and development of Pause for Thought strategy. • Continue with the Action Research work on 'Learner effectiveness'. • Continue to improve whole school attendance, with a key focus on decreasing persistent absenteeism and closing the gap between eFSM and non eFSM. • Develop whole school strategies to support behaviour in and outside the classroom. Focus on attitudes to learning and the Listening ladder.
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Priority Area 3: Teaching and Learning – Ensuring great teaching with a clear focus on consistency of skills provision, including oracy development, and feedback to improve learner outcomes.

What does this priority mean?	What are the key strands that sit underneath this priority?
<p>At Ysgol Bro Gwaun we will work continuously to improve the quality of teaching so that it impacts positively on standards. We will create a culture of growth where every teacher and support member of staff will engage purposefully in improving their own and others' practice, based on a collective model of shared best practice, action research and specialist support. We will engage with the Partneriaeth and other improvement programmes and further refine our in-school research and coaching programme. We will continue to place skills at the centre of the school's agenda for improvement and focus on mechanisms to measure pupil progress through time and bookwork. We will also continue to develop and refine our New Curriculum for Wales' resources, ready for full implementation in Sept 2024, and pay particular attention to ensuring that new ALN reforms effectively support the</p>	<ul style="list-style-type: none"> • Continue to embed a systematic and cyclical model for whole school scrutiny and self-evaluation, which include lesson observations for new members of teaching staff, work scrutiny, learning walks and pupil voice. Focus on Questioning and High expectations. • Refine work scrutiny and pupil voice processes to better measure pupil progress over time. Monitor consistency in pupil progress across learning walks, observations, L2L and books- in particular the consistency in applying subject specific assessment and feedback policies, as well as their impact over time. • Use outcomes from scrutiny to inform and strengthen training, PD objectives and action research programmes.

<p>teaching and learning of all students. Our curriculum will be inclusive, ensuring equitable access for all pupils. We will ensure that the provision for Welsh matches all pupils' abilities and previous academic experience of the language. We will continue to implement financial literacy through the LiFE (Lessons in Financial Education) programme in years 8 and 9. We will explore carousel learning methods and retrieval practice strategies with several early adopter subject areas such as Science and MFL.</p>	<ul style="list-style-type: none"> • Implement effective support programmes, through targeted action research and sharing of best practice. Use VEO lesson recording system to gather and share evidence of good practice. • Look to further embed the B.SMART, out of hours blended learning strategy. • Develop and implement rich tasks across all curriculum areas as part of ongoing curriculum development planning. Support Early Adopter subject areas with the development of retrieval practice processes. • Continue to provide time and resources for AoLes to collaborate with cluster colleagues on 'What Matters Statements'. Review the full Curriculum for 7, 8 and 9. • Continue to implement the 'LiFE' qualification. • To develop the safe and efficient use of digital technologies around the school by developing a virtual learning environment of tutorials. • Continue work with assessment and feedback group, developing the mechanisms for feedback through action research groups (peer/self-assessment and modelling).
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<p>Priority Area 4: Care, Support and Guidance- ensuring effective strategies to promote good attendance with targeted pupils within a safe and caring environment where everyone's needs are catered for successfully.</p>	
<p>What does this priority mean?</p>	<p>What are the key strands that sit underneath this priority?</p>
<p>At Ysgol Bro Gwaun all pupils are safeguarded effectively. We will continue to assess the effectiveness of our safeguarding plan and, in conjunction with the LA, work to ensure all identified areas for development are addressed swiftly and appropriately. We will continue with work to address online/electronic and mobile phone safeguarding concerns including radicalisation, sexual and extremist</p>	<ul style="list-style-type: none"> • Implement safeguarding action plan in light of feedback from LA safeguarding audit. Focus on 'Online sexual harassment (peer on peer)'. • Increase awareness of risks of Radicalisation and Extremism Acts and review lockdown procedures. • Continue to implement the strategies identified in the 360 Cymru Quality Award.

<p>issues. We will ensure our equality and accessibility planning address and cater for the needs of all our pupils and we will take note of National strategies to promote equity and accessibility.</p> <p>We will also improve the attendance for all pupils and reduce the attendance gap between eFSM and non-eFSM pupils. We will ensure students are provided with appropriate advice and guidance to help them make informed and sensible choices. We will ensure that ALN reforms are used effectively to support all pupils.</p> <p>We will work with the cluster to share good practice surrounding RADY strategies and ensure that RADY identified pupils are supported as they make their transition to YBG.</p>	<ul style="list-style-type: none"> • Update Equality and accessibility plans. • Continue to refine and implement strategic plan to improve attendance for all pupils, especially eFSM pupils. • Role of ALNCO to focus on whole school development and strategic rollout of ALN reform. Continue to embed the ALN Reform, finalise the Universal Provision and the Graduated Approach. Ensure OPPs, IDPs and PCPs are in place for all pupils. • ALNCO to contribute to SLT and update governors on progress. Continue to work with external providers to provide effective support for pupils with ALN. • Continue to embed TIS strategies and work towards the TIS school accreditation. • Implement the SHRN whole school research network survey system and consequent interventions. • Review and development of Whole School Mental and Emotional Health implementation plan and review the National Quality Healthy Schools Award.
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Priority Area 5: Promoting Effective Leadership- Further develop leadership at all levels to strengthen the culture of improvement planning and accountability.	
What does this priority mean?	What are the key strands that sit underneath this priority?
<p>At Ysgol Bro Gwaun we will promote a ‘team’ culture where all staff will feel valued and be given opportunities to contribute constructively to the improvement journey of the school. We recognise the importance of establishing a shared vision of excellence which is understood and supported by all members of the school community, including governors and pupils. We will continue to</p>	<ul style="list-style-type: none"> • Provide support to develop the capacity of Middle and Senior Leaders to challenge under-performance and ensure that TLR holders are effective in holding others in their teams to account. • Use outcomes from self-evaluation reviews to promote relevant Action Research activities involving all teaching and support staff.

develop the capacity and effectiveness of school leaders, especially those of middle leaders, in evaluating the effectiveness of their areas of responsibility. We will use the outcomes from self-evaluation processes to identify clear priorities for action, which will be driven by school leaders and shared with the whole school community. In this way the school will take confident and progressive strides towards developing staff knowledge of current effective practice and provide staff with opportunities to further their leadership skills in delivering meaningful improvement. We will continue to strengthen our links as Lead Partner School for ITE with Aberystwyth University. We recognise the importance of this collaboration in further supporting the school's journey towards becoming a successful learning-based organisation. We will continue to manage the development of the New Curriculum for Wales and provide all leaders with appropriate support to ensure its successful implementation. We also recognise the value in taking full advantage of the school's new facilities as a resource to promote our ethos, values and key curriculum messages. We will look to actively support staff wellbeing and satisfaction, ensuring staff are involved in decisions to promote a positive work-life balance.

- Refine and further develop the YBG coaching and leadership programme (Datblygu) and continue to promote professional learning in terms of research informed practices and SLO priorities and measure the impact of these on classroom effectiveness.
- Continue to strengthen the link between self-evaluation (SER) outcomes, forward planning (DDP/SIP) and Performance Development (PD).
- Further develop partnership with Aberystwyth University as Lead partner school for ITE students for Pembrokeshire.
- Invest in new displays which reflect the culture and ethos of the school and its surroundings.
- Establish and develop links with NAEL to support aspiring leaders.
- Develop a School-to-School partnership and collaborate on agreed projects.
- Provide internal training to Middle and Senior leaders on evaluating pupil progress.
- Provide LSAs with appropriate professional learning, and enquiry-based learning, for them to fulfil their role of supporting ALN and vulnerable pupils.
- Ensure effective use of reduced grant funding for RCSIG, PDG and RRRS grants. Monitor spend more effectively and adjust priorities as needed.
- Ensure effective reviews of new PD policy take place during the autumn term, and plan appropriately for 2023-24.

Future Aims 2024-25
Priority Area 1: Standards - Standards – Ensuring equity of provision to improve outcomes in key performance indicators for all learners.
<ul style="list-style-type: none"> • Continue to focus on skills development with particular focus on writing and numeracy • Respond to GCSE outcomes and pay particular attention to underperforming subject areas • Continue to implement RADY procedures, ensuring effective use of tracking data to inform intervention strategies • Be fully aware of the changing landscape regarding GCSE 2025 and implications for the school and it's KS4 curriculum, ensuring balance and appropriateness. • Continue to work towards improving the Welsh language ethos of the school, including improving outcomes at GCSE level • Develop appropriate progression and assessment mechanisms which align closely with the school's new reporting procedures. • Ensure continued development and impact of peer to peer working.
Priority Area 2: Wellbeing and attitudes– promote pupil wellbeing and positive attitudes to learning with a focus on developing a culture of resilience and high expectations for all learners.
<ul style="list-style-type: none"> • Continue to implement the Jigsaw programme as the key vehicle for delivery of the H and W programme • Continue to implement, track and evaluate effective strategies to promote good attendance • Ensure, through H and W programmes and other means such as assemblies and extra-curricular activities, that pupils develop a spirit of resilience and positive attitudes toward their work and school.
Priority Area 3: Teaching and Learning – Ensuring great teaching with a clear focus on consistency of skills provision, including oracy development, and feedback to improve learner outcomes.
<ul style="list-style-type: none"> • Continue to refine the school's self-evaluation processes to respond flexibly to identified needs on an ongoing basis. • Continue to ensure consistency at all levels regarding the implementation of the school's assessment and feedback policy and to measure its impact on pupil progress.

- Embed processes which are effective at measuring a pupils' progress through the school and respond accordingly.

Priority Area 4: Care, Support and Guidance- ensuring effective strategies to promote good attendance with targeted pupils within a safe and caring environment where everyone's needs are catered for successfully.

- Continue to embed the ALN reform in accordance with revised WG guidance
- Ensure that the school's safeguarding procedures are secure and address any identified shortcomings.
- Continue to identify factors which affect attendance, paying particular attention to those which result in increasing the eFSM/non-eFSM gap and implement strategies to reduce this difference.
- Continue to implement strategies following SHRN outcomes and measure their impact on the wellbeing and health of learners.

Priority Area 5: Promoting Effective Leadership- Further develop leadership at all levels to strengthen the culture of improvement planning and accountability.

- Continue to embed processes which provide opportunities for Middle Leaders to evaluate the progress of their area of responsibility and to be held accountable for measured outcomes.
- To continue to provide Middle Leaders with skills and strategies to effectively hold individuals to account.
- To further strengthen the school's role as Lead Partner school within the Aberystwyth ITT partnership.
- To investigate strategic and collaborative working opportunities with schools identified within our family of schools