Ysgol Bro Gwaun
Cynllun Gwella Ysgol School Improvement Plan
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 embeding 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?**
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	**All subject areas to target + ½ GCSE grade (3 point) increase in their outcomes when compared to 2023 results.** **Key academic targets for 2024:** – **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. - 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.

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.
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.

- 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?

Strategies Actions – How?	Who will monitor this?	Success Criteria	Cost
KS4 Standards • Implement strategies outlined in RRRS in addition to below: • SLT, HoD and Year 11 YPM to identify strategies to improve outcomes eg. tracking, target setting, Line Manager Meetings, Heads of Core,	SLT PED RBu YPM 10 and 11 YPMs Capture dates on assessment calendar for tracking and intervention.	All departments to set targets for KPIs. Target groups identified Departments to achieve targets and school to improve on Key Indicators – Aug 24 Intervention strategies developed to target all pupils working at below predicted levels/grades. Collated on intervention tool (SMID)	Staff release. Mentor costs/time Provision for additional mentor groups. Revision costs from RRRS funding PDG - £20,280 (JR) RCSIG - £13,710 (SW) PDG £8,030 (AH)

YPM and SLT meetings, after school and lunchtime revision, catch-up sessions, breakfast sessions before exams, mock exams in November. • Close Tracking of pupil performance across all aspects and provision. Effective tracking to identify pupils working below expected levels. • Key focus on eFSM and ALN pupils. Bespoke curriculum offers e.g. BTEC Agriculture, Tourism. 'SWEET'. CORLAN KS4 catch up and support room.		Effective use of SMID to identify underachievers and record interventions Improve ALN and eFSM outcomes. RADY strategic plan developed. Internally trained Access Arrangement Officer	Transition Grant Funding (LW)

• Develop and implement RADY action plan. Promote Golden Thread concept • Ensure effective access arrangements.			
Literacy – KS4 Target – 43+ **English (Lang and Lit) A*-C % > 85%** • Implement strategies outlined in RRRS. Additionally: • Deploy LSA to support underachieving borderline pupils. • Identify key target group for specific support.	PEd TBe Link Governor	Continued Improved % Literacy outcome in August 2024.	Release of staff. Cost of staff additionality. PDG - £19,850 (RW) RCSIG - £1,750 (CH). Network meetings. Sharing of Good Practice. Focus on boys' outcome. PDG - £3,300 (ThM).
Numeracy – KS4 Target – 40+ **Improve Maths A*-C to > 65%** • Implement strategies outlined in RRRS.	WD PEd Link Governor	Improved Numeracy outcomes in August 2024	Release of staff. Cost of staff additionality. PDG - £19,850 (RW) RCSIG - £1,750 (CH). Sharing good practice. Network meetings. RRRS cost of revision sessions

• HoD to network with other Heads of Maths to further develop strategies addressing Maths and numeracy requirements at GCSE. • Deploy LSA to support underachieving borderline pupils. • Identify key target group for specific support. 11M am registration groups identified. • Enter majority of Year 11 for Numeracy GCSE first-sitting in November 2023.			
Science Level 2 – KS4 Target – 40+ Improve Science A* - C to > 65%	RW PEd	Improved GCSE outcomes in 2024.	Intervention costs, including specialist LSA to support core-subject outcomes

• Implement strategies outlined in RRRS. Additionally: • HoD and department members to identify strategies for improvement. HoD to work with Line manager to implement strategies such as mentoring, catch up and revision sessions. • Consider yr 11 entries for June exam. Ensure appropriate resit opportunities following year 10 outcomes and adopt single award applied science course for pupils gaining U grades following Yr 10 exams.	Link Governor	Improved outcomes for pupils of all abilities.	Cost of courses

• Implement long term strategy of mixed ability teaching in years 7 and 8. To carry through until GCSE			
Improve performance of eFSM pupils in comparison to non-eFSM pupils by tracking eFSM target group closely to raise standards in Key Indicators. Implement RADY strategic plan. • HoDs to ensure opportunities are provided to support and challenge all eFSM pupils, including those in Enfys (catch-up group) and Harbwr. • Effective tracking of all Intervention programmes for Literacy and Numeracy.	RBu RhL EHo RHa, TB YPM HoD Teaching and Support staff Link Governor.	RADY strategic plan in place. Increase in % of eFSM pupils Cap9. Closing the gap between eFSM and non-eFSM pupil performance. Improved eFSM Capped 9 by +30 points in 2023	Use of PDG to assist in intervention groups, PDG £12,770 (LWi). Nurture provision (Hendre), and use of Inclusion/attendance Officer. PDG £11,870 (SE) £4,510 (SW) FEO Grant - £10,000 (BW) Breakfast Club costs, and relevant resources. PDG £1,500 (+£500) PDG £7,380 (RhL) RCSIG £7,410 (MH) Intervention and catch-up classes. Alternative Curriculum costs. (MPCT- £18,000)

• Target groups identified by SLT/YPM to mentor and support pupils. • Progress of eFSM/RADY pupils discussed on individual pupil basis in SLT/HoD/YPM meetings and Line Manager meetings. • RhL/SP to implement coaching strategy across the school. • RBu to implement RADY strategic plan to incorporate and integrate new and current strategies for supporting disadvantage.			
Pupil Targets **Ensure pupils are aware of targets and how to achieve them.**			

Tracking of pupil progress to ensure intervention strategies are put in place to achieve predicted grades. Develop and implement Value Added data analysis processes	RBU All staff	Every pupil aware of current performance and how to improve. Whole school predictions for KS4 accurate. Value Added (VA) analysis to plot flight-path data.	Teacher release for moderation. Cost of SMID (£3,750 per annum)
• All teachers to set aspirational targets based on data and guidelines from RBU. • Teachers to share targets with pupils in books and Planners. • Teachers to ensure every pupil knows how to achieve next level eg. Level Ladders. • Provide pupils with progress update following data drops. • Ensure value added data is shared with			

teachers and leaders • Targets of RADY pupils to be uplifted to raise expectations and aspirations			
Raise achievement of vulnerable boys and girls and continue to decrease gender gap. • Improve attendance, behaviour and wellbeing of vulnerable pupils by use of WRU Hub/MPCT/5x60 provision to engage boys, and introduce rewards system (KS3). • Provision of resources for vulnerable pupils across all Key Stages e.g. ELSA/art items/Uniform and School Equipment.	RBu RhL PEd Rugby Hub officer employed. JR ELB	Improved outcomes for vulnerable pupils.	£3,300 (ThM) MPCT –see above PDG - £20,280 (JR)

Integrate into RADY strategic Plan.			
Embed a Progression and Assessment Framework that is fit for the purpose of the New Curriculum. • Join Progression and Assessment networking group with the aim of adopting common assessment frameworks across the LA. • Develop and adopt a common framework across the cluster. • Align new framework with our current tracking processes to ensure that pupil progress continues to be tracked efficiently	RBu EHo	Assessment framework successfully embedded	

Literacy and Numeracy Framework **Develop Literacy and Numeracy skills by embedding the LNF in Schemes of Work, and ensuring appropriate challenge is provided for pupils to progress, and measure impact on standards of Literacy and Numeracy across the school.** • Analyse results of Year 6-9 pupils in NNT and NRT tests to identify specific groups of learners for Intervention Programme and improve outcomes for example - eg. Reciprocal reading programme, ARROW. Deployment of	EHo TBe RHA RBu DL	Establish intervention strategies to improve pupils' reading age and numeracy levels Improved oracy and writing levels at KS3. New LNF Frameworks are mapped across the curriculum. Assessment data inform interventions.	RRRS funding. Cost of LSAs for Maths/Literacy/ Librarian. Cost of ARROW initiative Time (supply) for staff training.

KH/SW/LSA (numeracy) - Analyse results of Year 6-9 RADY pupils in WNTs to identify required interventions. - Develop and implement strategies to improve **oracy (voice 21) and writing (TWR).** - Align and map new framework with Year 7/8 provision for summer 2024			
Ensure that the school takes steps towards being categorised as a Bilingual school. Consider implications of WESP, Inspection recommendations and National Priorities. Ensure Welsh provision matches pupils previous	PEd AF DG Governing Body	Successful implementation of YBG Welsh strategic plan. Increased number of pupils following GCSE courses in Welsh Ensure KS3 provision matches pupils' previous academic experience.	Welsh Language transition support teacher RCSIG - £28,770 (EWB) Responsibility allowance for improving Welsh ethos (GJ)

academic experience. • Effective deployment of additional support (GT/Julie Rees James) • Increased numbers of pupils following GCSE courses through the medium of Welsh. • Develop and implement YBG Welsh Strategic Plan • Re-categorize Welsh language status of the school		Siarter Iaith Award achieved Welsh Language status changed to Dual-Language by September 2024	

Priority 1: How are we progressing?			
Review date	What has happened and RAG rate	Updated By:	Evidence
20/11/23	Personalised Assessment Scores used to identify pupils for ARROW programme. Sept-Nov ARROW scores show positive impact on pupils' reading and spelling skills	EHo	ARROW data English Literacy PA scores

20/11/23	Welsh Personalised Assessment scores analysed and used to form intervention groups.	EHo	Welsh literacy PA scores
20/11/23	Numeracy Personalised Assessment scores analysed and used to form intervention groups. Pastoral and 1-1 interventions show positive impact.	EHo	Numeracy Pastoral Interventions Numeracy 1-1 interventions Numeracy PA analysis Numeracy PA analysis
20/11/23	New PPC format now adopted with Y8. Process has been refined to a 3 point progress system	RBu	Updated staff guidance
20/11/23	Departmental webpages have been created for Y7 and Y8 parents and carers. KS4 to be completed by February half term.	RBu	https://sites.google.com/hwbcymru.net/aolehome?usp=sharing
20/11/23	Progress of Y11s continues to be monitored	RBu	Track 1 Analysis and Actions
20/11/23	New AtL Intervention sheet being trialled	RBu	AtL Intervention Card
20/11/23	Y10 MAT Students attending Welcome Meeting	RBu	Seren Letter Nov 23
20/11/23	Siarter Iaith evaluation completed – to be assessed for the Bronze award in March 2024.	AF/DG	
20/11/23	Welsh skills intervention programme in place. External and internal support for pupils.	AF/DG	
Summary: How will our progress inform our next steps?			

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. 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.	• 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 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 wellbeing, liaising with YPMs and external agencies for interventions.
- 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.

Strategies Actions – How?	Who will monitor this?	Success Criteria	Cost
Promote positive attitudes to learning. - Ensure pupils are aware of targets and how to achieve them. Adopt a reflective process which encourages pupils to be responsible for their own learning.	RBU LW ELB	All pupils are aware of targets and how to achieve them. Improved transition processes in place. Improved attitude to learning and attendance.	Admin costs £100. Cost of producing bulletin.

• Develop a culture of resilience and high ambition in all pupils**.** • Strengthen ALC partnership working and ensure transition processes are robust and effective. • Improve communication with parents. • Further develop Enrichment program and promote pupil passport of opportunity. • RADY– tackle learned helplessness • Bounce together survey undertaken • Implement weekly wellbeing and pause for thought programme.	AF DL	Reduced suspensions and 'C' being awarded Increase in Classchart points Surveys during parent meetings show positive feedback. Parent Engagement Events to be organised Passport of opportunities and enrichment hub developed and implemented. Survey outcomes acted upon Programmes developed and implemented.	TLR 2(a) cost of transition from KS4-5 post
Introduce pupil based 1-page profiles	RhL	One-page profiles completed by all pupils. All staff to be made aware of OPPs and evidence of their use in lessons.	
Introduce New Health and Wellbeing curriculum in line with NCW expectations to include: • Physical and mental health • Emotional wellbeing • Healthy lifestyles • Work-related learning and experiences • Decision making and empathy • Healthy relationships and respect • Diversity and valuing equity • Attitudes to learning	ELB LeW	Curriculum developed and implemented.	Cost of Jigsaw Teaching Programme: £640 for first year, £800 pa thereafter.

• Resilience and managing risks • Taking on different roles and responsibilities • RSE statutory requirements.			
Introduce alternative Curriculum Provision to reduce disengagement and promote positive attitudes: Develop alternative curriculum strategic plan to include: • MPCT Programme (years 8 and 9) • 5 x 60 officer • Rugby Hub officer • Youth worker • ELSA • Work experience	ELB AF RHL	Successful implementation of strategic plan. Review in Summer term 2024	Cost of MPCT/TM (See above)
Continue to improve whole school attendance, with a key focus on decreasing persistent absenteeism and closing the gap between eFSM and non eFSM. Ensure effective implementation of Strategic Attendance Plan.	AF YPMs KA/RW	Improved attendance including decrease in eFSM/non eFSM gap. Review of plan in Summer 2024	FEO Grant - £10,000 (BW)
Continue developing the school's enrichment programme: Identify outside organisations to deliver sessions and to develop the enrichment/H&W programme at KS4.	DL	Increased number of activities involving outside organisations.	Cost of running enrichment activities (2022-23 costs were approximately £3,500)

Aim to be at the forefront in implementing Mindfulness agenda by using RRRS funding to support pupils' wellbeing and promote positive attitudes to learning.	RD	Lead school status achieved.	Cost of mindfulness sessions.
Further develop strategy of peer- to peer mentoring to target eFSM outcomes	RhL SP	Continued implementation of peer to peer mentoring program. Positive reviews	£1575 TLR 3

Priority 2: How are we progressing?			
Review date	What has happened and RAG rate	Updated By:	Evidence
20/11/23	Helping from Home Y7 and Y8 parent support event held – a success with around 50 attending.	RBu	Helping from Home Nov 23 Evaluation
20/11/23	Attendance action plan in place. Attendance is better at this stage this year than what it was this time last year. (inc. with eFSM pupils.) Persistent absenteeism is decreasing due to the development of an alternative provision for some key pupils, e.g., by using POINT.	AF	Attendance Action plan.docx
20/11/23	Attendance monthly briefing shared with parents. Attendance was also a theme during the Helping from Home evening. Presentation given to Governors on Attendance.	AF/KA	Attendance docs for Govs meeting.zip
20/11/23	Ready Respect Learn shared with all staff and pupils.	AF	Behaviour disgyblion.pptx Behaviour.pptx
20/11/23	OPP: All pupils including new admissions have a OPP for all staff (including support staff) to view. This enables staff to build better relationships with pupils and to recognise their needs quicker. OPPs are updated with pupils in PCP meetings as is relevant. OPPs available on Class Charts.	RHL	
20/11/23	**Peer to peer: Peer tutors worked on a weekly basis with their tutees. The focus was mainly on improving confidence and social skills, developing engagement with school, improving attendance, and developing a positive self-image as a learner.**	RHL	

	In moving forward the focus will concentrate on improving tutees' reading skills in both Welsh and English.		
20/10/23	Bounce Together Survey results – October 2023. Interventions through YPM's for years 9-11 and through Sports resilience (DBE) for years 7 and 8.	ELB	Bounce Together - Survey results October 23
15/2/24	Bounce Together Survey results – January 2024.	ELB	Bounce Together Survey results - Jan. 24.xlsx
18/2/24	RSE mandatory teaching procedures – parental/carer, pupil, Governor and Challenge advisor presentations and implementation – introduced September 2023, updated February 2024. Introduction of Jigsaw bilingual programme of study.	ELB	RSE YBG development
18/2/24	Alternative curriculum updates – presented to Governors and Challenge Advisor	ELB	Govs Alternative provision – YBG update.pptx
18/2/24	Weekly Wellbeing identifying Health and Wellbeing areas of focus, recognition of national health related campaigns and monthly themes	ELB	Weekly Wellbeing - Lles Wythnosol
18/2/24	MADE training outcomes of year 10, 11 and MAT (including RADY)	ELB	MADE Student Feedback - Ysgol Bro Gwaun.zip
4/3/24	Helping form Home Y7 & 8 event held – focus on learner effectiveness and study skills	RBu	Helping from Home Feb 24 Feedback
Summary: How will our progress inform our next steps?			

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?
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	• 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.

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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 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.

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- 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.
- 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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<tr><td>Strategies
Actions – How?</td><td>Who will monitor this?</td><td>Success Criteria</td><td>Cost</td></tr>
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Improve quality of pupils' progress in learning across all subject areas.			
• Continue to embed systematic and cyclical model for whole school scrutiny and self-evaluation, which include lesson observations, book scrutiny, learning walks and pupil voice.	AF EHo PEd RBu	Cyclical model implemented. Improved self-evaluation evidence for HoDs.	Cost of cover
• Use outcomes from scrutiny to inform action research, PD objectives and next steps.		PD objectives closely aligned to evaluation outcomes.	
• Implement effective support programmes and implement whole school strategies for sharing good practice and action research outcomes-VEO.		Action Research groups set up and impact positively on practise.	Cost of VEO- £800 per annum.
• Ensure all staff have opportunities to participate in action research to improve own and others' practice.		Homework tasks relevant, innovative and extend learning. B.SMART Review identifies next steps.	
• Focus on curriculum progression, so that subject areas are confident in identifying key "hinge" moments to assess and identify progression.			Cost of funding B.Smart club. RCSIG - £1,200
• Align performance development objectives to school priorities.		Increased number of RADY pupils access B.SMART	
• Assess quality and quantity of homework and review B.SMART curriculum.		Opportunities to increase the level of challenge for MAT pupils clearly identified.	
• Provide opportunities for disadvantaged pupils to access the B.Smart curriculum/club.		Pupils progress clearly identified through L2L and work scrutiny processes.	

Develop e-learning/virtual provision across the school. • Embed use of e-learning techniques in lessons. • Map DCF across the curriculum. • Provide greater accessibility to computer hardware. • Develop and embed virtual learning opportunities.	EHo DL PEd	DCF audit completed. Increased use of digital learning methods. Embed use of e-learning techniques in lessons. Virtual learning opportunities developed.	Cost of additional chromebooks to ensure all AoLes have improved access to ICT facilities
Ensure skills development is at the centre of the school's agenda for improvement. • Act upon the ESTYN recommendations- R1 and R4 • Map current whole school provision. Provide support for areas requiring further development. Develop and implement rich tasks across all curriculum areas.	EHo RHa TB DL EHo	Provision map complete. Areas for development identified and rich tasks developed for all skill areas. INSET time. Effective tracking procedures developed and implemented. Impact on skills outcomes.	Staffing costs for ongoing groups. Employ teacher at 0.8 to support Welsh Language transition between KS2/3
Finalise implementation of 'New Curriculum'. • AoLEs collaborate with cluster colleagues on 'what matters statements'. • Provide opportunity through cluster INSET to share pupils' work.	AF/EHo	Draft curriculum implementation from Sept 2023	Planning time for all AoLes through INSET and twilight.
Continue to implement Financial Literacy qualification successfully into KS3 curriculum.			

• All pupils to be provided with opportunity to access this qualification.	RBu/EHo RH	Appropriate qualification successfully implemented	Cost of qualification. Additional salary costs.- TLR3 £1575

Priority 3: How are we progressing?			
Review date	What has happened and RAG rate	Updated By:	Evidence
20/11/23	Development of Online VLE	DL	DCF Tutorials
20/11/23	L2L process/ proforma updated	EHo	L2L processes
20/11/23	LiFA course resourced. Class tracking shows positive impact and pass rate for the majority of pupils.	EHo	LiFA money Matters resources, class lists and tracking
20/11/23	Line-management meetings to discuss tracking of key pupils in each year group so that up to 5 pupils are tracked at least twice per year, with book look examples.	EHo	
20/11/23	Lesson observations completed on all new members of staff. A few members of staff have trialled VEO to record segments of lessons.	AF/Line Managers	Lesson obs 2023
20/11/23	Teaching and Learning handbook updated.	AF	Learning and Teaching Handbook.docx
20/11/23	New Curriculum in place and Curriculum for Wales summary uploaded to website	AF	September 2023 NC for website.pptx
20/11/23	Learning and Teaching feedback and next steps for all staff.	AF	Taith Addysgu.pptx
20/11/23	Middle Leaders training held with emphasis on Work Scrutiny and Estyn processes.	AF	
Summary: How will our progress inform our next steps?			

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.

What does this priority mean?		What are the key strands that sit underneath this priority?	
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 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. 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. 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.		- 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. - 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.	
Strategies Actions – How?	Who will monitor this?	Success Criteria	Cost

Ensure continued awareness of Local Authority's Safeguarding Policy and requirements. • Relevant training for Tier 1 and 2 Child Protection is up to date. • Further develop Provision mapping to track and monitor ALN interventions across the school. • Increase awareness of radicalisation and extremism acts.	PED AF RhL ELB Link Governor for Safeguarding	Improved attendance, behaviour and wellbeing of vulnerable pupils. Lockdown policy implemented and successfully trialled. Provision mapping in place.	Training. Specialist providers.
Improve attendance for all pupils, especially eFSM and vulnerable groups. Whole school target > 92% Attendance Action Plan –To increase % attendance in each year group, and decrease persistent absenteeism by targeting pupils and supporting parents to engage with school. Promote positive attitudes to learning Meet with parents to promote engagement. Celebrate success with certificates/early lunch passes etc. Appoint fixed term attendance support officer.	KA/BW ELB AF MG RhL	Attendance target (all) > 92% Attendance gap between eFSM and non eFSM pupils reduced to below -4% Identify specific groups of learners for intervention programme and improve outcomes	£2,000 £10,000 Grant funded post.
Obtain data and information regarding RADY pupils Work with cluster to obtain and share information regarding pupils who are disadvantaged.	RBu ELB	Information shared regarding RADY pupils	

Meetings held with cluster RADY leads to discuss strategies used and ensure an effective transition to Bro Gwaun.		Relevant strategies implemented to support disadvantaged learners.	
Continue to implement the strategies identified in the 360 Cymru Quality Award. • Hold 'Digital support evenings' for parents and carers. • To further improve the use of Securus by incorporating a range of Welsh words in the filtering dictionary. • To change the policy to ensure memory sticks will become read-only and to disable the write protection. • Provide safety briefings for parents/carers. • Develop online e-safety portal linked to the school website. Celebrate events such as Safer Internet Day.	DL Governing Body	Evidence of coverage across all strands of the 360 Safe Framework. Improved parental attendance at Digital Support events Relevant Welsh words incorporated Policy regarding memory sticks adopted.	No cost
Continue to embed TIS strategies. • Work towards the TIS school accreditation.	ELB	TIS Accreditation achieved Additional staff trained in TIS practices.	Training costs from Professional Learning Grant.
Implement the SHRN whole school research network survey system. • Survey carried out under controlled circumstances.	ELB	Action plan successful at addressing SHRN outcomes.	Consider cost of follow up actions.

• Action Plan developed and implemented.		Follow up survey to confirm impact of interventions.	
Review and development of Whole School Mental and Emotional Health implementation including the National Quality Healthy Schools Award.	ELB	National Quality Award renewed. Review carried out and recommendations identified and implemented by Summer 2024.	Consider cost of review and recommendations.

Priority 4: How are we progressing?			
Review date	What has happened and RAG rate	Updated By:	Evidence
20/11/23	Parental Online Safety Engagement Site	DL	Parental Support Site
20/11/23	HFH Y7 & Y8 Parental Engagement Evening – Online Safety Support	DL	Promotional Materials
20/11/23	Safeguarding Action Plan reviewed.	RHL	
20/11/23	Safeguarding presentation to all staff in Sept.	RHL	safeguarding 2023 - Copy (1).pptx
20/11/23	Attendance action plan in place.	AF	Attendance Action plan.docx
20/11/23	Staff Health and Wellbeing working party in place.	AF	Iechyd a Lles Staff.pptx
20/11/23	**Safeguarding audit and action plan in place, to include all stakeholders.**	RHL	
20/11/23	**ALN Mapping: Provision mapping developed to suit provisions and pupils' needs at YBG. A comprehensive list available of the Graduated Approach consisting of universal learning provision, targeted provision, school based IDP and LA based IDP. Training given to teaching and support staff, and pupils' needs better met within an inclusive environment. ALN 2021 code on track to be fully implemented across every year group by Aug 2025.**	RHL	
18/2/24	**TIS action plan updated**	ELB	TIS action plan updates and procedures
18/2/24	**Current SHRN survey report and action plan updates – new report issued in April 2024**	ELB	SHRN action plan progress - current report
18/2/24	**Current NQA report – awaiting further instruction of new procedures for inspection**	ELB	NQA Healthy Schools

18/2/24	Whole School Approach to Emotional and Mental Health – completed questionnaire, reviewed action plan (requested partnership with Cardiff University as a case study of good practice)	ELB	Whole School Approach - Emotional and Mental Wellbeing
Summary: How will our progress inform our next steps?			

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?
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 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.	• 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. • 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.

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.	- 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.

Strategies Actions – How?	Who will monitor this?	Success Criteria	Cost
Develop capacity and effectiveness of school leaders, especially that of middle leaders. - Ensure middle leaders take part in and use outcomes from evaluation effectively to improve standards in their area of responsibility. - Continue to ensure robust monitoring and support of middle leaders' impact on outcomes. - Ensure ML involvement in self-evaluation processes. - Identify and provide relevant support and training to enable middle leaders to secure improvement through a balance of challenge and support and to hold others to account.	HoDs All TLR holders. PEd/EHo/AF SLT	Improved consistency and collaborative working between departments to impact on Whole School Priorities – Literacy, Numeracy, KP Indicators, Boys, MAT, eFSM. Underperformance is challenged effectively at middle leader and SLT level.	Cost of Datblygu and Partneriaeth Programmes

• Develop 'coaching' model.			
Further develop and implement SLO strategies through effective Action Research Groups.	AF/PEd/EHo	SLO strategies embedded	
Engage with Partneriaeth Professional Leadership Pathways programme. Continue to implement YBG DATBLYGU programme.	AF/PEd	Attendance at leadership courses across all leadership groups.	Cost of courses/supply
Strengthen the link between self-evaluation (SER) outcomes, forward planning (DDP/SDP) and Performance management (PD). • Common objective identified for PD planning for all teaching and support staff: *Application and impact of assessment and feedback policy in your subject area.*	PEd SLT	Effective SIP documentation supports continuous school improvement. Effective operational links to DDPs and PD documentation. Provides platform for ongoing review, action and planning.	
Identify S2S collaborative learning opportunities. Seek to focus on: • Middle leadership project • Assessment arrangements	PEd/AF/EHo	S2S project identified and implemented. Measurable outcomes dependent on nature of project.	Cost of S2S working from Collaboration grant funding
Further develop partnership with Aberystwyth University as Lead partner school for ITE students for Pembrokeshire.	EHo	Successful and effective working partnership developed	
Actively support staff wellbeing and promote positive work-life balance.	AF/EHo	Collaborative working group to suggest ideas for implementation.	Cost of implementation.
Priority 5: How are we progressing?			
Review date	What has happened and RAG rate	Updated By:	Evidence

20/11/23	Pastoral and SLT line-manager meeting template amended for use this academic year.	EHo	Pastoral Agenda Template SLT line-manager template
20/11/23	Middle Leader Quality Assurance document included in SharePoint as part of line-management process.	EHo	Middle Leaders Quality Assurance
20/11/23	Team coaching training completed as part of ILM Level 5. Plan to roll-out to Maths department, followed by PE department this year.	EHo	Team Coaching
20/11/23	Aberteach+ Partnership continues, with focus on Estyn PIAP, as well as course re-accreditation.	EHo	Aberteach+ Sept 2023-August 2024
20/11/23	Middle Leader training held on work scrutiny and the Estyn process.	AF	
20/11/23	Cluster Transtion plan discussed and updated	AF/PED and Cluster	Transition Plan English 2022-23 (1).doc
Summary: How will our progress inform our next steps?			

End of Year Summary
Priority Area 1: Standards - Standards – Ensuring equity of provision to improve outcomes in key performance indicators for all learners.
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.
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.

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

Future Aims 2024-25
Priority Area 1: Standards - Standards – Ensuring equity of provision to improve outcomes in key performance indicators for all learners.
- 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.
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.

- 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