

Ysgol Bro Gwaun

Cynllun Gwella Ysgol / School Improvement Plan 2025-26



Vision Statement – Ysgol Bro Gwaun

As the new Headteacher of Ysgol Bro Gwaun, I am proud to lead our school on its exciting journey towards excellence — a place where every learner can thrive, succeed, and look to the future with confidence.

Our vision is rooted in **excellence, inclusion, and innovation**. We will raise standards consistently by fostering high-quality teaching, learning, and leadership. Through a culture of curiosity and creativity, we will embrace bold, forward-thinking solutions to the challenges of the modern world.

Inclusion will be at the heart of everything we do. Every pupil — regardless of background or ability — will feel safe, valued, and empowered to achieve their full potential. We are proud to be a truly bilingual school, and we will continue to celebrate and strengthen our Welsh identity while preparing our learners to be confident, capable citizens in a rapidly changing global society.

Ysgol Bro Gwaun is unique — the only dual-language secondary school in the local authority — and we are committed to delivering strong, successful, and bilingual learning experiences. Our focus will be on **continuous improvement, high expectations, and a dynamic learning culture** that supports every learner's journey.

Achieving excellence is not a one-off goal, nor is it a one-size-fits-all approach. It is a continuous, inclusive, and personal journey. Together — staff, pupils, parents, and the wider community — we will ensure that Ysgol Bro Gwaun continues to grow, lead, and inspire.

My ambition is to guide our school to become a confident, pioneering learning organisation — one that others look to for inspiration and best practice.

Arwyddair/Motto

Angori Doeth, Dyfodol Disglair

Nod/Aim

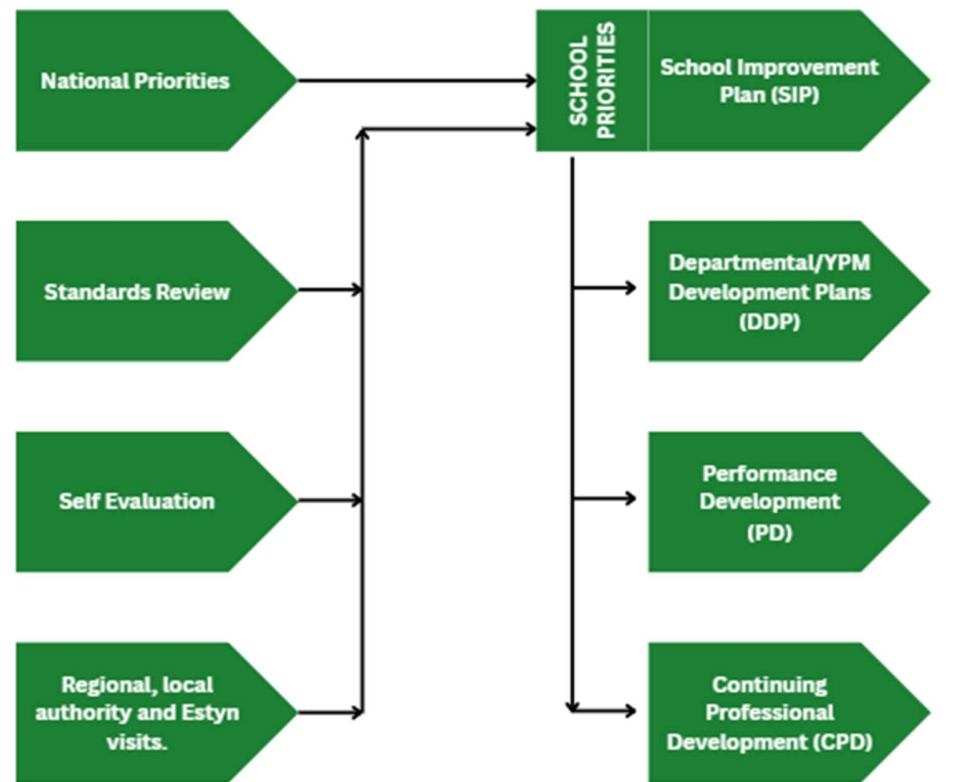
The aim of the school is to foster a bilingual, innovative and inclusive learning environment where every learner can thrive.

Gobeithion / Mission

Our mission at Ysgol Bro Gwaun is:

- to be a successful, inclusive and child-centred school at the heart of the community.
- to reflect and enrich the Welsh and bilingual nature of the locality and beyond to encourage active participation in this culture.
- to develop a strong partnership involving all stakeholders; pupils, teachers, parents/guardians and governors
- to provide a rich, excellent, innovative, and inspiring education for all.
- to promote resilience alongside respect, courtesy and care, empowering learners to navigate challenges with strength and compassion.
- to understand and respect religious values and learn tolerance of other people's religions and cultures.
- to encourage and support all pupils in their social, physical, intellectual, emotional and spiritual development.
- to enhance pupils' education through enrichment and a variety of extra-curricular activities for all ages and abilities.

SIP Processes



Argymhellion Estyn - Recommendations 2019

R1 Ensure that self-evaluation and improvement planning processes focus appropriately on the evaluation of pupils' skills.

R2 Ensure that the provision for Welsh matches all pupils' abilities and previous academic experience of the language.

R3 Improve the effectiveness of teaching and learning in a minority of lessons

R4 Improve pupils' skills, in particular their higher order reading skills, their thinking skills and the extended writing skills of a minority of pupils.

Cynllun 5 mlynedd – 5 year plan

	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Raise Educational Standards; Strengthen learning and teaching; Improve learners' Welsh literacy skills; Deepen bilingualism and Welsh identity; Strengthen Inclusion and Wellbeing with a strong focus on improving attendance; Build strong partnerships with families, governors and the wider community; Foster innovation in learning and leadership	Laying the foundations Focus: Build a shared culture of high expectations, consistent practice, and data-informed decision making. Develop whole school learning, teaching and attendance charter; embed consistent use of formative assessment and pupil feedback; launch high-impact interventions for eFSM/Rady learners; establish baseline standards across departments and learner groups; develop professional learning	Strengthening core practice Focus: Secure strong classroom practice and close performance gaps. Trial digital and AI tools with specific departments. Deepen use of assessment for learning strategies; embed high expectations for oracy, literacy, and numeracy across the curriculum; further develop Welsh-medium provision and bilingual classroom strategies; further develop peer coaching	Embedding Excellence and Innovation Focus: Establish excellent classroom practice as the norm and innovate to sustain progress. Launch digital tools and AI-informed strategies to enhance teaching and feedback; expand bilingual enrichment programmes and cultural engagement; share best practice across departments and collaborate with partner schools;	Driving impact through collaboration Focus: Build capacity across the system through collaboration and partnership. Lead and engage in school networks for moderation, CPD, and curriculum development; further strengthen family engagement with learning and attendance; deepen links with post 16 providers	Sustaining a Culture of excellence and inclusion Focus: Review, reflect, and sustain a culture of excellence and equity. Evaluate 5-year impact against core success measures; embed a culture of self-improving systems at all levels; sustain high performance through ongoing innovation, training and collaboration; showcase Ysgol

	programme on effective pedagogy and bilingual practice; develop middle leadership with a focus on understanding their role and self-evaluation processes; continue to develop pathways for aspiring middle leaders; establish a robust attendance monitoring system with early intervention protocols; launch an attendance campaign for pupils and families, with clear messaging on the link between attendance and success. Success Criteria: Year-on-year improvement in pupil performance data; Learners achieving qualifications that support future progression; Improved engagement, progress and attendance among targeted learners; Positive feedback from internal and external	and launch lesson study groups; review and refine curriculum planning for progression and challenge; strengthen pupil voice in learning and leadership; develop clear attendance action plans for PA pupils and high-risk groups; further develop middle leadership with a focus on understanding their role and self-evaluation processes. Success Criteria: Measureable improvement in literacy/numeracy outcomes, particularly for e-FSM pupils; Pupils more confident in using Welsh and English for learning; clear evidence of high-quality teaching in the majority of lessons ; Reduction in	refine quality assurance processes using triangulated evidence; strengthen leadership impact through mentoring, middle leader forums and targeted coaching; pilot innovative attendance incentives linked to progress and contribution. Success Criteria: Innovation and digital practice embedded across learning and leadership; middle leaders confidently leading improvement in their areas; learners demonstrating independence,	and local employers to raise aspiration; evaluate and refine targeted support strategies using longitudinal data. Succes Criteria: Exteranal collaboration improves outcomes and enriches curriculum; pupil progress consistently above expectations; greater parental	Bro Gwaun as a beacon of bilingual, inculsive, high-achieving education. Success Criteria: School performance in top quartiles nationally across key indicators; embed attendance culture into school vision and learner leadership; staff
--	---	---	--	--	--

	reviews, and parental confidence in outcomes; Consistent lesson expectations and learning routines across the school; Clear systems for tracking, analysing, and responding to pupil data; Middle leaders have a clear understanding of their roles and responsibilities, and begin to evaluate strengths and areas for development within their areas of learning.	PA particularly among eFSM and RADY pupils; Middle leaders implement targeted actions based on self-evaluation, and begin to lead improvements with increasing confidence and impact.	ambition and bilingual competence; attendance systems used dynamically by leaders to drive improvement; attendance figures continue to rise and gaps between groups close.	and community engagement in learning and leadership; sustained rise in attendance for vulnerable and targeted pupils.	and pupils take pride in high standards and bilingual excellence; leadership succession and innovation secured for the future.
--	--	--	---	--	---

Blaenoriaethau/Priorities - 2025-27

Following a review of the 2024-25 self-evaluation, the following priorities have been identified. The SLO, external/internal reviews, national priorities and previous Estyn targets have also informed our priorities.

Blaenoriaeth/Priority 1

➤ Raising standards for all learners, with a focus on key groups and departments who are on an improvement journey.

- To improve the attainment of pupils in the lower third, including those eligible for Free School Meals (FSM)/RADY through a review of curriculum design and the strategic use of data to identify and address individual learning needs.
- To improve learner outcomes in identified departments who are on an improvement journey.
- To raise standards in numeracy for all learners by embedding high quality teaching, consistent assessment practices that develop mathematical confidence, problem solving skills, and real-life application + Priority 2.
- To improve the quality, accuracy, and structure of extended writing across both Welsh and English. (Estyn target)
- To support the development of reading strategies to enable all learners to access, understand and critically engage with increasingly complex texts confidently in both Welsh and English. (Estyn target)

Blaenoriaeth/Priority 2

➤ Strengthen Teaching and learning (Estyn target)

- To ensure all staff use formative and summative assessment effectively to inform their teaching and learning, provide clear and purposeful feedback, leading to measurable improvements in pupil progress and outcomes. To further ensure that assessment data is used to inform whole-school tracking systems.
- To embed adaptive teaching strategies to meet the diverse needs of all learners, including those with ALN and EAL.
- To embed integral skills across the curriculum and wider school life, enabling pupils to become independent, resilient, and reflective learners who can plan effectively and are well-prepared for lifelong learning.
- To promote interdisciplinary learning through collaborative planning and delivery of cross-AoLE projects that reflect real-world contexts and develop integral skills.
- To ensure that curriculum progression at Key Stage 3 is clearly sequenced, appropriately challenging and reflective of pupils' Cynefin, within the local and wider context.
- To embed the effective use of interactive screens across all classrooms, empowering staff to enhance learner engagement through purposeful, technology-enhanced pedagogy.
- To develop the DCF strand, Interacting and Collaborating by creating meaningful opportunities for learners to work together, thereby enhancing their digital competence through purposeful collaboration following a DCF review.

Blaenoriaeth/Priority 3

➤ Improving Welsh literacy and developing bilingualism

- To strengthen the Welsh language proficiency of all learners to ensure confident, fluent communication across the curriculum, while increasing parental understanding and engagement with the school's dual-language provision and support each child's bilingual learning journey. (SLO and Estyn target)

Blaenoriaeth/Priority 4

➤ To significantly improve overall attendance across the school, with a targeted focus on eFSM learners and persistent absentees, through early intervention, robust monitoring systems, and strengthened collaboration with families and external agencies (Outcomes of self-evaluation 24-25)

- To raise overall school attendance to above 92%, with a targeted focus on improving attendance among FSM pupils and reducing persistent absenteeism through the effective use of data, early intervention, and inclusive support strategies.
- To ensure all pupils receive the academic guidance needed to make successful and informed transitions to post-16 education, through active collaboration with post-16 providers.
- To strengthen partnerships with the local community by involving stakeholders in the life of the school and creating meaningful opportunities for pupils to contribute to and give back to their community—promoting a sense of responsibility, belonging, and active citizenship.

Blaenoriaeth/Priority 5

➤ Developing leadership and innovation through collaboration, and strengthen evaluation processes.

- Develop senior and middle leaders to fully understand their strategic role within the school, empowering them to lead with confidence, challenge underperformance, and drive innovation in teaching and learning. (SLO target)
- Establish and embed transparent, fair, and consistent accountability systems that support high standards, professional growth, and continuous school improvement- underpinned by subject deep dives in areas of underachievement to identify barriers, share effective practice, and drive targeted improvement. (SLO target)
- Ensure that self-evaluation and improvement planning processes focus appropriately on the evaluation of pupils' skills. (Estyn target)
- To ensure all staff model and maintain high expectations for the use of Welsh, promoting a culture of linguistic ambition by consistently encouraging pupils to communicate in Welsh first, particularly in subjects taught through the medium of Welsh.
- To strengthen school-to-school collaboration as a driver for improving teaching and learning, by developing professional networks and sharing effective practice, supporting the school's growth as a reflective, innovative learning organization. (SLO target)
- To review the Key Stage 4 vocational curriculum, including the integration of the new skills for work and life suite of qualifications, to ensure it is inclusive, aspirational, and rooted in the local context, reflecting learners' Cynefin and preparing them for future pathways.
- Utilize AI tools and technologies to support high quality teaching and learning, streamline planning and assessment, and reduce staff workload where appropriate.
- Continue to develop the role of governors as active partners in school improvement by deepening their engagement with departments to provide informed support and constructive challenges. (SLO target)

