YSGOL PENRHYN DEWI VA

School Improvement Plan 2026-2027

Based on the Welsh Government Regulations 155/2014

OUR MISSION STATEMENT

St Davids Peninsula 3-16 Church in Wales VA School/Ysgol yr Eglwys yng Nghymru Penrhyn Dewi

We aim to be an open and inclusive school, achieving more together by nurturing young lives through faith, learning and friendship. Offering the very best education and opportunities within a supportive Christian Community.

The Fruit of the Spirit is love, joy, patience, kindness, goodness, faithfulness, gentleness, self control; against such things there is no law.... GALATIANS 5:22

Ysgol Penrhyn Dewi is the Church in Wales' first 3-16 VA school, and a first for the Diocese of St Davids. As a faith school, Penrhyn Dewi has a distinct Christian ethos which will be developed over the coming years through regular whole school, campus and year group worship. We are forging strong links with the Anglican churches and clergy within the catchment area in order to maintain our vision as a Christian school community. We continually assess how the vision impacts upon pupil achievement, wellbeing and the overall character of the school. Whilst YPD will be distinctively Christian, it is not unlikely it will be our duty and a key part of our ethos, to be open and inclusive.

School Roll 2026 - 2027

PHASE	Year	Pupils	Male	Female	FSM	YPLA	ALN
Foundation Phase (N,R,1,2)	N	16	5	11	0	0	0
	R	19	11	8	0	0	2
	1	21	9	12	4	0	4
	2	14	7	7	4	0	2
Development Phase (3,4,5,6)	3	18	11	7	1	0	0
	4	20	10	10	2	0	1
	5	36	16	20	4	0	3
	6	32	15	17	6	0	1
Momentum Phase (7,8)	7	78	38	40	19	2	16
	8	93	50	43	16	4	12
Acceleration Phase (9)	9	84	45	39	13	2	7
Fulfilment Phase (10,11)+12	10	88	45	43	7	1	5
	11	78	31	47	7	2	4
	12	0	0	0	0	0	0
TOTALS		**597**	**293**	**304**	**83**	**11**	**57**

SER / SIP Timetable

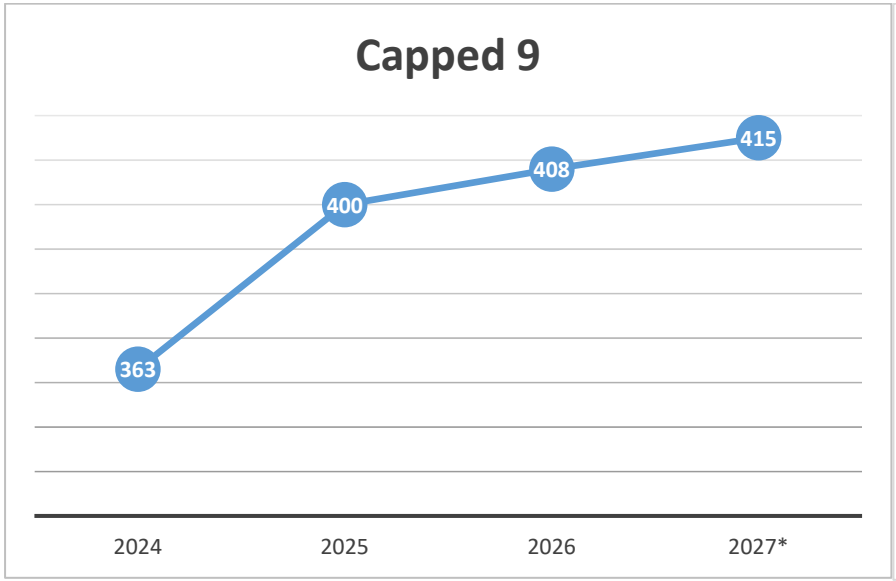
TIMELINE	DATE	STAFF MEMBERS AND GOVERNING BODY
Whole School Self Evaluation	Continuous SER during the previous academic year culminating in completion by September 2026	All staff contribute to the School Evaluation Report and subsequently to the School Improvement Report. This document has been prepared by the Strategic Improvement Team.
To be reviewed	January 2027	SIT and GB
To be reviewed	April 2027	SIT and GB
To be reviewed	July 2027	SIT and GB

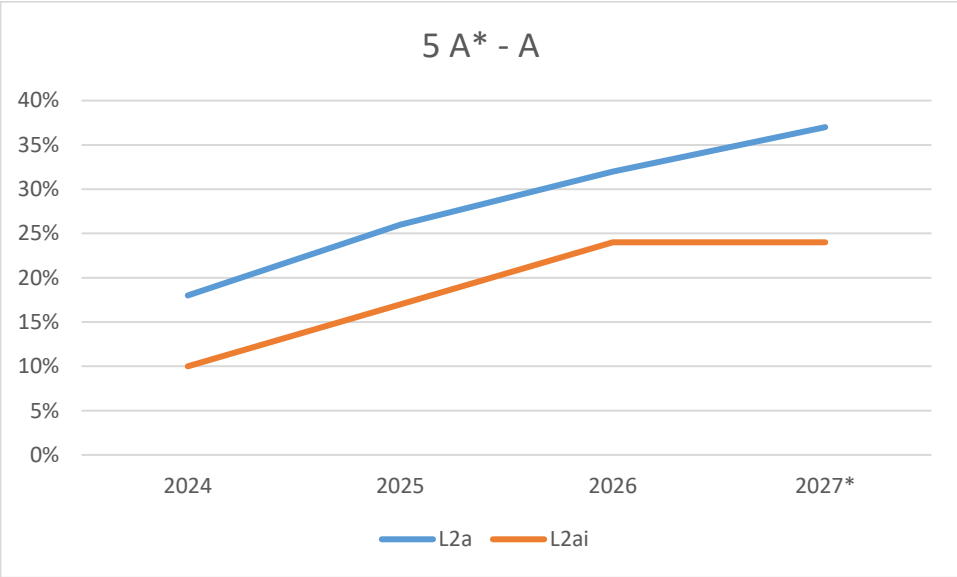
STRATEGIC OVERVIEW HUMAN RESOURCES 2026-27	
Workforce Planning: number of FTE TEACHERS (Sept 26)	33.09 FTE
Workforce Planning: number of FTE SUPPORT STAFF (Sept 26)	16.86 FTE Classroom Support & Technicians 19.15 FTE Professional and Administration 4.56 FTE Other

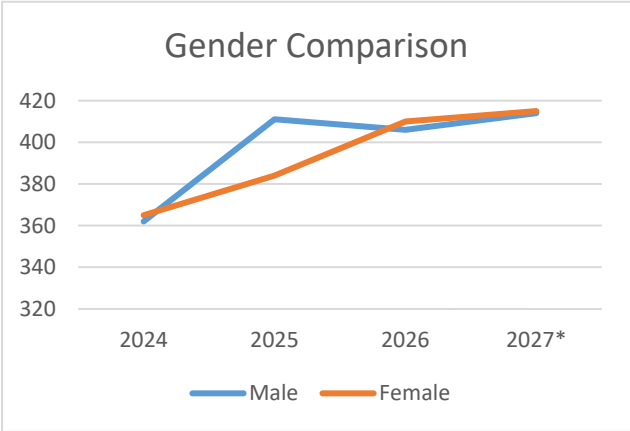
Grant Finance 2026 -2027 Financial Year

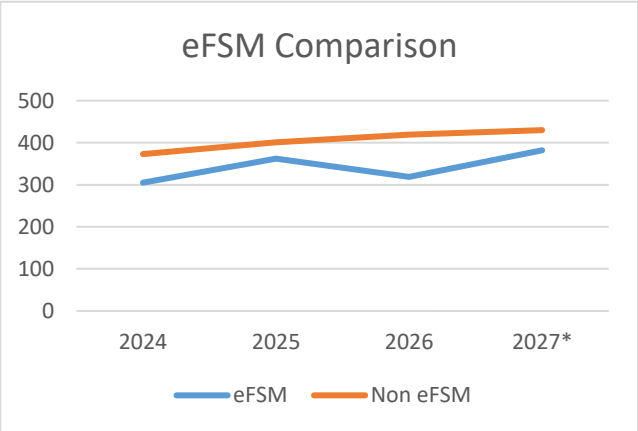
Source of Funding	Purpose	Funding
LAEG School Standards Grant	Improving standards, ensuring each pupil profits from excellent teaching and learning, focusing on improving literacy, numeracy and DCF and breaking the link between disadvantage and educational attainment.	£149,587
LAEG - Pupil Development Grant and Early Years Pupil Development Grant	The PDG and the EYPDG make possible targeted interventions to help our disadvantaged children and through helping them, help all children do better.	£98,900
LAEG - Professional Learning Grant	To support the transformation in the way our practitioners are leaders think about their professional learning in the lead up to the new curriculum.	£15,367
LAEG - ALN Quality & Delivery	Support the costs associated with implementing the Additional Learning Needs and Educational Tribunal (Wales) Act 2018.	£12,418
LAEG - Curriculum Reform	Schools Curriculum & Assessment Development including National Network and Learning Progression	£7,857
SPARC Industrial led programme for females	The primary focus is to encourage females into careers in underrepresented industries, particularly those aligning to green growth in Pembrokeshire: sustainable power, renewables, engineering and construction.	£TBC
Family Engagement Officers	Focusing on relationships with families and community in order to help remove barriers to success and promote attendance, attainment and equality	£20,000

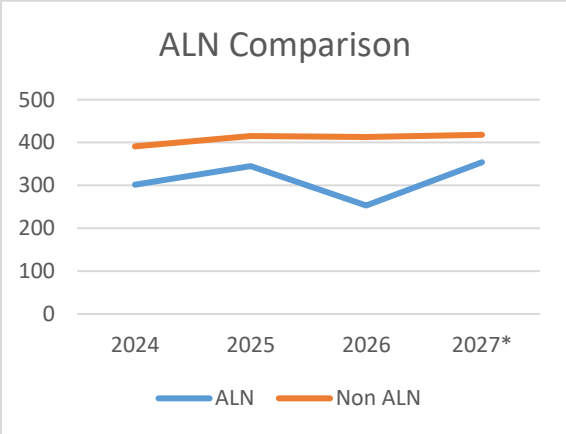
Headline Data – Three Year Trend with Projection



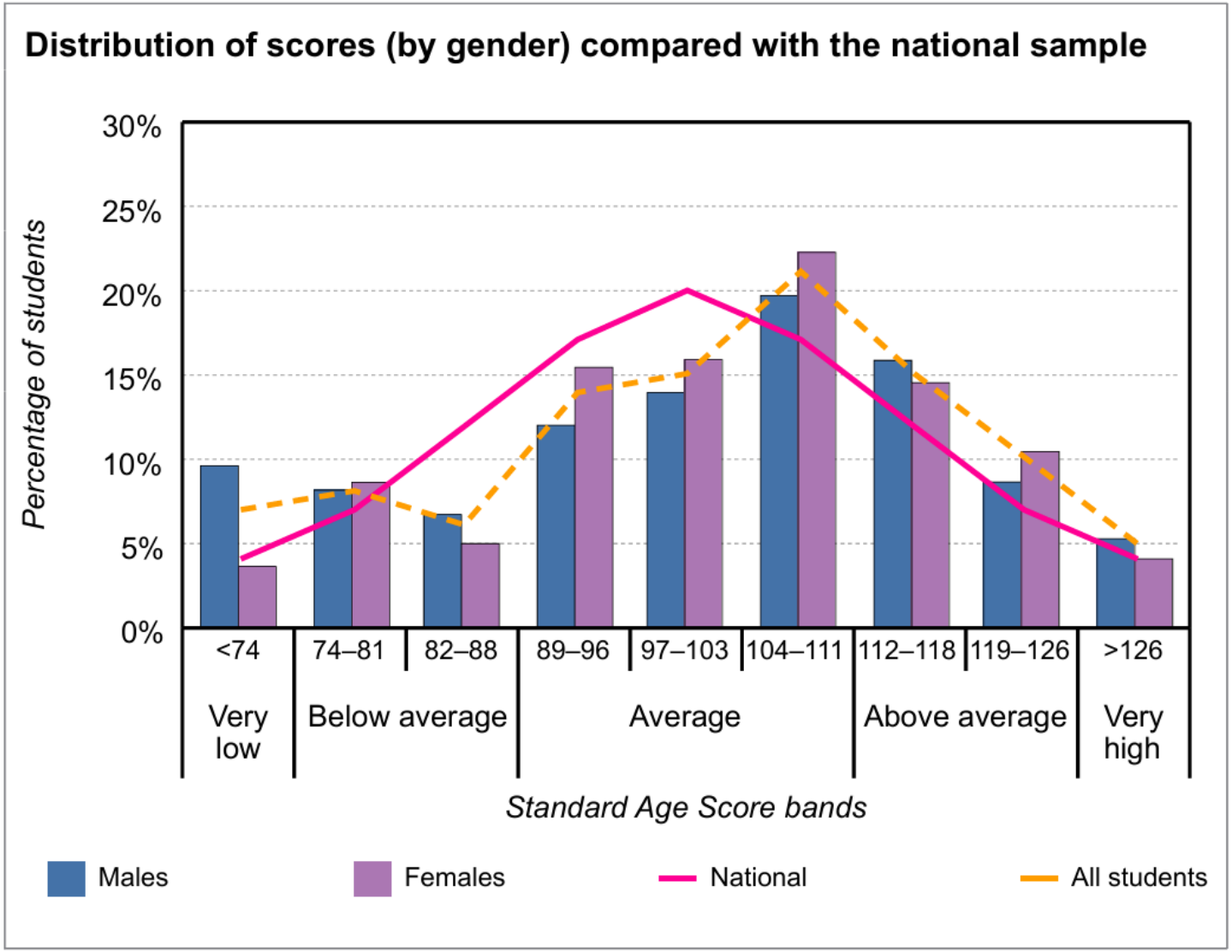






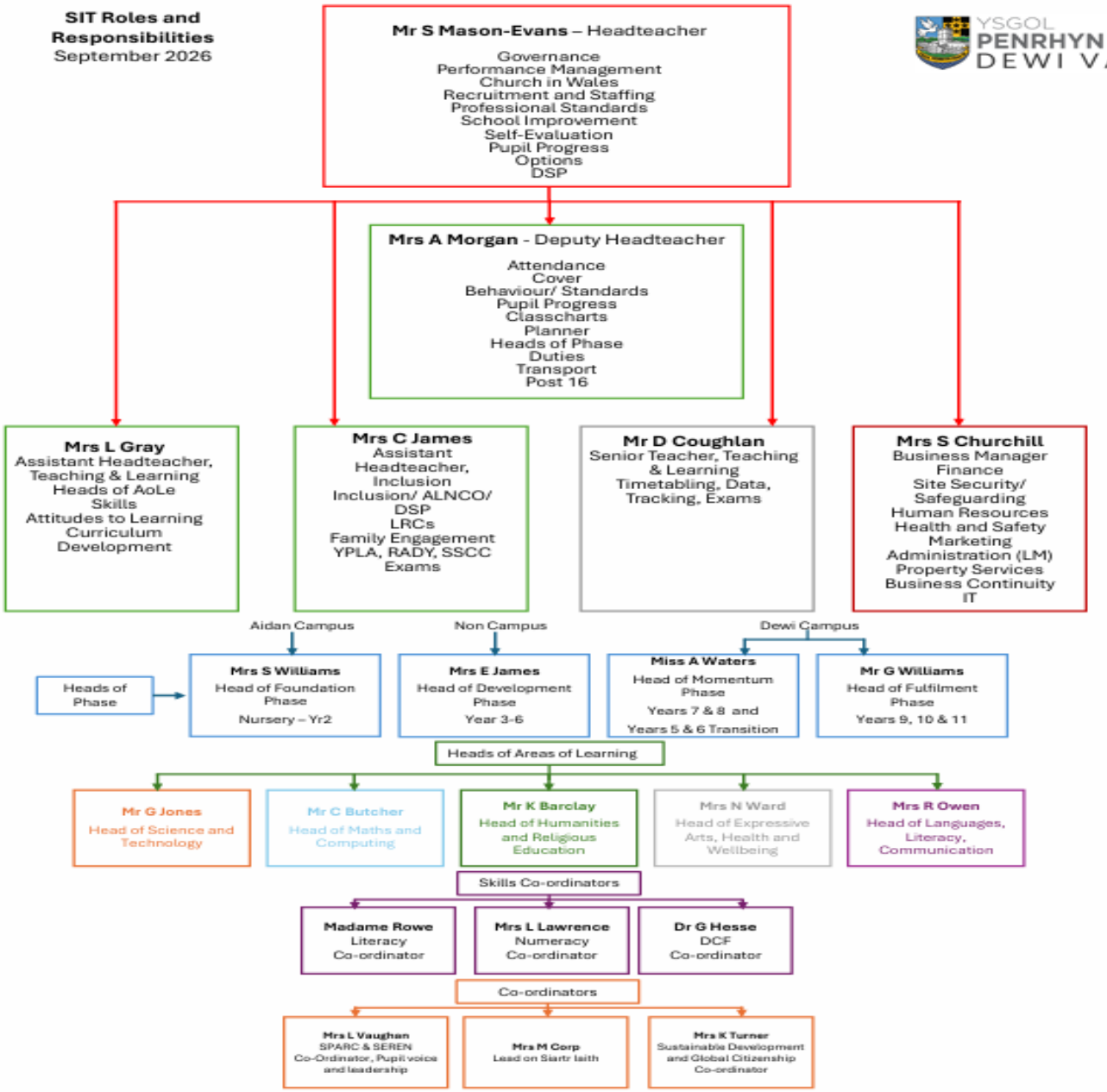


Headline Data – New Group Reading Test



SIT Roles and Responsibilities
September 2026

YSGOL PENRHYN DEWI VA



Summary of YPDVA Self Evaluation Processes 2025/26
Inspection Area 1: Learning
Strengths Ysgol Penrhyn Dewi continues to secure strong learner outcomes, with GCSE performance improving significantly in 2026. Literacy remains the strongest core subject, performing above Welsh averages and modelled expectations. Science continues to deliver strong outcomes across Biology, Chemistry and Physics, while numeracy has improved notably over the past two years. The proportion of pupils achieving the 5A*/A measure exceeded national averages and modelled outcomes. Targeted interventions, revision programs and curriculum developments have supported learner progress effectively. Strong performance is also evident in Art and Design, Geography, Music and Physical Education. Cluster collaboration is strengthening transition arrangements, particularly in literacy and mathematics, while curriculum reviews are increasing focus on subject-specific progression and knowledge.
Areas for Development Variation in standards remains between subjects, with Computing, History and aspects of Religious Studies performing less strongly. Leaders identify inconsistency in teaching, assessment and challenge for more able learners as key barriers to further improvement. Provision for More Able and Talented learners requires further development. Although opportunities such as SEREN are available, identification, tracking and evaluation processes are not yet consistent. Assessment and reporting arrangements are also being revised to provide clearer subject-specific feedback for pupils and parents.
Overall Evaluation Standards are strong and improving, particularly in literacy, numeracy and science. However, inconsistency in teaching and challenge continues to limit the school's ability to secure high outcomes for all learners.
Inspection Area 2: Wellbeing and Attitudes to Learning
Strengths Wellbeing is a significant strength. The school has a highly inclusive ethos and provides strong support for vulnerable learners, including those joining during the academic year. The RADY approach reflects a strong commitment to equity and inclusion. Attendance improved to 93.0% in 2024-25, placing the school above national averages and within the highest benchmark quartile for similar schools. Persistent absence has been reduced and exclusions remain low. The Learning Resource Centre is having a positive impact on pupils with additional learning needs, supported further by the appointment of a dedicated ALNCo of September 2026. Pupils benefit from a wide range of sporting, cultural and community opportunities that promote engagement and belonging.
Areas for Development Attendance has declined during 2025-26 and persistent absence remains a challenge, particularly among vulnerable learners. A small

number of pupils with school refusal and complex needs continue to require significant support. Attendance continues to affect outcomes for disadvantaged learners and remains a key priority.
Overall Evaluation The school demonstrates a strong culture of inclusion and care. Wellbeing is a major strength, although attendance and engagement for vulnerable learners remain priorities
Inspection Area 3: Leading and Improving
Strengths The school has made good progress against its priorities despite significant leadership transition. Recent appointments to senior leadership and ALNCo roles have strengthened leadership capacity from September 2026. Leaders have a clear understanding of strengths and areas for development through effective self-evaluation and quality assurance. Increasing use of pupil-level data is supporting more targeted intervention. Improvement planning has appropriately focused on teaching, assessment, curriculum development, collaboration and the Learning Resource Centre, with progress evident across all priorities.
Areas for Development The key leadership challenge remains inconsistency. Reviews continue to identify variable practice in teaching, assessment, curriculum delivery and implementation of school policies. Greater accountability is needed to ensure all pupils receive consistently effective provision. Staffing pressures, recruitment challenges and operating across multiple campuses continue to place demands on leaders. Internal communication and the development of a shared culture require further attention.
Overall Evaluation Leadership capacity has strengthened significantly, and the school demonstrates good capacity for improvement. Leaders have a clear vision and are taking appropriate action, but consistency in teaching, assessment and learner experience remains the main challenge.
Overall Summary Ysgol Penrhyn Dewi is an inclusive school with strong pastoral support and improving academic outcomes. Learners perform particularly well in literacy, numeracy and science and benefit from a broad range of enrichment opportunities. Leadership has successfully managed significant staffing and structural changes while strengthening capacity for future improvement. The school's main challenge is securing greater consistency in teaching, assessment and learner experience across all departments and campuses. Attendance among vulnerable learners and provision for more able pupils remain key priorities moving forward.

YPDVA Targets – 2024/25, 2025/26, 2026/27

Whole School Targets						
	2024/25		2025/26		2026/27	
	Targets	Achieved	Targets	Achieved	Targets	Achieved
Capped 9 Interim Measure APS	400	406	406	408	**415**	
5 A* - A	34%	26%	33%	32%	**37%**	
Numeracy APS	42	43	43	43	**46**	
Literacy APS	43	44	44	44	**45**	
Science APS	43	44	44	44	**47**	
Skills Challenge APS	40	44	45	45	**45**	
Attendance	94%	93%	94%	92%	**94%**	

SIP Priorities 2026/27

Ysgol Penrhyn Dewi VA

Priority	Inspection Area	
1	**IA1**	**Improve the Consistency and Quality of Teaching, Learning and Feedback Across All Campuses**
	Rationale	Quality assurance evidence indicates that, although the majority of teaching is highly effective, there remains some variation in teaching, feedback and classroom practice across departments and campuses. Inconsistencies in challenge, pace and the diagnostic use of feedback can limit learner progress in a minority of lessons with a stronger effect on RADY learners. Through the implementation of StepLab, aligned with evidence-informed practice and professional learning, the school will establish a shared understanding of high-quality teaching, streamline expectations and improve consistency in provision, leading to improved learner outcomes and experiences and to close the RADY and Non RADY attainment gap.
2	**IA1**	**Develop a Coherent Assessment, Feedback and Reporting Framework to Support Learner Progress**
	Rationale	The school has recognised the need for greater consistency and clarity in assessment, reporting and feedback practices. Previous approaches have not always been well understood by pupils and parents, while quality assurance activities continue to identify variability in formative assessment and the use of performance information. A coherent approach to assessment and feedback will help pupils understand how to improve, provide leaders with more reliable information about progress, and strengthen self-evaluation at all levels.
3	**IA1**	**Developing Literacy, Numeracy and Digital Skills Across the Curriculum**
	Rationale	Strong outcomes in literacy and reading provide a secure foundation for future improvement. However, reviews identify a need to strengthen extended writing, disciplinary literacy and the consistent application of skills across subjects. RWI Phonics training will be provided for relevant staff to ensure staff are up to date to continue the strong outcome in the foundation phase and develop in the LRC and secondary elements where required. As the school continues to refine its curriculum, there is also a need to ensure that pupils progressively develop and apply digital competence alongside literacy and numeracy skills in authentic and meaningful contexts. A whole-school approach will support learners to become confident, skilled and independent across all areas of learning.

4	**IA2**	**Closing the Attendance Gap and Raising Achievement for Disadvantaged Learners**
	Rationale	Attendance remains one of the greatest barriers to achievement for vulnerable learners. Although overall attendance compares favourably with national benchmarks, the report highlights concerns regarding persistent absence and the ongoing attainment gap for disadvantaged learners, particularly where attendance is low. Reducing the attendance gap between FSM and non-FSM pupils, strengthening engagement and ensuring timely intervention for vulnerable learners will be essential to securing equitable outcomes for all pupils
5	**IA3**	**Develop Leadership, Communication, Marketing and Accountability to Deliver Sustainable School Improvement**
	Rationale	The appointment of a new senior leadership team provides significantly increased capacity to lead improvement across the school's three campuses, with opportunities to strengthen communication, accountability, professional learning and consistency of implementation across the organisation. Building a shared culture, clarifying expectations and developing leadership at all levels will be essential to delivering sustained improvement and successfully implementing the school's strategic vision.

Be joyful, keep the faith and do the little things.

Byddwch lawen, cadwch y ffydd a gwnech y pethau bychain.

Priority **1**	**Improve the Consistency and Quality of Teaching, Learning and Feedback For All Pupils Across All Campuses**			
Who is leading this project? **Louise Gray**	**Staff**	Headteacher, Deputy Headteacher, Assistant Headteachers (Teaching & Learning), Campus Leaders, Middle Leaders	**Governing Body**	Standards and Curriculum Committee

Where are we now? (based on our self-evaluation)	**Targets and Success Criteria** We will know we have succeeded when:	**Main Sources of Evidence**
Quality assurance activity over time has identified some variation in teaching quality, classroom practice and feedback approaches across departments and campuses. Whilst highly effective practice exists in many areas, learners do not experience a consistently high standard of teaching across the school. Variability in the implementation of formative assessment, feedback, questioning, retrieval practice and adaptive teaching contributes to differences in learner engagement, progress and outcomes, particularly for RADY pupils. Professional learning opportunities have not always led to consistent classroom implementation. The introduction of StepLab, alongside a renewed focus on evidence-informed teaching and professional learning, presents an opportunity to	• A clear single Ysgol Penrhyn Dewi Teaching and Learning approach is consistently understood and implemented across all campuses. • 100% of teaching staff engage with StepLab coaching and deliberate practice cycles. • Quality assurance activities demonstrate a significant reduction in variation between departments and campuses. • At least 90% of lessons observed demonstrate effective implementation of agreed pedagogical strategies. • Learner voice evidence shows improved consistency in feedback, challenge and support across campuses.	• Lesson observations and learning walks • StepLab coaching records • Department reviews • Campus reviews • Book scrutiny/work sampling • Learner voice surveys • Staff surveys • Professional learning evaluations • Progress and attainment data • QA reports to Governors • Evaluation post Data Drop

establish a shared understanding of highly effective teaching practice and create greater consistency across all campuses.	• Book scrutiny and work reviews demonstrate a consistent feedback approach leading to learner improvement. • Professional learning is evidenced through improved classroom practice and measurable impact on learner progress. • Progress and attainment measures show improved consistency between departments and campuses. • Reduce attainment gap between RADY and Non-Rady pupils	

Action plan	**Who**	**Start**	**Finish**	**Estimated cost / Source** e.g. School Budget, Grant etc.	**Source of evidence** (if applicable)
Step 1: Preparation (Seek advice, observe good practice, professional development)					
Introduce and launch StepLab across the school with all teaching staff trained in its use.	AHT T&L / StepLab Lead	Sept 2026	Nov 2026	£2000 Professional Learning Budget	INSET Attendance records, training evaluations
Use the current QA findings and apply priority teaching practices requiring consistency.	SIT	Sept 2026	July 2026	No additional cost	QA reports

Develop, review (by all staff) and publish a singular set of YPDVA Teaching and Non- negotiables, streamlining the current multiple documents	SIT	Sept 2026	Sep 2026	No additional cost	Non negotiables document
Deliver professional learning on observing and effective feedback in Steplab. INSET November.	SIT	Nov 2026	July 2027	PDG	INSET attendance register PD Log
Step 2: Action Plan (Activities and strategies to bring about improvement)					
Implement StepLab cycles for all teaching staff.	LG	Nov 2026	July 2027	Minimal	Steplab records
Embed reviewed non-negotiable teaching routines aligned with the YPD Teaching & Learning Non negotiables.	All staff	Nov 2026	July 2027	Minimal	Learning walks
Develop department-based action research linked to agreed pedagogical priorities, including method to support RADY learners.	HoALE & PD Line Managers	Jan 2027	July 2027	No additional cost	Research outcomes
Embed marking and feedback policy, Standardise feedback expectations through departmental moderation and work scrutiny.	HoALE & PD Line Managers	Nov 2026	July 2027	No additional cost	Scrutiny records
Use learner voice activities termly to evaluate teaching, feedback and classroom experiences.	HAoLe, link governors and SIT	Dec 2026	July 2027	No cost	P/Voice Survey analysis
Share effective practice through Teaching and Learning briefings, INSET and meetings.	SIT	Oct 2026	July 2027	No cost	Briefing materials

Calendar specific HoP and HAoLe evaluation meetings after key data drops to monitor pupil progress and action intervention where required, with a focus on RADY pupils	SIT and MIT	Oct 2026	July 2027	Intervention costs – School Standards Grant	Minutes Tracking sheets Intervention data
Evaluate impact through QA activities including learning walks, pupil/staff voice and work scrutiny	SIT	Jan 2027	July 2027	No cost	QA evidence

Professional Learning Impact

- Increased staff confidence in evidence-informed teaching strategies.
- Consistent use of agreed pedagogical approaches.
- Improved teacher reflection and professional dialogue.
- Improved quality of feedback and learner response.
- Greater consistency in learner experience irrespective of subject or campus.
- Sustainable improvement through regular drop ins and feedback as apoosed to one-off.

Working with the Community

How will you work with pupils, parents and the wider community to achieve this priority?

- Gather learner voice regularly to evaluate teaching, feedback and support.
- Share the school's Teaching and Learning Framework with parents through newsletters and information evenings.
- Include learner representatives in discussions regarding effective learning experiences.
- Include link governors in learning walks and pupil voice collection.
- Report progress against the priority to governors each term.
- Share professional learning developments through website updates and community communications.
- Work with partner schools and educational networks to benchmark effective practice and provide opportunities for peer review.

STEP 3: REVIEW AND EVALUATE PROGRESS AGAINST MILESTONES / SUCCESS CRITERIA

Date	**Monitoring Activity Undertaken** (ensure this aligns with the SEM calendar)	**IMPACT ASSESSMENT - What impact has this had on standards and provision? Staff input colour coded e.g. Headteacher, Deputy Head Teacher, Assistant Headteacher, Governor, etc.**
Autumn Term '26	StepLab implementation review; learning walks; staff survey; coaching participation audit.	Are all staff engaged with StepLab? Is the Teaching and Learning Framework established? Is the baseline evidence collected showing levels of implementation and areas for further development?
Spring Term '27	Cross-campus QA review; learner voice; work scrutiny; coaching evaluation.	Is there evidence of increased consistency observed in agreed teaching practices? Is there an improved quality of feedback evident? Have we got positive learner responses regarding classroom experiences?
Summer Term '27	Whole-school review of teaching and learning; attainment analysis; governor review.	Is there a reduced variation across departments and campuses and Improved consistency in teaching and feedback? Is there clear evidence of improved learner outcomes and strengthened professional practice? Is there a decreasing gap between RADY and Non-RADY attainment?

Priority 2	Develop a Coherent Assessment, Feedback and Reporting Framework to Support Learner Progress			
Who is leading this project? **Amy Morgan, Louise Gray & David Coughlan**	**Staff**	Deputy Headteacher, Assistant Headteachers, HoP, AoLE Lead	**Governing Body**	Standards and Curriculum Committee

Where are we now? (based on our self-evaluation)	**Targets and Success Criteria** We will know we have succeeded when:	**Main Sources of Evidence**
The school has identified the need for greater consistency, clarity and effectiveness in assessment, feedback and reporting practices across all campuses. Whilst examples of effective formative assessment and feedback exist, quality assurance activities continue to identify variation between departments and key stages. Learners do not always have a clear understanding of how well they are progressing or what they need to do to improve. Similarly, parents report varying levels of understanding of school reporting systems and assessment information. As the school continues to embed Curriculum for Wales and strengthen its quality assurance processes, there is a need to establish a coherent whole-school framework that supports learner	1. A whole-school Assessment, Feedback and Reporting Framework is fully implemented and understood by staff, learners and parents. 2. Assessment practices are consistent across campuses, departments and phases. 3. Nearly all learners can clearly explain their progress and identify next steps for improvement. 4. Quality assurance activities show consistent use of formative assessment strategies in lessons. 5. Feedback is timely, purposeful and leads to demonstrable learner improvement. 6. Parents report increased understanding of their child's progress and attainment. 7. Leaders use assessment information consistently to identify trends, plan interventions and support self-evaluation.	• Assessment and Reporting Framework documentation • Book and work scrutiny evidence • Learner voice surveys • Parent surveys • Lesson observations and learning walks • Assessment moderation records • Progress and attainment data • Department reviews • Campus reviews • Self-evaluation reports

progress, provides meaningful information to parents and enables leaders to evaluate standards more effectively.	8. Department and campus performance information is more accurate, reliable and used effectively to improve outcomes. 9. Variability identified through work scrutiny and learner voice is significantly reduced.	• Governor monitoring reports • Intervention impact reports

Action plan	**Who**	**Start**	**Finish**	**Estimated cost / Source** e.g. School Budget, Grant etc.	**Source of evidence** (if applicable)
Step 1: Preparation (Seek advice, observe good practice, professional development)					
Establish a whole-school Assessment Working Group representing all phases and campuses.	DHT/AHT/SW /EF/RO	Sep 2026	July 2027	No cost	SIP
Consult learners, staff and parents regarding assessment, feedback and reporting arrangements.	Assessment Lead	Oct2026	Dec 2026	No cost	Pupil voice findings
Deliver professional learning on formative assessment, feedback for improvement and effective use of data.	SIT	Sep 2026	July 2027	PDG	PD Log
Develop draft whole-school framework and assessment principles.	SIT	Sep 2026	July 2027	No cost	Draft framework
Step 2: Action Plan (Activities and strategies to bring about improvement)					
Launch and implement the whole-school Assessment, Feedback and Reporting Framework.	SIT	Oct 2026	July 2027	No cost	Framework docs
Consistently apply agreed expectations for formative assessment and learner feedback in all classrooms.	AHT Teaching & Learning	Sep 2026	July 2027	No cost	QA records

Consistently apply departmental learner response and reflection following feedback.	SIT & SAINTS	Sep 2026	July 2027	No cost	Book scrutinies
Review and refine a standardised reporting system that provides clear information regarding progress, effort and next steps.	DHT	Sep 2026	July 2027	No cost	Reporting templates
Provide training for leaders on effective analysis and use of performance information.	LG	Sep 2026	June 2027	No cost	PD Log
Include post tracking Aole/phase meetings to identify learners requiring support or challenge, with a focus on RADY learners.	HoP/HAoLe	Sep 2026	Apr 2027	No cost	Meeting minutes
Use learner voice and parent feedback to evaluate the effectiveness of reporting arrangements.	SIT & HoP	Dec 2026	July 2027	No cost	Survey analysis
Evaluate impact and refine framework from feedback of Parents, Pupils and staff.	SIT	Dec 2026	July 2027	No cost	Evaluation report

Professional Learning Impact

- Improved staff understanding of assessment for learning principles.
- Greater consistency in formative assessment and feedback practices.
- Enhanced confidence in making accurate assessment judgements.
- Improved use of learner performance information by teachers and leaders.
- Stronger professional dialogue regarding learner progress and standards.
- Increased capacity of leaders to use assessment information for self-evaluation and improvement planning.
- More consistent learner experiences across the school.

Working with the Community

- How will you work with pupils, parents and the wider community to achieve this priority?
- Consult learners when designing feedback and reporting systems.
- Use learner voice activities each term to evaluate how well pupils understand their progress.

- Hold parent information evenings explaining the school's assessment and reporting framework.
- Develop parent guidance materials to support understanding of reports and learner progress.
- Gather regular parental feedback on the clarity and usefulness of reporting arrangements.
- Report progress against this priority through governor committees and annual reports.
- Work with local schools and regional networks to develop shared assessment understanding and moderation opportunities.
- Celebrate learner progress through reporting events, showcases and community engagement activities.

STEP 3: REVIEW AND EVALUATE PROGRESS AGAINST MILESTONES / SUCCESS CRITERIA

Date	**Monitoring Activity Undertaken** (ensure this aligns with the SEM calendar)	**IMPACT ASSESSMENT - What impact has this had on standards and provision? Staff input colour coded e.g. Headteacher, Deputy Head Teacher, Assistant Headteacher, Governor, etc.**
Autumn Term '26	Refine current data, tracking and assessment processes.	Are areas of inconsistency identified? Are stakeholder views collected and used to inform framework design? Do staff have an improved understanding of assessment principles**?**
Spring Term '27	Learning walks, work scrutiny, moderation activities, reporting review and learner voice activities.	Is there an increased consistency in formative assessment and feedback practices? Do learners demonstrate a clearer understanding of progress and improvement priorities?
Summer Term '27	Whole-school evaluation, parent surveys, attainment analysis, departmental reviews and governor monitoring.	Is there a coherent framework embedded across campuses? Have the parents reported an improved understanding of learner progress? Do leaders use performance information more effectively and evidence shows an improved consistency in assessment, feedback and reporting?

Priority 3	**Developing Literacy, Numeracy and Digital Skills Across the Curriculum**			
Who is leading this project? Louise Gray	**Staff**	SIT, Literacy Coordinator, Numeracy Coordinator, Digital Competence Lead, SAINTS	**Governing Body**	Standards and Curriculum Committee

Where are we now? (based on our self-evaluation)	**Targets and Success Criteria** We will know we have succeeded when:	**Main Sources of Evidence**
Strong outcomes in literacy and reading provide a secure foundation for further improvement, including renewed phonics training for primary colleagues and new training for secondary and LRC colleagues in RWI. The success of Secondary Reading for Pleasure is to be cascaded down to the primary foundation phase. Self-evaluation activities, departmental reviews and quality assurance processes have identified variability in the development of extended writing, disciplinary literacy and the consistent application of literacy skills across subject areas. Opportunities for pupils to write at length and apply subject-specific vocabulary are not yet sufficiently consistent across the curriculum. While numeracy skills are generally developed effectively in mathematics, there is variation in how numeracy is applied and reinforced in other curriculum areas. SALTIE is well established but	• A whole-school Literacy, Numeracy and Digital Competence Strategy is fully implemented across all campuses. • Reading for pleasure awards gained on primary campuses • All relevant staff have received phonics update or training • All departments explicitly identify and plan opportunities for the progressive development of literacy, numeracy and digital skills. • Quality assurance activities demonstrate consistent implementation of disciplinary literacy approaches across subjects. • Extended writing opportunities are planned and evident in all curriculum areas where appropriate.	• Learning walks and lesson observations • Work scrutiny and portfolio reviews • Learner voice surveys • Skills progression maps • Department development plans • Literacy, numeracy and digital audits • Internal assessment data • Reading and literacy assessment data • Quality assurance reports • Curriculum planning documentation

further methodology need consistency. Similarly, opportunities for pupils to develop and apply digital competence in meaningful and authentic contexts are not consistently planned across all subjects and campuses. As the school continues to refine its Curriculum for Wales offer, there is a need for a coherent whole-school approach that ensures literacy, numeracy and digital skills are progressively developed, systematically monitored and effectively embedded across all Areas of Learning and Experience. This will enable learners to become confident, skilled and independent learners who are well prepared for further education, employment and life. Welsh is well established at Non and Aidan (Aur award) and developing well on Dewi, having gained the Efydd and Arian. Dewi campus is now working towards Aur award.	• Pupils demonstrate improved ability to write effectively for different audiences, purposes and contexts. • Numeracy skills are applied confidently and accurately across a wide range of curriculum areas. • Digital competence is developed progressively through authentic learning experiences across all Areas of Learning and Experience. • Learner voice demonstrates increased confidence in applying literacy, numeracy and digital skills independently. • Improvements are evident in internal assessment outcomes and national measures relating to literacy, numeracy and digital competence. • Cross-campus and departmental variation in skills development is significantly reduced. • Gain Aur award at Dewi campus	• Professional learning evaluations • Governor monitoring reports • Aur award

Action plan	**Who**	**Start**	**Finish**	**Estimated cost / Source** e.g. School Budget, Grant etc.	**Source of evidence** (if applicable)
Step 1: Preparation (Seek advice, observe good practice, professional development)					

Update the current whole-school audit of current literacy, numeracy and digital skills provision across all campuses.	SIT, Skills Leads	Sep 2026	Oct 2026	School Budget	Audit report
Review best practice and Curriculum for Wales expectations regarding cross-curricular skills development. Utilise new framework when published.	Skills Leads	Sep 2026	Nov 2026	School Budget	New Framework
Map progression of literacy, numeracy and digital skills from Years N-11 across all curriculum areas.	Skills Leads & HOP	Oct 2026	Dec 2026	No cost	Skills Progression Maps
Continue professional learning on disciplinary literacy, extended writing, numeracy across the curriculum and digital competence. Inform staff of Aur Welsh award expectations.	AHT & Skills leads	Sep 2026	Jan 2027	No cost	Resources
Primary staff to have RWI update training. LRC and JO to have new RWI training. Purchase resources – decodable books, 'fresh start' for age 9+	Relevant phonics staff	Oct 2026	Dec 2026	£4000 LA phonics grant	Pupil progress, QA processes
Identify and share examples of highly effective whole-school skills development practice.	Skills Leads	Nov 2026	Jan 2027	No cost	Case Studies
Step 2: Action Plan (Activities and strategies to bring about improvement)					
Embed agreed disciplinary literacy strategies and non-negotiables across all subject areas.	Literacy Coordinator	Sept 2026	Jul 2027	No cost	Learning Walk Evidence
Embed current consistent approaches to developing extended writing across curriculum areas.	SIT and Literacy Coordinator	Sept 2026	Jul 2027	No cost	Work Scrutiny Outcomes

Embed numeracy-rich learning opportunities within curriculum planning across all AoLEs.	Numeracy Coordinator	Sept 2026	Jul 2027	No cost	Curriculum Plans
Develop authentic digital competence projects linked to real-world contexts and curriculum objectives.	Digital/C Lead	Sept 2026	Jul 2027	No cost	Learner Portfolios
Establish cross-curricular literacy (oracy), numeracy and digital skills tracking processes.	Assessment Lead	Jan 2027	July 2027	School budget	Tracking System &Data
Use learner voice activities to evaluate confidence and application of skills across subjects.	Skills Leads	2027	July 2027	No cost	Learner Surveys
Work towards Reading For Pleasure Bronze award on Aidan campus.	SIT, SW, RO, VR	Sep 2026	July 2027	Minimal	Award
Work towards Aur award on Dewi campus	All Dewi staff, Cymraeg lead	Sep 2026	July 2027	School budget	Award
Celebrate and showcase learner achievement through cross-curricular projects, competitions and exhibitions. Year 7 progress eve	HoP		July 2027	School budget	Showcase Events

Professional Learning Impact

- Improved staff understanding of disciplinary literacy and subject-specific language development.
- Renewed confidence in phonic development
- Greater consistency in the teaching of literacy, numeracy and digital skills across all campuses.
- Enhanced teacher confidence in planning authentic cross-curricular learning opportunities.
- Improved quality and frequency of extended writing across subjects.
- Stronger use of numeracy in real-life and subject-specific contexts.
- Increased opportunities for learners to apply digital competence meaningfully.
- Better use of progression frameworks to support curriculum planning.

- Strengthened professional collaboration between departments and campuses.
- Improved learner outcomes, independence and confidence.

Working with the Community - How will you work with pupils, parents and the wider community to achieve this priority?

- Engage pupils in evaluating the effectiveness of literacy, numeracy and digital learning experiences.
- Share reading, numeracy and digital learning resources with families.
- Hold parent workshops to support literacy, numeracy and online learning at home.
- Promote reading through reading for pleasure, community partnerships, author visits and library engagement.
- Work with local employers and community organisations to provide authentic contexts for numeracy and digital projects.
- Develop links with further and higher education providers to support digital and employability skills.
- Celebrate pupil achievements through newsletters, social media, exhibitions and community events.
- Report progress against this priority regularly to governors and stakeholders.

STEP 3: REVIEW AND EVALUATE PROGRESS AGAINST MILESTONES / SUCCESS CRITERIA

Date	**Monitoring Activity Undertaken** (ensure this aligns with the SEM calendar)	**IMPACT ASSESSMENT - What impact has this had on standards and provision? Staff input colour coded e.g. Headteacher, Deputy Head Teacher, Assistant Headteacher, Governor, etc.**
Autumn Term	Skills audit, curriculum review, learner voice, professional learning evaluations and baseline quality assurance activities.	Has a baseline been established? Whole-school strengths and areas for development have been identified? Is staff awareness of disciplinary literacy, numeracy and digital competence strengthened?
Spring Term	Learning walks, work scrutiny, departmental reviews, skills tracking	Is there an increased consistency evident in classroom practice? Is there greater opportunities for extended writing and application of numeracy and digital skills observed across curriculum areas.

	analysis and learner voice activities.	
Summer Term	Whole-school evaluation, progress data analysis, governor monitoring, learner surveys and curriculum review activities.	Are skills framework embedded across the school? Do learners demonstrate improved confidence and independence in applying literacy, numeracy and digital skills? Is there a reduced variation across departments and campuses and improved learner outcomes evident?

Priority 4	**Closing the Attendance Gap and Raising Achievement for Disadvantaged Learners**			
Who is leading this project? **Amy Morgan & Catherine James**	**Staff**	A/Headteacher (Inclusion and Wellbeing), HoP, Family Engagement Officer	**Governing Body**	Pupil Wellbeing, Safeguarding and Standards Committee

Where are we now? (based on our self-evaluation)	**Targets and Success Criteria** We will know we have succeeded when:	**Main Sources of Evidence**
Attendance continues to be one of the most significant barriers to achievement for disadvantaged learners. Whilst overall school attendance remains above or in line with national expectations, quality assurance activities and performance analysis identify persistent absence as a significant concern for a small but important group of learners, particularly those eligible for Free School Meals	• Overall attendance improves across all campuses. • The attendance gap between FSM and non-FSM learners reduces by at least 3 percentage points. • Persistent absence among vulnerable learner groups decreases significantly. • The GCSE attainment gap between disadvantaged and non-disadvantaged learners narrows from the 2025/26 baseline.	• Attendance data and termly attendance reports • Persistent absence analysis • GCSE and internal assessment outcomes • Progress tracking data • Vulnerable learner tracking reports

(FSM), learners with additional learning needs, RADY pupils, and those receiving wellbeing support. Analysis of the 2025/26 outcomes identified an increasing attainment gap between disadvantaged and non-disadvantaged learners at GCSE. Attendance data demonstrates a strong correlation between attendance and achievement, with learners who are persistently absent significantly less likely to achieve their expected outcomes. Whilst a range of interventions are currently in place, greater consistency in tracking, intervention, family engagement and accountability is required to improve attendance, engagement and outcomes. The school is committed to ensuring that all learners, regardless of background or circumstance, have equitable opportunities to attend, engage, progress and achieve. A strategic focus on attendance, wellbeing, inclusion and academic achievement will be essential in reducing barriers and improving outcomes for vulnerable learners.	• Vulnerable learners demonstrate improved progress across all key stages. • Targeted learners receive timely and effective intervention based on robust tracking and monitoring. • Family engagement with attendance and learner progress improves significantly. • Learner voice indicates stronger engagement, belonging and wellbeing. • Leaders at all levels use attendance and achievement information effectively to target support and evaluate impact. • Quality assurance activities demonstrate that all vulnerable learners are known, tracked and supported appropriately.	• Learner voice surveys • Parent engagement records • Intervention programme evaluations • Pastoral review meetings • Inclusion team reports • Department and campus reviews • Governor monitoring reports • Wellbeing and safeguarding records

Action plan	**Who**	**Start**	**Finish**	**Estimated cost / Source** e.g. School Budget, Grant etc.	**Source of evidence** (if applicable)
Step 1: Preparation (Seek advice, observe good practice, professional development)					
Complete a detailed analysis of attendance, persistent absence and achievement data for all disadvataged groups.	AHT Inclusion,	Sep 2026	Oct 2026	No cost	Attendance and Achievement

	Attendance Admin, EWO				Analysis Report
Review current intervention strategies and evaluate impact on attendance and outcomes.	Inclusion team	Sep 2026	Oct 2026	No cost	Evaluation Report
Regularly identify learners at risk of underachievement using attendance, progress and wellbeing indicators.	SIT & HoP	Sep 2026	Jul 2027	No cost	RADY Register
Deliver professional learning on trauma-informed practice, attendance improvement, equity and inclusive teaching.	SIT & LA Support, TIS Practioners	Oct 2026	Jan 2026	No cost	Attendance
Further develop family engagement approaches.	Inclusion team	Sep 2026	Dec 2026	No cost	Attendance Strategy
Step 2: Action Plan (Activities and strategies to bring about improvement)					
Conduct half-termly attendance and progress reviews for FSM, ALN, RADY and other vulnerable groups.	SIT and HoP	Sep 2026	July 2027	No cost	Attendance Reports
Develop personalised attendance improvement plans for persistent absentees.	DHT & AHT	Oct 2026	July 2027	No cost	Attendance plans
Strengthen communication with parents through attendance meetings, home visits and support programmes.	Family Engagement Officer	Oct 2026	July 2027	No cost	Parent Engagement Records
Establish rapid response procedures when attendance concerns emerge.	Attendance team	Sep 2026	July 2027	No cost	Referral Logs
Implement targeted academic intervention programmes to support vulnerable learners at risk of underachievement.	ALNCo & HoP	Nov 2026	July 2027	No cost	Intervention Evaluation Reports

Increase participation of vulnerable learners in enrichment, leadership and extra-curricular opportunities.	HoP	Nov 2026	July 2027	School budget	Participation Data
Develop a whole-school learner engagement strategy linked to attendance, wellbeing and achievement.	AHT Inclusion	Jan 2027	July 2027	School budget	Engagement Surveys
Regularly evaluate department and campus performance regarding attendance and vulnerable learner outcomes.	SIT	Jam 2027	July 2027	No cost	QA Reports

Professional Learning Impact

- Increased staff understanding of barriers faced by vulnerable learners.
- Enhanced use of attendance and performance data to identify need and target intervention.
- Improved staff confidence in supporting disadvantaged and vulnerable learners.
- Greater consistency in the implementation of inclusive classroom strategies.
- Improved learner engagement, belonging and wellbeing.
- More effective communication and partnership working with families.
- Improved intervention planning and evaluation.
- Stronger accountability for attendance and achievement at all levels of leadership.

Working with the Community - How will you work with pupils, parents and the wider community to achieve this priority?

- Develop stronger partnerships with parents and carers to improve attendance and learner engagement.
- Hold attendance and achievement information sessions for families.
- Use regular parental consultations and focus groups to identify barriers and solutions.
- Work closely with local authority services, Educational Welfare Officers, youth services and wellbeing agencies.
- Establish mentoring and support programmes involving community partners.
- Celebrate improvements in attendance, engagement and achievement through assemblies, newsletters and social media.
- Ensure learners contribute to attendance and wellbeing improvement initiatives through learner voice forums.
- Provide targeted support for families experiencing challenges affecting school attendance.
- Report progress regularly to governors and wider stakeholders.

STEP 3: REVIEW AND EVALUATE PROGRESS AGAINST MILESTONES / SUCCESS CRITERIA		
Date	**Monitoring Activity Undertaken** (ensure this aligns with the SEM calendar)	**IMPACT ASSESSMENT - What impact has this had on standards and provision? Staff input colour coded e.g. Headteacher, Deputy Head Teacher, Assistant Headteacher, Governor, etc.**
Autumn Term	Attendance analysis, vulnerable learner reviews, parent engagement audit, intervention baseline evaluation and learner voice activities.	Have baseline attendance and attainment gaps been established? Have vulnerable learners been identified and targeted interventions implemented? Is increased parental engagement evident.
Spring Term	Attendance analysis, vulnerable learner reviews, parent engagement audit, intervention baseline evaluation and learner voice activities.	Is a reduction in persistent absence evident? Have attendance gap begins to narrow? Is there improved learner engagement and progress identified amongst targeted groups?
Summer Term	Attendance analysis, vulnerable learner reviews, whole school analysis	Has attendance gap reduced from baseline? Has persistent absence significantly lowered? Has the GCSE attainment gap narrowed? Have vulnerable learners demonstrate improved progress, engagement and achievement? Are school systems for tracking and intervention embedded and effective?

Priority 5	**Develop Leadership, Communication, Marketing and Accountability to Deliver Sustainable School Improvement**			
Who is leading this project? SME	**Staff**	Headteacher, DHT, AHT, Campus Leaders, Business Manager, HoP	**Governing Body**	Full Governing Body and Standards & Curriculum, Vision & Ethos Committees

Where are we now? (based on our self-evaluation)	**Targets and Success Criteria** We will know we have succeeded when:	• **Main Sources of Evidence**
The appointment of a new senior leadership team has significantly increased the school's capacity to lead improvement across the three campuses. The revised leadership structure provides a strong foundation to strengthen strategic leadership, improve communication, increase accountability and ensure greater consistency in the implementation of school improvement priorities. Self-evaluation activities indicate that many improvement initiatives have had a positive impact. There are some variations in implementation and communication across campuses and departments that need further development. Staff feedback highlights the importance of clear expectations, strong leadership visibility and consistent communication to support improvement.	• Leadership roles, responsibilities and expectations are clearly understood at all levels. • Communication systems are effective, timely and consistent across all campuses. • Leaders at all levels demonstrate increased confidence and effectiveness in driving improvement. • Self-evaluation and improvement planning processes are implemented consistently across the organisation. • Quality assurance activities demonstrate stronger implementation of school priorities. • Middle leaders effectively monitor standards, provision and learner outcomes. • Staff surveys indicate improved confidence in school leadership and communication. • Governors receive high-quality information that allows effective support and challenge. • School improvement priorities are delivered successfully and within agreed timescales.	• Staff surveys • Parent and stakeholder surveys • Self-evaluation reports • Quality assurance reviews • Department reviews • Campus reviews • Governor monitoring reports • Leadership development records • Professional learning evaluations • Nursery application data • Year 7 application data • Admissions data • Website analytics • Social media analytics • Attendance at open events

Increasing Nursery and Year 7 admissions, strengthening relationships with feeder primary schools and developing meaningful engagement with pupils, parents, governors, churches and the wider community will be critical in securing the long-term sustainability of the school and delivering its strategic vision.	• A culture of accountability, collaboration and continuous improvement is evident across the school. • Nursery applications increase compared with the 2025/26 baseline. • Year 7 applications increase compared with the 2025/26 baseline. • Relationships with feeder primary schools are strengthened and support improved transition and recruitment. • Ensure Website is up to date • Attendance at open evenings, transition events and community events increase. • Communicate the schools strong and consistent identity that reflects the high attainment of pupils and standard of provision. • Stakeholders report improved communication, transparency and opportunities for engagement.	• Feeder school engagement records • Communication audits • Stakeholder feedback

Action plan	**Who**	**Start**	**Finish**	**Estimated cost / Source** e.g. School Budget, Grant etc.	**Source of evidence** (if applicable)
Step 1: Preparation (Seek advice, observe good practice, professional development)					
Review leadership structures, roles and responsibilities to ensure clarity across campuses.	Headteacher & CoG	Sept 2026	Nov 2026	No cost	Leadership structure

Conduct a review of communication systems and stakeholder engagement.	SIT & Business Manager	Sep 2026	Oct 2026	No cost	Communication audit
Consult staff, governors, pupils, parents and feeder schools regarding communication and school perception.	SIT	Oct 2026	Nov 2026	School Budget	Survey analysis
Establish and develop a Marketing and Communications Working Group.	SIT & Governors	Noc 2026	Jan 2027	No cost	Working Group Minutes
Receive professional learning on leadership, communication, stakeholder engagement, accountability and change management.	SIT & External agency	Nov 2026	Feb 2027	No cost	PD Log & Gov min
Step 2: Action Plan (Activities and strategies to bring about improvement)					
Implement a whole-school leadership framework outlining expectations and accountability.	Headteacher	Jan 2027	July 2027	No cost	Leadership Framework
Introduce termly leadership reviews against SIP priorities.	SIT	Jan 2027	July 2027	No cost	Review records
Establish regular cross-campus leadership forums to improve collaboration and consistency.	Headteacher & Campus Leaders	Jan 2027	July 2027	No cost	Meeting minutes
Revise the structured annual quality assurance and self-evaluation calendar.	SIT	Sep 2026	July 2027	No cost	QA Calendar
Develop professional learning communities aligned to school priorities.	AHT Professional Learning	Jan 2027	July 2027	PD Grant	PLC Evaluation

Strengthen the communication protocol ensuring consistent messaging across all campuses.	Headteacher and Business manager	January 2027	April 2027	No cost	OneNote
Launch a coordinated marketing campaign promoting the school's academic outcomes, Christian ethos, wellbeing provision and enrichment opportunities.	Headteacher and Business manager	Jan 2027	July 2027	School budget	Marketing Analytics
Strengthen relationships with feeder primary schools & pre-school settings through visits.	Campus Leaders & AW	Sep 2026	July 2027	School budget	Transition Records
Refine a comprehensive programme of Nursery and Year 7 open events, transition experiences and showcase activities.	Campus Leaders & AW	Nov 2026	July 2027	School budget	Attendance records
Monitor admissions data, website engagement and stakeholder feedback on a termly basis to measure impact.	Headteacher, Business Manager & LM	Jan 2027	July 2027	No cost	Admission Reports

Professional Learning Impact

- Increased leadership capacity at all levels.
- Improved strategic leadership and accountability.
- Greater consistency in the implementation of school improvement priorities.
- Enhanced communication skills and stakeholder engagement.
- Improved confidence amongst leaders in managing change and delivering improvement.
- Greater understanding of school marketing and stakeholder engagement.
- Increased capacity to promote the school's academic strengths.
- Improved succession planning through leadership development
- A sustainable culture of continuous improvement and shared responsibility.

Working with the Community

How will you work with pupils, parents and the wider community to achieve this priority?

- Share the school's strategic vision and improvement priorities regularly with all stakeholders.
- Strengthen termly stakeholder forums involving pupils, parents, governors and community representatives.
- Liaise with LA Leaders to overcome barriers which limit the development of stronger partnerships with feeder primary schools to support transition and recruitment.
- Refine timing of Nursery and Year 7 open evenings to maximise attendance
- Provide regular Headteacher updates through newsletters, videos and digital platforms.
- Strengthen learner leadership and ambassador programmes.
- Ensure stakeholders have opportunities to influence school improvement through consultation and feedback activities.

STEP 3: REVIEW AND EVALUATE PROGRESS AGAINST MILESTONES / SUCCESS CRITERIA

Date	**Monitoring Activity Undertaken** (ensure this aligns with the SEM calendar)	**IMPACT ASSESSMENT - What impact has this had on standards and provision? Staff input colour coded e.g. Headteacher, Deputy Head Teacher, Assistant Headteacher, Governor, etc.**
Autumn Term	Leadership audit, communication review, stakeholder surveys, admissions analysis, feeder school engagement review and professional learning evaluations.	Have Leadership strengths and development needs identified? Is the baseline established for stakeholder confidence, communication effectiveness and admissions? Has clear marketing and communication strategy been developed?

Spring Term	Department reviews, leadership forums, communication audits, admissions monitoring, parent forums and governor monitoring visits.	Are there improved communication and collaboration evident across campuses? Is there increased stakeholder engagement and participation? Are there positive trends emerging in Nursery and Year 7 enquiries and applications?
Summer Term	Whole-school self-evaluation, staff survey, stakeholder survey, admissions review, governor evaluation and SIP impact assessment.	Is Leadership capacity embedded? Are accountability systems embedded? Has stakeholder confidence improved? Has Nursery and Year 7 admissions increased? Stronger relationships established with feeder schools and the wider community? Are communication systems effective and support the successful delivery of the school's strategic vision?