



**School Improvement Plan
Published Summary
2023/2024**



**An inclusive school community,
committed to excellence, equity and
wellbeing.**

School self-evaluation: summary

Strengths:

- The school has a newly established vision to support the implementation of the Curriculum for Wales and has sought to align its strategic planning for improvement through all its improvement plans.
- Outcomes in external examinations at A Level and GCSE were particularly strong in 2022 including for More Able and Talented Learners. Results for eFSM learners were strong in 2023.
- The school works hard to maintain standards given the recent increases in the percentage of earners entitled to free school meals over the last two years.
- All 3 Core subjects at GCSE above 70% in terms of A*-C grades for both 2022 and 2023.
- There have been concerted efforts to improve boy's literacy and this has had a positive impact on boy's GCSE results in English with 69% of boys gaining a GCSE at A*-C.
- Wellbeing support and interventions provided by the Learner Hub has a positive impact on groups of Vulnerable Learners such as Children who are Looked After, Service Children and Young Carers.
- The recent re-structure of staff and the senior leadership team provides a clear focus for the delivery and assessment of the Curriculum for Wales through the 6 Areas of Learning, with an initial focus on Year 7 and Transition.
- There are positive relationships between staff and pupils across the school, the role of staff as Progress and Wellbeing Leaders and Wellbeing Coaches is now well developed.
- The Learner Hub provides effective and timely support to vulnerable learners with a clear emphasis on wellbeing and progress. Staff within the Learner Hub make important contributions to child protection conferences and in delivering interventions.
- Learning in the majority of classrooms is productive and makes increasing use of a range of pedagogical approaches and ICT. Learners play an important role in securing effective classroom environments.
- Curriculum for Wales units and lessons are thoughtfully planned and build sequentially on pupils' knowledge, skills and understanding and focus on developing learning experiences. Schemes of learning are reviewed and refined taking account of learner voice. Staff take account of what pupils want to learn about and their interests influence delivery.
- There is clear alignment between School and Departmental Improvement Priorities and these are effectively evaluated. Curriculum Leaders and others are held to account for outcomes and encouraged to plan improvement objectives in a strategic way.

- The School Improvement Plan (SIP) is evaluated termly and this informs the termly progress review with the School Improvement Partner who effectively acts as a critical friend.
- The Senior Leadership Team has a good understanding of National Priorities and both plan Improvement priorities and evaluate provision according to these.
- The school budget is effectively managed and is in surplus (23/24). Spend is aligned to priorities for improvement. Asset renewal is considered in a strategic manner and effective use is made of grant funding.
- The school has an inclusive and welcoming ethos, the Learner Resource Centre forms an integral part of the school community.
- The English Department has made a significant improvement since the reviews by Central South Consortium in 2019 and 2022, there is a clear focus within departmental planning on sustaining these hard won gains. Staffing within English has been strengthened for 2023/24.
- The school works successfully with a variety of agencies to support every child and their families. The newly established learner hub is at the heart of this work and is effectively led by the Learner Hub Manager. The newly established post of Community Focused Schools Manager has supported a range of initiatives including “Flourishing Families” and the “Cwtsh Cupboard”.
- Transition arrangements are effective allowing for collaborative working and planning around the 3-19 continuum. Learners are supported effectively at transition points along the 3-16 continuum.
- The school is developing a range of approaches to Professional Learning this helps staff to reflect on their teaching and work together to improve their practice, these will need embedding going forward.
- All staff seek to ensure that all pupils are provided with the same opportunities whatever their background.
- The Senior Leadership Team has high expectations of itself and staff; responsibilities are clearly allocated across the newly re-structured team and communicated to middle leaders.
- Governors have a sound awareness of the school’s work and support the school effectively. They are embarking on a programme of self-evaluation during 23/24.
- A clear vision is in place that aligns closely with the principles of the Curriculum for Wales; this has been developed well with pupils, parents /carers and governors.
- Self-evaluation activities are ongoing and closely aligned with improvement planning as to inform the school improvement cycle.

Areas for development:

- With the increase in the number of eFSM learners, over the last two years in particular, the school needs to continue to narrow the attainment gap between eFSM pupils and the wider cohort, especially at KS4, though results in 2023, for eFSM learners were very strong with 60.9% of mainstream eFSM learners gaining 5

GCSEs including English and Mathematics at A8-C. We need to continue implementing interventions that ensure equity for all learners and help close the attainment gap.

- The re-structuring of the Senior Leadership Team will need embedding during 23/24 to promote effective lines of accountability and evaluation as well as distributed leadership.
- Improving the participation of passive learners through effective approaches to pedagogy is one outcome of lesson observations in school.
- Continuing to improve outcomes for boys in Literacy rich subject areas through building writing resilience and technical accuracy across a range of genres.
- The 3 cross curricular areas of the Curriculum for Wales and Integral skills are developing but this needs to be further developed by adopting consistent and effective approaches to pedagogy and curriculum mapping, planning and delivery
- Writing is an aspect of literacy that should be improved across the school.
- Attendance needs to improve to pre-Covid 19 levels and build on the 89.6% attendance for 2022/23, this will be informed by the LA wide approach. The school will set ambitious targets and consider the attendance of eFSM learners.
- Classroom management could be improved where there are occasional incidents of low-level disruption and disengagement, the behaviour of a small, but persistent group of learners needs to be improved, including truancy during the school day by a handful of learners.
- The school needs to re-construct its methods for gathering first hand evidence of classroom practice to inform school improvement actions and implement its new approaches to Professional Development and Performance Management.
- The fabric of the school buildings could be further improved, building on recent improvements made. This includes pupil toilets and the MLD Learning Resource Centre. Developments are on-going with the Local Authority to repair and replace roofs and to refurbish the Learning Resource Centre in Block 6.
- Improve Professional Learning for LSAs (This forms part of our OLEVI Outstanding Teaching Assistant programme).
- Develop consistent approaches to feedback and assessment in order that all learners make effective progress.
- The Schools as Learning Organisations (SLO) Survey completed for 2022/23 has identifies Coaching and Mentoring as an area for development across the school.
- The school needs to review the KS4 Curriculum in light of reforms planned for 2025 and 2027.

SCHOOL IMPROVEMENT PLAN EVALUATION 2022/23

Priority	Evaluation of progress
<p>1. Pupil Progress</p>	<p>The school achieved its best GCSE results in 2022 with all three core subjects above 75% in terms of GCSE grades at A*-C. 37% of learners achieved 5 or more GCSEs at A*-A. 48% of the year group achieved A*-A in Mathematics/Numeracy. Results at GCSE exceeded targets and tracking expectations.</p> <p>In 2023 all three core subjects remain above 70% with 26% of pupils achieving 5 or more GCSEs at A*-A. 50% of eFSM learners (60.9% in mainstream classes) gained 5 or more GCSEs at A*-C including English and Maths, this is a strong outcome.</p> <p>Sixth Form outcomes remain strong in a number of key subject areas including the Skills Challenge Certificate.</p> <p>Results for GCSE English over the last two years have shown improvement The English Department has worked hard on a range of actions identified during external reviews of the Department. They have benefitted from advice and guidance from CSC. There have been significant changes to KS4 delivery, including the provision of individual feedback and a strategic approach to ensure consistency in teaching and learning. The department has brought skills mapping into KS3.</p> <p>In 2023 69% of boys gained an English GCSE at grade A*-C an improvement on previous years.</p> <p>KS3 interventions relating to Literacy recovery have been delivered and evaluated with nearly all departments teaching English explicitly. Pupil and staff voice have demonstrated the effectiveness of library lessons using Group Guided Reading.</p> <p>A clear overview of skills in English has ensured that the coverage of skills through the “Introduction, Practicing and Mastering” approach throughout Y7-9.</p> <p>Extensive work has been undertaken to support eFSM learners and outcomes in 2023 are excellent, however the challenge of narrowing the gap, year in year out, remains. Interventions included:</p>

	<p>Targeted progress evenings, provision of laptops, morning interventions in Mathematics and English, developing the eFSM champion programme.</p> <p>Lesson observations across the school have shown increased pupil engagement as a result of “Teach Like a Champion” and OLEVI OTP strategies.</p> <p>Data reflection sessions have become part of the school improvement cycle involving learners and wellbeing coaches.</p>
<p>2. Wellbeing</p>	<p>A range of targeted wellbeing strategies are in place and are often delivered through “The Learner Hub”, the school’s wellbeing centre, located at the heart of Block 1.</p> <p>Staff have adopted the “Wellbeing Coach” model to develop relationships and a stronger pastoral support structure working alongside the Learner Hub approach.</p> <p>There has been effective development of the pastoral structure that is now viewed as a strength across the school. Areas of the school environment have been developed to promote wellbeing.</p> <p>A strength are the secured improvements in safeguarding. Use of “My Concern” has been embedded across the school.</p> <p>A graduated response to improving attendance and behaviour continues to adapt and evolve based on the needs of the school.</p> <p>Parental sessions have been delivered as part of the school’s “Flourishing Families” programme which has been evaluated and refined for 23/24.</p> <p>Overall attendance for the year was 89.6% against the target set by the school of 90%.</p> <p>Fixed term exclusions have remained high however, the school has implemented new systems to reduce persistent truanting during the school day, this includes lunchtime and after school detentions.</p>
<p>3. Teaching and Learning Experiences</p>	<p>Significant developments in English have supported the development of learner literacy skills.</p> <p>In terms of Curriculum design, the school has completed its roadmap to implementing CfW. Shared understanding</p>

	<p>of progression and assessment is being further developed and strengthened during 23/24.</p> <p>The Curriculum Summary and Extended Curriculum Summary have been written and agreed by Governors.</p> <p>Strong links have been established with our Cluster schools with extensive joint curriculum work taking place.</p> <p>Professional Learning Opportunities have helped to embed and exemplify the “Pencoed Pedagogical Principles”.</p> <p>Learning and Teaching Forums have supported the development of Teaching and Learning across the school and have been calendared for 23/24.</p> <p>The Pencoed Pedagogy Pioneers have been established, this is an innovative approach to ensure that learner voice has an impact on the curriculum and learner experiences.</p> <p>The April 2023 INSET introduced the principles of providing effective feedback to learners.</p>
<p>4. Care, Support and Guidance</p>	<p>There has been an emphasis on ensuring that the statutory requirements of the ALN reforms have been understood and met.</p> <p>All IDPs and PCP reviews have been completed and shared with parents/carers and other professionals. This has been a significant undertaking.</p> <p>The school is making use of recently purchased “Provision Map” software for tracking interventions that support learners with ALN.</p> <p>Discussions regarding refurbishment of the Learner Resource Base are making good progress and works should be completed by the end of the Spring Term 2024.</p> <p>Progress has also been made in outlining stages of a graduated response approach to supporting ALN learners.</p> <p>Strong relationships have been developed with Careers Wales.</p>
<p>5. Leadership and Management</p>	<p>The Senior Leadership Team within the school has been re-structured and is now made up of HT,DHT,3 AHT and 3 AAHTs along with a School Manager.</p>

	<p>Priorities within the School Improvement and Departmental Improvement Plans are aligned, with Curriculum Leaders being held to account through calendared Standards Reviews. Termly Self-Evaluation is built into the School Improvement and Departmental Improvement Plans.</p> <p>A Community Focused School Strategy “The Pencoed Commitment” has been agreed with the cluster.</p> <p>The school has taken account of the Welsh Government Guidance on School Improvement and has included 2 national priorities:</p> <ul style="list-style-type: none">• Improving Pupil Progression by ensuring that their learning is supported by a range of knowledge, skills and experiences, and• Reducing the impact of poverty n learners’ progression and attainment.
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SCHOOL IMPROVEMENT PLAN PRIORITIES 2023/24

Priority	Key Actions	Support
1. Pupil Progress.	<ul style="list-style-type: none"> • Further develop the strategic direction of cross-curricular and integral skills to ensure consistency and progression. • Further develop a whole school agreed Literacy approach. • Improve standards of boys' writing across the school. • Improve outcomes for identified groups of learners. • Further develop equity for learners identified as eFSM through closing the attainment gap. • Plan for the Implementation of revised GCSE qualification for delivery from Sept 2025, to be examined Sept 2027. • Review and refine the curriculum offer at KS4 and KS5. • Further develop school-based data analysis tools to support leadership and secure improvements. • Developing data and tracking systems to support improved target setting and self-evaluation. 	<ul style="list-style-type: none"> • CSC and BCBC Networks. • PLC Focus. • Collaboration with other schools. • TLAC and Voice 21 Professional Learning. • HoD Forum BCBC. • INSET Time. • School to School working.
Autumn Term Milestones <ul style="list-style-type: none"> • Completion Cross Curricular DCF Map. 	Spring Term Milestones <ul style="list-style-type: none"> • DCF Provision Audited. • DCF "Surgery" in place for each AoLE. 	End of Year Milestones <ul style="list-style-type: none"> • Further development to have taken place in the implementation and

<ul style="list-style-type: none"> • Cross Curricular DCF Working Group established. • To have improved teacher identification of MAT learners. • Design RADY interventions and actions. • Develop system to track the improvement of eFSM pupils. • Implement the “Here to Help” plan. • Develop whole School Progress Tracking Evaluation Packs for Curriculum Leaders and Progress and Wellbeing Leaders. • Refine assessment tracking and reporting for Y7 and 8 in line with CfW requirements. • Develop effective feedback and tracking systems. 	<ul style="list-style-type: none"> • First Hand Evidence gathered for DCF. • To have developed whole school approaches to teaching writing. • Further extend consistent approaches to oracy development. • Review current GCSE and Vocational Qualifications offer. 	<p>integration of Numeracy Skills across AoLEs.</p> <ul style="list-style-type: none"> • Numeracy Progress tracked. • Online Writing Support Hub in place. • Role of Literacy and Numeracy Primary Practitioner evaluated. • To have built writing resilience of KS4 boys in writing. • To have improved the identification, target setting, tracking and outcomes of MAT and other groups of learners including eFSM. • Evaluate the “Here to Help” plan. • To have raised awareness of the WG consultations on the revised GCSEs. • To have implemented ALPs connect as to improve target setting at KS4 and 5 and Departmental Evaluation and Improvement planning.
<p>2. Wellbeing, Equity and Attitudes to Learning.</p>	<ul style="list-style-type: none"> • Further develop RSE within HWB curriculum . • Develop a toolkit to upskill staff in wellbeing strategies to facilitate positive behaviours for learning. • Develop the role of the Wellbeing Coach as a ‘school parent’. • Broaden the interventions programme to positively impact on learner wellbeing 	<ul style="list-style-type: none"> • RSE PL and S2S working. • SHRN Webinar. • INSET Day. • Attendance Forums.

	<p>including developing an effective whole school model for emotional wellbeing.</p> <ul style="list-style-type: none"> • Improving Attendance. • Continue to develop 'Flourishing Families' as a parental support programme alongside a Parent Forum. • Improve the way we use My Concern/Class charts to record, categorise, analyse and address incidents of harassment and bullying. • Establish a whole school protocol to address Peer to Peer Sexual Harassment. • Further develop the whole school rewards system. • Develop a culture of peer mentoring. • Support Staff Wellbeing, promoting a positive work-life balance. 	
<p>Autumn Term Milestones</p> <ul style="list-style-type: none"> • Completion of SHRN Survey. • To have implemented the SHINE programme. • Access specialist training in managing challenging behaviours. • Establish the Wellbeing Champions programme. • Carry out interventions audit (Learner Hub). • To have developed use of Classcharts and My Concerns in identifying intervention needs. 	<p>Spring Term Milestones</p> <ul style="list-style-type: none"> • To have increased engagement in the "Flourishing Families" programme. • To have updated policies for recording incidents in Classcharts/My Concern. • Development of interventions designed to reduce the number of bullying incidents. • Incorporate a programme for educating learners about peer to peer sexual harassment and putting 	<p>End of Year Milestones</p> <ul style="list-style-type: none"> • To have developed and refined the whole school HWB curriculum to provide relevant RSE opportunities. • To have established a whole school model for emotional and mental wellbeing. • To have closed the gaps in attendance rates between eFSM and non-eFSM learners.

<ul style="list-style-type: none"> • To have established a culture that promotes good attendance (over 95%). • Incorporate LA graduated response to improving attendance into school policy. • To have set out Flourishing Families programme for the year. • Use of Classcharts/My Concern to track and monitor harassment and bullying. • Set up Classcharts to include positive “Flourish” points. • Deliver Peer Mentoring Training. • i-ACT accredited training completed. 	<p>school protocols into place based on Estyn guidance.</p> <ul style="list-style-type: none"> • Further develop Classcharts to support the school’s Graduated responses. • To have evaluated the peer mentoring programme. • Staff Wellbeing Charter established. 	<ul style="list-style-type: none"> • To have reduced the percentage of persistent non-attenders. • 6th Form Mentoring programme in place. • Staff Wellbeing Group to have met termly.
<p>3. Teaching and Learning Experiences</p>	<ul style="list-style-type: none"> • Implement the Pencoed Pedagogy model. • Broaden approaches to TLAC to raise the quality of T&L. • Refine learner involvement in developing our curriculum. • Evaluate and refine Year 7 and Year 8 curriculum design. • Implement curriculum design for Year 9 CfW. • Further develop and refine a shared understanding of 3-16 progression. • Further develop and embed effective feedback and marking approaches for Pencoed learners. • Develop the use of first hand evidence to 	<ul style="list-style-type: none"> • TLAC and OLEVI Professional Learning. • Collaboration with other schools. • Learning Walks. • Careers Wales. • CSC Network Meetings (Siartr Iaithe).

	<p>demonstrate impact and progress.</p> <ul style="list-style-type: none"> • Implementing Careers and Work Related Education (CWRE). • Develop a strategic approach to bilingualism and Welsh culture. • Develop Literacy rich experiences across the Curriculum. • Ensure a focus on developing Integral Skills as part of teaching and learning. 	
<p>Autumn Term Milestones</p> <ul style="list-style-type: none"> • Review and refine the implementation of the Pencoed Pedagogy approach. • Develop the Pencoed Thrive lesson observation pro-forma. • Calendar of Teaching and Learning Forums in place. • Launch of whole school focus on Progression. • Convene Cluster Assessment Group. • Audit current Marking and Feedback practices. • Overview of Marking and Feedback strategies in place. • Audit of First Hand Evidence practices completed. • Quality Assurance Cycle mapped out. • Plan for development of CWRE in place. • Alumni project initiated. 	<p>Spring Term Milestones</p> <ul style="list-style-type: none"> • Ensure all new practitioners are trained in TLAC approaches and strategies. • Y7 and Y8 refined Curriculum Maps completed. • Overview of Y9 Learning Experiences completed. • Learner voice on effective feedback and marking practices collated. • Opportunities created to discuss outcomes of first hand evidence activities. • Siatr Iaith initial award gained. • Focus on all teachers as teachers of literacy. 	<p>End of Year Milestones</p> <ul style="list-style-type: none"> • Introduce TLAC writing strategies to support engagement in writing. • Listening to learner sessions completed and outcomes shared. • Pedagogy Pioneers to have impacted on Curriculum Development. • CfW AOLE SoLs in place • Work on developing and “equitable” curriculum completed. • Delivery of Curriculum Design Development Day. • Whole School Approach to Feedback and Marking completed. • Siatr Iaith second award gained. • To have promoted the importance of literacy across the curriculum.

<ul style="list-style-type: none"> • Implement Y8 First Give project. • Development Day delivered on refocusing on integral skills. 		
<p>4. Care support and guidance</p>	<ul style="list-style-type: none"> • Ensure on-going compliance with the statutory requirements of the ALN reform timeline. • Establish the use of Class Charts and Provision Map to share, track and monitor key ALN/Class action and interventions. • Finalise and implement ALN graduated response. • Implement a revised ALN policy. • Develop assessment and support for pupils with Speech, Language and Communication difficulties in mainstream provision. • Implement effective speech to text/text to speech technology to support ALN/Class action learners and exam access arrangements. • Refine the ND referral process to improve efficiency and demand on ALNCo workload. • Undertake a review of ALN provision across the school including the refurbishment and re-branding of the LRC. • Monitor, evaluate and review the allocation of ALN resources. 	<ul style="list-style-type: none"> • Training on ALN packages and resources. • School to School working. • BCBC support and advice on LRC refurbishment including the Sensory Room.

	<ul style="list-style-type: none"> Support the Professional Learning of staff to effectively differentiate for ALN learners. 	
Autumn Term Milestones <ul style="list-style-type: none"> Spreadsheet data in place identifying all ALN learners to inform the implementation and review process. ALN Admin Officer trained. Develop the use of the “Provision Map” software. To have reviewed draft graduated response for ALN Vocabulary enrichment programme in place for KS4 pupils. Speech to Text software appraised. Dedicated time in place for ND pathway referrals. 	Spring Term Milestones <ul style="list-style-type: none"> Launch ALN graduated response with staff. To have updated the ALN policy to reflect current practice under new legislation. Intervention Group in place for learners with speech, language and communication difficulties. Parental and Learner voice used to evaluate ALN provision. 	End of Year Milestones <ul style="list-style-type: none"> All required IDPs completed and PCP meetings held. Effectiveness of Speech, Language and Communication interventions to be evaluated and reviewed, making use of learner voice. Refurbishment of LRC completed (as set out in the Strategic Equity Plan and DDA Plan). LRC re-named and re-launched having been re-furnished.
5. Leadership and Management	<ul style="list-style-type: none"> Ensure a consistent approach to securing accountability and effective improvement planning/evaluation across the whole school. Further development of transition arrangements to support Pencoed Pathways. Implement effective Quality Assurance strategies and systems to drive improvement. Develop a strategic approach to Community Focused School “The Pencoed Commitment”. 	<ul style="list-style-type: none"> Learning Walks. School to School working. Collaboration. SLT Meeting Time. Cluster Meetings. Governor Training. DARPL events and training. OLEVI programmes. NEIR resources. WG/BCBC/CSC Policy Guidance.

	<ul style="list-style-type: none"> • Governors to Self-evaluate effectiveness and role as critical friends. • Update the school's Strategic Equality Plan 24/28. • Continue developing the School as a Learning Organisation. • Develop further a bespoke Pencoed professional learning programme. • Developing a coaching and mentoring ethos within the school. • Introduce revised performance development process. • Further secure self-evaluation processes to include use of NEIR. • Develop and revise whole school policies to support school improvement. 	
<p>Autumn Term Milestones</p> <ul style="list-style-type: none"> • Transition and Cluster Plans and Calendars in place. • Cluster Assessment Group to have met. • Strategic approach to Community Focused Schools “The Pencoed Commitment” agreed based on WG guidance (Sept 23). • Named person identified for dealing with reported incidents of discrimination. • To have evaluated SLO findings for 22/23 and used findings to inform 	<p>Spring Term Milestones</p> <ul style="list-style-type: none"> • Links built with RCT schools in terms of transition. • Post 16 Pathway Choices supported by Enrichment. • Cluster model for CFS launched with graphic in each school. • Community Focused Schools Manager Action Plan agreed and being implemented. • Governors to have completed Self-Evaluation Exercise. 	<p>End of Year Milestones</p> <ul style="list-style-type: none"> • Consistency of DIPs and DERs established. • Staff to have enhanced understanding of the use of data in target setting and getting. • CFMS and FEO to have promoted transition arrangements. • Programme of effective Quality Assurance of Teaching and Learning in place.

<p>Professional Learning (PL) priorities.</p> <ul style="list-style-type: none"> • PL programme in place for 23/24. • To have developed the Pencoed Coaching and Mentoring programme. • Revised Performance Development policy and procedures in place. 	<ul style="list-style-type: none"> • School's Strategic Equity Plan for 24/28 completed and objectives identified. • To have updated all statutory policies where appropriate by April 2024. 	<ul style="list-style-type: none"> • Community Focused Schools approach to have supported Y6/7 transition. • To have evaluated impact of CFSM and FEO on attendance. • To have provided support for LGBTQ+ learners. • SLO Questionnaire for 23/24 completed. • That all staff have had opportunities to access PL including Coaching. • To have evaluated the effectiveness of the Directed Time Sessions (held each Monday) To have evaluated the 3 NEIR informed Self-Evaluation Activities. • All policies to have been updated and approved by the Governing Body.
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