



Heronsbridge School
 School Improvement Plan
 Targets
 2024-2027

Target 1: Vision & Leadership	To enable staff to fully contribute to a climate and culture where our values are exemplified in our work. <i>Enquiry: What do our school values look like for staff?</i>
Target 2: Curriculum	<i>Enquiry: How do we ensure that the progression framework for RSE is applied consistently throughout the school? (Cross Curricula Theme)</i>
Target 3: Learning & Teaching	To develop appropriate assessments to capture the progression of all our learners <i>Enquiry: How do we ensure we measure what we value to give every Heron the opportunity to fly?</i>
Target 4: Well being, Equity & Excellence	To further develop comprehensive systems to support well being for everyone. <i>Enquiry: How can we support the mental well being needs of our school community?</i>
Target 5: Pupil Centred	To support pupils to engage in school improvement based on their own interests- what's important to our pupils? <i>Enquiry: How can we support pupils to make an impact in Global Goal 12- reduce waste generation through prevention, reduction, recycle, reuse?</i>



Headteacher: Mr J Evans

Heron's Bridge School

School Improvement Plan

2024-2027

Year 2: 2025-2026

We invest in people
INVESTORS IN PEOPLE



What information informs the school Improvement Plan? How do we choose our targets?

Target choices

External influences: Welsh Government & Local Authority

1. Curriculum for Wales- Our National Mission
2. Enabling Equity & Excellence- CSC
3. National Priorities-'Our National Mission'- High Standards and Aspiration for All
4. School Improvement Guidance 2021 (non-statutory)
5. Wider Education Reforms- PSTL, PSAT, Dysgu, SLO, NAPL PLJ, ALN transformation (IDP), Qualified for the Future
6. LA objectives: Safety, Wellbeing and Literacy
7. Estyn Reports

External influences: Awards (recommendations)

1. Investors in People survey
2. Investors in Families
3. Rights Respecting School
4. TIS Training/Award
5. WNHSS & Carnegie School's Mental Health Award
6. Eco Schools

Whole School Input:

1. Review of School Targets (SIP)- and new priorities set September INSET
2. SLO Survey March
3. Performance Management PTLs & PSAT & Continua setting targets (Autumn Term) IIP feedback from staff.
4. Equalities policy
5. School council

Assessment of Learning & for Learning

1. Data Pack – Impact

School Improvement Plan (SIP) 2024-2027



The Vision- realising the 4 Purposes Together We Can.....



How we evaluate targets set

1. AoLE Enquiry groups and feedback
2. Trials and inhouse Enquiry establishment of collaborative enquiry communities WG



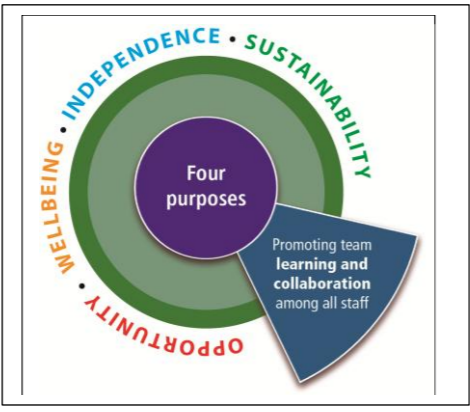
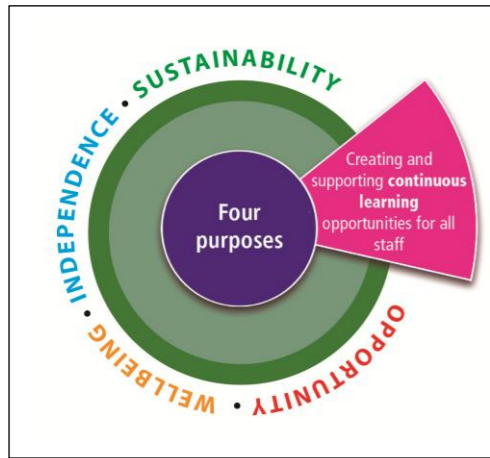

1. Investors in People survey
2. Investors in Families
3. Rights Respecting School
4. TIS Training/Award
5. WNHSS- Mental Health Award recommendations
6. Parent questionnaires

1. SIP department evaluations? (Summer Term)
2. Self evaluation checklist
3. Digital skills audit staff and pupils
4. New SLO survey-comparative
5. Review Performance Management Targets & Staff Appraisals
6. Peer Coaching- evaluations
7. Learning Walks- evaluations
8. Lesson Observations- evaluations
9. Book Look-evaluations
10. Internal Moderation
11. Continua Evaluations- Professional Learning journeys




Assessment of Learning, in learning & for Learning-why we do what we do...

1. INSTEP PSE / LNF/ Motional/ Accreditation/ attendance/ boys-girls comparative/ FSM & LAC comparatives
2. Behaviour Risk assessments
3. IDPs
4. Learning journeys

**Heronbridge School Improvement Plan 2024-2027:
Summary of key priorities to address transformation agenda**


	 <div data-bbox="581 275 1101 533" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>School Priority Targets</p> <p>An enquiry approach</p> </div>	<p align="center">Area (School improvement Guidance WG)</p>	<p align="center">Influenced by...National/ Local/ School Priorities)</p>	<p align="center">Self-Evaluation</p>	<p align="center">Key Documents/ support</p>
<p>1</p>	<p>To enable staff to fully contribute to a climate and culture where our values are exemplified in our work. Enquiry: What do our school values look like for staff?</p> <div data-bbox="160 867 575 1251" style="border: 1px solid black; padding: 5px;">  </div> <div data-bbox="617 867 1056 1251" style="border: 1px solid black; padding: 5px;">  </div>	<p>Vision and leadership</p>	<p>Our National Mission</p> <p>Schools as Learning Organisations (SLO)</p> <p>External Awards</p> <p>Investors in People</p>	<p>SIP evaluations</p> <p>SLO survey</p> <p>External awards and accreditation (RRS/ IIF/WNHSS/ IIP/ ECO)</p> <p>IIP interim report</p>	<p>School Improvement Partner</p> <p>Our National Mission</p> <p>SLO Model</p> <p>(https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes)</p> <p>Investors In People Framework</p> <p>Heronbridge Staff Charter</p> <p>Heronbridge Induction and Probation Processes</p> <p>Dysgu PL</p> <p>Education Support</p>
<p>2</p>	<p>Enquiry: How do we ensure that the progression framework for RSE is applied consistently throughout the school? (Cross Curricula Theme)</p> <div data-bbox="160 1446 617 1873" style="border: 1px solid black; padding: 5px;">  </div> <div data-bbox="629 1446 1050 1873" style="border: 1px solid black; padding: 5px;">  </div>	<p>Curriculum</p>	<p>Curriculum for Wales (CFW)</p> <p>Cross Cutting Themes: RSE, Human Rights, Diversity, Careers and WRE</p> <p>SLO</p>	<p>Cross Curricular enquiry groups</p> <p>Lesson Observations</p> <p>Peer Observations</p> <p>Performance Discussions (PDR)</p> <p>Annual assessment of learning</p> <p>Learning Walks</p> <p>SLO survey</p>	<p>School Improvement Partner</p> <p>Relationships and sex education (RSE) and health education - GOV.UK</p> <p>Overview - Relationships and sexuality education - Resources - Hwb</p> <p>(https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/principles-for-designing-your-curriculum/#statements-of-what-matters)</p> <p>(https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#cross-curricular-skills</p> <p>https://gov.wales/renew-and-reform-supporting-learners-wellbeing-and-progression-update-september-2021.html</p>

**Heronbridge School Improvement Plan 2024-2027:
Summary of key priorities to address transformation
agenda**

	School Priority (target)	Area (School improvement Guidance WG)	Influenced by...(National/ Local/ School Priorities)	Self-Evaluation	CSC Support
3	<p>To develop appropriate assessments to capture the progression of all our learners</p> <p>Enquiry: How do we ensure we measure what we value to give every Heron the opportunity to fly?</p> <div style="display: flex; justify-content: space-around;">   </div>	Learning and teaching	<p>Curriculum for Wales</p> <p>Supporting Learner Progress: assessment</p> <p>National Approach to Professional Learning (NAPL)</p> <p>SLO</p> <p>Professional Learning Journeys</p> <p>Professional Standards for Teaching and Leadership</p> <p>Professional Standards for Assisting Teaching</p>	<p>AoLE Enquiry groups-evidence</p> <p>Moderation Groups</p> <p>Annual assessments</p> <p>Learning Journeys</p> <p>Continua Evaluations</p> <p>Training requests and evaluations</p> <p>Performance management</p> <p>Learning Walks</p> <p>Book Looks</p> <p>SSPAN Moderation</p>	<p>School Improvement Partner https://hwb.gov.wales/curriculum-for-wales</p> <p>https://hwb.gov.wales/curriculum-for-wales/supporting-learner-progression-assessment-guidance/</p> <p>https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/principles-for-designing-your-curriculum/#descriptions-of-learning</p> <p>https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/principles-for-designing-your-curriculum/#principles-of-progression</p> <p>https://www.cscjes.org.uk/repository/discovery/resource/8073042f-422e-4c90-a284-7d5aa0d3acd8/en?sort=recent&strict=0</p> <p>https://hwb.gov.wales/professional-development/national-approach-to-professional-learning</p> <p>https://hwb.gov.wales/professional-development/national-approach-to-professional-learning/individual-professional-learning-journey/</p> <p>https://hwb.gov.wales/search?query=professional+standards</p>
4	<p>To further develop comprehensive systems to support well being for everyone.</p> <p>Enquiry: How can we support the mental well being needs of our school community?</p> 	Well-being	<p>ALN Reform- IDP, Person Centred Reviews</p> <p>Curriculum for Wales- Four Purposes- Healthy, Confident, Individuals</p> <p>Area of Learning and Experience (AoLE): Health and well-being</p> <p>Children’s Commissioner for Wales- Mission- Rights Respecting School</p> <p>Whole school approach to embedding mental health and well being</p> <p>SLO</p> <p>Collaboration with CTMHB-with regards to therapies and training</p>	<p>Motional assessment</p> <p>INSTEP- PSE</p> <p>Annual Behaviour Audit</p> <p>Pupil Behaviour rating</p> <p>Move Programme & Quality Mark</p> <p>Mental Health Schools Award</p> <p>WSAMH audit (NQA)</p> <p>TIS Award</p> <p>Pupil Support Team- review of pupils</p> <p>Pupil voice/ SLO G6</p> <p>INSET & Twilight training</p>	<p>https://gov.wales/framework-embedding-whole-school-approach-emotional-and-mental-well-being</p> <p>https://www.childcomwales.org.uk/our-schemes/community/rights-mission/</p>

**Héronsbridge School Improvement Plan 2024-2027:
Summary of key priorities to address transformation**

agenda

5	<p>To support pupils to engage in school improvement based on their own interests- what's important to our pupils?</p> <p>Enquiry: How can we support pupils to make an impact in Global Goal 12- reduce waste generation through prevention, reduction, recycle, reuse?</p> 	Well-being	<p>Rights Respecting schools</p> <p>Eco Schools award</p> <p>Safe, Heard, respected-South Wales Children and Young people's Police, Crime and Justice plan</p> <p>Improvement Cymru's-national vision infants, children and young people with a learning disability</p> <p>The Global Goals-specifically Global goal 12</p> <p>School charter</p> <p>Staff Charter</p> <p>Communication Charter</p>	<p>Annual Rights respecting week</p> <p>BOTOWA and British Council Internationals school award</p> <p>Eco Committee & School Council</p>	<p>https://www.unicef.org.uk/rights-respecting-schools/</p> <p>Goal 12: Responsible consumption and production - The Global Goals</p>
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The 4 Purposes:

Ethical informed citizens who are ready to be citizens of Wales and the world

HERONSBRIDGE SCHOOL

WHOLE SCHOOL IMPROVEMENT PLAN 2025-26 (YR 2)

To enable staff to fully contribute to a climate and culture where our values are exemplified in our work

Enquiry: What do our school values look like for staff?

TARGET 1

Area: Vision and Leadership

Article 29

What does self-evaluation tell us?

- High level of participation in SLO and staff surveys- 182 completions. Positive results on A (Developing a shared vision).
- Extensive work undertaken on mapping our values with the four purposes for pupils.
- Observations and learning walks confirm that our school values are firmly embedded in the classroom and throughout the school.
- Estyn reports of 'highly effective values, which are well-established' and 'shared by all stakeholders'.
- IIP reports of us being a 'school which lives its values'.

Why do we want to improve it?

- To increase staff understanding and interpretation of how the school values relate to them.
- To use the SLO model to support all stakeholders to contribute meaningfully to our school's improvement processes-A5/ A10/C5/C9/G5/G8 – Our Vision.
- Ensure professional partnerships reflect our school values and lead to raised standards for pupils and professional development for staff

What is it like now?

- The school carries out annual evaluations against the seven dimensions of Schools as Learning Organisations
- Values firmly embedded with pupils and understood by all (pupil focus)
- Large number of new staff who are less aware of our extensive work on values.

What are the barriers we need to overcome?

- Continue to raise awareness of Schools as Learning Organisations
- Ensure the school is meeting the requirements of accredited awards
- Less knowledge/understanding of what the values look like for staff and how they can be utilised to shape the climate and culture of a school

What do we want it to be like?

- Increased awareness of Schools as Learning Organisations amongst all stakeholders as a key driver of participation in school improvement
- All staff can accurately describe how the values look to them and exemplify in their actions.
- There is a clear link between staff and pupil values.
- A system where there are clear guidance to support staff voice and positive working relationships

Why do we do what we do? How does it reflect our values?

- It should underpin all professional behaviours at Heronsbridge.

What will we do?

- Continue to undertake SLO & staff surveys and respond to results
- Use INSET day to explore whole school staff interpretations, canvass opinion and categorise responses.
- Create a staff charter, making a clearer link to the values.
- Consider including the values/charter in Performance Management/Professional Learning/induction/probation?
- Feedback to whole school in further INSET/whole school meetings.

What is our timescale?

2024-2027

What resources will be allocated?

- INSET and whole school meetings
- Staff time as required
- Cost of accreditation and training
- Administration costs
- Partial use of EIG and Professional Learning Grant for enquiry

How will we know we have been successful?

- Creation of staff charter.
- Reaccreditation of nationally recognised awards
- School values clearly evident in awards selected for accreditation
- Values/charter included in personal development targets.

What evidence do we have?

- SIP evaluation and recommendations
- SLO survey results
- Reports from professional bodies responsible for accredited award
- Increased professional development opportunities
- Induction/probation/PM documentation
- Improved pupil outcomes-data pack
- SIP staff Survey (SLO) & IIP feedback

WHOLE SCHOOL IMPROVEMENT PLAN 2025-2026 (YR 2)

Curriculum (CfW): How do we ensure that the progression framework for RSE is applied consistently throughout the school? (Cross Curricula Theme)

What does self-evaluation tell us?

- Development of RSE continuum highlighted as part of Welsh Network of Healthy Promoting Schools (WNHPS) audit
- RSE identified by staff as a key priority-AoLE enquiry feedback
- Peer coaching identifies that the majority of RSE being delivered is in the “safe” themes, suggesting that there is a lack of confidence to deliver the more difficult themes
- Taking part in Wisekids training highlighted the need for our pupils to be skilled in Digital Citizenship, including the use of AI. How to stay safe online.

Why do we want to improve it?

- To respond to national and local priority
- To develop a highly trained, confident workforce suitably equipped to deliver a high standard of RSE to keep all learners safe
- To ensure the provision for mandatory cross-curricular theme of RSE are embedded in the curriculum
- To maintain progress developing and reviewing changes in delivery and assessment of the Curriculum for Wales, with a focus of RSE

What is it like now?

- Where appropriate some InStep PSE targets mapped to RSE Continuum which is assessed annually
- AHT Well Being and AHT Curriculum on Welsh Network of Healthy Promoting Schools (WNHPS) working group
- Representatives from school on CSC Special School RSE Network groups, contributing to identification of best practice
- Process of curriculum design within Cross Curricular themed whole school RSE working party and planning shared
- Some training partaken

What are the barriers we need to overcome?

- Raising profile of RSE as cross curricular theme
- Quality time/platform for all staff to work together
- Any parental concerns

What do we want it to be like?

- Increased skills of teachers to plan and deliver mandatory cross curricular theme of RSE to meet the needs of all learners
- Discrete RSE sessions for identified topics to ensure realistic progression in pupils knowledge and understanding
- Planning, evaluation and assessment documentation agreed and in place
- Pupils upskilled in Digital Citizenship to ensure they are safe and as prepared as they can be online.

How will it reflect our values?

- Reinforcement of school values mapped on to the Four Purposes

What will we do?

- Co-construct whole school planning to support the development of provision for mandatory cross-curricular theme of RSE
- Whole school audit using adapted CRUSH tool
- Tracking and monitoring systems of pupils’ RSE developed
- Continue to refine strategies and approaches to address issues such as planning, timetabling, resources, assessment and accreditation on the journey to curriculum roll out
- Use self-evaluation processes to further promote our curriculum for Wales RSE journey (book look, learning walk, peer coaching)
- Further develop our RSE Continuum of learning and progression.
- Hold parent workshops to address concerns and collaborate on the development of appropriate RSE
- Digital Lead to take part in Digital Citizenship Enquiry

What is our timescale?

2024-2027

What resources will be allocated?

- Whole school/AoLE/teachers/ department meetings/ cross curricular meetings
- Funding for identified strategies
- INSET days utilised
- Time for Digital Lead

How will we know we have been successful?

- Teachers will have introduced new strategies and resources to teach cross-curricular theme of RSE to pupils
- RSE audit to show improved confidence and skills
- High level RSE curriculum design completed
- Enquiry groups provide advice for cross curricular themes to aid planning of RSE
- RSE assessment tool to reflect needs and ability of pupils
- Parent workshops held, concerns addressed and parent collaboration inform future ways of working
- Post 16 trial undertaken of Digital Citizenship work pack as created by Digital Lead

What evidence do we have?

- Improved ability to embed cross-curricular theme of RSE in the curriculum
- Scrutiny of planning to identify provision of Cross Curricular theme of RSE
- Raised awareness and engagement with CfW from all the school community

The 4 Purposes:

Ambitious capable learners...who are ready to learn throughout their lives

HERONSBRIDGE SCHOOL

WHOLE SCHOOL IMPROVEMENT PLAN 2025-2026 (YR 2)

TARGET 3

Area: Learning and teaching

Article 28

Learning and Teaching: Enquiry: How do we ensure we measure what we value to give every Heron the opportunity to fly?

What does self-evaluation tell us?

- Heronsbridge Data & Achievement Pack and Evaluation of Learning and Teaching identify that our current INSTEP tool does not always reflect the progress made in our changing cohort of pupils
- CRIS evaluations do not always reflect progress made with both our younger and our SLD1 learners (Performance Management)
- Pre-progression step working parties asked -Can we use Learning Journeys to support Performance Management discussions?
- AIL is consistently used but is currently mostly teacher led -lesson observation feedback
- **We need to improve the link between staff development, performance discussions and pupil progress**

Why do we want to improve it?

- To respond to national curriculum (CFW) Progression and Assessment guidance
- To ensure we capture progress made by all learners
- To ensure our CRIS evaluations are an accurate reflection of progress made within classes
- To ensure Teacher Performance Management is reflective and worthwhile
- To co-construct new accreditation suite as part of Qualifications For Wales/CFW
- **To support the school's vision for high quality teaching and learning aligned to National Priorities and learner outcome**

What is it like now?

- Separate assessment tools including RWI, SFER, Motional, LNF, INSTEP, RFL
- No pre-progression steps to support lesson outcomes/success criteria
- Emerging good practise in self and peer assessment (5.9 Continua)
- Assessment in Learning is largely teacher led only (5.10 Continua)

What are the barriers we need to overcome?

- Authentic research and collaborative, collegiate and professional discussions of alternative online assessment tools (SSPAN and Progression and Assessment Networks CSC, Bridgend Secondary Assessment)
- Developing either a continuum of assessment that captures all learners or develop learner

What do we want it to be like?

- Assessment that effectively captures all progress
- Pre-progression steps developed and used to better support success criteria and reporting of progression
- AIL used more effectively in the classroom, including pupil and support staff input
- More efficient and reflective performance management
- Accreditation that is worthwhile
- Piloting new and updated Motional assessment tool to capture and reflect pupil well-being.
- **Clear links between individual staff targets, training opportunities, and measurable impact on learners' achievement and engagement.**

How will it reflect our values?

- Reinforcement of school values mapped on to the Four Purposes
- **Staff Charter linked to 4 Purposes and our Values**

What will we do?

- Create AOLE Pre Progression working parties
- AHT Curriculum to collaborate in networks to research Progression and Assessment across Wales
- Align IEA/PCP Action Plan/Learning Journey/LNF targets
- Create Assessment working party
- Trial online relevant tools (including data team)
- Implement Class DOJO to communicate day to day learning with parents
- Explore assessment and learning pathways
- Engage with Assessment and Reporting mandatory guidance
- Engage with national network Qualifications For Wales
- Upskill teaching and support staff in Observation to aid AIL
- Piloting new and updated Motional assessment tool
- **Enquiry Pilot /implement revised performance management guidance by Jan 2026 / October 26 and review impact through mid-year and end-of-year appraisal audits**

What is our timescale?

2024-2027

What resources will be allocated?

- Whole school/AoLE/teachers/ department meetings/ cross curricular meetings
- Funding for identified strategies/tools
- INSET days utilised

How will we know we have been successful?

- Summative/Formative Assessment that captures all learners progress
- Parental engagement in their child's learning
- Meaningful accreditation that adds value to our learners
- Increased confidence and effectiveness of Teacher Performance Management
- The team around the pupil fully engaged in pupil progression (Enabling Adults)
- Pre-progression steps used to inform planning and success criteria
- Evidence of improved pupil progress in identified areas as a direct result of targeted staff development interventions
- **Evidence of improved pupil progress in identified areas as a direct result of targeted staff development interventions**
- **By July 2026, 100% of staff appraisal documentation will show a clear connection between at least one professional development activity and its intended impact on pupil progress, evidenced through learner data or qualitative observations.**

What evidence do we have?

- DATA and Assessment pack
- Teacher Performance Management review
- Support Staff Performance Management
- **Enquiry findings -feedback from staff and data of performance**
- Lesson Observations and feedback
- Suite of Accreditation 14-19

WHOLE SCHOOL IMPROVEMENT PLAN 2025-26 (YR 2)

The 4 Purposes:
Healthy confident individuals....ready to lead fulfilling lives as valued members of society.

Wellbeing Equity and Excellence: Enquiry: How can we support the mental wellbeing needs of our school community?

What does self-evaluation tell us?

- Staff identified continued development of health and well-being a key priority
- External reports highlight well-being is at the core of school life (IIP review 31.3.25, Platinum)
- Continue with positives identified in our Carnegie Mental Health (Award- 24.5.24 Gold)
- Continue with positives identified in our WNHSA & annual audit 'Whole School approach to emotional and mental well-being-Self Evaluation. (Award achieved May 23)
- Training evaluations & annual digital survey to further develop, Digital Citizenship to support online safety
- **TIS award to support the culture and climate of the school**

Why do we want to improve it?

- To ensure all the emotional needs of pupils are identified and met
- To support readiness for learning to enable pupils to access the curriculum
- To deliver the most appropriate curriculum for our pupils
- To ensure staff well-being continues to be a key area (emotionally available adult)
- To continue to develop the professional learning of staff to support the health and wellbeing value/purpose of our school
- To empower staff and pupils to be proactive in their wellbeing needs (including use of therapeutic intervention and support)
- To use AI to support teacher workload

What is it like now?

- Health and Well-being timetabled within departments
- Many aspects also addressed through PSE/PE/Behaviour Support/Pupil Support Team/Therapies/incidental health and wellbeing sessions within departments
- Wellbeing roles established to support health & wellbeing-Deputy Head (staff wellbeing) Assistant Head Pupil Well-being and SSSO for Well-being across the school, Health & Wellbeing Group
- School council- pupil voice
- All staff receive TIS training and 8 practitioners

What are the barriers we need to overcome?

- Continue to develop awareness of the expectations of H&WB Area of Learning and Experience
- Developing skill set and support mechanisms for all staff to respond to pupils' well-being needs
- Support staff workload through the exploration of AI
- Using current assessment information and trialling new online systems to meet pupils' needs (Motional)

What do we want it to be like?

- Trauma informed relationships evident across the school
- Increased skills of staff to plan and effectively deliver Health and Wellbeing
- All pupil health care and wellbeing needs are fully met through the refining of partnerships with Cwm Taff nursing and therapy teams (IDPs/IHPs)
- Staff empowered to access services and engage with activities to support their wellbeing

How will it reflect our values?

- Pupil well-being evident in all aspects of school life

What will we do?

- AoLE H&WB enquiry group to contribute to ongoing development of Curriculum for Wales
- Named member of staff with responsibility for learners with health care needs (AHT pupil wellbeing)
- Create a staff school charter to develop the climate and culture of the school through our values (Target 1)
- Continue to develop the Pupil Support Team to cascade well-being approaches throughout the school
- Review tracking and monitoring of pupil well-being (Motional) with an additional focus on CLA pupils to ensure pupils' needs are met effectively
- Ensure that the role of the therapists supports the well-being of all pupils- Move Programme
- Utilise the Health and Well-being Group to support whole school well-being
- Identify and facilitate training as an enabler for staff to support their own well-being and develop their skills to support the well-being of our pupils
- Work with Education support and continue with Wellbeing Awards to ensure we perform at a high standard.
- TLR- Digital Lead to focus on A1 and digital citizenship- (Target 2)
- **Register for TIS award**

What is our timescale?

2024-27

What resources will be allocated?

Grants used to support activities fostering Well-being e.g. Outdoor Learning, play equipment, additional music therapy, dog mentor training, equine therapy additional school counsellor days. ELSE training
CSC professional learning offer as well as BCBC professional learning and creative education utilised
Health & Wellbeing group to continue to work on supporting staff
School Council to continue to promote needs and wants of pupils

How will we know we have been successful?

- All staff are aware of the well-being needs of pupils in their class-Pupil Support Plans/ Motional/ INSTEP/MOVE and have the appropriate skills and knowledge to support individual needs.
- Outside agencies and partnerships to maintain high performance and continue to support staff with their wellbeing needs Robust systems in place for managing health care needs
- Tracking and monitoring of pupils H&WB used effectively -therapeutic interventions are included in 'ESSENTIALS' on IEAs and IDPs
- Self-Evaluation processes identify improvement across the school and identified best practice to share
- Professional learning focus on wellbeing and AI- using partnership working with therapists, inclusion services, internal capacity and external providers
- Greater number of staff opportunities and staff engagement in activities
- Targeted approach for pupils identified as needing greater support and noted impact on learning and wellbeing

What evidence do we have?

- Pupils well-being evident and views sought-PCP reviews
- School data pack
- One Page Profile/ IEAs (care plans added)
- Increased awareness and confidence in staff to deliver Health and Wellbeing- PM targets/ video evidence/
- Health and Wellbeing Group actions.
- Mental Health Award sustained/ MOVE Silver quality mark/ **TIS award achieved**
- Training evaluation forms- INSET/ twilight/ specific- Surveys and feedback forms

The 4 Purposes:

Ethical informed citizens who are ready to be citizens of Wales and the world: healthy confident individuals

HERONSBRIDGE SCHOOL

WHOLE SCHOOL IMPROVEMENT PLAN 2025-2026 (YR 2)

TARGET 5

Area: Pupil Voice

Article 12

To support pupils to engage in school improvement based on their own interests- what's important to our pupils?

Enquiry: How can we support pupils to make an impact in Global Goal 12- reduce waste generation through prevention, reduction, recycle, reuse?

What does self-evaluation tell us? *Linked to Equality target 3*

- The need to support Improvement Cymru's-national vision infants, children and young people with a learning disability
- The need to engage with the Police to improve links, understanding and participation in the Children and Young Persons Police and Crime Plan
- The need to engage with the school and wider community to work towards global goal 12-Responsible consumption and production.
- Continue with nationally recognised Awards report/ recommendations
- The need for greater involvement with pupil/ parents / governors identified

Why do we want to improve it?

- To increase pupil understanding of the school improvement process
- To provide pupils with a voice in determining school improvement
- Ensure professional partnerships reflect our school values and lead to increased collaboration and co-production on things that matter to our pupils

What is it like now?

- The school council meeting monthly to discuss ideas put forward by other pupils
- Annual rights respecting week which focusses on identified children's rights
- Pupil participation in the world's biggest classroom identified global goal 12 as something the school should be working on

What are the barriers we need to overcome?

- Whole school commitment to reducing waste and increasing recycling and reuse of goods
- Unequal/uneven meaningful levels of participation of some stakeholders

What do we want it to be like?

- *Pupil participation in launch of Improvement Cymru's national vision and ongoing engagement*
- *Collaboration with the Police to ensure that that the Children and Young Persons Police and Crime Plan reflects the needs of pupils in school*
- *To develop a whole school approach to reducing waste and increasing recycling and reuse of goods (Global goal 12)*

How will it reflect our values?

These targets will reinforce the school's values of sustainability, opportunity, wellbeing and independence

What will we do?

- Attend the launch of the Improvement Cymru's-national vision infants, children and young people with a learning disability and work with the WG on implementing this
- Support parents and pupils with the Bridgend your voice survey to identify and improve services for young people
- Increase participation of police partners in order to identify and support the needs of pupils and their families
- Continue to develop pupil voice and promote deeper pupil understanding of the Four Purposes- and its relevance to school, local and global and communities
- Promote Ty preloved shop and increase opportunities for pupil work experience
- Establish the Pantry project for redistribution of food goods
- Ensure partnerships enrich the learning opportunities of pupils

What is our timescale?

2024-2027

What resources will be allocated?

- Management/ Department meetings
- Staff time as required
- Training costs
- Pantry project costs
- BOTOWA and British Council Internationals school award costs

How will we know we have been successful?

- Increase in participation of stakeholders to SIP
- *Pupil feedback regarding initiatives they have participated in*
- Improved pupil outcomes
- *Pantry project and Ty Cwtch preloved an integral part of school life*
- School values clearly evident in awards
- Active participation in national and regional partnerships

What evidence do we have?

- SIP evaluation and recommendations
- Reports from professional bodies
- Increased professional development opportunities