

**Present:** Mr S John  
 Mrs J Lewis  
 Mr M Protheroe  
 Mrs J Cotgias – Chair of PIAP  
 Mrs L Owen  
 Mrs R Reed – Deputy Headteacher  
 Mr D Cole - Headteacher  
 Mrs A Powis – Clerk to the Governing Body

1. **Apologies for Absence**

Apologies were received from Mr M Protheroe.

2. **GSIC Progress Report R1, R3 & R4**

Mrs Reed presented the governors with the attached documents and went through a PowerPoint presentation.

The following was relayed; The school have put R1 & R3 together because they are entwined.

**PIAP Update**

- In accordance with Estyn policy and procedure the school and LA submitted a joint Post Inspection Action Plan (PIAP) on 22<sup>nd</sup> November 2024 (deadline 27<sup>th</sup> November 2024).
- A pre-PIAP meeting was held on 16<sup>th</sup> December between the school, Estyn and LA.
- The PIAP agreement meeting with Estyn was held on 18<sup>th</sup> February 2025. The Agreed PIAP (School, LA and Estyn) submission date is 28<sup>th</sup> March 2025.

The PIAP will be presented to Governors in the NEXT Governor meeting - 3<sup>rd</sup> April 2025

Mrs Reed spoke about R1. During the monitoring visit Estyn Identified the following:

Developing Leadership:
SLT Roles & Responsibilities
The workload across the SLT team is inequitable, which hinders the strategic leadership of important aspects of the school's work. A few individual senior leaders have too many responsibilities.
Significant areas of the school's work have been allocated to temporary associate members, rather than ensuring strategic continuity through the permanent senior leadership team.
Line Management
Line management arrangements have been reviewed, however, there remains too much variation in how effectively these processes are carried out
Pastoral staff have regular, helpful catchups but are not strategically line managed.
Self-evaluation and Quality Assurance Processes:
Too often these systems (monitor important aspects of the school) are over-complicated and do not result in clear findings. This makes it difficult for leaders to recognise precisely enough what has improved and which aspects have not progressed well. As a result, leaders have an overly positive picture of many aspects of the school's work.
Lack of rigour in leaders' evaluation of the development of pupils' literacy and numeracy skills. This makes it difficult for leaders to identify precisely enough the specific skills that need improvement.
For other priorities, such as attendance, the school does not analyse or evaluate the available evidence well enough
Findings from self-evaluation do not feed well enough into these plans for improvement. In addition, the school does not identify with sufficient precision targets against which to evaluate progress. Overall, planning is insufficiently strategic, and does not drive improvement or consider well enough the impact of the school's work overtime
Professional Learning
Professional learning is not focused clearly enough on the specific aspects that require immediate and substantial improvement. Teachers are attempting diligently to adopt the plethora of strategies and ideas. Despite this, these activities are not having enough impact on improving pupils' learning.
GSIC
GSIC information is s not always clear enough to enable them to challenge leaders appropriately...they do not ask sufficiently precise questions

## **Progress against Estyn R1 SLT Roles & Responsibilities**

- Since the monitoring visit SLT roles have been revised (Appendix A) to ensure a more equitable distribution of responsibilities.
- Each PIAP responsibilities have been allocated a strategic and operational lead ensuring all leaders have a clear understanding of their contribution to school improvement.
- As outlined in the Agreed PIAP temporary associate senior leader roles remain in place and will be the decision of the Headteacher designate for the autumn term (2025).

**Governor challenge** – *the school could have moved on the temporary staff to make them permanent.*

Headteacher replied that Estyn will not move us out of the R1 in the first instance. The new Headteacher will review the current SLT when she starts in September. The school have discussed this with Estyn, and they were happy with the decision.

## **Line-Management**

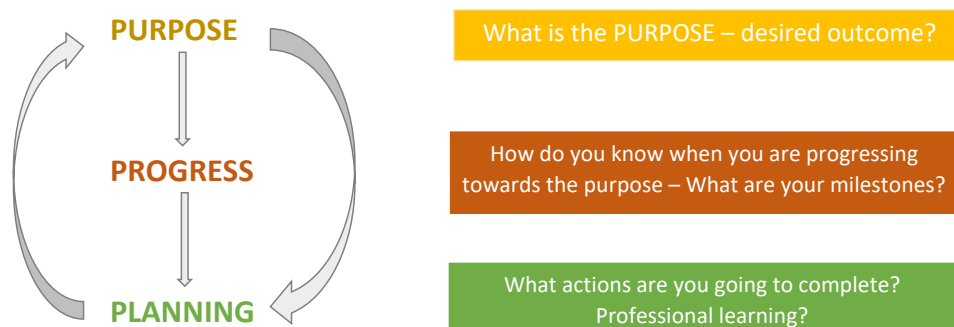
- There is a coherent approach to using information gathered during self-evaluation. Each member of the senior leadership team is linked carefully with a member of the middle leadership team. Leaders meet regularly (as per meeting calendar and staff timetable) to support and evaluate the work of the relevant department. All evaluation reports emanating from activity such as learning walks and pupil work scrutiny are discussed in these line management meetings and then in departmental meetings where the results are shared with the relevant staff. This helps to ensure continuity of messaging and expectation across the school.
- Termly Learning Exchange meetings evaluate the progress overtime and identify clear and precise aspects for improvement.
- Further, the reports are presented and discussed at the relevant Governor School Improvement Committee (GSIC) and LA Accelerated Improvement Board (AIB)

## **Self-evaluation and Quality Assurance Processes**

Review of 2023/24 self-evaluation strategy/policy has been completed with the appropriate stakeholders and a new single process has been implemented and shared with all staff. Middle-leaders and teaching staff have received training

A revised Spring and Summer QA calendar has been shared with all staff (Appendix B)

All 2024-25 school QA activities are centred around a 3P model. Findings from self-evaluation feed directly into plans for improvement to evaluate/measure the impact over time



**PURPOSE:** Leaders use QA to embed a culture of continual learning and self-improvement which directly impacts on standards

The school adopts a systematic and authentic approach to self-evaluation. All self-evaluation activity is purposeful, consciously designed, and intrinsically linked to effecting improvement planning. Quality assurance activities serve the sole purpose of providing the school with the information it needs to effect continuous improvement, whilst maintaining a thoughtful balance with the interests of staff workload and well-being.

**PROGRESS: Success Criteria**

- Self-evaluation systems are simple, precise and result in clear findings
- This work ensures that the school has a secure understanding of what is working well and what needs adjustment and improvement.
- Planning is strategic: Findings from self-evaluation feed directly into plans for improvement to evaluate/measure the impact over time
- Learning Exchanges effectively review progress and standards at identified points in the year.
- It shines a light on good practice so that it can be shared across the school and allows for early intervention where there may be risks of a decline in standards or provision.

**PLAN: Actions - 2024-25 Strategy:**

- Roles and expectations of leaders and their teams are clear,
- There is a systematic approach to each quality assurance activity focusing on the 3P model - Leaders set beneficial success criteria from the outset of this work.
- The school has a clear annual ‘quality cycle’, which sets out how and when leaders will evaluate their work throughout the year.
- A critical part of this work focuses on gathering information on:
  - pupils’ progress (knowledge, understanding, subject and cross-curricular skills)
  - effectiveness of teaching & assessment
  - Middle leaders to review Department Improvement Plan termly as part of the ‘Learning Exchange’ to include actions from evaluation of Estyn monitoring report.

- The school calendar is planned so that there are departmental meetings scheduled at the earliest opportunity after pupil work scrutiny activities so that analysis of findings may be considered and responsive actions planned – DIP/PIAP actions updated.
- Middle leaders receive additional 1 hour per fortnight of management allocation for the purposes of self-evaluation and improvement planning activities.
- Leaders produce clear and concise QA activity summary evaluation reports –which focus closely on pupil progress and learning and the impact of teaching and curriculum on pupils' learning. Areas for improvement and clear next steps are identified.
- These findings are reviewed and shared with all staff to identify clear and precise aspects for improvement. Reports are initially discussed during senior leadership team meetings and senior leaders then review findings in link meetings with their allocated middle leaders.
- Termly 'Learning Exchange' meeting and reports clearly indicate the progress that has been made in relation to areas for development identified during the previous evaluation cycle. This helps the school to plan precisely and effectively for improvement on a termly basis
- New self-evaluation activities e.g. work scrutiny and lesson observation templates will be designed that are simple and result in clear findings;
- Set out the school purposes in a rubric style aimed at ensuring consistency and supporting both improvement planning and professional learning. Leaders can reflect on the strength of each purpose, establishing starting milestones and plan for improvement
- Professional learning is focused clearly on specific aspects that require immediate and substantial improvement.

**Governor challenge** – *do staff currently have Quality Assurance on their timetable?*

Mrs Reed replied every middle leader has 2 hours a fortnight, staff required the time. Quality Assurance is only for the Head of Department, but generally the staff are excellent and willing to do it. As a school we highly recommend we continue to do this.

**Governor challenge** - *will the school be given any additional funding? And will it be ring fenced for quality assurance?*

Headteacher replied every local authority gets funding, so there is money benchmarked for the school. It depends on what the plan is from the local authority, as soon as we know what it is we will put it in. The school have asked about the funding. Estyn have informed us that there is additional funding for schools in a category.

Mrs Reed went through the following;

SPRING TERM QA activities

***'Do learners use a range of subject and cross-curricular skills to build on prior, and apply new knowledge to deepen understanding?'*** is the focus of each QA activity. In line with Recommendation 3 the activity may focus on all or individual areas outlined by Estyn:

- Learning Intentions
- Success Criteria
- Challenge
- Development of skills
- Questioning
- Quality and Impact of feedback

Lesson observations are undertaken with the Head of Department/AoLE Lead and the SLT Line Manager to build capacity in staff in having shared, high expectations of learning and teaching and ensure

consistency across the school. This gives school leaders an honest and transparent view of the strengths and areas of development within teaching and learning across the school.

### Lesson Observation 10-24<sup>th</sup> March 2025:

Pupils made the most progress in lessons where there was high expectations, pace and challenge –

- In many lessons, pupils make sound progress in their knowledge, understanding and skills. In these lessons they recall prior learning well and apply this to new situations appropriately, could identify their strengths and next steps in learning.
- Many pupils are engaged and are active participants in their learning – sharing ideas and contributing within group and class discussions
- In high many classes routines and systems promote learning.
- In most lessons pupils are clear of the learning intention – However, around half of pupils do not understand the success criteria and what is expected of them.
- In lessons where skills were intentionally planned for many pupils made good progress. However, the direct provision for the development of pupils skills is not consistent or enough.
- Many activities build systematically on challenge to deepen understanding and apply to a different context.
- Questioning remains an area for further development – many questions were closed with little thinking time.

### Next Steps:

In addition to actions outlined in the PIAP:

Action	Expected Outcome	Lead Person/ Resources/ Cost
Revise training on Learning Intentions and success criteria	A consistent and improved understanding of effective teaching and school expectations	RR CF Inset
Continued development of Pedagogy Toolkit – Working alongside LA ESO	A consistent and improved understanding of effective teaching and school expectations	RR/CF AoLE Leads Meeting Time
Continued SLT Teaching & Learning Support Programme (Including 1:1 sessions, peer observations, focus workshops e.g. questioning)	Improved understanding of progress Improved provision and outcomes	SLT AoLE Lead Meeting Time
AoLE leads to review effectiveness of curriculum design and planning for progress lesson plan	A bespoke planning for progress lesson planning tool that can will be used consistently across the school to plan lessons. Lesson will have clear learning intentions, challenge and assessment strategies to allow and monitor progress	SLT AoLE Lead Meeting Time

Activity	Evaluation	Areas for Improvement	Next Steps
Work scrutiny	High expectations- many pupils complete their work with pride. Curriculum design - shows an improvement in planning for progress. Improved quality of feedback – most departments following the green pen pupil response to feedback. Many departments adopted DIRT activities.	Evaluation information focuses too heavily on provision and not learning – Does not tell us what the pupils can and cannot do. Reports need to focus on how many pupils, do what, how well.	RR to design a 3P model Work scrutiny template. PL Middle leaders – Purpose of Work scrutiny

### Professional Learning

Professional Learning offer and activities identified through Learning Exchange QA Evaluations and are linked to the school improvement priorities and staff Professional Development Review (PDR) objectives as stated above.

Since the Estyn monitoring all staff have undertaken the following training:

- Building a Culture for Learning – Setting the school vision
- What is Effective Teaching?
- 3P Self Evaluation
- 3P Curriculum design
- Learning Intentions
- Success Criteria
- Planning for Progress
- Pedagogy toolkit – Placemats, Hit and Miss and Boats
- Literacy – Writing Placements – Sue Palmer

### Local and National Programmes

Our staff are in local and national programs, to further promote a culture in which staff see themselves as learners and evaluators of the ways in which they support pupil learning we encourage all staff to participate in national and local professional learning programmes e.g.

- NPT Teaching & Learning Programme – 2 Staff
- WG Addysg Cymru – National Support for Curriculum and Assessment Design – 2 staff
- NPT HOD Subject Network meeting - Termly
- NPT Inclusion & Wellbeing Service training programmes – PAWB & Y BONT staff
- NAEL Middle-leaders Development Programme – 1 staff
- NAEL Senior Leaders Development programme – 2 Staff
- Master's degree of Education – 1 Staff
- Read. Write, Ink – 3 staff

The schools next steps are to

- Share PIAP with all stakeholders
- Implement actions of the PIAIP
- Develop professional learning as outlined in PIAP
- Respond to QA monitoring activities with revised PIAP actions

Mrs Reed explained the PIAP is an Organic document, and it will change and adjust as we move forward. In future GSIC governors will have the document beforehand.

Estyn will inform the school 10 working days when they will be arriving, they will judge us on the plan, and it is in their interest to move us out.

#### **Governor challenge - *How is your internal data?***

Mrs Reed replied the school are looking to change the data, we were able to look at progress with external tests, but as a school we are still not happy how we report on Year 7 & 8.

#### **Governor challenge - *The precision and rigour of the evaluation what support is there from the LEA?***

It will be interesting to see what the LEA can offer. We will bring it up in the AIB meeting on the 2<sup>nd</sup> April 2025. Mrs Reed replied that the LEA have spoken about coming in every 3 weeks.

#### **R3 Improve the effectiveness of teaching and assessment**

Mrs Reed presented the committee with a powerpoint and handout for R3. She relayed that this is where we need the least progress and knew what our shortcomings were.

The Estyn Monitoring visit report Identified the following areas are in need of continued progress:

There is a proliferation of strategies to improve teaching and assessment. As a result, there is a lack of clarity around this aspect of the school's improvement work and this is creating confusion and hindering teachers' ability to plan effectively for lessons.
<b>Planning for progress</b>
In a significant minority of lessons, pupils make limited progress and struggle to recall prior learning. This is mainly due to shortcomings in teaching
A minority of teachers do not plan for progress well enough. Too often, they plan for completion of tasks rather than pupil progress and the development of their knowledge and skills. In these cases, the pace of the learning is too slow because activities do not provide appropriate and progressive challenge. Tasks are often repetitive or undemanding, meaning that pupils do not progress in a timely manner
In addition, though teachers and pupils are increasingly using success criteria to frame learning, there is not a sufficiently robust understanding of how to form and use effective success criteria.
Minority of teachers tend to give overly lengthy explanations or don't give pupils the opportunity to answer questions independently
In some subjects, the curriculum provision does not always sufficiently challenge pupils. At times, the topics or tasks limit the amount of progress pupils make
The planning for literacy provision is not sufficiently strategic and there is not enough focus in lessons on the progressive development of pupils' literacy skills.
The provision to develop pupils' numeracy skills in relevant subjects across the curriculum is in the very early days of development.
there are few examples of teachers adapting lessons to meet the needs of pupils of different abilities.
Overall, however, teachers do not use questioning well enough. In addition, teachers often ask repeatedly ask questions of the same pupils.

There is confusion regarding expectations around assessment. For example, some teachers write more than pupils, but to little effect. Too often, comments are unhelpful or over-generous, rewarding modest efforts or basic completion of tasks

In a minority of cases, teachers provide helpful written feedback and guidance, which leads to pupils making improvements in their work. but overall assessment remains an area for improvement.

Expectations around pupils' response to feedback remain too variable. A minority of pupils' responses to assessment are very superficial or repetitive and there are too many unnecessary and perfunctory examples of self-assessment in pupils' books

### Behaviour

In a few instances, teachers are too tolerant of low-level disruption and in a very few instances they do not manage pupils' disruptive behaviour well enough.

## Planning for Progress

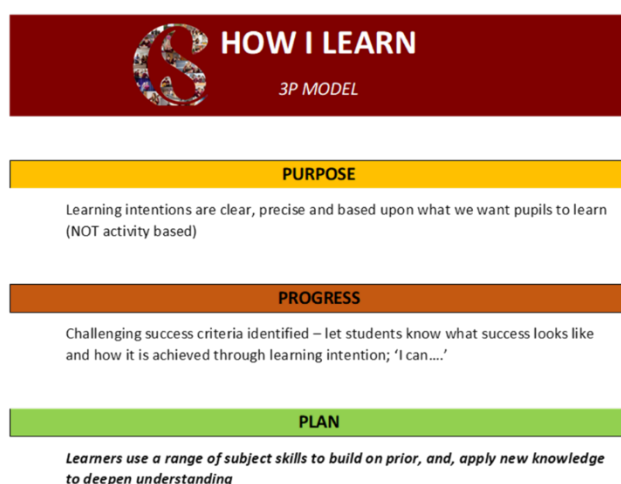
In response to Estyn's recommendations regarding the improvements of Learning and Teaching the school has further developed the 3P model to ensure clarity and purpose. The 3P model already underpins all self-evaluation, school improvement and planning processes to give a consistent, clear approach for staff. Within Teaching and Learning it provides a simple focus on planning for progress: PUPPOSE - learning intentions, PROGRESS - success criteria and PLANNING – challenge and pace:

**Governor Challenge** – *have we learnt this model from other schools that you went to visit?*

The school did see the example in another school and adapted it to Cefn Saeson.

**Governor Challenge** - *does the School have a Development Plan and a PIAP?*

Mrs Reed replied there is now only a PIAP as that is the School Development Plan



In addition to establishing this model we have focussed our expectations of learning and teaching on the six areas that Estyn recommended needed further clarity and development:

2025 Focus:

1. Learning Intentions

PURPOSE

2. Success criteria

PROGRESS

3. Challenge

PLANNING

4. Development of Skill

PLANNING

5. Questioning

PLANNING

6. Quality & Impact of Feedback

PLANNING



To ensure progress of learning, monitoring activities are clearly outlined on the school QA calendar and have a clear focus on Teaching and learning. All school improvement activities are based on these 6 areas including focus of Departmental Improvement Plans (DIP), Monitoring evaluation reports, departmental action research, Professional Development Review (PDR), and quality assurance processes, i.e. work scrutiny, listening to learners and lesson observations. In line with Recommendation 1 processes have been simplified, including our Curriculum Design template, lesson plan and lesson observation sheet.

**Governor mentioned** - *the school she currently works at have done some training on National Literacy trust and Voice 21 which was very beneficial. They will work with schools that have a high FSM.*

Mrs Reed relayed that in the Estyn reports they have mentioned Literacy and Numeracy so even though it is not a target for the school, we are focussing on Literacy.

**Cross Curricular skills**

As outlined in the Agreed PIAP the school will work alongside the LA to ensure that all subject planning clearly identifies specific cross curricular skill development providing opportunities for pupils to apply their skills in meaningful context across the curriculum

Literacy:

2024-25 Literacy Strategy		
Continuous focus:	Accuracy of writing – Vocabulary, spelling, punctuation and grammar.	
Focus 1: Effective writing		Focus 2: Speaking & listening
Term 1		Term 2
Planning and organising for different purposes, audiences and context	Proofreading, editing and improving	Speaking for purpose, Questioning Listening for meaning, understanding and collaborative talk
PURPOSE: To provide pupils with sufficient provision to explore types of writing and feedback to help them to develop their literacy skills.		PURPOSE: To explicitly teach different types of talk to develop pupils’ oracy skills especially extending ideas and being an active listener.

- LA to work alongside literacy coordinator and SLT to review the school’s current provision for literacy, particular focus on oracy and writing.
- Autumn Term 2025 - LA and SLT Link to support the literacy coordinator to strengthen the curriculum for literacy. The school’s new curriculum will include:
  - Clear progression in the development of pupils’ literacy skills
  - A consistent approach to the development of talk to support pupils’ progress in writing skills.
  - Effective opportunities for pupils to write for a purpose, audience and context.
  - Clear progressive development in pupils’ spelling, punctuation and grammar skills
  - Processes to edit and revise pupils’ writing to improve quality.
  - Rich and varied opportunities for pupils to apply their writing skills across the curriculum.

Leaders and teachers make informed decisions and the school’s future policy and practice for developing pupils literacy: oracy, writing and reading.

## **Primary Cluster Literacy Collaboration Project:**

The literacy cluster group meetings between Cefn Saeson and its feeder primary schools have been focused on improving pupils' writing skills. While reading abilities have seen significant progress due to the successful implementation of 'Read Write Inc.' across all primary schools, the accuracy of writing remains a noticeable challenge, both in the primaries and at Cefn Saeson. All schools agreed that providing more opportunities for writing across the curriculum is essential. To address this, the group has developed writing placemats for various text types, which will be used alongside Sue Palmer's 'Writing Skeletons' strategy to help structure and extend written responses. This consistency in approach across all schools aims to enhance extended writing outcomes. Additionally, a uniform Literacy marking code will be introduced to further support accuracy and improvement. The meetings have included lesson observations in the primary and secondary settings to track writing progression from Reception to Year 7. Moving forward, the group will scrutinise books and engage in 'Talks with Learners' to evaluate the impact of these strategies on pupils' writing development.

In addition to this, the cluster group will be working on a transition project that involves reading and analysing poetry related to change and emotions. After learning about poetic devices, the pupils will apply their knowledge and understanding by creating a poetry anthology. This anthology will showcase their writing and poetry skills, and the Teaching and Learning Senedd at Cefn Saeson will award prizes for their efforts.

## **Numeracy & DCF**

The LA will work alongside the school to develop pupils' numeracy and DCF skills as outlined in the PIAP during the Summer term 2026.

## **Professional Learning**

Professional Learning offer and activities identified through Learning Exchange QA Evaluations and are linked to the school improvement priorities and staff Professional Development Review (PDR) objectives.

We have begun a robust process of Professional Learning surrounding each of these six key areas and to date have undertaken training on learning intentions and success criteria and/or are embedding these effectively into lessons. We have been working with Mrs Tracy Hazel from the LA ESO service on developing a Pedagogy Toolkit based on these areas, to support staff with their professional learning and will continue to do this for each of the other focus areas.

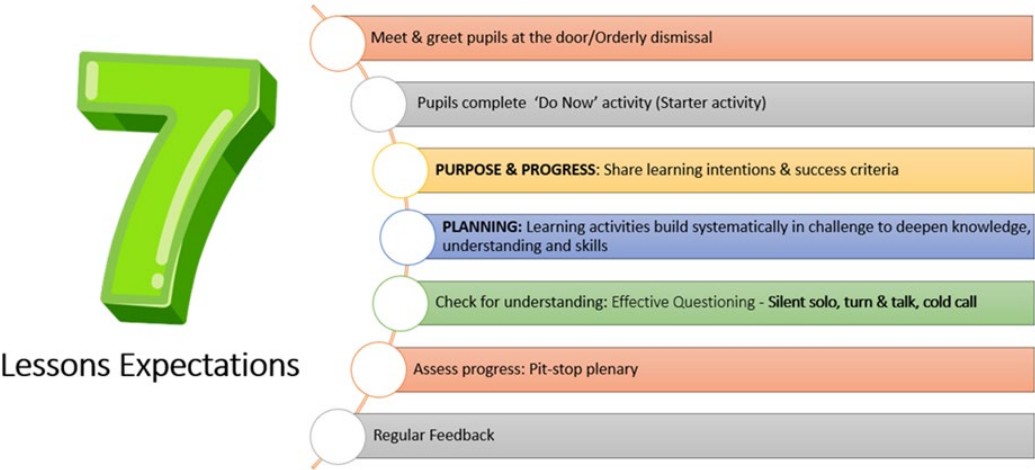
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- Learning Intentions
- Success Criteria
- Planning for Progress
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- Literacy – Writing Placements – Sue Palmer

All training material is available to all staff on the Staff Collaboration Space

BEHAVIOUR

To address the Estyn points on low level disruption the school has developed ‘7 Lesson expectations’ - clear expectations of staff to implement to maintain a consistent, easily understood by all, approach.



SLT and staff are also currently reviewing the school Behaviour code.

**Governor challenge** - *incredible amount of work has gone into this, it is really impressive. However, the concern is have staff got their eye on the data, and whether they understand the data. Is this having an impact on the pupils. The Governor is also Concerned that there is so much pressure on teachers, that there will be a dip in learning for the pupils. Data should feed through, are they looking at the outcomes of the pupils. How do you anticipate this will work to give them a grade to go to college. Are you expecting a drop in this years results?*

Headteacher replied that we need the interim measures, they are not mutually inclusive, until we get their outcomes, we cannot look at the other bit. The school currently target the C/Ds, we have completed training with staff on the data. The school are expecting a drop in results this year, but as yet we are unsure of the figures. We are expecting to drop in 2<sup>nd</sup> quartile.

Mrs Reed gave a presentation on R4 and gave reports to the governors on the following

**R4. Ensure that all pupils have access to the full breadth of provision, particularly the provision for Welsh, English in Year 11 and PSE in Key Stage 4**

The Estyn Monitoring visit report identified the following areas are in need of continued progress:

- The curriculum narrows for pupils in Year 9 when they begin their option choices. This means that they do not have access to the full range of learning experiences across all areas of learning up until the end of Year 9. In addition, the provision sometimes includes aspects that are too advanced for pupils at their stage in life and learning.
- The professional learning opportunities offered to non-specialist teachers of Welsh to support these changes are limited. The development of the Welsh language skills of pupils and staff across the curriculum is too variable.

## **2025-26 Curriculum Plan**

To ensure that all pupils have access to the full range of learning experiences across all areas of learning in September 2025 we will be returning to a 3 year key stage 3 (Year 7-9). GCSE qualification will not commence until Year 10. 2025-26 Curriculum plan is compliant with Curriculum for Wales and 14-16 guidance.

### **Welsh Provision:**

At key stage 3 pupils are allocated 4 hours per fortnight (increase of 1 hour). The rationale behind the increased provision is to build enthusiasm and passion for Wales and the Welsh language through engaging learning activities, building a firm foundation for key stage 4 GCSE assessment requirements

At Key stage 4 pupils are allocated 3 hours per fortnight (increase of 1 hour).

### ***Welsh language across the curriculum (Links to R3):***

As outlined in the PIAP (Recommendation 3) the LA will work alongside HOD Welsh & Bilingualism to review the school's current curriculum and provision for developing pupils' Welsh language skills during the Autumn Term. The review will include a variety of QA activities e.g. learning walks to evaluate how well teachers currently support learners to make effective progress in their Welsh language skills? What professional learning is required to strengthen provision for Welsh?

On completion of the review the PIAP will be updated based on areas identified for improvement.

### **PSE Provision:**

To increase the opportunity to learn about important aspects of health and well-being key stage 4 pupils receive regular timetable sessions of PSE in line with key stage 3 provision. PSE is taught across all year groups by form tutors on Wednesday week 2 Lesson 1. During this allocated session pupils follow the whole school 'Jigsaw' programme of study. Jigsaw connects the pieces of Personal, Social, Health and well-being education prioritising the needs of our young people as identified in our SHRN survey. The programme teaches young people emotional literacy, social and lifelong skills, RSE and resilience in an age-appropriate manner

In addition to the PSE lesson pupils also have a comprehensive programme that is delivered by external providers during 'shut-down' days e.g. Fire Service, Reaching Wider, Police – School beat programme, Youth Service and Healthy Relationships.

During the Spring Term the school has appointed a new PSE and CWRE Coordinator.

## **PROFFESIONAL LEARNING**

As outlined in the PIAP the LA has agreed to support the school in providing professional learning to our non-specialist teachers of Welsh. For example:

For example:

- Swansea University to provide professional learning focused on the development of the teachers' and TA's own Welsh language skills and use of the expected language patterns and everyday Welsh.
- HOD Welsh & Bilingualism to provide whole school professional learning focused on the effective delivery of Drilio.
- LA/Swyddog Datblygu to provide exemplar drilio sessions for teachers in all classes.

- LA/Swyddog Datblygu to work alongside the school's Welsh coordinator to revisit and strengthen the role of Criw Cymraeg

There is no change to the PSE but we do now have a new coordinator and she is continuing to use the JIGSAW programme.

#### **NEXT STEPS**

- ✓ Implement actions of the PIAIP
- ✓ Develop professional learning as outlined in PIAP in liaison with LA
- ✓ Reviewing progress' self-evaluation activities as outlined in PIAP to monitor progress and impact.

#### **Reference to R1,R3**

- Does the provision for Welsh give pupils sufficient opportunity to make progress in their Welsh skills?
- Does the provision for PSE (in ks4 particularly) give pupils sufficient opportunity to learn about important aspects of health and well-being?

Governors thanked Mrs Reed on her presentation and all the work that has gone into this PIAP

Meeting ended 18.40 pm

Chair of PIAP \_\_\_\_\_