



Ysgol Gyfun Bryntirion |   
Bryntirion Comprehensive

SCHOOL
DEVELOPMENT
PLAN
OVERARCHING
AIMS
2024-27

Dysgwn Sut I Fyw - Learning to Live

School Development Plan - Overarching Aims 2024.27 **Dysgwn Sut I Fyw – Learning to Live**

We regard our students at Bryntirion as individuals, with equal rights but differing strengths and interests. The school seeks to play a major part in helping young people to develop into confident, sensitive and reflective adults, with a range of worthwhile interests, ready to play an active part in society. We want our students to be happy, optimistic learners with high levels of self-esteem, enthused with a belief that they can achieve their full potential and equipped with the necessary skills and qualities to be successful.

Bryntirion is a co-educational 11-18 school, located on the western side of Bridgend. The school motto “Dysgwn Sut I Fyw” (We Will Learn How to Live) encompasses many of the traditional values that inspire our pupils - learning together, through mutual respect and positive relationships built on trust and support. High academic standards are evident in abundance and permeate through everyday school life.

This School Development Plan (SDP) is our strategic approach to help continually improve the quality of provision, leading to the highest standards achievable for all our students.

Our Vision – The Bryntirion Way – We Learn How to Live - Dysgwyn Sut I Fyw

To have *high expectations* and *aspirations* for everyone, and in everything we do.

We will do this through:

Theme A: High quality teaching and assessment, and a curriculum that meets the needs of all pupils.

Theme B: A culture of strong and secure wellbeing, and positive attitudes to life and learning.

Theme C: Effective leadership, and compelling and coherent improvement planning.

Our aims are fully aligned with national local priorities.

National Priorities

The Wellbeing of Future Generations (Wales) Act 2015 states that local authorities must work to improve the economic, social, environmental, and cultural well-being of Wales.

‘Our national mission: High standards and aspirations for all’ (Welsh Government, 2023) (‘the national mission’) identifies a range of priorities to ensure the success, high standards and wellbeing of all learners.

[Well-being of Future Generations \(Wales\) Act 2015: the essentials | GOV.WALES](#)
[Our national mission - High standards and aspirations for all \(gov.wales\)](#)

Local Authority Priorities

Bryntirion Comprehensive School has contributed to the preparation of the local authority’s **Education and Family Support Directorate Strategic Plan 2023-2026 and fully supports its aims**. The directorate’s mission statement is: *To inspire and support children, young people, adults, and families to achieve better outcomes; leading to prosperous, healthy, safe, and happy communities.*

[INITIAL DESIGN EN BCBC EFS Strategic Plan 2023-2026 v01.1.pdf](#)

Theme	School Improvement Aims
<p>A</p> <p>High quality teaching and assessment, and a curriculum that meets the needs of all pupils.</p>	<p>A1 Design and deliver an inclusive and progressive curriculum</p> <p>We intend:</p> <ul style="list-style-type: none"> • To provide pupils with a suitable breadth and depth of learning across all AoLEs (SL, SLT) • To ensure all our pupils continue to learn by developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future (SL) • To continue to evaluate and develop our curriculum in Years 7 and 8 to inspire our pupils and encourage high aspirations. (SL, SLT) • To introduce and review new Year 9 carousel programme (SL) • To research, prepare and present new curriculum models for consultation (14-16) (SLT) • To communicate with all stakeholders regarding changes including communication with parents (SLT) • To encourage an understanding of the history, cultural and linguistic heritage, ethnic diversity, identities, experiences and perspectives of Bridgend, Wales, and the wider world (SL) • To ensure our new curriculum is fully costed to allow savings and future proofing in light of budget implications (further 2% cut in academic year 2024-25) (SLT) <p>A2 Make feedback work</p> <p>We intend:</p> <ul style="list-style-type: none"> • To encourage pupils to respond positively and purposefully to feedback (SL, CT) • To introduce a whole school 'Feedback Policy' (SLT) • To make progress even more visible with clear lesson objectives and success criteria in lessons and in programmes over time (SL, CT) • To deploy feedback in lessons (alongside high level questioning, and the effective use of Language for Learning) to challenge any passivity (CT) • To provide ongoing Professional Development including marking vs feedback; learning intentions & success criteria; forms of feedback; pupil action (DIRT) (SLT, SL) • To create 'Pupil Learning Champions' in each year group to identify best practice (SL/PL) • To increase percentage of pupils receiving feedback in their 'Nearly all' and 'Most' lessons to 60%+ (currently 32%) All • To regularly and routinely identify and share best practice (SL, SLT) <p>A3 Develop pupils' skills progressively</p> <p>We intend:</p> <ul style="list-style-type: none"> • To develop pupils' skills progressively during learning activities and over time. (SL, SLT) • To support pupils in acquiring the necessary skills in listening, speaking, reading and writing, numeracy as well as the digital skills to support their work and progress (SL, CT) • To explore 'The Five Proficiencies' in Numeracy rich subjects (Conceptual Understanding; Strategic Competence; Communication with Symbols; Logical Reasoning; Fluency) (SL) • To secure conceptual understanding (e.g. in four rules of number, percentages, measuring, data handling and use of graphs) in numeracy rich subjects (SL) • To explore the development of specific expectations of Listening & Speaking, Reading, and Writing in Year 7 through to Year 9 in literacy rich subjects (SL) • To support pupils to use and apply a range of reading strategies (The 'Bryntirion Reader') so that they can make meaning from words and sentences with increasing confidence. (SL, CT) • To help pupils to write and speak more accurately in a range of contexts and purposes (SL, CT) • To create new opportunities that allow for the development of pupils' digital skills (SL, CT) <p>A4 Develop learner effectiveness</p> <p>We intend:</p> <ul style="list-style-type: none"> • To develop pupils' resilience, confidence, urgency and responsibility in their learning (SL/CT link with A2) • To develop a progressive programme to embed learner effectiveness at Bryntirion (SLT) • To focus professional learning for staff to support learner effectiveness (SLT) • To work collaboratively with a feeder school to develop learner effectiveness through transition (SLT) • To create a framework (including dedicated curriculum time—Dysgu Byw, Skills and H&WB) for developing and embedding learner effectiveness (SLT, SL) • To develop form tutorial sessions, in line with 'Be successful', including the introduction of the 'Llyfr Taith Dysgu' (SLT, PL, FT)

Theme	School Improvement Aims
<p>B</p> <p>A culture of strong and secure well-being, and positive attitudes to life and learning</p>	<p>B1. Develop pupils' values, character and opportunities for leadership</p> <p><i>We intend:</i></p> <ul style="list-style-type: none"> To further develop healthy, confident individuals who make informed and healthy choices about their diet, physical activity and emotional and mental wellbeing. (SLT) To encourage tolerance, respect for self and others through positive values (spiritual, moral, social and cultural), character and leadership (All) To ensure all pupils are consulted regularly on school life (SLT, PL, SL) To listen to pupils' views, and give feedback even when it is difficult to hear (SLT, PL, SL) To widen opportunities for student leadership (PL, SL) To ensure our morning tutorial sessions purposeful and productive in developing pupils' values and in promoting readiness for learning (SLT, PL, FT) <p>B2. Improve attendance (particularly eFSM, girls and pupils in Year 10 and 11)</p> <p><i>We intend:</i></p> <ul style="list-style-type: none"> To make effective use of data to identify trends and in planning long term approaches to improving pupils' attendance (SLT, PL) To work with parents/carers to explain why good attendance is important, and in partnership with educational welfare services, social services, and other agencies (SLT, PL) To seek the views of pupils who do not attend school regularly (SLT, PL) To introduce and embed our new attendance policy. (SLT) To raise the profile of attendance with pupils/staff by using form time boards, assembly time and rewards. (SLT, PL) To Introduce 'Give me 5' attendance/punctuality initiative Christmas, Easter and May. (SLT, PL) To Introduce punctuality focus weeks (SLT, PL) To Introduce 'late gate' - a clear graduated response to be followed in the event learners are late (SLT, PL) <p>B3. To promote and develop positive relationships</p> <p><i>We intend:</i></p> <ul style="list-style-type: none"> To secure an environment where pupils feel safe, respected and treated fairly; are free from bullying and harassment, and any physical, emotional, and verbal abuse. (All) To Introduce a whole school 'Positive Relationship Policy' (SLT) To provide training to staff on dealing with dysregulated behaviour, 'Trauma Informed' approaches and restorative practices. (SLT) To educate pupils on the impact of their behaviours and how to re-regulate themselves. (SLT, SL) To reduce the number of FTE (10-15%). (SLT) To reducing number of warnings and sanction that are issued for 'Be Respectful' by 10-15%) (SLT, PL) To continually review and update RSE and PSE curriculum and programmes to address current matters, and those arising from evaluation (SL) <p>B4. To further improve ALN provision</p> <p><i>We intend:</i></p> <ul style="list-style-type: none"> To ensure our provision for pupils with an additional learning need is successful in supporting them with their personal development and in reaching their full academic potential (All) To reduce the deficiencies in pupils' literacy and numeracy skills. (SLT, ALNCo, SL) To support pupils in development their social and emotional skills (SLT, ALNCo) To change the curriculum model for Year 7 & 8 Flint so that it more effectively meets needs of identified pupils with an ALN. (SLT, ALNCo) To deploy a dedicated ALN teacher to deliver 10 additional literacy and Numeracy intervention sessions a fortnight (10 hours literacy & 10 hours numeracy) for Year 7 & 8. (SLT, ALNCO) To support pupils to engage in learning with clearer and more consistent classroom routine and expectations. (ALNCo, CT) To establish specific entry and exit criteria for Flint classes. (SLT, ALNCo)

Theme	School Improvement Aims
<p style="text-align: center;">C</p> <p>Leading and Improving</p>	<p>C1—Develop our vision for ‘The Bryntirion Leader’</p> <p>We intend</p> <ul style="list-style-type: none"> • To explore and encourage the principles and virtues of ethical leadership at Bryntirion (SLT, All) • To develop leadership skills in personal development, strategic thinking, effective communication, and the ability to inspire and motivate others. (SLT) • To ensure strategic planning helps to improve pupils’ learning and wellbeing. (SLT, SL, PL) • To set and communicate high expectations and aspirations for all staff and pupils (SLT, SL, PL, CT) • To identify strengths and areas that require improvement, and then bring about improvement (SLT, SL, PL) • To establish working group of leaders to explore what leadership means and develop appropriate content for leadership development programmes (SLT, SL, PL) • To review current leadership structures to align with school priorities, curriculum responsibilities and qualification reform. (SLT) <p>C2— Plan and deliver purposeful professional learning for all</p> <p>We intend:</p> <ul style="list-style-type: none"> • To plan and deliver professional learning opportunities for all staff that have a positive impact on pupils’ learning and well-being (SLT, SL, PL) • To establish a menu of leadership opportunities and increase staff participation in leadership training, both internally and externally (SLT) • To develop a new professional learning model for ALL middle leaders (SLT) • To embed professional development review to replace performance management process (SLT) • To manage the performance of staff to improve their practice and address underperformance where necessary (SLT) • To provide support for external leadership courses and develop suitable internal leadership, teaching and learning programmes (see C1) (SLT) <p>C3— Deploy our resources (human, environmental and financial) equitably</p> <p>We intend:</p> <ul style="list-style-type: none"> • To ensure our spending decisions and deployment of the school’s resources prioritise high quality teaching and learning and support for pupils’ well-being (SLT, SL) • To use grant funding to improve outcomes for targeted pupils and especially those at risk of adverse outcomes (SLT) • To aim for the creation of a more comfortable and inspiring learning environment (SLT, SL, PL, CT) • To ensure HR and H&S policies are clearly communicated and fully understood. (SLT) • To plan for the implication of significantly reduced school budgets (SLT) <p>C4— Establish new arrangements for governance, strategic planning and partnerships</p> <p>We intend:</p> <ul style="list-style-type: none"> • To develop more effective governance arrangements to focus more closely on engagement with strategic priorities (A, B and C) (SLT, GB) • To use the evaluation tool effectively (SLT, GB) • To revise focus of committees to focus challenge and support on school priorities (SLT, GB) • To modify our approach to strategic planning so that it is distributed more widely, and clearly identifies actions required by all. (e.g. leaders, teachers, support staff and pupils) (SLT, SL, PL) • To improve communication with parents, (particularly curriculum and qualification reform). (SLT, SL) <p>C5— Promote our Welsh language and culture</p> <p>We intend:</p> <ul style="list-style-type: none"> • To support staff and pupils to enjoy using Welsh, make continuous progress in learning Welsh, and have the confidence and language skills so they can choose to use Welsh in and beyond the classroom (SL, SLT, all) • Implement the short and medium actions identified in the bilingualism action plan. (SLT, all)

