



Brynteg CP School
Post Inspection Action Plan
2026 - 2027

CONTENTS

SECTION 1 - Purpose and Strategic Priorities	3
SECTION 2 – Recommendation 1	6
SECTION 3 – Recommendation 2.....	11
SECTION 4 – Recommendation 3.....	16
SECTION 5 – Recommendation 4.....	21
SECTION 6 – Professional Learning Plan	26
SECTION 7 – Monitoring, Evaluating and Reporting	29
SECTION 8 – Governance and Accountability.....	32





SECTION 1

Purpose and Strategic Priorities

1.1 Purpose of the Plan

The Post-Inspection Action Plan (PIAP) sets out how Brynteg CP School will address Estyn's recommendations from January 2026. Its purpose is to strengthen the quality of education, care and wellbeing, secure sustained improvement in teaching, curriculum and leadership, and ensure that all pupils—particularly older pupils and those eligible for free school meals—make stronger progress.

The plan provides a clear framework for improvement over the next 18 months and will be refined in response to first-hand evidence from monitoring.

1.2 Strategic Intent

The PIAP is structured around the four Estyn recommendations:

- R1 Ensure that leaders use monitoring and self-evaluation effectively to address the most important areas for improvement.
- R2 Improve the quality of teaching to ensure all pupils make consistently strong progress in their learning.
- R3 Develop the curriculum to ensure it enables pupils to develop and apply their numeracy, digital and Welsh skills progressively.
- R4 Address persistent absence and improve the attendance for pupils eligible for free school meals.

Improvements in leadership (R1) will strengthen teaching (R2), which will support curriculum implementation (R3). Improved attendance and engagement (R4) will enable pupils to benefit fully from these improvements.

1.3 Sequencing and Manageability

The plan is deliberately structured over 18 months to ensure improvement is realistic, sustainable and manageable. Actions are sequenced to:

- secure early, high-leverage improvements in Summer 1 and Summer 2
- deepen practice in Autumn through focused professional learning and monitoring
- broaden implementation in Spring as curriculum areas expand
- consolidate and embed improvements in Summer 2027

This sequencing ensures that leadership development (R1), teaching improvement (R2) and curriculum refinement (R3) evolve in unison, with attendance actions (R4) supporting engagement throughout.

1.4 Monitoring the Strategic Priorities

Monitoring will always prioritise impact on pupils, not activity, and will use triangulated evidence to evaluate progress against each recommendation. Monitoring will follow the same sequencing:

- Early monitoring focuses on establishing shared expectations and identifying early, high-leverage improvements.
- Mid-phase monitoring evaluates consistency, depth and impact across teaching, curriculum and leadership.
- Later monitoring evaluates sustainability, readiness for the next improvement cycle and the extent to which improvements are embedded.





SECTION 2

Recommendation 1

Ensure that leaders use monitoring and self-evaluation effectively to address the most important areas for improvement.

2.1 Current Position

When the new headteacher was appointed in September 2023, leaders noted significant behaviour challenges that were directly affecting pupils' wellbeing, their readiness to learn and the overall quality of teaching. Leaders prioritised creating a safe, calm and predictable environment so that pupils could re-engage positively with learning. They introduced clear behaviour systems, consistent expectations and revised policies, supported by professional learning and input from the local authority. Parents and pupils were guided through the new expectations, and improvements were strengthened through enhanced playground systems, low-arousal environments and consistent routines.

This sustained work had a strong impact on pupils. They became calmer, more settled and more able to focus, allowing the school to shift its attention to improving standards in language, literacy and communication. Leaders introduced a whole-school approach to reading and writing, including structured phonics systems, new resources, clear expectations for teaching and genre toolkits. Staff engaged in extensive professional learning, and the school contributed to the local authority literacy steering group. Leaders then began applying this model to mathematics and numeracy and were in the early stages of planning when Estyn visited.

Estyn found that, although leaders had begun to strengthen monitoring and self-evaluation, this work was still at an early stage. Monitoring was not yet sharply focused on the quality of teaching or its impact on pupils' progress, particularly for older pupils. Estyn also reported that leaders did not consistently identify key priorities such as pace, task match, modelling, independence and progression, and that self-evaluation did not yet triangulate evidence reliably. As a result, leaders did not yet have a fully accurate picture of how well pupils were learning or how effectively the curriculum was being implemented.

2.2 18-Month Strategic Aim

Over the next 18 months, leaders will focus on developing their own skills, knowledge and confidence so they can evaluate teaching and learning accurately and make decisions that directly improve pupils' progress. Leaders will learn how to carry out effective learning walks, conduct purposeful book looks, analyse first-hand evidence reliably and identify the most important next steps. They will strengthen their ability to give high-quality feedback to staff and to target professional development where it will have the greatest impact on pupils.

Leaders will establish a monitoring and self-evaluation system that is rigorous, consistent and focused on pupils' learning. They will evaluate the impact of professional learning systematically, ensuring that new approaches are implemented well and benefit pupils in all classes.

As a result:

- leaders will have the skills to identify accurately what is working and what needs to improve for pupils
- monitoring will be evaluative, reliable and rooted in first-hand evidence
- professional learning will be better targeted, leading to improvements that directly strengthen pupils' progress
- pupils — particularly older pupils — will experience more consistent, effective teaching and make stronger progress over time

2.3 What Effective Leadership Practice Will Look Like

When leadership practice is strong, leaders will:

- Hold a shared understanding of effective teaching — developed through professional dialogue and used to support pupils' progress
- Carry out consistent, evaluative monitoring — that accurately identifies what helps pupils learn well
- Triangulate evidence reliably — drawing on pupils' work, pupil voice and observations to understand pupils' learning
- Give focused, high-quality feedback — identifying improvements that will make the biggest difference for pupils
- Follow up systematically — checking whether agreed actions are implemented and whether they improve pupils' learning
- Evaluate professional learning robustly — using evidence to judge whether training is improving teaching for pupils
- Produce accurate, honest self-evaluation — identifying the most important priorities for improving pupils' progress
- Report clearly to governors — ensuring they understand the impact of leadership actions on pupils

As leadership strengthens:

- monitoring will focus on impact — specifically, the difference teaching makes to pupils' learning
- staff will respond effectively to feedback — because feedback will be clear, targeted and supportive
- leaders will evaluate teaching and curriculum implementation — enabling them to make decisions that improve outcomes for pupils

2.4 Focused Improvement Priorities

1. Sharpen monitoring so leaders can evaluate the quality of teaching and learning accurately, focusing on pitch, pace and purpose — all with pupils' progress at the centre.
2. Strengthen self-evaluation so leaders identify the most important areas for improvement using reliable, triangulated evidence.
3. Ensure monitoring leads directly to improvement through focused feedback and follow-up that checks whether actions improve pupils' learning.
4. Evaluate the impact of professional learning using evidence to determine whether training is improving teaching quality and pupils' progress.

2.5 Action Plan (R1)

Action	Operational Responsibility	Evaluation Responsibility	Timescale	Support	Cost	Monitoring	Evidence of Improvement
Develop leaders' expertise in evaluative learning walks — Leaders work with a partner headteacher to learn how to conduct evaluative learning walks focused on pupils' learning and progress.	Partner Headteacher; LA School Improvement Officer	Governors; FSG Panel	Summer 2 2026 – Autumn 2 2026	Partner HT; LA SIO		FSG review; governor link visits; SIO reports; Partner headteacher feedback	Leaders demonstrate clearer, more evaluative notes focused on what pupils are learning and how well.
Strengthen leaders' ability to give high-quality, actionable feedback — Leaders learn to give focused, improvement-driven feedback and hold difficult conversations that support staff effectively through professional learning.	LA SIO; Partner Headteacher	Governors; FSG Panel	Autumn 1 2026 – Spring 1 2027	Partner HT; Steplab coaching PD	800	Review of feedback samples; governor scrutiny	Feedback becomes precise, targeted and linked to improvements in pupils' learning.
Build leaders' understanding of what effective teaching looks like — Leaders visit a range of schools to observe strong teaching and deepen understanding of high-impact practice.	LA SIO; Partner Schools	Governors	Autumn 2 2026	Partner schools; LA networks	1000	Governor reports; visit reflections	Leaders articulate shared criteria for effective teaching and recognise what supports pupil progress.
Develop leaders' skills in book looks and pupil interviews — Leaders learn to conduct evaluative book looks and interview pupils effectively to gather reliable evidence about progress and independence.	LA SIO; Partner Headteacher	Governors; FSG Panel	Spring 1 2027	LA SIO; cluster schools		FSG scrutiny; governor learning walks	Leaders triangulate evidence more reliably; book look notes show focus on pitch, pace and purpose..
Strengthen leaders' ability to target and evaluate professional learning — Leaders learn to analyse evidence, identify staff development needs and use StepLab to track implementation and impact.	LA SIO; External PD Providers	Governors	Spring 2 2027	StepLab support; LA SIO team	1000	Governor reports; FSG review	Leaders identify which PD improves teaching and which requires adaptation, based on pupil impact.
Build leadership capacity across the whole SLT — SLT engage in structured professional learning to develop shared expectations, shared language and shared accuracy in monitoring and evaluation.	LA SIO; Partner Headteacher	Governors	Spring 1 2027 onwards	StepLab support; LA SIO team	1000	Governor link meetings	SLT demonstrate consistent judgements and shared understanding of effective practice.
Strengthen leaders' ability to communicate impact to governors — Leaders learn to report evaluatively so governors can challenge and support leadership effectively.	LA SIO; Clerk to Governors; LA Governor Support	Governing Body	Summer 1–2 2027	LA governance team		Governor minutes; FSG scrutiny	Reports become evaluative, concise and focused on pupils' progress and impact of leadership actions

2.6 Impact Milestones

By 6 months	By 12 months	By 18 months
- The headteacher applies a strengthened understanding of effective teaching during early learning walks and models this for the deputy and FP lead. - Early monitoring becomes more consistent and evaluative, with a clear focus on what pupils are learning and the impact of teaching. - Feedback identifies high-leverage improvements and begins to link more clearly to StepLab coaching modules. - The headteacher evaluates planning with increasing confidence, particularly in Maths & Numeracy, using agreed criteria and modelling this for the deputy. - Pupil progress discussions follow a clearer structure and lead to more purposeful next steps. - Governors receive more evaluative reports that draw on first-hand evidence from learning walks, book looks and pupil voice.	- The headteacher and deputy evaluate teaching and curriculum implementation with greater accuracy, using triangulated evidence from monitoring, books, pupil voice and planning. - Monitoring evidence shows clearer improvements in pitch, purpose and pace. - Feedback from both HT and deputy consistently leads to visible improvements in practice, with StepLab logs showing stronger follow-up and coaching. - The deputy evaluates progression with increasing confidence and consistency, supported by HT modelling. - Pupil progress discussions identify clearer next steps that lead to improved outcomes for targeted pupils. - Governors challenge and support leaders more effectively, based on stronger, more reliable evidence.	- All senior leaders evaluate teaching, curriculum implementation and pupil progress accurately, confidently and reliably, using first-hand evidence. - Monitoring shows sustained improvements in teaching quality, task match, independence and modelling across the school. - Feedback from all leaders is consistently high-quality and leads to embedded, sustained improvements in classroom practice. - Leaders evaluate progression across all Areas of Learning with confidence, using triangulated evidence. - Pupil progress discussions are fully embedded and lead to strong progress for all groups of pupils. - Governors have a secure understanding of the school's strengths and areas for development and use this to hold leaders to account effectively.

2.7 Professional Learning Summary

- Training in evaluative learning walks to identify what pupils are learning, how well they are learning it, and what supports or hinders progress.
- Professional learning on high-leverage feedback, including identifying improvements, holding difficult conversations and effective follow-up.
- School visits to observe strong leadership practice in monitoring, feedback and improvement cycles, deepening understanding of effective teaching and curriculum implementation.
- Training on evaluative book looks and pupil interviews to strengthen leaders' ability to gather reliable evidence about pupils' progress.
- Planning and progression evaluation training, with a focus on Maths & Numeracy.
- Joint monitoring with LA officers and partner headteachers to strengthen accuracy, reliability and consistency across the SLT.
- Training on producing clear, evaluative reports for governors that draw on first-hand evidence and support effective challenge and accountability.



SECTION 3

Recommendation 2

Improve the quality of teaching to ensure all pupils make consistently strong progress in their learning.

3.1 Current Position

At Brynteg CP School, pupils benefit from calm, well-organised classrooms where routines, expectations and relationships are strong. Staff have worked hard to establish consistent systems that help pupils feel safe, regulated and ready to learn. This has been particularly important given the behaviour challenges the school faced previously. Pupils now respond well to structure and many find comfort in predictable routines.

However, this necessary focus on creating order has meant that teaching has been cautious. Staff have prioritised maintaining calm learning environments and have been reluctant to take risks or introduce more ambitious learning approaches. Pupils, in turn, have become reliant on adult direction and often lack confidence in their ability to begin tasks independently or apply skills without close support.

As a result, while classrooms are settled and relationships are positive, the quality of teaching remains variable, particularly for older pupils. In too many lessons:

- pupils spend longer listening passively before beginning independent or collaborative work
- pupils know what task they are doing, but are not always clear about the skills they are developing or why these skills matter for progression
- tasks do not always reflect the expected pitch of learning for the year group, meaning progression between year groups is not always secure
- pupils require significant adult input to get started, and teachers need to strengthen their teaching approaches to meet different needs
- opportunities for pupils to practise, apply and extend skills independently are limited, partly due to the current planning framework (addressed in R3) and partly because pupils lack confidence in applying skills without close adult support

3.2 18-Month Strategic Aim

Over the next 18 months, teaching at Brynteg CP School will be driven by a clear focus on purpose, pace and pitch. Teachers will plan learning with a clear understanding of why pupils are developing specific skills (purpose), ensure lessons balance concise input with active learning (pace), and match tasks to the expectations set out in the What Matters Statements, Progression Steps and Descriptions of Learning, ensuring alignment with the Four Purposes (pitch). As a result, pupils — particularly older pupils — will engage more actively in learning and make stronger, more secure progress over time.

Curriculum refinement through Recommendation 3 will strengthen progression and ensure tasks support appropriate pitch and meaningful application.

3.3 What Effective Teaching Will Look Like

When teaching is strong:

- Purpose is clear: pupils understand the skills they are developing, why they matter and how they build over time.
- Pace is well balanced: teacher input is concise and purposeful, giving pupils sufficient time to practise and develop skills.
- Pitch is appropriate: tasks reflect the expectations of the What Matters Statements, Progression Steps and Descriptions of Learning.
- Teachers use modelling, worked examples and manipulatives to support understanding and reduce cognitive load.
- Teacher explanations are precise and connected to prior learning.
- Assessment information is used to evaluate purpose, pace and pitch, ensuring teaching is adapted to move learning forward.

This will create a consistent, high-quality learning experience for all pupils.

3.4 Focused Improvement Priorities

- Embed a shared understanding of purpose, pace and pitch across the school.
- Strengthen the clarity and precision of explanations and modelling so pupils understand the purpose of each skill.
- Improve lesson pace by reducing passive listening time and increasing opportunities for active learning.
- Ensure tasks are pitched appropriately using What Matters Statements, Progression Steps and Descriptions of Learning.
- Strengthen opportunities for pupils to practise and develop skills across the curriculum.
- Ensure professional learning is sequenced and focused on improving purpose, pace and pitch.

3.5 Action Plan (R2)

Action	Operational Responsibility	Evaluation Responsibility	Timescale	Support	Cost	Monitoring	Evidence of Improvement
Develop a shared understanding of effective pace, purpose and pitch through practical professional learning. Staff will rehearse core teaching behaviours such as quick-start routines, concise explanations, modelling and checking for understanding, supported by StepLab examples and practice.	SLT	SLT; Governors	Summer 1 2026 – Autumn 1 2026	LA SIO; StepLab support	£500	Staff minutes; StepLab reflections; snapshot learning walks	Staff demonstrate clearer, more consistent use of core teaching behaviours linked to pace, purpose and pitch.
Improve lesson pace by embedding consistent routines that maximise active learning. Staff will use mini-whiteboards, manipulatives, interactive lesson starts, short modelling sequences and quick checks for understanding to reduce teacher talk and increase meaningful practice.	SLT	SLT; Governors	Autumn 1 2026 – Spring 1 2027	StepLab support; LA SIO	£500	Learning walks; pupil engagement checks	Lessons start promptly, transitions are smoother, and pupils spend more time practising key skills.
Strengthen the purpose of learning by ensuring teachers identify the skills pupils need first, then design tasks that develop those skills. Staff will keep the purpose clear through modelling, helping pupils recall prior learning, and showing how today's learning connects to what comes next, so pupils can explain the skill they are working on and why it matters.	SLT	SLT; Governors	Autumn 2 2026 – Spring 2 2027	StepLab support; LA SIO	£500	Learning walks; StepLab analytics	Pupils can explain the skill they are developing and how it links to previous and future learning.
Improve pitch by developing staff confidence in responding to what pupils know and can do. Teachers will use live checks for understanding, hinge questions and in-lesson adaptations to adjust explanations and tasks. Planning will be used to anticipate likely misconceptions and prepare key checkpoints without becoming the focus of the action.	SLT	SLT; Governors	Spring 2 2027 – Summer 1 2027	LA SIO; External QA partner		Learning walks; book looks; observation notes	Teaching shows more accurate pitch, with pupils working at an appropriate level for their Progression Step.
Use the 3Ps as the consistent lens for ongoing monitoring. Each phase will focus on the aspect currently being developed, building cumulatively over time. Findings will inform coaching, professional learning and next steps to secure consistent, high-quality teaching across the school.	SLT	Headteacher; Governors	Summer 1 2027 – Summer 2 2027	LA SIO; External QA partner		Monitoring records; staff feedback; StepLab data	Teaching becomes more consistent across the school, with pupils more engaged and making stronger progress.

3.6 Impact Milestones

By 6 months	By 12 months	By 18 months
• Staff use a shared language of effective teaching linked to agreed expectations for pace, purpose and pitch. • Explanations and modelling improve in most classes, with clearer learning aims and more purposeful lesson flow. • More pupils are active in lessons, with shorter introductions and increased opportunities to think, respond and practise skills. • Early improvements in engagement and task focus are visible across classes. • Pupils begin to explain what they are learning and how it links to previous learning.	• Teaching is more consistent across the school, with most staff applying agreed approaches to modelling, checking for understanding and designing tasks from identified skills. • Purpose is clearer in most lessons, with pupils increasingly able to explain the skills they are developing and why they matter. • Staff use responsive teaching more effectively, adjusting explanations and tasks based on what pupils know and can do. • Pupils apply skills more confidently across a wider range of contexts. • Progress strengthens for many pupils, particularly where pace, purpose and pitch are applied consistently.	• Teaching is consistently effective across the school, with nearly all staff applying agreed expectations for pace, purpose and pitch reliably. • Pupils make strong progress across the curriculum, supported by high-quality modelling, connected learning and well-matched tasks. • Pupils show increased independence, confidence and resilience in applying their learning. • Responsive teaching, modelling and purposeful task design are embedded in nearly all classes. • Outcomes improve for nearly all groups of pupils, including older pupils.

3.7 Professional Learning Summary

Professional learning for R2 will focus on:

- StepLab modules linked to core teaching behaviours, including modelling, checking for understanding and responsive teaching.
- Clear explanations and modelling, with a focus on purposeful pace and clarity of learning aims.
- Use of mini-whiteboards, manipulatives and representations to strengthen conceptual understanding and increase active learning.
- Designing tasks from identified skills, ensuring activities give pupils meaningful practice rather than driving the learning.
- Helping pupils recall prior learning and make connections across lessons to strengthen purpose and progression.
- Formative assessment and adapting teaching in the moment, including hinge questions and live checks for understanding.
- LA support focused on expectations, improving outcomes and strengthening teaching in KS2.



SECTION 4

Recommendation 3

Develop the curriculum to ensure it enables pupils to develop and apply their numeracy, digital and Welsh skills progressively.

4.1 Current Position

Before the inspection, staff had started early work on mathematics by engaging in professional learning, reviewing provision and identifying the key skills pupils needed to develop. However, at the time of the inspection, this early work had not yet resulted in a coherent, progressive curriculum or consistent opportunities for pupils to apply numeracy skills across the Areas of Learning and Experience. In too many classes:

- opportunities for pupils to apply numeracy meaningfully across the curriculum were inconsistent
- tasks did not always build securely on prior mathematical learning
- older pupils did not apply skills independently or confidently

As a result, too many pupils — particularly older pupils — did not develop or apply numeracy skills securely over time.

Since the inspection, the school has taken two initial steps to strengthen mathematics and numeracy:

- staff have created a whole-school Maths and Numeracy Curriculum Document, providing clear progression in mathematical skills from Nursery to Year 6
- the school has invested in manipulatives to support the concrete–pictorial–abstract approach and prepare for improvements to teaching identified in R2

These developments provide a foundation for improving pupils' mathematical understanding. Curriculum improvement must now run in parallel with improvements to mathematics teaching (R2) and leadership evaluation (R1), ensuring that pupils experience coherent progression and meaningful opportunities to apply skills across the curriculum.

4.2 18-Month Strategic Aim

Over the next 18 months, Brynteg CP School will develop a curriculum that provides clear progression in mathematical skills and regular, meaningful opportunities for pupils to apply numeracy across the Areas of Learning and Experience.

Our immediate aim is to focus on improving mathematics and numeracy so pupils develop secure understanding of key mathematical skills. Once this foundation is established, we will use the same model of progression, planning and teaching improvement to strengthen DCF and Welsh skills across the curriculum.

As a result, most pupils — particularly in Key Stage 2 — will develop skills securely and apply them independently and confidently across a range of contexts.

4.3 What Effective Curriculum Implementation Will Look Like

When curriculum implementation is strong:

- Planning shows clear progression in mathematical knowledge, skills and concepts, aligned with the whole-school Maths & Numeracy Curriculum Document.
- Teachers understand what pupils have learned previously and plan the next steps so learning builds securely over time.
- Pupils have regular opportunities to apply numeracy in meaningful, authentic contexts across the Areas of Learning and Experience.
- Tasks are designed from identified skills, supporting independence, active learning and appropriate cognitive demand.
- Mathematics and numeracy are embedded across the curriculum, with DCF and Welsh strengthened in the next phase using the same model of progression and planning.
- Curriculum decisions are informed by evidence of pupils' learning, including checks for understanding, work scrutiny and pupil voice.

This will ensure pupils experience a coherent, challenging and engaging curriculum that enables them to develop and apply skills confidently over time.

4.4 Focused Improvement Priorities

- Strengthen leaders' and teachers' understanding of progression, beginning with Maths & Numeracy.
- Improve the clarity and consistency of planning, ensuring tasks build on prior learning and reflect agreed progression.
- Strengthen opportunities for pupils to apply numeracy across the curriculum, beginning with secure mathematical understanding in lessons.
- Improve progression and task design in Maths & Numeracy, supported by the new planning document and manipulatives.
- Ensure AoLE leads evaluate planning and curriculum implementation effectively, using evidence of pupils' learning to inform next steps.

4.5 Action Plan (R3)

Action	Operational Responsibility	Evaluation Responsibility	Timescale	Support	Cost	Monitoring	Evidence of Improvement
Embed the new whole-school Maths & Numeracy Curriculum Document so all staff plan from a shared, coherent progression. Staff will use the document to understand what pupils have learned previously and what they need to learn next, strengthening progression and ensuring mathematical skills are introduced, revisited and built upon in a logical sequence.	SLT; Maths Lead	SLT; Governors	Summer 2026 – Autumn 2026	LA SIO; Cluster Maths Leads	£1000	Planning scrutiny; learning walks; pupil voice	Planning reflects clear progression and consistent use of the whole-school document.
Strengthen mathematics teaching through consistent use of manipulatives and the concrete–pictorial–abstract approach. Staff will use manipulatives confidently to secure conceptual understanding before moving to abstract methods, supported by modelling, coaching and shared practice. This will embed the CPA approach across all classes.	Maths Lead; SLT	SLT; Governors	Autumn 2026 – Spring 2027	LA SIO; External Maths Specialist		Learning walks; book looks; pupil voice	Pupils use manipulatives confidently; teaching shows secure CPA progression.
Improve task design and lesson sequencing in mathematics so tasks build on prior learning, increase cognitive demand appropriately and give pupils meaningful practice. Joint planning, book looks and learning walks will be used to check alignment with progression expectations and strengthen the pitch of learning.	Maths Lead; SLT	SLT; Governors	Autumn 2026 – Spring 2027	LA SIO; Cluster Maths Leads	£1000	Joint planning; book looks; learning walks	Tasks show appropriate pitch and sequencing; pupils practise skills meaningfully.
Embed pace, purpose and pitch within mathematics lessons by aligning R3 with the teaching improvements underway in R2. Teachers will use clear explanations, purposeful lesson flow, modelling and checks for understanding to ensure pupils know what they are learning, why they are learning it and how to be successful.	SLT; Maths Lead	SLT; Governors	Autumn 2026 – Spring 2027	StepLab; LA SIO		Learning walks; StepLab reflections; pupil voice	Lessons show clearer purpose, improved flow and more accurate pitch.
Strengthen opportunities for pupils to apply numeracy across the curriculum once mathematics teaching is secure. Staff will review topic books, identify natural numeracy links and embed specific numeracy tasks that reflect progression and build on mathematical learning, improving numeracy application in meaningful contexts.	Maths Lead; AoLE Leads	SLT; Governors	Spring 2027 – Summer 2027	LA SIO; Cluster AoLE Leads		Book looks; planning scrutiny; pupil voice	Pupils apply numeracy confidently and appropriately across AoLEs.
Strengthen curriculum evaluation and monitoring so leaders use evidence of pupils' learning to refine planning and identify next steps. AoLE leads will evaluate planning, teaching and pupil work continuously, ensuring improvements in mathematics and numeracy are consistent and sustained. This monitoring will run alongside all actions	SLT; AoLE Leads	Headteacher; Governors	Summer 2026 – Summer 2027	LA SIO		Triangulated evidence: planning, books, learning walks, pupil voice	Curriculum implementation becomes more consistent; leaders identify and act on next steps effectively.

4.6 Impact Milestones

By 6 months	By 12 months	By 18 months
• Planning is clearer and more consistent across classes, reflecting the whole-school Maths & Numeracy Curriculum Document and improved progression. • Teachers use manipulatives more confidently, with early improvements in the use of the CPA approach evident in lessons and books. • Early improvements in lesson flow, clarity of purpose and pitch are visible in mathematics lessons. • Pupils experience better-sequenced tasks that build more securely on prior learning.	• Progression in Maths & Numeracy is clearer and more coherent across the school, supported by improved planning and shared expectations. • Most teachers use CPA, modelling and checks for understanding consistently to secure accurate pace, purpose and pitch. Many pupils apply mathematical skills more confidently within mathematics lessons and early numeracy opportunities across the curriculum. • The Maths & Numeracy AoLE Lead evaluates planning and teaching more accurately and identifies precise next steps for improvement.	• Curriculum implementation in Maths & Numeracy is consistent and effective in nearly all classes, supported by well-sequenced planning and high-quality teaching. • Most pupils make strong progress in mathematics, showing secure conceptual understanding and confidence in applying skills. • Progression in Maths & Numeracy is embedded in nearly all planning and classroom practice, with teachers using CPA and responsive teaching reliably. • The Maths & Numeracy AoLE Lead confidently evaluates and refines curriculum implementation using triangulated evidence to inform next steps.

4.7 Professional Learning Summary

Professional learning for R3 will focus on:

- Understanding and applying the whole-school Maths & Numeracy progression model, ensuring staff plan from shared expectations.
- Strengthening the use of manipulatives and the concrete–pictorial–abstract approach, supporting secure conceptual understanding.
- Improving task design and sequencing in mathematics, including cognitive demand, fluency, reasoning and problem-solving.
- Embedding pace, purpose and pitch within mathematics lessons, aligned with R2 teaching improvements.
- Strengthening numeracy application across the curriculum, ensuring tasks build on mathematical learning and reflect progression.
- AoLE leadership and curriculum evaluation, including triangulation of planning, books, learning walks and pupil voice.
- Collaboration with partner and cluster schools, including observation of effective mathematics practice.



SECTION 5

Recommendation 4

Address persistent absence and improve the attendance for pupils eligible for free school meals.

5.1 Current Position

Brynteg CP School has strong attendance systems in place. Staff monitor attendance daily, follow the Wrexham attendance policy consistently, contact families promptly when pupils are absent and work closely with the Education Social Work Service (ESWS). Incentives and rewards are used, and attendance is discussed regularly with pupils. These processes are well-established and implemented reliably. However, persistent absence remains too high, particularly for pupils eligible for free school meals (FSM).

For many families, the barriers to attendance are complex and cannot be addressed through systems and incentives alone. Current approaches focus too heavily on information and rewards, rather than on:

- strengthening pupils' sense of belonging
- building positive, trusting relationships with families
- understanding the root causes of absence
- tailoring support to individual needs

To improve attendance sustainably, the school needs to strengthen both outward-facing work with parents (communication, expectations, early help, flexible support) and inward-facing work on pupil experience (belonging, engagement, participation). Pupils need to feel valued, safe and motivated to attend, and parents need clear expectations, early support and consistent follow-up.

This work links directly to R1 monitoring, R2 teaching quality and R3 curriculum, ensuring that pupils experience a school environment where relationships are strong, learning is engaging and attendance is prioritised.

5.2 18-Month Strategic Aim

Over the next 18 months, Brynteg CP School will reduce persistent absence — particularly for FSM pupils — by strengthening relationships with families, improving pupils' sense of belonging and engagement, and tailoring support to the needs of individual pupils and households.

The school will move away from relying on whole-school incentives and overall attendance percentages, and instead focus on:

- understanding the root causes of persistent absence for each family
- providing individualised support (wellbeing, ESW involvement, family groups, flexible routines, wraparound, pastoral support)
- building trusting relationships with families
- ensuring parents understand the importance of regular attendance for learning and wellbeing

As a result, more pupils — particularly those eligible for FSM — will attend more regularly, families will feel better supported, and pupils will report a stronger sense of belonging and engagement in school.

5.4 Focused Improvement Priorities

- Strengthen relationships with families by developing supportive, open communication and ensuring parents feel listened to, respected and able to discuss barriers without judgement. Provide clear expectations while maintaining an open-door approach so attendance does not become a point of conflict.
- Identify and address the root causes of absence for each pupil through individual conversations, casework, wellbeing checks and multi-agency involvement where needed. Tailor support to each family, including wellbeing input, flexible routines, wraparound, ESW involvement, family groups or other personalised strategies.
- Improve pupils' sense of belonging and engagement by strengthening relationships, participation and connection to school life, particularly for pupils at risk of persistent absence. Use pupil voice to shape actions and ensure pupils feel valued, safe and motivated to attend.
- Use statutory processes consistently and appropriately, ensuring parents understand expectations and legal responsibilities while maintaining a supportive, early-help approach. Escalate when necessary, but always alongside relational support.
- Reward improvement as well as high attendance so pupils and families see that small steps forward are recognised. Move away from whole-school competitions that only benefit pupils who already attend well.
- Evaluate the impact of attendance actions through case studies, focusing on individual pupils, families and cohorts. Use triangulated evidence — attendance patterns, wellbeing indicators, family engagement and pupil voice — to refine strategies.
- Acknowledge and maintain strong attendance systems, ensuring daily monitoring, first-day response, ESW partnership and policy compliance continue to operate reliably while relational work develops alongside them.

5.5 Action Plan

Action	Operational Responsibility	Evaluation Responsibility	Timescale	Support	Cost	Monitoring	Evidence of Improvement
Develop simple, supportive communication routines so families feel listened to and understood. This includes positive check-ins, quick phone calls and an open-door approach so attendance conversations are collaborative rather than confrontational. Prioritise early contact with families of pupils with emerging or persistent absence.	Headteacher; Wellbeing Lead	SLT; Governors	Summer 2026 – Summer 2027	ESW; LA Inclusion Team		Parent feedback; case studies; communication logs	Families report feeling supported; improved engagement from targeted families.
Hold short, informal meetings with families to understand the reasons behind absence. Use a simple template to capture barriers such as wellbeing, routines, anxiety, transport or childcare. Agree one or two small, manageable actions per family.	Wellbeing Lead; Class Teachers	SLT	Summer 2026 – Summer 2027	ESW; Family Support Workers		Case studies; meeting records	Clearer understanding of barriers; tailored actions in place for targeted pupils.
Offer flexible, personalised support such as wellbeing check-ins, mentoring, flexible start times, wraparound support, ESW involvement, family groups or links to external agencies. Focus on “what will help this family right now?” rather than generic strategies.	Wellbeing Lead; SLT	SLT; Governors	Summer 2026 – Summer 2027	ESW; Wellbeing Services; External Agencies		Case studies; attendance patterns for targeted pupils	Pupils supported through tailored interventions; small but sustained improvements in individual attendance.
Use pupil voice, mentoring and small-group activities to help pupils feel valued and connected to school. The School Council will act as Attendance Ambassadors, welcoming late pupils, checking in with peers who have been absent and identifying ways to make school feel more inclusive.	Wellbeing Lead; School Council Link Teacher	SLT	Autumn 2026 – Summer 2027	ESW; LA Wellbeing Team		Pupil voice; case studies	Pupils report stronger belonging; improved engagement from targeted pupils.
Work with the School Council to design attendance incentives that reward improvement rather than high attendance alone. This includes “turnaround weeks”, “most improved” and small, meaningful rewards chosen by pupils.	School Council Link Teacher; Wellbeing Lead	SLT	Autumn 2026 – Summer 2027	ESW; Cluster Pupil Voice Leads	£500	Pupil voice; reward logs; case studies	Increased motivation among targeted pupils; more pupils recognised for positive change.
Continue following the Wrexham attendance policy reliably, ensuring escalation is timely and expectations are clear. Combine statutory steps with relational support so families experience both accountability and help. Maintain regular meetings with the ESW to review cases.	Headteacher; Attendance Officer	SLT; Governors	Ongoing	ESW		ESW meeting notes; escalation records	Statutory processes used appropriately; improved engagement from families at risk of legal intervention.
Create simple case studies for key pupils and families, documenting barriers, actions taken and small improvements. Use these to evaluate impact, refine support and report progress to SLT and governors.	Wellbeing Lead; Attendance Officer	SLT; Governors	Termly	ESW; LA Inclusion Team		Case study reviews; SLT reports	Clear evidence of individual progress; improved attendance for targeted pupils and cohorts.

5.6 Impact Milestones

By 6 months	By 12 months	By 18 months
• Early improvements are visible in individual case studies, with several targeted pupils showing better attendance following supportive conversations and tailored actions. • Families report feeling more listened to and supported through clearer, more relational communication. • Pupils involved in School Council Attendance Ambassador work report feeling more connected and confident in their role. • Staff have a clearer understanding of the root causes of absence for targeted pupils, and small, manageable actions are in place for each family. • Early signs of improved belonging are evident through mentoring, check-ins and pupil voice activities.	• A growing number of targeted pupils — particularly those eligible for FSM — show sustained improvements in attendance, reflected in case studies rather than whole-school percentages. • Families engage more readily with school, supported by relational communication and flexible, tailored support. • Pupils report stronger belonging and engagement, supported by School Council initiatives and pupil-led attendance incentives. • Staff use statutory processes confidently and supportively, following the Wrexham model with timely escalation. • Case studies show clearer evidence of progress for individuals and cohorts, including reduced barriers and improved engagement.	• Many targeted pupils — including FSM pupils — show sustained improvements in attendance and engagement, supported by consistent relational work and tailored interventions. • Families demonstrate increased trust and partnership with the school, with attendance conversations becoming more collaborative and solution-focused. • Pupils report a strong sense of belonging, supported by ongoing pupil voice, mentoring and School Council involvement. • Attendance systems are consistent, sustainable and well understood by families, with early intervention and clear communication embedded. • Case studies show meaningful, long-term improvements for individuals and families, demonstrating the impact of the school's relational approach.

5.7 Professional Learning Summary

Professional learning for R4 will focus on:

- Understanding the Belonging–Engaging–Participating model, ensuring staff use relational approaches to support attendance.
- Strengthening early intervention, including supportive conversations, identifying barriers and using simple templates to guide root-cause discussions.
- Developing effective communication with families, focusing on clarity, empathy and open-door approaches that build trust.
- Working with external agencies, including ESWS, wellbeing services and LA family support, to coordinate tailored interventions.
- Using statutory processes confidently and supportively, ensuring staff understand escalation routes and legal expectations.
- Promoting positive attendance through pupil voice, including School Council involvement, Attendance Ambassadors and pupil-led incentives.
- Using case studies to evaluate impact, helping staff track individual progress and refine support for pupils and families.



SECTION 6

Professional Learning Plan

6.1 Professional Learning Principles

Professional learning at Brynteg C.P. School will be:

- Purposeful — directly linked to PIAP priorities and focused on improving pupils' progress, engagement and wellbeing.
- Practical — centred on classroom practice, leadership behaviours and relational approaches that make the greatest difference.
- Progressive — building knowledge and skills over time through sequenced learning and coaching.
- Collaborative — involving modelling, shared practice, coaching cycles, professional dialogue and pupil voice.
- Evidence-informed — drawing on research, external expertise, the WG Belonging–Engaging–Participating guidance and strong practice from other schools.
- Evaluated — with leaders checking the impact on teaching, curriculum implementation, attendance and pupils' learning.

6.2 Professional Learning Overview

R1: Leadership, Monitoring & Self-Evaluation	R2: Teaching & Learning	R3: Curriculum	R4: Attendance
• StepLab leadership modules • High-quality feedback and coaching • Monitoring and evaluation training • Curriculum evaluation with AoLE leads • Development of pupil progress meetings • Use of case studies to evaluate impact • External validation through LA SIO and partner school visits	• Clear explanations, modelling and questioning • Use of manipulatives and representations • Active learning and independence • Effective feedback • Formative assessment and adapting teaching • Strengthening pace, purpose and pitch • StepLab teaching modules	• Progression in Maths & Numeracy • Concrete–pictorial–abstract approaches • Task design and sequencing • Planning clarity, challenge and independence • AoLE leadership and curriculum evaluation	• Relational approaches from the Belonging–Engaging–Participating guidance • Early intervention and root-cause conversations • Supportive communication with families • Multi-agency working (ESWS, wellbeing services, LA family support) • Case-study evaluation • Governors' understanding of attendance and statutory responsibilities • Pupil-led attendance initiatives (School Council)

This overview ensures that professional learning supports all four recommendations in a coherent, interconnected way.

6.3 18-Month Professional Learning Sequence

Summer Term 2026	Autumn Term 2026	Spring Term 2027	Summer Term 2027
• StepLab introduction (leadership and teaching modules) • Progression in Maths & Numeracy • Monitoring and evaluation training • Attendance systems, thresholds and relational approaches • Planning clarity and expectations • Introduction to root-cause conversations with families	• Modelling, explanations and questioning • Feedback training (StepLab coaching cycles) • Numeracy expectations across the curriculum • Early intervention for attendance and case-study development • AoLE leadership development • Pupil voice training for School Council Attendance Ambassadors	• Independence and active learning • Curriculum evaluation and review • Multi-agency attendance work (ESWS, wellbeing services) • Strengthening pace, purpose and pitch in lessons	• Application of numeracy skills across the curriculum • Formative assessment and adapting teaching • Consolidation of monitoring and evaluation • Governors' training on attendance and curriculum • Review of professional learning impact • Sharing case studies and celebrating improvements

6.4 Monitoring the Impact of Professional Learning

Leaders will evaluate the impact of professional learning through:

lesson visits and learning walks

- StepLab coaching data
- book looks and planning scrutiny
- pupil progress meetings
- pupil voice
- attendance case studies
- AoLE reviews
- staff feedback
- governor challenge and support

Impact will be judged on:

- improvements in teaching quality
- clearer curriculum progression
- stronger leadership evaluation
- improved attendance for targeted pupils and families
- improved pupil engagement, belonging and progress

Professional learning will be refined termly based on evidence of what is having the greatest impact.



SECTION 7

Monitoring, Evaluation & Reporting

7.1 Monitoring Schedule

Monitoring will be sequenced, manageable and sharply focused on impact. Evidence will be triangulated across lesson visits, pupils' work, pupil voice, planning and data, ensuring leaders evaluate the difference practice makes to pupils' learning, progress and engagement.

Termly Monitoring Cycle	Half-Termly	Monthly	Ongoing
• Lesson visits focused on PIAP priorities • Planning scrutiny • StepLab coaching reviews • Attendance analysis and case-study reviews • AoLE monitoring • Pupil progress meetings • Governor monitoring • External validation where appropriate	• Attendance data analysis • Follow-up on persistent absence cases • Review of teaching and learning priorities • Book looks	• SLT review of PIAP progress • StepLab coaching data review	• Pupil voice • Professional learning evaluation • Learning walks

This schedule ensures leaders gather regular, reliable evidence to evaluate progress across leadership, teaching, curriculum and attendance.

7.2 Evaluating Impact

Impact will be evaluated using triangulated evidence from monitoring, pupils' work, pupil voice, attendance case studies and professional dialogue. Leaders will judge impact against the following indicators:

- improvements in teaching quality, with lessons increasingly reflecting agreed expectations for pace, purpose and pitch
- clearer curriculum progression, evident in planning, books and pupil discussions
- stronger leadership evaluation, with monitoring becoming more evaluative, reliable and focused on pupils' learning
- improved attendance and reduced persistent absence for targeted pupils, particularly those eligible for FSM
- improved pupil progress over time, especially in KS2
- greater consistency across classes and AoLEs
- increased staff confidence and competence in applying agreed approaches
- sustainability of improvements, demonstrated through embedded practice and reduced variation

7.3 Reporting Progress

Progress will be reported:

- monthly to SLT
- termly to governors
- termly to the LA SIA
- at key milestones to staff
- annually in the school's self-evaluation report

Reports will be evaluative, not descriptive, and will identify:

- what is working well
- what needs to improve
- what actions will be taken next
- how impact is evidenced
- how progress aligns with the 18-month improvement sequence

This ensures leaders, governors and the LA have a clear, accurate understanding of progress across leadership, teaching, curriculum and attendance.





SECTION 8

Governance & Accountability

8.1 Current Position

Governors at Brynteg C.P. School are committed and highly supportive. They played a key role in understanding and overseeing the significant behaviour improvements made since 2023, and they have been fully engaged in the school's work to strengthen language, literacy and communication. Governors have an understanding of the school's journey so far and have supported leaders through each phase of improvement.

As the school now moves into the next stage — improving teaching, curriculum implementation and evaluative leadership — governors require more sharply focused, impact-driven information. Current reports provide a clear narrative of actions taken, but they do not always give governors the evaluative detail they need to understand the difference these actions are making for pupils.

Strengthening the quality of reporting, alongside clearer structures for gathering first-hand evidence, will help governors support and challenge leaders effectively as the school moves into this next phase of improvement.

8.2 Governance Responsibilities

Governors will:

- monitor progress against each PIAP recommendation
- receive termly evaluative reports from the headteacher
- ask focused questions about impact, pace and consistency
- monitor leadership, teaching, curriculum and attendance through linked governors
- meet with leaders, staff and pupils to gather first-hand evidence
- ensure statutory responsibilities are met
- work with the LA SIO to validate progress
- report progress to the full governing body each term

Governors will use evidence from visits, reports and discussions to evaluate whether improvements are becoming embedded, consistent and sustainable.

8.3 Link Governor

PIAP Recommendation	Link Governor Role	Responsibilities
R1: Leadership & Monitoring	Chair / Vice Chair	Meet with SLT; review monitoring outcomes; evaluate leadership impact; validate evidence.
R2: Teaching & Learning	Teaching & Learning Governor	Review lesson visit summaries; discuss teaching priorities; evaluate consistency and impact on pupils.
R3: Curriculum	Curriculum Governor	Meet AoLE lead; review planning and progression; evaluate curriculum implementation and coherence.
R4: Attendance	Safeguarding / Wellbeing Governor	Review attendance data and case studies; evaluate actions for persistent absence; meet Attendance Lead; check statutory processes and relational approaches are followed.