



West Monmouth School
'Believe, Achieve, Succeed'

School Improvement Plan

2025-28



West Monmouth School Improvement Plan 2025-28

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| Headteacher: Miss E. Jordan | | Estyn Category: None |
| Date of last inspection: March 2024 | School Improvement Partner: ????? | Date created / revised: June 25 |
| <p>2024 Estyn recommendations:</p> <p>R1: Ensure that all teaching consistently challenges pupils of all abilities to make progress and develop their independence in learning.</p> <p>R2: Strengthen provision for the progressive development of pupils' skills across the curriculum.</p> <p>R3: Ensure that self-evaluation processes are consistently robust and accurate, and that leaders plan for improvement precisely.</p> | | |
| <p>LA Improvement Plan Objectives:</p> <p>Objective 1 – Improve learner outcomes, particularly in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners</p> <p>Objective 2 – Ensure effective targeted and specialist provision for learners with Additional Learning Needs</p> <p>Objective 3 – Promote learner wellbeing and facilitate community engagement</p> <p>Objective 4 – Develop learner progression pathways to encourage lifelong learning</p> <p>Objective 5 – Promote staff wellbeing</p> <p>Objective 6 – Develop the physical and digital environment for learning</p> | | |
| <p>The National Mission:</p> <p>Objective 1 – Learning for life</p> <p>Objective 2 – Breaking down barriers (cross curric skills, tackling disadvantage & vulnerable learners)</p> <p>Objective 3 – A positive education experience for everyone (staff & pupil wellbeing)</p> <p>Objective 4 – High quality teaching & leadership</p> <p>Objective 5 – Community-based learning</p> <p>Objective 6 – Cymraeg belongs to us all</p> | | |



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Progress against 2022-2025 strategic priorities:

Progress:

Between 2024 and 2025, the average capped point score increased from 356 to 380 and the average point score in all core subject indicators also rose overall despite the gradual return to pre-pandemic grade boundaries. Due to strong provision for vulnerable learners, the percentage of pupils attaining the level 1 threshold has risen steadily and, in 2025, all pupils in the cohort attending school-based provision achieved it. Attainment at the 5A*-A threshold dipped significantly in 2023 and 2024 but, following significant PL and focus in 24/25 rose to just over 17% in 2025 – 3percentage points higher than the 2019 figure. COVID 19 disruption impacted disproportionately on the attainment of disadvantaged learners and this was a key focus for the school between 2022 and 2025. However, whilst significant progress in closing attainment gaps was made in 2022 and 2023, these gaps grew again in 2024 and 2025 – work to ensure equity for all pupils therefore remains a priority. In lessons and pupil books, there is evidence that many pupils make appropriate progress. However, appropriate adjustments to support ALN pupils are not always in place which can hinder their progress. In addition, more able pupils are sometimes insufficiently challenged by tasks which are too easy or are overly scaffolded. Effective and coherent systems for the tracking of pupil progress and analysis of data in years 10 & 11 are now in place across the school allowing for more timely identification of and intervention to address under-achievement. However, systems developed to replace 'levels' in years 9-11 do not provide middle and senior leaders with sufficiently detailed data to effectively evaluate the quality of provision and to plan for improvement – these systems therefore require review.

Core Skills:

Interventions to develop the literacy and numeracy skills of weaker pupils have had positive impact as evidenced by National Test data. In addition, Skills Leads have had some impact in improving the effectiveness of the cross-curricular delivery of literacy, numeracy and digital competency. However, the impact of whole-school training undertaken has been variable and many examples of tasks which are inappropriate to age and stage remained. More recent work undertaken with individual subject areas, such as Food, has been more beneficial in improving provision in this area. There have been many valuable opportunities for staff at all levels to improve their Welsh language skills. However, opportunities for pupils to use and develop their language skills outside of Welsh lessons remain inconsistent and an area for development.

Ethos & Wellbeing:

There has been significant progress in the development of structures and provision to support pupil wellbeing. Staffing in this area has been increased, job descriptions clarified and a new wellbeing resource base called Hafan set-up. Hafan staff have undertaken training such as the Trauma Informed Schools course and are able to offer pupils a wide range of targeted and beneficial interventions. However, the impact-tracking of these interventions lacks rigour and there is a danger that a few pupils become overly dependent on the provision. The 'Ready to Learn' behaviour policy supports positive classroom climate around the school and supports a rate of exclusion which compares very favourably with that of comparable local schools. However, vulnerable and disadvantaged pupils remain over-represented in exclusion data. The development of a rigorous new bullying policy has led to significant reductions in unkind behaviour between pupils also. Significant progress has been made in improving attendance, including



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for fsm learners. However, levels of attendance remain below those pre-pandemic and there has been a very significant increase in families choosing to electively home educate. Much progress has been made in improving the learning environment for pupils. Significant remedial works were undertaken such as the repair of roofs and several classrooms and corridor areas have undergone refurbishment. However, a few areas of our older buildings remain in a very poor state of repair due to funding constraints.

Community:

Progress has been made in re-building community engagement following COVID-19 disruption. Electronic methods and use of social media have continued to improve home-school communications and the new website is becoming a useful source of information and support for parents. Parents are also offered support via various toolkits, information evenings and workshops provided. For much of the pandemic, school-to-school working was impossible. However, the observing of good practice in other school has supported developments such as the new behaviour policy and also curriculum for Wales. Work with cluster primary schools has resulted in improvements in transition provision: pupils have many opportunities to become familiar with WMS and a wide range of academic and pastoral data is shared to support planning. However, collaborative planning to secure 3-16 continuity in learning across the cluster remains at an early stage of development. The school is proactive in seeking out opportunities for school -to-school working and many developments such as the R2L system have been informed by visits to other schools. A few SoLs across the curriculum address local issues or involve pupils with community groups but this remains inconsistent and underdeveloped. In addition, SoLs do not always sufficiently represent the experience and viewpoints of all groups within our community.

Teaching & Learning:

Teaching and learning is effective in many areas across the school and supports many pupils to make appropriate progress. Professional learning and the routine sharing of good practice have supported improvements in several key areas such as assessment for learning, differentiation, provision for the development of core skills and the quality of written feedback. In addition, focused support has allowed a few individual teachers to significantly improve their practice. However, in a few instances, teachers' planning focuses too much on activities rather than learning objectives and most able pupils are not always sufficiently challenged due to over-scaffolding and expectations which are too low. Curriculum for Wales has been successfully rolled out at Key Stage 3. Subject specialisms have been maintained and, in many curriculum areas, carefully planned and engaging schemes of learning are in place. However, in a few instances, SoLs are disjointed and do not give sufficient consideration to pupils' progression in key concepts across the key stage. A clear framework for assessment has been put in place which allows for the effective tracking of individual pupils' progress against set targets and for them to receive guidance on required next steps. However, it does not lend itself well to evaluating the progress of cohorts or to informing curriculum planning – there is therefore a need for review.

Leadership:

There is clear distribution of responsibilities within the senior leadership team but these now require review due to a new DHT and AHT being in post for September '25. In addition, as the school grows, there is a need to review the capacity within this team. Levels of accountability across the team have been sharpened via more rigorous line-management processes with improved follow-up of actions and impact. In-house training has developed middle leaders' understanding of their roles and of how to secure



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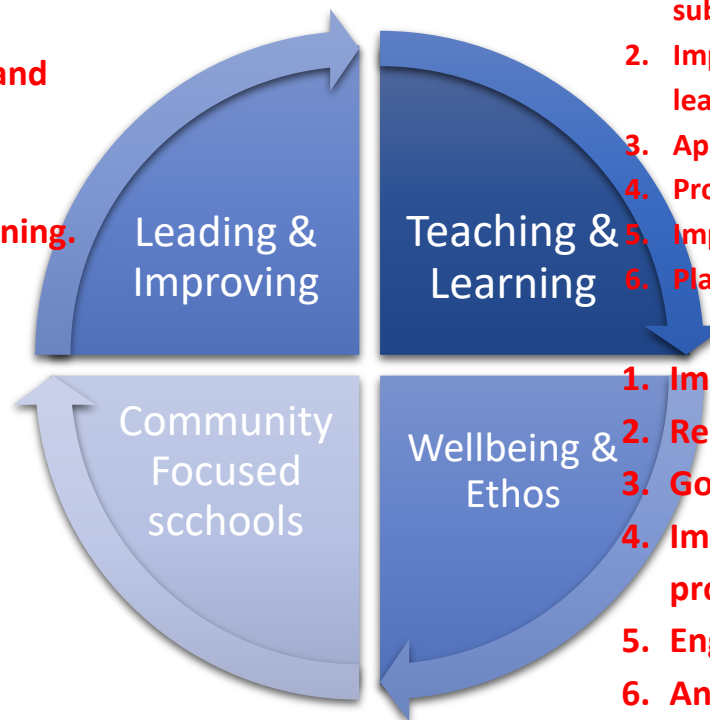
accountability in their teams. Many now do this effectively but a few require further support and challenge. There is inconsistency in the understanding of the Lead Practitioner role across faculties and its effectiveness is variable. There is an established calendar of self-evaluation activities in place which provide leaders with a wide range of first-hand evidence and data as to the quality of teaching and learning. Training has ensured that most middle leaders are now confident in carrying out these activities independently although a few do so with insufficient rigour. Improvement planning is clearly informed by SE findings but the annual cycle creates a 'lag' which sometimes limits the pace of improvement. Planning for Professional Learning is informed by self-evaluation findings and closely linked to improvement planning and a move away from whole-school to more bespoke activity is beginning to have impact in areas such as the delivery of core skills across the curriculum. However, this impact is not always consistent or sustained. In addition, many staff do not yet take ownership of their own professional learning and fully embedding a professional learning culture remains a priority.



2025-2028 Strategic Improvement Priorities

1. Effective & sustainable senior leadership.
2. Clear accountability at all levels.
3. Robust and impactful self-evaluation and improvement planning.
4. Focused professional learning for all.
5. Effective leadership of teaching & learning.

1. Impactful cluster collaboration.
2. Positive parental engagement in learning.
3. Positive engagement with our community.



1. Improving performance against KPIs esp. Core subjects
2. Improving outcomes for vulnerable & disadvantaged learners.
3. Appropriate support & challenge for all learners.
4. Progressive development of core skills inc. Cymraeg
5. Implementation of 14-16 curriculum guidance.
6. Planning for effective learning & assessment.

1. Improved attendance esp. vulnerable groups.
2. Reduced exclusions esp. vulnerable groups.
3. Good staff wellbeing & resilience.
4. Impactful pupil wellbeing & safeguarding provision.
5. Engaged, resilient, independent learners.
6. An inspirational learning environment.



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| Priority one: Teaching & Learning | | SLT Lead(s): LM & SB |
| Links: | | |
| National Mission: | <p>Objective 1 – Learning for life</p> <p>Objective 2 – Breaking down barriers (cross curric skills, tackling disadvantage & vulnerable learners)</p> | |
| Torfaen Priorities: | <p>Objective 1 – Improve learner outcomes, particularly in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners</p> <p>Objective 2 – Ensure effective targeted and specialist provision for learners with Additional Learning Needs</p> <p>Objective 4 – Develop learner progression pathways to encourage lifelong learning</p> | |
| Estyn Recommendations: | <p>R1: Ensure that all teaching consistently challenges pupils of all abilities to make progress and develop their independence in learning.</p> <p>R2: Strengthen provision for the progressive development of pupils' skills across the curriculum.</p> | |

| What – <i>focus for improvement</i> | Actions – What you will do | Resources - Costs | | | | When/ Who? | Success criteria - <i>What will you see?(pupils)</i> | Monitoring - <i>What? Who? When?</i> |
|---|--|-----------------------------|-----|-----|-------|---|--|--|
| | | ISB | EIG | PDG | Other | | | |
| T&L 1: Improving performance against KPIs esp. core subjects | Establish school-to-school link with Afon Taf to support delivery of new GCSE. | Release costs | | | | LC From ' Summer '25 | Pupil attainment in new GCSE course is in line with set targets. | LM ½ termly data capture Line management |
| | EAS support for English to support improved 'top-end' attainment. | Release costs | | | | LC brokered by SB. Autumn '25 | A*/A attainment in English is in line with set target of 17% | As above |
| | Additional English teacher allocation to Woodlands for delivery of new GCSE | 10% MC salary cost £4886 | | | | LM From Sept. '25 | All Woodlands pupils attain English GCSE. | As above |



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| Review setting policies within maths to maximise attainment of middle ability pupils. | | | | | LD & SB Autumn '25 | Middle ability pupils attain in line with set targets '26 cohort – 60% A*-C | LD & SB ½ termly data capture Line management |
| Review of Maths SoLs and resources for lowest ability pupils. | | | | | LD & SB Spring '26 | Lower ability pupils attain in line with set targets '26 cohort – 100% A*-G (excluding PRU pupils) | As above |
| Engagement with EAS PL to support delivery of new GCSE. | Release costs | | | | LD Ongoing | Pupil attainment in new GCSE course is in line with set targets. | As above |
| Establish school-to-school link with Cwmbran to support delivery of new Science GCSE. | Release costs | | | | TJ & SB Autumn '25 | Pupil attainment in new GCSE course is in line with set targets. | TJ & SB ½ termly data capture Line management |
| Review course choices for current KS4 cohorts, middle ability pupils. | | | | | TJ & SB Sept. '25 | Middle ability pupils attain in line with set targets '26 cohort – 65% A*-C | As above |
| Review KS3 SoLs to ensure appropriate progression across key stages | | | | | TJ & SB Summer '26 | Pupils make progress across KS3 in line with set targets. Repetition is removed. | TJ & SB ½ termly data capture and work scrutiny |
| Additional Science teacher allocation to Woodlands. | | | | | LM From Sept. '25 | All Woodlands pupils attain English GCSE. | TJ & SB ½ termly data capture Final pupil outcomes |



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| | Additional sets in year 11 for all core subjects. | £34198 | | | | | '26 cohort – APS of 39+ in all 3 core subjects. | Core HoFs & SLT ½ termly data capture Final pupil outcomes |
| | Staffing capacity for form time intervention in all core subjects. | Staffing costs. | | | | | As above | As above |
| | Outcome data analysis and strategic planning support for core HoFs. | | | | | SB Sept. '25 | As above | As above |
| | Bring KS3 tracking systems into line with those used at KS4. | | | | | EJ & SM Summer '25 | Pupils make progress across KS3 in line with set targets (derived from CATs) | HoFs & SM Termly data capture |
| | All staff PL on planning for accurate assessment. | | | | | EJ & SB Sept. '25 | Improved accuracy in KS3 assessment supporting pupils to make progress in line with set targets. | As above Work scrutiny |
| | Make greater use of cohort CAT data to evaluate and plan curriculum. | | | | | EJ & SM From Autumn '25 | Curriculum provision is tailored to cohort. Cohorts attain in line with set target. | HoFs & SM Termly data capture |
| | All pupils to undertake Health & Nutrition qualification in year 9. | Entry costs. | | | | RB & LM From Sept. '25 | All pupils in cohort attain qualification. | LM& RB Line management Termly data capture |



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| T&L 2: Improving outcomes for vulnerable & disadvantaged learners. | Engagement with RADY programme. | | | | Led by LM From Sept. '25 | Strategies are in place to support equity for all learners. FSM attainment increases in line with set targets. 10 point increase in Capped 9 for fsm learners in 2026. | SLT review Autumn '26 LM Termly / ½ termly data capture |
| | All staff to have PDR target linked to fsm attainment | | | | EJ From Oct. '25 | As above | As above |
| | Create FSM mentor role. | | | £28424 | Led by LM From Sept. '25 | As above | As above LM via Line Management of NS |
| | Carry out termly reviews of fsm pupil progress. | | | | LM From Sept. '25 | As above | As above |
| | Adjusted entry thresholds for fsm learners for basic skills and MAT interventions. | | | | SB & BT Ongoing | As above | LM Termly / ½ termly data capture SB – intervention tracking. |
| | Continue to provide free peripatetic music lessons for fsm pupils. | | | £10000 | AJ Ongoing | Increase in fsm learners taking up lessons and opting for music at GCSE. | AJ Termly / ½ termly data capture |
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| | | | | | | Fsm pupils achieve in line with set targets in GCSE music. | LM via Line Management |
| | Subsidise trips, visits and specialist resources for fsm pupils. | | £5000 | | Led by LM Ongoing | Fsm learners make progress in in line with set targets. 10 point increase in Capped 9 for fsm learners in 2026. | LM Termly / ½ termly data capture |
| | Continue West Mon Wednesday enrichment provision for year 6 & 7 pupils. | £5000 | | | As above | As above Improved attendance and engagement from participating fsm learners. | LM Pupil voice Tracking data Attendance data Behaviour data |
| | Continue to offer vulnerable pupils bespoke provision at on-site Hub. | | | £41505 Stds. Grant | As above | Participating learners make progress in in line with set targets. 100% Level 1 threshold | LM Termly / ½ termly data capture |
| | Continue to offer vulnerable pupils bespoke provision off-site at Woodlands | | | £24224 Stds. Grant | As above | As above | As above |
| | Trial online school tutoring provision for school-refusing pupils. | £6076 | | | | As above | As above |
| | Continue to offer onsite Military Prep. provision for vulnerable learners. | | £12000 | | As above | As above | As above |



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| | Continue to offer onsite Hair & Beauty provision for vulnerable learners. | | | £10800 | | As above | As above | As above |
| | Embed use of Vulnerability profiling tool to support identification, tracking and support of vulnerable learners. | | | | | LM & TJ Ongoing | VPs are correctly identified and appropriate support is in place. VPs achieve in line with set targets. | As above |
| T&L 3: Appropriate support & challenge for all learners | Development of IDP-led learning in discreet classes. | | | | | Led by KW From Summer '25 | Pupils in discrete classes make good progress against IDP targets. | KW Pupil tracking EJ via Line Management |
| | Develop more opportunities for authentic learning in discreet classes. | | | | | Led by KW From Spring '26 | As above Improved pupil engagement. | As above Pupil voice |
| | Provide greater timetable flexibility for ALN pupils to access mainstream lessons. | | | | | KW & LM Ongoing | All pupils access mainstream subjects where appropriate. | As above |
| | Embed 'West Mon 10' strategies for universal provision. | | | | | Led by KW | ALN pupils make good progress in mainstream lessons. | KW & SLT Lesson Obs Work Scrutiny Pupil voice |
| | Dedicate directed time for staff to familiarise themselves with IDPs / OPPs | | | | | EJ Sept. '25 | As above | As above |



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| Embed use of Classcharts as means of sharing ALN information. | | | | | KW Ongoing | As above | As above |
| Review of exam access arrangements (EAA) processes. | | | | | LM & KW Autumn '25 | All pupils have appropriate EAA in place and they are 'normal way of working' Pupils with EAA attain in line with set targets. | KW & SLT Lesson Obs Work Scrutiny Pupil voice |
| Extend temporary Assistant ALNCo role for additional year. | | | | | EJ & GB | There is sufficient capacity in ALN to ensure consistently high quality of provision. | EJ via line management. External review – Summer '27 |
| Review ALN staffing structure for Sept. '26 | | | | | EJ & GB | As above | As above |
| Embed use of EduKey for provision mapping? | £5508 | | | | KW Ongoing | All pupils have appropriate intervention in place. Pupils accessing interventions attain in line with set targets. | KW Intervention tracking data |
| Further develop extra-curricular opportunities for more able (MA) pupils. Korean Expanded Brilliant club Seren Academy UK Bebras Challenge | | | | | BT From Autumn '25 | Participating pupil tracking data | Pupil voice |



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| BBC – solve the story Youth Speaks | | | | | | | |
| Review processes for identification of MA pupils. | | | | | BT Autumn '25 | All MA pupils are identified and have appropriate challenge & support. MA pupils achieve in line with set targets. 5A*-A = 20% by 2028 | HoFs & BT ½ termly tracking data Work scrutiny & lesson obs |
| Annual end of year 'up only' target reviews. | | | | | EJ From Summer '25 | As above | As above |
| MA target form group in year 11. | | | | | BT From Sept. '25 | As above | As above |
| MA target form group in year 10. | | | | | As above | As above | As above |
| All staff PL: Building A*/A requirements in to KS3 SoLs. | | | | | 10 th October | As above | As above |
| Termly / ½ termly reviews of MA pupil progress. | | | | | BT Form Sept. '25 | As above | EJ Line management |
| NACE accreditation 2027 Training Programme – led by LPs LP led faculty PL | £800 | | | | Spring Term | As above | HoFs & BT ½ termly tracking data |



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| | | | | | | April '26 | | Work scrutiny & lesson obs |
| | All faculties have a clear MA strategy in place. | | | | | For Sept. '26 | As above | As above |
| | Develop clear identification processes for 'Talented' pupils. | | | | | BT Summer '26 | All MA pupils are identified and have appropriate challenge & support. | EJ Line management |
| T&L 4: Progressive development of core skills | EAS support for development of digital learning. Phase 1: Sci, Expressive, LLC Phase 2; Maths, Health, Hums | Release costs | | | | Led by SB 2 yrs. Beginning Sept. '25 | Pupils have opportunities to develop age and stage appropriate digital skills across the curriculum. | SLT Ongoing SE activities SB Impact reviews Summer '26 and '27. |
| | New whole school literacy strategy: ½ termly SPaG foci. | | | | | Led by BRJ Autumn '25 | Improvements in pupils' written accuracy across the curriculum. | SLT Ongoing SE activities |
| | PL to support the above | | | | | As above | As above | As above |
| | | | | | | Autumn '25 | | |
| | New whole school numeracy strategy: ½ termly foci. | | | | | Led by GL Spring '26 | Improvements in pupils' numerical competency across the curriculum. | As above |
| | PL to support the above | | | | | As above | As above | As above |



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| Continue programme of bespoke faculty support for literacy & numeracy. Literacy: Humanities, Tech. Numeracy: Humanities, Science | | | | | Skills Leads co. SB Ongoing | Pupils have opportunities to develop age and stage appropriate literacy & numeracy skills across the curriculum. | As above |
| STAR & RAT testing of all pupils on entry to identify appropriate provision. | | | | | KB Sept. '25 | 90% Reading age in line with chronological age | SB – LM follow-up BRJ – ½ termly progress tracking. |
| Corrective Reading intervention for all pupils with below 80 scores | | | | | As above | As above | As above |
| In-class literacy and numeracy intervention model trialled in years 7&8. | | | | | GL & BRJ From Sept. '25 | All participating pupils increase national test scores to 95+ | SB – LM follow-up GL & BRJ – ½ termly progress tracking. |
| Identify 'Non-negotiables' in classroom Welsh use for staff and pupils. | | | | | FG Summer '25 | Increased use of Welsh by pupils and staff across the school. | EJ – LM follow-up SLT – ongoing SE activities |
| Produce classroom display to support the above | | | | | RE For Sept. '26 | As above | As above |
| Continue to provide Welsh PL opportunities for all staff inc. GCSE accreditation. | FG add. Salary costs. | | | | FG Ongoing | As above | As above |



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| T&L 5: Implementation of 14-16 curriculum guidance | Engagement with EAS curric. Development programme. | | | | | LM From Spring ' 25 | Curric. structures in place allow pupils to make appropriate progress in all elements of curriculum. | EJ – LM follow-up SLT Review – Summer '27 Ongoing SE activity |
| | Review 'KS4' Curriculum structures for Sept. '26 | | | | | SLT & GB Spring '26 | As above | As above |
| | Engagement with WG PL on new performance measures. | | | | | LM & EJ TBA | Staff understand new performance measures. School performs well against new performance measures. | SLT ½ termly tracking Outcome analysis – Summer ' 27 |
| | Map Expressive Arts WMSs across KS4 SoLs. | | | | | LM Summer '26 | All pupils engage with all AoLEs to 16 in line with WG guidance. | SLT Ongoing SE activity |
| | Identify appropriate qualifications in line with 'wider learning' aspects of curriculum guidance. | | | | | LM Spring '26 | All pupils gain widest possible range of appropriate qualifications. | SLT ½ termly tracking Outcome analysis – Summer ' 27 |
| | Develop Learner Effectiveness programme - see E&W 5 below. | | | | | | | |
| | Develop new tracking systems for 'KS4' in line with new performance measures. | | | | | EJ Following release of new measures. | School performs well against new performance measures. Most pupils meet set targets. | SLT ½ termly tracking Outcome analysis – Summer ' 27 |



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| | Faculty engagement with WJEC PL offer. | Release costs | | | | Led by HoFs From Spring '25 | Staff understand requirements of new specifications. Pupils achieve in line with set targets. | SLT – LM follow-up Ongoing SE activity Outcome analysis – Summer ' 27 |
| | Dedication of INSET time for development of new SoLs and resources. | | | | | From Spring '25 | As above | As above |
| T&L 6: Planning for effective learning & assessment | PL on building effective schemes of Learning. | | | | | SB Summer '25 | Learning across and within topics is sequential and supports progress. | SLT Thematic review Autumn 2 '25 Ongoing SE activities |
| | Bespoke support for faculties planning SoLs where required. | | | | | SB & EAS support Spring '25 | As above | SB & EAS Progress reviews following support |
| | Review of standards & expectations in KS3 assessments. | | | | | SB Summer '25? | Assessments give accurate measure of standards & progress. Assessments prepare pupils for GCSE. | EJ LM Follow up |
| | PL on planning for effective assessment & review in SoLs. | | | | | SB Autumn 1 | As above | SLT Thematic review Autumn 2 '25 |



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| | PL on planning backwards. | | | | | SB Oct. '25 | Pupils make good progress against learning objectives in all lessons. | SLT Ongoing SE activities |
| | PL on planning for questioning. | | | | | SB Jan ' 26 | Questions are diagnostic and develop understanding. Pupils give accurate extended responses. | As above |
| | LP project focused on Effective modelling. | | | | | SB & LPs Autumn '25 | Pupils make good progress against learning objectives in all lessons. | As above |



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| Priority two: Ethos & Wellbeing | | | | | | SLT Lead(s): GC & CB | | |
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| Links: | | | | | | | | |
| National Mission: | | Objective 2 – Breaking down barriers (cross curric skills, tackling disadvantage & vulnerable learners) Objective 3 – A positive education experience for everyone (staff & pupil wellbeing) | | | | | | |
| Torfaen Priorities: | | Objective 3 – Promote learner wellbeing and facilitate community engagement Objective 5 – Promote staff wellbeing Objective 6 – Develop the physical and digital environment for learning | | | | | | |
| Estyn Recommendations: | | | | | | | | |
| What – <i>focus for improvement</i> | Actions – What you will do | Resources - Costs | | | | When/ Who? | Success criteria - <i>What will you see?(pupils)</i> | Monitoring - <i>What? Who? When?</i> |
| | | ISB | EIG | PDG | Other | | | |
| E&W 1: Improving attendance esp. vulnerable groups | Develop FLO role to support greater direct support for families. | | | | £40k WG funding | CB Summer '25 | Improvement in attendance to meet 92% target. Decrease in PA to meet 25% target. | CB & HoLs Ongoing attendance monitoring |
| | Undertake parental and pupil surveys re. perceptions on attendance and barriers to good attendance. | | | | | CB Autumn ' 25 | As above | As above |
| | Identify a target group of poor attending fsm pupils in each year group. | | | | | CB & HoLs Sept. '25 | Improvement in fsm attendance to meet 85% target. | As above |



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| Consider flexi-schooling arrangements as means of maintain engagement with GT families. | | | | | CB & LR Autumn '25 | Improvement in GT attendance to meet 80% target. | As above |
| Provide and signpost support for parents in dealing with common causes of absence such as anxiety, friendships, sleep schedules etc. | | | | | CB & SH From Jan '26 | Reduction in EBSNA modified days. Decrease in PA to meet 25% target. | As above |
| Provide parental workshops in above areas and invite key parents. | | | | | As above | As above | As above |
| Forest School / craft engagement sessions for parents & EBSNA pupils. | | | | £3K WG funding | MA & KW Sept. '25 | As above | As above |
| Work closely with LA and other agencies to ensure target families are getting all necessary support. | | | | | CB & SH from Autumn '25. | Improvement in attendance to meet 92% target. Decrease in PA to meet 25% target. | As above Parental voice. |
| Run targeted attendance circles for girls and fsm pupils | | | | | SH Beginning October '25. | Improvement in girls' attendance to meet 92% target. Improvement in fsm attendance to meet 85% target. | As above Pupil voice |



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| | Run '12 Days of Christmas' attendance incentive scheme. | Rewards Costs | | | | CB & SH Dec. '25 | No decrease in attendance levels during this period. | As above |
| | Termly attendance and engagement rewards assemblies. | Rewards Costs | | | | CB & GC Ongoing | Improvement in attendance to meet 92% target. Decrease in PA to meet 25% target. | As above |
| | Re-launch of weekly attendance league inter-form competition. | Rewards Costs | | | | CB From Sept. 25 | As above | As above |
| | Use of Inventory system to improve tracking and sanctioning of lates. | | | | | CB From Sept. '25 | Reduction of lates to meet 0.5% target. | As above |
| | Issue FPNs for persistent lateness in line with WG guidance. | | | | | CB & SH From Sept. '25 | As above. | As above |
| E&W 2: Reduced exclusions esp. vulnerable groups. | 'Pupils at risk of exclusion' (PARE) to be standing agenda item on monthly HoL LM agendas. | | | | | GC & HoLs From Sept. '25 | Reduction in exclusions to meet 85/1000 pupils target. | GC & HoLs Ongoing exclusion & ClassCharts monitoring. |
| | ½ termly multi agency (MAPI) meetings to discuss most at risk pupils. | | | | | GC | As above | As above |



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| | | | | | From Sept. '25 | | |
| Weekly meetings for ALNCo, Wellbeing and Behaviour leads to agree 'joined- up' provision for PAREs. | | | | | GC, KW & KW. From Sept. '25 | As above Reduction in exclusions of ALN pupils to meet 400/1000 pupils target. | As above |
| Make increased use of external services to support early intervention for PAREs eg. Turn Around project. | | | | | GC From Sept. '25 | As above | As above |
| Continue to work with LA to make FAPP work effectively for all schools and pupils. | | | | | GC & LA From Sept. '25 | Managed Moves are effective in preventing exclusions. Reduction in exclusions across LA in line with set targets. | As above LA exclusion monitoring – TT. |
| Continue to provide Basket Ball intervention for PAREs. | Release costs | | | | GC From Sept. '25 | Reduction in exclusions among participating pupils – target of 1 per term. | GC & HoLs Ongoing exclusion & ClassCharts monitoring. |
| Increase range of sports interventions to support PAREs. Esp. fsm. | | | ¼ Sports Development Officer Salary | | GV From Sept. '25 | As above | As above Pupil voice GC |



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| | | | £9820 | | | | |
| Provide workshops for parents in relevant areas: Establishing routines Setting boundaries | Provider Costs | | | | GC From Jan '26 | Reduction in exclusions to meet 85/1000 pupils target. | As above Parental voice GC |
| Behaviour mentoring for fsm PAREs. | | | ¼ FSM Mentor Salary £14200 | | NS From Sept. '25 | Reduction in exclusions among participating pupils – target of 1 per term. | NS & GC Ongoing exclusion & ClassCharts monitoring. |
| All HoLs to send minimum of 3 'Catch them being good' emails each week to PAREs | | | | | HoLs From Sept. '25 | Reduction in exclusions to meet 85/1000 pupils target. Improved relationships with 'hard to reach' families. | GC & HoLS Ongoing exclusion & ClassCharts monitoring. Monthly LMMs |
| PL for R2L staff to improve quality & consistency of teaching in R2L. | | | | | GC & SB Autumn ' 25 | Reduction in exclusions from R2L to zero. | As above |
| PL for R2L staff in IDL & White Rose Maths. | | | | | GC & SB Autumn ' 25 | Reduction in ALN pupils being sent to R2L as a result of improved basic skills. | As above with KW. |



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| | Tracking of RJs and PL for staff who require support in conducting effective RJs. | | | | GC From Sept. '25 | RJs are effective – reduction in 'repeat sends' for pupils. | As above. |
| | Improved use of ClassCharts data to identify staff who may require support with behaviour management. | | | | GC From Sept. '25 | Reduction in pupils being sent to R2L by identified teachers. | GC Monthly review of ClassCharts data. |
| | PL & mentoring for identified staff. | | | | Led by GC Ongoing | As above | As above |
| E&W 3: Good staff wellbeing & resilience. | Purchase of Teach Mate AI platform to support workload. | £1965 | | | EJ Ongoing | Staff workload is reduced Good quality resources are provided to pupils. | SB Staff voice SE activities |
| | Consistent application of staff attendance policy across all staff teams. | | | | LM Ongoing | Staff feel that all are treated fairly. | LM & EJ Staff voice |
| | Develop electronic systems for leave of absence processes. | | | | LM Autumn '25 | Processes are less time consuming and more transparent. | LM Staff voice |
| | Trial allowing staff to be offsite during non-contact time. | | | | EJ Autumn Term '25 | Greater flexibility for staff Staff feel valued Reduced stress amongst staff | EJ Staff voice – Dec. '25 |



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| | | | | | | | Monitoring of sign out data |
| Refurbishment of staff toilet facilities. | £9k budget | | | | ML 3 year programme beginning Autumn '25 | Toilet facilities are a pleasant environment Staff feel valued | EJ ½ termly staff voice |
| Provide free staff access to new fitness suite. | | | | | ML From Sept. '25 | Staff feel valued | As above Usage data |
| Fund access to counselling services for staff who require it. | Provider costs. | | | | LM Ongoing | Staff feel valued Reduction in absence of staff accessing service. | EJ ½ termly staff voice LM – attendance monitoring |
| Extend Friday 'Wheel of Fortune' | | | | | EJ & LM From Sept. '25 | Staff feel valued | EJ ½ termly staff voice |
| Provide programme of wellbeing activities across the year. | Provider costs | | | | GC From Sept. '25 | Staff have opportunities to socialise with each other Staff feel valued | EJ ½ termly staff voice |



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| | Re-launch staff wellbeing working party. | | | | | GC From Sept. '25 | Staff feel valued | As above |
| | Maintain ½ termly staff rep meetings with HT. | | | | | EJ ½ termly | Staff feel valued Staff concerns are addressed | As above |
| | Identify and signpost 'perks' available to staff. | | | | | GC Ongoing | Staff feel valued | As above |
| E&W 4: Impactful pupil wellbeing & safeguarding provision | TIS Diploma Training for KW and CB | | | | LA met costs | KW Summer '25 | Relevant staff are confident using TIS approaches to support pupils. Improved attendance and engagement in vulnerable pupils esp. those accessing Hafan. | GC & KW Wellbeing tracking data |
| | Cascade TIS principles to pastoral staff team. | | | | | GC & KW Autumn '25 | As above | As above |
| | Cascade TIS principles to all staff. | | | | | GC & KW Spring '26 | As above | As above |



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| | Develop In-house pupil attitudes and wellbeing survey. | | | | | GC Autumn '25 | All pupils in need of support are identified. Appropriate support is available. Attendance & engagement of pupils accessing support improves. | As above |
| | Use data gathered from the above to inform Hafan provision. | | | | | GC & Hafan staff. Autumn '25 | As above | As above |
| | Develop clear system for tracking impact / progress in Hafan. | | | | | As above | Attendance & engagement of pupils accessing support improves. Pupils no longer require support – provision is sustainable. | As above |
| | Review Hafan intervention menu. | | | | | As above | All pupils in need of support are identified. Appropriate support is available. Attendance & engagement of pupils accessing support improves. | As above |
| | RSE coverage is clearly mapped across the curriculum. | | | | | GC Summer '26 | Pupils have appropriate understanding of RSE topics. | SLT Ongoing SE processes inc. pupil voice. |



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| Utilise SHRN survey to inform PSE provision. | | | | | GC & LF Spring ' 26 | PSE develops pupils' understanding of all issues relevant to them. | GC Pupil voice Ongoing SE processes |
| Review PSE provision in years 10 & 11. | | | | | GC & RB For Sept. '26 | As above | As above |
| Update support directory to ensure all pastoral team are aware of support available via new LA 'Prevention Hub'. | | | | | GC Sept. '26 | Families are signposted to appropriate support. Attendance & engagement of pupils accessing support improves. | GC & HoLS Wellbeing tracking data |
| Employ Sports Development Officer to widen pupil engagement – targeting fsm and vulnerable pupils. | | | £14200 | | NS From Sept. '25 | Increase in fsm and VPs accessing extra-curricular sport. Attendance & engagement of pupils accessing opportunities improves. | NS & GC Wellbeing tracking data |
| Induction PL for CB in DSP role. | | | | | CB Summer '25 | DSP role is carried out effectively. All pupils are protected from harm. | EJ Monthly LMMs Safeguarding records LA liaison |
| Level 3 training for all staff new in post. | Provider costs | | | | CB | As above | CB |



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| | | | | | | As soon as training available. | | Safeguarding records LA liaison |
| | Safeguarding review undertaken by lead from St Cenydd school. | | | | | CB Autumn '25 | All school processes are effective and compliant with legislation / guidance. All pupils are protected from harm. | EJ & CB Monthly LMMs Safeguarding records LA liaison |
| | Review MARF follow-up processes to ensure updates are received and necessary actions completed. | | | | | As above | All pupils are protected from harm. | As above |
| | Update processes for medical needs: <ul style="list-style-type: none"> - Frequency of review - Staff training - Electronic IHCPs | | | | | CB Spring ' 26 | All pupils' medical needs are met with appropriate adjustments in place. | EJ & CB Monthly LMMs Medical records Parental voice |
| | First Aid training for all pupils over 3 years. Yr.11 2025 | | | | | | | |
| E&W 5: Engaged, resilient, | Purchase of Unifrog to support CWRE provision. | £1950 | | | | SM Summer ' 25 | All pupils have access to engaging and accurate CWRE guidance. | SM Pupil voice Summer '26 |



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| independent learners | | | | | | | Improved engagement in learning. | |
| | PL for relevant staff in use of Unifrog. | | | | | SM Autumn '25 | As above | As above |
| | Incorporation of Unifrog within existing PSE SoLs | | | | | RB & LF From Jan '26 | As above | As above |
| | Parental workshop on available careers support and updated website section. | | | | | SM Spring '26 | Parents who access resource have improved understanding of the support available and are better able to support their children. | SM Parental Voice |
| | Complete final phase of CWRE Quality Award | | | | | SM Summer '26 | All pupils have access to engaging and accurate CWRE guidance. Improved engagement in learning. | Careers Wales assessment Summer '26 |
| | Development of Learner Effectiveness programme inline with WG curriculum guidance. | | | | | SM For first teaching in Sept. '26 | All required aspects are covered. Pupils are more engaged with learning and show greater independence as a result. | SLT Review Summer '27 |
| | Develop processes for engaging pupils in data | | | | | SM | | |



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| | capture and tracking own progress. | | | | | KS3 – from Sept. '25 KS4 – from Sept. '26 | |
| E&W 6: An inspirational Learning environment & resources (Physical & digital) | Final phase of Chromebook roll out. | | | | £51k Ed Tech funding | SM For Sept. '25 | All pupils have own Chromebook supporting effective digital learning across curriculum. SLT & HoFs Work scrutiny, lesson obs, pupil voice. |
| | Final phase of Smart Screen roll out. | | | | £24.5k Digital Education Strategy, LA | SM Summer '26 | All classrooms have screens supporting effective and engaging learning across curriculum. As above |
| | Refurbishment of Sports Hall floor. | | | | £13.9K WG Communities funding | ML August '25 | Sports Hall is a safe learning environment. ML & PE staff. |
| | Development of Fitness Suite | | | | £26k WG Communities funding | ML & CB August '25 | Improved engagement among pupils accessing resource. Improved performance of school teams using resource as part of training regime. CB & PE staff Pupil voice Attendance data Fixture records |
| | Works within ALN area to improve break-out facilities supporting IDP-led learning. | | | | £108k WG ALN funding | ML & KW Autumn '25 | ALN pupils make appropriate progress against IDPs. KW Pupil tracking |



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| | Development of outdoor learning spaces to support Forest Schools provision. | | | | £10K Wooden Spoon charity | ML & MA Autumn '25 | Improved engagement among participating pupils. | MA Wellbeing tracking data. |
| | Refurbishment of Theatre floor. | | | | £7k WG Communities funding | ML August '25 | Theatre is a safe learning environment. | ML & Drama staff |
| | Wall Art to refresh canteen space. | £15k budget | | | | ML Spring '26 | Canteen is a pleasant environment. | ML & canteen staff |
| | Purchase effective waste separation systems for canteen. | £5k budget | | | | ML Autumn '25 | Canteen is compliant with WG waste legislation. | As above |
| | Refresh of existing Wall Art. | £10k budget | | | | ML 3 year programme | All areas of the school provide a pleasant and stimulating learning environment. | ML & SLT Pupil voice |
| | Refurbish pupil toilet facilities | £50k budget | | | | ML 3 year programme beginning Summer '26 | Toilets are safe and hygienic. | ML & Site Team. Pupil voice |
| | Complete site security fencing – MUGA area | | | | £13.6k WG Communities funding | ML When? | School site is secure. | ML & Site Team. |



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| Priority three: Community Engagement | | | | | | SLT Lead(s): EJ & LM | | |
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| Links: | | | | | | | | |
| National Mission: | | Objective 5 – Community-based learning | | | | | | |
| Torfaen Priorities: | | Objective 3 – Promote learner wellbeing and facilitate community engagement | | | | | | |
| Estyn Recommendations: | | | | | | | | |
| What – <i>focus for improvement</i> | Actions – What you will do | Resources - Costs | | | | When/ Who? | Success criteria - <i>What will you see?(pupils)</i> | Monitoring - <i>What? Who? When?</i> |
| | | ISB | EIG | PDG | Other | | | |
| CE 1: Impactful cluster collaboration | Overhaul of transition plan inc. aims and objectives. | | | | | Cluster heads Summer '25 | Transition plan ensures: -All pupils feel happy and confident entering yr.7 - There is continuity of learning 3-16 across cluster - All pupils make appropriate progress esp. across transition point. | 'EAS' review Autumn '25 Cluster Heads Attendance & engagement data Pupil progress data |
| | Science Cluster Curriculum project: Year 1 ~ Agreed content 24/25 | | | | Release costs Cluster Funding | LJ Ongoing | Pupils make appropriate progress in Science across the cluster. | SB & primary heads Line Management Summer '27 Review Science leads Pupil progress data |



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| | Year 2~ Development of Resources 25/26 | | | | | | Improvement in WMS Science outcomes in line with set targets. | |
| | Year 3 ~ PL for pedagogy 26/27 | | | | | | | |
| | Maintain weekly release of SB to develop common pedagogy in maths across cluster. | 1/7 SB salary £15043 | | | | SB Ongoing | Pupils make appropriate progress in Maths across the cluster. Improvement in WMS Science outcomes in line with set targets. | SB & primary heads Pupil progress data |
| | Cluster AoLE days – focus to be confirmed. | | | | Release costs Cluster Funding | SB & AoLE leads. Summer '26 | - There is continuity of learning 3-16 across cluster in all AoLEs. - Pupils make appropriate progress across all AoLEs. | Cluster Heads Ongoing SE processes Pupil progress data. |
| CE 2: Positive Parental Engagement | Development of new website to house learning resources and information for parents. | | | | | LM Ongoing | Parents are able to support pupils' learning more effectively. | LM Parental voice Summer '26 Website engagement data |
| | Offer series of 'Parent Power' Workshops offering support in key areas. | | | | | LM From 'sept. '25 | As above | LM Parental voice |



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| | Distributed leadership role in social media development. | | | | | TBC From Sept. '25 | School information and successes are shared more widely. Improved school reputation and increasing pupil numbers. | As above |
| | Provision of online Welsh classes for parents. | FG Hourly rate | | | | FG From Summer '25 | Parents are able to support pupils' learning in Welsh more effectively. | FG Parental voice Participation data |
| | Provision of 'toolkits' to support parents in dealing with common wellbeing / behavioural issues. | | | | | | Parents are able to support pupils' wellbeing and engagement more effectively. Improved engagement and attendance in participating families. | GC Wellbeing & behaviour tracking data |
| CE 3: Positive community engagement | Increase opportunities for community groups to access sports facilities. | | | | | ML Ongoing | Community groups benefit from school resources. | ML & EJ Lettings records |
| | Increase opportunities for community groups to access other facilities: Hall, theatre etc. | | | | | As above | As above | As above |



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| | Establish monthly Citizens' Advice Bureau outreach hub at school. | | | | | EJ From Sept. '25 | Parents are able to access appropriate support. | EJ & CA link Engagement data |
| | All faculties to identify opportunities for engagement with community groups within SoLs. | | | | | For Sept. '26 | Pupils have awareness of community issues and are engaged in addressing them. | SLT Ongoing SE activities. |
| | Continue to support local charities through fundraising events. | | | | | SLT Ongoing | As above | As above |



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| Priority four: Leading & Improving | | | | | | SLT Lead(s): EJ | | |
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| Links: | | | | | | | | |
| National Mission: | | Objective 4 – High quality teaching & leadership | | | | | | |
| Torfaen Priorities: | | | | | | | | |
| Estyn Recommendations: | | R3: Ensure that self-evaluation processes are consistently robust and accurate, and that leaders plan for improvement precisely. | | | | | | |
| What – <i>focus for improvement</i> | Actions – What you will do | Resources - Costs | | | | When/ Who? | Success criteria - <i>What will you see?(pupils)</i> | Monitoring - <i>What? Who? When?</i> |
| | | ISB | EIG | PDG | Other | | | |
| L&I 1: Effective & sustainable senior leadership | Review SLT roles & responsibilities in light of new appointments. | | | | | EJ August '25 | Clear lines of accountability allowing appropriate progress to be made against SIP priorities. | EJ Monthly LMMs |
| | Put in place new SLT secondment role for Sept. '25. | | | | | EJ July '25 | Increased capacity in SLT allowing appropriate progress to be made against SIP priorities. | EJ Monthly LMMs |
| | Review structure and capacity of SLT for Sept. '26 | Potential additional salary costs. | | | | | Governing Body Autumn '25 | SLT is appropriate to size of school and there is sufficient capacity to allow appropriate progress to be made against SIP priorities. |



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| | Facilitate appropriate PL for LM, CB and BT in new roles. | Provider & release costs. | | | | EJ & SLT From Summer '25 | All SLT carry out roles effectively to allow appropriate progress to be made against SIP priorities. | EJ Monthly LMMs |
| | Data management training for all SLT – SIMs, Excel & Power BI. | | | | | EJ & SB Autumn '25 | All SLT are able to access and analyse data necessary to allow them to carry out roles effectively. | EJ Monthly LMMs |
| L&I 2: Clear accountability at all levels | Convert all meeting minute templates to continuous model. | | | | | EJ For Sept. '25 | Greater rigour in follow-up of actions. Appropriate progress against SIP / FIP priorities. | SLT Monthly team LMMs |
| | Review LM structures for support, site and admin staff. | | | | | SLT Sept. '25 | All roles are carried out effectively and staff are appropriately supported. | SLT Monthly team LMMs |
| | Ensure there are clear & consistent expectations for line management across all staff teams inc. support, site and admin. | | | | | SLT (inc. ML) Ongoing | All roles are carried out effectively. Staff are appropriately supported and treated fairly. | SLT Monthly team LMMs EJ, staff voice. |
| | Review support staff roles in light of change management process. | | | | | SLT (inc. ML) Sept. '25 | As above. | As above |



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| | Develop new processes and resources to support new Professional Development Review (PDR) requirements. | | | | | EJ October '25 | All staff access necessary PL to allow them to carry out roles effectively. | Line Managers LMMs Ongoing SE processes. |
| | Identify less effective middle leaders and provide additional support as required. | | | | | SLT From 'Sept. 25. | All middle leaders carry out roles effectively allowing for appropriate progress against SIP / FIP priorities. | SLT Monthly team LMMs |
| | All remaining HoFs to complete Olevi Outstanding Middle Leadership Programme. | | Release costs. | | | EJ By July '27 | All HoFs carry out roles effectively allowing for appropriate progress against SIP / FIP priorities. | SLT Monthly team LMMs |
| L&I 3: Robust and impactful self-evaluation and improvement planning | Transfer whole school SE to the continuous 'SE Log' model. | | | | | EJ August '25 | Lag between SE & IP is reduced. Increased pace and effectiveness of IP. Appropriate progress is made against SIP/FIP priorities. | EJ & Governing Body Monthly LMMs Termly SIP reviews TAS meetings |
| | Provide additional structure within faculty 'SE Log.' | | | | | EJ August '25 | As above | Line Managers Monthly LMMs |



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| | | | | | | | | Ongoing SE processes. |
| | Provide additional PL and support for SLT / HoFs in effective use of SE Log. | | | | | EJ Sept. '25 | As above Staff are confident using new tool. | As above |
| | Strategic planning for gathering of stakeholder voice within SE Log format. | | | | | SLT / HoFs Planning Sept. '25 for activities across the year. | Frequent & focused stakeholder voice informs SE & IP. | EJ / Line Managers Monthly LMMs |
| | Strategic planning for termly thematic reviews of areas of provision within SE Log format. | | | | | As Above | All areas of the school's work are evaluated rigorously. Appropriate progress is made against SIP priorities. | EJ & Governing Body Monthly LMMs Termly SIP reviews TAS meetings |
| | Strategic planning for external review within SE Log format. | | | | | As above | As above | As above |
| | Review Lesson Observation & Work Scrutiny resources within new Lessons Learned platform. | Annual subscription £975 | | | | SB For October '25 | Processes are impactful in improving teaching & learning. | SLT & LPs Work Scrutiny Lesson Obs |



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| Provide PL and support for SLT / HoFs / LPs in effective use of new resources. | | | | | As above | As above | As above |
| Review SE processes led by Skills Leads. | | | | | SB Autumn '25 | Provision for skills is evaluated rigorously. Improvements in provision. Improvements in pupil outcomes. | SB Monthly LMMs Ongoing SE processes Data analysis – NRT & NNT scores. |
| Continue to upskill governors to contribute meaningfully to QA processes. | | | | | EJ & SB Ongoing | Governors can usefully undertake work scrutiny and learning walks. | EJ / SB Governor voice. |
| Develop less prescriptive approach to improvement planning at faculty level. | | | | | EJ Summer '25 | Faculty improvement planning is more focused and precise. Appropriate improvements in provision are made and impact seen. | Line Managers Nov. '25 Review Ongoing SE processes Faculty reviews. |
| Provide PL and support for SLT / LPs in effective use of new resources. | | | | | EJ Summer '25 | As above | As above |



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| CE 5: Focussed Professional Learning for all. | Review 'Drop-in' PL programme in light of SE findings and staff voice. | | | | | SB Summer '25 | Offer is closely linked to SIP priorities. Improvements in targeted areas of provision generally and for individual staff. | Line Managers Ongoing SE processes. |
| | All staff to complete competence audit against professional standards. | | | | | SB Autumn '25 | As above | As above |
| | Re-launch of Walk Thrus resources and expectations for use. | | | | | SB November '25 | Teachers take ownership of own PL. Improvements in targeted areas of competence. | As above |
| | Re-launch of weekly Sharing Good Practice emails linked to PL. | | | | | SB From September '25 | Impact of PL is maximised. Improvements in targeted areas of provision and related pupil outcomes. | As above |
| | Sharing good practice slot in every calendared PL meeting. | | | | | From October '25 | As above | As above |
| | Re-launch of Professional Learning Padlet. | | | | | SB January '26 | Teachers take ownership of own PL. Improvements in targeted areas of competence. | As above |



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| CE 6: Effective Leadership of Teaching & Learning | In-house PL programme for LPs. | | | | | SB Across Autumn '25 | LPs understand their role and carry it out effectively. Improvements in targeted areas of provision and related pupil outcomes. | SB – Staff voice Line Mangers – monthly LMMs Ongoing SE activities |
| | ½ termly LP forums led by SB. | | | | | SB From January '26 | As above | As above |
| | PL to support HoFs in providing LPs with rigorous line management. | | | | | EJ Sept' 25. | As above | As above |



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