Blaenavon Heritage VC Primary School

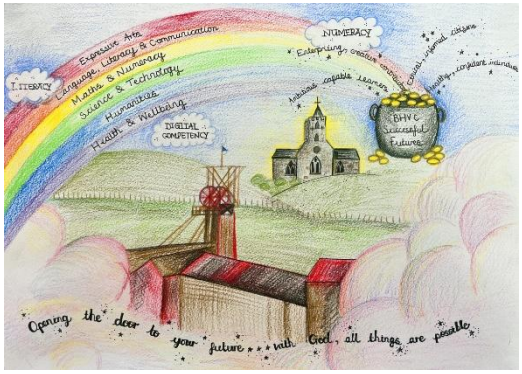
School Improvement Document

2026- 2027

Opening the door to your future… with God all things are possible!

Pupil Voice

Actions suggested by pupils, and those which pupils felt especially strongly should be a priority, are indicated in blue.



Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half	50%
Around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

At BHVC Primary School we:
Believe that all our learners can be creative, confident individuals who take responsibility for their actions in a safe, stimulating Christian environment.
Lay the foundations for happy and fulfilling lives with healthy minds and bodies.
Acknowledge and meet the needs of all our learners, promoting a positive self-image and high aspirations.
Establish a safe, challenging learning community to develop a strong sense of belonging.
Nourish the minds of all our learners through the delivery of an enriched and enhanced skills based and values curriculum.
Actively foster the moral and spiritual wellbeing of every learner, developing understanding and mutual respect.
Value our community and rich heritage to develop an awareness of our position in the wider world.
Offer opportunities for learners to express themselves creatively and take risks.
Nurture and develop a love of God, one another and themselves.



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Contextual Information Updated September 2026

2026-2027	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
Cohort	46	48	41	54	46	51	55	59	400
Female	20	24	19	26	22	29	26	28	194
Male	26	24	22	28	24	22	29	31	206
FSM		13	10	11	14	19	17	15	99
TP FSM (no longer FSM)					2	6	8	11	27
Families First / Other					1	1		1	3
CASP	1	1		2			4		8
Previous FF / CASP		1	2	2	3				8
CP Register			1						1
CLA	1		1	2	1			1	5
Previously CLA		1	1				2	3	7
Previously CP		2	1	3	1	1			8
SGO	1						2		3
EAL	2		2			1	2		7
1PP			1	6	7	8		2	24
Targeted – 1PP with Targets				3	1	3	15	12	34
School IDP		4	2	1	4		5	4	20
LA IDP				1					1

2026-2027 November Update	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
Cohort	46	50	41	53	46	51	55	59	400
Female	20	25	19	26	22	29	26	28	194
Male	26	25	22	27	24	22	29	31	206
FSM		14	10	11	14	19	17	15	99
TP FSM (no longer FSM)					2	6	8	11	27
Families First / Other					1	1		1	3
CASP	1	1		2			4		8
Previous FF / CASP		1	2	2	3				8
CP Register			1						1
CLA	1		1	2	1			1	5
Previously CLA		1	1				2	3	7
Previously CP		2	1	3	1	1			8
SGO	1						2		3
EAL	2		2			1	2		7
Young Carer									
1PP			1	6	7	8		2	24
Targeted – 1PP with Targets				3	1	3	15	12	34

School IDP		4	2	1	4		5	4	20
LA IDP				1					1

Self-Evaluation

Self-Evaluation of progress since last inspection

Estyn Recommendation	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
R1 Improve pupils' extended writing.				
R2 Ensure that the quality of teachers' feedback targets the next steps in pupils' learning effectively.				

R3 Challenge all pupils through consistent and effective teaching.	
R4 Ensure that relevant professional learning improves provision and pupils' outcomes.	

Section 50 Recommendation	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress
Create effective and detailed evaluation sheets for collective worship and religious education (RE)	No longer actioned. See pupil voice questionnaires.			
Rewrite the RE schemes of work to ensure pupils are engaged and challenged in lessons				
Develop the sensory garden into an inspiring spiritual area where staff and pupils can go for reflection in a special place	No longer actioned. Focus on indoor prayer areas.			

Increase the role of the values team so they become more involved in planning and implementing the core Christian values being embedded in the school		Values Team role is now undertaken by the Worship Team, supported by School Council, RVE Ambassadors, Digi Leads.		
Set a more regular timetable for worship at the local church		Worship 'with' the local church		
Make the worship table a more central focal point for worship				

Self-Evaluation of Progress with 2025-2026 Priorities

Evaluation 2025-2026					
Priority	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress	Points of Learning
Fully embed a writing journey approach to raise standards in writing for all pupils. *This key priority directly addresses Estyn Recommendation 1 (Improve pupils'*	By Summer 2026, the school recorded clear and measurable progress across both Foundation Phase and Juniors towards fully embedding this writing journey approach. In Autumn 2025, foundations were successfully laid for this priority. The initial impact of grammar and writing progression training was slightly delayed due to the necessity of establishing a Working Party to design skills ladders to support planning and assessment. Once shared, staff responded very positively to these tools. By January 2026, pupil progress meetings showed emerging impacts on writing outcomes in all year groups, with quality writing tasks becoming evident. Reception staff reported a positive impact from				The Working Party strategy worked effectively. Staff reflected positively on the impact of a clear structure for developing writing

extended writing) and aligns with Objective 2 of the National Mission for Wales.	weekly review writing on spelling and sentence construction. Emerging vocabulary and grammar/sentence structure tasks were successfully introduced in Years 3, 4, and 6. Sourcing of diverse texts and genre mapping also commenced. In Spring 2026 the impact of actions taken were further consolidates and applied more widely. Literacy training linked to the Writing Journey approach was purposefully applied in all classes, resulting in most pupils making expected or better progress from their individual starting points during recent genre work. Lesson observations highlighted highly impactful work on developing vocabulary. Pupils accessing Corrective Reading support made progress and began applying these skills to their writing tasks as they moved through the programme. Spelling data emerged as a concern. While staff challenged spelling in planning and marking, pupils were not yet fully transferring these skills to their independent writing. Engaging and diverse texts were assigned to each year group by the LLC and Religion, Values and Ethics (RVE) Leads to serve as the core stimulus for writing journeys. By the end of the academic year, the writing journey was integrated across all phases with specific developmental highlights: Early Years (Nursery & Reception): Nursery focused on essential fine/gross motor skills and mark-making. Reception utilised TA-led speech, language, oracy, and concentration interventions to underpin writing, and successfully launched a "Daily Review" to promote independence. Year 1: Story maps and literacy missions helped learners sequence ideas. Five pupils making slower progress in Pink Class were provided with targeted letter formation support to address barriers. The teacher reported a positive impact. Year 2: Group collaboration and "magpieing" vocabulary enhanced writing quality, with review writing promoting independent application. Year 3 & 4: "Skill slips" developed by the LLC working party supported planning for progression and delivery consistency. Carousel activities in Year 3 helped deliver discrete skills, and spelling showed improvement. Year 5: The approach is well-embedded. The introduction of spelling journals proved highly effective, allowing pupils to independently identify and correct errors. Year 6: There is strong evidence of the approach being embedded, with consistent warm-up activities, improved spelling via "have-a-go" spelling books, a heavy focus on grammar application, and increased pupil ownership of editing.	skills, ensuring that teaching is purposeful and builds skill. While writing will not remain as a main focus on the SDP, further development of spelling and grammar skills will remain a focus through the priority around reading. Developing writing through a rich diet of text, talk and experience will be key.

	Core Strengths Purposeful Writing: There are increased opportunities for pupils to write in meaningful, real-life contexts. Learner Ownership: Enhanced independence is evident, particularly in Upper Key Stage 2, where editing practices (like spelling journals and "have-a-go" books) have encouraged self-correction. Strong Progression Planning: The introduction and use of "skill slips" have effectively supported teacher planning and progression tracking. Curricular Collaboration: The LLC Lead worked closely with the RVE Lead to review class topics to include "big questions" and high-quality texts, generating rich opportunities for purposeful extended writing. Overall, the LLC Lead's work has had a significant positive impact on writing standards across the school. *Next Steps for Further Improvement* To sustain and build on this progress, the school has identified three critical areas: Consistent Implementation: Ensure skill slips are refined and adapted across all year groups to cater to all learners' needs (specifically noted as a requirement to support all abilities in Years 4 and 6). School-Wide Spelling Journals: Roll out and further develop the highly successful spelling journal/self-correction practices observed in upper KS2 across the rest of the school. Targeted Support: Continue providing structured, targeted support for learners who are making slower progress to ensure they can fully access each stage of the Writing Journey.	
Further develop Welsh oracy skills and increase Welsh language experiences for all pupils. *This key priority links with Estyn Recommendation 3 (Challenge all pupils through consistent and effective teaching) and*	In Autumn 2025, nearly all classes began consistently engaging with daily Welsh sessions. These were supported by individual Welsh notebooks in Key Stage 2 and class skills books within the Foundation Phase. Learning walks showed that both staff and pupils made purposeful, highly engaged use of these resources. Early in the term, staff recognised that individual notebooks were creating a barrier for Year 3 pupils due to their emerging Welsh writing development. Staff successfully transitioned the class to a shared class skills book. This adaptation immediately improved the quality, consistency, and inclusivity of their oracy sessions. Staff utilised the Cymraeg Continuum to ensure lesson sequences matched developmental expectations. Most year groups strategically adapted their planning to revisit earlier progression steps, allowing pupils to consolidate core speaking and listening skills before advancing to complex sentence structures.	The development of the Welsh language across the school will need to be a focus until 2050 and beyond. The school will move to a Welsh plan from September 2026, to enable clear planning of short-

is linked to Objective 6 of the National Mission for Wales ("Cymraeg belongs to us all").	The Criw Cymraeg launched weekly Welsh news broadcasts via a school podcast, promoting pupil leadership in a real-world context. Welsh elements were also built into whole-school assemblies, with staff modelling greetings and praise words, and pupils reading Welsh prayers with growing confidence. During Spring 2026's wider curriculum review, school leaders observed Welsh activities integrated into a language carousel. Pupils demonstrated high enthusiasm and clear progression in their language patterns, confidently speaking Welsh with staff and visiting governors. Following the review, staff agreed to focus on increasing the natural use of Welsh words within English phrases. They also pledged to exercise caution when translating phrases, ensuring pupils had dedicated opportunities to explore the specific meanings of individual Welsh words. This work will need further attention in 2026-2027. In Summer 2026, learning walks confirmed that Welsh oracy games (such as Gem Y Dis and Around the World) have become a thoroughly embedded daily practice across the school, which has significantly built pupil confidence. The Year 3 team reported success using collaborative class floor books rather than individual books. This practice provided a much richer, more cohesive record of group learning and pupil engagement. The school successfully launched a Welsh-speaking reward system, celebrated during assemblies to raise the language's profile and encourage spontaneous Welsh interactions. Additionally, the Criw Cymraeg met regularly to plan Welsh breaktime games, preparing to expand this initiative in the Autumn Term alongside the Year 6 Sports Ambassadors. *Core Strengths* Strong Pupil Agency: The Criw Cymraeg has successfully driven language experiences beyond the classroom through podcasts and playground games. Flexible and Inclusive Pedagogy: The school's willingness to adapt recording methods (e.g., Year 3 floor books) prevented writing barriers from hindering oral Welsh progress. Aligned Planning: Most cohorts are teaching Welsh at a developmentally appropriate level, with pupils confidently applying learned vocabulary and sentence structures in familiar contexts. *Next Steps for Further Improvement* Cross-Curricular Professional Learning (Critical Next Step): Provide staff with targeted professional learning (PL) to support the planning and delivery of Welsh language opportunities across all Areas of	term actions related to longer term goals. This will become a permanent additional SDP priority.

	Learning and Experience (AoLEs). This is essential to move Welsh beyond discrete sessions and weave it meaningfully across the entire curriculum. Sustain Playground Partnerships: Fully implement the collaborative breaktime games planned by the Criw Cymraeg and the Year 6 Sports Ambassadors during the upcoming Autumn Term to promote active, informal Welsh speaking. Link with the local Welsh school.	
Develop leaders to secure impact of cross-curricular skills and the cross-cutting themes of diversity and local, national and international contexts. *This priority addresses Estyn Recommendation 4 (Ensure that relevant professional learning improves provision and pupils' outcomes) and aligns with Objectives 1, 3, and 4 of the National Mission for Wales.*	In Autumn 2025 the leadership team was successfully expanded with two TLR3 posts dedicated to Language, Literacy, and Communication (LLC) English and Religion, Values, and Ethics (RVE) & Christian Ethos. All planned strategic actions for this baseline period were completed on schedule, setting up a strong foundation for classroom-level impact starting in early 2026. In Spring 2026 the Diversity and Anti-Racist Professional Learning (DARPL) Lead worked with staff to distribute a diverse range of texts and integrate small-world play toys into Foundation Phase (FP) enhanced provision to build representation. Teachers engaged with external partners to refine class inquiries, leading to rich, practical STEM experiences and rewritten RVE planning for the summer term. New Maths Overviews were successfully implemented to map cross-curricular numeracy. The school proactively partnered with a neighbouring cluster to launch the Singapore Maths Project. Governors conducted learning walks, reviewed books alongside pupils, and shared professional expertise to enhance the curriculum. By the end of the academic year, the impact of expanded leadership was felt across all major focus areas. The school was officially designated as a Lead School for RVE in the region. The RVE Lead delivered coaching that empowered teachers to weave Christian values and "big questions" into daily inquiries. This has fostered a highly reflective, calm learning environment where pupils discuss complex worldviews and values with empathy and respect. The Digital Leads delivered robust professional learning and created clear DCF progression maps. This directly translated into exceptional pupil confidence across all age groups: Nursery & Reception: Pupils safely and independently program BeeBots to manage early digital collaboration. Middle Phases: Pupils source and edit digital imagery to explore curricular concepts.	The leadership structure has changed with the cessation of a TLR2 Curriculum Lead post. This will not be replaced during the 2026-2027 academic year to allow for more shared responsibility for the curriculum. The school will then look at the structure during the 2027-2028 academic year.

	Upper Key Stage 2 (Years 5 & 6): Pupils use advanced creative tools, including AI (Adobe Firefly) to produce backdrops for class themes, write digital books (such as The Creation Story), program Microbits, and produce pupil-led podcasts. Strong online safety awareness is maintained across all levels. The LLC Lead and RVE Lead collaborated to review class topics, introducing multifaith dolls and small-world characters into FP classrooms. This has enabled pupils to see themselves reflected in their community. LGBTQ+ and diverse literature were also systematically added to libraries. *Core Strengths* National and Regional Recognition: Becoming a Lead School for RVE highlights the school's sector-leading practice in designing values-based inquiries. Cutting-Edge Digital Application: DCF progression is moving beyond simple technology use to creative, pupil-led coding, podcasting, and age-appropriate AI integration. Leads have trained staff from other schools within the region. High-Impact Leadership Coaching: The TLR3 posts have successfully decentralised leadership, driving professional growth and curriculum refinement directly within the classrooms. *Next Steps for Further Improvement* To sustain this high trajectory of leadership and curricular development, the school has set out the following actions: Differentiate Inquiry Activities: Ensure class activities are appropriately differentiated to guarantee that the needs of all learners are fully met. Deeper Curricular Links: Continue to strengthen the purposeful integration of RVE and diversity texts within the core topics of every year group. Establish an Anti-Racist Cluster Vision: Work in partnership with cluster schools to formalise and embed a shared, consistent approach to being anti-racist across the curriculum.	

School Development Plan

Key Priorities 2026-2029

Year 1 2026-2027	Priority
1	Develop pedagogical approaches that increase pupil independence and further develop pupil voice
2	Develop the teaching of reading to improve pupil acquisition of higher order reading skills.
3	Further develop pupils' numeracy skills in maths lessons and across the curriculum through rich contexts.

Year 2 2027-2028	Priority

1	Embed pedagogical approaches that increase pupil independence and further develop pupil voice.
2	Further develop the teaching of reading to improve pupil application of higher order reading skills in a range of contexts.
3	Embed an explorative approach to mathematics across the school to develop pupils' mathematical thinking skills.

Year 3 2028-2029	Priority
1	Develop links between the teaching of English, Welsh and international languages to strengthen pupils' language acquisition skills.
2	Further develop high-quality, appropriately challenging opportunities for application of skills across the curriculum.
3	Develop the use of the outdoor learning environment and wider community to enhance the curriculum.

Links to National, Regional, Local Priorities and National Mission for Wales
National Mission: Objective 1: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future. What we will do: Ensure that all learning is guided by the four purposes of the curriculum, through collaboration across providers and with industries and employers. Objective 2: Breaking down barriers so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work. What we will do: Through early identification, support and targeted actions, ensure that all learners gain the knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence. Objective 3: A positive education experience for everyone, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances. What we will do: Ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society, within places of learning that are supportive, safe, inclusive and free from discrimination and bullying. Objective 4: High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged. What we will do: Guaranteed career-long professional learning and support for all

staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support the success of all learners.
Objective 5: Community-based learning, with strong institutions engaging, integrating and being empowered by their communities. What we will do: Empower all learners, families and communities to build strong relationships and partnerships with education providers, so that we tackle disadvantage and deliver world-class education locally and nationally.
Objective 6: Cymraeg belongs to us all, giving every learner equal access to the language and the opportunity to reach their potential. What we will do: Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens.

Torfaen LA Partnership Working in Torfaen 2025-26					
LA Priorities for Improvement					
Objective 1: Improve learner outcomes, particular in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners. Objective 2: Ensure effective targeted and specialist provision for learners with Additional Learning Needs. Objective 3: Promote learner wellbeing and facilitate community engagement. Objective 4: Develop learner progression pathways to encourage lifelong learning. Objective 5: Promote staff wellbeing through effective performance management, professional learning, and use of digital solutions/flooding. Objective 6: Develop the physical and digital environment for learning.					
LA Themes for SSE			Focussed PL		
Autumn 2025	Spring 2026	Summer 2026	Autumn 2025	Spring 2026	Summer 2026
Cluster vision and improvement planning: How effectively do cluster plans identify and evaluate precise elements of teaching and	Capturing early impact of a cluster priority on pupil progress, e.g. literacy across the curriculum. (Sampling to be undertaken across all Curriculum Partners –	An evaluation of the quality of teaching: independent learning, to include vulnerable learners.	Independent learning guidance shared with all schools. Encourage visits to Partner Schools for 'live'	Strengthening self-evaluation and improvement planning processes.	

learning to impact on pupil progress?	individuals to be identified)		independent learning.		

Priority 1					
Develop pedagogical approaches that increase pupil independence and further develop pupil voice.					
Estyn Recommendation Link: National Mission Link –					
Priority Lead: Anna Britten Key Staff: Alison Coombs, Claire Crew, Jade Saunders, Laura Sutton, Rhiannon Williams Governor Lead: Heather Watkins Pupil Groups involved in monitoring: School Council; Worship Team					
Action	Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
Redevelop teacher planning to provide clear, systematic short-term learning intentions which effectively support long-term learning intentions.	Staff meeting professional learning sessions to develop clear planning processes which support long-term learning intentions. Coaching sessions with lead teachers to develop purposeful theme planning.	Most staff plan learning experiences which are well-structured with tasks presented in a clear, logical and understandable manner. Pupils effectively build on prior knowledge, practice and apply skills in	£1450 Excellent Teacher training Release time (lead teacher covered by HLTA) – ½ day x14 = £1500	Develop & trial - autumn term Review & refine – spring term	Staff meeting sharing practice Autumn term & Spring term. Planning dip-ins weekly – HT / DHT.

	Staff training with Nick Jones – Excellent Teaching.	a range of contexts and make connections. Pupils make clear progress in lessons and over time.			
Restructure lessons and refine non-negotiables to ensure pupils are actively engaged throughout and assessment for learning is highly effective.	Nick Jones – Excellent Teaching. Staff meetings to review and share. Staff learning walks.	Teachers respond to information about learning and adjust teaching to better match pupil need. Pupils' needs are met in most lessons through highly effective practice. Pupils value and respond to feedback from adults.	£1450 Excellent Teacher training (accounted for above)	Autumn term focus. Refine throughout the year.	Curriculum Review – September 2026. Curriculum Review – Spring term. Curriculum Review – Summer term.
Develop planning of questioning to further learning and increase challenge.	Staff training with Nick Jones – Excellent Teaching.	Teachers use an effective range of questioning. Pupils have equitable opportunities to respond.	£1450 Excellent Teacher training (accounted for above)	Autumn term focus. Refine throughout the year.	Curriculum Review – September 2026. Curriculum Review – Spring term. Curriculum Review – Summer term. Planning dip-ins weekly – HT / DHT.
Develop teaching of progressive maths, science and technology, and humanities focus sessions to support high levels of pupil independence through discovery-based learning with quality discussion and effective problem-solving approaches.	Science, RVE and Maths Leads to demonstrate approach in staff meetings. Staff to research and trial approach, share practice in staff meetings and refine. Staff learning walks. Joint planning in phase teams during staff meetings to adapt science and technology sessions, ensuring progression and increased pupil independence.	Enabling adults support learning effectively, providing support and challenge that develops pupils as independent learners. Relative to their stage of emotional development, most pupils engage with new, unfamiliar experiences and ideas and readily engage with learning experiences.	Learning walk release for leads - £1000 Opportunities for staff to observe teaching – ½ day x14 = £1500	Autumn – Spring term.	Staff learning walks during Spring term. Staff meetings during Spring & Summer term. Curriculum Review – September 2026. Curriculum Review – Spring term. Curriculum Review – Summer term.

Introduce writing success criteria for assessment to enable pupils and staff to accurately identify gaps and next steps in literacy work.	Staff meeting to discuss, review and share.	In LLC English writing, nearly all pupils value and respond to feedback from adults and their peers and effectively use feedback to move their learning forward. Nearly all pupils have a secure understanding of success criteria and use these to improve their work and next steps.	Resource created and ready to use.	Autumn term.	Book looks and listening to learners by SLT members throughout Autumn 2.
Sustain and embed the "Friends Around Fridays" timetable across all cohorts to guarantee dedicated, structured time for Pupil Voice groups, independent projects, and peer-to-peer tutoring.	Staff meeting to discuss, review and share.	Relative to their development, nearly all pupils value and respond to feedback from adults and their peers and effectively use feedback to move their learning forward. Nearly all pupils have a secure understanding of success criteria and use these to improve their work and next steps.	Budget to be released if needed for resources identified by staff through pupil voice.	Fully embedded by end of Spring term.	Book looks and listening to learners by SLT members throughout Spring 2.
Further develop pupil engagement with worship through children's rights focus.	Staff meeting to allocate rights focus to each year group.	Most pupils are aware of their rights, relevant to their age and level of understanding. Nearly all pupils have contributed to leading collective worship.	Resources available in school.	Fully embedded by end of Spring term.	Worship Team listening to learners and observation.

Progress Towards Actions in Priority 1	
Autumn 2026	
Spring 2027	
Summer 2027	

Priority 2
Develop the teaching of reading to improve pupil acquisition of higher order reading skills.
Estyn Recommendation Link – National Mission –

Priority Lead: Laura Sutton
Key Staff: Hilary Roberts, Nicola Price, Karen Beacham
Governor Lead: Daniella Jones; SIP Committee
Pupil Groups involved in monitoring priority: Pupil Librarians

Action	Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
Embed whole-school pedagogy for developing pupils' skills in decoding text for meaning through modelling, guiding and prompting use of a range of strategies, including phonics and use of vocabulary lists.	Bespoke training sessions led by LLC Lead (Laura Sutton) and Headteacher focusing on effectively teaching and developing strategies for pupils.	Many pupils identify what they do not understand in a text and employ a range of strategies to build on their understanding with increasing independence.	LLC Lead release time (1 day per term) for staff mentoring. Bespoke planning support resources.	Autumn 2 – training.	
Embed whole-school pedagogy for higher-order reading skills (inference, comparison, deduction, synthesis), utilising consistent classroom prompts: "Check, Change, Add" and "I know that... Could it be that...?" to drive deeper thinking.	Bespoke training sessions led by LLC Lead (Laura Sutton) and Headteacher focusing on higher-order reading progression chains.	Many pupils increasingly apply a range of higher order reading skills as required, for example, synthesis, comparison, inference and interpretation.	LLC Lead release time (1 day per term) for staff mentoring. Bespoke planning support resources.	Autumn 2 – training.	LLC Lead (Laura Sutton) and Phase Leads (Alison Coombs & Claire Crew) — half-termly monitoring in classes.
Further develop structured guided reading sessions through a consistent whole-school approach.	Bespoke training sessions led by LLC Lead (Laura Sutton) and Headteacher focusing on highly-effective guided reading sessions.	Nearly all pupils who are at an appropriate cognitive stage in their development, access information from a variety of written and digital sources, monitor their understanding of content and structure and respond using a range of reading skills.	Consistent, developmentally appropriate guided reading resources created by support staff.	Autumn 2 – training.	
Develop independent reading across the school to ensure pupils have daily opportunities to apply their reading skills. Incorporate an increasing range	Staff meeting to explore and develop effective systems.	All pupils who are at an appropriate cognitive stage have an individual reading book.	Individual readers. MyOn.	Autumn 2 launch.	

of books that support diversity and the Christian ethos.		All pupils have daily opportunities to interact with texts to further their learning.			
Provide structured guided reading challenge and targeted catch-up sessions for pupils identified in STAR assessments as working 1 year below reading age, focusing on rapid progress.	TA training workshops on administering STAR assessments and tracking intervention reading ages more closely.	Most targeted pupils demonstrate increasing accuracy and confidence in applying a range of reading skills over time.	PDG funded intervention support. Targeted reading material purchase (£800).	Autumn Term 2026 (Rapid Catch-up)	HT (Anna Britten), DHT (Alison Coombs), ALNCo (Hilary Roberts) — termly review of progress data.
Develop reading borrowing and tracking system in the newly catalogued Junior Library, establishing pupil librarians to support independent, self-directed reading at matching ZPD levels.	Training for student librarians and PPA staff on library software, categorization, and ZPD reading logs.	Pupils have weekly opportunities to select books and other reading materials.	Junior Library maintenance. New ZPD reading books (£1,000 grant funded).	Autumn 2 launch.	LLC Lead (Laura Sutton) and Student Librarians — termly logs check.
Integrate purposeful extended writing opportunities within RVE and humanities class topics to allow pupils to apply reading comprehension and vocabulary in written inquiries.	Collaborative planning workshops for LLC and RVE Leads to select high-quality diverse texts and design "big questions" for class inquiries.	Many pupils increasingly apply a range of higher order reading skills in other curriculum areas to further their learning.	RVE & LLC collaborative planning release time (0.5 day per half term).	Autumn 2 launch.	LLC Lead (Laura Sutton) and RVE Lead (Jade Saunders) — termly cross-curricular book looks.
Develop staff understanding of the science of reading through professional learning and action research with the CAL:ON literacy trial.	CAL:ON focussed professional learning sessions for all teachers and TAs. Science of Reading by Doug Lemov – nugget sharing in staff meetings.	Most staff confident in developing reading skills. Clear understanding of impact of teaching strategies and resources to inform future planning.	Free resources. Awaiting information on release time. Doug Lemov book - £20.	October 2026 – July 2027	Data analysis with OxEd end of summer term.
Introduce family member reading cafes to support families in teaching reading at home and develop a love of reading with their children.	LLC Lead to create reading resources and supports for families (paper and digital).	Increase in number of pupils receiving home support with reading. (Baseline data to be gathered in Autumn term.) Parents and carers report increased confidence in supporting their children with reading.	£500 budget for refreshments and further books.	Spring term launch.	Parent survey and listening to learners – Summer 2.

Develop governors understanding of effective methods for developing higher order reading skills to enable governors to support the development and evaluation of reading skills.	LLC Lead to lead governor training sessions and facilitate governor listening to readers to sessions.	Most governors confident in assessing and supporting the development of reading skills within school.	None.	Autumn 2.	Governor minutes detailing governor activities and evaluations.

Progress Towards Actions in Priority 2	
Autumn 2026	
Spring 2027	
Summer 2027	

Priority 3					
Further develop pupils' numeracy skills in maths lessons and across the curriculum through rich contexts.					
Estyn Recommendation: **National Mission Link –**					
Priority Lead: Alison Coombs Key Staff: Rhiannon Williams, Loran Tanner Governor Lead: Neil Gregory Pupil Groups involved in monitoring: Year 6					
Action	Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.

Introduce a focussed concrete-pictorial-abstract (CPA) model in Year 6 to deepen conceptual understanding and reduce variance in progress: • Create and introduce questioning crib sheet. • Audit use of manipulatives. • Develop clear lesson planning structure.	Bespoke staff training with regional leads on CPA pedagogy, beginning with Year 6 through West Mon cluster partnership.	Year 6 teachers understand how the effective use of manipulatives can support and enhance learning. Year 6 teachers use effective questioning to deepen and extend mathematical thinking. Many Year 6 pupils are able to analyse and justify possible solutions, recognising potential issues and problems, with increasing depth, precision and independence over time.	Think! Mathematics teaching guides and digital resources (£600) Resource manipulatives (£500)	September 2026 – January 2027	DHT (Alison Coombs) Pupil questionnaire, September/December Listening to learners November Drop in sessions to lessons- throughout the term.
Implement the Singapore Maths Project from Year 2 to Year 5, focusing on the concrete-pictorial-abstract (CPA) model to deepen conceptual mathematical understanding and reduce variance in progress.	DHT and Year 6 teachers leading staff training on CPA approach through series twilight sessions. Strong focus on correct use mathematical language.	Most teachers understand how the effective use of manipulatives can support and enhance learning. Most teachers use effective questioning to deepen and extend mathematical thinking. Relative to their stage of cognitive development, many pupils are able to analyse and justify possible solutions, recognising potential issues and problems, with increasing depth, precision and independence over time.	Singapore Maths Project training (£1,500 grant funded). Think! Mathematics teaching guides Y2-Y5(£2400) Mathematical manipulatives in all classes. (£1000)	January 2027 – July 2027	DHT (Alison Coombs) and Mathematics Leads (Michelle Hall & Rachel Davies) — termly monitoring.
Implement the Singapore Maths Project in Early Years, focusing on the concrete-pictorial-abstract (CPA) model to deepen conceptual mathematical understanding and reduce variance in progress.	DHT and staff in Nursery to Year 1 to research and trial approach, sharing practice with colleagues.	Most teachers understand how the effective use of manipulatives can support and enhance learning. Most teachers use effective questioning to deepen and extend mathematical thinking. Relative to their stage of cognitive development, many pupils are able to analyse and justify	Release time (£500) Mathematical manipulatives (£300)	April 2027 – July 2027	DHT (Alison Coombs) and Mathematics Leads (Michelle Hall & Rachel Davies) — termly monitoring.

		possible solutions, recognising potential issues and problems, with increasing depth, precision and independence over time.			
Improve pupils' ability to express and explain their thinking orally and through the use of manipulatives: • Develop a bank of useful digital resources. • Create mathematical language and questioning prompts to use in all lessons.	Opportunities for Year 6 teachers and DHT to team teach with West Mon colleagues. Opportunities for teachers in Nursery – Year 5 to team teach with Year 6 teachers and DHT.	Relative to their stage of cognitive development, many pupils are able to analyse and justify possible solutions, recognising potential issues and problems, with increasing depth, precision and independence over time. Many pupils select appropriate manipulatives and use them effectively. Relative to their stage of cognitive development, many pupils collaborate successfully: they listen to each other and take on responsibility for roles within groups.	Singapore Maths Cluster Project Work (Grant funded £1500)	September 2026 - July 2027	Curriculum Review Spring Term. (Anna Britten & Alison Coombs) Half Termly drop-in sessions to classes (Alison Coombs) Pupil questionnaire Y3-Y6 January/July Book look March 2027 Listening to learners March & July 2027
Improve pupils' ability to express and explain their thinking using drawings, diagrams and writing: • Introduce use of journalling in Year 6. • Create a teacher crib sheet for journalling. • Implement use of journalling from Year 2 to Year 5.	Joint working with West Mon colleagues. Series of staff meetings on use of journalling.	Relative to their stage of cognitive development, many pupils are able to analyse and justify possible solutions, recognising potential issues and problems, with increasing depth, precision and independence over time. Learning walks evidence nearly all pupils engaged and actively listening; many pupils explaining their reasoning in writing and with drawings/diagrams as is stage appropriate; many pupils using mathematical language effectively; many pupils	Singapore Maths Cluster Project Work (Grant funded £1500)	September 2026- July 2027	Curriculum Review Spring Term. (Anna Britten & Alison Coombs) Half Termly drop-in sessions to classes (Alison Coombs) Pupil questionnaire Y3-Y6 January/July Book look March 2027 Listening to learners March & July 2027

		questioning and challenging each other. Book looks will demonstrate drawing /diagrams used to express pupils' thinking; a variety of methods used to solve a problem; correct use of mathematical language.			
Refine and standardise enhanced provision in the Foundation Phase to ensure consistent, high-quality, independently accessible numeracy activities that challenge all learners.	Practice-sharing staff meetings focusing on the design of self-checking numeracy challenges in FP enhanced areas.	Relative to their stage of cognitive development, nearly all pupils can confidently apply what they have learnt in mathematics & numeracy focus sessions independently or in collaboration with others, with sustained effort in a variety of contexts both indoors and outdoors.	Early years math resource update (£1,000). Release time for FP Lead to conduct learning walks.	Refined by November 2026; ongoing	FP Lead (Claire Crew) and Mathematics Lead (Rachel Davies) — half-termly provision audits.
Implement rich, cross-curricular numeracy opportunities within all Areas of Learning and Experience (AoLEs), ensuring skills maps are systematically applied to real-life class inquiry topics.	Curriculum development sessions to map numerical data handling, measurement, and scaling across rewritten RVE and STEM inquiries.	Relative to their stage of cognitive development, nearly all pupils can confidently apply what they have learnt in mathematics & numeracy focus sessions independently or in collaboration with others, with sustained effort in a variety of contexts both indoors and outdoors.	Cross-curricular planning overviews and skill maps. Classroom resources.	Launched October 2026	DHT (Alison Coombs) — termly cross-curricular book looks.
Provide targeted numeracy interventions (including CPA-aligned supportive strategies) for low-attaining pupils and vulnerable learners to close the attainment gap.	Professional learning for intervention leads and TAs on targeted numeracy support strategies.	Most targeted pupils demonstrate increasing accuracy and confidence in using a range of numeracy skills over time.	Intervention software and concrete learning aids. Dedicated weekly intervention time.	October 2026 – July 2027	ALNCo (Hilary Roberts) and Numeracy Intervention Leads — termly review.
Develop governor understanding of the Primed for Success approach to support the development and evaluation of numeracy skills.	DHT to lead governor training. Year 6 teachers and pupils to engage governors in a sample session.	Most governors confident in assessing and supporting the development of the Primed for Success approach within school.	Release time for RW & LT to prepare and PL. (£300)	January 2027 – March 2027	Headteacher (Anna Britten)

Progress Towards Actions in Priority 3	
Autumn 2026	
Spring 2027	
Summer 2027	

Priority 4: Welsh Language Development Plan

BLAENAVON HERITAGE VC PRIMARY SCHOOL

School Development Plan — Continuous Priority Action Plan Year 1: Welsh Language Development

Priority 2: Further develop Welsh oracy skills and increase Welsh language experiences for all pupils across the curriculum.

Estyn Recommendation Link: R3 (Challenge all pupils through consistent and effective teaching)

National Mission Link: Objective 6 (Cymraeg belongs to us all)

Governor Lead: Stacey Howells

Priority Lead: Anna Britten (Headteacher) | Key Staff: Rory Wayne, Alys Paget

Pupil Voice Group: Criw Cymraeg & Year 6 Sports Ambassadors

Action/	Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements	Who, What, Where When? See MER for dates.

1. Deliver cross-curricular Welsh language patterns teaching across all Areas of Learning and Experience (AoLEs).	1x staff meeting per half term focused on AoLE planning + cluster practice-sharing sessions.	• Staff confidently plan and deliver Welsh opportunities across all AoLEs. • Pupils apply Welsh vocabulary in meaningful, real-life topic contexts. • Reduced reliance on direct translation.	Welsh Continuum frameworks, AoLE planning templates, staff release time.	September 2026 – July 2027	• Welsh Lead ½ termly monitoring • Practice sharing staff meetings • HT & DHT termly AoLE book looks	Anna Britten, Rory Wayne & Alys Paget. Curriculum Review MER dates.
2. Consolidate and expand Daily Welsh recording methods (KS2 Skills Notebooks and Foundation Phase / Year 3 Class Floor Books).	Practice-sharing session on effective floor book recording and oracy evidence strategies.	• Nearly all pupils refer back to taught patterns in daily lessons. • Year 3 & FP floor books remove writing barriers and capture collaborative oral progress.	School exercise books, A3 Class Floor Books.	Implemented Oct 2026; Impact reviewed Jan & May 2027	• Welsh Lead ½ termly monitoring • HT & DHT termly skills book scrutiny • Pupil voice / L2L	Rory Wayne & Alys Paget. Half-termly book looks.
3. Implement pupil-led outdoor Welsh games during breaktimes led by Criw Cymraeg in partnership with Year 6 Sports Ambassadors.	Training for Criw Cymraeg & Sports Ambassadors in leading active playground games in Welsh.	• Increased spontaneous Welsh speaking during outdoor play. • Rec–Y6 pupils regularly participate in structured Welsh games (Gem Y Dis, Around the World).	Outdoor sports equipment, bilingual game rule cards, Criw Cymraeg badges.	Launch Oct 2026 (Shwmae Day); Impact reviewed Feb & June 2027	• Listening to Learners • Link Governor visits • Criw Cymraeg monitoring walks	Rory Wayne, Year 6 Sports Lead, Criw Cymraeg. Monthly pupil voice meetings.
4. Produce half-termly Welsh digital broadcasts and podcasts with Criw Cymraeg, including celebrations of Welsh culture and role models, to share language learning with all stakeholders.	Technical podcast production and Adobe digital tools training with Digital Lead (Justin West).	• High-quality digital Welsh broadcasts shared on school website. • Criw Cymraeg demonstrate strong leadership and oral confidence in digital contexts.	Digital recording equipment, Adobe Firefly / podcast software, Digital Lead support time.	Initial broadcast Dec 2026; Bi-monthly to July 2027	• Link Governor visits • Website analytics & stakeholder feedback • Listening to Learners	Rory Wayne, Justin West & Criw Cymraeg. Termly digital reviews.
5. Embed structured Welsh worship contributions and prayers into weekly whole-	Assembly planning alignment with RVE Lead	• All junior classes lead a termly bilingual assembly element.	iSingPop Welsh resources, bilingual	Launch Nov 2026; Ongoing to July 2027	• Link Governor visits (Welsh & RVE) • Assembly observations	Alison Coombs, Rory Wayne, Alys Paget, Class Teachers. Weekly assemblies.

school assemblies for all classes (Y3–Y6).	& local clergy (Mother Liane).	• Pupils confidently read Welsh prayers and respond to bilingual greetings.	prayer cards, assembly presentation software.		• Section 50 monitoring	
7. Utilise the Cymraeg Continuum to systematically guide assessment, feedback, and progression.	Staff meeting on Cymraeg Continuum progression steps and target-setting, including extended sentences for older pupils.	• Teachers plan at appropriate continuum level for all cohorts. • Pupils extend sentences using 'achos', 'gyda'r', and varied tenses in oral/written tasks.	Cymraeg Continuum framework grids, classroom sentence mats.	Implement Oct 2026; Impact reviewed May 2027	• Curriculum Review (Welsh focus) • Scrutiny of Welsh books & floor books • Teacher assessment records	Rory Wayne, Alys Paget & SLT. Termly curriculum MER.

Attendance Action Plan

Attendance Action Plan 2026 – 2027				
Attendance Target: 92.8% Community Goal: 95%				
Attendance Team: Anna Britten - Headteacher Leanne Mason – School Clerk Louise White – Community Engagement Officer Justin West – Digital Lead Link Governor – Gareth Whitcombe				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.

Continue communicating with parents below 95%: F.D.R and phone parents if no reason given after first day	• Continued improved attendance of target pupils • Reduction in number of absences with no reason given	• N/A	Autumn term 2026	ROC reports Attendance reporting to governors SIMS records
Tighten FPN process to ensure FPN warnings are sent after 10 sessions of absence and 15-day monitoring period is implemented.	• Reduction in number of unauthorised absences for target pupils.	• Re-organised office timetable to increase release time for Engagement Officer.	Autumn term 2026	FPN data ROC reports
Share broken weeks data with parents for target pupils at parents' evenings and reintroduce full week reward shop.	• Reduction in number of pupils with 20+ broken weeks. • Reduced number of broken weeks for target pupils.	• £3000	Autumn 2026-Summer 2027	Listening to learners Attendance reporting to governors
Continue tackling Lateness Pathways for target pupils	• Reduction in number of children late	• No cost	Autumn 2026	SIMS data analysis
Allocate staff mentors for pupils on Attendance Action Plans for persistent absenteeism (below 90%)	• Continued improved attendance of target pupils • Support in place for all pupils in need	• No additional cost	End of Autumn 2026	Attendance reporting to governors
Increase community awareness of the importance of attendance through weekly attendance messages.	• Increased focus on attendance for all stakeholders. • Improved attendance for non-FSM and FSM pupils.	• No cost	End of Autumn 2026	Attendance reporting to governors Parent surveys

Improve monitoring of vulnerable groups through half-termly detailed reports.	• Improved attendance of vulnerable pupils.	• Re-organised office timetable to increase release time for Engagement Officer.	End of Autumn 2026	Attendance reporting to governors
Progress Towards Attendance Priority				
Spring 2027				
Summer 2027				

Abersychan Cluster Strategic Equality Plan 2024-2027 Focus

Priority Lead: Jade Saunders Key Staff: Nikki Westwood, Hilary Roberts Governor Lead: Heather Watkins Pupil Groups involved in monitoring: Worship Team, School Council, Digi Leads

Equality Objective 1: Children will challenge racial and religious prejudice and stereotypes through meaningful learning experiences.			
Evidence	**Protected Characteristic**	**Quantitative Target**	**Stakeholders**
• Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group Results - • Gwent research into racism and racist bullying - • 'Take it seriously' children's experiences of racism within secondary schools - • Cluster Anti-Racism Questionnaire results (	• Race • Religion • All other protected characteristics	• All members of the school community feel safe and valued • There is a common understanding in all schools of what zero tolerance towards racist incidents is	All stakeholders

• Increasing number of children attending schools from Black, Asian and Minority Ethnic			

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
Develop a training plan to increase awareness of all staff surrounding the topic of Anti-Racism, prejudice and stereotype	Increased staff awareness of Anti-Racism, stereotypes and prejudice	Professional learning for those working in education to develop an understanding and development of anti-racist practice No Boundaries Courses - DARPL	September 2024 – July 2025 Training to be provided throughout academic year	Planning reviews Learning walks Listening to learners Professional discussions Curriculum Lead/ SLT	February 2025: All staff have undertaken initial training at cluster event. HT has attended DARPL training. Curriculum Lead booked on DARPL Senior Leadership training from March 2025 – this will then enable the Curriculum Lead to provide further training for staff. July 2025 – All staff engaged with No Boundaries training and have requested more training.

					RVE & Church Ethos Lead has completed DARPL training and will lead implementation of learning from this across school as pat of new role for September 2025.
Cluster schools to complete Anti-Racism baseline survey	Gather information to analyse a baseline of current knowledge	Microsoft Forms https://forms.office.com/e/abcChPvdgh	September 2023 Data analysed March 2024	KW SLT Curriculum Leads	Completed
Create a space for open and honest discussions around Anti-Racism with Senior Leaders	**"Honest Conversations"** involving Senior Leaders surrounding the topic of Anti-Racism	A safe space to meet Recommended questions from Professor Charlotte Williams recommendations	September 2024 – July 2025	SLT Meetings HT Meetings	Cluster SLT members have been involved in Professional discussions around Anti Racism and diversity – September 2023 February 2025: Safe space provided in all offices.
Develop an Anti-Racist Cluster Vision (Diversify/ Decolonise)	For all schools to have a good understanding of the vision and for it	Anti Racist Action Plan- Anti-Racist Wales Action Plan (gov.wales)	July 2024	Curriculum Leads Humanities Leads SLT	

	to be imbedded into school's curriculum	https://www.gwentsafeguarding.org.uk/assets/en-documents/Gwent-research-into-racism-and-racist-bullying.-Final-copy.pdf			
Review curriculum so that schemes of work, lesson plans and resources are anti-racist and relevant to multicultural society	Curriculums are inclusive of ethnic minority people and peoples representing the protected characteristics	DARPL No Boundaries The Black Curriculum	Ongoing	Curriculum Leaders Book Looks Listening to learners Planning reviews	February 2025: Individual lessons have been updated and replaced. Books have been sourced. July 2025: Staff member with focus role on this for September 2025.
Provide age-appropriate Classroom Workshops for all children	All children within the cluster have experienced a workshop on the topic of Anti-Racism and stereotyping	No Boundaries Workshops Torfaen Cohesion Team	September 24- July 24	Curriculum Lead Listening to learners	July 2025: Experienced by Year 3 and Year 4 pupils. More workshops to be booked for 2025-26.

Participate in a Gwent Education Minority Service – GEMS Project	For all schools to have taken part in a project delivered by GEMS	https://www.newport.gov.uk/en/Schools-Education/Gwent-Education-Minority-Ethnic-Service-(GEMS).aspx	September 24- July 24	Curriculum Leads to contact GEMS and book a project	July 2025: Project undertaken by Year 4 and Year 3 pupils.
Take part in a "twinning" project with the Torfaen Cohesion Team	10-week cluster project – creating a links with diverse schools	Torfaen Cohesion Team to deliver to Cluster Heads	September 25	Torfaen Cohesion Team Curriculum Leads Planning review Listening to learners	July 2025: Twinning project re-established for September 2025.

Equality Objective 2: All stakeholders will work to eliminate the disadvantage and barriers that make it hard for people to access the same opportunities as everyone else.

Evidence	Protected Characteristic	Quantitative Target	Stakeholders
• Questionnaires of all stakeholders • Pupil Voice	• Sex • Age • All relevant protected characteristics	• All learners and young people to have the same opportunities regardless of protected characteristic.	• All stakeholders

• Individual school data (attendance, performance			

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
Raise attainment of identified groups of learners through tracking data of all groups of learners including FSM and low attendees, to address any gaps in attainment and put in place any appropriate interventions to aid those pupils.	Increase 100% staff awareness of barriers to learning and what needs to be addressed. Reduce gaps in attainment and attendance between pupils from protected groups.	Interventions for Numeracy, Literacy & Wellbeing for identified pupils. Nurture provision and classes ACE awareness training	October 23- July 24	TIS/Thrive trained staff Interventions co-ordinator & SLT Governor Performance & Improvement committee BITS (Behaviour Intervention Team	Cwmffrwdoer, Garnteg & Blaenavon have completed 2 day senior Leader TIS Training February 2025: All staff have had some basic TIS training. A TIS Lead is in post. An ELSA is in post. July 2025: TIS and ELSA leads given more timetabled sessions from September 2025. New TIS / ELSA room established.

Attendance officers/Family Engagement Officers to identify and raise attendance of groups of learners and attendance of parents in school activities.	Increased attendance of all groups of learners. (targets set applicable to school and individual groups of learners)	Parent/carer questionnaires to identify workshops needed to support their children.	October 23- July 24 Reviewed annually	Attendance Officer/Family Engagement Officers	February 2025: Attendance improved by 2% last academic year. It is currently higher than at this point last year. July 2025: Attendance target of 92% exceeded at 92.80%.
Staff to arrange visits and visitors from local industry/ sport/ community/ universities to school to give talks and workshops about achievements and aspirations and learn about different careers.	Raise aspirations of pupils through encouraging them to believe in themselves and their ability to influence their own future.	Pupil questionnaire results for SEP stakeholder Consultation Visitors to raise aspirations of pupils including past pupils School & Eco Council and learning teams to write to local industry	October 23- on going reviewed annually	SLT Curriculum Leads AOLE teams	February 2025: Visits from MP, Bishop, Archdeacon – all focussing on careers. Visit planned from High Sherrif. Visit from past pupil re youth parliament.

Appropriate use of specialised equipment to benefit individual pupils and staff	Children have appropriate equipment and resources which supports their learning and remove barriers to learning	Ipads available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols , wobble cushions et	Ongoing	ALN Lead	February 2025: All suggested equipment in place for pupils according to level of need. Classroom environments adapted to ensure accessibility.

Equality Objective 3 - Ensure all stakeholders within the school have their right respected and feel safe from violence and abuse.			
Evidence	**Protected Characteristic**	**Quantitative Target**	**Stakeholders**
• Training records • School policies	• Religion • Race	• All stakeholders within the cluster feel they have	• All stakeholders

• Stakeholder survey results	• Sex • Gender re-assignment	their rights respected and feel safe from violence and abuse	

Actions What is it we want to do?	Outcome – What will success look like?	Resources/ External support / Professional learning	Timescale	Monitoring / Responsibility Who is monitoring the action? How?	Actual outcomes
Issue a daily message about respecting others covering all protective characteristics.	Annual Assembly program highlighting topics of inclusivity and equality.	Thought for the day resource pack Assembly resources PSE SOL	Ongoing from September 2023	SLT Wellbeing lead / PSE lead T & L Review / Pastoral reviews Learning walks PSE lead / Wellbeing Co-ordinator Assembly observations	February 2025: iSing Pop assembly resource in use. Friday celebration assemblies focussing on Biblical teaching, current issues, inclusivity and equality. Monday assemblies focussing on values.
To use restorative processes to build and embed positive	All stakeholders within the cluster to use RA approaches to	Restorative approaches paperwork / training - Restorative Justice -	Secondary Phase – Ongoing from September 2023.	SLT wellbeing lead / SLT behaviour lead T & L Review	

relationships throughout the cluster.	behaviour management	Schools & Youth Resources — Why Me? Restorative Justice (why-me.org)	Primary Phase – September 2025	Learning walks Pupil voice	
Use professional learning to ensure all stakeholders have a clear understanding of the term bullying.	Clear understanding by all stakeholders of the term 'Bullying' to ensure there is accurate recording	LA training session with Health schools officer	Ongoing from November 2023	SLT wellbeing lead / SLT behaviour lead Anti – bullying policy / relationship policy	Staff have attended training facilitated by the LA to gain a shared understanding of the term bullying.
Record, monitor and report bullying incidents relating to race, disability, homophobia, transphobia, gender or religion and make termly returns to the local authority covering the full range of identity-based	Accurate records of all incidents reported to the LA on a termly basis.	LA Anti – Bullying proforma SIMS In school records Termly monitoring data	Termly	SLT Wellbeing lead	February 2025: SLT part of pilot project to record bullying allegations on My Concern. Incidents also recorded in SIMS.

incidences of bullying ensuring consistency and rigour.					
Professional learning on how the curriculum can be used to inform learners on the rights of the child, 17 global goals and acceptable behaviours within society.	Rights respecting school award programme	https://www.unicef.org.uk/rights-respecting-school	November 2023 – July 2025	SLT Wellbeing lead / PSE lead Assembly program PSE resources Pupil voice Learning walks	
Professional Learning VAWDASV to raise awareness and spot signs of violence against women.	All staff to complete the required training resulting in raised awareness	LA online training package	September 2023 - 2025	SLT wellbeing lead / DSO Individual school Staff training records	
Development of a cluster Anti bullying project / joint school council project	Successful cluster project linked to children's rights developed and implemented	https://www.unicef.org.uk/rights-respecting-school	Ongoing from September 2025	SLT wellbeing lead / Transition lead School council notes Listening to learners	
Regular follow up observations and listening to learners'	Clear program of listening to learners' activities with clear	Online survey packages	Ongoing	SLT wellbeing lead. Survey results	

activities to assess impact.	actions implemented into future projects			Results of listening to learner activities	

Equality Objective 4 - All stakeholders will value and recognise the contributions of everyone and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour.			
Evidence	**Protected Characteristic**	**Quantitative Target**	**Stakeholders**
• Training records • School policies • Stakeholder survey results	• Religion • Race • Sex • Gender re-assignment	• All stakeholders within the cluster feel they have their rights respected and feel safe from violence and abuse	• All stakeholders

Actions **What is it we want to do?**	**Outcome – What will success look like?**	**Resources/ External support / Professional learning**	**Timescale**	**Monitoring / Responsibility** **Who is monitoring the action? How?**	**Actual outcomes**
Ensure all staff feel confident and	Staff are using inclusive language appropriately	Timbrell Education Consultancy - Eduation Training | Timbrell Education | Wales	Autumn 2024 – July 2025	Planning reviews / staff survey SLT	February 2025: Inquiry made re training for September 2025 (no

comfortable in using inclusive language to challenge stereotypes and unfair behaviour	Improved wellbeing of staff and pupils with incidents reported	Stonewall training - Diversity Champions Programme | Stonewall Training costs		Wellbeing lead All staff	twilight sessions left for this academic year)
Ensure all staff in all schools have a greater understanding of transgender young people and can offer effective support	Improved wellbeing of children who identify as transgender Staff to gain an Increased knowledge and confidence	Children in Wales training - Training and Events | Children in Wales	Ongoing from September 2025.	Planning reviews/ listening to learners SLT Wellbeing lead All staff	February 2025: Training has been completed by the headteacher.
Promote 'different families, same love' through displays and by ensuring a range of resources are available to reflect diversity within families and enable pupils to	Schools have resources readily available for children to access linked to 'inclusivity'	Practice sharing across cluster. Books Age-appropriate resources. Dolls / Figurines for primary and SNRB Release time for leads	Sept 2024 ongoing termly	Learning walks SLT ALNCO All Staff	

represent their own families (books, dolls)					
Audit curriculum to ensure access to a variety of suitable resources to ensure contributions of LGBTQ+ people are recognised.	Classroom resources to reflect the contributions of all.	Practice sharing across cluster. Books Release time for leads	Sept 2024 ongoing termly	Learning walk – Audit of resources Wellbeing Lead	
Gather, and report to all governors, cluster data on incidents of bullying linked to gender or stereotyping, sharing actions taken and adjusting the curriculum to address emerging themes.	Accurate / up to date information on incidents of bullying shared with stakeholders. Curriculum adjusted to address emerging themes based on the data collated.	SIMS data Termly reports for bullying	Sept 2024 ongoing	Listening to learners Wellbeing Lead	February 2025: SLT part of pilot project to record bullying allegations on My Concern. Incidents also recorded in SIMS.

Equality Objective 5 - To provide an inclusive learning environment with improved access for all children and adults regardless of disability or need in line with the Equality Act 2010.			
Evidence	**Protected Characteristic**	**Quantitative Target**	**Stakeholders**
• Annual site visits and reports • Duty of care programme	• Religion • Race • Sex • Gender re-assignment	• All stakeholders within the cluster feel they have their rights respected and feel safe from violence and abuse	• All stakeholders

Actions **What is it we want to do?**	**Outcome – What will success look like?**	**Resources/ External support / Professional learning**	**Timescale**	**Monitoring / Responsibility** **Who is monitoring the action? How?**	**Actual outcomes**
Share provision for pupil's accessing provision additional or different to aid transition between	Shared pupils one-page profiles OPP shared across the cluster Ensure provision is in place for successful transition between stages / schools	EDU Key ALN Updates from EAS	Spring 2024	ALNCos Curriculum leads Network meetings	February 2025: Cluster ALNCo group meeting termly in different schools to share practice and review documentation.

classes and from Year 6 to Year 7	ensuring ALP / provision is in place.				
Staff awareness of how to respond to the needs of pupils with a range of disabilities to be increased, e.g., visual/hearing impairment, language/speech therapy, dyslexia, etc.	Monitor provision for pupils with ALN and ensure that Staff are trained by relevant agencies which will impact positively on the pupils' wellbeing and social and academic progress. All staff to attend Positive Handling Team Teach Training Ensure care plans in place and updated	Update First Aid Training Positive handling / Team Teach training Care plans	Ongoing	ALN Lead Phase Leaders / SLT Impact in class – wellbeing and academic progress Discussions with parents/carers and professionals, staff discussions etc	February 2025: Bespoke training sourced according to pupil need and staff role: Team Teach; TIS; ELSA; 21 Plus; First Aid; Catheterisation; Diabetes. New care plan format currently being trialled for medical needs.
Audit school buildings for accessibility.	For the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's	LA Health & Safety Officer to provide input. LA Senior building surveyor to provide input	Ongoing	School site officer HT School site visits	February 2025: Classroom furniture reorganised in response to pupil need. Evac chairs sourced.

	physical environment for all				
Ensure emergency and evacuation systems are set up for ALL pupils.	Emergency and evacuation systems established for ALL pupils.	Emergency and evacuation plan School site plan	Ongoing	Local Authority School site officer HT Termly drills	February 2025: Evac chairs sourced. PEEPs in place.
Maintain safe access round the interior and exterior of the school	There is safe access throughout the school	Risk assessments	Ongoing	School site officer HT/ DHT	February 2025: Security improved with new doors in foyer. All areas accessible. Request place with LA for external fence.
Evaluate day and residential trips in light of current cohort	All children are able to access all trips during their time within the cluster schools	Risk Assessments - Time for pre visit if required	Ongoing	HT/ DHT	February 2025: Staff trained to support pupils with needs. All pupils wishing to attend residentials for 2023/24 and 2024/25 supported to do so.
All children are visible in the curriculum and resources	Children will be able to identify with characters in stories, historical figures and	Books Display Boards	Ongoing	Curriculum Lead AOLE leads	

	illustrations. They will feel seen in the curriculum and resources.				

Spring 2026 Strategic Equality Plan Review Summary

Objective 1

Action: Develop a training plan to increase awareness of all staff surrounding the topic of Anti-Racism, prejudice and stereotype.

Outcome: February 2025: All staff have undertaken initial training at cluster event. HT has attended DARPL training. Curriculum Lead booked on DARPL Senior Leadership training from March 2025 – this will then enable the Curriculum Lead to provide further training for staff.

Evaluation: All staff have had training at a cluster event in February 2025, engaging in discussions around Anti-Racism, prejudice and stereotype. HT has attended DARPL training and in place of the Curriculum Lead, the RVE Lead completed the DARPL Senior Leadership training from March 2025. This was completed Summer 2025. This has enabled the RVE Lead to provide support to staff and has helped with diversifying the curriculum.

Action: Cluster schools to complete Anti-Racism baseline survey.

Outcome: Completed

Evaluation: This survey gave the school a baseline of current knowledge to build next steps.

Action: Create a space for open and honest discussions around Anti-Racism with Senior Leaders

Outcome: Cluster SLT members have been involved in Professional discussions around Anti Racism and diversity – September 2023

February 2025: Safe space provided in all offices.

Evaluation: SLT members have continued to have professional discussions around Anti-Racism and diversity with other staff members. The safe space provided in all offices has been sustained.

Action: Develop an Anti-Racist Cluster Vision (Diversify/Decolonise)

Outcome: To be developed

Evaluation: An Anti-Racist Cluster Vision needs to be developed and introduced as a consistent approach to allow staff and pupils to understand the meaning of being Anti-Racist. This then needs to be imbedded into the school's curriculum.

Action: Review curriculum so that schemes of work, lesson plans and resources are anti-racist and relevant to multicultural society

Outcome: February 2025: Individual lessons have been updated and replaced. Books have been sourced.

Evaluation: February 2026 books have been assigned to each year group. RVE Lead ensured a range of diversity and LLC Lead assigned a book to each year group which can be used as their main text for a writing journey.
Action: Provide age- appropriate Classroom Workshops for all children
Outcome: To be completed
Evaluation: Years 4 and 5 April 2025 had No Boundaries Workshops. Current Year 3 and 4 have not had the Workshop. Children have responded to this training with positivity. “It taught us what language we should not use as it could be offensive,” and “everyone is different and this should be celebrated.”
Action: Participate in a Gwent Education Minority Service – GEMS Project
Outcome: To be completed
Evaluation: The school has support from GEMS who come in to work with children. The school is to contact GEMS and arrange to take part in a project.
Action: Take part in a “twinning” project with the Torfaen Cohesion Team
Outcome: To be completed
Evaluation: Year 5 are twinning with St Marys in Butetown. This has allowed the school to make links with a diverse school, looking at their community in comparison to our local area. This is ongoing.

Objective 2

Action: Raise attainment of identified groups of learners through tracking data of all groups of learners including FSM and low attendees, to address any gaps in attainment and put in place any appropriate interventions to aid those pupils.
Outcome: Cwmffrwdoer, Garnteg & Blaenavon have completed 2-day senior Leader TIS Training February 2025: All staff have had some basic TIS training. A TIS Lead is in post. An ELSA is in post.
Evaluation: This remains the same. The school tracks groups of data and this is analysed. Pupil progress meetings with every teacher, allows discussion whereby any gaps in attainment can be addressed and any appropriate interventions can be put into place to help pupils.
Action: Attendance officers/Family Engagement Officers to identify and raise attendance of groups of learners and attendance of parents in school activities.
Outcome: February 2025: Attendance improved by 2% last academic year. It is currently higher than at this point last year.
Evaluation: Engagement officer in post who monitors attendance. HT has sent a parent questionnaire to identify workshops needed to support their children. February 2026: Attendance has remained stable.
Action: Staff to arrange visits and visitors from local industry/ sport/ community/ universities to school to give talks and workshops about achievements and aspirations and learn about different careers.
Outcome: February 2025: Visits from MP, Bishop, Archdeacon – all focussing on careers. Visit planned from High Sheriff. Visit from past pupil re youth parliament.

Evaluation: Visits have occurred which have focused on careers. The Local Liberian encourages the use of the local library through the summer reading challenge, the Mayor and Town Council have shared their job roles, the Fire Service have provided pupils with the opportunity to learn about their job role and PCSOs have done workshops with the schools Nurture Provision. The High Sheriff visited school March 2025. Past pupils have visited regarding Youth Parliament and have led workshops and shared their experiences. February 2026 Year 4 had parents engage in a career workshop. The school has many visitors participate in podcasts led by pupils, these are then shown to all and available on the school website to refer back to.
Action: Appropriate use of specialised equipment to benefit individual pupils and staff
Outcome: February 2025: All suggested equipment in place for pupils according to level of need. Classroom environments adapted to ensure accessibility.
Evaluation: Equipment still in place for pupils. Evac chairs now in place and staff have been trained.

Objective 3

Action: Issue a daily message about respecting others covering all protective characteristics.
Outcome: February 2025: iSing Pop assembly resource in use. Friday celebration assemblies focussing on Biblical teaching, current issues, inclusivity and equality. Monday assemblies focussing on values.
Evaluation: March 2026: This is still all in place and ongoing. Current relevant topics are covered within KS2 and FP assemblies. Opportunities for reflection are provided which can be taken back into classes for further discussion and can be displayed in their Reflection Areas.
Action: To use restorative processes to build and embed positive relationships throughout the cluster.
Outcome: To be completed.
Evaluation: During No Boundaries Training staff and pupils were identifying the victim and perpetrator and discussing different scenarios. Most staff have now completed Thinqi training (Safeguarding, Equalities, VAWDASV and Induction), these courses addressed the use of restorative processes.
Action: Use professional learning to ensure all stakeholders have a clear understanding of the term bullying.
Outcome: Staff have attended training facilitated by the LA to gain a shared understanding of the term bullying.
Evaluation: Staff have had More than Flags and Rainbows training November 2025. There are bullying plans in place to offer support and prevention strategies. All classes are now teaching Jigsaw whereby bullying is addressed in some year groups.
Action: Record, monitor and report bullying incidents relating to race, disability, homophobia transphobia, gender or religion and make termly returns to the local authority covering the full range of identity-based incidences of bullying ensuring consistency and rigour.
Outcome: February 2025: SLT part of pilot project to record bullying allegations on My Concern. Incidents also recorded in SIMS.
Evaluation: This is ongoing. The LA has a report sent to them on a termly basis of any bullying incident.
Action: Professional learning on how the curriculum can be used to inform learners on the rights of the child, 17 global goals and acceptable behaviours within society.
Outcome: To be developed.

Evaluation: The rights of the child is addressed in Ethical and Jigsaw lessons, but needs to be developed further.
Action: Professional Learning VAWDASV to raise awareness and spot signs of violence against women.
Outcome: To be developed
Evaluation: Completed by all staff annually. Staff then have more confidence to recognise and offer support.
Action: Development of a cluster Anti bullying project / joint school council project
Outcome: To be developed.
Evaluation: This needs to be completed. Joint school council was formed but meetings could not go ahead.
Action: Regular follow up observations and listening to learners' activities to assess impact.
Outcome: To be developed
Evaluation: To assess impact, PPA team (wellbeing surveys) will monitor through their data.

Objective 4

Action: Ensure all staff feel confident and comfortable in using inclusive language to challenge stereotypes and unfair behaviour
Outcome: February 2025: Inquiry made re training for September 2025 (no twilight sessions left for this academic year)
Evaluation: Stonewall training is not required at the moment because staff have had More than Flags and Rainbows and NEU training about unfair behaviour between genders. Both of these training sessions have had a positive impact identifying inclusive language that can be used and addressing misogyny. This training has given staff more confidence to address any issues.
Action: Ensure all staff in all schools have a greater understanding of transgender young people and can offer effective support
Outcome: February 2025: Training has been completed by the headteacher.
Evaluation: Nov 2025 all staff had More than Flags and Rainbows training whereby staff were provided with knowledge to gain a deeper understanding of transgender and how to support a young person.
Action: Promote ‘different families, same love’ through displays and by ensuring a range of resources are available to reflect diversity within families and enable pupils to represent their own families (books, dolls)
Outcome: To be developed
Evaluation: The school has provided dolls/characters for FP and books have been allocated to year groups covering a range of diversity, so everyone will feel represented and included.
Action: Audit curriculum to ensure access to a variety of suitable resources to ensure contributions of LGBTQ+ people are recognised.
Outcome: To be developed
Evaluation: LGBTQ+ books have been allocated to both FP and KS2 library areas for children to access.
Action: Gather, and report to all governors, cluster data on incidents of bullying linked to gender or stereotyping, sharing actions taken and adjusting the curriculum to address emerging themes.

Outcome: February 2025: SLT part of pilot project to record bullying allegations on My Concern. Incidents also recorded in SIMS.
Evaluation: The school is using My Concern to record bullying allegations and the incidents are recorded on SIMS, this is ongoing. These can be monitored and addressed within the planning of lessons.

Objective 5

Action: Share provision for pupil's accessing provision additional or different to aid transition between classes and from Year 6 to Year 7
Outcome: February 2025: Cluster ALNCo group meeting termly in different schools to share practice and review documentation.
Evaluation: Cluster ALNCo group meeting termly in different schools to share practice and review documentation, this is ongoing. The school offers enhanced transition for some pupils. The school shares an ALP with the other school involved before transition to ensure the needs of the pupil are met.
Action: Staff awareness of how to respond to the needs of pupils with a range of disabilities to be increased, e.g., visual/hearing impairment, language/speech therapy, dyslexia, etc.
Outcome: February 2025: Bespoke training sourced according to pupil need and staff role: Team Teach; TIS; ELSA; 21 Plus; First Aid; Catheterisation; Diabetes. New care plan format currently being trialled for medical needs.
Evaluation: Bespoke training for Epilepsy as well as the above has been undertaken to meet pupil need. ALN Lead has a timetable for all training so ensures it's all up to date. Incidents have reduced due to applying de-escalation strategies for some pupils.
Action: Audit school buildings for accessibility.
Outcome: February 2025: Classroom furniture reorganised in response to pupil need. Evac chairs sourced.
Evaluation: Furniture reorganised still in response to pupil need and new Evac chairs are now in place.
Action: Ensure emergency and evacuation systems are set up for ALL pupils.
Outcome: February 2025: Evac chairs sourced. PEEPs in place.
Evaluation: Evac chair training has been given to staff. PEEPS are still in place. Termly drills take place and then any procedures that need changing can be if required.
Action: Maintain safe access round the interior and exterior of the school
Outcome: February 2025: Security improved with new doors in foyer. All areas accessible. Request place with LA for external fence.
Evaluation: The school now has a date for the external fence, which will be in place at Easter. Door key card locks have been replaced.
Action: Evaluate day and residential trips in light of current cohort
Outcome: February 2025: Staff trained to support pupils with needs. All pupils wishing to attend residentials for 2023/24 and 2024/25 supported to do so.
Evaluation: All pupils wishing to attend residentials for 2025/26 supported to do so. Evaluations are carried out on Evolve.
Action: All children are visible in the curriculum and resources
Outcome: To be developed

Evaluation: Resources have been given to each class. Books have been allocated and dolls have been given to FP classes.

Next steps/Actions arising:

March 2026: RVE Lead and DHT to attend further meetings for DARPL 'From Understanding to Unity.' Looking at how the policy landscape in Wales, what RVE and collective worship can look like in practice, parent/carer concerns and guidance from NAPfRVE on how to deal with them.

To develop an Anti-Racist Cluster Vision and to imbed it into the school's curriculum.

From having the diverse books allocated to each year group, this will need to be monitored and support given where needed. L2L about the dolls/characters to see the impact.

Current Year 3 and 4 have a No Boundaries workshop on the topic of Anti-Racism and stereotyping.

SLT to contact and assign GEMS to complete a project. Appropriate use of specialised equipment to benefit individual pupils and staff needs to continue being reviewed to meet the needs.

All staff to have training/paperwork to use Restorative Approaches to behaviour management.

UNICEF assembly program to be used as a focus for Tuesday assemblies, to address the rights of the child and the 17 Global Goals.

Cluster anti-bullying project/cluster school council project on the rights of the child to be developed and implemented.

Section 50 Self-Evaluation – September 2026

Evaluation December 2025
Additional Contextual Information

The school was opened in April 2012 after the closure of Hillside Nursery, Hillside Primary School and St Peter's Church in Wales VA Primary School. Our catchment area comprises Blaenavon and its surrounding areas, including Forgeside and Garn-yr-Erw, serving the most northern area of Torfaen Local Authority. Our school caters for pupils aged from 3 to 11 years. The nursery provision offers places for 128 pupils (64 fulltime equivalent) and the primary provision has 450 places for pupils aged between 4-11. The school teaches Welsh to all pupils as a second language. In September 2026, the school is organised into Nursery AM and PM, in addition to 6 Foundation classes and 8 Junior classes, with 2 nurture provisions running alongside the classes. Foundation pupils have secure outdoor play areas. All pupils have access to the playground and outside areas. Our school leisure facilities include a large sports hall, fitness suite, dance studio, changing facilities and 3G pitch. The leisure facility is open to the public in the evenings and on weekends, and the school employs a number of leisure staff.	
Our School Vision *(Please also see pg. 2 and the Vision Reflections PowerPoint – February 2026)*	
Opening the door to your future… with God all things are possible! We strive to open the door for all pupils by providing an inclusive, welcoming environment, which builds aspiration and opens pupils', staff members' and families' eyes to current and future opportunities. We work to remove barriers and widen horizons so that all in our community can thrive.	
1. How well does the school, through its distinctive Christian character, meet the needs of all learners?	
1.1 Impact of the school's Christian character on learners' achievement.	*Attitude to Learning* The school's last full Estyn inspection was in October 2022. Inspectors noted the pupils' positive attitude to learning. "Teachers promote a positive and inclusive atmosphere, and the pupils embrace the opportunities to develop positive working relationships with their teachers and other staff." "All staff promote a positive ethos of support for pupils. This motivates pupils to care for each other's feelings and it encourages nearly all pupils to behave well. This contributes to pupils' positive attitudes to learning. It promotes resilience and perseverance when attempting challenging tasks as individuals, in pairs and in groups. As a result, the school helps pupils to become confident, whilst also respecting the feelings of others." "Most pupils listen well to adults and each other. The youngest pupils' oracy skills are developing successfully and, by Year 2, they speak confidently about their work and experiences. Most older pupils develop their oracy skills well in English. They communicate effectively and contribute purposefully to class discussions, expressing their views maturely." "Nearly all pupils' well-being and attitudes to learning are a strength. Most pupils show great

	pride in themselves, their school and their work. They feel a strong sense of belonging to the school and its staff and articulate clearly that the school is an important part of the community." Estyn Inspection Report December 2022 When Estyn returned for an interim visit in December 2024, they again commented on the pupils' work ethic: "Staff encourage pupils to choose how to present their topic work, fostering a sense of care and pride that often leads to high-quality outcomes across the curriculum." They noted that pupils "engage thoughtfully with written feedback and questioning" and that support staff are effective in enabling learning, ensuring "all pupils are able to access challenging tasks." They commented on the impact of self-evaluation activities undertaken by leaders in identifying needs and providing professional learning opportunities which "enhance pupil engagement in lessons." Estyn Interim Visit Letter December 2024 Since September 2025, the school has been identified by the Local Authority as a school with good practice in behaviour for learning and additional learning needs. This allows the school to support other schools in the Local Authority. *Learner Progress* Pupils make good progress from their starting points and over time. **2025 – 2026 Attainment from entry to Y6 (based on the 49 pupils who started and finished at BHVC)** • 4.2% increase on pupils working on or above age expectation in LLC. • 55.2% increase on pupils working above age expectation in LLC. • 22.5% increase on pupils working significantly above in LLC • 81.7% % increase on pupils working on or above age expectation in Mathematics and Numeracy • 44.9% increase on pupils working above age expectation in Mathematic and Numeracy • 22.5% increase on pupils working significantly above in Mathematics and Numeracy • Pupils working below in year 6 had either an IDP or OPPWT. **2025 – 2026 Personalised Assessment Data** • Pupils make good progress year on year with cohort averages rising in both literacy and maths.

	• In all classes, the average progress score for numeracy and literacy is at or above the national average. • While the percentage of FSM pupils achieving the expected standard for their year group is higher than the non-FSM pupils in reading and mathematics, the FSM pupils are below the percentage of non-FSM pupils achieving above or significantly above expectation. • Most pupils with social service intervention are achieving their personal targets and their level of achievement is comparable to pupils without social care involvement. • Many pupils not making appropriate progress in 2025-2026 towards their personal targets are now receiving intervention in maths and literacy. *Wellbeing* The school uses a range of approaches to monitor wellbeing, including survey data from four different surveys, attendance data, teacher observations and knowledge of incidents within the community through close partnership working, as a result, all pupils' requiring wellbeing support are provided with an appropriate package. All pupils who are struggling with their wellbeing comment on the positive impact of the support. Wellbeing data for 2025-2026 shows improved wellbeing for pupils previously identified as concerns and maintained standards of high wellbeing for all pupils where there were no concerns. The anti-bullying survey from the summer term indicated that some children were worried about moving to their new year groups, however, following check-ins with our TIS practitioner early in the autumn term, they explained that they are now enjoying their time in their new classes and have settled in very well. The Flourish Project continues to be particularly effective with many Year 6 pupils to develop wellbeing through a Christian values-based programme. The school runs two nurture provisions and has a full-time Trauma Informed School Lead and two Emotional Literacy Support Assistants. This enables the school to effectively support vulnerable learners with challenging behaviour in an inclusive school environment. All staff recognise the importance of extending Christian love and grace, and the school will explore all options before issuing an exclusion. Exclusions were reduced to 6 fixed-term exclusions for 5 pupils during 2025-2026, totalling 16.5 days. This included an 11-day exclusion where the school worked closely with the Local Authority to secure an out-of-county placement for a pupil, ensuring his needs were met while other pupils were safeguarded. The school builds positive relationships with parents to ensure that they are fully supported throughout

	any pupil discipline panel process. Governors are skilled in running these meetings in a way that reflects the school's care for all pupils and their families. The Governor Support Service clerk for one meeting commented that it was the most positive exclusion meeting she had ever attended. During the last academic year, the school directly employed a member of the Positive Behaviour team to work closely with identified pupils. This resulted in a significant reduction in aggressive incidents for the pupils and reduced unauthorised absences for a target pupil from 4.8% to 0%. During the school's last Estyn inspection, Estyn commented: "Staff create a warm and caring learning environment where pupils feel valued and safe. They provide a range of successful nurture programmes that support pupils' emotional and well-being needs effectively, such as drawing and talking sessions. Staff ensure that pupils with more specific needs have bespoke care plans and packages, which personalise the support effectively. All pupils with ALN have purposeful one-page profiles and these contain important information about their personal qualities, their needs and how best to support them. Teachers and support staff use the profiles effectively in class to support pupils' learning." Estyn Inspection Report December 2022 *Attendance* Attendance figures for the school dropped significantly after the pandemic. The school has an action plan to improve attendance, and the actions taken have already raised the attendance level from 88% to consistently above 92% for the past 3 years. Any persistent absences are monitored thoroughly, and instances of bullying are addressed well by the school. The school has robust arrangements in place to safeguard pupils. Staff ensure that learning experiences help to develop pupils' understanding of how they can keep themselves safe, for example, when they are working online and whilst making blogs and podcasts. The impact of the Community Engagement Officer's focus on attendance is clear. Through joint working with the senior leadership team, Education Welfare Officer, Attendance Officer, TIS Lead, ALNCo and external agencies, the most vulnerable families are supported to improve attendance and data is used effectively to identify patterns and review the

	impact of strategies. The Attendance Team have developed a practical, supportive approach through building positive relationships with families, transporting pupils and communicating clearly and pro-actively. The ALNCo and staff working directly with the most vulnerable pupils work highly effectively to remove barriers to learning and secure high standards of wellbeing and engagement. This is the daily living out of the school's vision statement to open doors to the future, believing in and exploring all possibilities for every child. Following a recent (September 2026) visit to the school and meeting with the ALNCo, the senior LA Educational Psychologist mailed the following: "Firstly can I just say what a breath of fresh air it was to meet with you today. I enjoyed hearing about your children and all the wonderful provision you are making. Your inclusive and warm ethos shines through so strongly! Really warmed the cockles!"
1.2 Christian Values	"All staff work effectively with pupils to develop a positive awareness of the school's values. As a result, nearly all pupils develop a clear understanding that respect and tolerance towards others is an important feature of a caring society. Staff ensure that pupils consider the importance of values, such as honesty, sustainability and respect regularly, through a varied and rich pastoral curriculum. Additionally, the school provides beneficial opportunities to develop pupils' moral and spiritual understanding during vibrant assemblies and well-planned classroom activities. Staff deal with issues sensitively during these sessions and encourage pupils to take part and to lead worship sessions." Estyn Inspection Report December 2022. Staff take time to meet with families of other faith traditions to discuss shared values and how these can be supported. The school no longer focuses on 12 values over a 2-year cycle, we now focus on themes that are linked to iSingPop, whereby the values are incorporated through each theme, this enables us to have a sharper focus which allows pupils to deepen their understanding of each theme and how to apply them within their daily lives. Through collective worship, the iSing Pop themes are placed in a Christian context. While focusing on the theme reconciliation, pupils learn about the importance of restoring relationships, showing forgiveness and building peace with others. Pupils are beginning to connect this theme with Biblical teachings. For example, during the reconciliation theme, pupils heard the story of Joseph and his brothers where the brothers were reconciled after years of conflict, demonstrating forgiveness, understanding and the healing of relationships.

	Christian values are also focussed upon in all classes through iSingPop, developing into lesson activities and in setting classroom expectations. For example, pupils in Year 3 consider how the theme of change is important in their daily lives as they are learning how to act when things change in their daily routine alongside completing work showing an understanding that change is a natural and important part of life, not to be feared, but as an opportunity. Pupils from Year 6 interviewed Pastor John Funnell from Noddfa Baptist Church for a Podcast. The pupils enjoyed learning about his role and what he does to help our community, this enjoyment is continued through his regular worship visits. “Most pupils develop as ethical and informed citizens. For example, the pupils’ Values Team worked with staff to secure a grant from the local authority. This led to a whole school art project focused on community cohesion that celebrated equality and diversity. They also created a banner to celebrate the Christian values of the school, which they presented to the local church community.” Estyn Inspection Report December 2022.
1.3 Spiritual, moral, social and cultural development	In all decisions and policies, the school considers its vision statement, “Opening the door to your future… with God all things are possible”, practically seeking innovative solutions to support the most vulnerable pupils, and using financial and human resources to ensure the school meets the needs of pupils and the wider community. All visitors to site comment on the warm welcome received, a key measure for the school in determining its impact as a Christian community. The school effectively offers opportunities for learners to reflect on and respond to beliefs, values and profound human experiences from a range of faith perspectives. For example, learners in Year 4 have considered the beliefs and values of significant figures from the Christian faith, Islamic faith and no faith. The school also considers the context of the local community and contemporary Wales, through its newly developed Religion, Values and Ethics curriculum. For example, pupils in classes with pupils who hold an Islamic faith, have spent time learning about Islam. The school has developed its Religion, Values and Ethics (RVE) curriculum to reflect the context of the local community and contemporary Wales. Moving forward, the RVE curriculum will be reviewed with support from Emily Lloyd (RVE advisor at Church in Wales), with a particular focus on strengthening topic links across each year group and ensuring that RVE learning is meaningfully embedded within the wider curriculum. From previous RVE monitoring activities that indicated pupils find it difficult to identify how a person’s beliefs and values determine their actions, this has been discussed with staff and it has been a focus for RVE lessons. For example, in Year 4 they look at Greta Thunberg, what she has done and why. They explore this through questioning and address the purpose of her actions. “Nearly all pupils have a sound understanding

	of the values that underpin the school rules and this helps to develop the school's nurturing and caring environment. Nearly all pupils feel that they are treated fairly and are listened to by staff. As a result, they show a high level of respect for their peers and adults in the classrooms and in the extensive outdoor areas. Most pupils embrace the warmth of the school ethos and the culture of inclusivity that exists across the school. Nearly all pupils feel safe and secure at school and in most cases, their behaviour is exemplary in lessons and at breaktimes. They move around the school calmly and respectfully and demonstrate care for each other in the stairwells and the enclosed outdoor play area." Estyn Inspection Report December 2022 "Nearly all pupils are polite, welcoming and courteous to visitors and are happy and confident to engage in conversations about their learning. As they progress through the school, most pupils develop attitudes and behaviours that help them to become successful learners. Many pupils are resilient and determined to do their best. They share their workbooks confidently with each other and adults and many are ambitious to succeed in tasks. They understand that persevering in their learning will benefit them in later life." Estyn Inspection Report December 2022 The school offers a wide range of extra-curricular clubs, including dancing, lego, various sports and creative clubs. Pupils have opportunities to pro-actively develop the Christian ethos of the school by joining the Worship Team, Criw Cymraeg, Digi Leaders, Heddlu Bach, Eco Committee or School Council. The Worship Team take responsibility for enhancing Prayer and Reflection Areas. Digi Leaders provide technical support for collective worship. The School Council, Heddlu Bach and the Eco Committee partner with local organisations to ensure the school is a force for good in the community. "Many pupils, including those eligible for free school meals and pupils with additional learning needs, relish opportunities to take on leadership roles through joining a variety of pupil voice groups at the school. These include the School Council, Criw Cymraeg, Heddlu Bach and the Eco Committee. As a result of the work of these groups, most pupils speak positively about the impact of their work and their support to the school community, including organising the collection and disposal of litter around the town. This enables most pupils to show a clear understanding of their responsibilities within their community. It also gives them valuable opportunities to play a developing role in making decisions, which have a positive effect on the school's provision." Estyn Inspection Report December 2022 Pupils have daily opportunities to engage in prayer and reflection in all classrooms. The school works closely with the local Food Bank, and Noddfa Church to provide for the most needy in the community. Pupils have chosen to support a range of local charities, demonstrating their Christian values. For example, a local homeless charity, providing them with their largest financial donation to date. Most recently, pupils chose to support a Year 2 child's fundraising campaign for

	the local St David's Hospice. "The school's provision for personal and social education develops pupils' understanding of their own well-being and identity successfully. For example, staff and pupils have developed successful links with a local residential home to promote intergenerational learning. Additionally, teachers integrate aspects of diversity into the planning skilfully, such as studying elements of racism in the early days of the space programme in America." Estyn Inspection Report December 2022. In all areas of learning and experience, pupils' spiritual development is supported through opportunities to develop their awareness of themselves in relation to others, establish healthy relationships which support their learning and wellbeing, make connections to their community and the wider world, to be creative and contemplate big questions of meaning and purpose. For example, Year 1 pupils writing about The Lighthouse Keeper's Lunch decided to explore how they can help other people in need of food, following a change to the ending of the story made by one child. In mathematics, Year 6 pupils are increasingly encouraged to explore ideas, collaborate and discover. This will be further developed throughout 2026-2027. The school takes its role as the only Church in Wales school in the Abersychan cluster and one of only three Church in Wales schools in the borough seriously. The headteacher is the primary school representative on the local SACRE and offers support and guidance to other schools on aspects of collective worship and implementation of the new RVE syllabus. The headteacher has also delivered an introduction to the Church of England's Flourishing Schools course at Torfaen's School Improvement Conference. The school has supported the schools in the local cluster by sharing the RVE syllabus and suggested supportive resources at a cluster Humanities curriculum progression meeting. Since September 2025, the school has been chosen as an RVE partner school for the region, and is involved in supporting other schools and developing resources. The school also strives to look after the spiritual and physical wellbeing of staff through a weekly dance class led by a support staff member where staff exercise to a range of secular and Christian worship songs. This has also enabled the school to form strong links with a local dance teacher who will be providing an Echora Christian dance class for the community on Monday evenings in the studio from November 2026, enabling the school to support the spiritual and physical wellbeing of parents, carers and others.

	The school Digital Media Lead works with older pupils to create podcasts for the community. These include a spiritual, moral, social and or cultural focus. There are often in-depth discussions with local role models about big questions.
1.4 Character of the whole school community	"The headteacher and senior leaders focus on placing the school at the centre of its community and set the well-being of pupils and their families at the heart of this vision. The governors and staff support this philosophy and implement it into their roles effectively. As a result, leaders ensure that a caring and supportive ethos exists throughout the school, which the pupils embrace wholeheartedly. This promotes inclusivity successfully, which has a positive effect on pupils' attitudes to learning and their care for each other." Estyn Inspection Report December 2022 Well-being of staff and pupils is discussed in every full governing body meeting with consideration of actions taken and further action needed to support high levels of well-being. The headteacher has completed a masters, concluding that relationships, efficacy, time and autonomy are key ingredients for developing staff wellbeing, and ensures mutual support is provided for all staff through the development of positive professional relationships and support networks, and the provision of time to engage with these. "All members of staff have highly positive working relationships with pupils, which support their well-being and learning successfully. They encourage respect and courtesy, which promotes the school's supportive and caring ethos. One of the school's most notable elements is the staff's thorough knowledge of pupils' individual needs, which contributes strongly to a positive and productive learning environment. This supports many pupils to overcome challenges, which helps to develop their emotional well-being effectively." Estyn Inspection Report December 2022 Staff know the families they work with well and are able to offer practical support. Staff actively raise funds to reduce the cost of trips and visits. In collaboration with Noddfa Church, they provide emergency food parcels to families in need. Several staff volunteer to drive families with no transport to appointments. "Leaders keep in close contact with the wider school community and with vulnerable families. They build on the strong relationships that exist with parents and carers and support them empathetically. This includes accompanying them in meetings with health workers and other support agencies." Estyn Inspection Report December 2022.

	Pupils' ability to articulate the link between their behaviour and the values of the Gospel is underdeveloped. This is being addressed through collective worship. Pupils are beginning to make these links. "Pupils recognise the care and support from staff as a strength of the school." Estyn Inspection Report December 2022
1.5 Understanding of and respect for diverse Communities	The school's RVE curriculum enables pupils to understand Christianity as a global faith in a variety of cultural contexts. For example, Year 6 pupils study anti-racist RVE, looking at Christianity's engagement with and opposition to slavery. Pupils in Year 5 will consider different expressions of worship within Christianity. In Year 2, pupils will consider how Jesus inspires people both in their local area and throughout the wider world, by focussing on Jesus as light. Pupils also hear first-hand about the impact of Christians in different cultures. For example, a pupil led a collective worship about her personal experience of working with Christians in Botswana. People from New Hope Church based in Atlanta, Georgia, come to do an annual assembly in summer term, to share the charitable work they undertake across the world, including in Torfaen. Last year, pupils also enjoyed a visit from a young Korean Christian K-Pop and martial arts group. The school was twinned with St Mary the Virgin Church in Wales Primary School in Butetown with Year 5 pupils exchanging information posters about their school, they generated questions and responded to each other. They shared what celebrations they have enjoyed as part of their school culture. For example, Eid and Easter. This allowed the children in both schools to learn about different backgrounds. In RVE lessons pupils study a range of religious and non-religious philosophical views. Nearly all pupils are confident in sharing their own views and respect one another's beliefs. Pupils have a developing understanding of the role of the Christian church at a local, national and international level. The school partners with local churches for community and charity events, such as the Remembrance Service. The School Council often focuses on helping vulnerable people within our local community around Christmas time. Last year, they created Christmas gifts for vulnerable residents who were having their Christmas dinner provided by a local restaurant. In previous years they have fundraised to pay for Christmas dinners for vulnerable residents and visited a local care home. The particular role of the Church in Wales is an annual focus within collective worship, where the Head Teacher leads assemblies addressing the role of the church and its

	importance to Christians. This is also looked at by pupils within lessons on worship. For example, Year 5 pupils look at Worship within religions: what is similar and what is different, in particular looking at places of worship. The school has worked with St Mary the Virgin Church in Wales Primary School in Butetown with Year 5 pupils exchanging information posters about their schools, asking questions and responding to one other. They shared what celebrations they have enjoyed as part of their school culture. For example, Eid and Easter. This allowed the children in both schools to learn about different backgrounds. The school is currently seeking a new school to partner with after St Mary's are no longer able to commit to the project. Older pupils enjoy an annual residentials at Christian centres where the outdoor pursuits leaders and centre staff share their testimonies and talk with pupils about how their faith impacts their daily life and work. "The school knows its pupils, their backgrounds, and the needs of the local community well. All staff place a high priority on the well-being of pupils and this strong focus on improving pupils' well-being is a key aspect of the school's provision. All staff work effectively with pupils to develop a positive awareness of the school's values. As a result, nearly all pupils develop a clear understanding that respect and tolerance towards others is an important feature of a caring society. Staff ensure that pupils consider the importance of values, such as honesty, sustainability and respect regularly, through a varied and rich pastoral curriculum." Estyn Inspection Report December 2022.
1.6 Religious Education (Religion, Values & Ethics)	The school's curriculum is distinctly Christian in character. The school's comprehensive RVE curriculum effectively develops pupils' understanding of and respect for diverse faith and non-religious world views. The RVE curriculum includes use of Understanding Christianity as a central theme for all year groups and complies with both the locally agreed syllabus and the Church in Wales agreed syllabus as both Torfaen SACRE and Monmouth Diocese have adopted the Welsh Government Curriculum for Wales RVE guidance in full. "Preparation for the new curriculum is thorough and inclusive and takes account of the school's vision and values. Leaders are managing the transition well to equip the staff with the knowledge and understanding of how the curriculum is changing. An effective feature of the new approach to planning is that selected topics result in a celebration that pupils share with the wider community. For example, an art project culminated with an exhibition of pupils' work in the local church. Teachers' sensible application of the principles of curriculum reform develops a clear

	understanding of how the curriculum creates a continuous learning journey for pupils. This leads to a wide range of experiences that are interesting and innovative." Estyn Inspection Report December 2022. The RVE Lead has undertaken training with the Church of England on diversity and DARPL and all staff have undertaken training for More than Flags and Rainbows and No Boundaries to further develop the curriculum. "Teachers plan engaging topics that connect learning to meaningful, real-world contexts. For example, older pupils write persuasive letters to animal welfare leaders about the ethical implications of zoos." Estyn Interim Visit Letter December 2024. Every summer term, as a Lead School in RVE, school leaders and pupils run an RVE exhibition bringing together pupils from Torfaen schools, both primary and secondary, to share their learning and consider big questions. Outside agencies are also invited to talk with the pupils and share how they can support schools to enrich their RVE curriculum. This has included representatives from Humanism, Islam, Judaism and Christianity, as well as university and college staff offering continuation of learning and insights into RVE career opportunities. The exhibition is open to the public and provides a crucial opportunity for people from across Torfaen to come together, celebrate diversity and learn from the children. Annually, the school appoints a group of RVE ambassadors to become members of the regional RVE Youth Voice group. This group empowers pupils to have their voice heard, to discuss community diversity and develop their leadership skills.
2. What is the impact of collective worship on the school community?	
2.1 Impact of collective worship	Members of the school's community recognise the importance of worship in the life of the school and are able to talk about what it means to them. All staff feel able to join together for collective worship and this includes staff with a variety of faiths and beliefs. A minority of staff feel encouraged and enabled to join with worship events in the local community as a result. "Additionally, the school provides beneficial opportunities to develop pupils' moral and spiritual understanding during vibrant assemblies and well-planned classroom activities. Staff deal with issues sensitively during these sessions and encourage pupils to take part and to lead worship sessions." Estyn Inspection Report December 2022 The school regularly extends invitations to join collective worship to community members. All who have accepted the offer have commented on how joyful they found the experience with some returning on a regular basis. For 2026-2027, with the support of the new Ministry Area Lead, this invitation will be extended to parishioners to join with a half termly Eucharist.

	In the most recent listening to learners activity focussed on collective worship, pupils highlighted the following as things they especially enjoy: • Friday assembly celebrating achievements • Learning new songs during in-class worship • Learning about different values • Talking about Jesus and stories from the Bible • "When we sit differently (like in the shape of a cross)" Pupils felt that worship could be improved with more new songs. Examples of reflections pupils shared: • "We like the reflection area and how we can express feelings and thoughts." • "We like how we have a reflection activity or something to do afterwards, this helps deepen our understanding." When asked if they felt collective worship makes a difference to how they behave, many older pupils felt that it did. For example, one pupil commented, "After hearing Bible stories about Jesus, we feel we can think before we speak or act in difficult times."
2.2 Central attributes of collective worship	In Autumn 2025-2026 the school community revised and refined the worship policy, to ensure collective worship aims to support the Christian vision and aims of the school, while supporting pupils' spiritual development, in line with the requirements of Curriculum for Wales. Collective worship is slightly different on each day of the week to incorporate a range of styles and expressions. Estyn described collective worship as vibrant, praising how the school effectively develop pupils' moral and spiritual understanding, as well as how staff encourage pupils to participate and lead. The impact of collective worship is monitored, and feedback is acted upon appropriately. 79% of pupils have expressed that they enjoy school worship, with 14% sometimes enjoying it and 7% not enjoying whole school worship. 50% of pupils' favourite part of collective worship is singing. A few pupils' favourite part of worship is praying, with one adding, "as it makes me think about God." Pupils have suggested ways forward for improvement including, learning even more songs and by telling more stories from the Bible.

	Collective worship provides opportunities to understand and celebrate a range of religious festivals and seasons in the Church year, including Saints Days, Advent, Lent and Easter. Coloured crosses representing different times in the Church calendar further support this. Evidence gathered from Prayer and Reflection areas indicate that many pupils understand the value of personal prayer and reflection. Collective worship always includes a "go out": a focus for the pupils and staff to take with them through the rest of the day. This often links to activities and reflections included in classroom Prayer and Reflection areas. These activities are also displayed on the worship table in the school foyer, where all visitors are welcome to reflect.
2.3 Centrality of prayer and reflection	All classes have a Prayer and Reflection area. These are enhanced regularly to support pupils and staff in personal prayer and reflection. A prayer and reflection area in the school entrance provides opportunity for parents and visitors to site. Pupils regularly share prayers in collective worship and during services at local churches. Newsletters often include a Bible verse, encouraging parents and carers to reflect, and following good practice seen in Section 50 reports from other schools, prayers written by pupils are now shared on the school newsletter. Whole class prayers are said daily before lunch and at the end of the day. The school also shares a selection of Prayer Space resources at the annual RVE Exhibition for other schools to use. Pupil representatives attend the annual World Prayer Day service with the local churches together group and then share aspects of the service with the wider school in collective worship. A group of pupils have recently had the opportunity to create a nationally used resource for iSingPop, leading the Lord's Prayer in Welsh.
2.4 Theological basis for collective worship	Whole school collective worship begins with the greeting 'May the Lord be with you' and a candle is lit. The worship ends with the dismissal, "Go in peace to love and serve the Lord". Blessings are discussed and pupils are at times encouraged to lift their hands to receive a blessing. There is a focal point and colours are used to signify times in the Church calendar. Thus, collective worship reflects Church in Wales traditions and practices. In keeping with the context of the local community and to support the Christian backgrounds of some pupils, representatives from other churches are often invited in to lead collective worship.

	Collective worship often includes teaching about the person of Jesus Christ and pupils have an understanding of his important place in worship. Pupils' understanding of God as Father, Son and Holy Spirit needs further development, however this is beginning to be seen in some pupils' understanding through shared discussions. Collective worship effectively develops personal spirituality within the school community and this is supported by enhancements in the prayer and reflection areas. Collective worship is nearly always linked to a Bible verse, passage or story, ensuring the Bible has a significant place in worship. Pupils in Year 5 and Year 6 attend the Life Exhibition once every two years to learn about the person of Christ and the Trinity. This is run by local churches working together.
2.5 Leadership and management of collective worship	Collective worship is planned to link with the liturgical year and the iSing Pop resources which have impacted positively on pupils, incorporating biblical passages, and in response to school needs and local and global events. Appropriate supportive resources are provided to enable staff and pupils to plan and lead worship, and to avoid repetition. A log is kept ensuring continuity, variety and sufficient focus on Christian theological concepts and beliefs, while allowing staff to adapt worship to meet the needs of the pupils. Surveys are undertaken to monitor the impact of collective worship and planning resources enable pupils to contribute to and eventually plan collective worship. The use of the Pop Box now needs to be introduced for 2026 -2027. Governors, Local Authority and community representatives have attended worship and contributed to evaluation and development through oral feedback. Pupils regularly experience worship led by all class teachers, Mother Liane, Mother Rose, representatives of two other local churches and the headteacher and deputy headteacher. Pupils also enjoy annual worship sessions led by international groups of Christians who share with them about their missionary work and have introduced the pupils to a global Christian artist and K-Pop group. The school is also supported by the archdeacon who is a previous member of the governing body and has led whole school Eucharists.

	Pupils and families are encouraged to join worship within the local community and the school strives to include a Christian message in events. For example, the dance group chose to perform the worship track “Stars” in the borough dance show.
4. How effective are the leadership and management of the school as a church school?	
4.1 Impact of Christian leadership	The school’s vision is ‘Opening the door to your future… with God all things are possible’. Senior leaders apply this vision in the day to day running of the school: having high expectations and aspirations, and striving to support all pupils and staff in fulfilling their potential. The Headteacher, Deputy Head and RVE Lead are practising Christians and draw on their faith in the day-to-day leadership and management of the school. The school effectively uses its resources to help pupils overcome educational, economic, social and emotional disadvantages. To support pupils and families, the school has a non-teaching deputy headteacher and deputy designated senior person, a Community Engagement Officer, an Attendance Officer, a non-teaching Additional Learning Needs Co-ordinator, a designated Trauma Informed School Lead, two Emotional Literacy Support Assistants and two nurture provisions with highly skilled staff. It also has three designated rooms for therapies, interventions, and meetings with parents. “Leaders evaluate the school's work to plan for improvements rigorously. The new headteacher provides strong and effective leadership. Recent changes to monitoring and evaluation processes highlight her determination to ensure success for the pupils and the community. The senior leadership team, the staff and the governors share her clear vision, and they work together cohesively to ensure that the school improves.” Estyn Inspection Report December 2022 “The headteacher and senior leaders focus on placing the school at the centre of its community and set the well-being of pupils and their families at the heart of this vision. The governors and staff support this philosophy and implement it into their roles effectively. As a result, leaders ensure that a caring and supportive ethos exists throughout the school, which the pupils embrace wholeheartedly. This promotes inclusivity successfully, which has a positive effect on pupils' attitudes to learning and their care for each other.” Estyn Inspection Report December 2022

	"Leaders allocate resources in the classrooms effectively and use the pupil development grant wisely to provide specific interventions across the school by adults. As a result, the support staff provide beneficial support to move pupils forward with their learning." Estyn Inspection Report December 2022
4.2 Evaluation of strategic planning	"The headteacher, who began her role in September 2022, has worked diligently with the school's senior leadership team to implement improvements in the school's strategic and day-to-day practices. In a short space of time, she has identified important areas to develop in the school's monitoring and evaluation practices and in the school's provision. Leaders allocate roles of responsibility effectively and the headteacher is beginning to hold staff to account effectively for the quality and impact of their work. Leaders and staff use the findings of detailed monitoring and evaluation practices to improve provision. Leaders focus specifically on refining the quality of teaching and instilling a common understanding of professional values among staff. As a result, they can ensure that many pupils make effective progress from their individual starting points." Estyn Inspection Report December 2022 "Leaders' processes to evaluate the effectiveness of provision are thorough and based on a wide range of first-hand evidence. Since the beginning of this term, systems to improve quality include detailed scrutiny of pupils' books and analysing internal and external data on pupils' progress. Additionally, in recent weeks, leaders gather the views of other stakeholders about the school to inform their practice. For example, they consider the views of parents and carers and act on any findings purposefully, such as making the school more accessible to parents so that they can attend social events with their children. The evaluation and review of the school, conducted by the headteacher and senior leaders since her appointment, provide leaders with a clearer picture of the school's strengths and areas for development. The link between self-evaluation activities and improvement planning is purposeful. As a result, leaders prioritise their findings effectively and set reliable and challenging targets to move the school forward. In addition, leaders share the school's safeguarding culture with all staff robustly and adaptations to the school's entry systems to manage risk are effective." Estyn Inspection Report December 2022 "Governors are knowledgeable and their regular input creates systematic improvements throughout the school. They are very supportive of the new headteacher and work with her and other senior leaders sensibly, questioning the impact of their work as critical friends. The headteacher informs governors about pupils' learning regularly and since her

	appointment, advises them realistically and candidly on how to improve provision, such as the need to improve pupils' writing skills and the quality of feedback to pupils. Governors develop a first-hand understanding of the school's activities and they undertake learning walks and discuss pupils' work to measure its quality alongside teachers. Governors monitor the budget carefully and ensure that spending decisions are in line with the school's priorities for improvement, such as investments in digital reading and mathematics programmes." Estyn Inspection Report December 2022. The school has a full Governing Body including two foundation governors and an ex-officio diocesan representative (third foundation governor). These governors take a particularly active role with one foundation governor leading on Curriculum, one acting as Vice Chair and Torfaen Budget Forum representative and the ex-officio undertaking the headteacher's performance management and leading on RVE. Leaders and governors monitor the extent to which areas for development identified in the Section 50 self-evaluation are addressed. All staff are involved in evaluating RVE and progress in relation to the Section 50 framework during staff meetings. Representatives from the Diocese are regularly involved with monitoring activities within the school as part of the MER cycle. For example, reviewing provision in the school, evaluating the unique Church school ethos and working with parents on the implementation of the new RSE curriculum. During the school's Estyn interim visit in December 2024, Estyn noted the school's strong drive to improve, commenting that "leaders have made strong progress in addressing recommendations". Estyn Interim Visit Letter December 2024. "Overall, leaders and staff have worked diligently and effectively to address the recommendations from the previous inspection, resulting in notable improvements across key areas of teaching, learning, and professional practice. As a result, the school is making strong progress and has a clear understanding of the next steps in its improvement journey." Estyn Interim Visit Letter 2024
4.3 Leadership development	"The headteacher shares responsibilities effectively among the senior leadership team and she is beginning to develop purposeful professional learning opportunities for staff. This is at an early stage of development; however, it ensures that staff feel valued for their contributions to school life." Estyn Inspection Report December 2022

	The deputy headteacher has undertaken the Church Schools Leadership Course and is now accessing the national Flourishing training programme. The headteacher has mentored acting and aspiring church school heads. The school has awarded a TLR post for the leadership of RVE. The RVE lead has undertaken specific training for RVE Leads provided by the Diocese, and the headteacher and RVE lead engage with all Diocesan meetings ensuring key messages are fed back to staff and implemented across the school. The RVE Lead has a relevant degree and is competent in supporting staff to effectively deliver RVE and understand key terms and themes. There have been limited opportunities for wider staff to access professional learning linked to RVE outside of school, so this has been provided in house. The headteacher has undertaken the Flourishing Schools Programme and has guided the SLT through this training. The headteacher has delivered RVE training to Torfaen headteachers and all teaching staff within the school. The RVE Lead has delivered training on prayer spaces to all staff. The school has also provided the cluster with an RVE curriculum. Foundation Phase staff have undertaken Godly Play training, and, in February 2026, all staff enthusiastically engaged in school-specific Christian ethos training delivered by David Wells. "The headteacher ensures that staff are beginning to access effective learning opportunities to support their professional development and match their individual needs. These link closely to school improvement priorities. However, well-planned and purposeful professional learning opportunities for staff are at an early stage of development. The school shares effective practices with local schools and this supports the school's capacity for continuous improvement appropriately. It provides valuable opportunities for teachers to compare and share their effectiveness with other professionals." Estyn Inspection Report December 2022 Developing the leadership skills of staff at all levels is a priority for the school, with all staff undertaking a specific role in leading an aspect of an AoLE and conducting and presenting action research to colleagues. Pupil leadership skills are also developed across the school, including specifically to drive the Christian ethos. "The school's approach to providing and drawing upon a wide variety of pupil voice groups is effective. For example, pupils arrange visits, alongside staff, to sing to the residents of a nearby nursing home. This type of purposeful provision creates valuable learning opportunities to enhance pupils' independence and their understanding that making sensible decisions will improve their school community. Overall, it generates positive attitudes to learning amongst pupils and ensures that they experience a powerful sense of achievement when their plans succeed." Estyn Inspection Report December 2022

	The Headteacher, Deputy Head, RVE Lead and Chair of Governors have all attended training with Church in Wales to develop RVE and the unique Church school ethos. Governors received training with the Diocese on the new Section 50 framework. All governors have signed the Church school foundation governor code of conduct and challenge the school on the unique Christian ethos.
4.4 Partnership with key stakeholders	"Leaders and staff have developed a range of effective systems to ensure that pupils and their families receive beneficial support, which encourages them to trust the school and to play a full part in school life. For example, the school employs staff to deliver specific support to identified pupils, which includes involving their parents. This includes home visits and attending meetings with health professionals and external agencies, both during and outside school hours." Estyn Inspection Report December 2022 "The school is making effective progress towards the national approach to ALN reform. Leaders have ensured that there are robust procedures in place to identify pupils' additional needs and they monitor the impact of regular interventions thoroughly. There is swift identification and support for pupils with ALN and tailored provision to meet their individual needs in the classroom and in support groups. The school provides a wide range of beneficial support to help pupils emotionally and in their learning. For example, pupils experience the calming effect of counselling sessions, and they have access to the 'Sunshine Room' and 'St Peter's Room', where staff support emotional and behavioural needs effectively. Additionally, the school engages successfully with a wide range of external agencies to address the needs of the pupils and their families." Estyn Inspection Report December 2022 "Leaders keep in close contact with the wider school community and with vulnerable families. They build on the strong relationships that exist with parents and carers and support them empathetically. This includes accompanying them in meetings with health workers and other support agencies." Estyn Inspection Report December 2022 The school is developing close links with Mother Liane and, recently, Mother Rose who attend school on an increasingly regular basis. Since the retirement of the previous vicar, the school has strengthened links with other local churches that are attended by members of the school community: Victory Church, Blaenavon and Noddfa Church, Talywain. Through the foundation governors and visiting church representatives, the school is involved in a number of community and church-based events. For example, older pupils lead worship at the community openair carol service 'Carols on the

	Green', and many pupils and families join with churches together for the Blessing of the Crib and Carols by Candlelight. The school and church host an annual joint carol service in Saint Peter's Church. The school is actively working with clergy to establish more community-based worship events spread throughout the year. The school has strong links with the Diocese and attends all training and events. Governors invite the Diocese to Governing Body meetings and to advise and support the recruitment process for all senior staff roles. The church school ethos is discussed in all interviews for all posts across the school. The leader of the onsite wrap-around care provision and pre-school joins the school for worship and meets with the headteacher to pray for the community, staff, pupils and families.

Section 50 Plan

Section 50 Plan January 2026 (actions not covered in SDP)

To be redrafted following Section 50 inspection report December 2026

Key Question 1
Improve how well the school, through its distinctive Christian character, meets the needs of all learners.
Section 50 Link: How are learners given opportunities through the school's Christian values, and through opportunities to engage in social action, to develop empathy, concern and compassion for those whom they know and for those whom they have never met? To what extent, through the school's distinctively

Christian character are children, young people and all members of the school's community given opportunities to develop an understanding of and engagement with the concept of the beyond/transcendental?				
Priority Lead: Jade Saunders (RVE Lead) Link Governor: Archdeacon Stella & Heather Watkins				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
Access Invisible Walls training for all teachers and key support staff	Pupils with parents in prison are effectively supported. Parents are aware that school staff can offer support to them and their children.	1x staff meeting Release time for TIS Lead and Digital Lead	Spring 1.	Listening to learners Parent survey SDP termly review
Engage with the Archbishop's Young Leaders Project	Pupils are more active with community issues and have a greater understanding of how Christian faith results in actions.	£216	Implement with key pupil leaders in Y5 & Y6 from Autumn 2026.	Listening to learners SDP termly review
Engage with Christian Aid's Global Neighbours project	Pupils feel empowered as agents of change with global issues and have a greater understanding of how Christian faith results in actions.	£350	Implement with Year 5 learners during 2026-2027 academic year.	Listening to learners SDP termly review

Progress Towards Actions	
Mid-Year	Invisible Walls training had a powerful impact on staff understanding and confidence in supporting pupils with parents in prison. Information has been shared with parents. Key staff have been identified and shared with the community. School has signed up for Archbishop's Young Leaders and Global Neighbours projects.
End of Year	School has saved the work on Young Leaders and Global Neighbours to launch next academic year as children have been involved in a number of community projects (e.g. reducing dog fouling, growing food, developing green spaces, heritage project).

Key Question 2				
Develop the impact of collective worship on the school community.				
Section 50 Link: In what ways does the school encourage learners to take increasing responsibility for their own learning through leading, monitoring and evaluating collective worship?				
Priority Lead: Alison Coombs Link Governor: Archdeacon Stella				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.

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Increase engagement of pupils with whole school collective worship through weekly opportunities for classes to contribute: Welsh worship contribution; Teacher led worship with increased class support	All junior pupils contributing to whole school collective worship annually.	P	From 6th January 2026.	Listening to learners Link governor visits SDP termly review
Further develop opportunities for pupils to respond to collective worship with whole-school follow up activities.	Weekly opportunities for pupils to respond to collective worship in a creative way. Pupils feel welcome to respond in different ways.	£200	From 6th January 2026.	Link governor visits SDP termly review

Progress Towards Actions	
Mid-Year	Pupil voice surveys of older pupils indicate a positive attitude to collective worship. Pupils enjoy engaging with follow-up tasks and many pupils across the school engage on a regular basis. Pupils are increasingly actively contributing to collective worship. A pupil has also for the first time since the school opened had an opportunity to act as an altar server for the school's Eucharist service.
End of Year	Pupils have regular opportunities to engage in and lead aspects of worship.

Key Question 4

Increase the effectiveness of the leadership and management of the school as a church school.				
Section 50 Link: How well do leaders establish and promote positive relationships with the local Church community, the diocese and Church in Wales and how do these relationships impact positively on the school vision and enable all to flourish?				
Priority Lead: Anna Britten Link Governor: Ann Morgan				
Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
Strengthen links with local Church in Wales churches through joint working with Mother Liane.	Increased number of pupils and families accessing church led events. Increased visits into school from members of the local Church in Wales community.	N/A	Planning meeting in Spring 1.	Engagement data analysis reported to governors termly SDP termly review
Create opportunities for parents, carers and family members to find our more about the Christian faith.	Pupils and families are supported to explore the Christian faith.	TBC	Joint working with new ministry are lead in 2026-2027.	Parent survey Listening to learners SDP termly review
Progress Towards Actions				
Mid-Year	Progress has been limited in this area. A new ministry area lead has been appointed and will be welcomed in June.			

End of Year	The new ministry area lead has conducted a Eucharist at the end of term – immediately after her appointment. She has been pro-active in arranging a planning meeting with HT for September.

Business Plan

(New plan due November 2026 following Site Manager Professional Development Review)

Business Plan
Improve the community campus environment for all stakeholders. National Mission Link – Objective 5.
Priority Lead: Julian Smith Key Staff: SLT Governor Lead: RRW Committee & Leisure Committee Pupil Groups involved in monitoring: School Council; Sports Ambassadors

Action/ Professional Learning	Success Criteria	Resources including use of Grant Funding	Timescale	Monitoring Arrangements Who, What, Where When? See MER for dates.
• Erect secure fence to front of campus.	• Staff report feeling safe and secure on site and when locking and opening. • Reduction in traffic congestion to front of building – easier drop off at gate with staff member. • Reduction in incidences of pupils absconding from site.	• Funded by LA	By January 2026	Anna Britten – liaising with LA Reports to Full Governors

• Replace carpets with new vinyl flooring in 5 classrooms.	• All foundation phase and nurture classrooms calming, multi-purpose environments, supporting a range of learning experiences.	• £20000 (inc. rugs)	By March 2026	RRW committee
• Create kitchen area in FP corridor.	• All pupils (YR-Y6) accessing kitchen area for cooking. • All pupils (YR-Y6) experiencing progressive annual cookery projects.	• £5000	By March 2026	RRW committee
• Develop 3G+ facility on MUGA	• Opportunities for local clubs to train year-round. • Increase in number of pupils able to access clubs for winter training sessions (no transport barrier)	• Funded by LA	By August 2026	Julian Smith – liaising with LA Leisure Committee
Progress Towards Actions				
End of Year	Vinyl flooring in place. Kitchen area plans have been redrawn to create a STEAM learning area. 3G+ work is almost complete.			

Staffing Structure

Senior Leadership Team

Anna Britten Headteacher DSP Prevent Lead Curriculum Lead	Alison Coombs Deputy Headteacher Deputy DSP CLA Lead Professional Learning Lead Junior Phase Lead NQT Lead	Claire Crew Foundation Phase Lead Deputy DSP Environment Lead Year 1 Teacher	
Laura Sutton LLC English Lead Year 2 Class Teacher	Jade Saunders RVE & Christian Ethos Lead Strategic Equality Lead Year 5 Class Teacher	Hilary Roberts ALNCo	Nikki Westwood Eco Schools Lead Forest School Lead Afon Llwyd Class Lead
Julian Smith Premises & Facilities Manager Business Manager			

Non-Teaching Support Staff, Office Administration & Community Engagement Team

Leanne Mason Office Administrator Attendance Officer	Louise White Community Engagement Officer Attendance Officer	Justin West Digital Media Technician Digital Safety Lead	Andrew Turner Site Manager

Mandy Beale School Cook	Collette Finch Deputy Cook	Louisa Wathen Lead Cleaner	

PPA & Cover

Ruth Heward HLTA 100%	Claire Harper HLTA 40%	Karen Beacham HLTA 40%			

Teaching Team

Loran Tanner Year 6 Health & Wellbeing	Rhiannon Williams Year 6 Science & Technology	Charlie Booth Year 5 Health & Wellbeing	Jade Saunders Year 5 Humanities - RVE	Rory Wayne Year 4 LLC - Welsh	Tia Cunningham Year 4 WSA Wellbeing Lead
Heidi Wilson Year 3 LLC – Languages MAT	Michelle Hall Year 3 Student Lead Mentor Maths & Numeracy	Laura Sutton Year 2 LLC - English	Claire Cox Year 2 Expressive Arts		
Peter Phillips Year 1 ALN	Claire Crew Year 1 Science & Technology - Digital	Kerry Hughes Reception (70%) Humanities	Laura Smith Reception (70%) Expressive Arts	Alys Paget Reception (60%) LLC - Welsh	Rachel Davies Nursery Maths & Numeracy

Teaching Support Staff

Alison Jones Year 6 TIS Lead	Nicola Kelso Year 6	Nicola Price Year 6 (50%)	Karen Beacham Year 5 (60%)	Chloe Richards Year 5 ELSA	
Kate Rondel Year 4 ELSA	Joanne Smith Year 3 (50%)	Ruth Rusby Year 3 (50%)	Hannah Leach Year 2	Michaela Page Year 2	
Claire Harper Year 1 (60%)	Lesley Holland Year 1	Julie Jones Reception (40%)	Kim Donovan Reception (60%)	Yasmin Gedney Reception	
Nikki Westwood Reception – Year 3	Charlotte Furnival Reception – Year 3	Joanna Daley Nursery (60%)	Julie Jones Nursery (40%)	Emma Watkins Nursery (Mat. Leave)	Bryony Preece Nursery

Class Structure

Keepers Year 6	Garn Yr Erw Year 6	Gauts Gate Year 5	Ty Godwith Year 5
Blorenge 1 (Plaza) Year 4	Blorenge 2 (Plaza) Year 4	Coity 1 (Plaza) Year 3	Coity 2 (Plaza) Year 3
Afon Llwyd Reception – Year 3	Melyn Year 2	Oren Year 2	
Pinc	Porffor	Glas	Gwyrdd

Year 1	Year 1	Reception	Reception
Nursery AM	Nursery PM		

Vulnerable Groups

Year 6: In-class available adult support and intervention support

Year 5: In-class available adult small group support and intervention support

Year 4: In-class intervention support

Year 3: In-class available adult support and intervention support; Afon Llwyd nurture provision

Year 2: In-class FP support; (in-class available adult support needed)

Year 1: In-class FP support; Afon Llwyd nurture provision

Reception: In-class FP support; Afon Llwyd nurture provision

Nursery: In-class FP support; available adult small group support (pm)

All year groups: TIS; ELSA; Drawing & Talking