Brynllywarch Hall School

Improvement Priorities 2026 – 2029.

Inspection Area 1: Teaching and Learning

- Maximise learner progress, achievement and independence through highly effective teaching, ambitious curriculum design, and increased opportunities for challenge, enquiry and authentic learning.
- Ensure that all teaching is consistently good or better across the school through robust quality assurance processes, collaboration with stakeholders, and opportunities for staff to observe, support and share effective practice.
- Further strengthen curriculum planning, review and development to meet learners' needs as they progress through the school, ensuring appropriate pathways and accreditation opportunities.
- Continue to develop literacy skills as a whole-school priority and ensure that literacy remains a focus across all Areas of Learning and Experience.
- Ensure that cross-curricular skills remain a focus for all learners, increasing opportunities for pupils to articulate their understanding of Cynefin and make connections across learning.
- Extend opportunities for scientific enquiry, investigation and problem-solving across curriculum areas and through community partnerships.
- Further develop Welsh language provision and the use of international languages, including clearer progression pathways in Welsh and modern foreign languages to support and measure learner progress over time.
- Continue to develop digital competence and increase opportunities for transformational learning through the use of digital technologies, including artificial intelligence, virtual reality and immersive learning experiences.
- Create additional opportunities for learners to develop skills beyond the classroom through engagement with the wider community and authentic real-world learning experiences.
- Continue to utilise Nautilus data analysis, personalised assessments and progress meeting information to drive school improvement planning and target interventions with greater precision.
- Prepare staff and curriculum pathways for the implementation of Wave 3 Qualification reform in Wales.

Inspection Area 2: Well-being, Care, Support and Guidance

- Further strengthen learners' wellbeing, resilience, independence and preparation for adulthood through highly effective therapeutic, relational and trauma-informed practice.
- Continue to review and develop the school's social, emotional and behavioural difficulties (SEBD) provision to meet the increasingly complex additional learning needs of learners.
- Further develop preparation for adulthood pathways, including independent living, employability, community participation, career awareness and access to aspirational learning experiences.
- Expand learner voice, leadership and peer support opportunities, ensuring learners play an active role in shaping school improvement, wellbeing initiatives and the wider school community.
- Develop and refine targeted therapeutic and behavioural interventions for learners with complex social, emotional and mental health needs, using data-informed practice to evaluate long-term impact and effectiveness.
- Continue to reduce restrictive practices and physical interventions through proactive therapeutic approaches, personalised support, early intervention strategies and ongoing PRICE training for all staff.
- Maintain rigorous approaches to attendance, engagement and participation, with a particular focus on learners who are difficult to engage or at risk of persistent absence.
- Further strengthen family and parental engagement, including targeted outreach to harder-to-reach families, to improve outcomes and continuity of support for learners.
- Continue to collaborate with specialist partners and other SEBD settings to enhance provision, share effective practice and improve holistic outcomes for learners.
- Ensure all staff access relevant professional learning and specialist training, with effective dissemination of best practice across the workforce, while developing internal expertise, leadership capacity and succession planning.
- Continue to provide a broad range of enriching learning experiences, including residential visits, international opportunities, off-site activities and community-based learning, to raise aspirations and develop confident, capable and resilient learners.
- Further develop transition arrangements for learners entering, moving through and leaving the school to ensure continuity of support and successful outcomes.
- Maintain a strong safeguarding culture through regular self-evaluation, implementation of recommendations and continuous review of wellbeing and support systems.
- Celebrate learner achievements and success stories while using self-evaluation and impact measures to drive continuous improvement in wellbeing, care, support and guidance across the school.

Inspection Area 3: Leading and Improving

- Further strengthen leadership capacity, professional expertise, consistency of practice and collaborative partnerships to secure sustainable improvement and exceptional outcomes for learners.
- Continue to develop leadership opportunities at all levels, building middle leadership capacity, succession planning and distributed leadership across the school and wider community.
- Establish and maintain a workforce development strategy that ensures the skills, expertise and capacity of the staff team continue to meet the evolving and increasingly complex needs of learners.
- Ensure all staff are fully supported throughout their professional journey through structured professional learning pathways, accreditation opportunities, coaching, mentoring and high-quality training.
- Continue to provide opportunities for staff to observe, support and share effective practice within Brynllywarch and beyond, strengthening collaboration and professional learning.
- Strengthen the strategic use of data across all school systems to inform self-evaluation, improvement planning, resource allocation and leadership decision-making.
- Continue to work closely with stakeholders and partners in quality assurance activities to ensure high standards in teaching, learning and whole-school improvement.
- Prepare for, implement and evaluate the transition into the new school environment, ensuring systems, staffing and provision support continued excellence and sustainable growth.
- Further enhance community partnerships, professional networks and national profile through research projects, award recognition, sector engagement and collaborative initiatives.
- Review and evaluate the impact of Taith and other international partnerships to maximise benefits for learners, staff and the wider school community.
- Review and refine operational systems, including transport provision and wider support arrangements, to ensure they remain efficient, effective and responsive to learner needs.
- Maintain a strong focus on national priorities, including supporting learners affected by poverty, improving progress in learning and responding effectively to emerging educational developments.