

Ysgol Maesydderwen

"Working Together, Achieving More
Cydweithio a Chyflawni"

School
Improvement Plan
2024-27



Ysgol Maesydderwen Vision

Our school mission statement is “**Working Together, Achieving More**” and incorporating our 5 attributes underpins all we do as a school community. We have high expectations of all and we are committed to supporting every learner to achieve their personal best. Our 5 attributes are:

- Aspiration
- Resilience
- Creativity
- Respect
- Responsibility

This is further enhanced by the Headteacher’s vision of what the school needs to provide for all learners:

To equip learners with the skills, knowledge, qualifications, attributes and values to progress with excellence to their next stage of education and ultimately allow them to become successful, independent and caring citizens of society.

This vision can be summarised to **Learners Leave Prepared.**

Our commitment is to provide highly effective and innovative teaching in order for all Learners to Leave Prepared, including a focus on developing learners as well:

- Ambitious and capable learners
- Enterprising and creative contributors
- Ethical and informed citizens
- Healthy and confident individuals

In order to ensure Learners Leave Prepared, we strive to ensure our learners have:

- Continuous progress in their learning leading to outstanding Examination Results
- The ability to competently use and apply in a range of situations their cross-curricular skills Literacy, Numeracy and DCF skills
- Good subject knowledge
- A range of different experiences
- Opportunities to develop independence skills
- A pathway to develop clear positive values
- The ability to leave school and be successful in the world of work or in further or higher education
- An enjoyable time at Ysgol Maesydderwen where the wellbeing, happiness and positive progression of all learners is at our heart

Development and Review of the School Improvement Plan

This document has been developed from the extensive use of a robust Quality Assurance process as detailed later in this document.

The Priorities and Objectives within this Plan feed into the School Mission Statement '**Working Together, Achieving More**' and the 5 Attributes that underpin the Mission statement – **Aspiration, Resilience, Creatively, Respect and Responsibility**.

This document is a dynamic document and is subject to change as different school priorities arise and develop.

Timeline	Date	How and Who
Planning	Summer 2024/ Sept 2024	<ul style="list-style-type: none"> ● Review of progress made with SIP 2022-23 Priorities – Staff, Learners, Parents, Governors ● Review of QA outcomes – Staff, Governors ● Development of Priorities (new and expanding on existing) and objectives using all evidence of improvement and plans developed by SLT strategic leads – SLT ● Objectives scrutinised and passed – Governors
Review Term 1	Autumn Term 2024	<ul style="list-style-type: none"> ● Review of the work undertaken by departments in their support of the SIP objectives LMM – SLT, LL, Staff ● Review of progress takes place in Headteacher LLM with Senior Leaders – HT, SLT ● Termly review of progress in Link Governor meeting with Senior Lead – SLT, Governors ● Scrutiny of SIP Objectives in relevant Governor sub-committee meetings – SLT, Governors ● Review of progress with the SIP in termly Full Governors Meeting – SLT, Governors
Review Term 2	Spring Term 2025	<ul style="list-style-type: none"> ● Review of the work undertaken by departments in their support of the SIP objectives LMM – SLT, LL, Staff ● Review of progress takes place in Headteacher LLM with Senior Leaders – HT, SLT ● Termly review of progress in Link Governor meeting with Senior Lead – SLT, Governors ● Scrutiny of SIP Objectives in relevant Governor sub-committee meetings – SLT, Governors ● Review of progress with the SIP in termly Full Governors Meeting – SLT, Governors
Review Term 3	Summer Term 2025	<ul style="list-style-type: none"> ● Review of the work undertaken by departments in their support of the SIP objectives LMM – SLT, LL, Staff ● Review of progress takes place in Headteacher LLM with Senior Leaders – HT, SLT ● Termly review of progress in Link Governor meeting with Senior Lead – SLT, Governors ● Scrutiny of SIP Objectives in relevant Governor sub-committee meetings – SLT, Governors ● Review of progress with the SIP in termly Full Governors Meeting – SLT, Governors

Contextual Information

Staff Numbers	
Number of fte Teachers	33.2
Number of fte Support Staff	23.3

Learner Numbers							
Category	Y7	Y8	Y9	Y10	Y11	Y12&13	Total
All Learners	63	96	98	101	95	67	520
Female	25	43	49	49	51	28	245
Male	38	53	49	52	44	39	275
Eligible for Free School Meals (FSM)	17	33	26	22	25	6	129
Children Looked After (CLA)		1	3	4			8
Universal Learning Provision		20	26	13	9	7	75
School Individual Development		11	6	16	13	2	48
Local Authority IDP		2	4	2		3	11
Statement				1			1
School/Early Years Action.				0		3	3
School/Early Years Action+				0		1	1

Finance and Resources

The school will use the delegated budget and additional grants to meet the School Improvement Targets.



YMD PDG 24-25.pdf

Grant Finance 2024-25		
Source of Funding	Purpose	Amount
Schools Standards Grant	Ensure each learner benefits from excellent teaching and learning	£71,971
Pupil Development Grant (PDG)	Breaking the link between disadvantage and educational achievement	£124,966
Professional Learning Grant (PLG)	Support staff in developing their T&L and/or Leadership skills	£15,278

Performance Management, Professional Learning – the link to the School Improvement Plan

Ysgol Maesydderwen is committed to supporting **all** staff to improve their professional practices. The cycle of Performance Management is based on an Improve not Prove model via the use of a “**+1 professional growth plan**”. This plan encompasses an Action Research Project that supports staff to improve their practice. In addition, TLR holders set themselves a Leadership goal.

At Ysgol Maesydderwen the cycle runs from the beginning of September to end of July. All procedures are underpinned by the relevant professional standards.

All professional learning activities must be clearly linked to improvement planning (SIP / DIP / PIP) or to +1 (Professional growth plan) that encompasses an area of current school foci.

Professional learning activities can include, but are not limited to:

- Collaboration with colleagues both within school and from other schools
- In-school Inset
- Action research
- Coaching and mentoring sessions
- Visiting other schools to observe good practice
- Attending external courses

Following an external course staff are required to complete a Professional learning evaluation form, which will inform future planning for other staff. More information about professional learning can be found in the following documents:




PL and PM Process
2024-25.pdf



YMD CPD Policy.pdf

Monitoring Procedures

To monitor progress made with each objective the school uses a robust system of Quality Assurance. Examples of the processes we use are as follows:

1) Minutes of Standards Mtgs 2) Minutes of HT/SLT LMM 3) Minutes of DHT/AHT/Directors LMM 4) Minutes of SLT/LMM 5) Minutes of Dept Meetings 6) Minutes of PL Meetings 7) Minutes of PT meetings 8) Minutes of SLT meetings 9) Minutes of ELT meetings 10) Minutes of TLC Meetings 11) Minutes of Governors meetings	12) Minutes of Cluster meetings 13) Core Visit feedback 14) Minutes of Challenge Advisor meetings 15) Minutes of meetings with external bodies 16) Whole school QA Activities 17) Departmental QA Activities 18) Improvement plans 19) Learner Voice 20) Staff Voice 21) Parental Voice	22) Analysis of external outcomes (exams & tests) 23) Analysis of tracking data 24) Analysis of pastoral data 25) Performance Management Objectives 26) +1 Research  Quality Assurance Plan 2024-25.pdf
---	--	---

Explanation of Objectives – Detailed One Year Plan

Each objective is split into several actions. For example, the details of the action SIP A1 is as follows:

Ref	Actions	Lead* & Who	Resources & Cost	Impact with milestones
1.1	Research and develop and alternative method for tracking learner academic progress at KS3 so that most learners make good progress	JPL* JD LL PL	Meeting time: - SLT/LL, ELT	T1: Year 7 pilot model for assessment and reporting implemented and used effectively for many classes T2: Model shows good progress made by most Y7 learners T3: Good progress made by most Y7 learners – plan in place to introduce to Y8 for 2023/24

Ref – Action with SIP code

Lead* & Who – the lead for this action has an * next to the initials, all other leads are listed here

Resources & Cost – the use of resources used and where applicable the costs are indicated. Where work is undertaken with or support is required from external sources then it is indicated here.

Impact with milestones (Targets) – this indicates the impact that is expected to be made at the end of each Term (T1 – first term)

School and Governing Body appraisal of progress with 2023-24 priorities

Definitions

Very good progress	Strong progress	Satisfactory progress	Limited progress
Does not require any further attention to any aspect. Very good effect on the quality if provision.	Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision.

Summary of Progress

No	Priority	SIP 23-24 Actions	Evaluation of Progress	Continue with SIP 2024-25
1	Improve the progress of pupils supported by a range of knowledge, skills and experience	A1, B2, C1, C2, C3, C5, E6	Satisfactory	Yes
2	Reduce the impact of poverty on pupils' progress and skills	A2, B3, C4, D6, E2, E5	Satisfactory	Yes
3	Continue to develop a culture of personal improvement for all stakeholders throughout the school	B1, B5, E1, E3	Satisfactory	Yes
4	Improve the provision of skills and experiences for pupils through the successful implementation of a range of curriculums	A3, D1, D2, D3, D4	Satisfactory	Yes
5	Improve all aspects of the school through the continued improvement of Leadership at all levels	A4, B4, C4, D5, E4	Satisfactory	Yes

This review of progress is supported by the following documents

- 1) Review of SIP Priorities 2023-24
- 2) School Evaluation Report



Review of SIP
Priorities 2023-24.pc



Ysgol
Maesydderwen Self

School Improvement Plan Priorities 2024-27

Following an evaluation of the 2023-24 priorities the school has identified the following areas as the main priorities and success criteria for the 2024-27 School Improvement Plan.

Priority 1 – Teaching and Learning: To promote a culture of active learning through high quality teaching so that all learners make exceptional progress

- SC1.1 – Nearly all lessons planning is innovative and are graded at least very good
- SC1.2 – Most learners demonstrate very high standards of personal responsibility in their learning
- SC1.3 – Most learners implement superior independent learning skills with their work

Priority 2 – Wellbeing: Engage all stakeholders to effectively support and improve the wellbeing of our school community so that our learning environment is safe, inclusive and happy

- SC2.1 – Nearly all learners and staff report they feel safe, happy and are proud to members of the Ysgol Maesydderwen community
- SC2.2 – Exceptional engagement in learning, activities and schools' events for all groups (such as ALN, RADY) of stakeholders
- SC2.3 – Learner attendance to school consistently exceeds expected outcomes

Priority 3 – Skills: Improve the quality of provision for cross-curricular skills development so that learners make exceptional progress

- SC3.1 – Most learners are able to use and transfer their outstanding cross-curricular skills in a variety of situations to make exceptional progress
- SC3.2 – Majority of learners consistent score above average in their Personalised Assessments
- SC3.3 – There is a powerful culture of Cymraeg within Ysgol Maesydderwen

Priority 4 – Curriculum: To deliver an ambitious and inclusive curriculum so that all learners become confident and aspirational, regardless of starting points

- SC4.1 – There is an exceptional and adaptable curriculum in place across all years that meet the needs of nearly all learners
- SC4.2 – Powerful intervention programmes are used to support most learners to make strong progress

Priority 5 – Leadership: To nurture an ethos of leadership at all levels, ensuring that every member of our community contributes to the success of the school

- SC5.1 – Most leaders are highly effective in their roles through the achievement of improvements via well design planning resulting from robust and accurate quality assurance process
- SC5.2 – Successful learner leadership programmes ensure most learners take a useful role in contributing to the life of the school
- SC5.3 – Exemplary professional learning programmes are in place to support staff improve their practice

School Improvement Plan – Year 1: 2024-25 Overview

Priority	Overview
1 – Teaching & Learning	<ul style="list-style-type: none"> ● Most learners are able to take responsibility for their own learning to demonstrate reflection and purposeful progress across most curriculum areas (SC1.2) ● Nearly all teachers demonstrate effective use of marking, assessment and feedback expectations to support purposeful learner reflection and subsequent progress (SC1.1) ● Most teachers are able to skilfully plan for the learners in front of them to effectively differentiate and challenge learners to make strong progress from their starting point (SC1.1) ● Many learners demonstrate sustained engagement in many lessons leading to strong progress from their starting point (SC1.3)
2 – Wellbeing	<ul style="list-style-type: none"> ● Most learners report feeling safe, happy and included and incidents of bullying and exclusions are significantly reduced (SC2.1) ● Attendance of learners improves so that gap between attendance and expected attendance is halved (SC2.3) ● Nearly all staff report feeling safe, happy, supported and valued (SC2.1) ● Many stakeholders report feeling included and able to contribute to school life (SC2.2)
3 – Skills	<ul style="list-style-type: none"> ● Nearly all expected learning areas provide targeted and purposeful opportunities for learners to develop their identified cross-curricular skills (SC3.1) ● Many learners to demonstrate strong progress in cross-curricular skills across most learning areas (SC3.1) ● Around half of learners score above average in their Personalised Assessments (SC3.2) ● The Welsh language is effectively promoted across the school, developing a Welsh ethos and encouraging learners to improve their Welsh language skills (SC3.3)
4 – Curriculum	<ul style="list-style-type: none"> ● Suitable provision in place for Years 7 to 9 that meets all the requirements of the Curriculum for Wales and Cross-Curricular Skills Frameworks (SC4.1 & SC4.2) ● Broad and balanced curriculum offered for Years 10 and 11 that allows all learners to pursue their desired career pathways (SC4.1) ● Successful collaboration with other Powys Schools to implement a competitive post-16 curriculum (SC4.1)
5 – Leadership	<ul style="list-style-type: none"> ● All staff are truly reflective practitioners and ongoing self-evaluation is rigorous, accurate and leads to further improvement (SC5.1) ● Plentiful, diverse and engaging leadership opportunities are offered to all learners and levels of engagement are high (SC5.2) ● A relevant and focused professional learning programme is in place that supports the development of leadership skills at all levels (SC5.3)

School Improvement Plan – Year 2: 2025-26 Overview

Priority	Overview
1 – Teaching & Learning	<ul style="list-style-type: none"> ● To demonstrate highly effective marking, assessment and feedback practice consistently across all curriculum areas so that most learners are able to demonstrate exceptional progress in their learning ● To embed powerful practice in planning for the specific needs of the learners in front of you so that many learners make exemplary progress ● Embed highly effective planning for and use of higher order questioning techniques in nearly all teachers and support staff so that most learners can demonstrate exceptional progress in their learning and skill development across the curriculum ● Embed very high quality learner responses to higher order reflection questions in a range of contexts across the curriculum so that many learners take very personal responsibility for their independent learning
2 – Wellbeing	<ul style="list-style-type: none"> ● Further develop the attendance strategy and new attendance policy in line with Powys/WAG/union guidance ● Most staff consistently use the PB4L policy so that Instances of poor behaviour continue to fall ● Exceptional engagement in enrichment activities by nearly all learners across all groups ● Nearly all staff report feeling safe, happy, supported and valued
3 – Skills	<ul style="list-style-type: none"> ● Most staff to use personalised assessment data comprehensively to inform specific planning for skills development, so that many learners can demonstrate strong progress in their literacy and numeracy skills ● Nearly all expected teachers provide highly effective opportunities for identified cross-curricular skill development so that many learners demonstrate very good progress ● Embed a consistent approach to developing our bespoke Welsh ethos, including language development, across the whole school community through effective long term deployment of Siarter Iaith Silver Award objectives
4 – Curriculum	<ul style="list-style-type: none"> ● Broaden curriculum scope and depth by reviewing the current offer and identifying gaps; research and select the most appropriate qualifications to fill identified gaps ● Ensure curriculum planning demonstrates a clear continuum in learning from Y7 to 11 ● Strengthen assessment methods to ensure that criteria aligns with updated curricula ● Review and refine the construction of the timetable so that the needs of the learners are well-balanced with cost efficiency
5 – Leadership	<ul style="list-style-type: none"> ● Enhance leadership capacity and effectiveness by implementing a fair, distributed leadership model and further training for middle leaders on effective leadership skills ● Foster a culture of continuous professional development rooted in honest and accurate self-reflection on performance ● Enhance the visibility and impact of learner leaders

School Improvement Plan – Year 3: 2026-27 Overview

Priority	Overview
1 – Teaching & Learning	<ul style="list-style-type: none"> ● To demonstrate highly effective marking, assessment and feedback practice consistently across all curriculum areas so that most learners are able to demonstrate exceptional progress in their learning including RADY, ALN and MAT learners ● Embed powerful practice in planning for the specific needs of the learners in front of you so that most learners make exemplary progress, including RADY, ALN and MAT learners ● Embed very high-quality learner responses to higher order reflection questions in a range of contexts across the curriculum so that most learners take very personal responsibility for their independent learning ● Embed a culture of extensive engagement by most learners in consolidation and advancement of learning independently outside of the classroom
2 – Wellbeing	<ul style="list-style-type: none"> ● Attendance policy fully embedded and learner attendance is consistently at least at expected outcomes ● PB4L Policy is embedded leading to few instances of poor behaviour ● Most stakeholders report feeling included and able to contribute to school life ● Development of learner led enrichment activities
3 – Skills	<ul style="list-style-type: none"> ● Nearly all staff to use personalised assessment data comprehensively to inform specific planning for skills development, so that many learners can demonstrate strong progress in their literacy and numeracy skills ● Nearly all expected teachers provide highly effective opportunities for identified cross-curricular skill development so that most learners demonstrate very good progress ● Nearly all expected teachers provide highly effective assessment and feedback on identified cross-curricular skills so that most learners can demonstrate independence in future skill development ● The school is able to the achieve the Siarter laith Gold Award
4 – Curriculum	<ul style="list-style-type: none"> ● Enhance interdisciplinary learning by developing projects that integrate multiple subjects ● Improve curriculum accessibility and inclusivity with particular focus on meeting the needs of learners with additional learning needs ● Promote continuous professional development so that all staff confidently and effectively deliver the requirements of the updated curricula ● Develop the provision for more able and talented learners with consideration of additional qualifications linked to desired career pathways and appropriate early entry opportunities
5 – Leadership	<ul style="list-style-type: none"> ● Build a sustainable coaching culture across all leadership levels ● Develop leaders' strategic planning so that it is forward-thinking, innovative and focused on recent educational developments and ensuring that learners leave prepared

- | | |
|--|---|
| | <ul style="list-style-type: none">• Foster a culture of leadership among all learners |
|--|---|

- Detailed Actions and detailed Success Criteria for each 2024-25 is provided in the Actions for each Priority in the pages below
- Detailed Actions for both 2025-26 & 2026-27 will be developed, written and implemented following a fully review of progress of the preceding year

School Improvement Plan

Year 1: 2024-25

Detailed Actions

Unless otherwise stated the timescale for each action is September 2024 to July 2025

Priority 1 – Teaching and Learning: To promote a culture of active learning through high quality teaching so that all learners make exceptional progress	SLT Lead	JD	Governors Committee	SSC
	Inspection Area(s)	1	Link Governor	M Perrott

Success Criteria	1) Most learners are able to take responsibility for their own learning to demonstrate reflection and purposeful progress across most curriculum areas (SC1.2)
	2) Nearly all teachers demonstrate effective use of marking, assessment and feedback expectations to support purposeful learner reflection and subsequent progress (SC1.1)
	3) Most teachers are able to skilfully plan for the learners in front of them to effectively differentiate and challenge learners to make strong progress from their starting point (SC1.1)
	4) Many learners demonstrate sustained engagement in many lessons leading to strong progress from their starting point (SC1.3)

Ref	Actions & by when	Lead* & Who	Resources (inc. Prof Learning) & Cost	Impact with milestones (T1 – Term 1 etc)
1.1	To embed marking, assessment and feedback expectations consistently across all learning areas. <i>*Connection to action 1.3</i>	JD* KI LLs Skills Co AoLE Co Teachers LSAs	INSET training - 2 hrs Mini-NPEP meeting time - monthly Learning Area Photocopying of standard templates - Dept budgets	T1: Use of marking code, R2P, Skills Progress Sheets and clearly evidenced opportunities for learners to respond to feedback present in nearly all learning areas so that learners can start to demonstrate progress from starting point. T2: Many learners demonstrate an appropriate understanding of their learning process through use of sound assessment feedback. T3: Most learners demonstrate a purposeful understanding of their learning process through use of beneficial assessment feedback.
1.2	To further develop consistency in planning skilfully for the learners in front of you <ul style="list-style-type: none"> Homework Policy development Focused T&L strategies for specific groups of learners QA processes to target evidence of planning for specific groups each term 	JD* VD DRJ LLs Skills Co AoLE Co Teachers LSAs	INSET training - 2 hours (time in Jan INSET) Morning T&L meeting training and sharing good practice Learner profile data sheets RADY/ALN/MAT registers Personalised assessment profile feedback	T1: Most teachers utilise a range of data and information comprehensively to provide impactful differentiation and challenge to most learners (specifically RADY/ALN/MAT) T2: Nearly all teachers utilise a range of data and information comprehensively to support most learners to demonstrate positive engagement in lessons and appropriate progress from their starting point (specifically RADY/ALN/MAT) T3: Nearly all teachers utilise a range of data and information comprehensively to support most learners to demonstrate positive engagement in lessons and strong progress from their starting point across most learning areas (specifically RADY/ALN/MAT)
1.3	To further develop learner responses to Lyn Sharratt questions <i>*Connection to Voice 21 Talk Tactics for learner responses - part of Literacy Action Plan below</i>	JD* LLs Skills Co AoLE Co Teachers LSAs	Regular Learner Voice activities from a range of stakeholders	T1: Nearly all teachers provide powerful opportunities for learners to reflect on their own learning through use of suitable tasks involving Lyn Sharratt questions (particular focus on RADY and ALN learners). T2: Many learners (with a particular focus on RADY and ALN learners) can demonstrate sound responses to the higher order LS questions

				T3: Many learners (with a particular focus on RADY and ALN learners) can demonstrate strong responses to the Higher Order LS questions in a range of contexts across the curriculum so that they develop their skills of purposeful reflection and independence in learning.
1.4	<p>To improve consistency in planning for questioning, including higher order questioning techniques</p> <p><i>*Connection to Voice 21 Talk Tactics for learner responses and Teacher Talk Tactics</i> <i>*Connection to T&L Actions 1.1, 1.2 and 1.3 above</i> <i>*Connection to mentoring and restorative practices</i> <i>*Learner question of the week for DACW activity</i> <i>*Learner question of the week for lessons activity</i> <i>*Teacher question of the week - nominations by learners</i></p>	<p>JD* RB LLs AoLE Co Teachers LSAs LSOs Learners</p>	<p>INSET training - 1 hour</p> <p>Morning T&L meeting training and sharing good practice</p> <p>Folder of Questioning support materials (TBC)</p>	<p>T1: Majority of teachers and support staff use differentiated questioning techniques to provide suitable challenge for the development of learner thinking skills so that the majority of learners are effectively challenged and given valuable opportunities to demonstrate their progress.</p> <p>T2: Many teachers and support staff use differentiated questioning techniques effectively to support many learners to demonstrate progress in learning.</p> <p>T3: Most teachers and support staff use differentiated questioning techniques effectively to support most learners to demonstrate powerful progress in learning.</p>
1.5	<p>To embed a culture of respect and responsibility for taking ownership of individual work across the curriculum</p> <p><i>*Particular focus here on quality of RADY, ALN and MAT learner work.</i> <i>*Connection to Wellbeing action 2.1</i></p>	<p>JD* RB LLs AoLE Co Teachers LSAs Learners</p>	<p>Regular work scrutiny activities from a range of stakeholders</p>	<p>T1: Many learners (specifically RADY/ALN/MAT) use appropriate presentation for their work and have started to demonstrate responsibility for completion of most tasks.</p> <p>T2: Most learners (specifically RADY/ALN/MAT) use successful presentation for their work and demonstrate satisfactory responsibility for completion of most tasks in most learning areas.</p> <p>T3: Most learners use consistently good presentation for their work and take responsibility for completion of tasks set to demonstrate purposeful progress in most learning areas due to excellent presentation and organisation of work..</p>
1.6	<p>To create and implement a policy for consolidation and advancement of learning independently outside of the classroom</p> <p><i>*Connection to Wellbeing actions 2.4 and 2.5</i></p>	<p>JD* SLT LLs AoLE Co Teachers</p>	<p>Time for staff working party in Autumn Term to refine policy and collaboration with learners and parents</p> <p>Extra-curricular club for homework completion</p>	<p>T1: Collaborative creation of a Homework Policy bespoke for the needs of the learners, families and community of Ysgol Maesydderwen.</p> <p>T2: The majority of teachers enact the homework policy as part of their planning and delivery in a relevant manner.</p> <p>T3: Many teachers enact the homework policy to add value to learner learning experiences.</p>

Priority 2 – Wellbeing: Engage all stakeholders to effectively support and improve the wellbeing of our school community so that our learning environment is safe, inclusive and happy		SLT Lead	RB/KI	Governors Committee	Wellbeing
		Inspection Area(s)	2	Link Governor	K Gaffney
Success Criteria		1) Most learners report feeling safe, happy and included and incidents of bullying and exclusions are significantly reduced (SC2.1) 2) Attendance of learners improves so that gap between attendance and expected attendance is halved (SC2.3) 3) Nearly all staff report feeling safe, happy, supported and valued (SC2.1) 4) Many stakeholders report feeling included and able to contribute to school life (SC2.2)			
Ref	Actions & by when	Lead* & Who	Resources (inc. Prof Learning) & Cost	Impact with milestones	
2.1	Improve Attendance in line with Belonging, Engaging and Participating	RB* HT All staff	RB/HT to attend Attendance Network Meetings Gift vouchers £390 (1 per week) Fuel costs for home visits	T1: Ensure attendance policy and strategy are embedded and followed consistently by all staff, and that all staff understand their responsibility within it T2: Many learners meet or exceed the attendance target and improvements are seen on a Whole School level when comparing to the same point last academic year, including RADY, ALN, EAL T3: Most learners meet or exceed their attendance target and improvements are seen on a Whole School level when comparing to the same point last academic year including RADY, ALN, EAL	
2.2	Consistent application of PB4L policy across the school to improve relationships and behaviour	RB* SLT All staff	INSET slot for reviewing policy and procedures	T1: Further embed the PB4L policy with relaunch and review training on INSET T2: Reduced number of negative behaviour points on classcharts from Autumn Term into Spring Term T3: Learners and staff report calmer working environment, fewer incidents of low level disruption term by term	
2.3	Improve staff wellbeing via the implementation of co-constructed strategies	KI* SLT All staff	Staff forum meeting time Time for staff to access external support (e.g. Education Support)	T1: Majority of staff state their wellbeing is at least good T2: Many staff state their wellbeing is at least good T3: Most staff state their wellbeing is at least good	
2.4	Create an inclusive, rich and varied enrichment programme that leads to high levels of engagement of learners	RB*	Staff time during lunch time and after school Resources for use during enrichment activities PDG Powys Support Mtgs/time	T1: Learner voice sought to shape an enrichment programme to be launched and marketed at the start of the Autumn term. A taster day organised to motivate learners to take part. T2: Positive learner feedback following engagement in enrichment activities, majority of learners access at least one enrichment provision each week with proportional representation for RADY and MAT learners T3: Many learners access at least one enrichment provision each week, behaviour incidents at break and lunch times reduced significantly reduced due to learner engagement in activities	

2.5	Effective collaboration within the Community Focussed Schools Approach and with external agencies to improve engagement with all learners and parents/carers	RB* JD FLO YIS YS CAMHS	Minor costs of Welfare Hall for coffee mornings	T1: Stakeholder voice sought to shape an appropriate programme to be launched and marketed at the start of the Autumn term. A coffee morning organised to invite parents to take part. T2: Positive stakeholder engagement in community focussed activities and increased attendance at parents evenings including RADY families T3: Stakeholders report beneficial satisfaction with school, including levels of communication, addressing of concerns and increased sense of community
-----	--	--	---	--

Priority 3 – Skills: Improve the quality of provision for cross-curricular skills development so that learners make exceptional progress	SLT Lead	JD, KI, PG	Governors Committee	SSC
	Inspection Area(s)	1	Link Governor	S Pyart

Success Criteria	<p>1) Nearly all expected learning areas provide targeted and purposeful opportunities for learners to develop their identified cross-curricular skills (SC3.1)</p> <p>2) Many learners to demonstrate strong progress in cross-curricular skills across most learning areas (SC3.1)</p> <p>3) Around half of learners score above average in their Personalised Assessments (SC3.2)</p> <p>4) The Welsh language is effectively promoted across the school, developing a Welsh ethos and encouraging learners to improve their Welsh language skills (SC3.3)</p>
-------------------------	---

Ref	Actions & by when	Lead* & Who	Resources (inc. Prof Learning) & Cost	Impact with milestones
3.1	<p>Embed purposeful opportunities to develop identified literacy skills across all areas of learning</p> <p>Literacy Development Plan Link</p> <p><i>*Connection to Voice 21 development programme - Link to Plan</i></p>	<p>TH* JD LLs AoLE Co Teachers LSAs</p>	<p>Membership to Voice 21 - £3,250</p> <p>Whole staff training - 3 hours if possible across Aut/Spring Terms</p> <p>Skills assessment folder 2024/25</p> <p>Personalised Assessments STAR Assessments</p>	<p>T1: Most areas of learning provide suitable opportunities and targeted success criteria for development of identified literacy skills.</p> <p>T2: Most teachers provide solid assessment and feedback on learner progress in identified literacy skills.</p> <p>T3: Nearly all teachers provide solid assessment and feedback on learner progress in identified literacy skills which leads to many learners demonstrating strong progress in these skills.</p>
3.2	<p>Develop purposeful opportunities to develop identified numeracy skills across most areas of learning</p> <p>Numeracy Development Plan Link</p>	<p>AHA* KI LLs AoLE Co Teachers LSAs</p>	<p>Whole school training – 5 hours</p> <p>Skills assessment folder 2024/25</p> <p>Personalised Assessments STAR Assessments</p>	<p>T1: Many expected areas of learning provide suitable opportunities and targeted success criteria for development of identified numeracy skills.</p> <p>T2: Many expected teachers provide solid assessment and feedback on learner progress in identified numeracy skills.</p> <p>T3: Most expected teachers provide solid assessment and feedback on learner progress in identified numeracy skills which leads to many learners demonstrating strong progress in these skills.</p>
3.3	<p>Embed purposeful opportunities to develop identified digital skills across most areas of learning</p> <p>DCF Development Plan Link</p>	<p>HL* PG LLs AoLE Co Teachers</p>	<p>Cluster INSET training - Oct 7th</p> <p>Skills assessment folder 2024/25</p>	<p>T1: Most expected areas of learning provide suitable opportunities and targeted success criteria for development of identified digital skills.</p> <p>T2: Most expected teachers provide solid assessment and feedback on learner progress in identified digital skills.</p> <p>T3: Nearly all expected teachers provide solid assessment and feedback on learner progress in identified digital skills which leads to many learners demonstrating strong progress in these skills.</p>

3.4	To work towards achieving the Siarter laith Silver Award	RW* JD LLs AoLEs All Staff	Staff Meeting time Dept & AoLE Meeting time ELT Meeting time INSET time PDG	T1: Audit of school provision and ethos to create an action plan for Silver Award application, application for Silver Award prepared for entry in 2024/25 T2: Ensure all criteria met for successful application for Silver Award T3: Prepare action plan in response to recommendations following assessment for Silver Award
3.5	Introduce use of personalised assessment data to inform planning for learner progress in skills	KI* JD Skills Co AoLE Co LLs Teachers	Staff morning meeting time Dept & AoLE meeting time	T1: Collate and present personalised assessment data to staff in the format of Class Data sheets to inform planning. Provide feedback to English and Maths departments regarding areas for development for groups of learners following personalised assessments last year, again to inform planning. Organise opportunities in English and Maths lessons for Y7-9 to use computer rooms to review PA feedback and follow up with further practice on areas for development. T2: In the first PA of the year, majority of learners make progress since their last assessment in reading and numeracy. T3: In their final PA of the year, many learners make progress since their last assessment in reading and numeracy.

Priority 4 – Curriculum: To deliver an ambitious and inclusive curriculum so that all learners become confident and aspirational, regardless of starting points		SLT Lead	KI/JD	Governors Committee	SSC
		Inspection Area(s)	1	Link Governor	N Griffiths
Success Criteria		1) Suitable provision in place for Years 7 to 9 that meets all the requirements of the Curriculum for Wales and Cross-Curricular Skills Frameworks (<i>SC4.1 & SC4.2</i>) 2) Broad and balanced curriculum offered for Years 10 and 11 that allows all learners to pursue their desired career pathways (<i>SC4.1</i>) 3) Successful collaboration with other Powys Schools to implement a competitive post-16 curriculum (<i>SC4.1</i>)			
Ref	Actions & by when	Lead* & Who	Resources (inc. Prof Learning) & Cost	Impact with milestones	
4.1	Review and revise the curriculum offer at KS4 in light of the forthcoming changes to qualifications to ensure suitable pathways to success for all learners	KI* PLs LLs PG	Options fayre preparation SLT & ELT Meetings Interview time Taster session prep PDG	T1: Revised curriculum offer in place for KS4 learners that includes equity for RADY learners specifically T2: All Years 9 and 10 learners engage positively with taster sessions, options fayre and other support, positive feedback received from learners and parents following events T3: All learners at KS4 make appropriate option choices for KS4	
4.2	Continue to work with colleagues across Powys schools to further develop a wider and more cost-effective Post-16 provision	KI* Acting HO6 PG	Meetings – SLT, OMB, ELT, SLT/LL, Dept, Options fayre preparation Interview time Taster session prep	T1: Revised curriculum offer agreed for post-16, to include a L2 package offer, that includes equity for RADY learners specifically T2: All Year 11 learners engage positively with taster sessions, options fayre and other support, positive feedback received from learners and parents following events T3: All learners at KS5 make appropriate choices for post-16 education	
4.3	To implement the CfW for years 7 to 9 within a revised curriculum model AoLE Working Groups Overview 2024/25	JD* KI PG LLs AoLE	INSET time Meetings – Cluster, SLT, ELT, SLT/LL, SLT/PL, Dept, AOLE PDG	T1: Powerful implementation of Y7-9 curriculum evident in many lessons. T2: Purpose of learning explicit in most experiences across AoLEs T3: Most learners can demonstrate progression from their starting point across all AoLEs	
4.4	Review and refine the skills focused alternative curriculum provision for Y7 to 9 learners in additional support groups	KI* JD ALNCo PL & LLs	INSET time Dept/AoLE Mtg time Skills focused resources Powys Support Mtgs/time	T1: Alternative skills focused curriculum in place for AS support groups in Year 7-9 T2: Many learners in AS groups make good progress T3: Most learners in AS groups make good progress	
4.5	Further improve the provision for learners receiving academic interventions to ensure programmes are aligned to subject specifications and reduce the skills deficit	KI* VD TAs	Dept meeting time SLT line management meetings Subscription costs for programmes	T1: Review of interventions programmes complete, to include evaluation of provision and quality of teaching and learning and subsequent recommendations for improvement T2: Programmes revised and being delivered to more effectively meet the needs of all learners T3: Many learners receiving academic interventions make suitable progress from their starting points	

4.6	Develop and implement bespoke Exam Outcomes Recovery Plans for both KS4 and Post-16 to improve learners GCSE and A Level Examination results Summer 2025	KI* JPL JR LL	Revision resources Moderation time Meeting time – review learners, meet with learners & parents	T1: Bespoke plans written, implemented and constantly refined with a focus on securing high outcomes for GCSE and A Level learner T2: Projected grades forecast nearly all school performance measures are at least expected values T3: Final results show that nearly all school performance measures are at least expected values
-----	--	------------------------	---	---

Priority 5 – Leadership: To nurture an ethos of leadership at all levels, ensuring that every member of our community contributes to the success of the school		SLT Lead	KI	Governors Committee	SSC
		Inspection Area(s)	3	Link Governor	H Williams
Success Criteria	1) All staff are truly reflective practitioners and ongoing self-evaluation is rigorous, accurate and leads to further improvement (<i>SC5.1</i>) 2) Plentiful, diverse and engaging leadership opportunities are offered to all learners and levels of engagement are high (<i>SC5.2</i>) 3) A relevant and focused professional learning programme is in place that supports the development of leadership skills at all levels (<i>SC5.3</i>)				
Ref	Actions & by when	Lead* & Who	Resources (inc. Prof Learning) & Cost	Impact with milestones	
5.1	Further develop increased opportunities for learner leadership across the school	RB* PL LL	Learner Voice School Council Learner working groups Powys Support Mtgs/time	T1: Around half of learners positively engage with learner leadership opportunities, including proportional representation of RADY and MAT learners T2: Majority of learners positively engage with learner leadership opportunities, including proportional representation of RADY and MAT learners T3: Many learners positively engage with learner leadership opportunities, including proportional representation of RADY and MAT learners	
5.2	Implement a bespoke professional learning plan to develop leadership at all levels	JD* All staff	Time/cover for staff to access Powys PL activities Attendance at working parties, networks, drop-in sessions Time to take part in school to school working INSET time Staff meeting time Department/AoLE meeting time	T1: Revised PL plan in place designed to develop leadership skills of all staff, to encourage innovation and self-sufficiency T2: All staff engaging with appropriate PL activities in line with their professional growth plans and school improvement priorities T3: Effective leadership is having a positive impact in school improvement priority areas	
5.3	Staff to receive further training and support to ensure that effective, accurate self-evaluation leads to improvement planning <ul style="list-style-type: none"> Middle leaders to receive feedback on PIPs, DIPs and DERs so that they are aligned to school improvement priorities, have a clear measure for impact against success criteria Interim review of DIPs and PIPs Final review of DIPs and PIPs complete to inform future planning 	KI* JD RB PG SIA/LA PL LL	LA advisor meeting time ELT meeting time Department meeting time Time for collaboration between middle leaders Line management meeting time	T1: High quality DIPs, PIPs, DERs, PERs in place that guide improvement and plan to measure impact of actions aligned to school improvement priorities T2: Most middle leaders able to accurately and rigorously measure impact on an interim basis against actions within improvement plans T3: Nearly all middle leaders able to accurately and rigorously measure final impact against actions within improvement plans to inform future planning	

5.4	Develop leaders' use of internal and external data sources; attainment, behavioural, attendance and predictive data, to effectively monitor and track progress of learners and to inform subsequent planning for further support	KI* Data Manager PLs LLs SLT	Standards meetings Line management meetings PPA time ELT meeting time INSET time PDG	T1: Specific actions in place following each data drop/provision of data analysis, that support underachieving learners in making good progress T2: Many learners (school/RADY/ALN/MAT) make good progress due to analysis and actions following analysis of data T3: Most learners (school/RADY/ALN/MAT) make good progress due to analysis and actions following analysis of data
5.5	Staff to be clear on levels of accountability for all responsibility areas to ensure effective distributed leadership across the school	KI* PG LL PL	SLT planning time Line management meetings PPA time ELT meeting time INSET time	T1: Expectations of staff, line management structures and processes for challenge and support made clear. Delegation of work to wider staff carefully planned by all leaders to address school priorities in a timely and measured fashion. T2: Many staff take full accountability in their roles, and are effective in their support of the school in meeting its priorities. During whole school and departmental quality assurance, many staff report that they are clear on their roles, responsibilities and lines of accountability and subsequent support and challenge. T3: Most staff take full accountability in their roles, and are effective in their support of the school in meeting its priorities. During whole school and departmental quality assurance, most staff report that they are clear on their roles, responsibilities and lines of accountability and subsequent support and challenge. Staff surveys confirm this.
5.6	Implement training plans, processes and strategies to improve the strategic leadership of the Governing Body	PG* HP	Governors meetings Links Governors meetings Training time QA time	T1: Link governors meetings started, around half of link governors taking part in QA T2: Around half of link governors hold SLT to strategic account, many link governors taking part in QA T3: A majority of link governors hold SLT to strategic account, most link governors taking part in QA