

Ysgol Maesydderwen

"Working Together, Achieving More
Cydwethio a Chyflawni"

School
Improvement Plan
2023-26



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 2023/ Sept 2023	<ul style="list-style-type: none"> ● Review of progress made with SIP 2022-23 Priorities – Staff, Pupils, 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 2023	<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 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 3	Summer 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

Contextual Information

Staff Numbers	
Number of fte Teachers	33.1
Number of fte Support Staff	18.7

Pupil Numbers							
Category	Y7	Y8	Y9	Y10	Y11	Y12&13	Total
Eligible for Free School Meals (FSM)	26	26	24	25	30	15	146
Children Looked After (CLA)	0	4	4	0	4	0	12
Local Authority IDP			2				2
School Individual Development			6			2	8
School Action (SA)	12	25	19	22	10	7	95
School Action Plus (SA+)	6	12	6	13	19	3	59
Statement					5	1	6
All Pupils	92	96	96	95	101	66	546

Finance and Resources

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



YMD PDG 23-24.pdf



EIG & PLG 23-24.pdf

Grant Finance 2023-24		
Source of Funding	Purpose	Amount
Education Improvement Grant (EIG)	Ensure each pupil benefits from excellent teaching and learning	£41,026
Pupil Development Grant (PDG)	Breaking the link between disadvantage and educational achievement	£139,150
Professional Learning Grant (PLG)	Support staff in developing their T&L and/or Leadership skills	£15,194

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 & PM Process 23-24.pdf



YMD CPD Policy.pdf

School and Governing Body appraisal of progress with 2022-23 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 of 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 22-23 Actions	Evaluation of Progress	Continue with SIP 2023-24
1	Improve the progress of learners supported by a range of knowledge, skills and experience	A1, A4, C1, C4, D4, F2	Satisfactory	Yes
2	Reduce the impact of poverty on learners progress and skills	A5, C3, D1, E2, E5	Satisfactory	Yes
3	Continue to develop a culture of personal improvement for all stakeholders throughout the school	B1, B3, B4, E1, E4, F1	Satisfactory	Yes
4	Improve the progress, skills and experiences of learners through the successful implementation of a range of curriculums	C5, D3, D5, D6, F3	Satisfactory	Yes
5	Improve all aspects of the school through the continued improvement of Leadership at all levels	A2, A3, B3, C2, D2, E3, F4, G1, G2, G3, G4	Satisfactory	Yes

A more detailed evaluation of the School Priorities for 2022-23 can be accessed in the following document:



Review of SIP Priorities 2022-23 Final.pdf

School Improvement Plan One Year Priorities 2023-24

In order to meet the priorities, the School Improvement Plan has been divided into 5 SIP Objectives. Each objective is led by a Senior Leader who has overall responsibility and accountability for the progress made within the objective. The 5 SIP Objectives are:

SIP A – Sustainable Improvement of Standards – KI

SIP B – Teaching and Learning – JD

SIP C – Skills – JD

SIP D – Curriculum – KI

SIP E – Wellbeing – RB

These 5 Objectives are provided in greater detail later in this document and these are used to meet the 5 priorities the school has identified for improvement. These priorities along with the areas of the SIP that address the priorities are:

1) Improve the progress of pupils supported by a range of knowledge, skills and experience

- Improve outcomes for all pupils so that most pupils to make at least good progress
- Improve the use of support provided to pupils to ensure most pupils make at least good progress
- Improve the quality of teaching and learning provision so that most pupils make at least good progress
- Improve the quality of skills provision so that most pupils make at least good progress in skills across most areas

This priority is supported in the following SIP Actions: A1, B2, C1, C2, C3, C5, E6

2) Reduce the impact of poverty on pupils' progress and skills

- Improve the use of data to support pupils improvement to ensure most pupils make at least good progress with an enhanced focus on RADY and ALN pupils
- Improve outcomes in lessons for all pupils (but in particular specified groups of pupils - RADY, ALN) so that most pupils make at least good progress
- Improve outcomes for all pupils (but in particular specified groups of pupils - RADY, ALN) so that many pupils make at least good progress in skills across most areas of learning
- Develop the school as a community focussed school to improve relationships with external stakeholders

This priority is supported in the following SIP Actions: A2, B3, C4, D6, E2, E5

3) Continue to develop a culture of personal improvement for all stakeholders throughout the school

- Increase the responsibility and accountability of all staff and pupils for improving learning to demonstrate good progress
- Increase the responsibility and accountability of all teaching staff for the assessment of skills to drive good pupil progress
- Continue to improve pupil experiences and engagement in school leading to improved progress in both academic and non-academic measures

- Ensure all members of staff state they have powerful personal wellbeing

This priority is supported in the following SIP Actions: B1, B5, E1, E3

4) Improve the provision of skills and experiences for pupils through the successful implementation of a range of curriculums

- Provide bespoke curriculums for identified groups of pupils to ensure their progress and achievement is at least good
- Successful provision for the Curriculum of Wales in Years 7 and 8
- Continue to collaborate with other Powys Schools to develop and implement a Post-16 curriculum

This priority is supported in the following SIP Actions: A3, D1, D2, D3, D4

5) Improve all aspects of the school through the continued improvement of Leadership at all levels

- Improve middle leader accountability for improvements in all areas leading to improved pupil progress
- Improve pupil leadership for improvements in all areas leading to improved pupil progress and improved engagement in extra-curricular activities

This priority is supported in the following SIP Actions: A4, B4, C4, D5, E4

School Improvement Plan Year 2 and Year 3 Priorities 2024-26

It is planned that the priorities of 2024-26 will build on the work undertaken during 2023-24.

1) Improve the progress of pupils supported by a range of knowledge, skills and experience

- Improve outcomes for all pupils so that nearly all pupils to make at least good progress and many make excellent progress
- Improve the use of support provided to pupils to ensure nearly all pupils make at least good progress and many make excellent progress
- Improve the quality of teaching and learning provision so that nearly all pupils make at least good progress and many make excellent progress
- Improve the quality of skills provision so that most pupils nearly all pupils make at least good progress and many make excellent progress

2) Reduce the impact of poverty on pupils' progress and skills

- Use of data has supported pupils improvement so that nearly all pupils make at least good progress and many make excellent progress and the progress gap between groups of pupils has decreased
- In lessons nearly all pupils make at least good progress and many make excellent progress and the gap between groups of pupils has decreased
- Progress in skills outcomes has improved so that nearly all pupils make at least good progress and many make excellent progress in skills across all areas of learning and the gap between groups of pupils has decreased
- The school has highly effective partnerships with stakeholders through the community focused schools programme

3) Continue to develop a culture of personal improvement for all stakeholders throughout the school

- Superb staff and pupils responsibility and accountability is evident across all areas of the school leading to sustainable innovative improvements
- Superb staff and pupils responsibility and accountability in assessment of skills leads to nearly all pupils make at least good progress and many make excellent progress in skills outcomes
- The school has an highly-effective range of pupil experiences and skills as demonstrated in both academic and non-academic measures
- All members of staff state they have extensive personal wellbeing

4) Improve the provision of skills and experiences for pupils through the successful implementation of a range of curriculums


- The school offers a range of exemplary curriculums that ensure superior progress and achievement of pupils
- Highly-effective provision for the Curriculum of Wales in Years 7 to 9
- Outcomes at KS5 are above expectations
- School has developed and implemented a wider range of options at KS4

5) Improve all aspects of the school through the continued improvement of Leadership at all levels

- Powerful leadership of all staff leads to very good pupil progress
- Powerful pupil leadership leads to extensive pupil progress and engagement in all activities

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:

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) Pupil Voice 20) Staff Voice 21) Parental Voice 	<ul style="list-style-type: none"> 22) Analysis of external outcomes (exams & tests) 23) Analysis of tracking data 24) Analysis of pastoral data 25) Performance Management Objectives 26) +1 Research <div style="text-align: center;">  <p>Quality Assurance 2023-24.pdf</p> </div>
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Explanation of Objectives

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
A1	Research and develop and alternative method for tracking pupil academic progress at KS3	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 pupils T3: Good progress made by most Y7 pupils – 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)

SIP A – Sustainable Improvement of Standards		SLT Lead	KI	Governors Committee	SSC
		Inspection Area(s)	1, 2, 5	Link Governor	
Success Criteria		<ul style="list-style-type: none"> Continue to improve outcomes for all pupils so that most pupils to make at least good progress Improve the use of data to support pupils to improve to ensure most pupils make at least good progress Improve the use of support provided to pupils to ensure most pupils make at least good progress 			
Ref	Actions & by when	Lead* & Who	Resources (inc. Prof Learning) & Cost	Impact with milestones	
A1	Develop and refine methods for tracking pupil academic progress in Year 7 and 8 with a focus on the tracking of skills across AoLEs Timescale: Sept 23 to July 24	KI* CC Skills co-ord DB LLs	Standards meetings Line management mtgs Department meetings INSET time PPA time PDG	T1: Year 7 and 8 model for assessment and reporting of skills implemented and used effectively for many classes T2: Model shows good progress made by many Y7 and 8 pupils T3: Most pupils in Y7 and 8 make good progress	
A2	To ensure that progress data is used effectively in each subject area and year group to identify and support underachieving pupils with a particular focus on RADY and ALN Timescale: Sept 23 to July 24	KI* CC PLs LLs SLT	Standards meetings Line management meetings PPA time PDG	T1: Specific actions in place following each data drop that support underachieving pupils in making good progress T2: Many pupils (school/RADY/ALN) make good progress due to analysis and actions following data drops T3: Most pupils (school/RADY/ALN) make good progress due to analysis and actions following data drops	
A3	Further develop provision within supportive interventions, both academic and pastoral, to ensure that it is aligned to curriculum content and further develop assessment and tracking processes within said interventions Timescale: Sept 23 to July 24	KI* ALNCo PLs LLs Skills co-ord	INSET & PPA time Arrow literacy subscription Department meeting time KI/RB Mtgs AHT/PL Mtgs PL/PT Mtgs PT/Pupil mentoring PDG	T1: Provision revised and implemented, together with rigorous assessment and tracking methods for all interventions T2: Many pupils receiving interventions make good progress T3: Most pupils receiving interventions make good progress	
A4	Improve the format for providing key attainment data to teachers that supports middle leaders to ensure effective planning takes place for lessons Timescale: Sept 23 to July 24	KI* CC LL All staff	PPA time SLT/LL LMM ELT meetings Staff meetings Department meetings INSET time	T1: Staff provided with key prior attainment and indicative assessment data in Sept 23 to inform initial planning, clear, targeted differentiation can be seen in many lessons through the use of specific assessment data to inform planning T2: Many pupils make progress commensurate with their ability T3: Most pupils make progress commensurate with their ability	

SIP B – Teaching and Learning		SLT Lead	JD	Governors Committee	SSC
		Inspection Area(s)	1, 2, 5	Link Governor	
Success Criteria		<ul style="list-style-type: none"> Continue to improve outcomes for all pupils (but in particular specified groups of pupils - RADY, ALN) so that most pupils make at least good progress Improve the quality of teaching and learning provision so that most pupils make at least good progress Increase the responsibility and accountability of all staff and pupils for improving learning to demonstrate good progress 			
Ref	Actions & by when	Lead* & Who	Resources (inc. Prof Learning) & Cost	Impact with milestones	
B1	To introduce focus on developing pupils responsibility for their own learning and progress - Use of Lyn Sharratt questions for reflection on learning Time scale: September 2023 to July 2024	JD* KI LLs Teachers Pupils	Staff Meeting time Department Meeting time SLT Link LM meeting time INSET & PPA time Lesson time PDG	T1: Majority of pupils to demonstrate suitable understanding of their progress and next steps appropriate to their learning stage T2: Many pupils to demonstrate a sound understanding of their progress and next steps appropriate to their learning stage T3: Most pupils to demonstrate a strong understanding of their progress and next steps appropriate to their learning stage	
B2	To improve the consistency and quality of assessment, marking and feedback across all department areas/AoLEs - Connection to updated marking and feedback policy within T&L policy Time scale: September 2023 to July 2024	JD* KI LLs Teachers	Staff Meeting time Department Meeting time SLT Link LM meeting time INSET time PPA time PDG	T1: All staff across all department areas adhere to updated marking and feedback policy T2: Quality of feedback provided by staff leads to many pupils making at least appropriate progress T3: Most pupils to make strong progress within each area	
B3	To improve teacher accountability for the progress of all pupils through planning for the pupils in front of you - Particular focus on RADY and ALN - Link to A4 Time scale: September 2023 to July 2024	JD* KI LLs Teachers	Staff Meeting time Department Meeting time SLT Link LM meeting time INSET time PPA time Powys Support (Challenge)	T1: Clear, targeted differentiation can be seen in many lessons which leads to appropriate pupil progress T2: Clear, targeted differentiation can be seen in most lessons which leads to purposeful pupil progress T3: Most RADY and ALN pupils make strong progress within each area of learning	
B4	To improve middle leader accountability for improvements in T&L, leading to improved pupil progress - RADY and ALN focus Time scale: September 2023 to July 2024	JD* KI LLs	Staff Meeting time Department Meeting time ELT Meeting time SLT Link LM meeting time Department Reviews	T1: Evaluative comments with clear actions identified within each department area/AoLE focused on T&L to improve pupil progress T2: Many pupils making appropriate progress within most areas T3: Most pupils to make strong progress within each area	
B5	To increase all staff accountability for improvement in pupil progress - Embed 'improve not prove' ethos into whole school professional learning process of +1 action research Time scale: September 2023 to July 2024	JD* FB All staff	Staff Meeting time Department Meeting time SLT Link LM meeting time Non-teaching staff PL hour INSET time	T1: All staff to set action research +1 investigation question in line with SIP, to ensure focused improvements in T&L provision. T2: All staff to have made strong progress in enacting action research plans. T3: Most staff's +1 action research leads to good pupil progress in identified outcomes.	

SIP C – Skills		SLT Lead	JD	Governors Committee	SSC
		Inspection Area(s)	1, 2, 5	Link Governor	
Success Criteria		<ul style="list-style-type: none"> Continue to improve outcomes for all pupils (but in particular specified groups of pupils - RADY, ALN) so that many pupils make at least good progress in skills across most areas of learning Improve the quality of skills provision so that most pupils make at least good progress in skills across most areas Increase the responsibility and accountability of all teaching staff for the assessment of skills to drive good pupil progress 			
Ref	Actions & by when	Lead* & Who	Resources (inc. Prof Learning) & Cost	Impact with milestones	
C1	To improve explicit opportunities for progression within literacy skills across the curriculum – September 2023 to July 2024  Literacy Plan 23-24.pdf	TH* JD LLs AoLEs All Staff	Staff Meeting time Dept/AoLE Meeting time ELT Meeting time SLT Link LM meeting time INSET time Powys Literacy Support	T1: Provision mapping completed to provide measurable overview of where literacy skills are being developed across the curriculum T2: Many pupils make suitable progress in identified literacy skills T3: Most pupils make strong progress in identified literacy skills across the curriculum	
C2	To improve explicit opportunities for progression within numeracy skills across identified areas of the curriculum – September 2023 to July 2024  Numeracy Plan 23-24.pdf	CJ* KI LLs AoLEs All Staff	Staff Meeting time Dept/AoLE Meeting time ELT Meeting time SLT Link LM meeting time INSET time Powys Numeracy Support PDG	T1: Provision mapping completed to provide measurable overview of where numeracy skills are being developed across the curriculum T2: Majority of pupils make suitable progress in identified skills T3: Many pupils make suitable progress in identified numeracy skills across the curriculum	
C3	To embed provision for explicit opportunities for progression within DCF skills across the curriculum – September 2023 to July 2024  DCF Plan 23-24.pdf	HL* JD LLs AoLEs All Staff	INSET & Staff Mtg time Dept/AoLE Meeting time ELT Meeting time SLT Link LM meeting time Powys DCF Support PDG	T1: Provision mapping completed to provide measurable overview of where DCF skills are being developed across the curriculum T2: Many pupils make strong progress in identified DCF skills T3: Most pupils make strong progress in identified DCF skills across the curriculum	
C4	To improve middle leader accountability for improvements in skills, leading to improved pupil progress - RADY and ALN focus Time scale: September 2023 to July 2024	JD* KI AoLEs Skills Leads	Staff Meeting time Department Meeting time ELT Meeting time SLT Link LM meeting time Department Reviews PDG	T1: Evaluative comments with clear actions identified within each department area/AoLE focused on skills to improve pupil progress T2: Many pupils (school/RADY/ALN) make appropriate progress within most areas T3: Many pupils (school/RADY/ALN) make strong progress within most areas	
C5	To embed the Siarter Iaith Bronze Award achievement into whole school ethos - preparations and planning for Silver Award application in 2024/25 Time scale: September 2023 to July 2024	RW* JD LLs AoLEs All Staff	Staff Meeting time Dept & AoLE Meeting time ELT Meeting time INSET time PDG	T1: Action areas of improvement from achievement of Bronze Award in July 2023 T2: Audit of school provision and ethos to create an action plan for Silver Award application T3: Application for Silver Award prepared for entry in 2024/25	

SIP D – Curriculum		SLT Lead	KI	Governors Committee	SSC
		Inspection Area(s)	1, 3, 5	Link Governor	
Success Criteria		<ul style="list-style-type: none"> Provide bespoke curriculums for identified groups of pupils to ensure their progress and achievement is at least good Successful provision for the Curriculum of Wales in Years 7 and 8 Continue to collaborate with other Powys Schools to develop and implement a Post-16 curriculum 			
Ref	Actions & by when	Lead* & Who	Resources (inc. Prof Learning) & Cost	Impact with milestones	
D1	Review the curriculum offer at KS4 to ensure suitable pathways to success for all pupils	KI* PLs LLs PG	Options fayre preparation SLT & ELT Meetings Interview time Taster session prep PDG	T1: Revised curriculum offer in place for KS4 pupils T2: All Years 9 and 10 pupils engage positively with taster sessions and other support T3: All pupils at KS4 make appropriate option choices for KS4	
D2	To continue to work with colleagues across South Powys, via the Operational Management Board, 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 T2: All Year 11 pupils engage positively with taster sessions, T3: All pupils at KS5 make appropriate choices for post 16 education	
D3	To implement the CfW for Year 7 and 8 within the new curriculum model	JD* KI PG LLs AoLE	INSET time Meetings – Cluster, SLT, ELT, SLT/LL, SLT/PL, Dept, AOLE PDG	T1: Powerful implementation of Y7 and 8 curriculum evident in many lessons. T2: Purpose of learning explicit in most experiences across AoLEs T3: Most pupils can demonstrate progression from their starting point across all AoLEs	
D4	Trial an alternative curriculum for Y7 and 8 pupils in additional support groups to overcome skills deficit	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 and 8 T2: Many pupils in AS groups make good progress T3: Most pupils in AS groups make good progress	
D5	To develop a school MAT lead to ensure a new approach to high level of challenge for MAT pupils	KI* MAT lead ALNCo LLs	Meetings – SLT, ELT, LMM, Dept, AOLE NACE membership & PDG Powys Support Mtgs/time	T1: Action plan in place for improving MAT provision & outcomes T2: Many MAT pupils make progress in line with their ability T3: Most MAT pupils make progress in line with their ability	
D6	Create an inclusive, rich and varied enrichment programme for all pupils to access	KI* All staff	Staff time during lunch time and after school Resources for use during enrichment activities PDG Powys Support Mtgs/time	T1: Enrichment programme in place and marketed to all pupils T2: Positive pupil feedback following engagement in enrichment activities, majority of pupils access at least one enrichment provision each week	

				T3: Many pupils access at least one enrichment provision each week, behaviour incidents at break and lunch times reduced significantly reduced due to pupil engagement in activities
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SIP E – Wellbeing	SLT Lead	RB	Governors Committee	Wellbeing
	Inspection Area(s)	2, 4, 6	Link Governor	

Success Criteria	<ul style="list-style-type: none"> Continue to improve pupil experiences and engagement in school leading to improved progress in both academic and non-academic measures Develop the school as a community focussed school to improve relationships with external stakeholders Ensure all members of staff state they have powerful personal wellbeing
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Ref	Actions & by when	Lead* & Who	Resources (inc. Prof Learning) & Cost	Impact with milestones
E1	Further develop increased opportunities for pupil leadership across the school Time scale: September 2023 to July 2024	RB* PL LL	Pupil Voice School Council Pupil working groups Powys Support Mtgs/time	T1: Around half of pupils show beneficial satisfaction with pupil leadership opportunities T2: Majority of pupils show beneficial satisfaction with pupil leadership opportunities T3: Many pupils show beneficial satisfaction with pupil leadership opportunities
E2	Extend opportunities for parental engagement through the development of a community focused school with a particular focus on RADY family engagement Time scale: September 2023 to July 2024	RB* JD PL LSO	Community Focused Schools programme Working with Cluster PDG	T1: Majority of parents have a valuable engagement with the school T2: Many parents have a valuable engagement with the school T3: Most parents have a valuable engagement with the school
E3	Improve staff wellbeing via the implementation of co-constructed strategies Time scale: September 2023 to July 2024	KI* SLT All staff	Staff Wellbeing group	T1: Around half of staff state their wellbeing is at least good T2: Majority of staff state their wellbeing is at least good T3: Many staff state their wellbeing is at least good
E4	Continue to improve the level of rigour with which safeguarding processes are recorded and actioned Time scale: September 2023 to July 2024	RB* SLT All staff	My Concern subscription INSET time	T1: Nearly all relevant staff engage well with newly implemented processes for recording safeguarding information accurately T2: Nearly all relevant staff record safeguarding correctly T3: All relevant staff record safeguarding information accurately
E5	Develop the process of tracking and monitoring attendance to inform decisions around appropriate support and challenge for pupils and their families, with a particular focus on RADY pupils Timescale: Sept 23 to July 24	RB* KI CC HT PLs	Meetings – SLT, PL/PT, LMM, Standards, AHT/LSO Attendance tracking Work with EWO	T1: Half termly tracker Introduced to support the analysis of attendance data across Y7 - 11, tracker used to decide on supportive interventions, improvements are seen in RADY attendance T2: Whole School & RADY attendance targets on track to be met T3: Whole School & RADY attendance targets are met
E6	Improve the process for tracking and monitoring groups of pupils behaviour and	RB* KI	SLT meetings SLT/ML LMM	T1: All teachers confident to analyse pastoral data and use this to inform their planning

engagement in lessons Timescale: Sept 23 to July 24	CC ALNCo All Staff	PL/PT meetings Standards meetings Department meetings	T2: Many pupils engaged in lessons and making good progress T3: Many pupils & RADY/ALN groups are engaged in lessons and making good progress
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Appendix 1 – Agreed Powys Support for Ysgol Maesydderwen

SIP Ref	Focus	Agreed Actions	School Lead	LA officer	Timescale and number of days
B3	Learning and Teaching- <i>To improve teacher accountability for the progress of all pupils through planning for the pupils in front of you.</i>	<ul style="list-style-type: none"> • Audit of planning across AOLE’s highlighting differentiation. • Design training programme to support staff needs. • Deliver joint staff training to develop staff planning skills. • Evaluate impact of training 	JD AOLE leads	FT AF AB EE LE	4 over 3 terms 2 over 3 terms 2 over 3 terms 3 over 3 terms 3 over 3 terms
C1	Skills- <i>To improve explicit opportunities for progression within literacy skills across the curriculum.</i>	<ul style="list-style-type: none"> • Support completion of provision map. • Support literacy lead with monitoring the literacy plan. • Support, advise and coach staff with regards Voice 21 professional Learning 	TH, JD	LE	6 days over 3 academic terms
C2	Skills- <i>To improve explicit opportunities for progression within numeracy skills across identified areas of the curriculum.</i>	<ul style="list-style-type: none"> • Support completion of provision map. • Support numeracy lead with implementation of the numeracy plan. • Support numeracy lead with monitoring the numeracy plan 	CJ, JD	EE	7 days over 3 academic terms
C3	Skills- <i>To embed provision for explicit opportunities for progression within DCF skills across the curriculum.</i>	<ul style="list-style-type: none"> • Support completion of provision map. • Support DCF lead with implementation of the DCF plan. • Support DCF lead with monitoring the DCF plan 	HL, JD	RW	4 days over 3 academic terms
D4	Curriculum- <i>Trial an alternative curriculum for Y7 and 8 pupils in additional support groups to overcome skills deficit.</i>	<ul style="list-style-type: none"> • Support the development of an alternative skills focussed curriculum. • Deliver/source any training to meet staff needs. • Evaluate impact of training. 	KI	AF KJ DQ	3 days over 3 academic terms.
D5	Curriculum- <i>To develop a school MAT lead to ensure a new approach to high level of challenge for MAT pupils.</i>	<ul style="list-style-type: none"> • Support the creation of a MAT action plan for improving provision and outcomes. • Deliver/source any training to meet staff needs. • Support the implementation of the MAT action plan. • Support the evaluation of impact from the MAT plan. 	KI	FT	2 days over 3 academic terms.
D6	Curriculum- <i>Create an inclusive, rich and varied enrichment programme for all pupils to access</i>	<ul style="list-style-type: none"> • Support the creation of an inclusive rich and varied enrichment programme. 	KI	AF	1 day over 3 academic terms.

		<ul style="list-style-type: none"> • Support the evaluation of impact from the enrichment programme. 			
E1	<p>Wellbeing- <i>Further develop increased opportunities for pupil leadership across the school.</i></p>	<ul style="list-style-type: none"> • Support leaders to develop a greater number of opportunities for leadership across the school. • Deliver/source any training needs. • Support the evaluation of impact from the greater leadership opportunities that have been implement over the academic year. 	RB	AF	1 day over 3 academic terms.