



## School Development Plan

Date adopted

15 NOV 2023

Headteacher's signature

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Chair of Governor's signature

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# **Y Pant School Development Plan (SDP) 2023 to 2024**

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## Contextual Information

The school context:

Staffing Levels	Teaching	Support Staff: LSAs	Support Staff: Office	Support Staff: Technicians	Caretakers	Canteen Staff	Total
	82	12	7	4	3	<i>*employed by LA</i>	108

No. on Roll	7	8	9	10	11	12	13	14	Total
All Pupils	242	256	229	213	227	131	114	0	1412
eFSM	27	24	24	26	20	4	5	0	130

Ethnicity	White	Mixed Background	Asian or Asian British	Black or Black British	Chinese or Chinese British	Other Ethnic Groups
	1298	12	17	10	16	49

ALN Register	No. of pupils	163	eFSM (Y7-11)	No. of pupils	134
	% of school roll	11.54		% of school roll	11.3

## The School Vision: *Living Through Learning*

To ensure our learners are:

- happy and healthy;
- respectful and resilient;
- maximising their academic potential.

We believe in living through learning. We want all our pupils to play a full and active part in the school community ensuring they leave with the skills, self-belief and motivation to succeed in adult life.

### 3 Year Improvement Priorities

In arriving at our development priorities, we took account of our robust whole school self-evaluation, quality assurance documentation from middle leaders, the views of our school community, Welsh Government national priorities, Curriculum for Wales, Teacher Professional Standards, Estyn recommendations and guidance, and legislative responsibilities. An executive summary of our 3 year key priorities 2023-26, is as follows:

#### **Priority 1: Provide consistently high quality teaching and learning experiences to achieve strong outcomes**

*To promote dynamic, collaborative and innovative pedagogy which nurtures a love of lifelong learning, in order to develop confident, ambitious and resilient young people who accomplish their academic potential.*

#### **Priority 2: Further enhance well-being, support and attitudes to learning**

*To cultivate a positive, caring and inclusive environment whereby students, staff and the wider community are proud to be part of the school.*

#### **Priority 3: Advance leadership capacity at all levels**

*To delegate responsibilities and empower leaders at all levels to accomplish collective goals, and foster mutual collaborations with other schools and settings.*

## Evaluation of Progress Since Last Inspection

Date of last inspection: January 2017	
Estyn recommendation	Progress
<p><b>R1</b></p> <p>Increase the opportunity to develop information and communication technology skills across the curriculum</p>	<p>All pupils in years 7 and 8 have 2 hours of ICT on their timetables per fortnight which has been increased to 3 hours in year 7. As a result, uptake of digital technology and computer science at GCSE is strong with 3 or 4 classes per year.</p> <p>The school has recruited an additional specialist computer science teacher and now has 3 specialists.</p> <p>Since 2017 the school has acquired almost 400 Chromebooks in 6 x 16-bay trolleys and 9 x 33-bay trolleys via Hwb funding. Some trolleys are allocated to departments or for ALN interventions and others are available to be booked by teachers for lessons. Trolleys are used within departments during many of the lessons over a typical week and across a wide cross-section of departments.</p> <p>An audit of the digital competency framework has been carried out indicating that all elements of the DCF are covered across the curriculum. The next step in this process is to assess the provision for progress in digital skills across different curriculum areas.</p> <p>Pupils are given access to the Google Education suite of tools from the beginning of year 7. They also manage their Hwb accounts nearly all can log into both accounts, managing passwords and memberships of Teams or Google Classrooms as appropriate. Welsh Baccalaureate is compulsory for all pupils in years 9-11 and 12-13. Through this subject, nearly all pupils demonstrate effective collaboration using digital tools, demonstrate a good understanding of digital rights and ownership and use digital tools to edit data and create products.</p> <p>Specialist software is provided in DT, Digital Technology, Computer Science and Media for pupils to design and create products using digital tools. In performing arts pupils are creating and editing music using digital tools from year 7. The sound and lighting technology for school productions is managed by a team of pupils with younger pupils being supported in this by their older peers. Pupils develop their literacy skills using digital products by drafting and refining coursework across a wide variety of subject areas including History, Geography, Health, Social Care and Childcare, Food and Nutrition and Drama. Most demonstrate the ability to use the internet effectively for research.</p> <p>A team of pupil digital leads has been established to share best practice across the school as well as a middle leader with responsibility for digital competency line managed by a senior leader.</p>

### Evaluation of SDP 2022-2023 targets (previous year)

*There is a brief synopsis below and a comprehensive review of last year's SDP can be found via the following hyperlink:*

[SIP 2022-23 end of year review.docx](#)

Target	Success Criteria	Evaluation
1. Improve outcomes for boys and eFSM learners.	To achieve a residual score of zero for boys and eFSM learners in most subjects.	Target not achieved. There remains unacceptable gender and eFSM gaps. Consequently, this target from last year will roll over to this year, with different strategies and personnel involved.
2. Reignite pedagogy so learning experiences return to pre-pandemic standards.	Improved engagement in lessons, more respectful relationships fostered, development of the think/participation ratios.	Target achieved. Attitude to learning metrics for all year groups show gains, this triangulates with learner voice which reported high levels of engagement in lessons. Whole School teaching and learning review found successful integration of pedagogical techniques supported high quality think and participation ratios across the school.
3. More consistency in standards across the curriculum.	Reduced internal variation.	Target partially achieved. Although the number of underperforming departments (below target by half a grade or more) has decreased, the disparity between the top performance and lowest has remained largely the same.
4. Further improve standards in skills across the curriculum.	Skills progression audits for literacy, numeracy, DCF and Welsh language are up to date and relevant. Assessments show appropriate progression in skills.	Target achieved. Literacy and numeracy coaches successfully integrated in to school and intervention programs take place on a weekly basis with half-termly analysis of impact. KS3 tutor reading programme and Literacy Challenge of the Week and tutor time also initiated. Impact of the correlates with mean scores on standardised literacy and numeracy tests showing increases in years 7, 8 and 9.

<p><b>5.</b> Establish and maintain excellent levels of well-being across the school.</p>	<p>Augmentation of existing measures and implementation of existing measures will be reflected in student well-being survey and a successful external well-being review.</p>	<p>Target achieved. Well-being scores remain consistently high and very positive feedback was received from the external well-being review.</p>
<p><b>6.</b> Improve staff well-being.</p>	<p>Nearly all staff feel happy and supported within school.</p>	<p>Target achieved. Several additional strategies propagated and feedback from staff well-being survey July 2023 was extremely positive.</p>
<p><b>7.</b> Improve attendance and reduce persistent absenteeism.</p>	<p>Attendance to increase to a level closer to pre-pandemic.</p>	<p>Target partially achieved. Attendance improved by 1.3% to 91%, which meets the eternally set RCT target and is substantially above LA and national means. Persistent absenteeism remains high though and needs further attention moving forward.</p>
<p><b>8.</b> Sustain excellent standards of behaviour across the school.</p>	<p>Nearly all colleagues adhere to new systems. Step 4 provision initiated with measurable impact. Reduction in fixed term exclusions (FTEs).</p>	<p>Target partially achieved. Professional learning successful delivered, receiving positive feedback and, consequently, practice follows policy across the school. The use of Class Charts has become a more efficient mechanism for tracking behaviour than previous systems. Step 4 provision launched with mixed results - some students really flourished whereas others disengaged further. FTEs higher than previous three years but lower than the 'normal' pre-pandemic levels.</p>
<p><b>9.</b> Develop the quality of teacher-to-pupil written feedback</p>	<p>Nearly all colleagues adhere to Close the Gap assessment and feedback systems. Pupils are able to act on feedback given supporting overall progress.</p>	<p>Target partially achieved. All heads of departments successfully adapted assessments to ensure meaningful feedback opportunities for pupils. Book looks through department quality assurance and SLT Whole School Review found nearly all pupils were able to act on feedback. Feedback pertaining to skills progression needs further attention moving forward.</p>
<p><b>10.</b> Improve classroom culture of discussion</p>	<p>Nearly all colleagues to develop oracy skills in lessons through the use of explicit pedagogical techniques.</p>	<p>Target partially achieved. Class charts shows points awarded for classroom discussion (STAR) was 4<sup>th</sup> most awarded, reflecting successful integration of oracy activities. Learner voice reported discussion in lessons to be challenging across all year groups. Whole School Review found oracy development was more</p>



		advanced in certain subjects. Skills development including oracy needs to be a focus moving forward.
<b>11.</b> Evaluate and continue rollout of Curriculum 2022	Successful delivery of new curriculum to year 7 and received positively by learners.	Target achieved. The roll out of Curriculum 2022 was reviewed by departments who were, on the whole, happy with progress and had effective plans in place for year 8. Curriculum time for some year 7 and 8 subjects has been revised from September and incorporated into the timetable. Reporting to parents largely meets the requirements of the new curriculum but it has been identified that there are some areas where changes are required which will be planned for the next academic year. Pupil voice in subject areas indicates positive responses to the new curriculum in year 7 and learning walks continue to indicate a high level of engagement.
<b>12.</b> Full compliance with the ALNET Act.	Successfully implement and embed the ALNET Act.	All ALN provision reviews, registers and training for the requisite colleagues is complete.
<b>13.</b> Relaunch, rebrand and reinvigorate the School Parliament.	More regular, wider, and meaningful opportunities for students to contribute to school improvement.	Target achieved. School Parliament is now integral to school improvement as evidenced via ministry meetings, appointments of new staff, attendance and active participation at governor and SLT meetings.
<b>14.</b> Develop the community ethos in the school and improve parental engagement and communication.	Increase in fundraising and whole school community events, improved collaborations with local businesses, achieving the 'Heart of the Community' award.	Target partially achieved. Several local business offer services to staff at reduced rates and substantial fundraising has been completed throughout the year via various event. The school should achieve bronze status in October re the 'Heart of the Community' award. Initial steps taken to forming a PTA which should become active in the forthcoming year.
<b>15.</b> Improve guidance to students in Y11 and Y13.	Nearly all learners are making informed decisions when progressing to the next stage of their education.	Target partially achieved. All students with unsure/unknown destinations have been referred to Careers Wales. An earlier focus is needed with vulnerable students next year in both year groups to provide support. The Engage programme worked well with the RCT Green Light Project to provide targeted career focused education to a select group of pupils. They also took pupils on visits to local

		colleges and employers. In year 13, 46% have accepted offers from high tariff universities, up from 41% last year indicating increased ambition among our students.
<b>16.</b> Full compliance with the safeguarding legislation.	All colleagues are safeguarding trained to the correct level.	Target achieved.
<b>17.</b> Continue to succession planning by developing leadership at all levels	Continue to succession planning by developing leadership at all levels.	Target achieved. The school has successfully achieved its aim of continuing to succession plan for continuity and building capacity. We now have three members of SLT trained as ESTYN Peer Inspectors which will assist us in evaluating our school and planning for its improvement. All Senior Leaders completed a year long leadership training programme with INSIGHT. This the purpose of re-establishing our core purposes as a team and enabled us to refocus our attention on planning for the future of our school. Alongside this the school also devised an Aspiring Senior Leaders course for middle leaders. We invited schools within the LA to participate on this too and this has now led to the LA picking up this course and rolling it out county wide. There are currently two middle leaders completing senior leadership secondments.
<b>18.</b> Improve the canteen offer and ensure compliance with legislation.	Improve the canteen offer and ensure compliance with legislation.	Target achieved. Single use packing and plastic usage reduced. Improvement in the quality and the selection of food on offer.

## Overview of School Self-Evaluation Findings

Strengths	Areas for development
<p>Outcomes at KS4 and KS5 are strong in comparison to pre-COVID figures. See <a href="#">Exam Analysis.docx</a> for KPIs, ALPS and Y Pant Residual data. Several subjects have demonstrated significant improvements: geography, drama, PE and Welsh. These outcomes are testament to excellent teaching and learning and along with refined systems for data tracking, monitoring and interventions. The Y11 cohort were the second group of students to study GCSE qualifications for three years, since the school took the decision to switch to a three-year Key Stage 4. The strong performance detailed above helps to vindicate this decision.</p> <p>The new curriculum has been rolled out successfully as evidenced through student voice, book reviews, learning walks, and a thorough review in the spring term.</p> <p>Effective QA systems (see <a href="#">QA files 2022-23</a>) are in place leading to bespoke and meaningful self-evaluation and an ongoing continuum of school improvement. Also providing a vehicle for recognising and celebrating good practice, and the subsequent proliferation of best practices across the school, such as the use of End of Unit Tests, Key Tasks, and Close-the-Gap tasks to provide pupils with effective feedback for improvement (<a href="#">Evidence</a>; <a href="#">Evidence</a>). The outcomes from these QA systems feed into a customised professional learning programme.</p> <p>There is a respectful and positive ethos across the school with robust well-being systems in place - as evidenced by a very successful external well-being review <a href="#">Y Pant Comprehensive School Well-Being Review Report 2023.docx</a></p> <p>Leadership capacity continues to grow at all levels via a plethora of productive initiatives: internal and external leadership programmes, secondments, Estyn peer inspector training, NPQH.eFSM pupils' progress towards target slows at a greater rate than their peers at KS4. This suggests assessment and</p>	<p>It is clear from the <a href="#">Exam Analysis.docx</a> that the underperformance of boys and eFSM learners is a concern in several subjects. Book reviews also show that eFSM pupils' progress towards target slows at a greater rate than their peers at KS4, suggesting that assessment and feedback strategies for these groups need greater focus through departments (<a href="#">Evidence</a>).</p> <p>Although the number of underperforming departments (below target by half a grade or more) has decreased, the internal variation between the top performance and lowest has remained largely the same.</p> <p>QA systems highlight the progress in core skills across the curriculum, particularly literacy, as an area for improvement.</p> <p>Following the successful rollout of the new curriculum in Year 7, the school must ensure this momentum is sustained into Year 8. Deliberation is needed over whether to continue with a 3-year KS4, taking into account the viewpoints of WG.</p> <p>There were improvements in attendance last year but there is some distance to go to return to figures commensurate to pre-COVID <a href="#">Attendance Report 2022-23.xlsx</a></p> <p>More cohesion between well-being data/whole-school well-being strategies and the SoLs in PSHE/Life Skills.</p> <p>Introduce a BfL curriculum, assimilating the philosophies of Tom Bennet, to ensure consistent practice across the school. Additional augmentations needed to re-engage a very small number of high-tariff learners.</p> <p>Supplementary work to fully embed the ALN Act and secure a consistently excellent standard of provision and support for ALN learners.</p> <p>Further develop leadership qualities, experience and skills in order to succession plan for continuity and increased adaptive capacity. To further improve confidence, motivation and professional fulfilment amongst colleagues.</p>

feedback strategies for these groups need greater focus through departments. ([Evidence](#))

## The School Improvement Priorities for the Current School Year 2023-2024

Our one-year improvement targets 2023-24, under the auspices of our three-year priorities, are as follows:

<b>1) Provide consistently high quality teaching and learning experiences to achieve strong outcomes</b>	
<b>1.1</b>	Improve outcomes for eFSM and male learners
<b>1.2</b>	Strong progress in core skills across the curriculum: literacy, numeracy and DCF
<b>1.3</b>	Deliver a curriculum which meets the needs of all learners and supports the national aspirations of the Curriculum for Wales
<b>1.4</b>	Provide professional learning to equip colleagues with rich repertoire of teaching techniques
<b>2) Further enhance well-being, support and attitudes to learning</b>	
<b>2.1</b>	Improve attendance
<b>2.2</b>	Further enrich well-being across the curriculum
<b>2.3</b>	Further refine our culture of respect, humility and positive behaviour
<b>2.4</b>	Implement and fully embed the ALN Act
<b>3) Advance leadership capacity at all levels</b>	
<b>3.1</b>	Augment quality assurance systems to consolidate robust self-evaluation across the school
<b>3.2</b>	Build leadership capacity to further strengthen school improvement

### Target 1.1: Improve outcomes for eFSM and male learners

**Rationale:** Contextualised data for most eFSM and male learners is consistently lower than respective data for non-eFSM and female learners. Reducing the poverty gap is a national priority.

<b>Actions</b>	<b>Key personnel <i>(lead in bold)</i></b>	<b>Resources/Support Needed/Professional Learning Needs</b>	<b>Monitoring and Evaluation Progress/Impact/Evidence</b>
<p><b>Outcomes for eFSM Learners</b> Review academic literature (eg; Narrowing the Attainment Gap, Sobel, 2018) on supporting disadvantaged learners to further understand causes for gaps in attainment and evaluate strategies for improvement.</p> <p>Refine tracking systems to have increased focus on eFSM learners for early diagnosis and intervention. Amend meeting agendas etc to increase frequency and depth of focus on eFSM learners.</p> <p>Ensure eFSM students are not regarded as a homogenous group and every student is treated as an individual, each with unique root causes and key stakeholders (peers, teachers, family) that affect their attainment gap. Develop a suite of bespoke interventions. Use data to tightly monitor impact of interventions.</p> <p>Professional learning to provide colleagues with greater awareness and empathy. Also to provide a toolkit of strategies: learn eFSM names first, mark books first, more judicious use of language in lessons.</p>	<p><b>ID</b></p> <p><b>ID</b> HoDs HoPs ZY</p> <p><b>ID</b> RY AHoPs</p> <p><b>ID</b></p>	<p>Time, school to school working</p> <p>Professional learning time to upskill HoDs and ZY</p> <p>Time to for ID and RY liaise</p> <p>Time slot on September INSET program</p>	<p>Academic literature researched: key strategies identified, discussed and where applicable, initiated and monitored.</p> <p>Tracking system modified and widely used. Evidenced via SLT, line management, and departmental meeting minutes. Improvement in progress evident from tracking data.</p> <p>Intervention menu created/refined and shared with key members of staff. eFSM students have equitable and bespoke plans (where appropriate) to help them excel in learning, behaviour and well-being. Regular reviews between ID and AHoPs to monitor impact. Consideration of how information is shared with families.</p> <p>Professional learning delivered and new strategies widely used across the curriculum. Evidenced through book reviews, learner voice, lesson observations and learning walks.</p>

<p>To increase aspirations of eFSM learners through careers and future pathways guidance. To priorities eFSM learners when exploring and allocating work experience opportunities.</p> <p>Ameliorate transition work with two feeder primaries who have the highest proportion of eFSM students.</p> <p>More strategic formulation of teaching groups.</p> <p><b><u>Outcomes for Male Learners</u></b></p> <p>Review academic literature (Estyn- Closing the gap between boys' and girls' attainment in schools &amp; Ofsted Boys' achievement in secondary schools)</p> <p>Further reading "The Boy Question- How to teach boys to succeed in school" for INSET training of staff.</p> <p>Create a comprehensive teacher toolkit to include strategies and subject examples of how to raise male learner achievement.</p>	<p><b>ID</b> LJB, HoPs</p> <p><b>ID</b> EY and TO</p> <p>HoDs/HoP</p> <p><b>KD</b></p> <p><b>KD</b></p>	<p>Close working with LJB Need for support from Careers Wales, guest speakers and Y Pant alumni Arrangement of meaningful work experience opportunities.</p> <p>Reduced teaching load for EY and TO and allow time to visit primary schools.</p> <p>Time for data analysis and meetings to discuss students on case by case basis.</p> <p>Time, school to school working.</p> <p>Time, school to school working. INSET time for staff in September INSET</p> <p>Time to analyse</p>	<p>Requisite students attend Skills Challenge Cymru Careers Fair and other relevant talks with guest speakers. Careers interview with DC completed. Future pathways plan created with students, DC and AHoP. Evidence of appropriate and meaningful work-related experience for eFSM learners.</p> <p>EY and TO teach literacy and numeracy respectively in the requisite primary school for half-day session each week. Improved progress in literacy and numeracy evidenced by standardised test scores.</p> <p>Increased aspirations and accelerated progress for targeted students evidenced by student voice, books reviews and outcomes.</p> <p>Key strategies evaluated, refined and implemented where possible. Monitoring systems demonstrate improved engagement in the classroom.</p> <p>Staff voice, pupil voice and male progress data show improvements. Lesson observations evidence increased engagement.</p>
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<p>Pupil voice for boys from Year 7-12 to find out their opinions on how they learn in the classroom. To look at progression of this as year goes on and strategies are implemented into lessons.</p> <p>Refine tracking system in collaboration with HOP/HOD to identify underperforming boys and utilise internal and external interventions available. Audit to take place first and then refinement.</p> <p>Provide department with residual variation between boys' and girls' performance in their subject and what that variation is. HOD to discuss male performance in line management meeting.</p> <p>Audit wellbeing offering for male students.</p> <p>Arrange motivational speakers/past male pupils to engage in talks with make learners who are underachieving.</p>	<p><b>KD</b></p> <p><b>KD</b> HoDs/HoP</p> <p><b>KD</b> HoDs</p> <p><b>KD &amp; SB</b></p> <p><b>KD &amp; HOP</b></p>	<p>responses from pupils.</p> <p>Time to liaise with HOP/HOD with literacy, numeracy and other leads to audit was already going on and what can be implemented.</p> <p>HOD time to analyse data.</p> <p>Time to Liaise with SB</p> <p>Time to contact and set up timetable of speakers. Support from Y Pant alumni and other potential speakers.</p>	<p>Male learner voice termly - reviewed and acted on where applicable.</p> <p>Tracking system used effectively and bespoke interventions in place.</p> <p>Discussion and strategies for improvement evidenced in line management documentation.</p> <p>Tracking sheet for welling intervention updated and reviewed signposting where pupil voice has been taken into consideration.</p> <p>Requisite students to attend talks. Positive male learner feedback on talks and impact.</p>
<p><b>Autumn term self-evaluation:</b></p>			

**Spring term self-evaluation:**

**End of cycle self-evaluation:**



**Target 1.2: Strong progress in core skills across the curriculum: literacy, numeracy and DCF**

**Rationale:** Robust self-evaluation post-COVID identified core skills as a key area for development. DCF identified as a recommendation in previous Estyn inspection 2017. Progress in skills is a national priority.

<b>Actions</b>	<b>Key personnel (lead in bold)</b>	<b>Resources/Support Needed/Professional Learning Needs</b>	<b>Monitoring and Evaluation Progress/Impact/Evidence</b>
<p><b>Progress in literacy</b> Work with departments to ensure that opportunities for literacy and numeracy arising from the New Curriculum provide for appropriate progression and that resources designed are effectively differentiated for support and challenge.</p> <p>Advise and support departments in ensuring consistent departmental strategies are in place, and applied, to support the development and improvement of pupils' spelling, punctuation and grammar skills by:</p> <ul style="list-style-type: none"> <li>ensuring all departments include literacy as a DIP target with appropriately actionable steps;</li> <li>monitoring progress towards target (standing item on SLT Meetings, LM Meeting Agenda; quality assurance exercises - departmental and whole school);</li> <li>reviewing effectiveness of implemented strategies and refining the process.</li> </ul> <p>Promote and develop whole school approaches to literacy by developing a range of opportunities beyond the classroom for all learners and parents.</p>	<p><b>JK</b> EJ/JD/ NC/HoDs</p>	<p>September INSET time including Literacy Carousels. Literacy Road Map resource shared as exemplification. School to School working –(Rhydywaun etc) to share best practice. CSC Support – Literacy Coordinator meeting with Andy Lillford Registration and Assembly time. LRC to be used as a learning facility</p>	<p>SLT Book Looks with Literacy Leads: there will be clear evidence in books of suitable literacy tasks and how skills are developed. Learner voice (LV): sample of pupils will complete LV termly specifically focusing on skills coverage and development. Staff voice: staff will evidence literacy provision in surveys. Parental Engagement: spelling/reading strategies will be shared with parents and feedback evaluated to inform provision. Learning walks: subsume work scrutiny to ensure literacy skills are being developed through lesson activities/tasks Lesson observations: these will specifically record impact on pupil progress in skills. Data analysis: NRT/KS4 outcomes to show appropriate levels of progress. Thematic Review for literacy completed. Minutes of meetings from HoDs/PM/LM that specifically focus on skills.</p>



<p>Work with departments to develop further provision for and progression in digital competency where needed.</p> <p>Identify staff training needs and deliver appropriate training in digital competency.</p> <p>Implement a team of pupil digital leads to support staff and peers with digital competency.</p> <p>Establish links with primary schools to develop progression in digital competency through transition.</p> <p>Provide suitable IT resources to support DCF across the curriculum.</p>		<p>Meeting time with pupils.</p> <p>RCT Digital Leads meetings to be attended to share best practice.</p> <p>Hwb funding – work with KE to plan best use of funds to meet the needs of the curriculum.</p> <p>Chromebooks to be managed in the LRC by NC.</p>	<p>More focus on digital skills in book/assessment reviews.</p> <p>Lesson observations - some will need to be planned to look explicitly at digital competency provision.</p> <p>Record of pupil digital lead meetings. Learner voice from these pupils.</p> <p>Thematic review for digital competency to be carried out, ideally to include suitably qualified, external professional.</p> <p>Staff survey to audit skills and IT provision and inform targeted improvement planning.</p>
<p><b>Autumn term self-evaluation:</b></p>			
<p><b>Spring term self-evaluation:</b></p>			
<p><b>End of cycle self-evaluation:</b></p>			

**Target 1.3: Deliver a curriculum which meets the needs of all learners and supports the national aspirations of the Curriculum for Wales**

**Rationale:** Curriculum 2022 roll-out continues into year 8. Review of year 7 indicated we are on track but it is prudent to continue monitoring. The hours given to some subjects have changed in years 7 and 8, as has the time for option subjects in year 9. Current year 8 will be sitting the new GCSEs in year 11 and will be making option choices this year. Class sizes for some KS5 subjects are unsustainable and require earlier planning to avoid the same situation next year.

<b>Actions</b>	<b>Key personnel (lead in bold)</b>	<b>Resources/Support Needed/Professional Learning Needs</b>	<b>Monitoring and Evaluation Progress/Impact/Evidence</b>
<p>Review the roll-out of Curriculum 2022 into year 8.</p> <p>Develop an understanding of the timeline of development for the new GCSE specifications.</p> <p>Plan the option provision for current year 8 students and assess curriculum time required in year 9 accordingly.</p>	<p><b>SB</b> and HoDs</p> <p><b>LJB</b> and HoDs</p> <p><b>LJB</b> and ID</p>	<p>Time to meet with HoDs. Meet with pupils for pupil voice. Observe lessons.</p> <p>HoDs will need to monitor briefings from WJEC subject officers regarding individual specifications and LJB will likely need to attend meetings on this with WJEC / Quals Wales. HoDs are likely to need time to make changes to specifications.</p> <p>Time required to discuss and make arrangements. Meetings held with pupils individually and with parents to communicate changes.</p>	<p>Line management minutes should show no issues with curriculum roll out. Pupil voice and lesson observations continue to show a high level of engagement with the curriculum. Subjects with changes in curriculum time report advantages with this.</p> <p>HoDs have a clear understanding of the timeline of specification development sufficient for them to start teaching new GCSEs from year 9 in September 2024. Clarification from WJEC and QW provides enough certainty to continue with 3-year KS4.</p> <p>Option columns published that meet the Learning and Skills Measure (2009) or replacement. Parents are communicated with and almost all have no issues with the curriculum provision. Pupils choose options and most can select their preferred subject combinations. The</p>

<p>Monitor briefings from Welsh Government on 3-year KS4 provision and adapt plans if required.</p> <p>Analyse Life Skills curriculum provision in years 9, 10 and 11 and assess whether additional qualifications can be delivered in this area to add value to pupil's education and the school.</p> <p>Review the curriculum coverage of the cross-cutting themes of relationship &amp; sexuality education, human rights, diversity, careers &amp; work-related experiences and local, national &amp; international contexts. Identify gaps and plan how these will be filled</p> <p>Assess the likely careers paths and subject choices of year 11 students and review the KS5 subject offer accordingly.</p>	<p><b>LJB</b> and <b>BC/ID</b></p> <p><b>LJB, SB</b> and <b>SCD</b></p> <p><b>LJB, SB</b> and <b>HoDs</b></p> <p><b>LJB</b> and <b>SLT</b></p>	<p>Advice from CSC may be required on this.</p> <p>Meeting time with pupils and teachers. Support from awarding bodies to commence new qualifications if required.</p> <p>Time for HoDs to complete audits of provision. Time to review lessons, books and schemes of work.</p> <p>Time to meet with pupils to discuss choices. Support also from Careers Wales using data from the year 10 careers check. Time for teachers to develop new resources. Student voice in 6<sup>th</sup> form.</p>	<p>timetable for 2024-5 reflects curriculum time required for new GCSEs.</p> <p>The school has a clear idea of the legislation surrounding the timings of GCSE provision for the current year 8 cohort.</p> <p>Pupil voice provides a clear indication of what is working well for pupils in this subject. Staff feedback indicates what is working well and what can be improved. New qualification(s) are added to Life Skills to add value. Completed audits for all cross-cutting themes. Book looks, lesson observations and schemes of work are cross-referenced with audits and provide a match. Gaps in provision identified. Plans produced to fill the gaps in provision.</p> <p>Completed list of potential subject choices for year 11 students planning to stay in 6<sup>th</sup> form. Student voice with current 6<sup>th</sup> form indicates where changes to subject / option combinations could provide benefit.</p> <p>Published draft option columns in January reflect improvements if necessary.</p>
<p><b>Autumn term self-evaluation:</b></p>			

**Spring term self-evaluation:**

**End of cycle self-evaluation:**

**Target 1.4: Provide professional learning to equip colleagues with rich repertoire of teaching techniques**

**Rationale:** Professional learning underpins sustainable school improvement processes and drives behaviours and practices that are required by the Curriculum for Wales and the new assessment arrangements. Professional learning that uses evidence-based practice to innovate and improve develops a learning culture that promotes continuous improvement. Teachers and leaders must continue to meet each of the Professional Standards for teaching and leadership as they fulfil their work. Strong learning and teaching are the cornerstones of an effective school. It should be kept under regular review and opportunities provided for teachers to consider pedagogy, be supported with professional learning and develop innovative approaches to improve their practice.

<b>Actions</b>	<b>Key personnel (lead in bold)</b>	<b>Resources/Support Needed/Professional Learning Needs</b>	<b>Monitoring and Evaluation Progress/Impact/Evidence</b>
<p><b><u>Develop underpinning pedagogical practices that support pupil progress in knowledge and skills</u></b>  Refresh, revisit and make consistent the pedagogical practices from previous academic year.  Introduce and embed new pedagogical practices that support checking for understanding and progress of skills.  Embed Y Pant Teaching Principles into all QA processes to improve consistency of T&amp;L evaluation.</p> <p><b><u>Establish a culture of enquiry and exploration that embeds systems for collecting and exchanging knowledge for learning</u></b>  Close to Practice research to be conducted by all staff using DDP priorities and the Y Pant Teaching Principles as a frame.  Findings from Close to Practice research to be shared within and across departments. Best</p>	<p><b>JW</b>  SLT  HoDs  Research Leads</p>	<p>Whole school INSET delivering training on pedagogical practices that specifically target teaching standards and progress of pupils.</p> <p>Dedicated Twilight T&amp;L sessions throughout year for follow-up support and development.</p> <p>Professional Learning video drops via email each half term for follow-up support and development.</p>	<p>Delivery, development and support phase completed by spring term.</p> <p>Whole School Review completed spring term to gauge impact.</p> <p>Reinforcing, fully embedding, and sharing best practice completed during summer term.</p> <p>Evidence base: spring T&amp;L Whole School Review; SLT engagement walks and Book Looks; line management QA agenda item; HoD QA processes; SLT Pupil Voice; improvement in outcomes for pupils through data drops during the year.</p>

<p>practice to be disseminated at whole school level.          Research Leads to pilot, innovate and disseminate pedagogical practices.          Early Professional Development (EPD) program to run and support improvement of new teachers post NQT.</p> <p><b><u>Ensure all professional learning opportunities align with the wider work and priorities of the school.</u></b></p> <p>Professional Learning mapping for all INSET, Twilight and directed time for whole academic year to be completed before school year ensuring appropriate interleaving of priorities.          Impact reports triangulate with evaluation processes throughout the year to ensure evidence base informs continuous improvement.</p>			
<p><b>Autumn term self-evaluation:</b></p>			
<p><b>Spring term self-evaluation:</b></p>			
<p><b>End of cycle self-evaluation:</b></p>			



### Target 2.1: Improve attendance

**Rationale:** Post-COVID, school attendance nationally and within the LEA has dropped significantly. It has become a national priority and remains a key focus for the school. We will aim to develop strategies to reintegrate persistent absentees back into the school whilst ensuring that the importance of high attendance is communicated to all stakeholders.

Actions	Key personnel <i>(lead in bold)</i>	Resources/Support Needed/Professional Learning Needs	Monitoring and Evaluation Progress/Impact/Evidence
<ul style="list-style-type: none"> <li>• Raise awareness of the value and importance of attendance with pastoral teams. This will include bespoke attendance targets and ensure consistent approaches across all year groups.</li> <li>• Attendance as a key focus for all stakeholders. A focus in each HoP and LM meetings</li> <li>• Develop more effective working relationships with AWS service by referring pupils identified with attendance concerns</li> <li>• Devise key strategies for consistent approaches to raising attendance. This will include the processes for persistent absenteeism to be tightened.</li> </ul>	<p><b>JK,</b> HoP/AHoPs</p> <p><b>JK,</b> HoP/AHoPs</p> <p><b>JK,</b> HoP/AHoPs</p> <p><b>JK,</b> Hop/AHoPs, KE.</p>	<p>Use first HoPs meeting to clearly outline the areas of focus. CPD in place (SIMS/Role of AWS etc) for newer members of pastoral team.</p> <p>Continual focus on attendance concerns via early identification email and clear, specific evidence of intervention for each learner shared.</p> <p>Use JT/AJ WRV spreadsheet in a timely manner to identify early intervention/support. Arrange regular meetings with AWS to discuss open cases.</p> <p>Processes to be clarified with all pastoral teams via HoPs/AHoPs meeting. A flowchart will be created to promote specific strategies to motivate pupils to return to school.</p>	<p>All HoPs understand their bespoke targets. Attendance tracking data is in line with targets.</p> <p>HoP/AHoP first agenda item in meetings. Evidence of strategies in place and meaningful evaluation of their impact.</p> <p>Strategic meeting schedule organised via QA calendar. WRV spreadsheet analysis. FPNs being issued.</p> <p>WRV register to be completed before ALL scheduled visits. Fortnightly updates on persistent absentees.</p>

**Autumn term self-evaluation:**

**Spring term self-evaluation:**

**End of cycle self-evaluation:**

## Target 2.2: Further enrich well-being across the curriculum

**Rationale:** A curriculum that enriches whole school wellbeing benefits all, leading to a healthier, happier, and more successful learning community. It sets a foundation for personal growth, academic achievement, and positive relationships. Wellbeing is also an evolutionary concept that develops and changes over time. This should be reflected through our school-based curriculum to ensure that robust evaluation inspires a wellbeing offer that permeates through the school and directly meets the needs of our learners. A wellbeing-focused curriculum goes beyond academic achievements and emphasises the development of the whole child. It addresses their emotional, social, physical, and mental needs, promoting a balanced education. A wellbeing infused curriculum also creates a positive school culture that encourages empathy, compassion, and inclusivity. When students feel supported and valued, they are more likely to engage actively in their studies and contribute positively to the school community.

Actions	Key personnel (lead in bold)	Resources/Support Needed/Professional Learning Needs	Monitoring and Evaluation Progress/Impact/Evidence
<p>Promote further projects: Flourish, Green Light, Anti- Smoking etc to support groups of learners across the school community.</p> <p>Audit and map RVE, RSE, Fairness, Equality, Sustainability and rights provision across the curriculum to inform curriculum development. Audit and map HWB across whole school curriculum provision - address gaps and develop reflecting learner needs directly.</p> <p>Develop the Life Skills/PSE SoWs to correlate with the school's well-being needs directly – being informed by the well-being survey data, SHRN survey, local/ national needs and</p>	<p><b>SB</b></p> <p><b>SB/NJ/SD</b></p> <p><b>SB/NJ/SD</b></p>	<ul style="list-style-type: none"> <li>Assembly/TFTW – utilise as a vehicle to raise awareness</li> <li>Line management/ meeting time to review, audit and map provision- RSE/RVE/HWB/ EQUALITY</li> <li>Line management/ meeting time to review, audit and map provision- RSE/RVE/HWB/ EQUALITY</li> </ul>	<p>Learner Voice feedback on projects completed.</p> <p>SLT Book Looks: there will be clear evidence in books of RVE/RSE/HWB/Equality Pupil voice provides a clear indication of what is working well for pupils in this area. Schemes of work are cross-referenced with audits and provide a match. Gaps in provision identified. Plans produced to fill the gaps in provision.</p> <p>Line Management- Minutes of meetings- documented discussion to inform mapping processes. Clear evidence of HWB through SoL.</p>

<p>other needs identified by HoPs/SLT-Mapping- RSE/RVE/ Equality etc</p> <p>To review the school parliament and utilise as a vehicle for raising awareness of ESDGC and wellbeing whole school.</p> <p>Review and develop the wellbeing termly survey questions. Raise the profile of the survey and use outcomes to inform and develop the school based wellbeing offer with a focus on groups of learners/ key indicators- eFSM/CLA</p> <p>Distribute opportunities for staff who undertake specific roles in relation to emotional and mental well-being have access to professional support and supervision (a regular reflective conversation not linked to performance management) appropriate to their role.- (link in with Staff based "Wellbeing Hub")</p> <p>Generate opportunities for parents / carers and families to be actively engaged in school life with a focus on whole school well-being. Create and launch a "Wellbeing Hub" for learners, parents and staff to actively signpost where help and</p>	<p><b>SB/School Parliament</b></p> <p><b>SB</b></p> <p><b>SB</b></p> <p><b>SB</b></p>	<ul style="list-style-type: none"> <li>• Assembly/ TFTW time to ensure that the wellbeing support available is signposted effectively and reinforced regularly.</li> <li>• Assembly time to launch "Wellbeing Hub"</li> </ul>	<p>Pupil voice provides a clear indication of what is working well for pupils in this subject. Evidence of discussion and action planning through Parliament meeting minutes and action plans.</p> <p>Line management minutes from HoP meetings evidence that well-being data is reviewed and used to support development. Positive outcomes reflecting key indicators- Efsm/ CLA</p> <p>Distribution of support available through staff emails. Launch of Staff Wellbeing Hub. Regular reminders through staff briefings Regular reminders and signposting through return to work meetings.</p> <p>Parental surveys demonstrate positive response to wellbeing questions. Regular threads to be evident through parentmails/ newsletter and social media posts Present and overview Hub through assemblies.</p>
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<p>support can be located and accessed.</p>			<p>Email all pupils with overview and access link.          Newsletter/parentmail sent to parents/carers with overview and instructions on use and to reinforce awareness.</p>
<p><b>Autumn term self-evaluation:</b></p>			
<p><b>Spring term self-evaluation:</b></p>			
<p><b>End of cycle self-evaluation:</b></p>			



**Spring term self-evaluation:**

**End of cycle self-evaluation:**

**Target 2.4: Implement and fully embed the ALN Act**

**Rationale:** To continue transformation from SEN to ALN in line with national and local agenda, ALNET legislation and relevant guidance and support.

<b>Actions</b>	<b>Key personnel (lead in bold)</b>	<b>Resources/Support Needed/Professional Learning Needs</b>	<b>Monitoring and Evaluation Progress/Impact/Evidence</b>
<p>To ensure any remaining students in the cohort of mandatory pupils have transferred from SEN to ALN in Years 7, 11, 12</p>	<b>RY</b>	<p>Requisite PCP &amp; IDP administration, paperwork and procedure. Coordination of meetings with all stakeholders. Continuing ALN/ALNET CPD in school for appropriate staff.</p>	<p>Completed IDP documentation with bespoke support and specific ALN objectives identified.</p>
<p>To create a school timetable for annual reviews of newly transferred IDPs for students in Yr 7, 11, 12 and remain in line with statutory timescales for the reviews.</p>	<b>RY</b>	<p>Inset and guidance from Access &amp; Inclusion (RCT). Coordination and meetings with NS.</p>	<p>Completed annual IDP reviews (with ALP objectives) in line with RCT guidance and recommendation.</p>
<p>All Yr 10 requisite students transferred to ALN IDPs from SEN by July 2024 in line with RCT/WG guidelines.</p>	<b>RY</b>	<p>Requisite PCP &amp; IDP administration, paperwork and procedure. Coordination of meetings with all stakeholders. Continuing ALN/ALNET CPD in school for appropriate staff.</p>	<p>Completed IDP documentation with bespoke support and specific ALN objectives.</p>
<p>To ensure the delivery of a comprehensive offer of Literacy &amp; Numeracy Intervention (via Universal Learning Provision (ULP)) and the</p>	<b>RY, EJ, SD, SI, LK, LSA team, NS</b>	<p>Literacy &amp; Numeracy sessions. Requisite PCP &amp; IDP administration, paperwork and procedure to reflect</p>	<p>Students improving SS to match chronological RA.</p>



<p>delivery of the appropriate Additional Learning Provision (ALP) when and where required.</p>		<p>individual ALP targets and monitor progress. Nurture Provision. SpLD support. Whole school ALN CPD (continuing).</p>	<p>Students demonstrating progression through Interventions and returning to Mainstream Provision. ALP targets identified and met in IDPs.</p>
<p><b>Autumn term self-evaluation:</b></p>			
<p><b>Spring term self-evaluation:</b></p>			
<p><b>End of cycle self-evaluation:</b></p>			

**Target 3.1: Augment quality assurance systems to consolidate robust self-evaluation and sharing of best practice across the school**

**Rationale:** Reduce internal variation, the disparity between the highest and lowest departments needs to decrease. Provide the infrastructure to share best practice across all departments and allow all staff to be the best they can be. To produce a rich evidence base which places pedagogy at the core. To generate short term wins and sustain momentum.

Actions	Key personnel <i>(lead in bold)</i>	Resources/Support Needed/Professional Learning Needs	Monitoring and Evaluation Progress/Impact/Evidence
Further develop a dual layered quality assurance system whereby most QA is devolved to departments and SLT triangulate and moderate.	<b>ID</b>	Professional learning in HoDs meetings to upskill middle leaders. QA time allocated to departments via meeting schedule.	QA calendar in place and rigorously adhered to. Rich evidence base of QA documentation (quantitative and qualitative learner voice, book reviews, learning walks, lesson observations and data analysis). More strategic spacing of these activities throughout the year. Minutes of meetings to show these activities are being used to improve, not simply prove.
Robust exam analysis meetings with all departments.	BC and ID	Meeting time.	Each department to produce robust Departmental Development Plan (DDP).
Initiate a programme of support for underperforming departments and broker visits to schools where appropriate.	ID SLT line managers	Time for planning, completion of reviews and collaborating with other schools where appropriate.	Requisite reviews carried out in autumn term and impact of subsequent improvement plans reviewed each half-term. Outcomes for department/s improve and are commensurate with modelled outcomes.
Further upskill and utilise school governors as a school improvement	ID Governors.	Time to collaborate with governors.	Governor open days each term to be a vehicle for feedback from a different

partners. Build in a thematic focus for Governor Open Days.			perspective. 'You said, we did' action plans to borne out of this initiative.
<b>Autumn term self-evaluation:</b>			
<b>Spring term self-evaluation:</b>			
<b>End of cycle self-evaluation:</b>			

**Target 3.2: Build leadership capacity to further strengthen school improvement**

**Rationale:** Further develop leadership qualities, experience and skills in Y Pant staff, at all levels, in order to succession plan for continuity and increased adaptive capacity. To further improve confidence, motivation and professional fulfilment amongst colleagues.

Actions	Key personnel <i>(lead in bold)</i>	Resources/Support Needed/Professional Learning Needs	Monitoring and Evaluation Progress/Impact/Evidence
<p>Audit professional learning needs of colleagues seeking leadership growth and signpost appropriate opportunities.</p> <p>Newly appointed middle leaders to be paired with experienced middle leader as a coach.</p> <p>Appropriate delegation of responsibilities within departments.</p> <p>Colleagues to engage with external advisory work as appropriate.</p> <p>Seek further collaborations with other schools and settings.</p>	<p><b>BC/ID</b> SLT/HoDs</p>	<p>SLT secondments NPQH Estyn peer inspector training Insight: Aspiring School Leaders program (Michael Baker) Insight Outstanding Middle Leaders (Michael Baker) Research Leads (JW)</p>	<p>Colleagues strategically engaged with requisite professional learning: SLT secondments - SF and KD having impact in areas of responsibility, evidenced by termly SIP reviews and MER cycles. NPQH - ID to complete and pass in spring term Estyn peer inspectors - BC, JK and RY participate in inspections. Staff voice illustrates that colleagues working with Insight: SB (SLT) and SO (middle leaders) feel inspired and fresh ideas and approaches are borne out of this training. QA documentation for new HoDs (RHo and RB) shows strong progress, residuals and outcomes for these departments commensurate to modelled outcomes. Meaningful collaborations with other schools and settings evidenced by cross-pollination of innovative improvement strategies. DDPs and line management minutes evidence distributed and collegiate leadership within departments.</p>

			Staff voice shows that staff feel empowered and supported to grow. Tangible impact of Research Leads program – see sec 1.4 for details.
<b>Autumn term self-evaluation:</b>			
<b>Spring term self-evaluation:</b>			
<b>End of cycle self-evaluation:</b>			

## Appendix 1: Grant finance 2023-2024

Grant Finance 2023-2024		
Source of Funding	Purpose	Amount
Pupil Deprivation Grant	Improve outcomes for learners eligible for free school meals (sFSM) and Looked-after children (LAC).	£135,700.00
Education Improvement Grant	Improve educational outcomes for all learners and reduce the impact of deprivation on learner outcomes	£122,550.00
RRRS Grant	Recover learning after the coronavirus pandemic lockdowns	£66,182.77
ALN Implementation Grant	Help to implement the new ALN Act	£23,527.31

## Appendix 2: Planned Professional Learning opportunities for 2023/2024

Description of Professional Learning	Staff Involved	Date	Cost
<b>Whole School INSET</b> - Introduce Behaviour curriculum; T&L pedagogical techniques; Skills carousels	JW, JK, LJB, EJ, SO, OC	September, 4	Pay P/T staff to attend; materials.
<b>Whole School INSET</b> - Introduce SDP priorities (FSM; ALN; Boys); T&L pedagogical techniques; Skills carousels	ID, RY, KD, JW, EJ, SO, OC	September, 5	Pay P/T staff to attend; materials.
<b>Twilight Professional Learning</b> Introduce Close to practice research – Enquiry on a Page	JW	September, 27	Materials
<b>Directed Peer Observations</b> Collaboration point for all staff to share and develop PL strategies	All Staff	Autumn 2 term	
<b>Professional Learning directed hour</b> Milestone check-in, develop behaviour curriculum	JK	November, 8	
<b>Whole School INSET</b> - Develop Behaviour curriculum; SDP priorities- Boys; Pedagogical techniques	JK, KD, JW	December, 21	Pay P/T staff to attend; materials.
<b>Whole School INSET</b> - Develop SDP priorities (FSM; ALN; Boys)	ID, RY	February, 9	Pay P/T staff to attend; materials.
<b>Twilight Professional Learning</b> Reinforce T&L strategies in relation to teaching standards	JW	February, 21	Materials
<b>Professional Learning directed hour</b> Reinforce T&L strategies in relation to skills progression	JW, JK	April, 24	
<b>Twilight Professional Learning</b> - Reflect and Explore SDP priorities (FSM; ALN; Boys)	ID, KD, RY	May, 22	Materials

<b>Professional Learning directed hour</b> - Reflect and Explore Behaviour curriculum	JK	June 26	
<b>Professional Learning directed hour</b> – Sharing best practice, celebrate success	Selected Staff	July 17	