



Islwyn High School Development Plan 2023-24

Headteacher: Mr J. Hicks

Chair of Governors: Mr G. Bryce

IHS School Development Plan

2023-4

This document is based on the Welsh Government regulations 155/14

Timeline	Date	Staff Members and GB
Planning	09/ 2023	JNH / SIP/SLT
Reviewing	11/2023, 01/2024, 03/2024, 05/2024, 07/2024	JNH /SIP/SLT

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	Interim Measures 2021/22		Actuals 23	Targets
Source : FFT 50 and agreed EAS Targets	Actual 2021	Actual 2022	Actual 2023	Targets 2023/24
CPS: Capped 9 Points Score	375.93	360	381.55	390
LITERACY	44.51	42.77	40.91	42
Cohort	196	200	181	190
Gender Difference	-5.7 (M: 41.63; F: 47.33)	-4.41 (M: 40.53; F: 44.94)	-7.54 (M: 36.78; F: 44.32)	-3 (M: 40; F: 44)
FSM	39.03 (non: 45.54)	37.11 (non: 44.14)	31.5 (non: 42.93)	37 (non: 43)
NUMERACY	40.89	39.19	39.13	41
Cohort	196	200	181	190
Gender Difference	-1.88 (M: 39.94; F: 41.82)	-0.64 (M: 38.48; F: 39.12)	-3.98 (M: 36.95; F: 40.93)	-1.7 (M: 40; F: 41.7)
FSM	31.55 (non: 42.64)	32.67 (non: 41)	29.38 (non: 41.22)	36 (non: 42)
SCIENCE	41.98	40.86	40.04	41.5
Cohort	196	200	181	190
Gender Difference	-2.73 (M: 40.6 ; F:43.33)	-1.47 (M: 40.11 ; F:41.58)	-5.25 (M: 37.17 ; F:42.42)	-2.5 (M: 40.25; F:42.75)
FSM	33.87 (non: 43.5)	32.68 (non: 43.22)	29.31 (non: 42.35)	36.5 (non: 42.5)

Overarching priorities 2022-25

Continue to improve standards (progress and outcomes) at KS3/4
 Raise standards in particular for eFSM pupils across the curriculum
 Improve the quality of teaching and learning and ensure delivery of CfW
 Further Develop the quality and effectiveness of leadership at all levels
 Ensure the well-being and safety of all learners and staff on site.

Inspection Recommendations 2018:

Recommendation 1 - Raise standards particularly at KS4

Recommendation 2 – Improve attendance

Recommendation 3 – Address the safeguarding concerns identified during the inspection

Recommendation 4 – Improve the quality of self evaluation and improvement planning

Local Targets for KS3 2022/25

Ensure engaging, challenging tasks are planned and delivered in lessons, enabling all key stage 3 pupils to make at least expected levels of progress.

Through the introduction of Accelerated Reader all students within Years 7/8 and 9 improve their NRSS.

Through increased positive rewards, regularly communicated with parents, and the introduction of a behaviour support system improve pupil wellbeing of a few pupils in a minority of lessons.

Local Targets for KS4 2022/25

To improve the focus on provision for Year 11 eFSM pupils through TEACHER trails, raising standards meetings and pupil case conferences with a focus on SMID

School Context:

The Estyn inspection of Islwyn Comprehensive School took place in October 2018. This plan hopes to further develop progress made since the inspection in terms of the recommendations made.

It is important to note the challenges that the Covid-19 pandemic has brought since March 2020. Since this time the associated restrictions and disruption to the school's normal operations has had a considerable impact on the work of the school and on pupils' learning experiences.

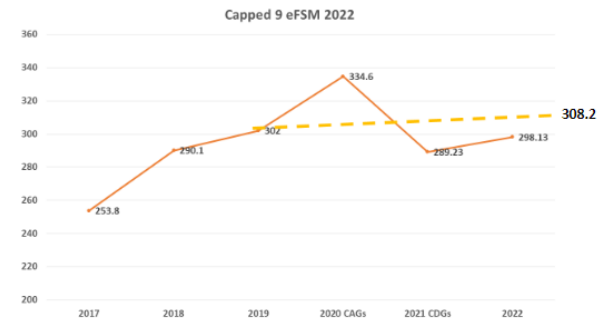
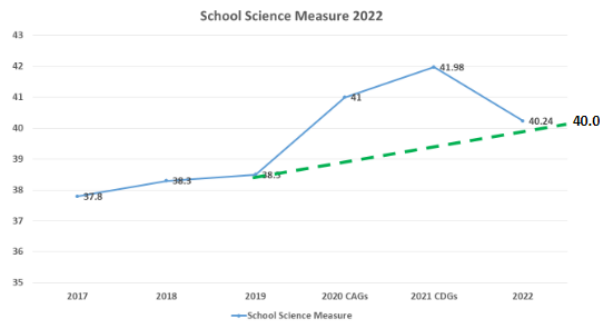
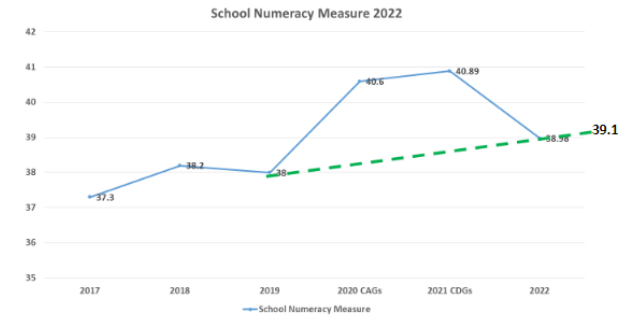
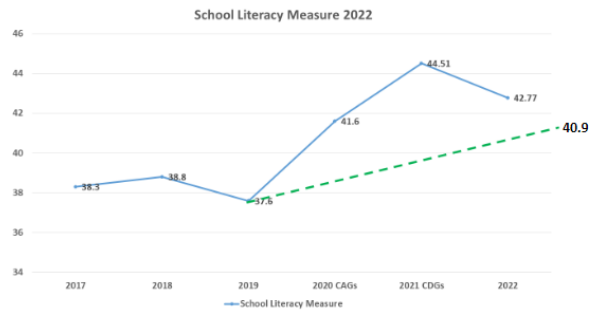
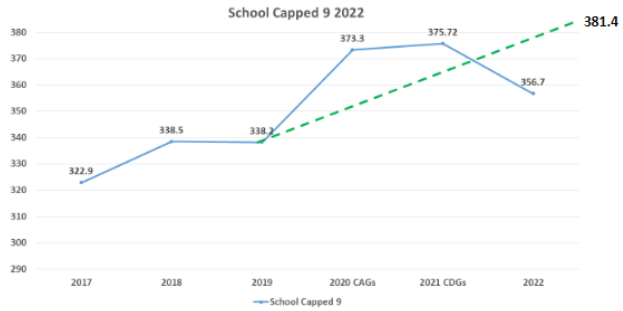
A new Headteacher took up post in January 2021 at the same time as a new Chair of Governors and since then there have been significant changes in the leadership team. Two new substantive Deputy Headteachers have been appointed in the last academic year and in January 2023 a new and experienced ALNCo joined the leadership team. The school currently further strengthens the leadership team with the support of three temporary Associate Headteacher positions to cover an Assistant Headteacher on an extended career break.

Pupil numbers remain very stable and more pupils usually apply to join in September than there are places available. In September 2022 the Governing Body agreed to take 14 additional pupils in the new Year 7 who had been left without a school place through the appeals process. In September 2023 the Governing Body also agreed at short notice to extend the number of places available in the SSRB to accommodate a need identified within the Borough by the LA. The proportion of pupils entitled to free school meals has risen to 23% in recent years (from 18.5% in 2020).

The first School Development Plan following the most recent ESTYN inspection, written in September 2019, highlighted 5 main priorities to move the school forward. These priorities also ensured the four recommendations were being addressed. The school was removed from ESTYN monitoring in December 2021.

GCSE Outcomes 2023: Key Performance Indicators in relation to previous years' outcomes

Interim Performance Measures



Grant planning

Strategic Overview 2023-24		
Workforce Planning FTE: number of TEACHERS	61.5 fte	
Grant Finance 2023-24		
Source of Funding	Purpose	Sum
Pupil Development Grant	Breaking the link between disadvantage and educational attainment with a clear focus on RADY priorities and improving pupil attendance and wellbeing. Ensure each pupil profits from excellent teaching and learning, focusing on Improving Literacy & numeracy	270250
Education Improvement Grant	Intervention to support teaching and learning in English and Mathematics.	64543
Professional Development Grant	To facilitate professional development opportunities for all teaching staff in IHS through a cycle of timetabled professional learning activities.	28506

Priorities				
IHS Priorities	No longer a Priority	Strong progress	Satisfactory progress	Limited progress
	Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation
Definition	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.

Islwyn High School Priorities 2022 - 2025

	Standards	Wellbeing	Teaching and Learning	Leadership
School's self- evaluation Analysis of evidence: leadership, analysis of pupil outcomes, wellbeing, provision, T&L, Governor/teacher/parent and learner voice.	Raise standards (Progress and outcomes) at KS3/4(R1) Focus on eFSM performance Adopt RADY approach to target setting and development whole school Further improve literacy standards with the introduction of accelerated reader To continue positive trends in whole school KPIs	Improve attendance (R2) and wellbeing Ensure all staff receive all safeguarding and Prevent training. (R3) Complete LA safeguarding audit. Increase positive rewards; introduce behaviour support programme and thereby improve behaviour of very few pupils in lessons Further improve pupil wellbeing – anti-bullying, attendance and reduce fixed term exclusions. Ensure the safety and wellbeing of all learners and staff on site with a focus on Staff wellbeing through IIP Investors in wellbeing award	Continue to improve the quality of teaching and learning across the school. Further develop a collaborative learning culture of improving the quality of teaching and learning through work with regional consortia and partner schools Provide opportunities for professional dialogue on effective practice and especially feedback in books Ensure Innovative and effective Teaching and Learning is a whole school focus with time allocated to share and develop excellent practice. Introduce Thematic reviews across the school Review school policies for Teaching & Learning in the light of the Covid pandemic.	Improve the quality of self evaluation and improvement planning (R4) Continue to develop the quality and effectiveness of leadership at all levels. Refine existing monitoring and quality assurance procedures to establish effective evidence based school improvement priorities in the Pandemic. Introduce Smid tracking approaches To ensure that strategic leadership affects continued improvement; IHS continues to develop a collaborative learning culture and effective improving quality programme. To develop the school as a learning organisation through the successful implementation of the new professional standards.

			<p>Continue to facilitate tasks/ areas of learning for classroom coaches to support colleagues across the school with Teaching and learning (focus on books in term one)</p> <p>To implement, monitor and evaluate curricular and cultural advances at school level, assessing the extent to which they support curriculum for learning in Wales</p>	
National Mission	<p>Improve skills: literacy, numeracy and digital competence</p> <p>Improve standards of Welsh</p> <p>EO 4 – robust assessment, accountability and self-evaluation supporting a self-improving system</p>	<p>Donaldson’s 4 purposes</p> <p>EO 3 – strong and inclusive schools committed to excellence and wellbeing</p>	<p>Principles of effective teaching and learning</p> <p>EO 3 – strong and inclusive schools committed to excellence and wellbeing</p> <p>EO 1 – developing a high quality profession</p>	<p>EO 2 – Inspirational leaders working collaboratively to raise standards</p>
New Curriculum	<p>Increasing skills based curriculum</p> <p>Commitment to consortia sharing best practice and collaboration</p>	<p>Personalised learning pathways</p> <p>Capacity building for new curriculum</p>	<p>Reviewing pedagogy to improve pupils’ retrieval skills</p> <p>Action Research</p> <p>New Teacher Standards</p>	<p>Links between 6 Areas of Learning</p> <p>Understanding of progression steps</p>
Schools as Learning Organisations/school survey	<p>Improve cluster collaboration</p> <p>Dimension 5 SLO – Knowledge exchange – effective use of feedback and data to target interventions and a focus on open and honest self-evaluation</p>	<p>Dimension 6 SLO– External systems – relationships with communities and parents in order to improve attendance.</p>	<p>Possible cross phase triad work</p> <p>Development of Dimension 4 of SLO – Inquiry and Innovation to source best practice action research.</p>	<p>Dimension 7 of the SLO framework refers to Modelling Leadership and requires a commitment to the development of leadership across all layers of an organisation.</p>

South East Wales Regional Mission EAS priorities	Delivery of bespoke support for GCSE curriculum specification changes The Professional Learning Programme: A research report	IS 2 -Strong and inclusive schools committed to excellence, equity and wellbeing Delivery of development services through Learning Schools Networks.	IS 3- Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system Research into network groups and their impact on leadership Mapping the impact of educational interventions	Developing a high-quality education profession Inspirational leaders working collaboratively to raise standards Development of cluster based approaches to school improvement
LA priorities	Improve language and literacy skills Improve eFSM pupil outcomes	Reducing persistent absenteeism Reduce elective home education and NEETS	To improve pupil outcomes and progress, particularly for our more able and our most vulnerable learners	To continue to support our school leaders to help our pupils achieve their ambitions
School's priorities 2023-4	To further improve KS4 outcomes (R1), in particular increasing eFSM performance	Supporting pupils and staff to improve all wellbeing outcomes with a strong focus on attendance	Enhancing pedagogy to deepen learning	Improve the quality of self evaluation and improvement planning (R4)

EO = 4 Enabling Objectives from National Mission

IS = Improvement Strand from EAS Regional Mission

Dimension = 7 Dimensions (focus areas) from Schools as Learning Organisation (SLO)

Priority 1- Standards

- To improve the focus on literacy and numeracy provision for Year 11 eFSM pupils through TEACHER trails, raising standards meetings and pupil case conferences.
- To continue positive trends in KPIs
- Further develop the school's participation in the RADY pilot programme and integrate approaches into school practice
- To reduce the gap between RADY learners and others in terms of ave pt score performance in core subjects

Actions

- 1.1. RSL and HODs to plan schedule for the academic year detailing exam entry/ assessments/ parental engagement/ interventions.
- 1.2. Ensure the school target setting and monitoring approach sets challenging targets for learners and leaders can analyse learner performance to identify those who are underperforming to implement meaningful intervention which has a measured impact. 2023-24 School Year KPI Targets. (All/ eFSM), C9 - 390, LIT - 42/37, NUM - 41/36, SCI - 41.5/36.5, Skills - 38/32.
- 1.3. Improve on eFSM literacy standards (31.5 APS in 2023; 40.87 APS overall). Improve on eFSM numeracy standards (29.38 in 2023; 39.09 APS overall)
- 1.4. Further develop the school's participation in the RADY pilot programme and integrate approaches into school practice to improve attendance, engagement in school activities, attitude to learning and outcomes, especially in Yr11.
- 1.5. Implement regular raising standards meetings with RSL (OW) following assessments to enable rigorous analysis of teaching and learning leading to improved pupil outcomes.
- 1.6. To carry out detailed analysis of examination results to include a breakdown of progress of each teaching group and cross reference those that are tracking all three core Maths, English and Science.
- 1.7. Source tutors/intervention capacity for under achieving pupils in English and Maths with a particular focus on EFSM during the school day. Frequent assessments of pupils in receipt of tutoring to monitor performance.
- 1.8. Continue to raise standards for 5 A*/A performance. DIPs identify specific subject actions. MAT project to be set up and implemented. Maximise coursework marks in all subject areas. To reach a target of 26% 5A*-A.

Internal Accountability: OW

Accountability to the Governing Body:JNH/OW

Priority 2 : Wellbeing

- Continue to improve pupil wellbeing, attendance and reduce fixed term exclusions.
- Ensure the safety and wellbeing of all learners and staff on site with a focus on Staff wellbeing through IIP Investors in wellbeing Gold award
- Through increased positive rewards regularly communicated with parents, and the reconsideration of a behaviour support programme, improve the behaviour of very few pupils in a minority of lessons and the wellbeing of all pupils.
- With the support of the LA, establish a pupil support centre on site
- **Ensure all staff receive all safeguarding and Prevent training. (R3)** Complete LA safeguarding audit.

Attendance target 23-24 – be in line with LA average and gap between eFSM and Non eFSM attendance to be less than 7%

Fixed term exclusion target 23-24– number of FTEs to be below 100

Actions

- 2.1. Ensure a co-ordinated approach by the attendance team that supports improved/maintained attendance. Analyse attendance daily in all year groups. Establish reasons for non-attendance and where appropriate, break down identified barriers. Review tracking procedures for all pupils and ensure that all staff operate a coordinated approach that supports, identifies barriers and improves attendance. Establish restorative approaches to attendance with the use of ‘attendance circles.’ Introduce the ‘Flourish Program’ as an intervention to try and improve RADY attendance. Reward pupils that have improved attendance as well as 100% attendance.
- 2.2. Conduct the Student Health and Wellbeing Survey with KS3 and 4 pupils at least termly. Through the WRAP program establish restorative approach strategies to develop pupils' sense of ‘Belonging, Believing and Achieving.’ Building, maintaining and repairing relationships.
- 2.3. Apply for Investors in People Investors in Wellbeing Gold accreditation.
- 2.4. In consultation/partnership with the LA (cost permitting) build a new pupil support centre on site and consider the location and operation of the current inclusion/behaviour support provision.
- 2.5. Review current provision map re use of learning coaches etc. to ensure ‘impact’ on support for vulnerable learners. Improve college/work experience provision links to support curriculum provision for vulnerable learners. To become a ‘Flourish Hub’ school
- 2.6. Create provision plan to ensure FSM and LAC learners have proportionate representation in intervention programmes and activities.
- 2.7. Redraft a cluster transition plan in the light of ongoing Covid disruption to ensure a smooth transition for Year 7 Sept.2024. With particular emphasis on the WRAP cluster program.
- 2.8. Ensure pastoral staff have access to supervision in order to discuss any pastoral/safeguarding concerns and reflect on their practice.
- 2.9. Develop the role of the pupil voice throughout the whole school by creating a democratic and inclusive school council.
- 2.10. Establish a PTA in Autumn Term 1 to: Bring together parents, teachers and children to raise funds and strengthen links with the school community. Raise money to fund projects to enhance school life for all stakeholders that are not covered by the school budget. Use the PTA as an effective marketing tool for the school - a way of strengthening the schools’ reputation within the community and increasing family/parent engagement initiatives. Support grant applications grants and awards to support the school and its provision.
- 2.11. Community Engagement - continue to improve links with the wider school community: Create a social media log that incorporates the use of Facebook, Twitter and school website updates so that communication is as robust as it can be with parents, carers and the local community. Survey parents to gain their opinions on refining whole school systems and processes.
- 2.12. Develop a multi functioning wellbeing area that can be accessed by all stakeholders and can be used to: first and foremost act as a safe space for RADY mentoring to take place. As a space for some Parents to be taken to discuss any concerns they may have. As an area to promote staff wellbeing throughout the day. This could also be used to promote the idea of Parent Coffee mornings, where pupils can drop in to discuss any queries they may have regarding day to day life within the school or access any support they need at home with their children.
- 2.13. All classroom teachers will: Consistently use agreed whole school routines i.e. entry/exit of lessons. Have high expectations of pupil behaviour and follow agreed behaviour policies. Use the Rewards Policy consistently, focusing on effort and developing pupils’ positive attitudes to learning. Use pupil wellbeing data to support planning. Build positive relationships with RADY pupils especially through form mentoring periods where applicable.
- 2.14. All Heads of Department will: Analyse behaviour data in their department and action additional support for staff, when required. Analyse departmental use of rewards and develop where needed.

2.15. All Pastoral Leaders will: Agree and use consistent procedures and frameworks to support pupil wellbeing, form time activities, rewards and sanctions. Engage and support families in order to support pupils' learning. Implement and QA the delivery and impact of the PSE curriculum and form time activities. Celebrate good or improved progress, effort, attendance, behaviour etc.

The ALNCo will: Ensure all individuals with ALN have the appropriate provision to support their learning and wellbeing in line with the new ALN Bill. Create an intervention and activities provision map. Review and update the ALN policy in readiness for the new ALN bill. Ensure all staff receive ACE Awareness training and ACE training unit 2.

Internal Accountability:
/ Pastoral team pupils
/ Staff wellbeing

Accountability to the Governing Body: NB
Staff well being: EP

Priority 3: Continue to Improve the standards of pupils' skills, particularly their writing and numeracy

- Through the implementation and use of Accelerated Reader all students within Years 7/8 and 9 improve their NRSS. (Normed reference standardised score).
- **Through the provision of challenging and appropriate, in-context, literacy and numeracy opportunities through [cross-curricular] schemes of learning in Years 7 - 9**
- To ensure commitment to the "central importance of the promotion of Welsh culture and language."

Improvements made since previous inspection	Areas for development
<ul style="list-style-type: none"> ● Continued focus on technical accuracy and improvements in numeracy. ● Appropriate SE activities carried out by the majority of leaders although these need to focus more sharply on quality of provision and impact on pupil progress ● Development of skills portfolios demonstrating literacy and numeracy provision, within appropriate context, across the curriculum 	<ul style="list-style-type: none"> ● To review literacy intervention programme ● To develop library provision ● To further develop accelerated reader across KS3 to create a reading culture and further improve literacy levels ● To establish a consistent spelling strategy focused upon a group of agreed core words and department-specific metalanguage lists ● To enhance literacy and numeracy opportunities and higher-order skills tasks through identified subject/AoLE schemes of learning ● To improve the frequency of informal Welsh language use across the school ● To audit and provide opportunities for the development of staff Welsh language skills ● To work towards the regional Siarter Iaith award

Actions

3.1. Improve pupil ICT skills so nearly all are sufficiently competent to work remotely e.g. E-Booklets for all; Audio Tutorials; DCF 4 Strand Pupil Tracker . Year 7 Internet Safety. Year 8 Digital Footprint. Year 9 Sharing Images. Continue to monitor the ICT resources to align need with capacity. Prioritise eFSM/RADY if needed.

3.2. Further develop and embed Accelerated Reader across Years 7 and 8.and 9. Implement a review of literacy intervention and associated outcomes.

3.3. Continue to develop opportunities for pupils to practise and advance higher order skills - particularly inference, thinking, synthesis and independence in learning - across the curriculum

Literacy: An updated and continually developing literacy portfolio to exemplify 'good progress' in newly-launched KS3 New Curriculum Schemes of Learning. Good practice in disciplinary literacy per Champion dept. History, Geography, RE, Science, English to be focus areas for literacy provision. Spelling strategy to be formalised and subject-specific

Numeracy: Further develop opportunities for the delivery of appropriate and challenging numeracy skill across the New Curriculum SoL in champion departments/AoLEs. Humanities, Technology, Science and ICT to be focus areas for numeracy provision.

3.4. To embed an agreed whole-school spelling strategy.

3.5. Enhancing KS3 'everyday numeracy'. Further embed a basic numeracy skills programme through form time (across Key Stage 3). Financial literacy skills to be delivered through a PSE programme.

3.6. Heads of Department (particularly of those identified as Challenge departments/AoLEs) to: Ensure SoL clearly signpost appropriate activities to develop all pupils' skills in Literacy and Numeracy and the DCF. Support teachers whose delivery of skills development requires improvement.

3.7. Improve the frequency of use and standard of informal Welsh across the school. Particular focus on Year 7 and 8 pupils so that Welsh is present and purposefully used in lessons.

3.8. Learning environment: increase the visibility and audibility of Welsh around the school. Ensure progression between KS2 and KS3.

3.9. Profiling the use of 'Welsh' in the workplace to increase its relevance to all pupils (particularly aimed at KS4). Develop the skills of staff through appropriate training opportunities at all levels.

Internal Accountability: Skills leads	Accountability to the Governing Body: GF
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Priority 4: To continue to foster improvements in teaching and learning to ensure that pupils make at least good progress in all lessons.

- Ensure Innovative and effective Teaching and Learning is a whole school focus with time allocated to share and develop excellent practice.
- Introduce **Thematic reviews** across the school
- Continue to review school policies for Teaching & Learning in the light of the Covid pandemic.
- Continue to develop the school as a learning organisation

Actions

4.1. Observation of practice across the school demonstrates consistency of good practice in identified aspects: Feedback to learners (Marking Raises Expectations) Area 1. Lessons are Engaging and Challenging Area 2. Scaffolding and Adaptive Teaching Supports Pupil Progress Area 3.

4.2. Review school policies for Teaching & Learning.

4.3. Refine teacher coaching programme. Six week programme of intense support and coaching. Timeline created showing pathways to progress and next steps.

4.4. Deliver an induction package for new staff to IHS including: Bespoke professional learning on school policies. What makes a good IHS lesson? De-escalation and effective use of the behaviour policy. Teaching and Learning expectations. Well being inc safeguarding.

4.5. Develop the priorities for PM 2023/4 to address key areas:

4.6. Ensure all members of staff across the school have updated understanding of all compliance measures. Safeguarding training annually. Prevent training specifically. Fire Awareness training annually.

4.7. All teachers will: Comply with statutory training requirements. Ensure engaging, challenging tasks are planned and delivered in lessons, use effective higher order questioning and have high expectations of all pupils in all lessons. Implement the new Professional Teaching Standards and be able to evidence where they meet them. Actively engage in professional learning to make a collaborative, coherent, innovative and sustainable research led impact on all learners.

4.8. All Heads of Department will: Set clear expectations about effective practice, support staff to reflect on their practice against the professional standards and to identify further professional development. Challenge underperformance based on evidence in a robust manner and where necessary put a support plan into place. Carry out planned QA activities to ensure accurate judgement of T & L. Affirm and celebrate success.

4.9. SLT Lead for T & L will: Plan the professional learning for all staff in relation to T & L, based on a range of evidence from SE activities and pupil data. Coordinate the work of T & L Working Group, partner schools and school staff to develop good or better teaching, where most pupils make good progress. Continue to develop in-depth support plans, in conjunction with HoDs/LMs, for identified staff. Collaborate with other schools to seek out best practice.

Internal Accountability: JU

Accountability to the Governing Body: JH/JU

Priority 5: Improve the quality of self evaluation and improvement planning (R4)

- Build further capacity at senior and middle leadership levels.
- By further developing SMID tracking approaches, improve the use of quantitative and qualitative data to inform self evaluation and improvement planning (especially in terms of the standard of books during the pandemic)
- Continue to develop the quality and effectiveness of leadership at all levels.
- Refine existing monitoring and quality assurance procedures to further embed effective evidence based school improvement priorities.
- To ensure that strategic leadership affects continued improvement; IHS continues to develop a collaborative learning culture and effective improving quality programme.
- To develop the school as a learning organisation through the successful implementation of the new professional standards.

Actions

5.1. Provide a secondment opportunity to Senior Leadership Team for identified middle leaders. Use additional ALN funding to appoint Assistant ALNCo (Temp).

5.2. Ensure consistency of quality assurance at MLL and SLT Level. Review and align processes and documentation in particular focus on whole school SDP priorities and RADY agenda. Ensure that SLT and MLL SER documents are sufficiently critical and are evaluative and avoid descriptive analysis. Ensure that quantitative comments have robust evidence to support evaluative comments. SLT links to ensure that support and challenge is rigorous and that Departmental records of meetings etc. are focused on actions towards overall SIP/DIP objectives. Work with partner schools to analyse and offer specific advice and guidance on improvement activities.

5.3. Identified middle leaders to complete middle leader EAS training programme and teaching staff for OLEVI.

5.4. Ensure that there is a clear understanding of the ALN agenda and that courses offered meet the full range of learner needs.

5.5. Review SLT + TLR holder roles and responsibilities to ensure clarity and equity of roles along with staffing requirements. SLT/ TLR holders have defined roles and responsibilities which will be refined further. Review whole school staffing structure in conjunction with all stakeholders and HR to develop a structure that enables the realisation of education reform. Consultation timescales agreed and published.

5.6. The Headteacher will monitor and support all SLT in relation to their actions and impact in specific areas within the SDP.

5.7. Ensure good financial management of capitation and grants. All grants have grant spending plans.

Internal Accountability:
JNH/OW

Accountability to the Governing Body:
JNH/OW

Priority 6: New curriculum (in conjunction with section 1.9)

Actions

- 6.1. The 'New' Curriculum needs to be ready for implementation in Year 8 by September 2024. September 2024 Revised Year 8 curriculum for Term 1 is prepared and ready to be delivered with assessments that can be used to evaluate the impact on pupil outcomes.
- 6.2. Implement a strategic approach to formative assessment to measure progress over time for individual and group of learners.
- 6.3. Creation of a whole school strategic group including representatives from across the staffing structure to drive Curriculum for Wales development across the whole school.
- 6.4. Ensure identified staff members from the professional learning pathway e.g. SLT, Middle Leaders, Lead teachers and Teaching Assistants access each level of the support for education reform in Wales professional learning programme.
- 6.5. Ensure a whole school approach to the strategic development and prioritisation of the Welsh language – which identifies professional learning needs of all staff including support for language acquisition and teaching and learning support over the next three years.

Internal Accountability:OW

Accountability to the Governing Body:JNH/OW

