



# School Progress on a Page

## November 2022 Update - see page 2

### Whole School Priorities 2022-2025 - green for main 2022/3 priorities



<p>1a) Improve teaching effectiveness and learning outcomes through the setting and monitoring of targets based on refined use of data</p> <p>1b) Ensure each individual becomes ambitious, enterprising, ethical and healthy through the development of QA and active learning at KS3</p> <p>1c) Improve learning outcomes using effective self-evaluation systems and targeted professional learning</p>	<p>2a) Track effectively students' wellbeing and progress through enhanced pastoral support and provision</p> <p>2b) Embrace WAG targets for Welsh language use through the embedding of bilingualism</p> <p>2c) Maximise workforce potential through the recognition of the great necessity for, and impact of, staff wellbeing</p> <p>2d) Better equip students with fundamental skills through the implementation of a new delivery model for WBQ at National Level</p>	<p>3a) Develop capable, creative, informed and confident students through enhanced pedagogical practices and oracy development</p> <p>3b) Provide effective interventions and quality feedback through the further development of assessment practice</p> <p>3c) Produce employable, literate, numerate and digitally competent learners by developing students' skills across the curriculum through effective collaboration</p>	<p>4a) Fully implement the ALN Reform through the effective support of groups of learners</p> <p>4b) Enhance transition practice through effective collaboration</p> <p>4c) Ensure all students are safe and an inclusive environment is further cultivated</p>	<p>5a) Ensure organisational accountability and success amidst significant staffing changes</p> <p>5b) Respond proactively to local, national and ESTYN requirements by further developing the role of school governors</p> <p>5c) Provide all students with effective conditions for learning through the enhancement of our learning environment</p> <p>5d) Refine and develop Support Team to underpin evolving practices effectively</p> <p>5e) Develop greater staff ownership of PLD to promote development, health and wellbeing throughout school</p>
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## 1) Learning

- Leaders trained to use data analysis tools - underperformance leads to interventions (dept and individual) - more planned
- Oracy training delivered to all teaching staff - impact to be evaluated through lesson observations, learning walks, student voice. Very positive feedback from students and staff after Talk the Talk intervention with Year 7. Most students more confident in speech than before in Year 7
- New 'School Priorities' meeting cycle established - tweaked to ensure necessary development time for LAMs / SLs. Evaluation of cycle planned for May 2023.
- New self-evaluation model for Sept 2022 established and being embedded. Consultative, self-critical culture sought. Parental and staff feedback using ESTYN questionnaire provide actioned feedback and latest survey indicates improved home - school communications but with further progress possible. Monthly / half termly self-evaluation updates to all Area Development Plans being conducted. Targets to be more quantitative and thus easily measured - developments planned but difficult to change mid-cycle. Concept of STR and Area progress 'on a page' to be introduced

## 2) Wellbeing and Attitudes to Learning

- Pastoral Hub having positive impact on behaviour and intervention. Pastoral monitoring systems and self-evaluation models in early stages - positive impact on student welfare to date. More student voice sessions to be planned.
- SHRN report progress since previous report minimal in a few areas - feedback actioned however. COVID impact still evident - being addressed
- Thorough programme of school assemblies target specific themes and dates. Thought for the Day becoming embedded in morning pastoral sessions
- All staff training on Bilingualism well-received. Specific events successful. New posters in all rooms. Use of incidental Welsh around school still not as desired
- Many staff wellbeing initiatives implemented - staff 'Wellbeing Check-In' with Counsellor meetings particularly popular. Workload - highly demanding
- WBQ (Skills) delivery model at KS4 revised - awaiting first assessed pieces as indicator of relative model success

## 3) Teaching and Learning Experiences

- Effective planning for New Curriculum with scheduled and successful in-house and less effective external collaboration. Assessment overview currently unclear
- Training sessions for all teachers on differentiation well-received - impact to be measured yet.
- Some effective use of Reflect and Improve assessment stamp to drive improvement by many staff and students, but falling short of target for whole staff effective use

## 4) Care, Support and Guidance

- ALN reform - effective training sessions for all staff. Enhanced provision by ALN team. Gauging of necessary resource ongoing. Good progress with One-Page Profiles - use needs embedding
- Return to pre COVID transition practice - updates to methodology and elements of practice require consideration
- Continued progress and ongoing training for all staff on Safeguarding best practice. Various new initiatives planned and mostly implemented. CPOMs roll-out to all staff planned and new fencing now at tender (LA) to be erected by Easter if possible

## 5) Leadership and Management

- All new staff report successful induction and most are operating highly effectively at all levels in the organisation. Concerns over capacity to recruit
- Sharing good practice becoming embedded across school with time restrictions. Focus on key priorities only has brought clarity
- Significant changes in formation of Governing Body has made desired progress slow - challenge and support provided by governors nevertheless robust
- Support Team Professional Review not yet re-established but team attendance at whole school gatherings / meetings has improved
- Planned enhancements to the learning environment hampered greatly by supply. All planned changes still scheduled, however

