



Castell Alun
High School

2021-2022

WHOLE SCHOOL
Self-Evaluation

Whole School Priorities 2021-2024 (3 Year Rolling Programme)



<p>1a) Set appropriately ambitious targets for students in the context of lost curriculum time due to COVID and plan effective interventions to ensure a focus on student progress and continued improvement</p> <p>1b) Monitor and further develop standards of pedagogy to ensure students' learning journey progresses each individual to become ambitious, enterprising, ethical and healthy</p> <p>1c) Ensure that standards are upheld and enhanced through consistently robust, rigorous and self-critical self-evaluation systems which keep learners at the heart of the improvement process</p>	<p>2a) Re-establish and refresh whole school aims and values, based firmly on the spirit of the New Curriculum for Wales, and align these with Praise and Rewards system</p> <p>2b) Enhance pastoral support provision to track effectively students' wellbeing, progress and attitudes to learning, while reintroducing students appropriately to school based education</p> <p>2c) Review the delivery model for WBQ at National Level to ensure positive attitudes to learning, outcomes, and appreciation of relevance of skills</p>	<p>3a) Re-design as necessary and maintain a broad and balanced curriculum and embeds strategies which develop capable, creative, informed and confident students</p> <p>3b) Continue to build upon recent Teaching and Learning gains which give students the knowledge, skills and attributes to thrive, while developing literate, numerate and digitally competent learners</p>	<p>4a) Further extend support for groups of learners with focus on successful implementation of ALN Reform, SEREN programmes and students who experience emotional challenge</p> <p>4b) Further embed strategies to develop students as confident communicators for life through use of cross subject project based approaches at KS3, nurturing employability skills and focussing on oracy and extended writing across the curriculum</p> <p>4c) Conduct review of campus, ensure successful migration to new premises, with focus on care and safety for all students, and implement changes necessary</p>	<p>5a) Ensure organisational stability and success through successful induction , training and monitoring of large number of new colleagues, including significant change at senior level and numerous Newly Qualified Teachers</p> <p>5b) Continue to build towards Successful Futures through AOLE's. Embed approaches to support leadership, succession planning and coaching in line with the new professional standards and Learning Organisation best practice</p> <p>5c) Review Support Team provision as necessary and provide more effectively for professional learning for colleagues</p> <p>5d) Further develop our PLD and Pastoral offer to promote staff and students' health and wellbeing as a priority and ensure the development of healthy, confident people</p>
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Ongoing Whole School Self-Evaluation of School Development Plan Priorities 2021/24

Area for Development – identified through Self-Evaluation	Action	RAG Rating	Comment – Summer Term 2022
1. LEARNING			
<p>1a) Set appropriately ambitious targets for students in the context of lost curriculum time due to COVID and plan effective interventions to ensure a focus on student progress and continued improvement</p> <p>CEI/GRo</p>	<p>Targets to be set using CATs data- LMs and SLs to monitor STR data and compare to targets. Students needing intervention to be identified and supported.</p> <p>Student voice interviews and book scrutinies to be reintroduced to measure progress.</p> <p>Strategic interventions to be scheduled on an individual Learning Area basis, targeting both examination classes and KS3 students as deemed necessary</p> <p>Work review parameters to be appropriately redefined across LAs</p> <p>Introduce a mentoring system to support vulnerable or underperforming year 11 students</p>		<ul style="list-style-type: none"> ● Jan/Feb 2022 Department data discussed in fortnightly area meetings. Underperforming students and groups identified with interventions. ● All departments have had access to grant money in trying to narrow the gap due to lost learning time. Proposals were submitted to the Business Manager and governors. All departments benefitted. ● Extensive student voice undertaken in autumn term. Action points have informed self evaluation and departmental development plans. Best practice shared in Learning Managers meetings. ● Work review undertaken by SLT and Learning Managers. Findings and action points taken to area meetings. ● Interventions planned for examination class underperformance - discussed fortnightly in link meetings. Study club is providing after school revision on Monday and Tuesday and transport home is provided via study buses.

			<ul style="list-style-type: none"> • Training of mentors undertaken and regular meetings between mentor and mentees are taking place • GwE expertise utilised in QA processes: learning walk, work review, student interviews and discussions with LMs re quality of feedback and progress in student work.
<p>1b) Monitor and further develop standards of pedagogy to ensure students' learning journey progresses each individual to become ambitious, enterprising, ethical and healthy</p> <p>GRo</p>	<p>NQT lesson observations to be conducted initially, followed by observations of all staff new to the school in the past 2 years. Further schedule of observations then to take place, including learning walks.</p> <p>Regular programme of student voice interviews to be established and questions to elicit actionable feedback on the identified competencies</p> <p>Student work reviews to be reestablished across all Learning Areas</p>		<ul style="list-style-type: none"> • NQT lesson observations completed in autumn term. Strengths and areas for improvement are being fed into the NQT training meetings. • Student voice carried out with each year group, student council and in all areas. • All learning areas have undertaken student voice, which has supported self evaluation, and have assimilated action points. Best practice is being shared in meetings with LMs. • Learning walks, student interviews, book scrutiny and learning manager interviews with GwE - completed 27th June.
<p>1c) Ensure that standards are upheld and enhanced through consistently robust, rigorous and self-critical self-evaluation systems which keep learners at the heart of the improvement process</p> <p>PEd</p>	<p>Self-evaluation across the school to place analytical focus on 'how to improve' and becomes more analytical</p>		<ul style="list-style-type: none"> • Learning Areas and Pastoral Leads have written their SERs with greater focus on how to improve, rather than the celebration of past successes. Regular reviews of progress now take place through the meeting cycle and with line-managers / SLT links systematically - to stay on SDP as central to purposes of

	<p>Half termly QA to be planned, best practice shared and action points monitored. Outcomes inform the Professional Learning Programme.</p>		<p>new meeting cycle Sept 2022 (driving agendas)</p> <ul style="list-style-type: none"> The QA has been reinstated. Lesson observations have been completed as planned. Student voice has been undertaken as planned. Work scrutiny is now a developing focus area - GwE paired INSET June 2022. Link with PLP yet to be established. Stakeholder questionnaires to be sent out June - to inform priorities for next year
<h2>2. WELLBEING AND ATTITUDES TO LEARNING</h2>			
<p>2a) Re-establish and refresh whole school aims and values, based firmly on the spirit of the New Curriculum for Wales, and align these with Praise and Rewards system</p> <p>CEI</p>	<p>To agree, redesign and rebrand Castell Alun's Vision and Values through 360 degree consultation,</p> <p>Within the first term consultation was conducted with teaching staff, students and governors. The vision has been formulated and relates to CFW. Three values have now been selected and are now being shared across our community.</p>		<ul style="list-style-type: none"> Thorough consultation now complete - V&V established, with 1 school specific context phrase yet to be agreed / added Signs and boards have been produced and displayed across the school - More being added daily. Next phase of signage to be introduced across the school and classrooms.
<p>2b) Enhance pastoral support provision to track effectively students' wellbeing, progress and attitudes to learning, while reintroducing students appropriately to school based education</p> <p>CPu</p>	<p>To hold regular student voice interviews</p> <p>To conduct full review of pastoral provision in order to ensure that school fully meets students' needs, especially in the post-COVID context</p>		<ul style="list-style-type: none"> Programme of student voice interviews now in place - started January 2022. Needs to be assimilated into overview of QA programme Pastoral review leading to relocation of pastoral office and services agreed. Provision extended based on current needs

<p>2c) Review the delivery model for WBQ at National Level and KS5 to ensure positive attitudes to learning, outcomes, and appreciation of relevance of skills</p> <p>GRo / KDa</p>	<p>SLT to consider different approaches for delivering WBQ and consult with LMs. Curriculum redesign to be employed as necessary.</p> <p>To look at staffing and infrastructure of the WBQ in light of recent developments. KS5 new staff in place.</p>		<ul style="list-style-type: none"> • Priorities complete - but further adjustments to be made (planned) • At KS5 there is a need to look at student participation in Years 12 and 13. Programme has been put in place to support Year 13 students. All stakeholders to be informed of their expected role when moving forward. • The revamp of the WBQ qualification has been received in school and now needs scrutinising and feedback given if relevant. • A new delivery model has been agreed at KS4, after consultation, bringing greater ownership and accountability
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3. TEACHING AND LEARNING EXPERIENCES

<p>3a) Re-design as necessary and maintain a broad and balanced curriculum and embed strategies which develop capable, creative, informed and confident students</p> <p>GDa</p>	<p>Different models for delivering KS3 curriculum to be considered and discussed with LMs.</p> <p>Attendance at regional meetings to share practice and guidance.</p> <p>AOLEs established to share planning and a working practice for these new groupings of colleagues to be established and embedded</p>		<ul style="list-style-type: none"> • CWRE meetings are progressing and CWRE is embedded in some AOLE planning • Technology to lose a lesson in Year 7 to create a rotation with Food/Dance/Drama. Still need to create time for wellbeing within curriculum time and not just as part of FPP. • Models have been shared but we have since changed our preferred option at both KS3 and 4. • Science has now dropped an hour at KS4 - giving an hour a week to year 10 to complete the individual investigation - WBQ
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	<p>GRo to meet with Chris Brayshay (Careers) and Kayleigh Brummel and facilitate their involvement in schemes of work</p> <p>Ensure that the skills challenge can be delivered effectively at KS4.</p> <p>To embrace targeted SIA involvement and support</p> <p>To embed further opportunities for bilingualism across the revised curriculum</p>		<ul style="list-style-type: none"> • Further changes will become necessary during next cycle (wellbeing specifically) • Effective use of SIA being made re NCfW, Curriculum Development, Appointments to SLT and possible structure changes • Co-opted position on leadership to be established Sept 2022- CFW lead and skills champion. • SIA evaluation of CFW implementation is on target Six steps to CfW (2).docx
<p>3b) Continue to build upon recent Teaching and Learning gains which give students the knowledge, skills and attributes to thrive, while developing literate, numerate and digitally competent learners</p> <p>GRo</p>	<p>Skills leaders to support development of AOLE curricula.</p> <p>Blended and remote learning skills to continue to be developed and utilised irrespective of necessity for further 'lock-downs'</p> <p>Support exam years with exam preparation/study skills and their wellbeing/resilience</p>		<ul style="list-style-type: none"> • New students and staff have been inducted on Google Classroom. • A series of meetings have been scheduled throughout the year between literacy, numeracy and digital competency leads and each AOLE to strengthen skills development and experiences in the new curriculum. • New literacy strategies have been developed including the implementation of literacy based registration activities, investment in new literacy resources (First news) , an extension of Accelerated Reader into Year 9 and utilising the librarian to support literacy interventions. • Study Skills workshops have been arranged for Years 11,12 and 13.

			<ul style="list-style-type: none"> • Training on pedagogy for blended learning was revisited prior to Christmas for all teaching staff. • DC-Lead continues to provide weekly digital support via training videos
<h4>4. CARE, SUPPORT AND GUIDANCE</h4>			
<p>4a) Further extend support for groups of learners with focus on successful implementation of ALN Reform, SEREN programmes and students who experience emotional challenge</p> <p>CPu</p>	<p>To Implement a mentoring programme to support groups of learners; provide training to mentors.</p> <p>To raise awareness and build understanding of the ALN Reform across all staff</p> <p>To implement a new approach to IDPs and One Page Profiles</p> <p>To review current ALN provision in order to facilitate the implementation of the reform</p> <p>To further develop SEREN provision throughout KS3&4</p> <p>To review PSHE provision and ensure bespoke programme serves local Castell Alun purposes for all year groups</p>		<ul style="list-style-type: none"> • Identified Year 11 students being mentored by Senior Team. • Seren groups identified Years 7-11. Programme of activities being followed by all year groups. • ANCO carried out training / information for all staff and working closely with LMs / SLS/SDMs • IDPs being written for appropriate students • LAL re launching One page profiles with appropriate Year groups - Term 2 and 3 • ANCO implementing new expectations / reform procedures • SEREN - As above • PSE Co-ordinator on MAT leave - cover appointed. Programme has been reviewed. • RSE support role to be established . EWO to support next academic year. • SHRN report to be used to identify particular topics

<p>4b) Further embed strategies to develop students as confident communicators for life through use of cross subject project based approaches at KS3, nurturing employability skills and focussing on oracy and extended writing across the curriculum</p> <p>GRo</p>	<p>To Implement additional literacy strategies including First News and private reading in Year 7 registration sessions, and to extend Accelerated Reader into Year 9 and develop a reading rich curriculum across school.</p> <p>To embed careers and work related education into the new curriculum using expertise of Careers Wales specialists.</p> <p>To embed literacy rich experiences into the new curriculum using the expertise of the Literacy Coordinator.</p> <p>To develop oracy skills in KS3 English lessons and to use Talk the Talk to nurture confidence.</p>		<ul style="list-style-type: none"> • First news has been implemented in registration; private reading has been introduced in Year 7; accelerated reader is being rolled out to year 9. • Meetings between CWRE representative, Chris Brayshay, and 3 AOLE areas have taken place which informed the planning of CfW. • A number of literacy meetings have taken place with more scheduled for the next term. These are opportunities for the Literacy Coordinator to develop literacy in the new curriculum and support staff. • Talk the Talk was highly successful; performance of KS4 students reflects growing success of oracy. • Increasing librarian role and hours next academic year. Particular focus on driving literacy standards • A whole school focus on oracy is planned for the next academic year.
<p>4c) Conduct review of campus, ensure successful migration to new premises, with focus on care and safety for all students, and implement changes necessary</p> <p>EMa</p>	<p>To ensure that the new campus is fully utilised. Sufficient rooming and office spaces to be made available to meet the priorities of the school . eg meeting rooms and pastoral support rooms</p> <p>To ensure absolute compliance with safeguarding guidelines for schools</p>		<ul style="list-style-type: none"> • Plans to move the Pastoral Team up to the area previously known as the Youth Club are progressing. Currently sourcing a contractor to provide sound proofing. This will free up space at the front of school for much needed meeting rooms. It will also improve the provision for the Pastoral Team.

			<ul style="list-style-type: none"> • CCTV works have been procured and 64 new cameras installed in the older part of the school to bring it up to the standard of the new build. • Currently investigating a door entry system to improve safeguarding and restrict access to site. • Worked with architects to submit planning application and install fencing around the perimeter of the school building to improve security and restrict access. Awaiting feedback from local area now. • New electronic visitor management system now planned to be trialled before close of term • Currently seeking contractors to quote for improvements to the Concourse student toilets to bring them up to the standard of the newly refurbished toilets.
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5. LEADERSHIP AND MANAGEMENT

<p>5a) Ensure organisational stability and success through successful induction , training and monitoring of large number of new colleagues, including significant change at senior level and numerous Newly Qualified Teachers</p> <p>PEd</p>	<p>To redefine NQT induction programme, bespoke to the needs of teachers who had curtailed PGCE provision and experience</p> <p>An observation programme to be scheduled and delivered for all teachers, starting with those new to the school over the past 2 years.</p> <p>Whole school Q/A process to be gradually reintroduced to include observations, book scrutinies, learning walks and student voice</p>		<ul style="list-style-type: none"> • All NQTs due to complete this academic year have passed induction • All planned observations have taken place. Feedback focussed on development returned. • QA INSET and SGP restored and processes once again embedded. • New SLT has gelled together effectively to become a high-functioning driving force in strategic planning and school improvement. Further changes Sept 2022 planned
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	<p>activities, ensuring consistency, high standards and accountability</p> <p>To hold regular meetings across SLT to ensure bespoke induction for new Headteacher and Deputy Head.</p>		
<p>5b) Continue to build towards Successful Futures through AOLEs. Embed approaches to support leadership, succession planning and coaching in line with the new professional standards and Learning Organisation best practice</p> <p>PEd GRO</p>	<p>To rebrand week 4 meetings for AOLE developmental work.</p> <p>To provide access to all necessary GwE and county CfW training packages</p> <p>To develop further professional learning offer to incorporate opportunities for colleagues to experience the roles to which they aspire</p>		<ul style="list-style-type: none"> • Week 4 meetings provide an essential session on a regular basis for discussions and plans around the new curriculum. New Meeting Cycle devised and consulted upon for Sept 2022 - focus specifically on SDP objectives to drive all PLD • Teaching colleagues have good access to appropriate courses, Further packages / training for members of the Support team being developed and will be further explored
<p>5c) Review Support Team provision as necessary and provide more effectively for professional learning for colleagues</p> <p>EMa</p> <p>5d) Further develop our PLD and Pastoral offer to promote staff and students' health and wellbeing as a priority and ensure the development of healthy, confident people</p> <p>CPu GRO</p>	<p>To recommence the conduct of professional reviews for all support staff and define where extra support is required to provide a strong, effective support service to the school</p> <p>To ensure staff are aware of the support and training available with regards wellbeing. PLD sessions have a positive influence on the whole school community.</p> <p>Feedback sessions and questionnaire results to be used to monitor staff wellbeing and targeted support to be offered where there are areas of concern.</p>		<ul style="list-style-type: none"> • Informal discussions have taken place with staff to gain an understanding of general feelings. • Professional reviews with all support staff now to begin Sept 2022. Selected Support Team members have attended training (eg SIMS) to improve the administrative provision. • Questionnaire results have been analysed and shared with staff and governors. Action points have been identified and are being monitored. For example,

			<p>weekly wellbeing activities for staff have been provided.</p> <ul style="list-style-type: none">● A number of wellbeing events and courses have been shared with staff including an online CBT course.● A yoga instructor has been sourced and a series of 6 pilot sessions are currently running.
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