Castell Alun High School

2023-2024

WHOLE SCHOOL
Development Plan

Relevant sections reviewed by PEd (May 18th) *CEl (May 26th)* *GRO (May 23rd)* *GDa (May 22nd)* **KDa (May 19th)** *CSt (June)* *EMa (13th June)* *SEd (25th June)* *KJo (25th June)*

Priorities 2023 -2025 (to begin Year 2 of 3 year cycle)

Whole School Priorities 2022-2025 - <mark>green</mark> for main 2022/3 priorities, <mark>amber</mark> for 2023/4

Specific measurable targets for priorities shown beneath *in italics*

Learning	Wellbeing and Attitudes to Learning	Teaching and Learning Experiences	Care, Support and Guidance	Leadership and Management

1a) Improve attendance, teaching effectiveness, interventions and learning outcomes through the setting and monitoring of targets based on refined use of data	2a) Track effectively students' wellbeing and break down progress barriers through enhanced support and clear behavioural systems	3a) Develop capable, creative, informed and confident learners for life through enhanced pedagogical practices and oracy development	4a) Fully implement the ALN Reform and provide effective support to groups of learners	5a) Ensure high quality teaching and leadership, organisational accountability, a shared understanding of progression and strong communication across school amidst significant staffing changes
Year 11 - Level 2 (inc) 75% *Capped 9 - 395 points* *Year 13 - A*-C - 80%* *Overall Attendance - 92%*	*Student voice indicates that most students feel their wellbeing is supported in school. Many parents indicate their child is supported to make good or better progress in school*	*A majority of students speak confidently in lessons and student interviews. QA of written work indicates that many students make good or better progress.*	*Many ALN students achieve in-line with national data - eg CATS, Welsh National Tests*	*Staff voice indicates that many staff perceive an improvement in communication.*
1b) Ensure each individual becomes ambitious, enterprising, ethical and healthy learners for life through the development of community based and active learning	2b) Embrace Cymraeg Belongs To All agenda through the embedding of bilingualism and active promotion of language	3b) Provide effective interventions and quality feedback through the further development of assessment practice	4b) Enhance transition practice and develop a shared understanding of progression through effective collaboration *Most Year 6 students feel prepared and supported in the transition process*	5b) Respond proactively to local, national and ESTYN requirements by further developing the role of school governors *Most governors are effectively linked to Learning Areas and sub committees, providing high levels of challenge and support*

A majority of all KS 3 student voice indicates progress in this direction and most students participate actively in each lesson	*Gradual Increase in numbers opting for Welsh at KS5 and data indicates an increase in number of students receiving praise points for their use of Cymraeg*	*Most students make progress as a consequence of feedback provided through our R&I strategy. Many students self and peer assess effectively*	4c) Ensure all students are safe and an inclusive environment is further cultivated in which poverty does not play a role- *remains ongoing high priority*	5c) Provide all students with a positive education experience through the enhancement of our learning environment and develop current ICT provision for staff
1c) Improve learning outcomes using effective self-evaluation systems and targeted professional learning which result in high quality teaching	2c) Maximise workforce potential through the recognition of the great necessity for, and impact of, staff wellbeing	3c) Produce employable, literate, numerate and digitally competent learners by developing students' skills across the curriculum through effective collaboration	*All students with financial challenges access all standard educational resources available to their peers. Data indicates a narrowing of the FSM attainment gap*	*School Council feedback indicates student satisfaction with the learning environment*
QA and assessment data indicate that many students make good or better progress in each lesson	*Data indicates a reduction in staff absence and long-term stress-related illness. Sustained participation in staff wellbeing activities.*	*QA indicates that many students make good or better progress in skill development*		5d) Refine and develop Support Team to underpin evolving practices effectively
	2d) Better equip students with fundamental skills through the implementation of a new delivery model for WBQ at National Level			*Support team professional review indicates that colleagues successfully transition into the new structure*
	80% of students achieve the WBQ at KS4			5e) Develop greater staff ownership of PLD to promote development, health and wellbeing throughout school
				PLD evaluation forms indicate that many staff benefit from ownership of professional learning.

Whole School Development Plan 2023/24

Objectives – rationale (through self-evaluation), person responsible	Specifically	By when (3 review points)	By whom (SLT lead in bold)	Resource / Cost implications	Success Criteria - Desired Impact?
1. LEARNING					
1a) Improve attendance, teaching effectiveness, interventions and learning outcomes through the setting and monitoring of targets based on refined use of data **(CEI/GDa/KDA)** **To be added in Sept 2023** **Hyperlinks to be added to Why (evidence) when possible** **Why?** **Evidence - Previous academic year. We believe that all can be maintained or improved further.** **Provisional Figures for 2022/3, including COVID-impact WJEC grading slight inflation - pending SSSP confirmation:-** **Year 11 Level 2 inc - 75%** **Capped 9 - 397** **Year 12 / 13 A*- C - 85%** **Overall attendance - 89%**	*Year 11 - Level 2 (inc)* *75%* *Capped 9 - 400 points, less than 40 pts gap for FSM students* *Year 12/ 13 - A*-C - 85%* *Overall Attendance - 92%*	April 2024	**CEL** **GDa** **Asst Head Sixth** LMs SDMs SLs Teachers GRo GDa	INSET Tracking package cascade (£) Meeting time Opportunities to share practice within school	● KS4&5 students tracked and planned effective interventions ● Attendance data reviewed and monitored every two weeks within the SDM meeting. interventions discussed and evaluated . ● A single side report response to STR at KS4&5 produced twice annually ● Identified and improved underperformance in both teaching and learning ● Most action points from QA lead to a systematic drive to share best practice ● Professional development programme successfully targets areas of underperformance and improvement is ultimately tangible ● Leaders are trained and use 4 matrix and Alps data effectively and intuitively to monitor and track progress of under performers ● CATS and ALPS data is used to make informed decisions about target grades at KS5. ● All teaching staff are fully engaged with effectively tracking groups of learners ● FSM and narrowing the gap - formulated plan for Sept 2023 following - Week 3 cycle meeting June 5th ● Specific interventions to be documented and evaluated in (new cycle) meetings ● SIMS app and information has gone live with Year 12 Parents: 2nd May. ● Interview for new Assistant Head on 5th June with a remit for assessment across the school.

1b) Ensure each individual becomes ambitious, enterprising, ethical and healthy learners for life through the development of community based and active learning **(GRo)** **Why?** **Evidence - Learning walks and staff voice indicate that a minority of students lack confidence in lessons. Foundation stones of the Curriculum for Wales required to underpin school practice.**	*A majority of all KS 3 student voice indicates progress in this direction and most students participate actively in each lesson* *Schemes of work and lesson planning demonstrate opportunities to meet the objective*	June 2024	**GRo** LMs SDMs SLs Teachers	Meeting time Share practice within and across schools GwE SIA observation and work scrutiny Meetings INSET (£)	● Further oracy in learning experiences developed ● New meeting cycle used effectively to implement improvement through systematic feedback from work, lesson observations, student voice, staff and parent voice ● All staff have undertaken training in the effective development of oracy in the classroom leading to student improvement in this vital skill ● Lesson observations and student voice indicate increased opportunities for effective collaborative talk. ● Students' confidence and skills are increasingly demonstrable. ● A shared responsibility is established between SLT, LMs and SLs to evaluate performance, share best practice and address underperformance. ● Students at KS5 encouraged to get involved in community work across the school curriculum to enhance their experiences.
1c) Improve learning outcomes using effective self-evaluation systems and targeted professional learning which result in high quality teaching **PEd** **Why?** **Evidence - Previous self-evaluation systems have been overly self-congratulatory. Learning walks indicate that a minority of students should make greater progress in a few lessons.**	*QA and assessment data indicate that many students make good or better progress in each lesson*	June 2024	**PEd** **GRo** LMs SDMs SLs Teachers	Stakeholder voice software (£) INSET Supply costs (£) Meeting time	● Self-evaluation processes refined to ensure challenge and impact ● Successful self-evaluation processes embedded into meeting cycle - review of previous meeting cycle informs necessary changes ● Stakeholder voice is gleaned systematically and impacts school life, leading to improvement and robust self-evaluation mechanism ● Culture of personal and collective professional learning continues to strengthened, despite financially demanding position of school ● Consultation across school further expanded when formulating main agreed priorities and measurable, specific targets ● Agendas for meetings are grounded in priorities of development plans / measurable targets and progress against objectives is tracked clearly. These lead to targeted professional learning opportunities.

					- Self Evaluation is scheduled, robust, commonplace, grounded in development plans and effective in driving up standards - A consultative culture is grown over the 3 year period - An entitlement to Professional Learning is evident in post covid yet financially demanding times and this PLD impacts on raising standards of learning

2. WELLBEING AND ATTITUDES TO LEARNING

2a) Track effectively students' wellbeing and break down progress barriers through enhanced support and clear behavioural systems **CSt / KDa** **Why?** **Evidence - Staff voice indicates that low level behaviour amongst a few students is a growing concern.** **Parent voice / SHRN report and student voice indicate a growth in numbers of students experiencing emotional concerns.**	*Student voice indicates that most students feel their wellbeing is supported in school. Many parents indicate their child is supported to make good or better progress in school* *Nearly all students will complete the SHRN survey to inform PSHE curriculum.*	April 2024	**CSt** **Asst Head Sixth** **LRo** SDMs Pastoral team	Materials - set up hub (£££) Planning / relocation time INSET Supply (£)	- Introduce Pastoral Hub successfully and ensure school values and expectations around behaviour are consistently upheld - Use results of SHRN report impactfully to drive T&L in registration time - Incorporate literacy strategy support into registration time at KS3 as effective intervention - Plan assemblies with links to SHRN priorities - Redefine and embed (new) roles for effective use of pastoral support - Use new meeting cycle to improve pastoral / academic link - Use school data to monitor and evaluate impact of attendance and exclusions, leading to planned strategies for improvement - Pastoral teams will work cohesively using new monitoring systems, leading to improved student behaviour and wellbeing - Students are consulted and listened to when making whole school decisions, through structured students' voice sessions. - PHSE / RSE co-ordinators work closely with Pastoral teams to ensure identified SHRN priorities are covered in Pastoral periods and assemblies in all Key stages. Students are positively informed about making wise choices.

					- The new Meeting cycle impacts positively on Pastoral / Academic teams and enhances communal working practices - There is an improvement in data - SHRN data report 2024 - Liaison with CAHMS needs improving as staff are unsure who are currently clients.
2b) Embrace Cymraeg Belongs To All agenda through the embedding of bilingualism and active promotion of language **PEd** **Why?** **Evidence - Recent decline in number of students opting for Welsh in the Sixth Form. Staff / student voice and anecdotal feedback indicate that incidental Welsh is insufficiently used by many around school.**	*Gradual increase in numbers opting for Welsh at KS5 and data indicates an increase in number of students receiving praise points for their use of Cymraeg*	April 2024	**HWg** **PEd** LMs SLs SDMs Support team Teaching team	Materials (£) INSET Supply (£)	- Strong and increasingly stable numbers opt for Welsh in the Sixth Form - Use of incidental Welsh in all classrooms and throughout the school encouraged (staff and students) - hear more Welsh - Bilingualism made more visible in all classrooms and throughout the school - see more Welsh - Opportunities to promote and embed Welsh cultural understanding sought - be more Welsh - Increasing numbers of praise points are awarded for Welsh usage in the Lower School and this pride in the nation's language grows gradually - The school's commitment to bilingualism is evident in all publications, communications, lessons and meetings despite the challenge of being on the border - Opportunities are taken at all events to use the Welsh language and promote things Welsh Cymraeg included in all Main Assemblies.
2c) Maximise workforce potential through the recognition of the great necessity for, and impact of, staff wellbeing **SEd** **Why?** **Evidence - Voluntary redundancy for teaching and support staff and some compulsory redundancy for**	*Data indicates a reduction in staff absence and long-term stress-related illness. Sustained participation in staff wellbeing activities.*	June 2024	**SEd** All leaders	Meeting time Training of staff (£) Supply (£) Resources for sessions (£) Impact of getting it wrong ….(£££)!	- Survey all colleagues to glean actionable information on need - Workload-check all new initiatives - Raise awareness of staff in-house and external mental health support - Continue to develop staff wellbeing opportunities - There's a sustained participation in wellbeing activities, mostly with a sporting emphasis

support staff have been necessary and we must respond to this in a way which places staff wellbeing at the core of working practice					• Weekly staff meetings allow the body of staff to congregate once a week • Attempts to get more staff using the staffroom, in order to have contact more regularly, have been mixed. Ongoing issue to update staffroom and cost implications need to be overcome • Long term absences have reduced • Impact of reduced staffing numbers due to voluntary redundancy upon wellbeing of remaining staff yet to be seen. Effective managing to avoid undue pressure and potential stress-related absences from Sept 2023
2d) Better equip students with fundamental skills through the implementation of a new delivery model for WBQ at National Level **GRo / KDa** **Why?** **Evidence - Insufficient teaching time and a lack of specialist delivery has restricted potential for student success in KS4 Skills. Greater emphasis to be placed upon the need to develop skills for life.**	*80% of students achieve the WBQ at KS4*	August 2024	**SHw** **OPj** GRo KDa	Resources (£) Meeting time	• Ensure new WBQ KS4 model has immediate impact and raises standards • Ensure new WBQ KS5 model has immediate impact and raises standards • Outcomes demonstrate students' skills and progress • Tracking enables effective interventions to secure students' successful acquisition of skills. • SHW on relevant courses for delivery of Welsh Bacc at KS5 and staff training to follow.
3. TEACHING AND LEARNING EXPERIENCES					
3a) Develop capable, creative, informed and confident learners for life through enhanced pedagogical practices and oracy development **GRo**	*A majority of students speak confidently in lessons and student interviews.QA of written work indicates that many*	June 2024	**GRo** LMs SLs Coordinators Teachers	Meeting time INSET (£) Visits to other schools - Supply (£) Planning time	• Develop pedagogical approaches to oracy (active learning) at KS3 • Complete NCfW planning for Year 8 Sept 2023 start • All staff undertake training in developing oracy in the classroom.

Why? **Evidence - Required as we seek to embed the spirit of the Curriculum for Wales. Learning walks and work scrutiny indicate that progress is generally as expected with great potential for further development.**	*students make good or better progress.*			Programme of QA lesson obs - GwE SIA	- Lesson observations and student voice indicate increased opportunities for collaborative talk. - Students' confidence and skills are demonstrable. - CfW cover sheets summarise aims and development of the four purposes; coverage of WM statements, cross curricular and integral skills and cross cutting themes is audited. - Connections within and across AOLEs are facilitated in meeting time.
3b) Provide effective interventions and quality feedback through the further development of assessment practice **SEd** **Why?** **Evidence - QA / work scrutiny indicate a lack of consistent use of R&I stamp in a minority of subjects.** **QA / work scrutiny / staff voice indicate that colleagues require further development in areas of new curriculum assessment**	*Most teachers use the R&I stamp impactfully and other forms of assessment have clear purpose that improves learning*	January 2024	**SEd** LMs SLs Coordinators	Meeting and planning time Resources (£)	- Understanding and use of peer assessment across KS3 enhanced - Consistent use and impact of Reflect and Improve stamp monitored 'Progress Books' for specific assessed pieces of work introduced - Progress books (or equivalent) demonstrate effectively the learning journey and progress made for all Year 7 students. - Reflect and Improve practices are demonstrably effective in securing progress through an effective and ongoing student / teacher dialogue - Enhanced student involvement in learning is evident and progress is demonstrable. - Interview for new Assistant Head on 5th June with a remit for assessment across the school.
3c) Produce employable, literate, numerate and digitally competent learners by developing students' skills across the curriculum through effective collaboration **KJo** **Why?** **Evidence - As staff / students begin to grasp fully the**	*Many teachers do not regard a deficiency of basic skills as being a factor which causes a lack of subject progress*	June 2024	**KJo** **CMi** **NSp** **JRj** **GRo** LMs SDMs SLs Coordinators Teachers	Resources (££) Meeting time Planning time Possible additional staffing (££)	- The Year 7 and 8 curriculum is comprehensive. - Provision for integral skills/cross cutting themes/cross curricular skills in Years 7&8 is mapped - Oracy throughout KS3 is developed - The Citizenship strand of the DCF is integrated across school, with a principle focus on online behaviour - Develop numeracy throughout KS3

importance of the development of skills for the future, learning walks indicate that skills require greater focus in a minority of KS3 lessons					• CfW cover sheets summarise aims and development of the four purposes; coverage of WM statements, cross curricular and integral skills and cross cutting themes is audited and evaluated. • Lesson observations and student voice indicate increased opportunities for collaborative talk. • Students' confidence and skills are demonstrable.

4. CARE, SUPPORT AND GUIDANCE

4a) Fully implement the ALN Reform and provide effective support to groups of learners **CSt** **Why?** **Evidence - Key data indicates that close to half of FSM students have not achieved their potential in the previous 2 years.** **Although parent voice indicates satisfaction with our implementation of the ALN reform, staff voice suggests that we are only just keeping pace with the proposed implementation of the reform**	*Many students in identified groups of learners achieve in-line with CATs potential* *Utilise staff portal to store/signpost ALN information for classroom teachers.* *Pastoral staff training in the process of the new IDP process and the evidence needed to support this.*	June 2024	**CSt** LMs SDMs SLs Coordinators Teachers Pastoral team GRo	Meeting time Training (ALN) Resources Planning time Possible additional support staffing (££)	• Monitor progress of identified groups of learners and intervene to improve outcomes (*groups may be amended after examination results and Welsh National Test data are received) • Raise awareness of ALN throughout school • Incorporate person-centred practice in engagement with students and parents • Enhance use of differentiation throughout curriculum • Raise awareness of all students with additional needs in the Sixth Form and regular information to staff and liaison. • School data is being used effectively to monitor and evaluate performance of identified groups of Learners, informing how to improve teaching and learning. • All staff are aware of ALN students and are effectively adapting their classroom practice to ensure all students make progress. • The impact of differentiation training is evident in standards of teaching and learning. • All students have a one page profile, formulated through engagement with parents and students themselves. Staff use these to inform how best to teach / support individual students • Information given to staff on a termly basis of ALN students in Sixth Form

4b) Enhance transition practice and develop a shared understanding of progression through effective collaboration **CSt / KDa** **Why?** **Evidence - Primary school student / staff voice and our own staff voice indicate that valuable ground was lost during covid and that our practice would benefit from full review**	*Most Year 6 students actively look forward to joining CAHS* *All key members of staff will be using CPOMS to record safeguarding information/concerns.* *Nearly all parents are logged on and using the Parental Sims app.*	June 2024	**LAI** **New Asst Head** **Sixth** CSt KDa LRo LMs	Hardware / software (££) Collaboration meetings Planning meetings Supply (£)	● Develop pastoral and academic primary - secondary new curriculum transition planning ● Introduce CPOMs gradually with training package ● Introduction of the SIMS app. ● Look to build on collaboration through the Sixth form leaders networking meetings. ● C Alun staff are proactive in liaising with partner primary schools to develop a shared understanding of progression and are a part of the working groups, using these to discuss progression at appropriate intervals ● CPOMs used to record and track student welfare and safeguarding issues ● Sixth Form leaders collaborate effectively and develop a shared understanding of progression with appropriate outside agencies and staff. ● Continue to build on relationship with the Alun school.
<mark>4c) Ensure all students are safe and an inclusive environment is further cultivated in which poverty does not play a role</mark> **CEI / CSt** **Why?** **Evidence - Student / parent / staff voice indicate that we still have students who are disadvantaged by poverty**	*All students with financial challenges access all standard educational resources available to their peers* Capped 9 above 350 pts for FSM students Q/A and self evaluation processes indicate that the school has a safeguarding culture. *FSM whole school attendance to be within 8% of the whole school attendance.*	January 2024	**CST** **CEI** Governors EMa VPE EOW All staff	Meeting time Specific resources (£) Upskilling training time Supply (££)	● Raise awareness of safeguarding across school ● Review site safety ● Increase self evaluation of safeguarding through enhanced student / parent voice ● Develop PSE / RSE provision, including assemblies, to reflect SHRN targets ● Update practice of recording incidents efficiently and clearly ● Staff have received the appropriate safeguarding information and training and are aware of expectations ● New internal fence erected and effective use of new signing in systems ● Students and parents have been consulted and asked for their views on safeguarding arrangements ● Identified PSE and RSE issues have been discussed and covered in lessons and assemblies ● All staff using SIMs and CPOMs record incidents accurately and appropriately ● Safeguarding emphasised by use of lanyards in the Sixth Form and entrance to the building.

					• To ensure FSM students are represented in student voice activities • Fire and Lockdown procedures have been updated to reflect the site changes at School. Successful drill are taking place at regular intervals

5. LEADERSHIP AND MANAGEMENT

5a) Ensure high quality teaching and leadership, organisational accountability, a shared understanding of progression and strong communication across school amidst significant staffing changes **PEd/CEI** **Why?** **Evidence - Although parent voice indicates that communication is improving, staff voice shows that a minority of colleagues feel greater improvement is necessary.** **A period of significant staffing change, although necessary, has caused concern amongst a minority of colleagues about our capacity to improve further**	*Staff voice indicates that many staff perceive an improvement in communication.*	January 2024	**PEd** **CEI** **NQT lead** LMs SDMs EMa	Meetings time INSET Supply Training / INSET (££)	• New staff inducted successfully and swiftly feel part of the Castell Alun team and have access to all necessary resources and information to allow them to be highly effective • Roles of SLT are redefined in line with strengths and priorities • Accountability for areas of altered responsibility (SLT and remodelled Support Team) clarified and communicated effectively to all staff • Good practice shared effectively through revised meeting cycle • Clear focus placed upon weekly communication of key messages to all and all staff to be asked to contribute thoughts by Headteacher weekly • SLT self-evaluates own 'new team working practices' at close of academic year • Training programme accurately reflects school priorities • A shared understanding of progression is developed throughout Castell Alun and with our partner schools • Sharing Good Practice and high quality communication are commonplace in meetings throughout the school • The revised meeting cycle is successfully introduced and is constructed to enable colleagues to work systematically towards school improvement. • Sixth Form administrator to be the 'hub' for collating information on each student.

5b) Respond proactively to local, national and ESTYN requirements by further developing the role of school governors **CEI** **Why?** **Evidence - WAG and ESTYn requirement.** **Anecdotal feedback has suggested that some governor expertise is underused. Governor / staff voice indicates that the balance between support and challenge is delicately balanced but usually found appropriately**	*Most governors are effectively linked to Learning Areas and sub committees, providing high levels of challenge and support* *Governors are linked to specific aspects of school improvement*	April 2024	**CEI** **SWi**	Training time Meeting time Advertising resources (£)	• Governor visibility increased amongst staff and students • Linking governors to Learning Areas provides greater challenge and support • Establish governance role in healthy eating and drinking • Governors to provide rigorous support/ challenge to LAs and been conversant with specific department/areas development plans • Governors to be trained and up to date on requirements to discharge roles effectively
5c) Provide all students with a positive education experience through the enhancement of our learning environment and develop current ICT provision for staff **EMa** **Why?** **Evidence - School Council feedback questions the quality of some physical resources. WAG priority, agreed by staff /student voice that a student's educational experience should be positive.**	*School Council feedback indicates student satisfaction with the learning environment*	Sept 2024	**EMa** CJo SLT	Multiple resources (£££) Meetings	• Workable plan to refurbish classrooms in the main building, starting with T floor was established however current budgetary restraint will be in place for the next financial year - This will be reassessed with the 23/24 budget. • An inner perimeter fence is erected for safeguarding purposes and electronic sign in for all adults implemented • Approach to strengthening ICT provision and infrastructure is planned and monitored • Plan is implemented over academic year to ensure all rooms on T floor meet requisite standard to enhance teaching and learning and M floor rooms refurbishment plan is scheduled for following year • Electronic sign-in and perimeter fence ensure safeguarding is highest priority for all and everyone feels safe on campus • ICT provision facilitates efficiency and effective in learning throughout the school over the 3 year period.

					● Regular appraisal of the Sixth form area as an environment conducive to learning.
<mark>5d) Refine and develop Support Team to underpin evolving practices effectively</mark> **EMa/CEL** **Why?** **Evidence - Restructure of Support Team (summer 2023) must be embedded through necessary support and training.** **Professional Review has not yet been re-implemented.**	*Support team professional review indicates that colleagues successfully transition into the new structure* *All TA's will be given the access to Mike Gershon's training "Maximising TA's"*	April 2024	**EMa** **CSt** PEd	Meeting time Training (£)	● Re-establish support staff professional review ● Encourage inclusivity through Support Team involvement in weekly full staff meetings and develop other structures for improved communication purposes ● Provide targeted training to meet organisational needs of individuals and ensure that coverage is possible for all roles, should need arise ● Programme for effective and meaningful support team professional review used appropriately to develop colleagues in their roles ● Nearly all colleagues are able to attend briefing weekly and a deeper sense of 1 team together is fostered ● Monthly team meetings held with the Business Manager and half termly meetings held with team managers to share information and improve communication ● Should any colleague be absent, their role can be undertaken as necessary by a peer creating sustainability and resilience in the system.
5e) Develop greater staff ownership of PLD to promote development, health and wellbeing throughout school **GRo** **Why?** **Evidence - Whole school PLD responds to identified priorities but learning walks indicate that direct impact on classroom learning should be more evident**	*PLD evaluation forms indicate that many staff benefit from ownership of professional learning which has a positive impact on teaching and learning. .*	June 2024	**GRo** **CSt** CEl SWh Helen Williams (Chair of Govs)	CPOMS (££) INSET (££) SGP across schools - Supply (££) Meeting time (£)	● Headteacher to complete New Headteacher Development Programme and cascade learning to wider SLT ● SEd (new SLT) to be mentored by existing SLT on specific elements of new role ● CSt (new to SLT last academic year) undertakes necessary training on key programme (eg, Prevent) and considers appropriate time to embark upon NPQH ● SLT continue to offer opportunities for shadowing roles (timetable) and co-opted / short term positions on SLT for middle leaders to consider specific areas of whole school work

					● Opportunities for MLDP and SLDP are supported and taken by appropriate staff after due consideration ● CPOMS is in full successful use ● Best practice through training on active learning / oracy is developed ● Middle leadership empowered to share good practice systematically through new meeting cycle ● Colleagues' understanding of assessment and progression in NCfW successfully developed through internally and externally provided training ● New governors and those in new roles trained effectively ● Profile of bilingualism raised through training ● The co-construction of week 1 and 3 agendas successfully empower a range of middle leaders and provide opportunities to further develop their leadership skills; meetings secure the sharing of best practice, which improves standards of teaching and learning ● An effective, whole school CfW assessment procedure is adopted by every AOLE and consequently evaluated and improved where necessary.

Whole School Self Evaluation Cycle - June 2023 onwards

Revised School priorities and School Development Plan by 3/6/24

LA and SDM self evaluation summary by 27/6/22 and draft Area Development

Subject Exam analysis and review completed by 18/9/23

Governors Exam Analysis meetings held by 29/9/23

SLT to establish any Area intervention priorities and schedule by 6/10/23

Final Area, SDM, School DPs confirmed - specific themes copied

PM reviews and objective setting by 23/10/23

SLT review point 1 for whole school self evaluation / SDP by 1/12/23

SDP presented governors at full body meeting - Autumn Term

Ongoing LA / SDM self evaluation activities and monitoring of

SLT review point 2 for whole school self evaluation /

Ongoing Area self evaluation activities. Monitoring of development plans -

SLT self evaluation review point 3. Consultation on new priorities by 20/5/24