



Castell Alun  
High School

2023-2024

WHOLE SCHOOL  
Development Plan - SLT  
Progress Overview

November 2023



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

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

**Specific measurable targets for priorities shown beneath *in italics***



<p>1a) Improve attendance, teaching effectiveness, interventions and learning outcomes through the setting and monitoring of targets based on refined use of data</p> <p><i>Year 11 - Level 2 (inc) 75% Capped 9 - 395 points Year 13 - A*-C - 80% Overall Attendance - 92%</i></p> <p>1b) Ensure each individual becomes ambitious, enterprising, ethical and healthy learners for life through the development of</p>	<p>2a) Track effectively students' wellbeing and break down progress barriers through enhanced support and clear behavioural systems</p> <p><i>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</i></p> <p>2b) Embrace Cymraeg Belongs To All agenda through the</p>	<p>3a) Develop capable, creative, informed and confident learners for life through enhanced pedagogical practices and oracy development</p> <p><i>A majority of students speak confidently in lessons and student interviews. QA of written work indicates that many students make good or better progress.</i></p> <p>3b) Provide effective interventions and quality</p>	<p>4a) Fully implement the ALN Reform and provide effective support to groups of learners</p> <p><i>Many ALN students achieve in-line with national data - eg CATS, Welsh National Tests</i></p> <p>4b) Enhance transition practice and develop a shared understanding of progression through effective collaboration</p>	<p>5a) Ensure high quality teaching and leadership, organisational accountability, a shared understanding of progression and strong communication across school amidst significant staffing changes</p> <p><i>Staff voice indicates that many staff perceive an improvement in communication.</i></p> <p>5b) Respond proactively to local, national and ESTYN requirements by further developing the role of school governors</p> <p><i>Most governors are effectively linked to Learning Areas and sub committees,</i></p>
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<p><b>community based and active learning</b></p> <p><i>A majority of all KS 3 student voice indicates progress in this direction and most students participate actively in each lesson</i></p> <p><b>1c) Improve learning outcomes using effective self-evaluation systems and targeted professional learning which result in high quality teaching</b></p> <p><i>QA and assessment data indicate that many students make good or better progress in each lesson</i></p>	<p><b>embedding of bilingualism and active promotion of language</b></p> <p><i>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</i></p> <p><b>2c) Maximise workforce potential through the recognition of the great necessity for, and impact of, staff wellbeing</b></p> <p><i>Data indicates a reduction in staff absence and long-term stress-related illness. Sustained participation in staff wellbeing activities.</i></p> <p><b>2d) Better equip students with fundamental skills through the implementation of a new delivery model for WBQ at National Level</b></p> <p><i>80% of students achieve the WBQ at KS4</i></p>	<p><b>feedback through the further development of assessment practice</b></p> <p><i>Most students make progress as a consequence of feedback provided through our R&amp;I strategy. Many students self and peer assess effectively</i></p> <p><b>3c) Produce employable, literate, numerate and digitally competent learners by developing students' skills across the curriculum through effective collaboration</b></p> <p><i>QA indicates that many students make good or better progress in skill development</i></p>	<p><i>Most Year 6 students feel prepared and supported in the transition process</i></p> <p><b>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</b></p> <p><i>All students with financial challenges access all standard educational resources available to their peers. Data indicates a narrowing of the FSM attainment gap</i></p>	<p><i>providing high levels of challenge and support</i></p> <p>5c) Provide all students with a positive education experience through the enhancement of our learning environment and develop current ICT provision for staff</p> <p><i>School Council feedback indicates student satisfaction with the learning environment</i></p> <p><b>5d) Refine and develop Support Team to underpin evolving practices effectively</b></p> <p><i>Support team professional review indicates that colleagues successfully transition into the new structure</i></p> <p>5e) Develop greater staff ownership of PLD to promote development, health and wellbeing throughout school</p> <p><i>PLD evaluation forms indicate that many staff benefit from ownership of professional learning.</i></p>
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# Whole School Development Plan 2023/24

Objectives – rationale (through self-evaluation), person responsible	Specifically	RAG Rated Progress To Date	Measured Progress / Impact - against SDP specific measurable targets (termly review) based on QA
1.			
<p>1a) Improve attendance, teaching effectiveness, interventions and learning outcomes through the setting and monitoring of targets based on refined use of data (CEI/GDa/SEd)</p> <p>To be added in Sept 2023</p> <p>Hyperlinks to be added to Why (evidence) when possible</p> <p><u>Why?</u> Evidence - Previous academic year. We believe that all can be maintained or improved further.</p> <p>Provisional Figures for 2022/3, including COVID-impact WJEC grading slight inflation - pending SSSP confirmation:-</p> <p>Year 11 Level 2 inc - 75% Capped 9 - 397 Year 12 / 13 A*- C - 85% Overall attendance - 89%</p>	<p>Year 11 - Level 2 (inc) 75%</p> <p>Capped 9 - 395 points, less than 40 pts gap for FSM students</p> <p>Year 12/ 13 - A*-C - 80%</p> <p>Overall Attendance - 92%</p>		<ul style="list-style-type: none"> <li>• Current whole school attendance is higher than this time last year. It is currently 92.23% year to date (15/11/23). This is about 1.5% higher than at equivalent time last year. <a href="#">WS Attendance Summary 13-10-23 (1).docx</a></li> <li>• FSM attendance gap was +12% last year. This has reduced to just over 9%</li> <li>• From STR1 Year 11 level 2+ is 71% comparable with this time last year and the actual results of 2023. <a href="#">Year 11 STR1 Data</a></li> <li>• Capped 9 points, current prediction is 388. Comparable with previous data.</li> <li>• Gap between FSM and non FSM has closed only slightly from 80 to 77</li> <li>• Positively our Maths, Science and L2+ gap has narrowed from 40% to approximate 20%</li> <li>• 5 FSM students identified as not doing 9 subjects</li> <li>• Clarifying if three students on FSM will actually contribute due to their ages</li> </ul>

<p>1b) Ensure each individual becomes ambitious, enterprising, ethical and healthy learners for life through the development of community based and active learning (GRo)</p> <p><b>Why?</b> 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.</p>	<p><i>A majority of all KS 3 student voice indicates progress in this direction and most students participate actively in each lesson</i></p>		<p>Evidence to be collated before close of term: Languages Area Review; KS3 learner voice; STR LE data</p>
<p>1c) Improve learning outcomes using effective self-evaluation systems and targeted professional learning which result in high quality teaching PEd / GRo</p> <p><b>Why?</b> 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.</p>	<p><i>QA and assessment data indicate that many students make good or better progress in each lesson</i></p>		<ul style="list-style-type: none"> <li>• Self evaluation reporting practice in LAs further refined to be more succinct and development-focussed - IMPACT less time-consuming to write / update and less self-congratulatory. To be monitored further</li> <li>• GBI and KJo presented effective self and peer assessment strategies in School Improvement meeting on November 23rd 2023. Nearly all middle leaders found the training useful. Impact to be evaluated in QA lesson and book reviews.</li> <li>• Evidence to be collated before close of term: STR data for years 7,8, 10-12 and report data for yr 9; KS4 area QA and Languages Area Review</li> </ul>
<p>2a) Track effectively students' wellbeing and break down progress barriers through enhanced support and clear behavioural systems CST</p>	<p><i>Student voice indicates that most students feel their wellbeing is supported in school. Many parents indicate their child is supported to make</i></p>		<ul style="list-style-type: none"> <li>• This year's SHRN survey saw the participation of 95% of students. The outcomes, expected in Easter, will directly influence the content covered in PSHE, as well as creating opportunities for additional interventions aimed at providing enhanced support to students.</li> <li>• Numbers of students seen daily by the pastoral team are high, indicating need but also enabling school to meet many of these needs - enhanced</li> </ul>

<p><b>Why?</b>  <b>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.</b></p>	<p><i>good or better progress in school</i></p>		<p>provision IMPACT evident but team is working at capacity and need not relenting</p>
<p><b>2b) Embrace Cymraeg Belongs To All agenda through the embedding of bilingualism and active promotion of language</b>  <b>PEd</b></p> <p><b>Why?</b>  <b>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.</b></p>	<p><i>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</i></p>		<ul style="list-style-type: none"> <li>• Significant IMPACT - Great increase in Welsh option numbers in Year 12 from Sept 2023. Many staff say this is due to classroom experience in KS4, effective marketing of subject and clear national agenda to increase examination class uptake of Welsh and ensure students are aware of value of staying in Wales for work post education</li> <li>• Anecdotal observations indicate that ‘Intentional’ use of Welsh around the school is gradually increasing, amongst staff and students, but more progress is necessary.</li> <li>• 1/9/23 - 13/11/23 - 693 Bilingualism praise points issued (decreases with age in school), 362 to Year 7, 51 to Year 10, 5 to Year 13 - no comparable data available for last academic year, but to be tracked from now onwards, termly.</li> </ul>
<p><b>2c) Maximise workforce potential through the recognition of the great necessity for, and impact of, staff wellbeing</b>  <b>PEd</b></p> <p><b>Why?</b>  <b>Evidence - Voluntary redundancy for teaching and support staff and some compulsory redundancy for support staff have been necessary and we must respond to this in a way which</b></p>	<p><i>Data indicates a reduction in staff absence and long-term stress-related illness. Sustained participation in staff wellbeing activities.</i></p>		<ul style="list-style-type: none"> <li>• Period 1/9/22 - 13/11/22 = 828 teaching periods lost to staff illness, (903 periods required cover in general) 440 of these can be attributed to long term(possibly stress-related) absence. However, IMPACT of wellbeing strategies and probably other factors also, same period 1/9/23 - 13/11/23 - 264 teaching periods lost to staff illness, (511 periods required cover in general) 100 of these can be attributed to long term(possibly stress-related) absence.</li> <li>• Nearly all teaching staff and a minority of support staff participated in the wellbeing hour allocated to all on 27th October training day. (<i>Feedback figures from survey?</i>)</li> <li>• October 2023 Staff Wellbeing survey - 72 responses (many teaching and support colleagues) - Many, (80%) feel valued in role, most (88%) agree that work has a positive impact on their wellbeing, A minority (37%) disagree that there are processes in place to voice concerns about their wellbeing (currently no staff counselling service available). Many (72%) agree CAHS takes active steps to support general wellbeing of staff (most popular ways -</li> </ul>

<p><b>places staff wellbeing at the core of working practice</b></p>			<p>flu jabs, social events, no emails after 6pm, enhanced pastoral hub,twilights, wellbeing time on training days, increased presence of SLT on corridors,, pension talks, reformed meeting cycle). Some concern expressed over how to talk to students and parents about mental health issues.</p>
<p>2d) Better equip students with fundamental skills through the implementation of a new delivery model for WBQ at National Level <b>GRo / SEd</b></p> <p><u>Why?</u> <b>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.</b></p>	<p><i>80% of students achieve the WBQ at KS4</i></p>		<ul style="list-style-type: none"> <li>Currently, 95% of yr 11 students (nearly all) are expected to achieve A*-C and 9% are expected to achieve A/A*. Interventions to support students with incomplete work are underway.</li> </ul>
<p>3.</p>			
<p>3a) Develop capable, creative, informed and confident learners for life through enhanced pedagogical practices and oracy development <b>GRo</b></p> <p><u>Why?</u> <b>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</b></p>	<p><i>A majority of students speak confidently in lessons and student interviews.QA of written work indicates that many students make good or better progress.</i></p>		<ul style="list-style-type: none"> <li>School Improvement meeting in November focused on examining pedagogical practices in science that support literacy development. Impact: strategies have been shared with middle leaders to enhance practice across school and impact to be monitored in QA exercises.</li> <li><b>Evidence to be collated before close of term: KS4 area QA and Languages Area Review</b></li> </ul>

<p>great potential for further development.</p>			
<p>3b) Provide effective interventions and quality feedback through the further development of assessment practice SEd</p> <p><u>Why?</u> Evidence - QA / work scrutiny indicate a lack of consistent use of R&amp;I stamp in a minority of subjects. QA / work scrutiny / staff voice indicate that colleagues require further development in areas of new curriculum assessment</p>	<p><i>Most students make progress as a consequence of feedback provided through our R&amp;I strategy. Many students self and peer assess effectively</i></p>		<ul style="list-style-type: none"> <li>September training day - Assessment and the effective use of the R&amp;I feedback, in line with whole school policy, was presented to all teaching staff. Emphasis placed on the need to include skills based targets and time within lessons for students to improve. Impact to be seen through QA process</li> <li>Evidence to be collated before close of term: KS4 area QA and Languages Area Review</li> <li>GwE Training delivered to middle leaders on the importance of self assessment- <a href="#">GwE training</a> Impact - in book scrutinies seeing improved use of self assessment by students</li> <li>LAM's sharing of good practice, Sheila Clark training, Nov 2023 - IMPACT AOLE leaders aware of key principles of self assessment , consistent classroom tools for independent learning to be investigated. <a href="#">Principles GBl</a>.</li> <li>Review of assessment and reporting of new curriculum underway. SEd to consult with KJo (CfW) and STh (LE) to develop effective ways to both assess, track and then report to parents in line WG guidelines</li> </ul>
<p>3c) Produce employable, literate, numerate and digitally competent learners by developing students' skills across the curriculum through effective collaboration KJo / GRo</p> <p><u>Why?</u> Evidence - As staff / students begin to grasp fully the importance of the development of skills for the future, learning walks indicate that skills require greater focus in a minority of KS3 lessons</p>	<p><i>QA indicates that many students make good or better progress in skill development</i></p>		<ul style="list-style-type: none"> <li>November 2023: GRO and CEL visited Ysgol Eirias to collaborate regarding student skill development. IMPACT: areas are to collate evidence of progress in skills as part of their lower school QA in the summer term. GRO is to collate a whole school evidence folder. More effective use of WNT data has been agreed leading to improved tracking and interventions.</li> <li>GRo meetings with Skills leaders. NUMERACY IMPACT : maths teachers' pastoral links to be used to support numeracy delivery in registration for years 7-9 to improve delivery and student outcomes. JJo to work primarily with Food, Geography and Art departments to support numeracy elements of their new curriculums leading to improved delivery and outcomes. Students' numeracy work in these areas to be moderated by JJo to secure standards across the curriculum. LITERACY IMPACT: reading culture across school is being strengthened following shared teaching resources, the purchase of triple sets of fiction to establish reading groups, new reading journals and oracy tasks now being used in registration. Oracy November to be evaluated before the end of term. A digital literacy resource to support the development of writing has been shared to secure standards of writing</li> </ul>



			in the new curriculum. DCF IMPACT: a shared vision and values have been agreed with primary cluster to enhance transition.
<b>4.</b>			
<p>4a) Fully implement the ALN Reform and provide effective support to groups of learners CSt</p> <p><b>Why?</b> 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</p>	<p><i>Many ALN students achieve in-line with national data - eg CATS, Welsh National Tests</i></p>		<ul style="list-style-type: none"> <li>Nearly all TAs had training via Mike Gershon's "What makes an effective TA" resources.</li> <li>3 Members of the ALN team are in the process of further CPD training opportunities to create further interventions and ALPS to support students.</li> <li>OPPs (One page profiles) have been established and are readily accessible for staff reference. This initiative is anticipated to have a positive impact by ensuring that students' academic and emotional needs are addressed through a student-led approach.</li> <li>Awaiting the first set of National Tests (to be sat after Christmas). CATs and baseline testing carried out for benchmarking purposes</li> </ul>
<p>4b) Enhance transition practice and develop a shared understanding of progression through effective collaboration CSt / SEd</p> <p><b>Why?</b> 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</p>	<p><i>Most Year 6 students feel prepared and supported in the transition process</i></p>		<ul style="list-style-type: none"> <li>1000 parents have now signed up to the App and feedback has been very positive.</li> <li>All headteachers within the cluster have provided extremely positive feedback on evaluating last academic year's transition plan.</li> <li>All feedback from primary school students following Sarah Thomas health and wellbeing visits have been extremely positive.</li> <li>Through collaborative efforts with our cluster primary schools, a novel transition plan has been developed. This initiative is designed to equip future students with an ethos centred around prioritising student wellbeing. <a href="#">Castell Alun Cluster Transition Plan - 2023 - 2024.docx</a></li> </ul>

<p>4c) Ensure all students are safe and an inclusive environment is further cultivated in which poverty does not play a role</p> <p>CEI / CSt</p> <p><b>Why?</b>  <b>Evidence - Student / parent / staff voice indicate that we still have students who are disadvantaged by poverty</b></p>	<p><i>All students with financial challenges access all standard educational resources available to their peers. Data indicates a narrowing of the FSM attainment gap</i></p>		<ul style="list-style-type: none"> <li>• The current gap between whole school attendance and FSM is 10.72%</li> <li>• 30 students have engaged and started children's university in both Year 7 and 8.</li> <li>• 32% of FSM students' parents attended the Year 10 information evening</li> <li>• Gap between FSM and non FSM has closed only slightly from 80 to 77</li> <li>• Positively our Maths, Science and L2+ gap has narrowed from 40% to approximate 20%</li> <li>• 5 FSM students identified as not doing 9 subjects</li> <li>• Clarifying if two students on FSM will actually contribute due to their ages</li> </ul>
<p>5.</p>			
<p>5a) Ensure high quality teaching and leadership, organisational accountability, a shared understanding of progression and strong communication across school amidst significant staffing changes</p> <p>CEI / GRo / PEd</p> <p><b>Why?</b>  <b>Evidence - Although parent voice indicates that communication is improving, staff voice shows that a minority of colleagues feel greater improvement is necessary.</b>  <b>A period of significant staffing change, although necessary, has caused concern amongst a minority of colleagues about our capacity to improve further</b></p>	<p><i>Staff voice indicates that many staff perceive an improvement in communication.</i></p>		<ul style="list-style-type: none"> <li>• Use of staff portal for copies of all key communications to parents, weekly Blog, Team Meet (Weds), reformed meeting cycle, reduced number of all staff emails, no emails after 6pm, Bulletin, Head's email briefing (Fri) - anecdotal feedback to date and through meetings (not quantified) indicates generally positive IMPACT and steady improvement in communications with colleagues to date this year. Survey to be conducted next term.</li> <li>• 97% of staff found the priority update session on the training day to be either very beneficial (33%) or beneficial (65%)</li> <li>• The recent introduction of a fortnightly LAMs meeting has been positively received, fostering shared understanding and a strong focus on teaching and learning. The discussions and sharing good have focussed on skills, assessment standards, progression, and feedback. see links folder for Impact.</li> </ul>

<p>5b) Respond proactively to local, national and ESTYN requirements by further developing the role of school governors CEI</p> <p><b>Why?</b> <b>Evidence - WAG and ESTYN requirement.</b> <b>Anecdotal feedback has suggested that some governor expertise is underused.</b> <b>Governor / staff voice indicates that the balance between support and challenge is delicately balanced but usually found appropriately</b></p>	<p><i>Most governors are effectively linked to Learning Areas and sub committees, providing high levels of challenge and support</i></p>		<ul style="list-style-type: none"> <li>• Governors attend exam analysis meetings in September delivered by each Area of Learning (AOLE) Each presentation lasts for about an hour and covers not only performance but also highlights developments and improvements to be made for the year. Governors actively challenge and question leaders throughout the process, detailed notes are made – <a href="#">see hyperlink?</a></li> <li>• Governors are connected to an AOLE and are encouraged to visit once per term, to discuss their improvement plan and objectives, while also providing constructive criticism. Within termly governors meetings information from these AOLE links meetings are shared and discussed</li> <li>• Governor self assessment on agenda for full meeting at start of December 2023</li> </ul>
<p>5c) Provide all students with a positive education experience through the enhancement of our learning environment and develop current ICT provision for staff EMa</p> <p><b>Why?</b> <b>Evidence - School Council feedback questions the quality of some physical resources.</b> <b>WAG priority, agreed by staff /student voice that a student's educational experience should be positive.</b></p>	<p><i>School Council feedback indicates student satisfaction with the learning environment</i></p>		<p>ICT provision for staff and students has been improved in the following ways:</p> <ul style="list-style-type: none"> <li>• Lower Sixth Form area has received 30 new chromebooks and 11 new computer bases. Upper Sixth Form has received 18 new bases for students. The 6th Form Leadership team have also received a new Chromebook.</li> <li>• M12 (Maths computer suite has received 25 new bases.</li> <li>• The staff work room has received 4 new bases</li> <li>• Science middle prep room, PSE office, and Expressive Arts have received a new base each.</li> <li>• ICT Coordinator's office has received 2 new bases.</li> <li>• ICT Manager is investigating the improvement of the wifi coverage for Sixth Form students</li> <li>• Use of the staff portal has been encouraged making information and support more accessible to staff.</li> <li>• GDPR training was given to teaching staff on the training day which received positive staff feedback (21% of all responses said it was very beneficial and overall 90% said it was beneficial)</li> <li>• Half Termly meeting have been set for the ICT Co-ordinator, IT Manager and Business Manager to improve communication between teams and discuss potential ICT improvements</li> </ul>

			<p>New floodlights have been installed on the ATP to allow after school use during the winter months.</p> <p>Air Conditioning has been installed in the food technology room to improve the learning and working environment for students and staff.</p>
<p>5d) Refine and develop Support Team to underpin evolving practices effectively EMa/CEL</p> <p><u>Why?</u> Evidence - Restructure of Support Team (summer 2023) must be embedded through necessary support and training. Professional Review has not yet been re-implemented.</p>	<p><i>Support team professional review indicates that colleagues successfully transition into the new structure</i></p> <p><i>All TA's will be given the access to Mike Gershon's training "Maximising TA's"</i></p>		<p>Bi-weekly meetings have taken place between the Business Manager and the level 4 support team managers. Many staff agree that this has improved communication between teams and offered a platform to discuss new ideas, improvements and initiatives. Further IMPACT - new managers feel this is beneficial in establishing them in their roles and the successful implementation of new support staff structure from September.</p> <p>The Business Manager is ready to share the revised Performance Review documents and workflow with the Level 4 Support Team managers.</p>
<p>5e) Develop greater staff ownership of PLD to promote development, health and wellbeing throughout school GRo</p> <p><u>Why?</u> Evidence - Whole school PLD responds to identified priorities but learning walks indicate that direct impact on classroom learning should be more evident</p>	<p><i>PLD evaluation forms indicate that many staff benefit from ownership of professional learning.</i></p>		<ul style="list-style-type: none"> <li>• All teachers and TAs have selected the focus of their own professional learning this year from 10 areas highlighted by Mike Gershon as critical to supporting vulnerable learners. All teachers have also identified their own performance management targets.</li> <li>• 75% of staff (many) found the opportunity to work on their professional learning topic useful on the October training day.</li> </ul>

# Whole School Self Evaluation Cycle - June 2023 onwards

