



Castell Alun  
High School

2023-2024

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WHOLE SCHOOL  
Development Plan - SLT  
Progress Overview

March 2024



## 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><b>Why?</b>  <b>Evidence - Previous academic year. We believe that all can be maintained or improved further.</b></p> <p><b>Provisional Figures for 2022/3, including COVID-impact WJEC grading slight inflation - pending SSSP confirmation:-</b></p> <p><b>Year 11 Level 2 inc - 75%</b>  <b>Capped 9 - 397</b>  <b>Year 12 / 13 A* - C - 85%</b>  <b>Overall attendance - 89%</b></p>	<p><i>Year 11 - Level 2 (inc) 75%</i></p> <p><i>Capped 9 - 395 points, less than 40 pts gap for FSM students</i></p> <p><i>Year 12/ 13 - A*-C - 80%</i></p> <p><i>Overall Attendance - 92%</i></p>		<ul style="list-style-type: none"> <li>● STR2 Year 11 Level 2+ is 70 %. Exactly the same as TR1</li> <li>● Capped 9 points stand at 386, slight difference of -2 compared to STR1</li> <li>● Gap between FSM and non-FSM has remained the same at capped level, but the core subjects have continued to narrow the gap to below 20%.</li> <li>● Current whole school attendance is higher than this time last year. It is currently 91.6% year to date (26/1/24). This is about 1.6% higher than at equivalent time last year.  <a href="#">WS Attendance Summary 26-1-24.docx</a></li> <li>● FSM attendance gap was +12% last year. This has reduced to just under 10%</li> <li>● A* - C Year 13 (not including BTEC) currently sits at 90%. Significant increase on previous year.</li> </ul>

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*

**English KS4 Student Voice** (sample size 15 students across 9 groups) Summary: All students agreed that they are making progress in English (none disagreed). Nearly all agreed that they are encouraged to participate verbally in nearly all English lessons (very few disagreed and a minority strongly agreed). All agreed that their lessons are appropriately challenging. Linked document: [English KS4 QA Summary.docx](#)

**Humanities KS4 Student Voice** (sample size 16) Summary: Nearly all students said they had good opportunities for oracy in lessons/ reading out loud / targeted questions to specific students/ group work/ pair work/ class discussions/ feedback to teacher. Most students feel confident regarding oracy. Few students feel that they need to be sure they are right before making oral contributions. Nearly all students say they make good progress in Humanities lessons. Linked document [Expressive Arts and Technology KS4 Quality Assurance Summary 2023.docx](#)

**Maths KS4 Student Voice** (sample 16) Summary: Many students were able to give examples of how discussion in the lesson helps them complete the tasks set. Few commented that discussion is sometimes difficult due to the behaviour of some in the class. Very few feel the work is too easy with half saying they are confident with some topics, others are more challenging. Linked document [Maths KS4 QA.docx](#)

**Expressive Arts and Technology KS4 Student Voice** Summary: Most students felt that they had good opportunities to talk and discuss work with the teacher or other students during the lesson. Activities such as talking with partners, more able coaching less able, class discussion and QA sessions also helped to move their learning on. Linked document [Humanities KS4 QA Summary.docx](#)

**Languages Area Review Student Voice** (sample 32) Cymraeg: All students felt their oracy skills are developing as phrases now coming to them more naturally. Felt they can improve even further with more practice. Students feel group work helps oracy skills and being given vocabulary/structures to use. MFL: To improve oracy, a majority want more exam style speaking practice as this encourages their production of spontaneous language. Sentence stealers ( a EPI technique) were mentioned as a help to encourage fluency. Linked document [Languages Learning Area Review Findings Report docx.docx](#)

<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>QA and assessment data indicate that many students make good or better progress in each lesson</p>		<ul style="list-style-type: none"> <li>• Most staff are using Mike Gershon tutorials to develop pedagogical practices in areas such as AfL, independent learning and feedback. Impact to be evaluated in performance management lesson observations.</li> <li>• GwE QA of English, maths and science (sample size 27 year 8 books) found student resilience to be strong evident in the progress made through the effective drafting process. Stretch and challenge was evident in most books leading to good progress. Linked document <a href="#">SS overview of strengths.docx</a></li> <li>• Target - Many (70% or more) students make good or better progress in learning experiences - achieved in Modern Foreign Languages Review, although findings to work upon (Nov 2023) and, as previously indicated in Humanities (June 2023) Next scheduled review June 2024 - Expressive Arts. Likely to undertake a KS 3 Pastoral Review also in half term 5.</li> </ul>
<p>2a) Track effectively students wellbeing and break down progress barriers through enhanced support and clear behavioural systems CSt</p> <p><b>Why?</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.</p>	<p>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</p>		<ul style="list-style-type: none"> <li>• A staff working group and the student council are jointly crafting a new school-wide behaviour policy, scheduled for rollout in the upcoming summer term. Their focus lies on addressing barriers and enhancing support provisions, while also prioritising consistency across the board.</li> <li>• The creation of the Hwb and ongoing establishment of the inclusion room have led to a substantial reduction in overall conduct logs for specific behaviours.</li> <li>• Good progress against the introduction of the Inclusion Plan document, intended to replace the current PSPs for students requiring additional support, aims to streamline processes and align more effectively with the new ALN reform. <a href="#">Castell Alun High School Inclusion Plan.docx</a></li> </ul>

<p>2b) Embrace Cymraeg Belongs To All agenda through the embedding of bilingualism and active promotion of language</p> <p>PEd</p> <p><u>Why?</u>  <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>● Highly effective IMPACT to date (Sept 2023 24 students but Jan 2024 - 20 students). KS 5 numbers therefore greatly exceed expectations. Outstanding numbers studying Welsh in Yr 12 after previously unviable class (current Yr 13).</li> <li>● Praise points for intentional use of Welsh - good start to year, have fallen away a little with older students this term, therefore average. Further push / incentive needed.</li> <li>● Anecdotal observations indicate that 'Intentional' use of Welsh around the school remains at least consistent, if not slight improvement, with further progress yet sought. Actual figures to date 8/1/24 - 9/2/24 (5 week period only) 407 praise points for Bilingualism. (Previously 9 week period 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. Therefore the rate at which Bilingualism points are being awarded now is slightly higher than previously the case.</li> <li>● Enhanced extra curricular provision, enhanced understanding of Welsh in workplace at KS5 specifically, growth of Welsh Student Council - all positive steps in Promoting Cymraeg Belongs to All (anecdotal)</li> </ul>
<p>2c) Maximise workforce potential through the recognition of the great necessity for, and impact of, staff wellbeing</p> <p>PEd</p> <p><u>Why?</u>  <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 places staff wellbeing at the core of working practice</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 8/1/24 - 1/3/24 (7 school weeks) = 478 total teaching periods lost to staff illness, 297 of these periods required cover in general of these 238 of these can be attributed to long term(possibly stress-related) absence. This is roughly in-line with a similar length period at the start of this academic year. Nearly all teaching staff and a minority of support staff participated in the wellbeing hour allocated to all on 27th October training day. Nearly all ultimately reported that they found the session worthwhile</li> <li>● October 2023 Staff Wellbeing survey - 72 responses (many teaching and support colleagues) generally very positive feedback (see previous Progress Report Nov 23) - Concern over staff wellbeing check-in sessions addressed with return of wellbeing 1:1 talks with Carol J. Concern previously expressed about lack of this service. However, very few staff currently using service (2 per week at present), although anecdotally we are aware that this will grow</li> </ul>

<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, 96% of the 202 yr 11 students who are entered (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 great potential for further development.</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>Humanities KS4 lesson observations: Nearly all students were able to articulate well and skilful questioning probed more deeply to elicit a more considered and detailed response. Linked document <a href="#">Humanities KS4 QA Summary.docx</a></li> <li>Languages Area Review: very wide range of oracy opportunities provided, clearly progressing upwards through Blooms' taxonomy - expressing opinions, analysis of data, debating pros and cons, evaluating statements to reach a judgement. In nearly all lessons subject specific terminology was used extremely confidently by students when describing how to improve their responses. The high quality of student responses was noted in nearly all lessons from many students. In a majority of lessons the target language was used judiciously. This proved very effective for providing students with good models of spoken language while still allowing high levels of understanding Linked document <a href="#">Languages Learning Area Review Findings Report.docx.docx</a></li> </ul>



<p>3b) Provide effective interventions and quality feedback through the further development of assessment practice SEd, GRo</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>• Every LA has carried out QA at KS4. LA has generated their own action points based on findings from work scrutiny, learning walks and student and staff voice. Findings have been shared with LA and SLT. LAs to action their own points based on findings. Details of each held centrally on Google Drive</li> <li>• KS5 QA taking place within LAs this term (Spring 2024)</li> <li>• SED worked with STh and KJo to develop format for reporting on Wellbeing having completed review of assessment and reporting for CFW</li> <li>• Year 7 &amp; 8 will receive a report on wellbeing in the second round of STRs (March 2024). Report derived from data relating to attendance and conduct points. Reports in line with WG guidance for wellbeing. SDMs and Group Tutors involved in the process. Review to take place (April 2024) once complete to establish working model going forward</li> <li>• Humanities Learning Area review: most history books (sample 8) show an effective but limited number of self (SA) and peer assessment(PA). Nearly all students (sample 16) said they value SA &amp; PA and are given ample opportunities as well as time for R &amp; I work. Nearly all students said they were given strategies to improve. Business work review (sample 6: nearly all students effectively self assessed using check-lists and make valuable improvements.</li> <li>• Maths KS4 QA (sample size 23): a majority are able to assess their own learning and make improvements based on feedback. maths student voice (sample 16) SA is used by nearly all but there is limited evidence of PA</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>• Oracy learning walk (sample 23 lessons) found that most students make some verbal contributions in most lessons , that a majority of students use tier 3 vocab appropriately but that a minority of students need more support to develop their responses. Linked document <a href="#">Summary of Standards in Oracy.docx</a></li> <li>• GwE led Year 9 book review (sample size 92 books) found that provision for and progress in skills is good in many books. Linked document <a href="#">Yr 9 progress book summary June 2023 (4).docx</a></li> <li>• GwE led review of Year 8 books (sample size 27) rated the success of tasks in developing literacy to be green in English and science and there to be no evidence presented in maths. The development of numeracy skills was provisionally appropriate in English and science and green in maths. The development of digital competency was amber in maths and science, and no evidence was presented in English. Recommendations include a consistent skill specific approach to planning in science. Linked document <a href="#">SS Report Dec 2023.pdf</a></li> </ul>

			<ul style="list-style-type: none"> <li>English KS4 book review (sample size 30 books) Quality of work in <b>nearly all</b> books was strong, with evidence of extended answers to exam style questions Linked document <a href="#">English KS4 QA Summary.docx</a></li> </ul>
4.			
<p>4a) Fully implement the ALN Reform and provide effective support to groups of learners CSt</p> <p><u>Why?</u> 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>The impact of Year 8 and Year 9 reading interventions has proven positive during the initial intervention cycle, with over half of the students demonstrating a notable improvement in their reading levels.</li> </ul> <p><a href="#">Comparison of reading scores.docx</a> <a href="#">Years 8 and 9 reading intervention Feb 24.xlsx</a></p> <ul style="list-style-type: none"> <li>With the implementation of two-factor authentication via Google Drive, one-page profiles and ALN (Additional Learning Needs) information are now stored in a central, easily accessible area. This streamlined access enables staff to efficiently locate and navigate relevant information to support students in real-time.</li> <li>3 TA's have recently undertaken the Trauma Informed Schools training.</li> </ul>
<p>4b) Enhance transition practice and develop a shared understanding of progression through effective collaboration CSt / SEd</p> <p><u>Why?</u> 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>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> <li>More than 100 primary school students enthusiastically took part in the recent sports festival held here, participating in both football and netball events.</li> <li>On January 23rd, 2024, the cluster hosted its inaugural Cluster Student Council meeting, which saw representatives from all primary schools within the cluster, as well as Year 7 group representatives, convene. One of the key tasks assigned to the group was to formulate a "help sheet" for the upcoming Year 6 students.</li> <li>The transition feedback from current Year 7 students regarding the ongoing preparations for the 2023/2024 transition was overwhelmingly positive. <a href="#">Transition student voice 22.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 CEI / CSt</p> <p><b>Why?</b> Evidence - Student / parent / staff voice indicate that we still have students who are disadvantaged by poverty</p>	<p>All students with financial challenges access all standard educational resources available to their peers. Data indicates a narrowing of the FSM attainment gap</p>		<ul style="list-style-type: none"> <li>• The FSM attendance gap is still 10%</li> <li>• 20 students completed the children's university programme with 19 officially Graduating.</li> <li>• The capped 9 FSM gap is still +70 points but the core subject A*- C has narrowed by over 50% see 1A</li> <li>• The introduction of FSM champion has ensured greater monitoring and support provided to students. Exact rates of increase yet to be reported FSM rates of praise points up - figure to be added</li> </ul>
5.			
<p>5a) Ensure high quality teaching and leadership, organisational accountability, a shared understanding of progression and strong communication across school amidst significant staffing changes CEI / GRo / PEd</p> <p><b>Why?</b> 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,</p>	<p>Staff voice indicates that many staff perceive an improvement in communication.</p>		<ul style="list-style-type: none"> <li>• Survey Feb 2024 - Currently many staff (or more) feel there is real value in the full staff meeting (Weds - after school), the Bulletin (each week) and the reduction in number of whole staff emails (none after 6pm). The following have a return around 50% (half of all responses) and perhaps are more dependent upon role in the organisation, it seems - use of staff portal for key messages (staff idea), BLOG (aimed primarily at parents), Reformed Meeting Cycle, Head's briefing after school on Friday.</li> <li>• Fortnightly LAMs meeting - positively received, (aiming to foster a shared understanding and a strong focus on teaching and learning). A links folder is to be created to share resources and collect exemplar work from students</li> <li>• All LAM's are positive regarding the changes in communication systems and the meeting cycles. They feel the balance between link meetings with SLT members and the improvement meeting cycle meeting (Thursday) is supportive and driving standards. The Wednesday morning CTC is also valued as an informal gathering to discuss any day to day issues.</li> </ul>

<p>has caused concern amongst a minority of colleagues about our capacity to improve further</p>			
<p>5b) Respond proactively to local, national and ESTYN requirements by further developing the role of school governors CEI</p> <p><u>Why?</u> 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</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>• A review of Governors involvement to be conducted during the spring and summer term, specifically around their AOLE involvement and their understanding of the strengths and areas of development of the school</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><u>Why?</u> Evidence - School Council feedback questions the quality of some physical resources. WAG priority, agreed by staff /student voice that a student's</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. Additional information has been added.</li> </ul>

<p><b>educational experience should be positive.</b></p>			<ul style="list-style-type: none"> <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 meetings have been set for the ICT Co-ordinator, IT Manager and Business Manager to improve communication between teams and discuss potential ICT improvements.</li> <li>● New ICT support system launched for staff to report issues/request support</li> <li>● New ICT training videos have been uploaded to the staff portal.</li> <li>● Grant funding has been awarded which has resulted in 113 additional Ipad's in Science for the use of students. The grant funding has also been used to purchase 4 Ipad trolleys, 2 robots and 10 colorimeters.</li> <li>● New floodlights have been installed on the ATP to allow after school use during the winter months.</li> <li>● Air Conditioning has been installed in the food technology room to improve the learning and working environment for students and staff.</li> </ul>
<p>5d) Refine and develop Support Team to underpin evolving practices effectively EMa/CEL</p> <p><b>Why?</b> <b>Evidence - Restructure of Support Team (summer 2023) must be embedded through necessary support and training.</b> <b>Professional Review has not yet been re-implemented.</b></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>		<ul style="list-style-type: none"> <li>● 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.</li> <li>● The Business Manager is ready to share the revised Performance Review documents and workflow with the Level 4 Support Team managers. This will be implemented with all support staff in the Summer Term.</li> <li>● 2 members of the Reception team have completed Trauma Informed Training. This will enhance the support available to students and build confidence within the team.</li> <li>● The new admin team/system with regards to reports/ assessment is effective and efficient, improving the turn around times from data submission by teachers to sending the information home to parents.</li> </ul>
<p>5e) Develop greater staff ownership of PLD to promote development, health and wellbeing throughout school GRo</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>● Learning Area managers report that the provision of time on the twilight evening of 6th February, as well as time on the CfW training day to prepare for the primary transition event and for the roll out of the new curriculum in Sept 2024, was highly beneficial. Impact: anecdotal feedback from primary colleagues was very positive and primary heads to complete evaluation</li> </ul>

<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>questionnaire on Tuesday 5th March. Impact on our curriculum planning to be measured when all documentation is audited in the summer term.</p>
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## Whole School Self Evaluation Cycle - June 2023 onwards

