



Castell Alun
High School

2023-2024

WHOLE SCHOOL
Development Plan - SLT
Progress Overview

June 2024



Priorities 2023 -2025 (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>community based and active learning</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>1c) Improve learning outcomes using effective self-evaluation systems and targeted professional learning which result in high quality teaching</p> <p><i>QA and assessment data indicate that many students make good or better progress in each lesson</i></p>	<p>embedding of bilingualism and active promotion of language</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>2c) Maximise workforce potential through the recognition of the great necessity for, and impact of, staff wellbeing</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>2d) Better equip students with fundamental skills through the implementation of a new delivery model for WBQ at National Level</p> <p><i>80% of students achieve the WBQ at KS4</i></p>	<p>feedback through the further development of assessment practice</p> <p><i>Most students make progress as a consequence of feedback provided through our R&I strategy. Many students self and peer assess effectively</i></p> <p>3c) Produce employable, literate, numerate and digitally competent learners by developing students' skills across the curriculum through effective collaboration</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>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</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>5d) Refine and develop Support Team to underpin evolving practices effectively</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>Why? 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><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"> ● STR2 Year 11 Level 2+ is 70 %. Exactly the same as TR1 ● Capped 9 points stand at 386, slight difference of -2 compared to STR1 ● 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%. ● Current whole school attendance is higher than this time last year. It is currently 91.5% year to date (10-5-24). This is about 1.5% higher than at equivalent time last year. ● FSM attendance gap was +12% last year. This has reduced to just under 10% ● A* - C Year 13 (not including BTEC) currently sits at 90%. Significant increase on previous year. ● In terms of skills - Numeracy Yr 7 69% of students made 'Expected' progress, 18% 'Above' and 13% 'Below' ● All Wales Core data analysis breakdown summary of strengths and areas of development. Highlight in yellow current progress

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:

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. **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.

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. Many students use extra-curricular clubs at lunchtimes and after school to enhance their learning.

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.

Humanities KS5 review: Nearly all students feel they have opportunities for oracy in lessons.

1c) Improve learning outcomes using effective self-evaluation systems and targeted professional learning which result in high quality teaching

GRo

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

- 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.
- 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.
- 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.
- **English KS5 review: English Language:** Quality of work in nearly all folders was strong, with evidence of extended answers to exam style questions. In a majority of folders, work was well-organised and presented to aid and facilitate revision of learning. Student voice: **Nearly all students** feel that they are making progress; in fact, **a majority of students** feel they are making strong progress. English Literature student voice: **All** students agreed that they are making progress in English (none disagreed).
- **Expressive Arts and Technology KS4 review:** student voice: Most students felt there was an excellent balance of teaching strategies to help them with their learning i.e., demonstrations, explanations, questioning and digital tutorials.
- **Humanities KS5 review:** Nearly all students feel that they make good progress in lessons (100%) Area for development: Majority of students said they did not get opportunities for Cymraeg in lessons.
- **Maths KS5 review:** All students are aware of the progress they are making and most say feedback guides how they can improve. Nearly all find the pace and challenge of the lesson appropriate.
- **Science KS5 review lesson observations:** Varied pedagogy in lessons and schemes: practicals, modelling, worksheets, workbooks, research tasks, past paper questions (Biology, Chemistry and Physics)
- **Expressive Arts and Technology KS5 review:** 86% (majority) of students felt that they were given enough advice and support which allowed them to have clear targets. 14% were neutral. Nobody felt that they didn't have enough support. **Product** – more deadlines put in place to complete coursework. Greater use of lesson time to prepare for exam. **Music** – Performance section excellent, felt very supported, very clear as to what to do and the expected level. To improve - More focus on content not just

			<p>copying from books. Further support around exams as they felt they had to relearn for themselves. More regular check in on progress during the composition element of the course. Art, Performing Arts – The teaching is fantastic and I honestly can't think of anything to improve.</p>
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<p>2a) Track effectively students wellbeing and break down progress barriers through enhanced support and clear behavioural systems CSt</p> <p><u>Why?</u> 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><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>		<ul style="list-style-type: none"> • The Behaviour Working Group has collaborated with the Student Council to formulate a new comprehensive school behaviour policy. This endeavour has been successfully concluded, and the policy is now awaiting ratification by the governing body. • 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. • The utilisation of internal exclusion this year has decreased by nearly 20%, indicating that the rebuild, repair, and move-on ethos of the provision is positively influencing behaviour throughout the school. • External exclusions recorded have decreased compared to this time last academic year by 19.3%. • The SHRN report, just received, indicates an improvement in the overall "student wellbeing score" since the last report two academic years ago. This places the school in line with the national average for mean wellbeing scores. • 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.
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<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> 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.</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"> ● Highly effective IMPACT of success at GCSE and marketing A level Welsh to date (Sept 2023 21 students, Jan 2024 - reduction to 19 students) of KS 5 numbers therefore greatly exceed expectations and numbers across all other county schools. ● Sept 2024 - predicted number of Welsh students in Yr 12 is 19 at present (options have been taken). Exceptionally pleasing numbers as most other schools in Flintshire will not be running Welsh. ● Use of incidental Welsh across the school is audible on the corridors but not by all staff and this needs a continued effort. Figures to date 8/4/24 - 10/5/24 (5 week period only) 412 praise points for Bilingualism. (Previously 5 week period in term 2, 407 Bilingualism praise points issued- but decreases with age in school), Therefore the rate at which Bilingualism points are being awarded now is slightly higher than previously the case. ● In some lessons however, usage of Welsh could be further developed (see feedback from LA reviews in 1C and 3A). The deliberate use of Cymraeg needs to be further encouraged and is currently intermittent in some Learning Areas. ● Enhanced extra curricular provision, - school was well represented at Urdd Eisteddfod with 6 students qualifying for national Eisteddfod (only English medium school in the county that competed!). Cymraeg twilight session (30 mins) scheduled for June training day. Preparations ongoing for entry to Cymraeg Campus Award also. A few staff to be considered for Welsh Language course lessons also. Welsh input to registration groups sent out every week to tutors at KS3 and 4. Positive feedback from many KS3 students on Cymraeg input during registration times.
<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> 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</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"> ● Period 8/4/24 - 24/5/24 (7 school weeks) - 547 periods were lost to staff illness, 395 of those periods required cover in general, 245 of these were due to long term absence. 150 periods of short term absence required cover - made up from 22 staff. This is a small decline on the previous figure for last term but trend is actually standard for this time of year generally over previous academic years. ● Staff check in sessions with School Counsellor average around 3 attendees per week at present. This indicates a small growth in service-use only. No further survey has been conducted this term to date.

<p>places staff wellbeing at the core of working practice</p>			
<p>2d) Better equip students with fundamental skills through the implementation of a new delivery model for WBQ at National Level GRo / SED</p> <p><u>Why?</u> 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.</p>	<p><i>80% of students achieve the WBQ at KS4</i></p>		<ul style="list-style-type: none"> • 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. • Results at course completion, prior to external moderation, indicate further improvement in outcomes at A/A* and C grade but particularly at B grade at which 53% of candidates have been assessed.
<p>3.</p>			
<p>3a) Develop capable, creative, informed and confident learners for life through enhanced pedagogical practices and oracy development GRo</p> <p><u>Why?</u> 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</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"> • 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. • Expressive Arts and Technology KS4 review: 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. • 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

<p>great potential for further development.</p>			<p>was used judiciously. This proved very effective for providing students with good models of spoken language while still allowing high levels of understanding</p> <ul style="list-style-type: none"> ● English KS5 review: English Language lesson observation: all students participated verbally in the lesson and scaffolds were provided to support where required. English Literature: nearly all students were actively engaged in paired or group discussion in all of the lessons observed. ● Humanities KS5 review: student voice: Nearly all students feel they have opportunities for oracy in lessons. Learning walks: Group discussions ensured that nearly all learners were able to provide verbal responses and contribute to group discussion ● Maths KS5 review: lesson observations: A majority contribute to class discussion with confidence. Student voice: Most comment they like the discussion about new topics / model examples that can be used when they complete questions independently. Few comment that more discussion, between each other, on the introduction of new topics would be useful. <p>Science KS5 review - Area for Development: Many lessons needed a high level of scaffolding of tasks to allow many students to demonstrate the desire to show independent skills. (Biology, Chemistry and Physics).</p>
<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&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&I strategy. Many students self and peer assess effectively</i></p>		<ul style="list-style-type: none"> ● 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 ● KS5 QA taking place within LAs this term (Spring 2024) ● SED worked with STh and KJo to develop format for reporting on Wellbeing having completed review of assessment and reporting for CFW ● Year 7 & 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 ● 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 & PA and are given ample opportunities as well as time for R & 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.

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| | | | <ul style="list-style-type: none">● 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● Expressive arts and Technology KS4 review: work scrutiny: in most cases verbal feedback and peer feedback allowed students to make excellent progress. Video feedback with student discussion allowed students to have a record of what was discussed as future reference. Excellent examples of good practice with reflect and improve particularly in Product, Art, Computer Science and Music. Areas for development: There was evidence of some excellent practice in peer assessment in about half of the work viewed and specifically in product design. However, in the minority of cases peer assessment was limited and provided insufficient guidance as to how to improve.● English KS5 Review: English Language student voice: Nearly all students know their targets for improvement and say that their teacher gives them feedback which helps them improve. Students noted that the feedback is 'specific to us', and the teachers clearly know our 'strengths and weaknesses'. They said that it 'helps them make progress' English Language work review: Teacher feedback in nearly all folders was detailed, specific and personalised. English Literature: Feedback in nearly all work seen was detailed, specific and personalised. Lesson observations: In all lessons observed, there was clear evidence that the lesson was based around formative assessment- lessons had been planned after teacher noted areas for development from marked essays.● Humanities KS5 review: Student voice: Nearly all students felt they got opportunities for self and peer assessment in lessons (100%) Most students said they feel that the Reflect and Improve stamp is worthwhile. Most students said they were given specific, skills based, personal feedback from teachers. Many students felt they were given sufficient time to reflect and improve on their work. Work scrutiny: Nearly all teacher feedback is detailed, specific and valuable. Nearly all students assess their own learning based on teacher feedback, clear progress as a result. Geography: Many showed little evidence of reflect and improve comments from the students.● Maths KS5 review: lesson observations: All students are spoken with at least once within the lesson so the teacher is fully aware of their progress and how to support them. area for development: A more consistent approach to 'reflect and improve' is required to ensure all students have the opportunity to act on the useful feedback given. |
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<p>3c) Produce employable, literate, numerate and digitally competent learners by developing students' skills across the curriculum through effective collaboration</p> <p>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"> ● 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. ● GwE led Year 9 book review (sample size 92 books) found that provision for and progress in skills is good in many books. ● 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. ● English KS4 book review (sample size 30 books) Quality of work in nearly all books was strong, with evidence of extended answers to exam style questions ● Expressive Arts and Technology review: student voice: Nearly all students said that they use digital skills throughout their learning particularly in Product, Engineering, Art, Music and Computer Science. There was less of an opportunity in Performing Arts. Areas for development: Students are given opportunities to write but some would benefit from having more scaffolding as to how to explain things ie. sentence starters or examples. ● KS5 English review:Quality of work in nearly all folders was strong, with evidence of extended answers to exam style questions. ● Humanities KS5 review: Nearly all showed clear development of literacy through detailed note making and extended answers essays. Good critiques of sources to develop digital competency. Geography: Nearly all show a purposeful use of numeracy in the form of graphs/ tables/ statistics etc. ● Maths KS5 review: Lesson observations: Key focus on literacy - using keywords in the question to guide the solution
<p>4.</p>			
<p>4a) Fully implement the ALN Reform and provide effective support to groups of learners</p> <p>CSt</p> <p><u>Why?</u> Evidence - Key data indicates that close to half of FSM</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"> ● 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. ● With the implementation of two-factor authentication via Google Drive, one-page profiles and ALN (Additional Learning Needs) information are now

<p>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>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.</p>
<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"> • 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. Castell Alun Cluster Transition Plan - 2023 - 2024.docx • Enhanced transition mornings were conducted this half-term, collaborating with cluster primary schools to identify students requiring additional support for their transition to Castell Alun High School. Across the three sessions, a total of 36 students participated in the enhanced transition mornings. • The transition feedback from current Year 7 students regarding the ongoing preparations for the 2023/2024 transition was overwhelmingly positive.
<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><u>Why?</u> Evidence - Student / parent / staff voice indicate that we still have students who are disadvantaged by poverty</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"> • The FSM attendance gap is still 10% • 20 students completed the children's university programme with 19 officially Graduating. • The capped 9 FSM gap is still +70 points but the core subject A*- C has narrowed by over 50% see 1A • 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
<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 CEI / GRo / PEd</p> <p><u>Why?</u> 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</p>	<p><i>Staff voice indicates that many staff perceive an improvement in communication.</i></p>		<ul style="list-style-type: none"> • Feedback again indicates that the Wednesday after school briefing remains popular and most useful - nearly all staff are in attendance most weeks. The Bulletin is read by most staff (emailed and on SIMS) on a regular basis. The Staff Portal for key messages is used by around half of staff. The Blog is read by around half of parents but only a minority of staff. The teacher unions have asked SLT to consider the use of the meeting cycle again and ensure that hidden hours are not being worked by colleagues. • 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 • 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. <i>Summer term - The two Staff surveys need to be administered so comparisons can be made.</i>
<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</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"> • 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 • Data and questionnaire to be completed by governors to demonstrate their involvement in school activities and highlight areas of further development - Results available 4th July so can be discussed at full governors

<p>between support and challenge is delicately balanced but usually found appropriately</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>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 educational experience should be positive.</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"> ● Whole school has now fully transitioned to SIMS Connected. ● Office 365 email domain changed from castellalun.flintshire.sch.uk to castellalun.com ● Multi-factor authentication is now applicable site wide. ● School MDM migrated from LightSpeed to InTune/Mosyle ● 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. ● M12 (Maths computer suite) has received 25 new bases. ● The staff work room has received 4 new bases ● Science middle prep room, PSE office, and Expressive Arts have received a new base each. ● ICT Coordinator's office has received 2 new bases. ● ICT Manager is investigating the improvement of the wifi coverage for Sixth Form students ● Use of the staff portal has been encouraged making information and support more accessible to staff. Additional information has been added. ● 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) ● 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. Proposals have been made on how to utilise the next round of Hwb funding. New screens to replace the ageing ones in classrooms will improve the provision for all students ● New ICT support system (Freshdesk) launched for staff to report issues/request support ● New ICT training videos have been uploaded to the staff portal. ● 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. These are now being utilised by students. 2 robots and 10 colorimeters have also been ordered.

			<ul style="list-style-type: none"> ● PE department is now able to complete registers using SIMS connected on portable devices. ● All devices have now been upgraded to Windows 11/Office 21 which will improve the speed and efficiency of classroom technology. ● Agency cover staff are now able to access SIMS Connected on iPads. This keeps student data secure. ● New and improved presenting system has now been set up in the Sports Hall to improve assemblies and ceremonies. ● New floodlights have been installed on the ATP to allow after school use during the winter months. ● Air Conditioning has been installed in the food technology room to improve the learning and working environment for students and staff. ● CAFA funding has been used to enhance the Counselling room for both staff and students
<p>5d) Refine and develop Support Team to underpin evolving practices effectively EMa/CEL</p> <p>Why? 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>		<ul style="list-style-type: none"> ● 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. ● 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. ● 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. ● 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.
<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"> ● 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

<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> <ul style="list-style-type: none"> • Primary transition event feedback was very positive. Average scores of 4.67 out of 5 for effectiveness of session on our approach to assessment and progression and establishing closer curriculum ties; 5 out of 5 for securing a better understanding of year 7 curriculum.
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Whole School Self Evaluation Cycle - June 2024 onwards

