School Progress on a Page

March 2023 Update - see page 2

Whole School Priorities 2022-2025 - **green** for main 2022/3 priorities

Learning	Wellbeing and Attitudes to Learning	Teaching and Learning Experiences	Care, Support and Guidance	Leadership and Management
1a) Improve teaching effectiveness and learning outcomes through the setting and monitoring of targets based on refined use of data

1b) Ensure each individual becomes ambitious, enterprising, ethical and healthy through the development of QA and active learning at KS3

1c) Improve learning outcomes using effective self-evaluation systems and targeted professional learning | 2a) Track effectively students' wellbeing and progress through enhanced pastoral support and provision

2b) Embrace WAG targets for Welsh language use through the embedding of bilingualism

2c) Maximise workforce potential through the recognition of the great necessity for, and impact of, staff wellbeing

2d) Better equip students with fundamental skills through the implementation of a new delivery model for WBQ at National Level | 3a) Develop capable, creative, informed and confident students through enhanced pedagogical practices and oracy development

3b) Provide effective interventions and quality feedback through the further development of assessment practice

3c) Produce employable, literate, numerate and digitally competent learners by developing students' skills across the curriculum through effective collaboration | 4a) Fully implement the ALN Reform through the effective support of groups of learners

4b) Enhance transition practice through effective collaboration

4c) Ensure all students are safe and an inclusive environment is further cultivated | 5a) Ensure organisational accountability and success amidst significant staffing changes

5b) Respond proactively to local, national and ESTYN requirements by further developing the role of school governors

5c) Provide all students with effective conditions for learning through the enhancement of our learning environment

5d) Refine and develop Support Team to underpin evolving practices effectively

5e) Develop greater staff ownership of PLD to promote development, health and wellbeing throughout school |

1) **Learning**
   - Leaders trained to use data analysis tools - inconsistent application affects effective interventions across Learning Areas - new school data strategy being planned
   - New 'School Priorities' meeting cycle established - meeting schedule to be altered again for next year - insufficient time provided for LAMs with SLs - plan for weekly LAMs / SLT meeting for Sept 2023
   - New self-evaluation model for Sept 2022 established and being embedded. Consultative, self-critical culture sought. Parental and staff feedback using ESTYN questionnaire provide actioned feedback and latest survey indicates improved home - school communications but with further progress possible. Monthly / half termly self-evaluation updates to all Area Development Plans being conducted in link meetings. Targets still need to be more quantitative and thus easily measured - developments planned but difficult to change mid-cycle. Concept of STR and Area progress 'on a page' to be introduced - not yet achieved

2) **Wellbeing and Attitudes to Learning**
   - Pastoral Hub, reports and other interventions having positive impact on behaviour and intervention. Pastoral monitoring systems and self-evaluation models in early stages - positive impact on student welfare to date. Student voice opportunities improving now but still need more systematic planning
   - SHRN report progress since previous report minimal in a few areas - feedback actioned. However, impact not yet good enough. Hard line taken on vaping - impact tbc
   - Thorough programme of school assemblies target specific themes and dates. Thought for the Day now embedded in morning pastoral sessions but insufficient time to do this daily, rather around 3 inputs per week
   - Bilingualism apparent in headlines of all documentation and nearly all meetings. Heralded as sector-leading across Flintshire. However, Use of incidental Welsh around school still not as desired
   - Many staff wellbeing initiatives implemented - staff 'Wellbeing Check-In' with Counsellor meetings - funding now withdrawn by Flintshire! Workload - highly demanding. School trying to find way to fund this itself
   - WBQ (Skills) delivery model at KS4 revised and monitoring grades suggest more C grades and above than ever before. Still insufficient higher grades forecast

3) **Teaching and Learning Experiences**
   - Effective planning for New Curriculum. Standardisation of assessment and baseline (Yr 7 entry) package to support progression under consideration - overview given to all LAMs.. New Asst Head appt. should have impact. Progress in-line with or better than other schools in Flintshire
   - Tracking skills and measuring progress thereof *across curriculum* needs further consideration - advice being sought but other schools / advisory bodies seem to have no feasible solution at present. Numerous Oracy initiatives being undertaken - positive impact observed in many lesson observations and student voice interviews.
   - Effective use of Reflect and Improve assessment stamp to drive improvement by many staff and students, but falling just short of target for whole staff effective use

4) **Care, Support and Guidance**
   - ALN reform - effective training sessions for all staff. Enhanced provision by ALN team - requires review - insufficient? Good progress with One-Page Profiles - use needs embedding. Data-secure (GDPR) easy access of individual student need info for all staff planned on intranet
   - Strong progress on new 3 Year Transition Plan - early signs are very positive but not yet reviewed. New SDM Yr 7 Transition Coordinator to be appointed
   - Focus on key messages re Safeguarding best practice remain strong. New initiatives planned and mostly implemented. CPOMs roll-out to all staff planned and new fencing to be erected at Easter

5) **Leadership and Management**
   - All new staff report successful induction. Some concerns over capacity to recruit
   - Sharing good practice becoming embedded across school with time restrictions. Focus on key priorities only has brought clarity
   - Link Governors programme to be implemented Easter 2023. Challenge and support provided by governors - robust
   - Support Team Professional Review not yet re-established but team attendance and appreciation of whole school gatherings / meetings - strong
   - Planned enhancements to the learning environment hampered greatly by supply and new budget cut constraints