



Castell Alun
High School

2023-2024

WHOLE SCHOOL
Development Plan - [SLT](#)
[Progress on a Page](#)
Overview

March 2024



Priorities 2023 -2025 (March - 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,</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>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>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>
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<p>ethical and healthy learners for life through the development of 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>2b) Embrace Cymraeg Belongs To All agenda through the 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>3b) Provide effective interventions and quality 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>Most governors are effectively linked to Learning Areas and sub committees, 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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Learning

- Yr 11 Level 2 incl. Eng & Maths (75%) currently 70%, Capped points score (395 points) currently 386, Capped less than 40 points gap for FSM students - currently 77 (but Maths and Science now less than 20% gap), Year 13 A*-C current 90% (excluding BTEC), Attendance (target 92%) - currently 91.6% - but 1.6% higher than this time last year
- New FSM officer places high level of focus, support, interventions placed on supporting and tracking FSM - moving in right direction, steadily
- Much positive evidence from recent Languages Area Review. QA of other areas - KS4&5 - mainly positive with areas to develop. Pastoral Review planned in half term 5.
- Active participation by many students in many lessons
- Teaching and Learning boards show latest developments in Conference Room against 6 specific learning related measurable targets

Wellbeing and Attitudes to Learning

- New student behaviour policy being crafted by staff group. Hwb / Inclusion Room have seen reduction in certain daily behavioural issues. Inclusion Plan document - progress in line with given time frames.
- Anecdotal observations say that intentional use of Welsh amongst staff and students around campus continues to gradually improve but further progress needed here still
- Period 8/1/24 - 1/3/24 (7 school weeks) = 478 teaching periods lost to staff illness, (297 of these periods required cover in general) 238 of these can be attributed to long term (possibly stress-related) absence. Nearly all staff participated positively in wellbeing hour on training day but survey highlighted need for staff counselling service (now reinstated for foreseeable future) - dependent upon funding. Some concerns expressed over staff morale re budget and provision in current half term.
- Currently 96% of students entered for WBQ achieve level 2 - major step in right direction but insufficient at A/A* grade (9%) - delivery model under review

Teaching and Learning Experiences

- STR and report data generally pleasing; KS4 Area QA and Languages Area Review strong feedback with areas to work on also
- Most students make progress as a consequence of feedback provided through our R&I strategy. Many students self and peer assess effectively in a majority of classrooms
- Skills development judged to be generally good in core curriculum during learning walks with each area still having areas for development
- Oracy learning walk (sample 23 lessons) found that most students make some good verbal contributions in most lessons although a minority of students need more support to develop their responses.

Care, Support and Guidance

- Staff now enabled to navigate one page profiles and ALN info to support students in real time more effectively. Positive readings interventions with Years 8&9
- Working with cluster primary schools, a novel transition plan has been developed to equip future students with an ethos centred around prioritising student wellbeing.
- Data does not yet indicate a significant narrowing of the FSM attendance gap despite recent appointment and plan of FSM Champion but Core Subject A*-C has narrowed by around 50%
- Most Year 6 students currently feel prepared and supported in the transition process to date

Leadership and Management

- LAMs find their fortnightly Thursday meeting useful. Many staff find value in full staff Weds meeting, bulletin and reduction in whole staff email. Around half see value in staff portal (messages), Blog info (primarily for parents), reformed meeting cycle, Head's briefing online on Friday.
- Governor self-assessment to be debated further. Governing body very supportive of school and providing challenge, 1 gov attached to each AOLE now
- Despite extremely challenging budget, adequate investment in some of fabric and resources
- Practice of Support Team Professional Review not yet reinstated (planned Dec 2023). Very good feedback from Primary colleagues after Curric for Wales joint training day

