School Progress on a Page
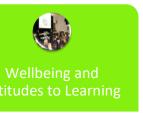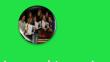
March 2023 Update - see page 3

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*

Learning	Wellbeing and Attitudes to Learning	Teaching and Learning Experiences	Care, Support and Guidance	Leadership and Management

1a) Improve attendance, teaching effectiveness, interventions and learning outcomes through the setting and monitoring of targets based on refined use of data	2a) Track effectively students' wellbeing and break down progress barriers through enhanced support and clear behavioural systems	3a) Develop capable, creative, informed and confident learners for life through enhanced pedagogical practices and oracy development	4a) Fully implement the ALN Reform and provide effective support to groups of learners	5a) Ensure high quality teaching and leadership, organisational accountability, a shared understanding of progression and strong communication across school amidst significant staffing changes
Year 11 - Level 2 (inc) 75% *Capped 9 - 395 points* *Year 13 - A*-C - 80%* *Overall Attendance - 92%* 1b) Ensure each individual becomes ambitious, enterprising, ethical and healthy learners for	*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*	*A majority of students speak confidently in lessons and student interviews.QA of written work indicates that many students make good or better progress.*	*Many ALN students achieve in-line with national data - eg CATS, Welsh National Tests* 4b) Enhance transition practice and develop a shared understanding of progression through effective collaboration	*Staff voice indicates that many staff perceive an improvement in communication.* 5b) Respond proactively to local, national and ESTYN requirements by further developing the role of school governors

life through the development of community based and active learning *A majority of all KS 3 student voice indicates progress in this direction and most students participate actively in each lesson* 1c) Improve learning outcomes using effective self-evaluation systems and targeted professional learning which result in high quality teaching *QA and assessment data indicate that many students make good or better progress in each lesson*	2b) Embrace Cymraeg Belongs To All agenda through the embedding of bilingualism and active promotion of language *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* 2c) Maximise workforce potential through the recognition of the great necessity for, and impact of, staff wellbeing *Data indicates a reduction in staff absence and long-term stress-related illness. Sustained participation in staff wellbeing activities.* 2d) Better equip students with fundamental skills through the implementation of a new delivery model for WBQ at National Level *80% of students achieve the WBQ at KS4*	3b) Provide effective interventions and quality feedback through the further development of assessment practice *Most students make progress as a consequence of feedback provided through our R&I strategy. Many students self and peer assess effectively* 3c) Produce employable, literate, numerate and digitally competent learners by developing students' skills across the curriculum through effective collaboration *QA indicates that many students make good or better progress in skill development*	*Most Year 6 students feel prepared and supported in the transition process* 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* *All students with financial challenges access all standard educational resources available to their peers. Data indicates a narrowing of the FSM attainment gap*	*Most governors are effectively linked to Learning Areas and sub committees, providing high levels of challenge and support* 5c) Provide all students with a positive education experience through the enhancement of our learning environment and develop current ICT provision for staff *School Council feedback indicates student satisfaction with the learning environment* 5d) Refine and develop Support Team to underpin evolving practices effectively *Support team professional review indicates that colleagues successfully transition into the new structure* 5e) Develop greater staff ownership of PLD to promote development, health and wellbeing throughout school *PLD evaluation forms indicate that many staff benefit from ownership of professional learning.*

Learning

- Current measured progress towards aspirational targets in brackets - Yr 11 Level 2 incl. Eng & Maths (75%) currently 71%, Capped points score (395 points) currently 388, Capped less than 40 points gap for FSM students but currently 77 (but Maths and Science 20%), Year 13 A*-C (80%) – current tbc, Attendance (92%) and currently 92.2%
- High level of focus, support, interventions placed on supporting and tracking FSM
- Ongoing evidence collection of STR data for Years 7,8, 10-12 and report data for Year 9; KS4 Area QA and Languages Area Review – this statement will be updated
- Impactful staff development session for Middle Leaders on Effective Self and Peer Assessment – highly valued by nearly all colleagues
- Further refinement of Self Evaluation systems and reporting practice – impact now more succinct and development focussed – Teaching and Learning boards show latest developments in Conference Room against 6 specific learning related measurable targets

Wellbeing and Attitudes to Learning

- Numbers of students seen daily by the pastoral team are high, indicating need but also enabling school to meet many of these needs - enhanced provision impact evident but team is working at capacity and pastoral need not relenting
- 95% of students completed SHRN survey – awaiting actionable results, eg planning of specific elements of PSHE curriculum and further interventions
- Significant increase in students opting for Welsh Yr 12 Sept 2023 – now 24 students
- Anecdotal observations say that intentional use of Welsh amongst staff and students around campus has improved but we require further progress here still
- For 1/9/22 last year 903 periods required cover, in same period this year 511 periods required cover – last year 828 lost to staff illness, this year 264 only with approx. 100 of these attributable to long term, possibly stress related, illness. However, still early in the year (week 12 out of 39)
- Most teaching staff and a minority of support staff indicated they enjoyed participation in wellbeing hour on training day (27th Oct)
- Staff wellbeing survey returned positive results many feel valued in role, most agree work has a positive impact on them, but a minority indicate there are insufficient processes in place to voice wellbeing concerns (staff counsellor provision has been withdrawn by FCC but CAHS are looking to re-instate this). A minority have concern over how to talk to students about mental health
- Nearly all (around 90%) – target is 80% - Year 11 students currently expected to achieve the WBQ at KS4

Teaching and Learning Experiences

- Ongoing evidence collection of STR data for Years 7,8, 10-12 and report data for Year 9; KS4 Area QA and Languages Area Review – this statement will be updated
- GwE training on peer / self-assessment delivered to middle leaders – subsequent work scrutinies have shown positive developments to date with more planned. LAMs sharing of good practice meetings and Shirley Clark training form strong basis for further development of practice.
- Major review of Assessment and Reporting for New Curriculum underway – collaboration with similar schools to lead to more effective use of Welsh National Test data
- Oracy November initiative conducted and to be evaluated by close of term

Care, Support and Guidance

- One Page Profiles are now accessible to staff and should help better address academic and emotional needs through a student-led approach – impact yet to be measured
- Benchmark data (including WNT) being prepared and further Teaching Assistant training ongoing
- Many main school parents now use Parent App – a majority give positive feedback. All transition practice feedback from primary schools is positive
- Gap between whole school and FSM attendance is 10.7%. 30 Year 7/8 students joined Children's' University. Many new FSM initiatives in place, led FSM Champion

Leadership and Management

- 97% of staff found priority update on training day to be helpful. Multiple new / tweaked forms of whole-school communication and parental communication positively received but impact to be measured formally still
- Linked governors now established and high level of challenge evident in area, exam and subcommittee meetings. Governor self-assessment to be debated Dec 2023
- Despite challenging budget, fair investment in fabric and resources – yet to be measured by student council
- Reformed practice of Support Team Professional Review to be re-instated in Dec 2023 after 4 year absence and 75% of teachers found working on their chosen PLD Mike Gershon topic useful in recent survey