Castell Alun High School

2022-2023

WHOLE SCHOOL SELF-EVALUATION DOCUMENT - CONTAINING WHOLE SCHOOL DEVELOPMENT PLAN PRIORITIES

November 2022 update

Whole School Priorities 2022-2025 (3 Year Rolling Programme)

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	2a) Track effectively students' wellbeing and progress through enhanced pastoral support and provision	3a) Develop capable, creative, informed and confident students through enhanced pedagogical practices and oracy development	4a) Fully implement the ALN Reform through the effective support of groups of learners	5a) Ensure organisational accountability and success amidst significant staffing changes
1b) Ensure each individual becomes ambitious, enterprising, ethical and healthy through the development of QA and active learning at KS3	2b) Embrace WAG targets for Welsh language use through the embedding of bilingualism across school	3b) Provide effective interventions and quality feedback through the further development of assessment practice	4b) Enhance transition practice through effective collaboration	5b) Respond proactively to local, national and ESTYN requirements by further developing the role of school governors
1c) Improve learning outcomes using effective self-evaluation systems and targeted professional learning	2c) Maximise workforce potential through the recognition of the great necessity for, and impact of, staff wellbeing	3c) Produce employable, literate, numerate and digitally competent learners by developing students' skills across the curriculum through effective collaboration	4c) Ensure all students are safe and an inclusive environment is further cultivated	5c) Provide all students with effective conditions for learning through the enhancement of our learning environment
	2d) Better equip students with fundamental skills through the implementation of a new delivery model for WBQ at National Level			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

Ongoing Whole School Self-Evaluation of School Development Plan Priorities 2022/25

Objectives – identified through Self-Evaluation	Responsibility	Specific Focus	RAG Rating	Measured Progress / Impact - based on QA and against SDP success criteria (termly review)
1. LEARNING				
1a) Improve teaching effectiveness and learning outcomes through the setting and monitoring of targets based on refined use of data **GDa / CEI**	SLT LMs SDMs SLs Teachers	● Track KS4&5 students and plan effective interventions ● Implement a single side report response to STR at KS4&5 twice annually ● Identify and improve underperformance in both teaching and learning		● Most action points from QA lead to a systematic drive to share best practice ● Professional development programme successfully targets areas of underperformance and improvement is ultimately tangible. *Many subject areas have attended WJEC courses and have identified specific areas to target with their subject* ● Leaders are trained and use 4 matrix and Alps data effectively and intuitively to monitor and track progress of under performers-Training sessions held during INSET days. 4 Matrix well attended by subject leaders and some interested staff but need to ensure all staff can access and use it. ALPs workshop was poorly attended. ● All teaching staff are fully engaged with effectively tracking groups of learners-improving situation but still need help identifying the groups. -*Identified historical underperformance within technologies and engineering. New vocational engineering course has been introduced. The GCSE engineering course to be withdrawn.* ● Specific interventions to be documented and evaluated in (new cycle) meetings- Still need to do this after each STR. Year 11 SDM and SLT identified students needing further

			             	intervention. Need to establish what intervention will take please ● The use of CATS and ALPS data to make informed decisions about target grades at KS5.
1b) Ensure each individual becomes ambitious, enterprising, ethical and healthy through the development of QA and active learning at KS3 **GRo**	SLT LMs SDMs SLs Teachers	● Develop further oracy in learning experiences ● Use new meeting cycle effectively to implement improvement through systematic feedback from work, lesson observations, student voice, staff and parent voice		All staff to undertake training in the effective development of oracy in the classroom. *Completed: Staff evaluation forms were positive about the usefulness of the QA training. Departments have since identified specific techniques they will use to develop oracy. These will be evaluated in lesson observations. Talk the Talk also completed an oracy session with all year 7s. Year 7 students' increased confidence and skills were demonstrable at the end of their oracy day. GRo will recognise the success of our oracy champions and share their names with departments in inform their oracy task planning.Oracy November is underway and will be evaluated in meetings and through student voice* ● Lesson observations and student voice indicate increased opportunities for effective collaborative talk. *This will be initially evaluated in this term's learning walks, lesson observations. student voice and work review.* ● A shared responsibility is established between SLT, LMs and SLs to evaluate performance,

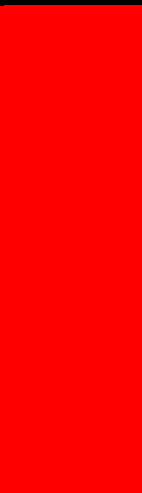|				
				share best practice and address underperformance. *Progress is being made in that Year 7 learning walks this month are peer led and will feed into Cycle 1 meeting on Dec 5th when best practice will be shared.*
1c) Improve learning outcomes using effective self-evaluation systems and targeted professional learning **PEd**	SLT LMs SDMs SLs Teachers	• Refine self-evaluation processes to ensure challenge and impact • Embed successful self-evaluation processes into new meeting cycle • Increase use and impact of stakeholder voice • Strengthen culture of personal and collective professional learning • *Further develop consultation across school when formulating main priorities (to begin May 2023)		• Agendas for (new cycle) meetings are based firmly upon priorities of development plans and progress against objectives is monitored and evaluated according to an agreed cycle - *good progress but no evaluation as yet* • Self Evaluation is scheduled, robust, commonplace, grounded in development plans and effective*(currently insufficient evidence)* in driving up standards - *good progress but targets are often not quantifiable - further training needed over the year - to effectively demonstrate impact* • All stakeholders, including parents most specifically, contribute effectively to school self-evaluation - *parental feedback now sought systematically and actioned effectively to date (after 2 trawls only however - parents' evenings feedback, communications feedback, bullying feedback). ESTYN questionnaire in use for all* • A consultative culture is grown over the 3 year period - *evidence of progress - parental feedback, LE and reporting working groups - staff voice on wellbeing and intermittent issues. Much more work to be done however* • An entitlement to Professional Learning is successfully re-introduced in post covid times - *some progress - training for all on key SDP issues (NCfW, Oracy) to date. Some personalised training (currently 4 colleagues access leadership training programmes). Colleague shadowing yet to be implemented*

2. WELLBEING AND ATTITUDES TO LEARNING

| 2a) Track effectively students' wellbeing and progress through enhanced pastoral support and provision

CSt / KDa | CSt
SDMs
Pastoral team | Introduce Pastoral Hub and ensure school values and expectations around behaviour are consistently upheld Use results of SHRN report to drive T&L in registration time Incorporate literacy strategy support into registration time at KS3 Plan assemblies with links to SHRN priorities Redefine and embed (new) roles for effective use of pastoral support Use new meeting cycle to improve pastoral / academic link | | Use school data to monitor and evaluate impact of attendance and exclusions, leading to planned strategies for improvement. *Good progress in obtaining uptodate accurate data to inform strategies.* Pastoral teams will work cohesively using new monitoring systems, leading to improved student behaviour and wellbeing. - *Signs of improvement, moving forward looking at report cards and timeout procedures.* Students are consulted and listened to when making whole school decisions, through structured students' voice sessions.- *Fair progress as a pastoral team has only recently appointed student representatives for their respected year groups.* PHSE / RSE co-ordinators work closely with Pastoral teams to ensure identified SHRN priorities are covered in Pastoral periods and assemblies in all Key stages. Students are positively informed about making wise choices. The new Meeting cycle impacts positively on Pastoral / Academic teams and enhances communal working practices - *Signs of improvement with several key points raised in cycle meetings that have been positively addressed.* There is an improvement in data - SHRN data report 2024 - *little progress* *Assemblies have taken place that compliment the schools priorities regarding well-being and are supportive. The 'new' rota is in evidence.* *Vulnerable lists and associated relevant data have been sent out to all staff regarding KS5 students. This information is regularly updated.* *CAHMS information, specific information and updates still required.* |

2b) Embrace WAG targets for Welsh language use through the embedding of bilingualism across school **PEd - HWg**	HWg SLT LMs SLs SDMs Support team Teaching team	● Encourage use of incidental Welsh in all classrooms and throughout the school - hear more Welsh ● Make bilingualism more visible in all classrooms and throughout the school - see more Welsh ● Look for opportunities to promote and embed Welsh cultural understanding - be more Welsh	　	● Incidental Welsh usage is commonplace throughout the building amongst staff and students - *signs of improvement but challenging amongst both welsh nationals and first language English speakers, possibly due to proximity to border? INSET delivered and well-received and posters up in all rooms* ● The school's commitment to bilingualism is evident in all publications, communications, lessons and meetings - *good progress* ● Opportunities are taken at all events to use the Welsh language and promote things Welsh - fair progress only - *most presenters use welsh at some point in presentation but further development possible*
2c) Maximise workforce potential through the recognition of the great necessity for, and impact of, staff wellbeing **SEd**	All leaders	● Survey all colleagues to glean actionable information on need ● Workload-check all new initiatives ● Raise awareness of staff in-house and external mental health support ● Continue to develop staff wellbeing opportunities	　	● Staff 'Wellbeing check in' service has been established as part of pilot year. Service is open to all staff, teaching and support, and is being accessed by both. Appointments with a trained counsellor every Wednesday in school. *90% uptake in appointments (up to Oct half term).* All staff are fully briefed on how to access the service and continue to be reminded through meetings and whole school communications. ● *Further investigate how to continue to facilitate the service once pilot scheme is over (end of academic year) and what other support can be put in place to help staff wellbeing as a result of response/uptake here.* ● Teaching staff wellbeing session provided as part of Oct 28th Training day. 1 hour of activities to support wellbeing, where staff chose an activity from a selection. ● Staff yoga sessions (every Tuesday) and fitness sessions (every Friday) take place after school. Uptake is good. ● Staff survey has taken place regarding the use of staffroom so that it can be utilised as a space that staff want to use and which best supports their needs. *Action to be taken as a result of findings.*

				• Staff flu vaccination has taken place. Uptake 60 members of staff.
				• *Staff coffee mornings are currently being held monthly to give opportunity for staff to meet at break. Staff Christmas dinner and Christmas Party to take place in December, further opportunity to socialise with colleagues.*
				• *Continue to find ways to support staff wellbeing both inside and outside the school day. Further use of training days/twilight to provide sessions.*
				• *Examine ways to provide wellbeing support for support staff, who are not always able to access the same provision as teaching staff*
				• LAMs feedback to SLT regarding staff response to new initiatives and workload. Wk 1 meeting cycle opportunity for TLR holders to also feedback. More tangible way to monitor impact on workload of new initiatives. Look to survey staff
2d) Better equip students with fundamental skills through the implementation of a new delivery model for WBQ at National Level **GRo**	OPj GRo	• Ensure new WBQ KS4 model has immediate impact and raises standards		• Outcomes demonstrate students' skills and progress. *It is too early to assess as the first challenge is not yet complete.*
				• Tracking enables effective interventions to secure students' successful acquisition of skills. *The trackers have been set up to enable this to happen and time has been allocated for training new team in assessment of the challenges to ensure accuracy of data.*

3. TEACHING AND LEARNING EXPERIENCES

3a) Develop capable, creative, informed and confident students through enhanced pedagogical practices **GRo / KJo**	SLT LMs SLs Coordinators Teachers	• Develop pedagogical approaches to oracy (active learning) at KS3 • Complete NCfW planning for Year 8 Sept 2023 start		• All staff undertake training in developing oracy in the classroom. *GRo has led two training sessions on differentiation and active learning. Lesson observations will evaluate the impact on pedagogy and students' engagement and learning*

			 	• Lesson observations and student voice indicate increased opportunities for collaborative talk. *SLT will undertake student voice interviews in December with Year 7 students* • Students' confidence and skills are demonstrable. *Evaluation so far is positive: Talk the Talk with year 11 and 7 indicate our students have good levels of confidence and communication skills and Year 11 oracy assessments demonstrate good levels of achievement.* • CfW cover sheets summarise aims and development of the four purposes; coverage of WM statements, cross curricular and integral skills and cross cutting themes is audited. *These are underway and will be completed by Christmas. The auditing of these will enable us to evaluate our provision of CfW and amend accordingly.* • Connections within and across AOLEs are facilitated in meeting time. *Staff participated in a day's collaboration on Nov 7th with 10 other Flintshire schools which generated some useful sharing of ideas and resources. Cycle 1 meeting time needs to provide more time for establishing connections across AOLEs. Opportunities have been planned for Dec 5th and the twilight session on Dec 6th.*
3b) Provide effective interventions and quality feedback through the further development of assessment practice **GDa/GRo**	GDa GRo LMs SLs Coordinators	• Enhance understanding and use of peer assessment across KS3 • Monitor consistent use and impact of Reflect and Improve stamp • Introduce 'Progress Books' for specific assessed pieces of work	 	• Progress books (or equivalent) demonstrate the learning journey and progress made by Year 7 students.- *This is to be evaluated in this term's book review* • Reflect and Improve practices are demonstrably effective in securing progress through an effective and ongoing student / teacher dialogue-*Has previously been used effectively in some subjects but needs to be more consistent. Will check during QA review.* • Enhanced student involvement in learning is evident and progress is demonstrable. *Students' engagement with, and benefit from,*

				Reflect and Improve will initially be evaluated by our SIA, SLT and LMs on 21st November •
3c) Produce employable, literate, numerate and digitally competent learners by developing students' skills across the curriculum through effective collaboration **KJo**	SLT LMs SDMs SLs Coordinators Teachers	• Map provision for integral skills/cross cutting themes/cross curricular skills in Years 7&8 • Develop oracy throughout KS3 • Integrate the Citizenship strand of the DCF across school, with a principle focus on online behaviour • Develop numeracy throughout KS3		• The Year 7 and 8 curriculum is comprehensive. WE are making good headway with developing our curriculum and trialling schemes of work in year 7. Progression and assessment is a key area that needs significant work. • CfW cover sheets summarise aims and development of the four purposes; coverage of WM statements, cross curricular and integral skills and cross cutting themes is audited and evaluated. *SLs in the process of completing cover sheets for year 7 units of work by Christmas and year 8 units of work by Easter* • Lesson observations and student voice indicate increased opportunities for collaborative talk. *Learning Area, Learning Walks are taking place by the end of November. Any good practice taking place will be identified and shared with colleagues through the week 1 meeting cycle.Opportunities for students to reflect on thier learning is yet to take place.* • Students' confidence and skills are demonstrable.*This will be evident when learning walks take place and through various oracy LNF and DCF leads are developing ways that we can assess progress in these three areas. We should also see progress through lesson observations and student voice.*

4. CARE, SUPPORT AND GUIDANCE

4a) Fully implement the ALN Reform through the effective support of groups of learners **CSt - NDa**	SLT LMs SDMs SLs Coordinators Teachers Pastoral team	• Monitor progress of identified groups of learners and intervene to improve outcomes (*groups may be amended after examination results and Welsh National Test data are received) • Raise awareness of ALN throughout school • Incorporate person-centred practice in engagement with students and parents • Enhance use of differentiation throughout curriculum		• School data is being used effectively) to monitor and evaluate performance of identified groups of Learners, informing how to improve teaching and learning. • All staff are aware of ALN students and are effectively adapting their classroom practice to ensure all students make progress. - *Some progress, looking at different ways to ensure this information is easily accessible to staff, intranet is a potential.* • The impact of differentiation training is evident in standards of teaching and learning. • All students have a one page profile, formulated through engagement with parents and students themselves. Staff use these to inform how best to teach / support individual students - *Some progress with year 11, 8 and key students with IDP's in place*
4b) Enhance transition practice through effective collaboration **CSt**	JKJ CSt LMs	• Develop pastoral and academic primary - secondary new curriculum transition planning • Introduce CPOMs gradually with training package		• C Alun staff are proactive in liaising with partner primary schools and are a part of the working groups - *Some progress following GWE conference on transition, much more work to be done this half term in relation to enhanced transition and working groups.* • CPOMs used to record and track student welfare and safeguarding issues - *Good progress, the pastoral team, SLT now have access. Next step is to roll out the whole teaching staff.* • Sixth Form leaders collaborating effectively with appropriate outside agencies and staff.
4c) Ensure all students are safe and an inclusive environment is further cultivated **CSt / KDa**	CST, CEI Governors EMa All staff	• Raise awareness of safeguarding across school • Review site safety • Increase self evaluation of safeguarding through enhanced student / parent voice • Develop PSE / RSE provision, including assemblies, to reflect SHRN targets		• Staff have received the appropriate safeguarding information and training and are aware of expectations - *Good progress, CEL has delivered the relevant training, Wellbeing audit to be completed this academic year.* • New internal fence erected and effective use of new signing in systems - *Good progress in relation to signing in system, staff to be reminded to sign in and out though.* • Students and parents have been consulted and asked for their views on safeguarding

		• Update practice of recording incidents efficiently and clearly		arrangements - *Little progress, student council to look at making policies "student friendly"* • Identified PSE and RSE issues have been discussed and covered in lessons and assemblies. • All staff using SIMs and CPOMs record incidents accurately and appropriately- *Signs of improvement with utilising sims data with key members of staff, this needs to be improved across the whole staff body.* • *Lanyards have been introduced for all Sixth form students and are now in use in relation to safeguarding.*

5. LEADERSHIP AND MANAGEMENT

5a) Ensure organisational accountability and success amidst significant staffing changes **CEl / SEd**	SLT LMs SDMs EMa	• Successfully induct all new staff • Redefine roles of SLT in line with strengths and priorities and evaluate new team working practice • Increase accountability for areas of responsibility and share good practice effectively through new meeting cycle • Establish training programme in line with school priorities		• New staff swiftly feel part of the Castell Alun team and have access to all necessary resources and information to allow them to be highly effective- *induction meeting has taken place September* • ITTs starting in January/February. *WIll follow induction programme to help become part of Castell Alun team and will be allocated a subject mentor to support teacher training* • SLT roles are fitted to individual strengths and needs of the school. Co-opted staff become high-performing team members throughout the academic year (2022/3) *a review meeting to be scheduled with co opted staff before Christmas.* • Sharing Good Practice is commonplace in meetings throughout the school and structured to glean the most from a highly effective middle-management team • A new meeting cycle is successfully introduced which enables colleagues to work systematically towards school improvement - *this will take some time to embed but consistent messages can now be shared. LAM's and SL's need time within areas.*

				- The training programme is focussed solely on the objectives and priorities of development plans. - Sixth Form Administrator appointed and in situ form 28/11/2022.
5b) Respond proactively to local, national and ESTYN requirements by further developing the role of school governors **CEI**	CEI SWi	- Increase governor visibility amongst staff and students - Develop greater challenge and support through linking governors to Learning Areas - Establish governance role in healthy eating and drinking		- Governors to provide rigorous support/ challenge to LAs and been conversant with specific department/areas development plans - *governors have attended area exam analysis meetings in Sept - rigorous challenge provided Many governors attended the remembrance service in Nov. December Governors meeting - Governors to be allocated to departments. Some resignations have led to reformation of certain committees and new governor training becoming necessary* - Governors to be trained and up to date on requirements to discharge roles effectively - *safeguarding training and update December Governors*
5c) Provide all students with effective conditions for learning through the enhancement of our learning environment **EMa**	EMa CJo SLT	- Establish workable plan to refurbish classrooms in the main building, starting with T floor - Establish an inner perimeter fence for safeguarding purposes and implement electronic sign in for all adults - Plan and monitor staged approach to strengthening ICT provision and infrastructure		- Plan is implemented over academic year to ensure all rooms on T floor meet requisite standard to enhance teaching and learning and M floor rooms refurbishment plan is scheduled for following year - Electronic sign-in and perimeter fence ensure safeguarding is highest priority for all and everyone feels safe on campus - ICT provision facilitates efficiency and effective in learning throughout the school over the 3 year period
5d) Refine and develop Support Team to underpin evolving practices effectively **EMa**	EMa CSt PEd	- Re-establish support staff professional review - Encourage inclusivity through Support Team involvement in weekly full staff meetings and develop other structures for improved communication purposes - Provide targeted training to meet organisational needs of individuals and		- Programme for effective and meaningful support team professional review used appropriately to develop colleagues in their roles - Nearly all colleagues are able to attend briefing weekly and a deeper sense of 1 team together is fostered

		ensure that coverage is possible for all roles, should need arise		• Should any colleague be absent, their role can be undertaken as necessary by a peer
5e) Develop greater staff ownership of PLD to promote development, health and wellbeing throughout school *Sept 2023 - Re-establish action-research groups All SLT	GRo CSt CEl SWh Helen Williams (Chair of Govs)	• Investigate, plan and gradually implement through training package - CPOMS • Research and develop best practice through training on active learning / oracy • Empower middle leadership to share good practice systematically through new meeting cycle • Develop colleagues' understanding of assessment and progression in NCfW through internally and externally provided training • Train new governors and those in new roles • Raise profile of bilingualism through training		• The co-construction of week 1 and 3 agendas successfully empower a range of middle leaders and provide opportunities to further develop their leadership skills; meetings secure the sharing of best practice, which improves standards of teaching and learning - *good progress, but cycle already evaluated once and requires tweaking - insufficient time for LAMS with SLs. Sharing of good practice becoming embedded and focussed on identified aims - strong* • An effective, whole school CfW assessment procedure is adopted by every AOLE and consequently evaluated and improved where necessary - CAHS led training for Expressive Arts AOLE on this across Flintshire - good progress but much remains to be done • All members of Governing Body are sufficiently trained and bring high level of challenge and support to school leadership - some governors require further training (numerous recent changes to personnel). High level of challenge evident at most recent exam analysis sessions across school

Whole School Self Evaluation Cycle 2022/23

Revised School priorities and School

LA and SDM self evaluation summary by

SLT self evaluation review point 3. Consultation on new

Subject Exam analysis and review completed by

Ongoing Area self evaluation activities. Monitoring of

Governors Exam Analysis meetings held by 30/9/22

SLT review point 2 for whole school

SLT to establish any Area intervention priorities and

Ongoing LA / SDM self evaluation activities and

Final Area, SDM, School DPs confirmed - specific

SDP presented governors at full body meeting -

PM reviews and objective setting by 24/10/22

SLT review point 1 for whole school self evaluation / SDP by