



Castell Alun
High School

2022-2023

MARCH 2023 UPDATE

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

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



<p>1a) Improve teaching effectiveness and learning outcomes through the setting and monitoring of targets based on refined use of data</p> <p>1b) Ensure each individual becomes ambitious, enterprising, ethical and healthy through the development of QA and active learning at KS3</p> <p>1c) Improve learning outcomes using effective self-evaluation systems and targeted professional learning</p>	<p>2a) Track effectively students' wellbeing and progress through enhanced pastoral support and provision</p> <p>2b) Embrace WAG targets for Welsh language use through the embedding of bilingualism across school</p> <p>2c) Maximise workforce potential through the recognition of the great necessity for, and impact of, staff wellbeing</p> <p>2d) Better equip students with fundamental skills through the implementation of a new delivery model for WBQ at National Level</p>	<p>3a) Develop capable, creative, informed and confident students through enhanced pedagogical practices and oracy development</p> <p>3b) Provide effective interventions and quality feedback through the further development of assessment practice</p> <p>3c) Produce employable, literate, numerate and digitally competent learners by developing students' skills across the curriculum through effective collaboration</p>	<p>4a) Fully implement the ALN Reform through the effective support of groups of learners</p> <p>4b) Enhance transition practice through effective collaboration</p> <p>4c) Ensure all students are safe and an inclusive environment is further cultivated</p>	<p>5a) Ensure organisational accountability and success amidst significant staffing changes</p> <p>5b) Respond proactively to local, national and ESTYN requirements by further developing the role of school governors</p> <p>5c) Provide all students with effective conditions for learning through the enhancement of our learning environment</p> <p>5d) Refine and develop Support Team to underpin evolving practices effectively</p> <p>5e) Develop greater staff ownership of PLD to promote development, health and wellbeing throughout school</p>
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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				
<p>1a) Improve teaching effectiveness and learning outcomes through the setting and monitoring of targets based on refined use of data</p> <p><u>GDa / CEI</u></p>	<p>SLT LMs SDMs SLs Teachers</p>	<ul style="list-style-type: none"> 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 	<p style="background-color: yellow; color: black;">[Empty RAG Rating Cell]</p>	<ul style="list-style-type: none"> 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 All Leaders are trained and most use 4 matrix and Alps data effectively and intuitively to monitor and track progress of underperformers-Training sessions held during INSET days. 4 Matrix well attended by subject leaders and some interested staff and most staff have access and some use it well. ALPs workshop was poorly attended, but 25% extra users have been added. 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. A problem this year with completion of NEA and students had to be withdrawn from lessons. 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

				<p>intervention. Need to establish what intervention will take place</p> <ul style="list-style-type: none"> • The use of CATS and ALPS data to make informed decisions about target grades at KS5. • We have identified that having a consistent approach to using baseline data and tracking is required. This remains a target for the rest of the year, so is in place for September 2023
<p>1b) Ensure each individual becomes ambitious, enterprising, ethical and healthy through the development of QA and active learning at KS3</p> <p><u>GRo</u></p>	<p>SLT LMs SDMs SLs Teachers</p>	<ul style="list-style-type: none"> • 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 		<p>All staff to undertake training in the effective development of oracy in the classroom.</p> <p>Completed: Staff evaluation forms were positive about the usefulness of the training. Departments have since identified specific techniques they will use to develop oracy. Lesson observations in term 1 indicate that oracy opportunities are planned and are very effective in some instances.</p> <p>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 has recognised the success of our oracy champions and shared their names with departments to inform their oracy task planning.</p> <p>Oracy November was a partial success. Not all departments engaged fully with the opportunity. This will be rectified next year through an earlier launch and additional monitoring.</p> <p>A further oracy day is being organised for year 8 students</p> <p>Lesson observations and student voice indicate increased opportunities for effective collaborative talk. Some lesson observations in term 1 indicated very</p>

				<p>good opportunities for collaborative talk though oracy was not a specific focus in all observations. Oracy learning walks in the summer term will proffer more evidence.</p> <p>A shared responsibility is established between SLT, LMs and SLs to evaluate performance, share best practice and address underperformance.</p> <p>Progress has been made in that Year 7 learning walks were peer led. However, outstanding paperwork from science means that the summary of findings is yet to be written.</p> <p>Cycle 1 meeting on Dec 5th also effectively shared best assessment practice in year 7 progress books and further developed an ethos of shared responsibility. Area Reviews are to be reintroduced from summer 2023; the focus will be on SLT working with LMs and SLs to evaluate performance, share best practice and address underperformance .</p> <p>Additional opportunities for SLs to evaluate performance with SLT and GwE are also being arranged.</p>
<p>1c) Improve learning outcomes using effective self-evaluation systems and targeted professional learning</p> <p><u>PEd</u></p>	<p>SLT LMs SDMs SLs Teachers</p>	<ul style="list-style-type: none"> ● 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) 		<ul style="list-style-type: none"> ● Agendas for (new cycle) meetings are based firmly upon priorities of development plans and progress against objectives is monitored - SLT and LAMs have evaluated the new cycle - insufficient time provided for LAMs to meet SLs - SGP however effective but with insufficient time to cascade to teams often - Revised cycle being planned for Sept 2023 ● Self Evaluation is scheduled, robust, commonplace, grounded in development plans and effective_ 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 systematically to school self-evaluation - parental feedback sought after each parents' evening and actioned soon thereafter - progress evident from feedback yet some parents still believe communication needs further improvement

				<ul style="list-style-type: none"> • ESTYN questionnaire in use for all staff annually - most feedback is positive, a minority of feedback can be negative, but themes are in line with national concerns • A more 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. Further scope for progress over next 2 years • An entitlement to Professional Learning has successfully been re-introduced in post covid times - good progress - training for all on key SDP issues (NCfW, Oracy) to date. Around half of teaching colleagues have undertaken personalised training and 4 colleagues access leadership training programmes). Colleague shadowing opportunities yet to be implemented
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2. WELLBEING AND ATTITUDES TO LEARNING

<p>2a) Track effectively students' wellbeing and progress through enhanced pastoral support and provision</p> <p><u>CSt / KDa</u></p>	<p>CSt SDMs Pastoral team</p>	<ul style="list-style-type: none"> ● 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 		<ul style="list-style-type: none"> ● Use school data to monitor and evaluate impact of attendance and exclusions, leading to planned strategies for improvement. <i>Good progress in obtaining upto date accurate data to inform strategies.</i> ● Pastoral teams will work cohesively using new monitoring systems, leading to improved student behaviour and wellbeing. <i>-Good progress with report cards and timeout procedures. The new report cards in particular have had a positive impact on student behaviour.</i> ● Students are consulted and listened to when making whole school decisions, through structured students' voice sessions. <i>- Progress as a pastoral team has now been made following the appointment of student representatives for their respective year groups.</i> ● 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 impact of this is evident during the FPP and the SOW specifically for each year group. ● The new Meeting cycle impacts positively on Pastoral / Academic teams and enhances communal working practices - <i>Signs of improvement with several key points raised in cycle meetings that have been positively addressed.</i> ● There is an improvement in data - SHRN data report 2024 - <i>little progress</i> ● Assemblies have taken place that compliment the schools priorities regarding well-being and are supportive. <i>The 'new' rota is in evidence.</i> ● Vulnerable lists and associated relevant data have been sent out to all staff regarding KS5 students. <i>This information is regularly updated. STR comparative data - some progress in the</i>
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				<p>FSM gap from 90 pts to 77pts which is pleasing. However minimal impact within the core subjects.</p> <ul style="list-style-type: none"> CAHMS information, specific information and updates still required.. Collation of exact clients of CAHMS is still an issue.
<p>2b) Embrace WAG targets for Welsh language use through the embedding of bilingualism across school</p> <p><u>PEd - HWg</u></p>	<p>HWg SLT LMs SLs SDMs Support team Teaching team</p>	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Incidental Welsh usage is more evident throughout the building amongst staff and students - clear signs of improvement but nevertheless 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. Welsh team have also provided well-received INSET for other local schools on this theme

				<ul style="list-style-type: none"> • The school's commitment to bilingualism is evident in all publications, communications, lessons and meetings - <i>good progress</i> • Opportunities are taken at all events to use the Welsh language and promote things Welsh - <i>fair progress only</i> - <i>most presenters use welsh at some point in presentation but further development possible</i>
<p>2c) Maximise workforce potential through the recognition of the great necessity for, and impact of, staff wellbeing</p> <p><u>SEd</u></p>	<p>All leaders</p>	<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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. <i>90% uptake in appointments (up to Oct half term)</i>. All staff are fully briefed on how to access the service and continue to be reminded through meetings and whole school communications. • <i>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.</i> • <i>Pilot scheme has been ended earlier than expected. Ways to continue with service, or something similar, have been investigated and ideas continue to be discussed. Cost and practicalities of offering continued service under review.</i> Staff have been made aware of Counselling services outside of school which are available. • 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

				<p>space that staff want to use and which best supports their needs. Staff have made clear the desire to have a working space as well as retaining the use of the staffroom as a place to 'relax'. Action to be taken as a result of findings.</p> <ul style="list-style-type: none">• Staff flu vaccination has taken place. Uptake 60 members of staff.• Staff Health Checks were offered in January. Uptake was good and fitness class provided after. Look to carry out again in summer term.• Staff coffee mornings are currently now being held more regularly to give opportunity for staff to meet at break. Every Friday and a day in the week to encourage use. Staff Christmas dinner and Christmas Party in December - excellent uptake. Further opportunity to socialise with colleagues at the end of year discussed with a view to taking place.• 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. Support staff have been provided with the same opportunities as teaching staff, though uptake remains very low. Further ways to provide support/provision for wellbeing need assessing.• LAMs feedback to SLT regarding staff response to new initiatives and workload. Wk 1 meeting cycle opportunity for TLR holders to also feedback. Currently looking to adapt the meeting cycle for 2023/24. CTC introduced on Friday morning to provide a platform for LAM uptake and discussion. Proved valuable for LAMs to have direct contact with Head so that issues can be discussed and placed on agendas for other relevant meetings.
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				<ul style="list-style-type: none"> Meeting cycle has been reviewed and a decision to change for next academic year taken. Designed to give LAM and SL more time together which feedback has deemed necessary More tangible way to monitor impact on workload of new initiatives. Look to survey staff
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2d) Better equip students with fundamental skills through the implementation of a new delivery model for WBQ at National Level <u>GRo</u>	OPj GRo	<ul style="list-style-type: none"> Ensure new WBQ KS4 model has immediate impact and raises standards 		<p>Outcomes demonstrate students' skills and progress. 95% of year 11 students are on target to achieve C grade or above according to internal moderation records which cover 50% of the qualification. However, the A/A* percentage remains well below national averages which reflects the curriculum arrangements for separate scientists. Time has been allocated for training new team in assessment of the challenges to ensure accuracy of data.</p> <p>Year 10 Enterprise outcomes are currently being assessed so data is not yet available to assess impact of new model.</p>
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3. TEACHING AND LEARNING EXPERIENCES

3a) Develop capable, creative, informed and confident students through enhanced pedagogical practices <u>GRo / KJo</u>	SLT LMs SLs Coordinators Teachers	<ul style="list-style-type: none"> Develop pedagogical approaches to oracy (active learning) at KS3 Complete NCfW planning for Year 8 Sept 2023 start 		<p>All staff undertake training in developing oracy in the classroom. GRo has led two training sessions on differentiation and active learning. Lesson observations during term 1 indicated a good level of student engagement; some lessons used oracy effectively as a learning tool and students demonstrated high levels of confidence and skill.</p> <p>student voice indicates increased opportunities for collaborative talk. SLT will undertake student voice interviews in term 2 with Year 7 students. Skills leads will undertake QA activities including student voice to identify impact of whole school skills development across the school.</p> <p>Students' confidence and skills are demonstrable. Evaluation so far is positive: Talk the Talk drop down days 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.</p>
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				<p>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 complete in most instances for year 7 and auditing to enable us to evaluate our provision of CfW and amend accordingly is underway. Year 8 cover sheets are being completed at present. Connections within and across AOEs 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 AOEs. Meeting time on Dec 5th and February 27th and twilight session on Dec 6th provided more opportunities for internal collaboration. Time in the summer time has been allocated for areas to work together on common WMS.</p>
<p>3b) Provide effective interventions and quality feedback through the further development of assessment practice</p> <p><u>GDa/GRo</u></p>	<p>GDa GRo LMs SLs Coordinators</p>	<ul style="list-style-type: none"> ● 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 		<p>All staff and students have fully accepted the new LE criteria and the majority have used this as reflection in the tutor tracking sessions. Progress books (or equivalent) demonstrate the learning journey and progress made by Year 7 students.- This was evaluated in the first term's book review and will be revisited in the summer term when progress over the year will be evaluated. Reflect and Improve practices are demonstrably effective in securing progress through an effective and ongoing student / teacher dialogue- QA review in term 1 indicated excellent practice in some areas, good practice in others but highlighted concern with the reflect and improve process in science. This is being addressed and support has been sought from GwE. Enhanced student involvement in learning is evident and progress is demonstrable. Contact made with St David's school Saltney. Meeting taking place March 2023. Students' engagement with, and benefit from, Reflect and Improve was also evaluated by our SIA, SLT and LMs in November. Much good practice was identified and areas for improvement (science- see above) were identified.</p>

<p>3c) Produce employable, literate, numerate and digitally competent learners by developing students' skills across the curriculum through effective collaboration</p> <p><u>KJo</u></p>	<p>SLT LMs SDMs SLs Coordinators Teachers</p>	<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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. Skills leads will use QA processes (student voice, learning walks and work scrutiny to standardise across the school. We will then put a plan in place to support progression and assessment in the skills. Positive meetings and discussions within cycle 1 and 3 meetings • 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 their 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.
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4. CARE, SUPPORT AND GUIDANCE

<p>4a) Fully implement the ALN Reform through the effective support of groups of learners</p> <p><u>CSt - NDa</u></p>	<p>SLT LMs SDMs SLs Coordinators Teachers</p>	<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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
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	Pastoral team	<ul style="list-style-type: none"> ● Incorporate person-centred practice in engagement with students and parents ● Enhance use of differentiation throughout curriculum 		<p><i>progress, looking at different ways to ensure this information is easily accessible to staff, intranet is a potential.</i></p> <ul style="list-style-type: none"> ● 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 - <i>Some progress with year 11, 8 and key students with IDP's in place.</i>
4b) Enhance transition practice through effective collaboration <u>CSt</u>	JKJ CSt LMs	<ul style="list-style-type: none"> ● Develop pastoral and academic primary - secondary new curriculum transition planning ● Introduce CPOMs gradually with training package 		<ul style="list-style-type: none"> ● C Alun staff are proactive in liaising with partner primary schools and are a part of the working groups - <i>Excellent progress in creating a working document 3 year transition plan.</i> ● CPOMs used to record and track student welfare and safeguarding issues - <i>Good progress, the pastoral team, SLT now have access. Next step is to roll out the whole teaching staff.</i> ● Sixth Form leaders collaborating effectively with appropriate outside agencies and staff.
4c) Ensure all students are safe and an inclusive environment is further cultivated <u>CSt / KDa</u>	CST, CEI Governors EMa All staff	<ul style="list-style-type: none"> ● 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 ● Update practice of recording incidents efficiently and clearly 		<ul style="list-style-type: none"> ● Continued progress and ongoing training for all staff on Safeguarding best practice. A cultural aspect of the school - safeguarding practices often raised in weekly team meet. Various new initiatives planned and mostly implemented. CPOMs roll-out to all staff planned and new fencing to be erected prior to Easter. Contractor has been selected. Planning Permission is now finalised. Access Control works have commenced and will be completed alongside the fencing works. ● Students and parents have been consulted and asked for their views on safeguarding arrangements - <i>Little progress, student council to look at making policies "student friendly"</i> ● 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- <i>Signs</i>

				<p>of improvement with utilising sims data with key members of staff, this needs to be improved across the whole staff body. Appointment of Support Personnel in Sixth Form has improved the current system especially re: attendance.</p> <ul style="list-style-type: none"> Lanyards have been introduced for all Sixth form students and are now in use in relation to safeguarding.
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5. LEADERSHIP AND MANAGEMENT

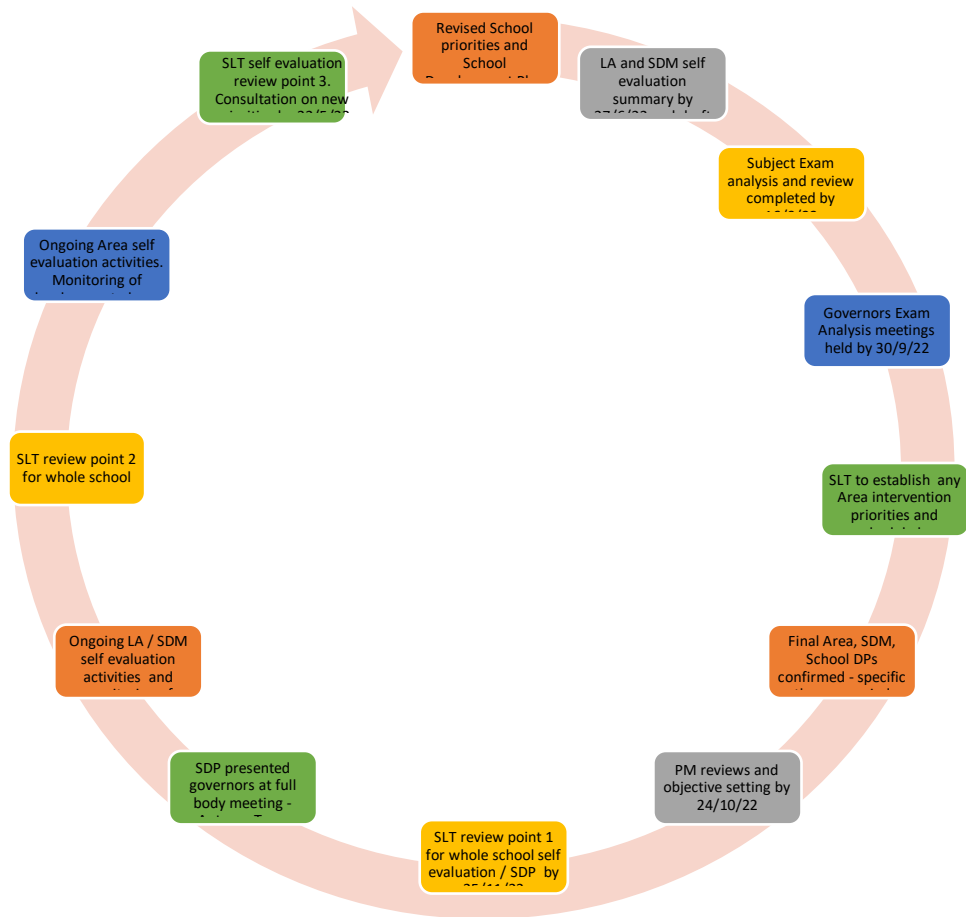
<p>5a) Ensure organisational accountability and success amidst significant staffing changes</p> <p><u>CEI / SEd</u></p>	<p>SLT LMs SDMs EMa</p>	<ul style="list-style-type: none"> Successfully induct all new staff Redefine roles of SLT in line with strengths and priorities and evaluate new team working practice Increase accountability for areas of responsibility and share good practice effectively through new meeting cycle Establish training programme in line with school priorities 		<ul style="list-style-type: none"> 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- successful induction meeting cycle has been well received ITTs started 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. Current meeting to be further improved 2023/24. 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.
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				<ul style="list-style-type: none"> New SLT are making progress and working strategically to further develop and improve the school
<p>5b) Respond proactively to local, national and ESTYN requirements by further developing the role of school governors</p> <p><u>CEI</u></p>	<p>CEI SWi</p>	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Governors to provide rigorous support/ challenge to LAs and been conversant with specific department/areas development plans - <i>governors have attended area exam analysis meetings in Sept - rigorous challenge provided</i> <i>Many governors attended the remembrance service in Nov and school concert in February.</i> <i>December Governors meeting - Governors to be allocated to departments. Some resignations have led to reformation of certain committees and new governor training becoming necessary</i> Governors to be trained and up to date on requirements to discharge roles effectively - <i>safeguarding training and update December Governors</i> Governors attended EGM March 2023 due to AURU leisure withdrawal from community sports provision. <i>Excellent support and challenge.</i>
<p>5c) Provide all students with effective conditions for learning through the enhancement of our learning environment</p> <p><u>EMa</u></p>	<p>EMa CJo SLT</p>	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Planned enhancements to the learning environment are being carefully considered due to budget implications. The worst areas are being prioritised first. 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
<p>5d) Refine and develop Support Team to underpin evolving practices effectively</p>	<p>EMa CSt PEd</p>	<ul style="list-style-type: none"> Re-establish support staff professional review Encourage inclusivity through Support Team involvement in weekly full staff 		<ul style="list-style-type: none"> Support Team Professional Review is now being considered alongside a review of the Support Team Structure. Professional Reviews will form part of the consultation phase. <i>Team</i>

<p><u>EMa</u></p>		<p>meetings and develop other structures for improved communication purposes</p> <ul style="list-style-type: none"> • Provide targeted training to meet organisational needs of individuals and ensure that coverage is possible for all roles, should need arise 		<p>attendance at whole school gatherings / meetings has improved but Professional Review yet to be re-implemented</p> <ul style="list-style-type: none"> • Nearly all colleagues are able to attend briefing weekly and a deeper sense of 1 team together is fostered with positive feedback from most on effective communication • Should any colleague be absent, their role can be undertaken as necessary by a peer - improvement across school due to effective professional development with a very small minority of exceptions
<p>5e) Develop greater staff ownership of PLD to promote development, health and wellbeing throughout school *Sept 2023 - Re-establish action-research groups</p> <p><u>All SLT</u></p>	<p>GRo CSt CEI SWh Helen Williams (Chair of Govs)</p>	<ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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 should improve standards of teaching and learning - learning area review to be implemented June 2022 to evaluate progress in teaching and learning, but cycle already evaluated once and requires tweaking - insufficient time for LAMS with SLs. Meeting structures to be reviewed and possibly weekly meeting within the school day 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 - a sessions on the effective use of CATs data was provided by EEv to LMs and SDMs and this has led to the majority of LAs coming up with a plan for baseline data for the students for year 7 STR. • 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
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Whole School Self Evaluation Cycle 2022/23



SLT self evaluation review point 3. Consultation on new

Revised School priorities and School

LA and SDM self evaluation summary by

Subject Exam analysis and review completed by

Governors Exam Analysis meetings held by 30/9/22.

SLT to establish any Area intervention priorities and

Final Area, SDM, School DPs confirmed - specific

PM reviews and objective setting by 24/10/22

SLT review point 1 for whole school self evaluation / SDP by 22/12/22

SDP presented governors at full body meeting -

Ongoing LA / SDM self evaluation activities and

SLT review point 2 for whole school

Ongoing Area self evaluation activities. Monitoring of