Review 1: December 2024

Desired impact fully achieved	Significant progress made towards desired impact	Progress made towards desired impact	Limited progress made towards desired impact

Estyn Area (of 5)/Priority	**1c**: Improve learning outcomes using effective self-evaluation systems and targeted professional learning which result in high quality teaching.	**2a:** Track effectively students' wellbeing and break down progress barriers through enhanced support and clear behavioural systems.	**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 collaborations.	**4c:** Ensure all students are safe and an inclusive environment is further cultivated in which poverty does not play a role.	**5a:** Ensure high quality teaching and leadership, organisational accountability, a shared understanding of progression and strong communication across school amidst significant staffing changes.	**5c:** Provide all students with a positive education experience though the enhancement of our learning environment and develop current ICT provision for staff.	**5e:** Develop greater staff ownership of PLD to promote development, health and wellbeing throughout the school.
Priority drive **Current Progress Towards desired impact.**	**School -** Targeted support focusing on in-school variation, the desired impact will improve student outcomes, closes attainment gaps, boosts confidence, and ensures efficient use of resources, driving overall academic improvement and meeting educational needs.	**Stakeholders -** Based on stakeholder questionnaire, and pastoral data the priority is to consistently embed and implement the new behaviour policy, developed by a staff working group, the desired impact is to ensure a positive and respectful environment for all students and staff.	**School -** Based on learning area reviews, lesson observations, student voice and GWE input, the priority is to enhance teaching and learning through effective questioning, responsive teaching, clear success criteria, and impactful feedback.	**National/ Regional –** Develop employable, literate, numerate, and digitally competent learners by using national test and CAT data to track progress, identify areas for improvement, and implement targeted interventions across the curriculum.	**National/ Regional -** The school has made significant progress in reducing gaps in core subjects and attendance, the desired impact is now on improving capped 9 outcomes for FSM students through targeted support and interventions to address their specific challenges and boost academic achievement.	**Stakeholders -** Based on stakeholder feedback and questionnaires, the desired impact is to improve whole-school communication by creating a staff working group to develop and implement strategies for clear, consistent, and effective dialogue throughout the school community.	**School –** From the three years cycle the school desired impact is to enhance the learning environment to provide all students with a positive educational experience while upgrading ICT resources for staff. Leverage technology and AI to streamline workloads, boost productivity, and improve overall efficiency.	**Stakeholders -** Promote staff ownership of PLD to support development, health, and wellbeing across the school. As a result of the 23/24 self-evaluation, the desired impact is to reduce staff workload by streamlining reporting, assessments, and student learning practices, enhancing overall efficiency.