



Castell Alun
High School

2024-2025

WHOLE SCHOOL
Development Plan - SLT
Progress Overview

Review 1 : December 2024

Relevant sections reviewed by *CEI PEd CSt GDa SWH SEd KJo STh HWg*



Priorities 2023 -2025 (to begin Year 3 of 3 year cycle)

Whole School Priorities 2022-2025 - **green** for main priorities which have already had some focus (does not necessarily indicate completion). **Amber** for current year's objectives

Purple for refined priorities based on Whole School Evaluation 23-24.

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 – 400 points Year 13 - A*-C - 85% Overall Attendance – 92.5%</i></p> <p>1b) Ensure each individual becomes ambitious, enterprising, 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</i></p>	<p>2a) Track effectively students' wellbeing and break down progress barriers through enhanced support and clear behavioural systems.</p> <p>SE- Effectively embed and implement the new behaviour policy throughout the school, ensuring consistent application and fostering a positive, respectful environment for all students and staff.</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</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>3b) Provide effective interventions and quality feedback through the further development of assessment practice</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><i>Most Year 6 students feel prepared and supported in the transition process</i></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>SE - To enhance whole-school communication by establishing a dedicated staff working group that will develop and implement strategies to ensure clear, consistent, and effective dialogue across all levels of our school community.</p> <p><i>Staff voice indicates that many staff perceive an improvement in communication.</i></p>
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<p><i>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>SE - Provide targeted support for underperforming subjects, implementing tailored interventions and resources to enhance student outcomes and drive academic improvement.</p> <p><i>QA and assessment data indicate that many students make good or better progress in each lesson</i></p>	<p><i>good or better progress in school</i></p> <p>2b) Embrace the Siarter Iaith 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>90% of students achieve the WBQ at KS4</i></p>	<p>SE- Enhance teaching and learning through effective questioning, responsive teaching, clear success criteria, and impactful feedback.</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>SE- Use data from national tests and CATs to track student progress, identify areas for improvement, and implement targeted interventions that enhance overall student progress.</p> <p><i>QA indicates that many students make good or better progress in skill development</i></p>	<p>4c) Ensure all students are safe and an inclusive environment is further cultivated in which poverty does not play a role- <i>remains ongoing high priority</i></p> <p>SE - To improve capped 9 outcomes for FSM students by implementing targeted support and interventions designed to address their unique challenges and enhance their academic achievement.</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>5b) Respond proactively to local, national and ESTYN requirements by further developing the role of school governors</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>SE -Leverage technology and AI to streamline staff workloads, enhance productivity, and improve overall efficiency in the school environment. <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>SE - To reduce staff workload by creating a more streamlined approach to reporting, assessments, and student learning ethics, thereby simplifying administrative tasks and enhancing efficiency.</p> <p><i>PLD evaluation forms indicate that many staff benefit from ownership of professional learning.</i></p>
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Estyn Area (of 5)/Priority	1c	2a	3b	3c	4c	5a	5c/SE	5e/SE
Priority drive Where from and why.	School - Targeted focus 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 year cycle the school's 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.
Key Area	Progress	Attitudes to learning	Learning	Assessment	Inclusion	Leadership	Targeted improvements	Professional development
SLT Leads	KJo / PEd	CSt / SEd	SEd/KJo	KJo/GDa	CEI/CSt	PEd/CEI	SWh/CEL	SEd/PEd

Whole School Development Plan 2024/25

Objectives – rationale (through self-evaluation), person responsible	Specifically	RAG Rated Progress to Date	Measured Progress / Impact - against SDP specific measurable targets (termly review) based on QA
1. Learning			
<p>1c) Improve learning outcomes using effective self-evaluation systems and targeted professional learning which result in high quality teaching</p> <p>PEd / KJo /CEL</p> <p>SE - Provide a targeted focus on in-school variation, implementing tailored interventions and resources to enhance student outcomes and drive academic improvement.</p>	<p><i>QA and assessment data indicate that many students make good or better progress in each lesson</i></p> <p><i>Specifically looking at subjects' residual scores from exam analysis data.</i></p>		<p>A self-critical focus has allowed us to make the following developmental observations through our Learning Area Reviews in Science, Expressive Arts / Technology and English - specific areas for development defined - see the following:-</p> <p>Feedback for Conf Room Board.docx</p> <p>Expressive Arts & Technology LA Review Findings Oct 2024 (1).docx</p> <p>Languages Learning Area Review Findings Report docx.docx (MFL Review Nov 2023)</p> <p>English</p> <p>Learning Area Review Summary of Findings and Areas for Development.docx</p> <p>Progress is generally acceptable towards our target of many students making good or better progress, with identified work yet to be done.</p> <p>Within the review of the Technology and Expressive Arts departments, several observations identified specific teaching strategies that require further development in lessons. Please refer to the meeting minutes for detailed information. Area meeting Technology/Expressive Arts 4.12.2024</p> <p>STR 1 data November indicates that the residual scores for some identified subjects have improved and narrowed. see STR 1 data STR 1. Specific plans in place for DT and Engineering see links below.</p> <p>Part of the January Training Day will focus on teaching and learning updates, including a session titled "A Recipe for a Successful Lesson," based on insights from lesson observations during Area Reviews, delivered by KJo and HWa. Staff training will also address key areas for improvement identified in the QA Learning Area Reviews, with sessions led by teachers demonstrating good practice to share effective strategies and techniques.</p> <p>STAFF TRAINING DAY - 15th July 2021</p> <p>Performance Improvement Plan for Technology Department</p>

Technology has been identified as an underperforming subject - a Performance Improvement Plan has been developed by KJo and MMA to support the department.
[Performance Improvement Plan 2024-25 - Technology](#)

2. Wellbeing and Attitudes to Learning

2a) Track effectively students' wellbeing and break down progress barriers through enhanced support and clear behavioural systems
 CSt / SEd/ STH

SE- Effectively embed and implement the new behaviour policy throughout the school, ensuring consistent application and fostering a positive, respectful environment for all students and staff.

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

Nearly all students will complete the SHRN survey to inform PSHE curriculum.

Very strong and positive parental feedback from Yr 11, 12,13 parents on students feeling safe in school on recent Parents' Eve. questionnaire - Yrs 11, 12 - 97% feel safe in school, Yr13 100%. Views on the school responding to and dealing with issues appropriately in questionnaire (Autumn Term 2024)- Yr 11 - 1 parent only disagreed, Y2 12 - 1 person only disagreed, Yr 13 - 2 people disagreed

The behaviour policy was successfully introduced across the entire school during the training day at the start of the year. Since its implementation, it has had a positive impact, ensuring a more consistent approach to sanctions across all areas and year groups. External exclusion rates have **decreased by 40%** compared to this time last year, and the number of conduct logs has risen by nearly 50% compared to this time last year, suggesting a more robust system for recording behaviour. Notably, high-level rude or disrespectful conduct logs have **decreased significantly, by nearly 20%** compared to this time last year. Staff feedback highlights that the new whole-school system for recording and implementing after-school detentions has been highly effective
[Behaviour Policy Summer Term 2024 CSt.docx](#)
[Internal Exclusion Term 1 review](#)

Good progress against the introduction of the Inclusion Plan document, intended to replace the current PSPs for students requiring additional support, aims to streamline processes and align more effectively with the new ALN reform.
[Castell Alun High School Inclusion Plan.docx](#)

An online survey was recently completed by 550 students, primarily from Key Stage 3, covering key areas such as student well-being, overall school behavior both in the classroom and during break and lunchtimes, along with other important aspects of daily school life.
60% of students suggest they either often or always enjoy school.
83% of students suggest they often or always feel safe in school.
95% of students suggest that they often or always behave in lessons.
[Brief Summary of Estyn Questionnaire.docx](#)

The recent SHRN report indicates an **improvement** in the overall "student wellbeing score" since the last report two academic years ago. This places the school in line with the national average for mean wellbeing scores.

3. Teaching and Learning Experiences

3b) Provide effective interventions and quality feedback through the further development of assessment practice
SEd/KJO

SE- Enhance teaching and learning through effective questioning, responsive teaching, clear success criteria, and impactful feedback.

Most teachers use the R&I stamp impactfully and other forms of assessment have clear purpose that improves learning

Progress and Next Steps in Enhancing Teaching and Learning Practices

In September, whole-staff training was delivered to launch our teaching and learning priorities, focusing on effective questioning, responsive teaching, clear success criteria, and impactful feedback. The QA process from Learning Area Reviews indicates that the majority of teachers are implementing these practices effectively in their lessons. However, all three Learning Area Reviews identified areas for improvement in some lessons, particularly in the use of success criteria, effective questioning, and peer assessment. Further training will take place on January 6th to address these areas, with Learning Managers tasked with monitoring progress within their respective areas.

[STAFF TRAINING DAY - 15th July 2021](#)

Whole School Work Review: Strengths and Next Steps in Providing Targeted Feedback and Supporting Student Improvement

Whole school work reviews indicate a positive use of R&I (Review and Improve) in the majority of books, with teachers providing focused, targeted support for student improvement. In most cases, there is clear evidence that the feedback is aligned with students' understanding of the success criteria, which helps to clarify expectations, close knowledge gaps, and empower students to take ownership of their learning. This targeted approach ensures that students can make meaningful improvements, enhancing their overall progress and confidence.

However, to ensure consistency across all lessons, further action is needed to guarantee that every teacher provides rich, targeted, and focused feedback that effectively supports learning. Additionally, while there is strong evidence in many books of students being given time to act on feedback and make improvements, this is not consistent across all work. To address this, ongoing training will emphasize the importance of providing actionable feedback, structuring time for students to apply it, and linking this directly to success criteria. Learning Managers will continue to monitor these practices to ensure they are fully embedded across all areas, ultimately fostering a culture of continuous improvement and reflection that benefits all students.

Whole school student target setting

Students reflecting on learning and setting targets based on teacher feedback and STRs

[Action Planning - STR](#)

<p>3c) Produce employable, literate, numerate and digitally competent learners by developing students' skills across the curriculum through effective collaboration</p> <p>KJo/GDA/SED</p> <p>SE- Use data from national tests and CATs to track student progress, identify areas for improvement, and implement targeted interventions that enhance overall student progress.</p>	<p><i>Many teachers do not regard a deficiency of basic skills as being a factor which causes a lack of subject progress</i></p>		<p>Whole School Work Review: Strengths and Areas for Improvement in Literacy Integration and Writing Progression</p> <p>Whole school work review indicates that the school demonstrates strong progression in writing and purposeful literacy integration in many key subjects such as Cymraeg, History, and RS. However, greater consistency in implementing literacy policies, improving processes, and differentiated support across all subjects would enhance students' writing development further.</p> <p>Literacy/Writing- Work Scrutiny Template</p> <p>National Literacy and Reading Test Analysis: Positive Results and Targeted Intervention Strategies</p> <p>Literacy</p> <p>Analysis from national tests Literacy and reading tests are positive. The results are as follows: Reading - 68% are expected to be between 85-115 Year 7 - 72.4% Year 8 - 64.28% (115+ has increased by 6.4%) Year 9 - 68.95%</p> <p>Targeted intervention has been put in place to support those students falling below 85%. Strategies are outlined in the Literacy Development Plan.</p> <p>Literacy - Skills Tracking Ongoing Monitoring - Literacy Development Plan 2024/5</p> <p>Numeracy</p> <p>Analysis from National Numeracy and reasoning tests show an improvement for most Year groups. Some FSM students are not making the progress expected so will have targeted interventions. Expected progress is a score of 95 to 105.</p> <p>Year 8 -87% of students are reaching this target, only 65% of FSM students Year 7 - 87% of students are reaching this target,, only 58.5% of FSM students</p> <p>Overview of year 7 Analysis 2324.pdf Overview of year 8 Analysis 2324.pdf</p>

In the intervention strategies, 96% made above expected or above progress for the ratio and proportion module (Year 8), and 84% in the time module (Year 7, with timelines and average speed, an area that needs further work in Year 7 and using map skills in year 8.

[Presentation - numeracy framework update September 2023](#)

Overview of year 8 RATIO AND PROPORTION Analysis Summer 2024.pdf

Overview of year 7 TIME Analysis Summer 2024.pdf

Enhancing Digital Learning: Progression and Standards Across Subjects

Time and guidance have been provided to Learning Managers and Subject Leaders to support the delivery of progression and sequencing in digital learning within their subjects, with a focus on standards and progression. Each subject is developing a document detailing the digital learning activities being implemented and the standards to which they are being delivered. An example of this can be seen in the Expressive Arts Digital Skills Document.

[DCF - Skills development - Art and Design](#)

Careers and Work related Education

- Year 9 assemblies on different career paths linked to different Areas of Learning and Experience led by local employers and businesses
- Year 11 and 13 destination planning in registration embedded
- Dedicated 'career' element on the school website which has a student section with quizzes, career contact info, parent section for support and advice, alumni / employer section for opportunity to sign up to help deliver careers within the school
- Continued links with alumni to talk to students on a range of topics such as finance, apprenticeships and business management
- Experience planning across CWRE with a comprehensive overview of career and work related experiences occurring across the school devised: [Careers and Work-Related Experiences](#)
- Completion of stage 1 of the Careers Award which is centred around leadership of CWRE in schools
- Auditing of teacher perception of CWRE across the school
- Audit and action plan of CWRE development within the school. Audit: [Audit 2024'25 - Updated Nov](#)
Action plan: [Action Plan CWRE development 2024'2025](#)

Weekly Digital training Blog given to staff updating them on key priorities for the week

Guidance has been given to support year 11 students
[Year 11 Study Guide.pdf](#)

4. Care, Support and Guidance

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

CEL/CST

SE - To improve capped 9 outcomes for FSM students by implementing targeted support and interventions designed to address their unique challenges and enhance their academic achievement.

All students with financial challenges access all standard educational resources available to their peers

Capped 9 above 350 pts for FSM students

Q/A and self-evaluation processes indicate that the school has a safeguarding culture.

FSM whole school attendance to be within 8% of the whole school attendance.

The capped 9 points gap for FSM students remains at circa 90 points. Gaps in English and Maths has also increased after narrowing last year. There are a high number of FSM students who are not attending school and are seeking alternative education arrangements. Action- analyse the list and upload relevant qualifications to 4 Matrix. Work with SDM and FSM champions to ensure best outcomes possible with alternative provision and awareness raising.

There have been several meetings following the latest data release to analyze specific groups of students and their progress, identify those who are underachieving, and strategically develop plans to enhance their outcomes. These efforts include whole-school mentoring and exploring alternative provisions to further support their improvement. [Year 11 update](#)

FSM focused meeting held on 28/11/24 : [Meeting Agenda - Nov 28](#) Attached are strategic actions from meeting to further support students.

CST recently underwent a whole school Safeguarding Audit, which has provided a strategic approach to further advancing a whole-school commitment to safeguarding while identifying key areas for further improvement.

[Castell Alun Audit Tool 24-25](#)

Current whole school attendance is higher than this time last year. It is currently **92.4%** year to date 29/11/24. This is about **1.2%** higher than at equivalent time last year.

[WS Sum 29-11-24.docx](#)

The FSM attendance gap was **+10%** last year but has currently decreased to approximately **8.5%**. Moving forward, there will be a particular focus on addressing the attendance of female FSM students, which is a significant concern at its current rate of **79.8%**.

5. Leadership

<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>PEd/CEI/CST</p> <p>SE - To enhance whole-school communication by establishing a dedicated staff working group that will develop and implement strategies to ensure clear, consistent, and effective dialogue across all levels of our school community.</p>	<p><i>Staff voice indicates that many staff perceive an improvement in communication.</i></p>		<p>Communication with colleagues remains a priority and feedback to date indicates further work to be done. The Headteacher's whole staff briefing has been moved to the staffroom on a Friday, with an online briefing being delivered on a Wednesday for the foreseeable future, after feedback from the working party. This does not meet all needs (some staff are on duty at this time) but has been received well by many staff to date.</p> <p>17. 29th November 2024.mp4 Example of team briefing.</p> <p>December staff wellbeing survey indicates that 17% of staff</p> <p>The Communication Working Group has been actively operating this term, with two meetings held to date. The initial meeting focused on reviewing and interpreting last year's staff QA feedback, which highlighted the need for enhanced and improved communication within the school. During this session, we explored what effective communication should look like for our school community and identified key areas for development. Please see notes of meetings</p> <p>Meeting Notes - Meeting 1 (03-10-24).docx</p> <p>Meeting notes 23 Oct</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>SHW/CEL</p> <p>SE -Leverage technology and AI to streamline staff workloads, enhance productivity, and improve overall efficiency in the school environment.</p> <p>Why? Evidence - School Council feedback questions the quality of some physical resources.</p>	<p><i>School Council feedback indicates student satisfaction with the learning environment</i></p>		<p>The AI working group, with representatives from each AoLE, is collaborating to produce a comprehensive document outlining how teachers can use AI to enhance their practice and reduce workload. The document will focus on practical strategies such as automating routine tasks like grading and administrative work, streamlining lesson planning with AI-powered tools, and supporting differentiated instruction efficiently. By leveraging AI, teachers can spend more time focusing on impactful teaching and learning while benefiting from reduced administrative burdens and improved work-life balance.</p> <p>AI Collaboration</p> <p>Teachmate: Impact: All staff roles could benefit from this. Many already do and pay for their own licence. A cheaper way of accessing ChatGPT pro for staff. Training videos are valuable. Recommendation: 1 Year Licence and review. Provide some logins per Faculty to be assigned to staff as the head of faculty sees fit. Some licences held back for SLT / Admin/ ALN . Purchased Jan 2025</p> <p>The implementation of training emails delivered through weekly digital blogs has provided staff with consistent, accessible professional development opportunities, enabling them to stay informed about best practices, refine their teaching strategies, and continuously improve their classroom delivery.</p>

<p>WAG priority, agreed by staff /student voice that a student's educational experience should be positive.</p>			<p>The transition to SIMS being online has significantly enhanced staff efficiency and flexibility, allowing them to access important student information and complete administrative tasks remotely, ensuring seamless communication and data management regardless of location.</p> <p>The introduction of the room booking system has improved resource accessibility for staff, enabling them to efficiently plan and secure necessary spaces and equipment, ensuring that resources are fully utilised to support effective teaching and learning.</p> <p>The launch of the collaborative digital training website has provided staff with a centralised platform for accessing training materials, sharing best practices, and fostering collaboration, enhancing professional development and supporting continuous improvement across the school.</p> <p>The modernisation of working practices, including the introduction of online forms, streamlined trip booking processes, updated reprographics systems, and enhanced software, along with a strategic rethink of email usage, has improved efficiency, reduced administrative burdens, and supported a more productive and cohesive working environment for staff.</p> <p>Beginning to look at integrating Hwb</p>
<p>5e) Develop greater staff ownership of PLD to promote development, health and wellbeing throughout school SED/PED/KJO/HWg</p> <p>SE - To reduce staff workload by creating a more streamlined approach to reporting, assessments, and student learning ethics, thereby simplifying administrative tasks and enhancing efficiency.</p> <p>Why? Evidence - Whole school PLD responds to identified priorities but learning walks indicate that direct impact on</p>	<p><i>PLD evaluation forms indicate that many staff benefit from ownership of professional learning which has a positive impact on teaching and learning. .</i></p>		<p><i>(HWg questionnaire on staff wellbeing - also pending)</i></p> <p>The December staff wellbeing survey shows that 87% of staff feel valued in their role. The survey asked staff to identify which initiatives enhanced their well-being and were asked to suggest ways we could support and improve staff with their own well-being in school.</p> <p>The CFW staff training day in January will enable staff to gain an understanding of the progression and learning journey with the involvement of the feeder primary schools. On the training day, staff will have the freedom to sign up to a choice of training sessions according to their own needs.</p>

classroom learning should be more evident			
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Whole School Self Evaluation Cycle - June 2024 onwards

