

Ysgol Uwchradd
CASTELL ALUN
High School

Developing Successful Futures
Datblygu dyfodol llwyddiannus



Our Mission Ein Nod

We aspire to be one of the very best schools in Wales – known for exceptional learning, outstanding student engagement, and excellent outcomes for all.

Our Vision Ein Gweledigaeth

At Castell Alun our core focus is teaching and learning. We work constantly to ensure that all reach their potential. We prepare everyone to face the future with confidence and integrity, guided by our values of respect, determination and honesty.

Our Values Ein Gwerthoedd



Respect

Parch



Determination

Penderfynolrwydd



Honesty

Gonestrwydd



Whole School Improvement plan

Castell Alun High School Roadmap 2025 -2028

TEACHING AND LEARNING (IA1)	WELLBEING, CARE, SUPPORT AND GUIDANCE (IA2)	LEADING AND IMPROVING (IA3)
<p>Raise standards of teaching and learning by sharing best practice and embedding core pedagogical principles through high-quality collaborative CPD. This will secure strong progression for all students, including those eligible for FSM, by focusing on:</p> <ul style="list-style-type: none">· Effective questioning· Responsive teaching· Clear success criteria· Impactful feedback· Inclusive stretch and challenge <p>Strengthen consistency and coordination in the development of students' skills across the curriculum to secure high standards and sustained progress, with a focus on closing gaps for FSM students.</p> <ul style="list-style-type: none">· Promote a strong culture of reading to improve literacy levels· Develop numeracy skills progressively· Advance digital competence by embracing technology to enrich learning and support innovative practice <p>Ensure homework successfully consolidates learning, secures progression and encourages students to respond effectively to feedback, supporting high standards over time.</p> <p>Enhance our strong Welsh culture and language provision so it is meaningful, visible and impactful across the school, contributing to learners' wider personal and academic development.</p>	<p>Improve student outcomes by maximising attendance through early intervention, strong community partnerships, robust monitoring and follow-up systems, ensuring high standards and sustained progress for all learners.</p> <p>Promote a culture of high expectations for behaviour, rooted in our school values, strong pastoral care and meaningful learner voice, thereby supporting a positive learning environment that drives improved student outcomes</p> <p>Deliver targeted support to close the attainment gap, ensuring all students, particularly those affected by poverty or disadvantage, can achieve high standards and make sustained progress.</p> <p>Promote resilience, wellbeing and a strong sense of belonging, aligned with Flintshire's priorities, to enhance learner effectiveness, personal development and progress towards high academic and personal standards.</p>	<p>Deliver high-quality professional learning and performance management that raise standards and secure student progression through evidence-based practice, strategic partnerships and collaboration, fostering a culture of staff autonomy, ownership and continuous improvement in teaching and learning.</p> <p>Streamline school operations and meetings to make the best use of staff time, strengthen leadership at all levels and promote enquiry-based approaches focused on teaching and learning.</p> <p>Ensure efficient, sustainable financial management that directly supports school priorities and drives improvement.</p> <p>Embed a robust, consistent quality assurance process across the school, using data and assessment to reduce variation between subjects, raise standards and inform planning.</p> <p>Proactively prepare for the New Curriculum for Wales and qualifications framework, strengthening transition, curriculum design and progression in knowledge, skills, and understanding from KS3 to KS4.</p>

Priority and Inspection Area	IA1.1 - Raise standards of teaching and learning by sharing best practice and embedding core pedagogical principles through high-quality collaborative CPD.	IA1.2 - Strengthen consistency and coordination in the development of students' skills across the curriculum to secure high standards and sustained progress, with a focus on closing gaps for FSM learners.	IA2.1 - Promote a culture of high expectations for behaviour, rooted in our school values, strong pastoral care and meaningful student voice, supporting a positive learning environment that drives improved student outcomes	IA3.1 - Deliver high-quality professional learning and performance management that raise standards and secure student progression through evidence-based practice, strategic partnerships and collaboration, fostering a culture of staff autonomy, ownership and continuous improvement in teaching and learning	IA3.2 - Streamline school operations and meetings to make the best use of staff time, strengthen leadership at all levels and promote enquiry-based approaches focused on teaching and learning.	IA3.3 - Proactively prepare for the New Curriculum for Wales and qualifications framework, strengthening transition, curriculum design and progression in knowledge, skills and understanding from KS3 to KS4.
Priority drive Where from and why.	<i>In response to our most recent Estyn report, we will prioritise raising standards in teaching and learning by sharing best practice and embedding core pedagogical principles through high-quality, collaborative professional development. This will ensure strong progress for all students, particularly those eligible for Free School Meals (FSM), by focusing on the following key areas:</i> <ul style="list-style-type: none"> • Embedding effective questioning to deepen understanding • Developing responsive teaching strategies to adapt to students' needs • Using clear and purposeful success criteria to guide learning • Providing impactful, timely feedback to move learning forward • Ensuring inclusive stretch and challenge to meet the needs of all students. 	<i>Following the findings of our most recent Estyn inspection, we will strengthen the consistency and coordination of skills development across the curriculum to secure high standards and sustained progress for all students, with a particular focus on closing attainment gaps for pupils eligible for Free School Meals (FSM).</i> <i>This priority will focus on:</i> <ul style="list-style-type: none"> • Promoting a strong culture of reading to raise literacy levels • Developing numeracy skills progressively and consistently across subjects and AOLE's • Advancing digital competence through the effective and innovative use of technology to enhance teaching and learning. 	<i>This stakeholder-driven priority focuses on ensuring the consistent enforcement of existing expectations around uniform, mobile phone use and punctuality, particularly in relation to a small number of students who regularly challenge them.</i> <i>Key to this will be:</i> <ul style="list-style-type: none"> • Reasserting clear, high expectations in line with our school values • Mapping and tracking repeat offenders to identify patterns and intervene early • Ensuring all staff apply behaviour expectations consistently and fairly • Supporting students through strong pastoral care and meaningful learner voice to sustain a positive learning environment that underpins improved outcomes. 	<i>Arising from the school's self-evaluation process, this priority focuses on delivering high-quality professional learning and effective performance management to raise standards and secure student progression. This will be achieved through evidence-based practice, strategic partnerships and a strong culture of collaboration—fostering staff autonomy, ownership and continuous improvement in teaching and learning.</i> <i>Improving standards and securing student progression require a strong, school-wide focus on professional learning and collaborative practice. This priority ensures continued alignment with evidence-based approaches and leverages strategic partnerships to embed a culture of autonomy, innovation and continuous improvement in teaching and learning.</i>	Driven by the needs and feedback from stakeholders, we will implement a new meeting cycle designed to streamline school operations and make the best use of staff time. This revised structure will strengthen leadership at all levels and embed enquiry-based approaches focused on improving teaching and learning across the school.	In response to national priorities, we will proactively upskill staff to prepare for the New Curriculum for Wales and the new qualifications framework. This includes a sustained focus on strengthening curriculum design and ensuring seamless, effective transition from primary through to Sixth Form. Our aim is to support coherent progression in students' knowledge, skills and understanding at every stage of their educational journey.
SIT Leads	KJO/HWG/GBL	KJO/SED	CST/STH/CEL	CEL/PED	PED/GDA	SED/GDA/CST

Progress Tracker: [SIP Progress Tracker](#)

Whole School Development Plan 2025/26

Objectives – rationale (through self-evaluation), person responsible	Specifically	Success Criteria - Desired Impact	Monitoring Impact of Priorities
1. TEACHING AND LEARNING			
IA1.1- Raise standards of teaching and learning by sharing best practice and embedding core pedagogical principles through high-quality collaborative CPD.	<p>Embed subject-based Enhancing Pedagogy Working Groups. Each Learning Area will identify a priority focus from five core T&L strands (effective questioning, responsive teaching, clear success criteria, impactful feedback, inclusive stretch and challenge), undertake action research, implement strategies with a class, and use QA processes to evaluate impact on learning and progress.</p> <p>Develop a shared understanding of effective teaching and learning. Learning Areas will define what 'good' looks like in their</p>	<p>Teacher Professional Growth and Consistency: All teachers engage in subject-specific professional enquiry, with QA activities (learning walks, book reviews, student voice) indicating that nearly all lessons meet expected teaching standards.</p> <p>Collaborative and Reflective Culture: All teaching staff actively engage in professional dialogue, CPD and lesson observations, developing a shared understanding of teacher and student behaviours that supports progression and engagement. Through ongoing collaboration and feedback, teachers support one another to continuously improve teaching and learning across the school.</p> <p>QA evidence from enhanced pedagogy documentation, CPD feedback, and learning area reviews will demonstrate improvements in teaching practice and professional confidence.</p> <p>Learner-Centred Teaching and Progression: All teachers design lessons that put learners at the centre, responding to their needs, interests, and prior knowledge. QA activities (learning walks, work scrutiny, student voice) will show that nearly all lessons promote meaningful progression, skill development, and independence in line with the Curriculum for Wales.</p>	<p>Staff across the school have made strong progress in developing teaching and learning through the Enhancing Pedagogy Working Groups, with all Learning Areas selecting a focus strand, carrying out research, and trialling strategies in their classrooms.</p> <p>Staff training from September to December has been closely aligned to whole-school priorities, with a strong focus on improving teaching and learning through high-quality, collaborative professional development. All staff engaged in the launch of the Enhancing Pedagogy Working Groups, led by Sarah Sutton during the September Training Day, which introduced the shift towards learner-focused pedagogy and progression. The October Training Day built on this by enabling departments to share emerging practice, evaluate early impact and identify next steps within their chosen pedagogical strand.</p> <p>A shared understanding of effective teaching is becoming well established, supported by the school's key teaching and learning priorities and a "Recipe of a Good Lesson" and reinforced through collaborative CPD and professional dialogue.</p> <p>Quality assurance activities—learning walks, work scrutiny, and student voice—indicate that nearly all lessons meet expected standards, with improving consistency in teacher practice and learner-centred planning. The Maths Learning Area review highlighted particularly strong stretch and challenge,</p>

	<p>subject using whole-school expectations ('Recipe of a good lesson') to support reflective practice and purposeful lesson observation. This will strengthen consistency, raise teaching standards, and embed effective pedagogy across the school.</p>	<p>Evidence of Impact on Learning: Quality assurance evaluates teaching through a learner-centred, progression-led approach, using evidence from lesson observations, work scrutiny, assessment outcomes, and student feedback to demonstrate the positive impact of teaching on learners' knowledge, skills, confidence, and meaningful progress, including how they apply their learning. The evidence gathered demonstrates not only the quality of teaching but also the tangible improvements in students' progress, attainment, and ability to apply knowledge independently.</p>	<p>demonstrating effective use of strategies across year groups and abilities.</p> <p>We have developed a 'Looking at Learning' guide to help all staff understand what effective learning looks like in classrooms from the student perspective, shifting the focus from teaching to learning. The guide supports the identification of our key teaching and learning priorities and the principles of progression, and it is now being used to inform lesson planning and lesson observations across the school.</p> <p> Looking at Learning.pdf</p> <p>Inquiry forms completed via Google Classroom show staff reflecting on impact and next steps, while ongoing QA across Learning Areas is helping to identify both improvements in pedagogy and areas for further development. Overall, evidence so far shows clear improvements in teaching practice, professional confidence, and learner progression.</p> <p>Enquiry Team Documents</p> <p>Enhancing Pedagogy</p> <p>Maths Learning Area Reviews</p> <p> November 2025 Maths LAR Findings Summary</p>
--	--	--	---

<p>IA1.2- Strengthen consistency and coordination in the development of students' skills across the curriculum to secure high standards and sustained progress, with a focus on closing gaps for FSM learners.</p>	<p>Embed a consistent, progressive approach to skills development in all subjects, aligned to whole-school expectations.</p> <p>Use data and quality assurance (QA) processes to evaluate impact, monitor standards, identify weaker areas and inform targeted interventions, with skills leads actively involved in QA.</p> <p>Deliver timely support to underachieving students and evaluate intervention impact.</p> <p>Provide CPD and foster collaboration to build staff confidence and share best practice in skills teaching.</p>	<p>Curriculum Alignment: Nearly all subjects will have curriculum plans clearly outlining progressive literacy, numeracy and digital skills aligned with whole-school frameworks. QA via curriculum reviews and audits will confirm alignment and consistency across departments.</p> <p>Lesson Planning: A majority of lessons will embed explicit skill development objectives within activities and assessment. QA through lesson sampling and learning walks will confirm consistent inclusion of skill objectives.</p> <p>Skills Implementation and Quality Assurance: Term 2 will prioritise the consistent implementation of skills development across the curriculum, evident in nearly all departments. QA through scheduled walks, work scrutiny, and data analysis will verify consistency and impact.</p> <p>Data-Driven Monitoring: Progress data will be routinely analysed to identify and address gaps, with timely action evident in the majority of cases, especially for FSM and priority learners. QA via data reviews and intervention logs will confirm targeted responses.</p> <p>STR termly reviews will enable all LAs/SA to further track progress and help identify students needing intervention, the progression of groups of learners and the development of skills across within their subjects/LAs</p> <p>Targeted Interventions: A majority of underachieving students will receive evidence-based interventions with documented evaluation and impact. QA through tracking systems will confirm follow-up and effectiveness in the majority of cases.</p>	<p>MFL Learning Area review:</p> <p>Languages LAR Dec 25 Findings</p> <p>MFL Enhancing Pedagogy Action Points.docx</p> <p>Training day in October led by GBL/AJo- all staff received CPD on developing reading across the curriculum. All departments have completed an audit on current practice and identified action points. All AoLEs assigned an English link for continued support and collaboration.</p> <p>Reading Audit all areas</p> <p>To create a more consistent approach to skills development across the school, a whole-school strategy has been developed in collaboration with Learning Area Managers. This approach requires departments and learning areas to identify a specific skills focus, carry out quality assurance to evaluate current provision, and work closely with Skills Leads to strengthen practice, with a clear emphasis on progression over time. Whole-school planning documents, work scrutiny tools and student voice resources have been introduced to support consistency, raise standards and ensure a shared approach to skills development across the school.</p> <ul style="list-style-type: none"> Skills Development Review template Skills Development - Work Scrutiny and Schemes of Work Skills Development - Student Voice <p>Skills leads have begun to be involved in Quality Assurance and AJo the Literacy Skills Lead has undertaken a literacy work review as part of the Languages Areas Review.</p> <ul style="list-style-type: none"> Welsh Student Voice 2025 – Literacy Summary (Year 8–9)
---	---	--	---

		<p>Staff Development and Collaboration: All staff will participate in CPD on skills teaching and engage in cross-department collaboration. QA via attendance records and feedback will evidence staff confidence and shared practice.</p> <p>Skills Leads Involvement: Skills Leads will be actively involved in QA, supporting standards and driving whole-school improvements primarily through subject area reviews across the academic year.</p>																																																	
2. WELLBEING, CARE, SUPPORT AND GUIDANCE																																																			
<p>IA2.1 - Promote a culture of high expectations for behaviour, rooted in our school values, strong pastoral care, and meaningful student voice—supporting a positive learning environment that drives improved student outcomes</p>	<p>Improved Behaviour Recording in SIMS Introduce a drop-down menu in SIMS to ensure more accurate and consistent incident logging. Trial this system during the last two weeks of term. Share findings and gather feedback in a staff meeting before full implementation.</p> <p>Monitoring and Escalation of Sanctions Ensure detentions are tracked systematically. Introduce higher-level sanctions for persistent non-compliance. Use admin support effectively to manage</p>	<p>The number of students who persistently challenge the school's basic behaviour expectations will be reduced through the implementation of a more robust and streamlined system to track, monitor and consistently apply consequences.</p> <p>Students will have regular opportunities to provide feedback on whole-school initiatives through half-term surveys, with specific questions focused on behaviour and consistency. This will ensure student voices are heard and their experiences help shape future improvements.</p> <p>A centralised pastoral and ALN portal will be created to inform staff of students' individual needs. All staff will be able to access this information easily, and usage data will be monitored to ensure it is used effectively to support student outcomes.</p> <p>Staff feedback will be gathered to evaluate the usefulness of the pastoral and ALN portal, ensuring it is a valuable tool in supporting both behaviour management and inclusive classroom practice, as a</p>	<p>The pastoral team has identified students who are persistently failing to meet behaviour expectations. These students have received a significant increase in fair but firm consequences, including parental meetings and the implementation of report cards. To support more streamlined tracking of persistent behaviour, we are now using this spreadsheet to guide interventions.</p> <table border="1"> <thead> <tr> <th>YEAR GROUP</th> <th>TOTAL</th> <th>TOTAL PERIODS</th> <th>TOTAL PERIODS</th> <th>TOTAL PERIODS</th> <th>TOTAL</th> </tr> <tr> <th></th> <th>INCIDENCES</th> <th>PASTORAL</th> <th>REFLECTION</th> <th>EXCLUSION</th> <th>PERIODS</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>37</td> <td>43</td> <td>4</td> <td>32</td> <td>79</td> </tr> <tr> <td>8</td> <td>42</td> <td>33</td> <td>10</td> <td>32</td> <td>75</td> </tr> <tr> <td>9</td> <td>37</td> <td>47</td> <td>7</td> <td>29</td> <td>80</td> </tr> <tr> <td>10</td> <td>61</td> <td>48</td> <td>9</td> <td>31</td> <td>88</td> </tr> <tr> <td>11</td> <td>36</td> <td>24</td> <td>5</td> <td>38</td> <td>69</td> </tr> <tr> <td>TOTAL</td> <td>233</td> <td>195</td> <td>35</td> <td>159</td> <td>391</td> </tr> </tbody> </table> <p> WHOLE SCHOOL database 2025-6</p> <p>Staff training took place on Wednesday 8th October, during which all staff were introduced to the database and trained on how to filter information for optimal use.</p> <p>Data from the online portal shows that it is a valuable tool, with nearly all staff having accessed the database at least once this half term. Staff feedback has led to the inclusion of additional</p>	YEAR GROUP	TOTAL	TOTAL PERIODS	TOTAL PERIODS	TOTAL PERIODS	TOTAL		INCIDENCES	PASTORAL	REFLECTION	EXCLUSION	PERIODS	7	37	43	4	32	79	8	42	33	10	32	75	9	37	47	7	29	80	10	61	48	9	31	88	11	36	24	5	38	69	TOTAL	233	195	35	159	391
YEAR GROUP	TOTAL	TOTAL PERIODS	TOTAL PERIODS	TOTAL PERIODS	TOTAL																																														
	INCIDENCES	PASTORAL	REFLECTION	EXCLUSION	PERIODS																																														
7	37	43	4	32	79																																														
8	42	33	10	32	75																																														
9	37	47	7	29	80																																														
10	61	48	9	31	88																																														
11	36	24	5	38	69																																														
TOTAL	233	195	35	159	391																																														

	<p>and monitor this process.</p> <p>Punctuality to School Strengthen systems to monitor morning punctuality. Use data to identify patterns and follow up with targeted interventions.</p> <p>Improved Data Sharing Collate reports and behaviour data regularly. Make this information accessible to relevant staff to support early intervention and consistency.</p>	<p>result will have a positive impact on whole school communications.</p> <p>A clear and consistent system for after-school and lunchtime detentions will be re-implemented. All stakeholders will be informed of the process, which will help address persistent behaviours displayed by a small number of students. Over the academic year the amount of students attending after school detentions will be reduced.</p> <p>A whole-school mobile phone ban will be introduced to reduce low-level disruption and behavioural issues related to social media. The impact of this policy will be monitored across the academic year through behaviour data via Sims and CPOMS and stakeholder feedback.</p>	<p>data fields to further support classroom teachers, enhancing communication and pastoral information-sharing.</p> <p>As anticipated, the number of after-school detentions has risen sharply due to the more robust processes now in place. This year, after-school detentions have increased by nearly 41% compared to the total issued last year. All staff are fully aware of the system and procedures and this is having a positive impact on behavioural data shown above.</p> <p>Pastoral detention Autumn Term 25-26.xlsx</p> <p>Learning Area Managers and Student Development Managers have provided positive feedback regarding the mobile phone policy, noting improvements in attitude to learning, fewer students leaving lessons, and— in some year groups— a reduction in online social conflicts. Attached is the current tracking data showing 106 students (8%) incidents of phones being confiscated, including 18 repeat offenders for whom parents have been contacted to collect the device.</p> <p>Attendance summaries:</p> <p>Attendance Summaries 28-11-25.docx</p>
<p>3. LEADING AND IMPROVING</p>			
<p>IA3.1- Deliver high-quality professional learning and performance management that raise standards and secure student progression through evidence-based practice, strategic partnerships and collaboration, fostering a culture of staff autonomy, ownership and continuous improvement in teaching and learning</p>	<p>All staff performance management targets will be explicitly linked to whole-school priorities, particularly the Estyn recommendations on teaching, learning, and skills. The school's three-year roadmap, allowing staff to align personal development with strategic goals.</p>	<p>Teaching and Learning Standards</p> <p>Lesson Observations and Work Scrutiny: Many lesson observations, learning walks, and book looks will provide clear evidence that teaching consistently supports learner-centred, progression-led practice, reflecting high-quality pedagogy and Estyn recommendations.</p> <p>Staff Confidence and Autonomy: Nearly all staff self-evaluations and line manager reviews will demonstrate increased confidence, professional autonomy, and the effective application of strategies</p>	<p>Maths Review - Oct 2025</p> <p>Maths Review Findings</p> <p>Quality of delivery is consistently at least good in many lessons. Numerous strengths and areas for development are defined (see attached).</p> <p>(MFL Review - now ongoing and due to be concluded by 19th December 2025)</p> <p>LA review Schedule</p> <p>Languages LAR Dec 25 Findings</p> <p>MFL Enhancing Pedagogy Action Points.docx</p>

<p>This ensures a focused approach to improving specific areas of teaching and learning across the school.</p> <p>Staff areas of focus will be collected and analysed to identify common themes and areas of focus.</p> <p>CPD will be tailored to these themes, enabling:</p> <ul style="list-style-type: none"> • More targeted training • Collaborative working groups • Sharing of best practice • Staff will be encouraged to engage with research and data to inform their classroom practice. • Performance Management reviews will include reflection on the impact of strategies trialled and implemented. 	<p>that positively impact learners' knowledge, skills, and progression.</p> <p>Student Progress</p> <ul style="list-style-type: none"> • A general trend of improved outcomes in national test data and internal assessments will be evident. • A general trend of greater progress at Key Stage 3, tracked through assessment points and progress data gives an overall comparable picture of each year group. <p>Staff Engagement and Collaboration</p> <ul style="list-style-type: none"> • All staff will have increased participation in CPD and working groups with a particular focus resulting in raising standards in teaching and learning. 	<p>Nearly all teaching staff have increased accountability for whole school priorities through a new Performance Management system, following ESTYN's guidance last academic year.</p> <p>Performance Management Online</p> <ul style="list-style-type: none"> • Please see above information about Enhancing pedagogy and Enquiry groups
--	--	---

<p>IA3.2 - Streamline school operations and meetings to make the best use of staff time, strengthen leadership at all levels and promote enquiry-based approaches focused on teaching and learning.</p>	<p>PEd - successful introduction of new meeting cycle.</p> <p>GDa- Relaunch of Staff release form and trip pack online</p>	<p>A new meeting cycle is introduced effectively which provides sufficient time for bespoke training, focussed upon declared needs of school / areas as expressed in SDP. The desired impact of the cycle will be evaluated through improvement of students outcomes, increased CPD opportunities and stakeholders' feedback.</p> <p>Red forms will no longer be used and staff are completing the online forms, giving at least a week's notice. Trips can be put in advance on the Sims diary so that any planned activities do not clash to reduce the cover costs.</p> <p>All trips are planned in advance, using an online trip pack. Implementing this model each trip can be assessed for cost effectiveness.</p> <p>All learning areas will consistently implement and critically evaluate enquiry-based teaching and learning approaches. As a result of enhanced pedagogical focus in Term One, each area will produce a reflective report aligned to one of the agreed principles, demonstrating improved instructional practice.</p>	<p>The new meeting cycle has been introduced and anecdotal feedback indicates that it proves popular with staff in general. Staff have 1 after-school meeting per week, except during Parents' Evening weeks. <i>A review has not yet taken place and will occur once the entire cycle has become embedded.</i></p> <p>Meetings Timeline</p> <p>All red forms are completed online and Emma/GDa can monitor completion. Most are responding to any requests and can check if the form has not been returned to them. Some are getting held up with line managers, but it is improving. Trip packs are more streamlined online but staff do need further training as some risk assessments are not completed correctly. Staff still need to be reminded to check costs carefully. Discussions in SLT morning briefings are working well. Evolve forms are being completed more accurately.</p> <p>Staff release form</p> <p>Trips</p>
<p>IA3.3 - Proactively prepare for the New Curriculum for Wales and qualifications framework, strengthening transition, curriculum design and progression in knowledge, skills and understanding from KS3 to KS4 and KS4 to KS5.</p>	<p>GCSE Implementation Support: Support the delivery of the new GCSE qualifications, including curriculum adjustments and assessment preparation.</p> <p>Skills Progression Across Transition: Establish and implement agreed expectations for the progression of literacy,</p>	<p>GCSE Implementation Support: All departments delivering the new GCSE qualifications receive tailored support for curriculum adjustments and assessment preparation.</p> <p>Skills Progression Across Transition: Collaborative work with primary schools ensures a clear and consistent skills progression pathway from KS2 to KS3, supported by regular transition meetings and shared planning. The school will explore appointing a numeracy liaison lead to work with primary schools over a four-block period, with the impact measured through primary school feedback and an enquiry-based approach. This work will be further supported through the Deputies Transition Working Group, creating an opportunity to gather information across all cluster schools, share good practice, and promote consistency in the skills students bring with them when they arrive at high school.</p>	<p>GDa signed up for Curriculum Design course- starts January</p> <p>Developing a shared understanding of teaching and learning Learning walks have taken place across all eight of our feeder primary schools. A summary of the findings has been produced, and the next step is to work collaboratively with primary colleagues to develop shared priorities, strengthen transition, and ensure greater continuity and progression in learning.</p> <p>Castell Alun Cluster Transition Plan 25-26.docx and evaluation</p> <p> Summary of Primary School Visits</p> <p> Primary Transition.pptx</p>

	<p>numeracy and digital skills across the transition phase, ensuring a clear, consistent pathway that supports learner progression.</p> <p>Strengthen transition from KS4 to KS5: Establish stronger links between KS4 and 5 across all subject areas, better preparing and supporting students for the transition</p>	<p>Strengthening Transition from KS4 to KS5: Introduce a Sixth Form Information Evening to commence promotion of the Sixth Form earlier (Autumn term). Work collaboratively with LAs to provide Year 11 students with relevant information and support to help decide on subject options, making an informed choice as they progress from KS4 to 5. Engage with students in Years 11 and 10 further, through subjects, assemblies, activities week and earlier to prepare them effectively for the transition to KS5. Continue to promote the Sixth Form in the wider community and area, further developing relationships with other schools to build upon the number of external students attending Sixth Form.</p>	<p>Developing Numeracy</p> <p><input checked="" type="checkbox"/> Maths Development - Ysgol Estyn</p>
--	---	--	--

Desired impact fully achieved	Significant progress made towards desired impact	Progress made towards desired impact	Limited progress made towards desired impact		
		Autumn 2025			
Priority	SLT Lead	September	October	November	December
<u>IA1.1</u>	KJo/HWg	Yellow	Green	Green	Yellow
<u>IA1.2</u>	KJo/SEd	Red	Yellow	Yellow	Yellow
<u>IA2.1</u>	CST/STh/CEI	Yellow	Green	Green	Green
<u>IA3.1</u>	CEI/PED/CST	Red	Yellow	Yellow	Yellow
<u>IA3.2</u>	PED/GDA	Yellow	Yellow	Green	Green
<u>IA3.3</u>	SEd/Gda/CSt	Yellow	Yellow	Yellow	Yellow

Whole School Self Evaluation Cycle - June 2025 onwards



