



School Development Plan 2023-26

School Mission

Our mission is to be the best school in Wales. In our school community, all learners are ready to learn and make progress appropriate to their ability in every lesson.

We embody a culture of kindness, inclusivity, ambition, belief, determination and resilience.

Through our learner led, creative and engaging curriculum all of our learners are:

- Ambitious, capable learners ready to learn throughout their lives
- Enterprising, creative contributors ready to play a full part in life and work
- Ethical, informed citizens of Wales and the world
- Healthy confident individuals, ready to lead fulfilling lives as valued members of society.

These goals underpin our shared common purpose of preparing our learners for a successful future.

School Priorities 2023-26

The school priorities for the development period 2023-26 are in line with the national agenda as set out by the Welsh Government, reflect the school's self-evaluation priorities, support the regional and LA priorities and the achievement of our school mission and the school motto "Efforts to High Things" (Ardua Ad Alta).

Abbreviations used in this document: TER = Team Evaluation Review TIP = Team Improvement Plan PIP = Pastoral Improvement Plan LMM = Line Management Meeting (SLT and LOL) LOL = Leader of Learning (Head of Faculty) RST = Raising Standards Team (YR 7 - 9, 4 or 5) EOS = Educated off site LT = Learning Team Wellbeing team = Assistant Headteachers and Heads of Years

1. Learning and Progress

Foci

YR 11 AIH

1. Improve the performance of all learners so that the overall best literacy average points score is at least 37
2. Improve the performance of all learners so that the overall best numeracy average points score is at least 34
3. Improve the performance of all learners so that the overall best science average points score is at least 32
4. Improve the performance of all learners so that their capped points score (Capped 9) is at least 318
5. Improve the performance of eFSM learners so that their capped points score (Capped 9) is at least 270
6. Improve the performance of Roma learners so that their capped points score (Capped 9) is at least 200
7. Improve the performance of our lowest third ability range of learners so that their capped points score (Capped 9) is at least 200
8. Improve the capped points score of the top third ability range to at least 430
9. Improve the performance of all learners so that the Level 1 Threshold is at least 92%

YR 7 - 9 MJR

1. To ensure that most learners are on track to meet or exceed their CAT4 based GCSE prediction from the start of Year 7 to EOYR 9

YR 7 – 9 and Sixth Form JEB/MJR (see targets in section 2)

1. Raise the standards of numeracy, literacy and digital competency for all learners across the curriculum to ensure that at least many learners' skills are judged as 'good' or 'excellent'

Actions	Lead	Timescale	Resources	Evidence / Success Criteria
<ul style="list-style-type: none"> Develop systems and processes to ensure accurate data that results in effective, timely analysis after every data drop 	AIH/MJR LOLs HOYs HOKS ALNCO ZJI ZGW	In line with ARR calendar 2023-24	SMID ALPS CAT4 data LMMs Google sheets Self-evaluation calendar	<ul style="list-style-type: none"> Systems support the accuracy of data on SMID Self-Evaluation activities result in effective analysis of data to inform on interventions needed Raising standards meeting minutes show purposeful discussions with clear actions to improve learner outcomes (Y7-13) KPI targets met or exceeded (see above)
<ul style="list-style-type: none"> Develop self-evaluation systems to ensure that learners who are not making expected progress are identified by LOLs/HOYs so that interventions can be planned and monitored. 	AIH/MJR LOLs HOYs HOKS ALNCO			<ul style="list-style-type: none"> As a result of effective systems and interventions many of the targeted learners make improved progress in line with CAT4 data
<ul style="list-style-type: none"> Ensure curriculum offer (y10-13) both in school and at off-site provision is effective in providing learners opportunities to achieve appropriate qualification 	AIH SM KAM JS ASPIRE MG FM	Ongoing as part of transition	SMID ASPIRE Self-evaluation calendar	<ul style="list-style-type: none"> All learners achieve a qualification Capped 9 for ASPIRE learners improves in line with CAT4 data Capped 9 for lowest third is in line with CAT4 data Improved retention from Y11 to Y12 as a result of appropriate pathways

2. Teaching, Assessment and the Development of Learners' Knowledge and Skills

Foci areas

1. Develop and embed the consistency and effectiveness of curriculum provision, learning and teaching with a focus on;
 - a. AfL (include questioning)
 - b. Appropriate levels of learning and progress
 - c. Effective progression plans, in line with CfW requirements
 - d. Comprehensive provision that meets the needs of the lowest third ability range of learners
 - e. Purposeful assessment opportunities that support and reflect the principles of progression in line with the aims and objectives of the CfW
2. Embed and enhance provision for and progress in skills

Actions	Lead	Timescale	Resources	Evidence / Success Criteria
<p>Focus area 1</p> <ul style="list-style-type: none"> ● T&L (knowledge and skills) strategy embedded with a key focus on deep learning and rapid progress to achieve improvements in T&L which impact positively upon progress and outcomes. ● Effective purpose led curriculum in place to support all learners to make progress in line with their ability ● Develop Learn, Grow, Improve to improve T&L and embed a culture of evaluation and improvement ● Impactful self-evaluation to secure improvements of: <ul style="list-style-type: none"> ○ progression plans ○ books ○ Learn, Grow, Improve approach ○ assessment and feedback ○ cross-curricular links ○ explicit/authentic links to the four purposes ● Effective use of CAT4 data to develop strategies to meet the needs of the lower third learners 	<p>JEB/MJR</p> <p>LOLs</p>	<p>Autumn term 2023</p> <p>Spring term 2024– 2025 ongoing analysis, intervention and support</p> <p>Develop Autumn Term Evaluate Spring term Develop Summer term</p> <p>Half termly</p> <p>Sept 2023-24</p>	<ul style="list-style-type: none"> ● Professional learning time ● Team meetings ● Excellence in Teaching Framework ● One to one support programmes ● TIPS ● LMM minutes ● Self-evaluation processes ● LGI coaching ● Brilliant books weeks ● SHRN data ● Learner Voice 	<ul style="list-style-type: none"> ● At least many T&L evaluation processes demonstrate that at least many learners make good or excellent progress (secure/enhanced) in relation to their ability. ● At least many T&L evaluation processes show that at least many learners are effectively challenged in many lessons. ● Support programmes evidence improvements in T&L or that further accountability processes have been enacted. ● Purposeful assessment processes are in place to ensure a clear understanding of progress resulting in at least many learners to make at least good progress. ● The impact of assessment on learning, progress and skills is at least secure in at least many T&L Evaluations. ● Learner Voice show that many learners know subjects develop their knowledge and understanding of the four purposes ● Many learners reflect thoroughly on their progress as a result of purposeful teacher feedback. ● Many learners report that questioning in many lessons deepens thinking ● Many lowest third learners make progress in line with their CAT4 data targets
<p>Focus area 2</p> <ul style="list-style-type: none"> ● Embed consistently successful provision for skills development (literacy, numeracy, digital and Welsh) and progress across all subject areas. ● Develop learners' skills progression to broaden their experiences across the literacy, numeracy and digital framework. ● Develop Skills Builder to enhance learners' skills progress across the curriculum ● Ensure that PL for Voice 21 enhances teaching and learning experiences across the curriculum ● Effectively monitor the impact of skills interventions to ensure progression of learners' literacy and numeracy skills ● Ensure the effective development of Welsh culture and bilingualism across the curriculum 	<p>JEB/MJR</p> <p>DHE DJ LET CSW</p> <p>LOLs</p>	<p>Review half termly</p> <p>Review termly 2023-26</p> <p>Half termly (in line with strategic plan)</p> <p>Half termly and yearly for PA</p> <p>Half termly (in line with strategic plan)</p>	<ul style="list-style-type: none"> ● LMM minutes ● PL time ● Brilliant books week book look ● ETLF ● Learner voice ● Lesson visits ● LGI coaching ● PLC (Voice 21) ● Coaching with Skills team ● Skills/ team meetings ● SE processes ● Learner voice 	<ul style="list-style-type: none"> ● Strategic plan achieved in line with timescales and self-evaluation demonstrates improvements in at least many teams. ● Many T&L evaluations in all subjects show evidence of a broader and consistent skills development including problem solving, communication and teamwork ● Evidence as part of the accreditation of the Silver Award from Skills Builder demonstrates that many learners are making good progress in wider skills across the curriculum ● At least many T&L evaluation processes show that at least many learners are effectively making progress in their oracy skills ● Data analysis from personalised assessments and intervention programmes show that all learners in intervention programmes demonstrate at least good progress in literacy and/or numeracy ● Learner voice shows that at least many learners can identify worthwhile experiences of Welsh Culture across the curriculum

3. Leadership, Improvement Processes and Finance

Focus areas

1. Improve consistency in the quality and effectiveness of leadership and improvement processes at all levels
2. Ensure strong impact of professional learning upon progress and outcomes, through effective planning and thorough evaluation
3. Monitor grant usage (including EIG/PDG) to measure and improve impact upon progress and outcomes for disadvantaged learners in line with the nation mission to tackle the impact of poverty on attainment and ambition (eFSM learners)
4. Develop robust performance management processes that impact on school improvement

Actions	Lead	Timescale	Resources	Evidence / Success Criteria
Focus area 1 <ul style="list-style-type: none"> • Develop middle leader consistency of evaluation and improvement activities to effectively support learner progress and wellbeing • Underperformance is addressed effectively • Develop the leadership skills of the wellbeing team to impact on improvements for wellbeing, inclusion and equity. • Ensure effective accountability processes are in place for all leaders • Ensure effective leadership transition as part of the headteacher recruitment 	JFI/JEB SLT LOLs Wellbeing team	As required Sept 2023 - 2024	<ul style="list-style-type: none"> • ISP meetings • SIT meetings • Self-evaluation processes • LMM minutes 	<ul style="list-style-type: none"> • Documentary evidence of informal and formal support processes demonstrates that any shortcomings in leadership are addressed effectively • No books returned to LOL for remedial actions after submission for book reviews • Standard of progress and books is consistently secure across most teams. • Systems and processes for wellbeing team impact on improvements for learners' wellbeing, attendance, behaviour and truancy in line with targets (section 4)
Focus Area 1 (in line with ESTYN Thematic report 24/5/23) <ul style="list-style-type: none"> • Improve governors' ability to challenge school leaders about all aspects of the school's work. • Ensure that governors have regular and worthwhile opportunities to observe first-hand the progress that their school is making towards meeting its priorities. • Undertake regular self-evaluation of the work of the governing body to identify strengths and areas to improve. • Evaluate the impact of governor training on their role as effective strategic leaders and identify future training requirements. 	ND/JFI SLT Gov. Body	2023 - 2024	<ul style="list-style-type: none"> • GB meeting time • Governor training • Link Governor meetings with SLT • Governor self-evaluation calendar • Governor feedback 	<ul style="list-style-type: none"> • Minutes and feedback show that many governors have a clear understanding of their role and contribute effectively to whole school self-evaluation and improvement planning processes • Governor minutes show that many governors provide more rigorous challenge and support. • Governors meeting show that there has been purposeful involvement in the SER and SDP processes. • Governors visits are carried out in line with the SE calendar and governor feedback is positive about their purpose.
Focus area 2 <ul style="list-style-type: none"> • Develop a PL plan linked to the professional standards that supports all staff to improve, with a focus on bespoke training for LSA/Support staff to achieve the school mission • Ensure effective analysis of the impact of PL on all staff development to evaluate and inform on securing our school mission • Ensure that PL for Voice 21 enhances teaching and learning experiences across the curriculum • Develop the Learn, Grow, Improve coaching approach to impact on improving T&L and inform PL provision • Ensure the use of effective coaching strategies, including Walkthrus, impact on improving T&L 	MJR JEB LOLs	September 2023 – half termly Review Autumn term 2	<ul style="list-style-type: none"> • Leadership time • Self-evaluation processes • Voice 21 • Coaching • Walkthrus 	<ul style="list-style-type: none"> • Strategic plan in place for all groups of staff that meets bespoke training needs in line with staff evaluations. • Evidence gathered (data sources, staff/learner voice) shows that at least many staff report that PL has impacted positively on improvements in T&L. • Many staff show improvement in their personal development points as a result of the learn, grow improve process. • Oracy strategies are consistently applied across the school so that many learners show an improvement in oracy skills.
Focus area 3 <ul style="list-style-type: none"> • Ensure effective analysis, and the implementation of appropriate interventions, to support and enhance the progress and outcomes to reduce the impact of poverty on learners and groups of learners • Ensure PDG is used comprehensively to secure progress of learners affected by poverty encompassing Roma, eFSM and the lower third • Finance Governors robustly monitors the impact of grant spending on the progress of disadvantaged learners 	AIH/MJR LOLs Wellbeing team ND/JFI ZJD Gov. Body	September 2023 – half termly thereafter Following each data collection Each GB meeting, as per school calendar	Staff time LMM staff time SLT meeting time External review outcomes GB Meeting time	<ul style="list-style-type: none"> • Grant evaluation returns to EAS/LA approved • Targets achieved or exceeded for eFSM and Roma learners across all year groups. • Learner data shows purposeful progress for at least many disadvantaged learners across all year groups. • Minutes of GB meetings show review of effective use of grant spending.

<p>Focus area 4</p> <ul style="list-style-type: none"> Develop a PM structure that is linked to professional standards for teaching and leadership to raise awareness and improve learning and progress. Ensure targets are driven by LGI process to improve bespoke T&L developments CAT4 data is used to ensure learners make progress in line with their ability with a particular focus on the lowest third ability range of learners. 	<p>MJR/ZJD</p> <p>SLT LOLS ALNCO</p>	<p>New structure shared with staff 1st Sept 2023 Targets set by 6th Oct 2023 Mid-year review by 2nd February 2024</p>	<p>PL Day time 1st Sept</p> <p>Access to targets to QA</p> <p>SIT meetings</p> <p>PL time</p> <p>CAT4 data</p>	<ul style="list-style-type: none"> All staff have one bespoke target linked to development point from LGI All staff have focused PM targets are linked to professional standards At least many staff report that the LGI process has helped them to develop and improve T&L. Staff feedback and PM monitoring and review show that many staff have a better understanding of the professional standards for teaching and leadership At least many learners in the lowest third make progress in line with their ability
--	---	---	--	--

4. Inclusion and Attitudes to Learning

Focus areas

1. Reduce referrals to IR, internal exclusions and external fixed term exclusions
2. Reduce the number of learners who are persistently late to school
3. Ensure that all requirements of the ALN Bill are fully implemented in line with national guidance
4. Improve attendance of learners in all year groups
5. Reduce internal truancy
6. Improve the impact of ALN interventions
7. Rewards and house system

Actions	Lead	Timescale	Resources	Evidence / Success Criteria
<p>Focus area 1</p> <ul style="list-style-type: none"> ● Ensure effective identification of learners frequently being sent to IR regularly through Class Charts and logs (in line with R2L policy guidelines). ● Provide R2L behaviour support sessions as part of planning PL ● Effective intervention strategies to be successfully delivered for identified learners. ● Impact of interventions to be reviewed and recorded in line with designated protocols and timescales. ● Ensure that all learner support and interventions are recorded appropriately and accurately to monitor impact using provision maps ● Develop a system to measure the impact of external agencies in supporting Roma learners ● R2L training to be included as part of staff induction process for all new staff 	<p>DJA</p> <p>PAW XSF Wellbeing team</p>	<p>Autumn 1 2023 – Summer 2 2024</p> <p>Weekly from Autumn 2023</p>	<ul style="list-style-type: none"> ● Class Charts reports ● HOY LMMs ● AAHT LMMs ● ALNCo LMMs ● DJA LMMs. ● PL time ● Self-evaluation calendar 	<ul style="list-style-type: none"> ● Number of IR referrals is reduced by 10% on 2022-23 levels ● Number of FTE reduced by 15% from 2022-23 levels ● Provision maps shows that all interventions are recorded and effectively tracked ● For many identified learners, interventions show improved behaviour ● Number of IR, internal and external exclusions reduced by 10% for Roma learners.
<p>Focus area 1</p> <ul style="list-style-type: none"> ● Ensure consistent and effective use of R2L protocols and language by all staff. 	<p>DJA</p> <p>LOLs Wellbeing team</p> <p>All staff</p>	<p>2022-23 weekly</p>	<p>Class Charts</p> <p>Learner Voice</p> <p>Staff Voice</p> <p>LMM minutes</p> <p>Self-evaluation calendar</p>	<ul style="list-style-type: none"> ● Reduction in negative points and IR referrals for identified learners due to interventions. ● Many learners identify that many teachers use R2L language consistently
<p>Focus area 2</p> <ul style="list-style-type: none"> ● Identify persistently late learners and put remedial actions into place to reduce this number/frequency. ● Develop a system to improve communication to parents regarding the number of post 9am lates. 	<p>DJA</p> <p>Wellbeing team XSN NRD</p>	<p>Autumn term 2023</p> <p>Review half termly 2023 - 25</p>	<p>Attendance data</p> <p>Leadership time</p> <p>HOY LMMs</p> <p>EWO time</p> <p>Attendance Officer time</p> <p>FEO LMM</p> <p>Self-evaluation calendar</p> <p>HOY meeting</p>	<ul style="list-style-type: none"> ● Reduce overall lateness by 3 % in comparison with 22/23 ● Effective tracking system in place by end of Autumn 1 ½ term. ● AS a result of parental engagement, targeted learners reduce their post 9am lateness by 50%
<p>Focus area 3</p> <ul style="list-style-type: none"> ● Ensure that PL is purposeful to support staff in using provision maps and raise ALN concerns. ● Establish a system to ensure effective tracking of the key milestones of the ALN Bill. ● Monitor and ensure purposeful impact of interventions and support for ALN learners 	<p>PAW DJA MJR</p> <p>Wellbeing team LOLs</p>	<p>Autumn term 2023 implement</p> <p>Monitor termly 2023 - 25</p>	<p>PL time</p> <p>Staff time e.g. update IDPs etc.</p> <p>ALNco LMMs</p> <p>Provision Maps (IDPs, One Page Profiles).</p> <p>Progress data</p> <p>Learner Books</p> <p>Staff Voice</p>	<ul style="list-style-type: none"> ● As a result of PL, feedback shows that nearly all staff feel confident in using provision maps for ALN needs. ● All ALN Bill milestones are met in line with national guidance so that learners have the required ALN support under the new system ● Underperforming ALN learners are identified for interventions, as a result at least many ALN learners make progress in line with their ability

<p>Focus area 4</p> <ul style="list-style-type: none"> • Ensure that there is a clear and impactful attendance improvement strategy in place for all year groups. • Establish a system to ensure effective identification and interventions for all key attendance groups. 	<p>DJA Wellbeing team XSN NRD</p>	<p>Autumn 2023 Fortnightly reviews</p>	<p>Attendance Meeting time Attendance data EWO support Records of attendance meetings/discussions with learners/families LMM HOY LMM AHHT Self-evaluation calendar</p>	<ul style="list-style-type: none"> • Improve attendance by 4% per year for all year groups. • All attendance improvement measures are completed in line with school and LA policies and as a result the attendance improvement targets are met
<p>Focus area 5</p> <ul style="list-style-type: none"> • Ensure that there is a clear and impactful improvement strategy to reduce persistent truancy 	<p>DJA Wellbeing team XSF PSOs</p>	<p>Monitor fortnightly as part of LMMs</p>	<p>LMM HOY LMM AAHT Self-evaluation calendar</p>	<ul style="list-style-type: none"> • Reduce the number of internal truancy incidents by 10% on 2022-23.
<p>Focus area 6</p> <ul style="list-style-type: none"> • Develop systems to measure the impact of ALN interventions • Interventions are effectively tracked and reviewed • IDPs are purposeful and result in improvement progress and outcomes. 	<p>PAW YSF Wellbeing team</p>	<p>½ term monitoring</p>	<p>LMM Time Provision Maps Self-evaluation calendar SHRN data</p>	<ul style="list-style-type: none"> • PL staff voice states that nearly all staff know how to use provision maps to track and review ALN needs • As a result of PL, nearly all use provision maps accurately. • As a result of effective tracking and interventions many ALN learners make good progress in line with their ability.
<p>Focus area 7</p> <ul style="list-style-type: none"> • Develop a system to track and monitor participation in house events. • Monitor and ensure purposeful tracking of positive points to access rewards. 	<p>HJW HOYs FTs</p>	<p>LMM Classcharts Learner voice Rewards</p>		<ul style="list-style-type: none"> • At least 90% of learners participate in at least one House event • The number of positive points increases by 10% in comparison with 22/23 • Learner voice shows that many learners enjoy being involved in house events • Learner voice reports that the rewards that learners access are appropriate and worthwhile.

5. Wellbeing, Care, Guidance and Support

Focus areas				
<ol style="list-style-type: none"> 1. Develop consistency of data tracking processes across all leaders to support effective improvement planning at all levels 2. Develop initiatives to engage the local community - businesses, parents, families and learners to support learners' wellbeing and progress 3. Ensure that impactful enhanced transition for incoming Year 7 Roma learners takes place across and beyond our cluster 4. Ensure that the outcomes of the Estyn Peer On Peer Sexual Harassment report are acted upon effectively 5. Reduce the impact of poverty on learners' progression and attainment 6. Develop reporting systems that provide meaningful feedback to parents and learners in line with updated statutory guidance and CFW 				
Actions	Lead	Timescale	Resources	Evidence / Success Criteria
<p>Focus area 1</p> <ul style="list-style-type: none"> ● Ensure effective use of data in LMM and SE processes in order to support the review of impact upon progress and outcomes for all learners 	<p>DJA/AIH Wellbeing team LOLs</p>	<p>In line with Teaching and Learning calendared focus weeks</p>	<p>SMID Classcharts Provision Maps Self-evaluation calendar</p>	<ul style="list-style-type: none"> ● Nearly all LOLs use data effectively in LMM to identify target learners who are not making expected progress in line with CAT4 data in their subject and plan interventions that impact positively on progress ● Nearly all HOYs use data effectively in LMM to identify target learners who are not making expected progress across multiple subjects and plan interventions that impact positively on progress
<p>Focus area 2</p> <ul style="list-style-type: none"> ● Review and develop improved parental/family and wider community links, inc. businesses, both in school and in the community. ● Review the impact of the FACE officer ● Review the impact of the admissions process ● Develop the use of school PR to positively engage the school and wider community. ● Further develop the house system and associated activities to impact positively upon the school community. ● Make use of parent /pupil feedback to assess the success of integration of in year admissions. 	<p>SM FEO</p>	<p>Autumn 2023 – plan/implement</p> <p>Spring, Summer 2024 – 2025 review and develop</p>	<p>Leadership time</p> <p>Parents Engagement Evening (records)</p> <p>Newsletters</p> <p>Learner voice</p> <p>Parental voice</p> <p>School Comms Class Charts Twitter</p>	<ul style="list-style-type: none"> ● Increased parental opportunities have been carried out in comparison with 22/23 ● Learner numbers continue to reach PAN for incoming year groups ● Evidence from parental engagement (parents evenings, School Comms, Class Charts) show that more parents are engaging with school information in comparison with 22/23 ● Learner voice shows most learners have seen a positive impact of House based activities and report a greater community ethos. ● Learner leadership council has a stronger presence across the school and engages in more activities ● Nearly all parents/learners integrate successfully into school
<p>Focus area 3</p> <ul style="list-style-type: none"> ● Review, plan and deliver effective transition activities to support the successful transition of Roma learners to secondary school 	<p>HJW FEO DH/EK</p>	<p>September 2023 ongoing</p>	<p>Staff time to plan and deliver</p> <p>Curriculum time to deliver</p> <p>Transport for cluster</p>	<ul style="list-style-type: none"> ● Roma learner voice and parental feedback shows effective transition supporting their move to Year 7 successfully. ● Academic and pastoral data shows successful transition to year
<p>Focus area 4</p> <ul style="list-style-type: none"> ● Develop and implement strategies to meet the recommendations/outcomes of the Estyn peer on peer sexual harassment report 	<p>DJA SEJ</p>	<p>2023-24</p>	<p>PHSE lessons Assemblies RSE/project lessons</p>	<ul style="list-style-type: none"> ● PHSE PPs are in line with recommendations and are reviewed regularly based on SHRN data. ● Learner voice, SHRN data and PHSE feedback show that many learners have a good awareness of the issue. ● 10% reduction in related incidents from 2022-23

<p>Focus area 5</p> <ul style="list-style-type: none"> Develop and Implement effective strategies to improve attendance of eFSM learners Implement effective strategies (including RADY) to reduce the impact of poverty on learners' progress and attainment. 	<p>DJA Wellbeing team</p> <p>AIH/MJR LOLs</p>	<p>Autumn 2023 introduce</p>	<p>Attendance Meetings</p> <p>HOY/LOL analysis of progress</p>	<ul style="list-style-type: none"> Improved attendance of eFSM learners by 4%p At least many eFSM learners make good progress in line with CAT4 data
<p>Focus area 6</p> <ul style="list-style-type: none"> Develop a reporting structure which provides parents and carers with useful information on learner wellbeing and progress. Parents are well informed about their child's progress and wellbeing and how to support them to improve Develop learner engagement and reflection on their own wellbeing and progress in subject areas. 	<p>MJR</p>	<p>Structure designed by 27/10/23</p> <p>First trial with Y9 launched with staff in Year teams 14/11/23</p> <p>System launched to whole staff on PL day 22/12/23</p> <p>First reports home 2/2/23</p> <p>Parent/Learner/staff voice 5/2/23</p>	<p>Access to other schools to share best practice</p> <p>IT support to design systems/app</p> <p>Year team meeting time to launch new systems with Y9 tutors</p> <p>PL day time to launch with staff</p> <p>Self-evaluation calendar</p>	<ul style="list-style-type: none"> Parent/Carer voice shows most parents find the new reporting system helpful and informative about their child's progress and wellbeing Learner voice shows that at least most learners find the new reporting system helpful and informative about their progress and wellbeing

SDP Targets Overview 2023-24

Termly Review of SDP Progress:

	Aut	Spr	Sum
Learning and Progress Data Targets			
1. Y11 KPIs			
2. Y7-9 progress			
3. Progress in skills			
Teaching, Assessment and the Development of Learners' Skills			
1. Develop and embed the consistency and effectiveness of curriculum provision, learning and teaching			
a. AfL (include questioning)			
b. Appropriate levels of learning and progress			
c. Effective progression plans, in line with CfW requirements			
d. Comprehensive provision that meets the needs of the lowest third ability range of learners			
e. Purposeful assessment opportunities that support and reflect the principles of progression in line with the aims and objectives of the CfW			
2. Embed and enhance provision for and progress in skills			
Leadership, Improvement Processes and Finance			
1. Improve consistency in the quality and effectiveness of leadership and improvement processes at all levels			
2. Ensure strong impact of professional learning upon progress and outcomes, through effective planning and thorough evaluation			
3. Monitor grant usage (including EIG/PDG) to measure and improve impact upon progress and outcomes for disadvantaged (especially eFSM) learners, especially the lowest third ability range			
4. Develop robust performance management process that impact on school improvement			
Inclusion and Attitudes to Learning			
1. Reduce referrals to IR, internal exclusions, external fixed term exclusions			
2. Reduce the number of learners who are persistently late to school			
3. Ensure that all requirements of the ALN Bill are fully implemented in line with national timescales			
4. Improve attendance of learners in all year groups			
5. Reduce internal truancy			
6. Improve the impact of interventions			
Wellbeing and Care, Support and Guidance			
1. Develop consistency of data tracking processes across all leaders to support effective improvement planning at all levels			
2. Develop initiatives to engage the local community and businesses, parents and families to support learners' wellbeing and progress			
3. Ensure that impactful enhanced transition for incoming Year 7 Roma learners takes place across and beyond our cluster			
4. Ensure that the outcomes of the Estyn Peer On Peer Sexual Harassment report are acted upon effectively			
5. Reduce the impact of poverty on learners' progress and attainment.			
6. Develop reporting systems that provide meaningful feedback to parents and learners in line with updated statutory guidance and CFW.			
7. Develop house and rewards systems			