



Islwyn High School School Development Plan 2025-6

Headteacher: Mr J. Hicks

Chair of Governors: Mr G. Bryce

This document is based on the Welsh Government regulations 155/14

Timeline	Date	Staff Members and GB
Planning	09/ 2025	JNH / SIP/SLT/GB
Reviewing	11/2025, 01/2026, 03/2026, 05/2026, 07/2026	JNH /SIP/SLT

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	Actual 2023	Actual 2024	Actual 2025	Targets 2025/26	Wales Average 2024
CPS: Capped 9 Points Score	381.55	388.06	380.0	385	351
FSM	310.65	348.26	337.6	355	296.7
LITERACY	40.91	41.61	40.1	42	38.5
Cohort	181	190	188	194	
Gender Difference	-7.54 (M: 36.78; F: 44.32)	-4.84 (M: 39.14; F: 43.98)	-3.86 (M:38.27; F42.13)		
FSM	31.5 (non: 42.93)	34.26 (non: 43.04)	31.1 (non: 41.1)	39	
NUMERACY	39.13	38.28	37.0	38	35.9
Cohort	181	190	188	194	
Gender Difference	-3.98 (M: 36.95; F: 40.93)	-1.06 (M: 37.74; F: 38.8)	-0.26 (M: 36.8; F: 37.16)		
FSM	29.38 (non: 41.22)	32.19 (non: 39.47)	27.11 (non: 38.02)	34	
SCIENCE	40.04	40.88	39.3	41.5	36.0
Cohort	181	190	188	194	
Gender Difference	-5.25 (M: 37.17 ; F:42.42)	-2.57 (M: 39.57 ; F:42.14)	-0.41 (M: 39.13 ; F:39.54)		

FSM	29.31 (non: 42.35)	33.55 (non: 41.79)	26.67 (non: 26.67)	38	
5A*-A	20.99%	25.26%	16.49%	23%/15%	

Overarching priorities 2022-25

Continue to Improve standards
(progress and outcomes) at KS3/4
Raise standards in particular for
eFSM pupils across the curriculum
Improve the quality of teaching and
learning and ensure delivery of CfW
Further Develop the quality and
effectiveness of leadership at all levels
Ensure the well- being and safety of
all learners and staff on site.

Inspection Recommendations 2018:

Recommendation 1 - Raise standards particularly at KS4

Recommendation 2 – Improve attendance

Recommendation 3 – Address the safeguarding concerns identified during the inspection

Recommendation 4 – Improve the quality of self evaluation and improvement planning

School Context:

The Estyn inspection of Islwyn Comprehensive School took place in October 2018. This plan hopes to further develop progress made since the inspection in terms of the recommendations made.

A new Headteacher took up post in January 2021 at the same time as a new Chair of Governors and since then there have been significant changes in the leadership team. Two new substantive Deputy Headteachers have been appointed in the last academic year and in January 2023 a new and experienced ALNCo joined the leadership team. The school currently further strengthens the leadership team with the support of one three temporary Associate Headteacher positions to cover an Assistant Headteacher on an extended career break.

Pupil numbers remain very stable and more pupils usually apply to join in September than there are places available. In September 2022 the Governing Body agreed to take 14 additional pupils in the new Year 7 who had been left without a school place through the appeals process. In September 2025 the Governing Body further agreed at short notice to extend the number of places available in the SSRB to accommodate a need identified within the Borough by the LA. The proportion of pupils entitled to free school meals has risen to 25% in recent years (from 18.5% in 2020).

The first School Development Plan following the most recent ESTYN inspection, written in September 2019, highlighted 5 main priorities to move the school forward. These priorities also ensured the four recommendations were being addressed. The school was removed from ESTYN monitoring in December 2021.

Grant planning

Strategic Overview 2025-6		
Workforce Planning FTE: number of TEACHERS	61.5 fte	
Grant Finance 2025-26		
Source of Funding	Purpose	Sum
Equity	Breaking the link between disadvantage and educational attainment with a clear focus on eFSM priorities and improving pupil attendance and wellbeing.	276622
Standards	Intervention to support teaching and learning in Literacy and Numeracy.	64543

Priorities				
IHS Priorities	No longer a Priority	Strong progress	Satisfactory progress	Limited progress
Definition	Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation
	Does not require any further attention to any aspect. Very good effect on the quality of provision.	Requires attention only to minor aspects. Significant positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects. Some positive effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision.

Islwyn High School Priorities 2023 - 2026

	Standards	Wellbeing	Teaching and Learning	Leadership
School's self- evaluation Analysis of evidence: leadership, analysis of pupil outcomes, wellbeing, provision, T&L, Governor/teacher/parent and learner voice.	Raise standards (Progress and outcomes) at KS3/4(R1) Focus on eFSM performance Further embed eFSM approach to target setting and development whole school Further improve literacy standards and build on the introduction of accelerated reader To continue positive trends in whole school KPIs	Improve attendance (R2) and wellbeing Ensure all staff receive all safeguarding and Prevent training. (R3) Increase positive rewards; introduce behaviour support programme in a specialist facility and thereby improve behaviour of very few pupils in lessons Further improve pupil wellbeing – anti-bullying, attendance and reduce fixed term exclusions. Further embed WRAP approaches in this regard. Ensure the safety and wellbeing of all learners and staff on site with a focus on Staff wellbeing through IIP Investors in wellbeing award	Continue to improve the quality of teaching and learning across the school. Further develop a collaborative learning culture of improving the quality of teaching and learning through work with regional consortia and partner schools Provide opportunities for professional dialogue on effective practice and especially feedback in books Ensure Innovative and effective Teaching and Learning is a whole school focus with time allocated to share and develop excellent practice. Continue with Thematic reviews across the school	Continue to improve the quality of leadership, self evaluation and improvement planning (R4) Continue to develop the quality and effectiveness of leadership at all levels. To ensure that strategic leadership effects continued improvement; IHS continues to develop a collaborative learning culture and effective improving quality programme. To develop the school as a learning organisation through the successful implementation of the new professional standards. Continue to improve consistency of middle level leadership

		Implement recommendations of Children North East poverty proofing audit (Summer term 2025)	Review school policies for Teaching & Learning. Continue to facilitate tasks/ areas of learning for classroom coaches to support colleagues across the school with Teaching and learning To implement, monitor and evaluate curricular and cultural advances at school level, assessing the extent to which they support curriculum for learning in Wales	
National Mission	Improve skills: literacy, numeracy and digital competence Improve standards of Welsh EO 4 – robust assessment, accountability and self-evaluation supporting a self-improving system	Donaldson’s 4 purposes EO 3 – strong and inclusive schools committed to excellence and wellbeing	Principles of effective teaching and learning EO 3 – strong and inclusive schools committed to excellence and wellbeing EO 1 – developing a high quality profession	EO 2 – Inspirational leaders working collaboratively to raise standards
New Curriculum	Increasing skills based curriculum Commitment to consortia and CCBC sharing best practice and collaboration	Personalised learning pathways Capacity building for new curriculum	Reviewing pedagogy to improve pupils’ retrieval skills Action Research New Teacher Standards	Links between 6 Areas of Learning Understanding of progression steps
Schools as Learning Organisations/school survey	Continue to improve cluster collaboration Dimension 5 SLO – Knowledge exchange – effective use of feedback and data to target interventions and a focus on open and honest self-evaluation	Dimension 6 SLO– External systems – relationships with communities and parents in order to improve attendance.	Possible cross phase triad work Development of Dimension 4 of SLO – Inquiry and Innovation to source best practice action research.	Dimension 7 of the SLO framework refers to Modelling Leadership and requires a commitment to the development of leadership across all layers of an organisation.

LA priorities	Improve language and literacy skills Improve eFSM pupil outcomes	Reducing persistent absenteeism Reduce elective home education and NEETS	To improve pupil outcomes and progress, particularly for our more able and our most vulnerable learners	To continue to support our school leaders to help our pupils achieve their ambitions
School's priorities 2022-5	To further improve KS4 outcomes (R1), in particular increasing eFSM performance	Supporting pupils and staff to improve all wellbeing outcomes with a strong focus on attendance	Enhancing pedagogy to deepen learning	Improve the quality of leadership, self evaluation and improvement planning (R4)

EO = 4 Enabling Objectives from National Mission

IS = Improvement Strand from EAS Regional Mission

Dimension = 7 Dimensions (focus areas) from Schools as Learning Organisation (SLO)

Priority 1- Standards

- Implement recommendations from Children North East Poverty proofing audit (summer term 2025)
- To continue positive trends in KPIs and narrow the gap between eFSM performance and Non eFSM
- Further develop the school's participation in the eFSM pilot programme and further embed approaches into school practice
- To reduce the gap between eFSM learners and others in terms of ave pt score performance in core subjects and the capped 9
- To further improve the progress of ALN learners by fully implementing the National agenda and further developing the more centralised CYNEFIN provision

Internal Accountability:
JNH

Accountability to the Governing Body:JNH/OW

Key for milestone evaluation

No Longer a SIP Priority		Strong progress		Satisfactory progress		Limited progress	
Actions	Who?		Milestone Term 1	Milestone Term 2	Milestone Term 3	Signposts	Source of Finance / Cost

1.1	Improve eFSM capped 9 performance Improve on eFSM literacy standards Improve on eFSM numeracy standards	OW/G F	eFSM tracker for Literacy and Numeracy established by Heads of Literacy and Numeracy (to include snapshots, GTG and aspirational targets) Groups withdrawn at agreed points in pupil timetables Intervention groups established and ongoing through timetabled slots eFSM tutors being tutored after school; CMW tutoring targeted non-eFSM during timetabled sessions - dependent upon progress as discussed within Maths dept English/Literacy Y11 Intervention groups set up. Form time to be utilised Early entry for pupils at risk of no qualifications War board to be established with each member of SLT allocated mentees along with KAR (MAT) and JXT (poor attenders) Exam revision dates to be communicated directly to eFSM parents/carers	Literacy: focus upon CA (both Language and Literature) - progress against aspirational targets tracked by Head of Literacy Head of Literacy to liaise with intervention providers (i.e. where English teachers are retimetabled) to plan provision against individual pupil needs/targets Intervention provision self-resourced by experienced staff according to pupils' need and focused upon language exam specific questions (with one group Literature-focused) Maximised % attendance at intervention Numeracy and Literacy) - to be monitored; calls to be made to parents/pupils spoken to by interv teacher where not attending Lit interv Heads of Literacy and Numeracy to communicate issues through LMM; direct communication with pupils/parents/carers JBM tutoring for eFSM Y11s to be monitored; Maths dept exam to in-feed updates on gaps in learning	All eFSM pupils to have completed CA (where pupils attend school) by deadlines eFSM pupils to attend revision sessions and walking-talking mocks in Lit/Num subjects - completed within classrooms Literacy and Numeracy RAG sessions held prior to Lit/Lang/Num exams Intervention lessons in Numeracy ongoing and refined groups based on tracking - eFSM pupils are prioritised Timetable reorganised to ensure HoNum and HoMaths and DHT (Maths) lead intervention groups	2025-26 School Year KPIs: Targets All/eFSM C9 - 385/355 Lit - 42/39 Num - 38/34 Sci - 41.5/38	Cost of revision packs and Literature texts for eFSM pupils Maths tutoring from PDG budget
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			(to include Y11 Lit GCSE exam in Jan and Y11 Sp/List dates) Interventions sessions to begin in Autumn half-term 2, targeted at eFSM pupils with JBM No ceiling on eFSM intervention (i.e. to target and beyond) Pixelated approach to be used within intervention - Y11 small groups (withdrawn) Heads of Literacy & Eng dept / Head of Numeracy & Maths dept ensure communication with parents/carers prior to mocks, with outline of revision requirements and strategies and resources Google Classrooms to ensure resources accessible to all (including any texts) All eFSM pupils to be provided access to required tech and/or printed versions of revision and resources (incl. Literature texts)		Key list of eFSM absence risks monitored per exam for attendance with protocol in place for contacting home and sending minibus for collection where required - this is generic but has particular relevance for core subjects		
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1.2	Implement recommendations from Children North East Poverty proofing audit (summer term 2025) Further develop the school's participation in the eFSM pilot programme and embed approaches into school practice to improve attendance, engagement in school activities, attitude to learning and outcomes, especially in Yr11	OW	Share the audit findings with all staff and governors. Departments to implement specific areas for developments from the audit in DIPs. DIPs to include plans to poverty proof classrooms (or learning areas) Review communication and lead in times for all payments for each year group to ensure parents receive ample notice and multiple payment options. Explore the possibility of altering the uniform to ensure it is more cost effective for parents. Begin exploration of transport solutions for after-school clubs. Staff to receive poverty proofing training via PLAs. Relaunch the RADY classroom. Alter setting in literacy based subjects in year 8 to be mixed ability. (Form classes) OLW to coordinate poverty proofing audits in primary cluster	Ensure all staff have received catchment tour. Line managers ensure actions in DIPS re poverty proofing are in place in departments. Introduce new communication system for trip notifications (e.g. termly calendar, minimum week notice period). Parents to be given enough notice for initial deposit. Implement agreed uniform adjustments and promote pre-loved uniform opportunities via swap shop. Pilot transport provision for after-school clubs on two evenings per week. Monitor the effectiveness of mixed ability setting via pupil/staff/parental voice as well as attainment and ATL scores. RADY classroom to be monitored via PLA/PLB's Implement food tech ingredients provision where pupils have ingredients provided. Collate and share primary audits to have agreed approach across schools.	Evaluate impact of all implemented changes (pupil voice, parent survey, staff feedback). Review trip and activity costs to ensure value and accessibility. Embed "poverty proofing" in curriculum planning and departmental reviews. Share outcomes with governing body and Children North East. Identify next steps for ongoing development.	All practitioners receive valuable support and guidance in planning the learning of FSM and CLA students and as a result the outcomes for this group improves in line with targets set eFSM approaches are used effectively to reduce the impact of disadvantage on the outcomes of students identified for the programme Many FSM and CLA students take part in extra-curricular activities and student voice shows that these are beneficial to wellbeing and
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			schools to ensure continuity.			engagement in learning
1.3	Continue to raise standards for 5 A*/A performance - DIPs identify specific subject actions - MAT project to be set up and implemented - Maximise coursework marks in all subject Areas	OW/ KR	Identify potential 5A*-A pupils Create NACE memberships for staff to access materials to support with MAT provision. Create MAT identification documents for each subject that profiles MAT learners. Implement MAT register Request input from Coleg Gwent to profile the importance of top grades for future pathways post-16 Continue 'Brilliant Club' provision - Year 9 and 10 pupils to undertake the scholars programme in Autumn Term. Targeted eFSM learners to be part of Seren initiative	Monitoring/mentoring of group who are targeted above 438 points, on each data drop. MAT PLA session focusing on More/Most able - overview of school provision, signposting strategies and next steps. Share Most Able learner list with staff. Highlight pupils achieving 4/5/6/7 etc. Staff to ensure these pupils receive targeted challenge, stretch and enrichment. Set up 'Brilliant Club' provision - Year 7 and 8 pupils to undertake the scholars programme in Spring Term. Organise Graduation Trip Provide further opportunities for MAT pupils to attend SEREN events. Raise the profiles of MAT on social media OPPs in circulation for Y11 learners	Monitoring/mentoring of group who are targeted above 438 points, on each data drop. Establish Year 6 MAT register with feeder schools. Y6/7 MAT day. Create google form to parents of 'Most Able' learners to collate contextual information about pupils to aid provision. Most Able enrichment trips Y7 - Senedd Y8 - BBC? Y9 - Parliament and London. Y10 - Oxford. Year 6 Parental survey for MAT.	% of A/A* grades to be on or above Wales average 2026 Whole school approach to identifying MAT learners. Nearly all staff are able to effectively identify MAT learners in departments. Nearly all staff are confident in using strategies and tools to support MAT. Nearly all staff know who MA pupils are and ensure they are stretched,

			DIPs to feature department strategies linked to MAT pupils. A/A* form time mentoring sessions with KAR established Monitoring of group who are targeted above 438 points, on each data drop. Explore potential of becoming NACE accredited school/Challenge award MAT provision audit carried out in subjects. To include expectation RAG and what is currently in place - across depts/AOLE/KS. Register Seren Y10 pupils/attend welcome meeting Seren Y9 Debate Camp VESPA sign up - Contact CCBC for funding. Y11 MAT survey.	OPP for most able (4+ subjects). Most able identified on SIMs/Classcharts Establish potential links to be formed with local universities Enrichment calendar set up - external and internal opportunities. VESPA programme launch for mentoring MA/MAT pupil survey 1.	MA/MAT pupils survey 2. NACE challenge award progress update.	challenged and offered enrichment. Robust and effective mentoring system in place for MAT pupils. The school has effective strategies to listen to the views of learners and acts upon these to evaluate and improve provision. Practice and provision is shared and developed with clusters. Transition for MAT will improve. Progress is monitored and evaluated after each SS/Mentoring session. Secure progress is made by nearly all
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						MAT pupils and there is an action plan to support them.
1.4	Ensure that there is a clear understanding of the ALN agenda and that provision and courses offered meet the full range of learner needs. Embed consistent implementation of ALN processes and maximise the impact of support staff and interventions. Embed effective use of LSAs in the Classroom, with clarity of roles and responsibilities. Further develop how best to support ALN pupils , reviewing the quality of OPP and IDP. Review and refine tracking procedures for PCP meetings and IDP writing. Strengthening ALN tracking to ensure compliance and timely reviews. Review monitoring and evaluation of ALN pupils in terms of progress and attendance.	NB/NS	ALN update and reminder September INSET All relevant meetings attended by NLS Cluster ALN group meetings attended Governors updated on ALN implementation via inclusion sub Changes in paperwork in appropriate year groups on a rolling cycle (Year 9 for september 2024) ALN Register shared and accessible to all staff through a centralised ALN information area Clear information sharing with all staff on the location of 1PP using classcharts to aid planning, preparation and provision at Universal Provision Training for LSA team to ensure appropriate support for learners.	ALN survey conducted with staff to gauge understanding and accessibility of ALN Information Consideration given to alternative courses for alternative pathways for lower ability learners in year 9 options e.g. AGORED Cymru L2 options Heads of Year consulted on ALN list and SIMs register cleansed for PLASC Creation of templates for 1PP and 1PPt on Provision map to centralise the information available to support learners gain pupil voice on option choices and courses available.	NS led training as part of the PLA sessions. Nearly all staff shared that this was useful in survey. ALN spotlights have been received positively with information included on the bulletin. Staff are using the ALN website as a centralised area for ALN information - both general and specific for learners at IHS. Evaluation of PLA and ALN Information shared Full evaluation of the ALN register using SMID Progress and intervention reviews.	Staff are confident, and understand the National agenda Staff surveys show increased confidence in applying ALN procedures. Greater consistency in the quality of differentiation and support across classrooms. LSAs report greater clarity in their role and feel more impactful. Lesson observations / learning walks show LSAs supporting learning

			Quality assurance calendared and strengthened for Support of Learners in class. Evaluate the provision map and build capacity for provisions where there is less capacity Evaluate each intervention area to increase discussions about interventions, ensure that tracking is added to provision map to monitor the impact and ensure that entrance and exit criteria are clear with calendered provision review times calendered.		Termly Intervention reviews Nearly all parents say, if relevant, their pupils receive the additional support they need - Autumn survey 25	appropriately Improved pupil outcomes and engagement for ALN pupils. Interventions are evidence-based, tracked, and demonstrate measurable progress. Nearly all ALN pupils and LSAs can articulate the purpose and outcomes of interventions. PCP and IDP meetings/ reviews completed within statutory timescales • All ALN information to be recorded in a timely manner on Provision Map and for all relevant
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						meetings
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Priority 2 : Wellbeing - Continue to improve pupil wellbeing, attendance and further reduce fixed term exclusions. - Through increased positive rewards regularly communicated with parents, and the reconsideration of a behaviour support programme, improve the behaviour of very few pupils in a minority of lessons and the wellbeing of all pupils. - With the support of the LA, establish a pupil support centre on site to support the above							
Internal Accountability: NB / Pastoral team pupils / Staff wellbeing			Accountability to the Governing Body: NB Staff well being: EP				
Key for milestone evaluation							
No Longer a SIP Priority		Strong progress		Satisfactory progress		Limited progress	
Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Signposts	Source of Finance / Cost
2.1	Ensure a co-ordinated approach by the attendance team that supports improved/maintained attendance Establish reasons for non-attendance and where appropriate, break down identified barriers Review tracking procedures for all pupils and ensure that all staff operate a coordinated approach that supports, identifies barriers and improves attendance. Further develop restorative approaches to attendance with the use of ‘attendance circles.’ Monitor the impact of our ‘Flourish Program’ as an intervention to try and improve eFSM attendance. Further develop new CCBC approach to online rather than home tutoring	NB/JU	Review roles and responsibilities of the whole pastoral team to ensure that attendance interventions are being undertaken effectively at each level One Governors Attendance Panel Meeting to be held in Autumn Term 2 Implement a Callio tracking system for all PMs and FTs to	Two rounds of Governors attendance panels to be complete before end of term. Analyse attendance daily in all year groups and ensure it is on SLT agenda weekly Attendance targets are on track (esp eFSM) in year groups.	Governors attendance panel held Pupil survey confirms Nearly all pupils feel that staff listen to them and care about what they think about the school. Analyse attendance daily in all year groups and	Pupils who have completed the Attendance circle program have evidence of increased attendance Attendance is above LA and Wales averages and consistently amongst top 3 in LA School attendance targets for this academic year:	PDG funding for staff working on Attendance, Inclusion and Wellbeing.

	Develop automated online system to inform Progress leaders and eFSM Champions of all attendance and punctuality data Further develop the School Graduated response to punctuality to support a small number of pupils		use as a tool to support intervention Introduce a more analytic approach to attendance tracking through the diagnostic use of attendance codes data on Class Charts. Staff training delivered in Pastoral meeting. Analyse attendance daily in all year groups and ensure it is on SLT agenda weekly Streamline the first and third day calls system to reduce unauthorised and persistent absenteeism Reward pupils that have improved attendance as well as 100% attendance. A Cluster Attendance video has been designed by the Deputy Headteachers and will be utilised during the Autumn term to promote attendance	Shared provision online pilot operating MAPS meetings have taken place and address attendance issues where relevant sign posting staff to further support available using the PADLET. Reward pupils that have improved attendance as well as 100% attendance. One to one attendance discussions between eFSM pupils and eFSM champions to have taken place with target pupils Year 11 mentors to continue to have weekly updates on eFSM attendance and weekly growth and decline to inform mentor meetings	ensure it is on SLT agenda weekly Attendance targets are on track (esp eFSM) in year groups. One to one attendance discussions between eFSM pupils and eFSM champions to have taken place with target pupils Online learning provision has increased significantly due to shared model pilot	Whole school 90.5% eFSM: 85% Non eFSM:92% Year Group targets Year 7 - 93.5% Year 8 - 91% Year 9 - 92% Year 10 - 91% Year 11 - 90% Year Group targets eFSM: Year 7- 89% Year 8 - 84.5% Year 9 - 85.5% Year 10 - 84% Year 11- 82% Consistently in top 3 secondaries for CCBC throughout	
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			Dashboards are used by key pastoral staff to monitor and act on accordingly. Specific Attendance assembly to reinforce the importance of attendance One to one attendance discussions between eFSM pupils and eFSM champions to have taken place with target pupils Appoint replacement for second attendance officer if financial situation allows Online learning is further developed from last year's model via proposal for shared provision pilot CCBC School attendance targets for this academic year are met in term 1 Minutes and actions evidence fortnightly attendance and wellbeing meetings with PMs and				
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			attendance team will flag any ongoing issues. Weekly meetings (minuted) with the EWO will evidence attempts to ensure parental engagement - EWO to work from school site 2 a week. Increased number of home visits by EWO. Increased number of FLO home visits this term to support and signpost families struggling with attendance to school. Review and refine attendance circle approach to maximise impact on attendance - intervention beginning Autumn Term 2				
2.2	In consultation/partnership with the LA (cost permitting) build a new pupil support centre on site and consider the location and operation of the current inclusion/behaviour support provision. Further reduce FTEs Spring and Summer term	EP/NB	Weekly project group meetings taking place. Standing agenda item for full Governing Body and Finance Sub Committee	Estimated completion 16.1.26 for handover 19.1.26. Any snagging issues resolved and final docs in relation to planning	Evaluation of staffing structure and interventions since opening to inform continued plans for	Centre established FTE target of no more than 40 incidents met	£400,000 plus cost of furnishings etc est £7000

			£400,000 budget confirmed by Governors at AGM 25.9.25. Pre commencement site meeting with all contractors 22.10.25. Work commences on site 27.10.25. Social values programme commences. Loose furnishing and IT procured for fit out in Jan 26. Staffing structure agreed to include which staff/pupils/interventions will be based in new facility and implications for main school offices considered Meet with CCBC Leisure to discuss how MUGA will be used out of school hours.	conditions submitted. Social values programme completed. Staffing in place, roles understood. Pupil interventions commence. Presentation on project including time lapse photos completed to be shared with Governors. New staffing structure to staff facility implemented New main school inclusion facility established	September 2026.		
2.3	Further develop work on Staff Wellbeing by addressing the actions from the Gold accreditation.	EP	Staff Wellbeing action plan updated to reflect recommendations from Gold Accreditation.	Staff absence and recruitment a standing agenda item on Governors Finance & Staffing	Review of KPSs for the year undertaken and shared with SLT and	School performs well in terms of sickness absence amongst staff compared to	

			Request CCBC co ordinate data sharing re staff absence between schools Staff wellbeing group meetings continue through the year and dates published on school calendar. Staff Wellbeing KPIs agreed to include staff absence and recruitment information. Staff absence procedures reviewed supported by managing attendance team at CCBC to ensure robust procedures in place. Data on staff absence and recruitment to be shared with Governors Finance and Staffing Committee.	Committee Meetings. Improved access to iTrent system in place to support reporting functions in relation to staff absence. Benchmarking information shared across CCBC schools in relation to staff absence and opportunities to share good practice explored. Recruitment processes to be reviewed to endeavour to increase school job advert exposure to wider audience. Opportunities to undertake staff wellbeing surveys explored (eg TES) School performs well in terms of sickness absence amongst staff compared to CCBC averages (days lost)	Governing Body. Improved staff processes in place supported by LA enables school to take action/provide to support staff whose attendance hits policy triggers. School performs well in terms of sickness absence amongst staff compared to CCBC averages (days lost) Formal absence reviews supported by HR Formal absence reviews supported by HR representative s take place	CCBC averages (days lost) Formal absence reviews supported by HR representatives take place	
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Priority 3: Continue to Improve the standards of pupils' skills, particularly their writing and numeracy

- Through the provision of challenging and appropriate, in-context, literacy and numeracy opportunities through [cross-curricular] schemes of learning in Years 7 - 9
- To ensure commitment to the “central importance of the promotion of Welsh culture and language.”

Improvements made since previous inspection	Areas for development
• Continued focus on technical accuracy and improvements in numeracy. • Appropriate SE activities carried out by the majority of leaders although these need to focus more sharply on quality of provision and impact on pupil progress • Development of skills portfolios demonstrating literacy and numeracy provision, within appropriate context, across the curriculum	• To implement recommendations of literacy review 23-4 • To establish a consistent spelling strategy focused upon a group of agreed core words and department-specific metalanguage lists • To enhance literacy and numeracy opportunities and higher-order skills tasks through identified subject/AoLE schemes of learning • To continue to improve the frequency of informal Welsh language use across the school • To audit and provide opportunities for the development of staff Welsh language skills

Internal Accountability: Skills leads

Accountability to the Governing Body: GF

Key for milestone evaluation

No longer a SIP priority		Strong progress		Satisfactory progress		Limited progress	
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Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Signposts	Source of Finance /Cost
3.1	Literacy: Further refine the whole-school spelling strategy to reduce in-school variation and support pupils in mastering strategies for, and the skill of, independent spelling	GF/ HoLit	Cycles of action: BEW to meet with all HoDs re agreed spelling policy BEW to meet with new staff re spelling policy All KS3 pupils to complete 100 key word test Test results inform targeted spelling focus (colour lists)	Cycles of action: At the start of the Spring Term, nearly all classrooms to feature a clear 'Spelling Station' accessible to pupils Nearly all pupils to complete 100 word test Monitoring: The majority of pupils' scores (on 100 word test) increase by 10	Cycles of action: Nearly all pupils to complete 100 word test Monitoring: The majority of pupils' scores (on 100 word test) increase by a further 10	Nearly all classrooms feature spelling stations Most teachers integrate explicit spelling instruction into their practice, as evidenced in books and PLBs Teachers prioritise 100 core spelling	

			BEW to memo staff re spelling expectations in books Parents' Spelling Support Guide published (Sept '25) Intro fortnightly spelling h/w in Eng, using focus lists Spelling tracker and booklooks evidence regular completion DIPs to feature a section on spelling strategy Subject-specific spelling evident across depts' classes 'Spelling Network' display (mainline and dept-lines) features across school Attend cluster spelling meeting (Sept '25 to review impact of strategy) Deliver year-group assemblies (Nov '25) on: spelling expectations; strategies for unknown words; how to respond to corrections Monitoring: English book look (October 2025) evidences a clear focus on spelling lists and strategies HoLit to audit all classrooms for Spelling Stations (Oct '25) - any gaps are followed-up Conduct Year 8 English work scrutiny (Oct 25). Most books	The majority of pupils can explain their use of Spelling Stations (and other strats) to improve own spelling (Listening to Learner activities Feb 2026) The majority of teachers integrate explicit spelling instruction into regular teaching (March 2026 booklooks and PLB observations) Evidence of reduced targeted spelling errors over time (March 2026 booklooks) Most Y7 classes use Spelling Books consistently (audits demo alignment across classes and improved pupil engagement with spelling strategies) HoDs' monitoring via..... HoLiteracy monitoring via..... Whole school monitoring (PLB)...	Nearly all pupils can their use of Spelling Stations (and other strats) to improve own spelling (Listening to Learner activities Feb 2026) Many teachers integrate explicit spelling instruction into regular teaching (May 2026 booklooks and PLB observations) Evidence of reduced targeted spelling errors over time (May 2026 booklooks) Nearly all Y7 classes use spelling books consistently (PLBs to demo pupils' independent and unprompted use of Spelling Books)	words and subject specific words in lessons Nearly all books feature agreed policy: up to 5 spelling errors underlined per page; 'sp' in margin Nearly all pupils follow agreed spelling strategy: I.e. self-correct via classroom Spelling Stations/ spelling dictionaries/ resources/ mini-whiteboards Nearly all books feature corrections in green x3 Many books show decreased numbers of repeated errors A cluster approach to spelling is established through the creation of a cross-phase working party Nearly all classrooms demo. consistent approach to spelling in the use of whole-school spelling strategies	
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			show clear focus on spelling; almost all demonstrate use of colour spelling lists; corrections follow school policy Year 7 pupil panel (Oct '25). Nearly all pupils can identify their spelling colour; nearly all report improved spelling; the majority use Spelling Books routinely in English and Humanities lessons Year 8 Hum work scrutiny (Nov 25). The majority of books demonstrate purposeful focus on spelling; nearly all corrections adhere to school spelling approach DIP spelling section QA via GF/BEW; HoDs adjust DIPs re ongoing progress (following BEW feedback)			by both teachers and learners.	
3.2.1	Numeracy: In-line with the recommendations in the Numeracy Review (Summer 2025): (Num. Review R. 1) Further strengthen cross curricular communication, coordination and training to ensure a more consistent approach to numeracy.	GF/ HoNum	CMW to meet with all Champion HoDs (i.e. Maths, Science, Technology, Humanities) re Numeracy strategy and agreed skills coverage CMW to meet with new members of staff re toolkit and expectations of use CMW to attend Sci, Tech, Hum dept meetings re expectations of numeracy practices in books Communication with Champion dept. HoDs that	Updated case studies (Y7 Y8 and Y9) to evidence enhanced skills in specific numeracy strands (to follow booklook and listening to learners activity at end of this term INSET time re Numeracy - with Champion depts - to review progress since Autumn Term Numeracy Challenges to be displayed in most corridors - prizes to follow - CMW assess impact and engagement Monitoring: Y8 numeracy focused work scrutiny to QA 'numeracy with	Updated Numeracy portfolio to feature New Curriculum, numeracy-rich tasks and evidence of pupils' working at a challenging level in Years 7, 8 and 9. Y9 and 7 Numeracy QA via booklook (Y8 eFSM focus) - Spring term -	Most books..... consistent...method s? During pupil panel/booklooks, most pupils can articulate..... Nearly all Numeracy tasks are delivered consistently across dept areas and in-line with the strategies agreed with the Numeracy lead	

			Num tasks are identified by teachers and evident in books - email to all HoDs INSET training for Champion depts on the delivery and evidencing of Num tasks in books (looking at level of challenge and consistency in teaching) Follow-up demonstrations (CMW) for Champion depts Maths, Science, Technology and Humanities' DIPs to feature Numeracy target/action: All members of each Champion dept are able to access Numeracy resources (e.g. Numeracy Toolkit) and know how this should be used in classroom context Communication with pupils (via assemblies) of Numeracy skills taught across curr CMW to share the Numeracy Toolkit with pupils Numeracy Challenges to be displayed in many corridors - prizes to follow	challenge' across targeted areas of the curriculum Y8 pupil panel to complete survey on Num experiences across the curriculum Many books feature clearly signposted Num tasks within appropriate context and with challenge - work scrutinies in Champ dept Mtgs (attended by CMW) Many of pupils can access Numeracy skill tasks in subjects other than Maths: Head of Numeracy monitoring via pupil panel with books	report prepared with recommendations CMW to revisit SoL with champion depts in Summer term, particularly SciTech - see above Monitoring: Y7 and 9 pupil panels to complete survey on Num experiences across the curriculum Most books feature clearly signposted Num tasks within appropriate context and with challenge - work scrutinies in Champ dept Mtgs (attended by CMW) Most pupils can access Numeracy skill tasks in subjects other than Maths: Head of Numeracy monitoring via pupil panel with books	Nearly all members of Champion depts can articulate the Numeracy skills and tasks embedded through their subject SoL Nearly all members of Champion depts feel confident delivering specific Numeracy skills according to agreed strategies	
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3.2.2	(Num. Review R. 2) Explore further the current implementation of mapped numeracy skills at classroom level. Ensure the skills developed are broad and progressive across the age and ability range.	GF/Honum	Mapping and Portfolio QA meeting (with GF) Any gaps are identified and suitably addressed in terms of skill delivery Only Champion depts (responsible for the delivery of Num across the curr) feature Num tasks within lessons CMW to QA suitability of Num tasks (within Skills mtgs and through attendance at Dept mtgs) and ensure correct challenge is in-built CMW to meet with dept staff to ensure teaching methodology and resources are in place Ensure consistency of delivery and purposeful impact of Num skills when delivered in lessons INSET time to advise Champ dept teachers on delivery of in-context Num skills at classroom level Resources refined and developed to enable the above Monitoring: PLB evidence that - in many cases - Numeracy skills are appropriately contextualised when delivered outside of Maths lessons PLB evidence that, where appropriately integrated and contextualised (within	PLB evidence that, where appropriately integrated and contextualised (within lessons across the curr), many examples feature tasks that develop Numeracy skills progressively and with the correct level of challenge Monitoring: PLB evidence that - in most cases - Numeracy skills are appropriately contextualised when delivered outside of Maths lessons PLB evidence that, where appropriately integrated and contextualised (within lessons across the curr), most examples feature tasks that develop Numeracy skills progressively and with the correct level of challenge	Audit advancements made to mapping and portfolio Monitoring: PLB evidence that - in nearly all cases - Numeracy skills are appropriately contextualised when delivered outside of Maths lessons PLB evidence that, where appropriately integrated and contextualised (within lessons across the curr), nearly all feature tasks that develop Numeracy skills progressively and with the correct level of challenge Book scrutinies (as above) evidence that nearly all Numeracy strands are mapped across Champion depts. Nearly all agreed Numeracy tasks feature appropriate and progressive	The Numeracy Portfolio features a wide range of Num-rich tasks, all of which enhance the learning of the particular subject being delivered The electronic Numeracy Mapping Tracker evidences tasks and examples of pupil outcomes Nearly all Numeracy strands are mapped across Champion depts. Where delivered, Numeracy skill teaching is contextualised appropriately within the taught subject in nearly all cases Nearly all agreed Numeracy tasks feature appropriate and progressive degrees of challenge (according to age and ability range) Monitoring: The majority of Champion dept books feature clearly signposted Num tasks within appropriate context and with challenge	
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			lessons across the curr), many examples feature tasks that develop Numeracy skills progressively and with the correct level of challenge		degrees of challenge (according to age and ability range)	- work scrutinies in Champ dept Mtgs (attended by CMW) The majority of pupils can access Numeracy skill tasks in subjects other than Maths: Head of Numeracy monitoring via pupil panel with books (Y7 calendared) Majority of books (in Champ[ion depts) feature clearly identified Numeracy tasks where appropriate Half-termly Head of Numeracy feedback via..... Nearly all Champion HoDs adjust DIPs re progress following CMW feedback) DIP Num sections to be QAd in LMM (GF/CMW)	
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3.3	Welsh: Further develop professional development and training opportunities for staff, to support the use of Welsh language and	GF/ HoD Welsh	NWB/LWP to meet with new members of staff re CC policy and INSET time requested for PLA targeted at new staff	Eisteddfod celebrations - led by Criw Cym Community event run by LWP and team	Audit reveals that most depts/AoLEs features CC activities/links across SoL	Maintain Gold ‘Siarth Iaith’ Award for 3 years (2025 - 2028)	
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	Cwricwlwm Cymreig across the school Continue to improve the frequency of informal Welsh language use across the school	Audit staff skills in Welsh language use Staff awards as part of Shwmae Day (15th Oct) - Tocyn Iaith Duolingo competition for all staff - hampers as prizes Attendance at online Welsh courses (Oct 2025) - strategy to be decided and staff entered into training scheme Further increase in Criw Cym membership Community events profile the use of Welsh (Senior Student use in Parent Evenings/Open Evenings) PTA quiz features Welsh language round Monitoring: Head of Welsh/CC monitoring via pupil panel with books Nearly all depts' DIPs feature a specific target re development opportunities for Welsh (incl. CC) - Depts' DIP Welsh/CC section QA - GF/NWB	Careers Wales - employers' assemblies to profile use of Welsh in the workplace Increased range of depts with Urdd Eisteddfod entries Welsh language singing - Music lessons and KS3 assemblies Ongoing training scheme for volunteer staff Welsh dept run updated language training sessions for teachers and administrative staff - PLA or INSET cycle requested Greetings in Welsh - admin. dept trained (and/or updated) and script provided (as per 2024-5) and rehearsed with Criw Cymraeg Monitoring: The majority of staff use informal Welsh - PLB The majority of pupils use/respond to informal Welsh - PLB	Monitoring: Most staff use informal Welsh - PLB Many pupils use/respond to informal Welsh - PLB	Nearly all staff have received PLA training over the past two year cycle Many pupils use Welsh informally - ev. through PLB. Outside of the classroom, many pupils respond in Welsh (i.e. thanks, greetings, requests) Outside of the classroom, many staff use Welsh expressions (greetings/ phrases) in corridor dialogue with pupils Most staff are confident in their use of informal Welsh (phrases) Increased pupil awareness of the relevance and importance of Welsh in the world of work Increase in the no. of staff who have completed duo-	
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Priority 4: To continue to foster improvements in teaching and learning to ensure that pupils make at least good progress in all lessons.

- Ensure Innovative and effective Teaching and Learning is a whole school focus with time allocated to share and develop excellent practice.
- To further refine the focus on pupil progress in SER processes.
- Continue to develop the school as a learning organisation.

Internal Accountability: JU

Accountability to the Governing Body: JH/JU

Key for milestone evaluation

No longer a SIP priority		Strong progress		Satisfactory progress		Limited progress	
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Actions		Who ?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Signposts	Source of Finance /Cost
4.1	Observation of learning across the school demonstrates consistency of good practice in identified aspects: • All groups of pupils respond to questioning in a way that allows them to improve their understanding of the subject and develop the skills needed to become independent learners • Pupils use their learning to make progress over the course of the lesson and over time - with a focus on using a range of AFL strategies to support them with this Continue to develop a pupil centred approach to learning and teaching across the curriculum that fosters pupil independence and agency through the embedding of the PUPILS! Acronym	JU	PLA Cycle in Autumn Term one will be directly linked to the outcomes of the self evaluation cycle from the previous year to strengthen teaching, learning and pedagogy across the school. The focus of the PLA sessions will include: Cycle 1: Safeguarding and PREVENT completion time Cycle 2: Feedback and Feedforward Cycle 3: Poverty Proofing Audit - All teaching staff given time to read and respond to the following questions in next session.	Use the outcomes from the PLB Trails and the book look to establish the PLA sessions for Spring Term 2 to strengthen pedagogy across the curriculum Report outcomes of the Book Look, PLB trails and review of assessment to Governing Body through the Standards and Curriculum sub committee to include recommendations and action plan linked directly to these Report PLB outcomes to all teaching staff through PLA Feedback and Feedforward sessions in next round of PLA cycle - Provide all staff with data and golden nuggets to review as part of self evaluation and sharing best practice model	Use the outcomes from the PLB Trails and the thematic review to establish the PLA sessions for Summer Term 1 to continue to strengthen pedagogy across the curriculum Report outcomes of the thematic review, PLB trails and review of assessment to Governing Body through the Standards and Curriculum sub committee to	The school's professional learning programme is well matched to priorities for improvement and of nearly all individual practitioners. Most leaders make accurate judgements about the quality of provision and practice. Nearly all leaders provide	PL Funding - Time for PLB sessions to run in order to identify improvement in key areas - 9 lessons per fortnight x 3 cycles Funding for staff to be released for external CPD linked to PDR

		1. What are the key takeaways from the audit? 2. After reading the audit, what do you think needs to be considered as next steps at both a classroom and department level to continue supporting our eFSM children? Cycle 4: OLV - Exploring the outcomes of the PPA and the impact it will have on practice across the school Cycle 5: RADY Classroom Cycle 6: Effective Questioning to maximise pupil progress Cycle 7: PLB/QA Continue to develop a whole school L2L approach in line with PUPILS! Centred approach to learning. To include: Whole school assemblies per half term Fortnightly form time tasks Fortnightly parent newsletter Undertake a round of PLBs in the SSRB linked to the work undertaken in PLA sessions and SSRB DDP - themes to include using success criteria to strengthen pupil understanding and	Undertake a review based on findings of Book Look if necessary. Undertake a round of PLB Teacher Trails in Spring Term 2 based on the quality of assessment in accordance with the thematic review with SIP Continue to develop a whole school L2L approach in line with PUPILS! Centred approach to learning. To include: Whole school assemblies per half term Fortnightly form time tasks Fortnightly parent newsletter	include recommendations and action plan linked directly to these Report PLB outcomes and thematic review to all teaching staff through PLA Feedback and Feedforward sessions in next round of PLA cycle - Provide all HOD with data and golden nuggets to review as part of self evaluation and sharing best practice model Undertake a round of PLB Teacher Trails in Summer Term 2 based on recommendations from the thematic review and the improvement priorities listed in the actions of 4.1 Undertake a cycle of lesson observations linked directly to PDR to identify areas of strength and further	teachers with impactful feedback that moves practice on well. Nearly all leaders follow up systematically on identified areas, providing support where needed so practitioners continually improve. All practitioners have a shared understanding of teaching and learning priorities. Across the school, there are a range of effective opportunities for teachers and teaching assistants to learn from each other. Nearly All leaders use the cycle of teaching and learning walks and book scrutiny	
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		outcomes and effective strategies for extended writing Undertake a book look with SSRB staff to gauge the quality of learning, feedback and assessment opportunities in books Undertake a thematic review of ALN provision across the school with SIP Use the outcomes from the Book Look and PLB trails to inform professional learning across the year - including sharing best practice identifying recommendations with actions for all appropriate areas of leadership. Ensure all staff receive the PL Offer from EAS and use the PL sessions to ask staff to identify two areas for their further professional development in anticipation of their PDRs - DHP Continually monitor the CPD log to ensure that staff are attending PL that will directly impact on improving their practice and lead to		improvement for next academic year Undertake a staff evaluation of PLA/B sessions to inform future improvement priorities and evaluate the impact the sessions have had on pupil outcomes across the year Partner with SH and CMC in the SSRB to coordinate a round of lesson observations linked to PDR	effectively to identify areas for improvement in the quality of teaching and students' learning in each subject area, and to prioritise relevant professional learning activities. Student voice is used well by nearly all leaders to evaluate the quality and impact of teaching and assessment. In lessons, most students make at least expected progress and many make good progress Most books show good use of assessment for learning in book scrutiny reports Most lessons show effective use of	
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			strong pupil outcomes - DHP Use SER activities to identify staff for coaching and mentoring programme and support with action plan over an agreed period of time			assessment for learning during observations or learning walks There is little variance across the range of subjects and lessons in students' experiences of assessment that supports learning Most areas of teaching have improved over the course of the academic year. Outcomes of PL evaluation survey show that: Nearly all staff agree that PLA sessions have improved their professional practice Nearly all staff agree that Professional Learning sessions link directly to improvements in whole school	
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						development priorities Nearly all staff agree that the feedback and feedforward sessions on whole school self evaluation tasks and outcomes support their professional practice	
4.2	Introduce new model for staff PDR Develop the priorities for PM 2025/26 Priority 1: Poverty Proofing the Classroom / Implementing the RADY Classroom Focus: Ensure classroom practice and environment are fully poverty proof, minimising financial barriers and ensuring all learners are fully included and supported to achieve high outcomes. (RADY classroom) Priority 2: Pedagogical Development Focus: Develop pedagogy in line with Professional Standards to enhance pedagogical practices. Focus on one particular strand to develop and improve. Priority 3: Professional Development – Individual Target Linked to School/Department Priorities Focus: Develop an individual area of professional practice aligned to whole-school and departmental priorities.	OW HoDs All staff	Last Year's PM targets reviewed by Line Management Interviews (MER process) and impact on SIP and DIP completed Term 1 PM interviews have all been completed and associated training identified for PL lead and SDP edited accordingly Term 1 PM Quality Assurance Activities have all been completed and associated learning identified by ALL leaders to tweak for next term New PDR cycle introduced and understood by all staff. Line managers to emphasise the need for staff to identify their own development needs with support if needed.	Last Term's PDR targets reviewed by Line Management Interviews (MER process) and impact on SIP and DIP updated. Term 2 PDR Interim reviews have all been completed and associated training identified for PL lead and SDP edited accordingly. Term 2 PDR Quality Assurance Activities have all been completed and associated learning identified by ALL leaders to tweak for next term.	Term 3 PDR Quality Assurance Activities have all been completed and associated learning identified by ALL leaders to inform target setting for next year.	Performance Development Review process completed Documentation completed through designated LMM slots Development needs are related to whole school priorities and departmental priorities Nearly all staff show progress in areas identified	

Priority 5: Improve the quality of leadership, self evaluation and improvement planning (R4)

- Build further capacity at senior and middle leadership levels.
- Continue to develop the quality and effectiveness of leadership at all levels.
- Refine existing monitoring and quality assurance procedures to further embed effective evidence based school improvement priorities.
- To ensure that strategic leadership affects continued improvement; IHS continues to develop a collaborative learning culture and effective improving quality programme.
- To develop the school as a learning organisation through the successful implementation of the professional standards.
- To further improve ALN provision and leadership across the school by enhancing work between SSRB and main school

Internal Accountability:
GF

Accountability to the Governing Body:
JNH/GF

Key for milestone evaluation

No longer a SIP priority			Strong progress		Satisfactory progress		Limited progress	
Actions			Who ?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Signposts	Source of Finance /Cost
5.1	Provide at least two secondment opportunities to Senior Leadership Team for identified middle leaders to further develop skills .		JNH	Secondment opportunities advertised and appointed to for September 2025 Attendance at SLT meetings and minutes of contributions	As per term one.		Improvement in outcomes for all learners across KS3/ 4	3 TLR 3s (£10,000)
5.2	Ensure consistency of quality assurance and development planning at MLL and SLT Level i) Review and align processes and documentation in particular focus on whole school SDP priorities and eFSM agenda ii) Ensure that SLT and MLL SER documents are sufficiently critical and are evaluative and avoid descriptive analysis iii) Ensure that quantitative comments have robust evidence to support evaluative comments		OW/ GF HODs	New streamlined whole school SDP agreed and produced (no more than 40 pages) DIPs constructed after formal self-evaluation. - Clear 'line of sight' in all levels of planning. - Evaluation of results with all HODs completed	Review DIP milestones "RAG". Ensure this is reflected in milestone 3. PDR midpoint reviews completed with support provided	Documentation in this regard is consistent and robust - tweaks needed in one or two departments re	Documentation in this regard is consistent and robust Senior and middle leaders are skilled at collecting a helpful range of first hand evidence to monitor progress against priorities and to	

	iv) SLT links to ensure that support and challenge is rigorous and that Departmental records of meetings etc. are focused on actions towards overall SIP/DIP objectives v) Work with partner schools to analyse and offer specific advice and guidance on improvement activities		• PM cycle completed • Self-evaluation calendar set up – with work scrutiny etc identified • Middle leader toolkit used with all HODs – updated as line-management takes place. • Self-evaluation is live, regular and on-going • SLT schedule includes live RAG rating of activities that ensure SLT ask – ‘what are we doing AND are we on track?’	Review middle leader toolkits to ensure consistency of approach Reviews carried out start to inform DIPS for next academic year	consistency of format Governor engagement days/depart mental reviews throughout the year to provide support and challenge	establish areas for improvement. Senior and middle leaders systematically monitor and evaluate the quality of all teachers’ classroom practice and the standards that students achieve on a half termly basis. Senior and middle leaders effectively revisit monitoring activities, such as book scrutiny, to check that the required improvements have taken place, and take action swiftly where this is not the case. Most middle leaders hold teachers to account well for the progress of students in their class. Governors receive a good range of information from a range of leaders across the school that enables them to discharge their role of support and challenge effectively	
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5.3	Identify middle and senior leaders to complete middle and senior leader EAS training programmes and middle leaders/teaching staff for OLEVI programmes.	JU	Send EAS Professional Learning Offer out to all staff Use PLA to discuss the importance of Professional Development and ask all staff to identify 2 areas for further development and identify appropriate training to support with this Identification of appropriate training courses and selection of staff based on PM Review and PDR Middle leaders identified for Middle leadership OLEVI/PORTAL ILM Diploma programme and beginning in Autumn term 2 Literacy lead to deliver the Lead Partner Schools Work for EAS One senior leader identified for OLEVI Coaching and Mentoring course for Spring Term	Members of staff identified as consistently good practitioners in the classroom to attend OLEVI OTP Course Use outcomes from SER activities to further identify training needs for middle and senior leaders to strengthen leadership across the school, to include strengthening the professional learning of support staff with HTLA and Dyslexia training being undertaken to strengthen team provision/succession planning Literacy lead to continue to deliver the Lead Partner Schools Work for EAS	Begin discussions around any other possible candidates for OLEVI courses in readiness for new academic year	Nearly all leaders use a variety of sources of evidence to make accurate overall judgement on standards, pupils' skills development and Teaching & Learning. All OLEVI trainees deliver whole school professional development for staff based on the completion of their assigned course.	£5000 additional CPD funding pot allocated for any further training outside of EAS offer
5.4	To further improve ALN provision and leadership across the school by enhancing work between SSRB and main school	JH/NB	SH to attend SLT meetings as evidenced in minutes SSRB staff attend PLA and B sessions throughout term Purposeful development	ALN whole school thematic review completed ALN devt plan reviewed		An inclusive education is provided with ALN students being placed on the appropriate curriculum pathways.	

			plans completed for ALN/SSRB by Autumn half term SSRB teacher to deliver Maths intervention in main school Some SSRB approaches and expertise shared in Cynefin base eg sensory room Regular ALN update for inclusion sub committee SSRB staff continue to play a full and active part in PL provision (leading and sharing) Shared TEam Teach training takes place	regularly throughout year		Early identification of students with additional needs. Appropriate provision and intervention in place to support individual development. ALN review identifies strengths and areas for improvement, allowing for an Action Plan for future development to be created.	
5.5	Review SLT + TLR holder roles and responsibilities to ensure clarity and equity of roles along with staffing requirements. SLT/ TLR holders have defined roles and responsibilities which will be refined further. Review whole school staffing structure in conjunction with all stakeholders and HR to develop a structure that enables the realisation of education reform. Consultation timescales agreed and published.	JNH	SLT/ TLR holders have defined roles and responsibilities which will be refined further. Reconsider Welsh, Dep progress managers, DCF and Drama TLRs across the year Review temp TLRs Complete Deputy progress manager restructure by end of term Consultation on eFSM champion TLRs restructure to begin week 1 Summer term - postponed by half term due to union issues	Consider new Humanities/skills structure Reviewed roles and responsibilities Appointments to new eFSM Champion roles completed New TLR structure in implementation phase by January	Review new support for eFSM pupils via TLR restructure	Draft structure in place All Senior Leaders are effective in securing accountability of Middle Leaders Middle Leaders are clearly accountable for the performance of staff they line manage.	

