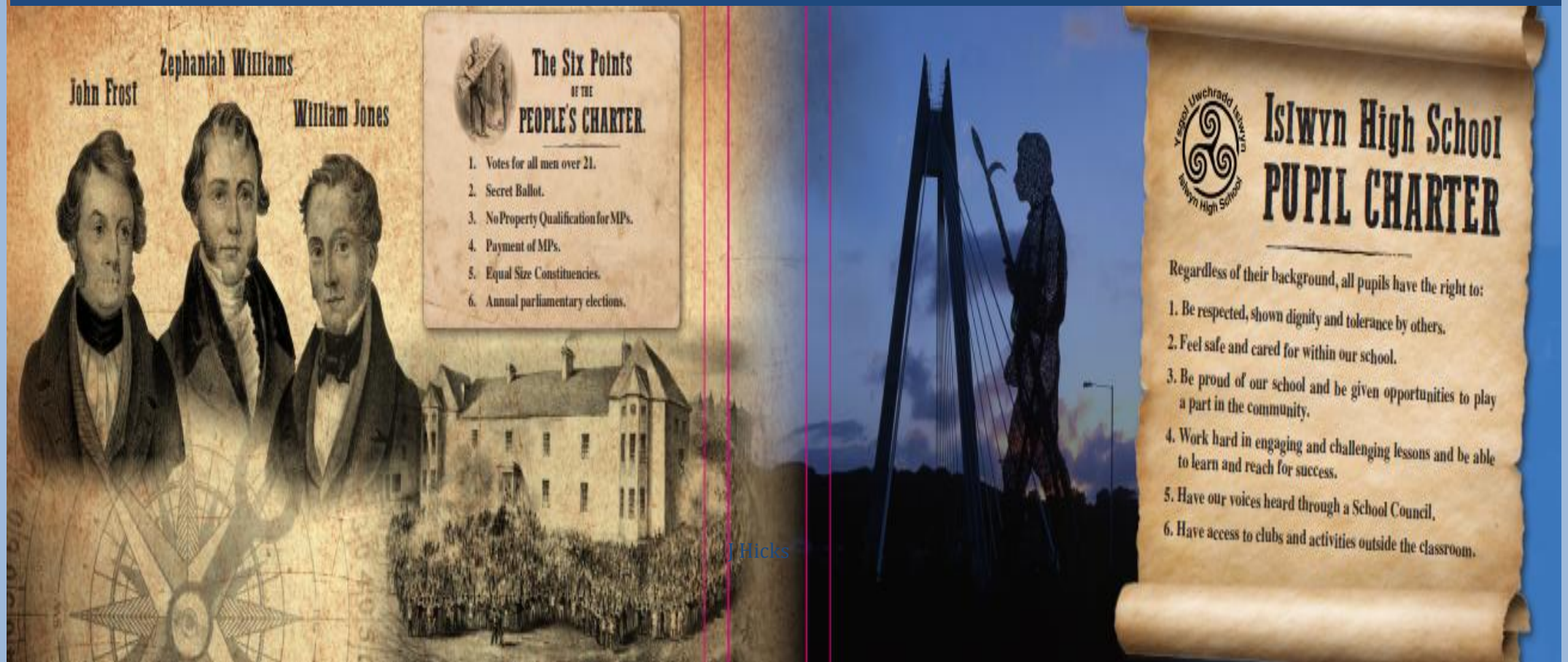


Islwyn High School Development plan 2026-29



Headteacher: Mr.J.Hicks

Chair of Govs.:Mr. G.Bryce

Belong, Believe, Achieve

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

Timeline	Date	Staff Members and GB
Planning	09/ 2026	JNH / SIP/SLT/GB
Reviewing	11/2026, 01/2027, 03/2027, 05/2027, 07/2027	JNH /SIP/SLT/GB

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KPIs	Actual 2024	Actual 2025	Actual 2026	Targets 2026/27	Wales Average 2025
Attendance whole school/eFSM	89.2/82.4	90.1/83.7	90/84.9	91/86	89.1/81.2
Exclusions	68	48	40	30	n/a
CPS: Capped 9 Points Score	388.06	380.0	376.35	390	353.3
FSM	348.26	337.6	372.18	355	298.7
LITERACY	41.61	40.1	41.16	43	38.6
Cohort	190	188	191	196	
Gender Difference	-4.84 (M: 39.14; F: 43.98)	-3.86 (M:38.27; F42.13)	-1.05 (M:40.66; F:41.71)		
FSM	34.26 (non: 43.04)	31.1 (non: 41.1)	39.1 (non: 41.69)	37	31.8
NUMERACY	38.28	37.0	36.32	39	36.0
Cohort	190	188	191	196	
Gender Difference	-1.06 (M: 37.74; F: 38.8)	-0.26 (M: 36.8; F: 37.16)	2.34 (M:37.44; F:35.1)		
FSM	32.19 (non: 39.47)	27.11 (non: 38.02)	32.05 (non: 37.39)	33	27.9
SCIENCE	40.88	39.3	39.08	41.5	35.8
Cohort	190	188	191	196	
Gender Difference	-2.57 (M: 39.57 ; F:42.14)	-0.41 (M: 39.13 ; F:39.54)	1.89 (M:39.98; F:38.09)		
FSM	33.55 (non: 41.79)	26.67 (non: 26.67)	35.79	34	27.1
5A*-A	25.26%	16.49%	20.42%	30%/20%	18%

School Context:

The most recent Estyn inspection of Islwyn High School took place in October 2018. This plan will continue to further develop progress made since that inspection in terms of the recommendations made and other very important aspects of the school's work.

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 two academic years and in January 2023 an experienced ALNCo joined the leadership team. The school currently further strengthens the leadership team with the support of three temporary Associate Headteacher positions.

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 22.90% 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 2026-7	
Workforce Planning FTE: number of TEACHERS	62.9 fte
Source of Funding	Purpose
Equity	Breaking the link between disadvantage and educational attainment with a clear focus on eFSM priorities and improving pupil attendance and wellbeing. £267,734
Standards	Intervention to support teaching and learning in Numeracy. £182,757

Priorities				
IHS Priorities	No longer a Priority	Strong progress	Satisfactory progress	Limited progress
	Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation
Definition	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 2026 – 2029 (*R=Recommendation from ESTYN 2018)

Source	Standards	Wellbeing	Teaching and Learning	Leadership
School Council Pupil Charter – 6 statements	Pupils have the right to be able to learn and reach for success	Pupils have the right to be respected, shown dignity and tolerance by others Pupils have the right to feel safe and cared for within our school. Pupils have the right to have access to clubs and activities outside the classroom	Pupils have the right to work hard in engaging and challenging lessons	Pupils have the right to have their voice heard through a school council Pupils have the right to be proud of their school and be given opportunities to play a part in the school community
School's self- evaluation calendar 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) Relentless focus on eFSM performance Further embed eFSM approach to target setting and development whole school Further improve literacy and numeracy standards and	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	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, CCBC and partner schools	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

	continue to build on the success of accelerated reader To continue positive trends in whole school KPIs with a particular focus on eFSM pupils	behaviour of very few pupils in lessons Further improve pupil wellbeing – anti-bullying, attendance and continue to reduce fixed term exclusions. Continue to embed WRAP approaches in this regard especially with new staff. 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 implement recommendations of Children North East poverty proofing audit (Summer term 2025) to continue to improve support for vulnerable learners	Provide opportunities for professional dialogue on effective practice and especially effective questioning and 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 and departmental reviews across the school Continue to implement pedagogical approaches to better support eFSM learners To implement, monitor and evaluate curricular and cultural advances at school level, assessing the extent to which they support curriculum for learning in Wales	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 To further develop the expertise of the Governing Body in holding school leaders to account with regard to standards
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
Curriculum for Wales	Continually refine skills based curriculum Commitment to consortia and CCBC sharing best practice and collaboration	Personalised learning pathways including KS4 junior apprenticeships	Reviewing pedagogy to improve pupils' reading skills Continue to develop effective research and enquiry methods that strengthen pedagogy across the school	Links between 6 Areas of Learning Understanding of progression steps

Schools as Learning Organisations/school survey	Continue to improve cluster collaboration with a focus on eFSM poverty proofing 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. Further embed and showcase our highly effective transition practice to promote wellbeing, confidence, belonging, positive attendance and high-quality teaching and learning for all pupils.	Continue to develop cross phase triad work with cluster schools 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 reading 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 (eSFM and ALN)	To continue to support our school leaders to help our pupils achieve their ambitions
School's priorities 2023-7	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 and continuing to lower exclusion rates	Enhancing pedagogy to deepen learning	Improve the quality of leadership, self evaluation and improvement planning (R4)

EO = 4 Enabling Objectives from National Mission

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

Islwyn High School Priority actions 2026-7

Priority 1- Standards

- Continue to implement recommendations from Children North East Poverty proofing audit (summer term 2025)
- To continue positive trends in KPIs and narrowing the gap between eFSM performance and Non eFSM
- Continue to raise standards for 5 A*/A performance
- To continue 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 for their support

Internal Accountability: JNH		Accountability to the Governing Body:JNH/OW					
Actions		Who ?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Signposts	Source of Finance / Cost
1.1	Continue to improve on eFSM literacy standards Continue to Improve on eFSM numeracy standards Continue to Improve eFSM capped 9 performance	OW/ GF/B EW/C MW/ HoDs /eFSM champion	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 for numeracy intervention Head of English to liaise with intervention providers (during form or in extra timetable availability of English staff) to plan provision against individual pupil needs/targets Intervention groups established and ongoing through timetabled slots; 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 being utilised. Priority for eFSM pupils. Early entry for pupils at risk of no qualifications considered eFSM 'War board' established with each member of SLT allocated mentees along with KAR (MAT) and eFSM Year group champion (poor attenders)	Intervention provision self-resourced by experienced staff according to pupils' need and focused upon exam specific questions Maximised % attendance at intervention (Numeracy and Literacy) - to be monitored; calls to be made to parents/pupils spoken to by intervention teacher where not attending Lit/Num intervention. Transport sourced for eFSM target pupils, Heads of Literacy and Numeracy to communicate issues through LMM; direct communication with pupils/parents/carers JBM Numeracy tutoring for eFSM Y11s to be monitored; Maths dept exam to in-feed updates on gaps in learning	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/Num exams Intervention lessons in Numeracy ongoing and refined groups based on tracking - eFSM pupils are prioritised 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. eFSM CHampion and progress manager to organise	2026-27 School Year KPIs: Targets All/eFSM Lit - 43/37 Num - 39/33 Sci - 41.5/34 C9 - 390/355	Cost of revision packs and texts for eFSM pupils £1000 Maths tutoring for eFSM pupils from PDG budget *see grant plan

			Exam revision dates communicated directly to eFSM parents/carers (to include Y11 Maths GCSE exam in Nov and Y11 Sp/List dates) and priority access to parents' evenings bookings 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)				
1.2	Continue to Implement recommendations from Children North East Poverty proofing audit (summer term 2025) Further develop the thinking from the school's 24-5 participation in the	OW/P Ms/e FSM cham ps	Departments to implement specific areas for developments from the audit in DIPs. Review communication and lead in times for all payments for each year group to ensure parents receive ample notice and multiple payment options. Source eFSM transport solutions for after-school clubs.	Ensure all new staff have received catchment tour. 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.	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.	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	Release time for OW to work with primaries. £1500 eFSM transport costs to be sourced

	Welsh Gov. eFSM Champion pilot programme and embed approaches into school practice to improve attendance, engagement in school activities, attitude to learning and outcomes, especially in Yr11 Continue to raise standards of outcomes for eFSM pupils *See 1.1 for eFSM KPIs Liaise with FE provider to ensure success of Junior Apprenticeship delivery for vulnerable learners and try to support increased capacity for Sept. 2027		Promote pre-loved uniform opportunities via swap shop and in primary schools. Monitor new food tech eFSM ingredients provision where pupils have ingredients provided. Staff to continually use no hands up questioning and implement poverty friendly classroom approaches Monitor provision for KS4 junior apprenticeships with local FE provider (including transport arrangements) OLW to continue to coordinate communication with the primary cluster schools to ensure continuity of poverty proofing strategies. Implement Mixed ability set 2 and 3 in literacy based subjects. Monitor via pupil/parental/staff voice and ATL scores. Priority access to hybrid parents' evenings for eFSM pupils	eFSM classroom support to be monitored via PLA/PLB's Review first term JA programme. Gather attitude to learning and attainment reports Monitor engagement in extra curricular clubs and encourage pupils, via mentoring sessions, to attend Priority access to hybrid parents' evenings for eFSM pupils OW to monitor eFSM ATL data	Share outcomes with governing body and Children North East. Identify next steps for ongoing development.	improves (targets met) eFSM approaches are used effectively to reduce the impact of disadvantage on the outcomes of students identified (See KPIs above) Many FSM and CLA students take part in extra-curricular activities (currently prioritised at lunchtime due to transport issues) Priority access to hybrid parents' evenings for eFSM pupils	from PDG budget. Costs tbc Junior Apprenticeship costs £40000. Improved outcome in CNE reviews
1.3	Continue to raise standards for 5 A*/A performance DIPs identify specific subject actions Maximise coursework marks in all subject areas with a particular	OW/ MaT coordinator/HODs	Potential Y11 pupils on track for 5A*-A identified using prior attainment, current progress and aspirational targets. MAT identification criteria and departmental identification documents reviewed and refined to ensure a consistent approach across subjects/AOLES. eFSM Poverty Proofing work with Children North East to support MAT	MAT register reviewed following Term 1 data and pupil voice; pupils added/removed where evidence indicates changing levels of attainment or potential. Snapshot 2 used to identify MAT pupils not making expected progress towards aspirational targets. Targeted mentoring, intervention or departmental action implemented where required.	Final MAT data analysis completed across year groups, including attainment, progress against aspirational targets and representation of eFSM pupils. Evaluate the progress of identified 438+ pupils and impact of targeted mentoring/intervention. Final MAT provision audit completed. Departments to	Percentage of A*-A grades is at or above the 2026 Wales average and in line with school targets. Consistent whole-school approach to the identification and	MAaT TLR for the academic year £2500 NACE membership £2000

	focus on eFSM support	agenda. Accredited training for eFSM pupils involved. OPPs established for identified Most Able pupils across 4+ subjects, with aspirational targets clearly identified. Department Improvement Plans to include specific strategies for MAT pupils, including challenge, stretch, independence and enrichment. Year 11 A/A* form-time mentoring delivered with KAR. Fortnightly mentoring to focus on metacognition, aspiration, resilience, confidence, study skills and independent learning. Progress of 438+ pupils monitored at first data drop, with pupils requiring additional support identified for targeted mentoring. Brilliant Club Y8/Y9 Autumn provision established. Targeted eFSM pupils identified for Seren provision to ensure proportionate access to MAT opportunities. Y10 pupils registered for Seren and attendance at Seren welcome meeting secured. Initial partnership established with Coleg Gwent to provide Y11 information regarding post-16 pathways and the importance of high grades.	Evaluate the impact of Year 11 mentoring through progress data, pupil voice and evidence of developing metacognition, confidence, resilience and study skills; refine provision accordingly. Effective examples of MAT challenge identified across departments and shared through AOLE/PLA/whole-school professional learning to develop consistency of provision. Staff contextual information updated through MAT parent/carer Google Form to ensure provision reflects pupils' strengths, interests, barriers and aspirations. Brilliant Club Y7 Spring provision established. Further Seren opportunities promoted and accessed, including Y9 Debate Camp and relevant external events. Develop MAT pupil leadership opportunities across departments through subject-specific Challenge Ambassador/MAT leadership roles, with pupil leadership badges/recognition introduced. Develop alumni/past-pupil links to provide GCSE, post-16 and higher education guidance, including talks and subject-specific pathways. Develop local university partnerships and identify opportunities for university	evaluate strengths, areas for development and priorities for the next academic year. Whole-school review of MAT classroom provision using work scrutiny, lesson observations, learning walks and pupil voice. Effective practice identified and shared. Evaluate the impact of MAT mentoring on pupil confidence, metacognition, resilience, study skills and aspirations. Evaluate participation and impact of Seren, Brilliant Club, university, alumni and external enrichment opportunities, including access and representation of eFSM pupils. Year 6 MAT register established through collaboration with feeder primary schools to support earlier identification of potential MAT learners. Year 6 MAT transition day established, including subject-specific workshops designed to introduce pupils to secondary-school challenge and enrichment. Year 6 parental survey completed to gather contextual information and establish parental understanding of MAT provision and support. MAT pupil leadership roles embedded across departments, with pupil feedback used to	tracking of More Able and Talented learners is firmly embedded across departments. Nearly all staff are able to accurately identify MAT learners and are confident in using appropriate strategies to provide challenge, stretch, depth and enrichment. Nearly all MAT pupils make secure progress towards or beyond their aspirational targets, with timely action taken where pupils are at risk of underachievement. A robust and effective mentoring and enrichment programme is established, providing MAT pupils with	
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			MAT enrichment calendar established, incorporating internal and external opportunities. MA/MAT pupil survey completed to establish baseline pupil voice around challenge, aspiration, enrichment and support. Year 9 MAT/Pupil Council Parliament visit – 12 November. Year 11 Oxford University visit – 22 September 2026. Governors receive an update on the school's MAT strategy and develop the role of the MAT link governor Initial primary cluster MAT group established to develop a shared approach to identification and transition. NACE Challenge Award progress reviewed and RAG-rated. KAR to mentor eFSM pupils with the potential for 5A*/A outcomes in Year 11	outreach, subject enrichment and aspiration-raising activities. Y7/Y8 Senedd/BBC Studios enrichment opportunities delivered. Review pupil participation in enrichment opportunities to identify gaps in access, including representation of eFSM pupils. Develop the MAT website section with information, resources and guidance for parents/carers to support aspiration, independence and learning at home. Lesson observations/book look used to establish baseline evidence of challenge across the school. MAT parent/carer information session planned to explain the school's approach to MAT, challenge and progression. MA/MAT pupil survey repeated to evaluate changes in pupils' experience of challenge and enrichment. NACE Challenge Award progress reviewed against Term 1 baseline, with evidence of impact collected and areas for further development identified	evaluate their impact on the culture of challenge and aspiration. Academic achievement celebrated through year-group recognition/awards, recognising attainment, progress, talent, leadership and contribution. Year 10 Oxford University visit – 17 June 2027. Final MA/MAT pupil survey completed and analysed against Term 1 baseline to evaluate change in pupil experience. NACE Challenge Award evidence reviewed and next steps established.	opportunities to develop aspiration, leadership, resilience and progression pathways. MAT pupils, including appropriate representation of eFSM learners, have equitable access to high-quality enrichment, Seren, Brilliant Club, university and leadership opportunities. Effective MAT practice is shared and developed across departments and with cluster primary schools, supporting improved provision and effective transition.	
1.4	Ensure that there continues to be a clear understanding of the ALN agenda	NB/A LNC Co /Head of SSRB	ALN update and reminder September INSET Cluster ALN group meetings attended	Consult ALN pupil voice on option choices and courses available.. Evaluate each intervention area to increase discussions about	Evaluate the impact of ALN provision and interventions on pupil progress, attendance, engagement and	Staff are confident, and understand the National 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 TAs in the Classroom, with clarity of roles and responsibilities. Further develop support for 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 continued compliance and timely reviews. Review monitoring and evaluation of ALN pupils in terms of progress and attendance.	/Ass ALNC o/Dep Head s of SSRB	ALNCo attends ASD training to cascade back to staff on how best to support ASD pupils. Governors updated on ALN implementation and SLT review via inclusion sub committee - Oct 26 Recommendations of ALN review 25/6 continue to be fully implemented Continue to develop the content of One-Page Profiles on ClassCharts, to ensure effective support for all pupils with ALN. IDPs easily accessible to staff to inform their planning and support of ALN pupils. Training for LSA team to ensure appropriate support for pupils. Quality assurance calendared and strengthened for Support of pupils in class. Structure registration LSA sessions so that most identified learners engage in focused, progress oriented activities. 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	interventions, ensure that tracking is added to the provision map to monitor the impact and ensure that entrance and exit criteria are clear with provision review time. Strengthen the quality and consistency of OPPs and IDPs, ensuring targets and provision are appropriate, specific and linked to pupil needs. Embed effective TA practice in classrooms, with support focused on increasing learner independence and access to learning rather than creating dependency. Embed consistent implementation of ALN processes across the school, with staff applying agreed procedures confidently and consistently. Strengthen ALN tracking to ensure reviews, provision and actions are completed within agreed timescales. Undertake quality assurance activities, including book looks, listening to pupils, lesson observations and learning walks, to evaluate the consistency and effectiveness of ALN provision and identify areas for further development.	independence. Through QA cycle Evaluate the progress of pupils with ALN, including whether identified needs are being addressed and whether agreed provision and interventions are having the intended impact. A robust ALN DDP and SER are in place, enabling effective monitoring, self-evaluation and continuous improvement of ALN provision across the school.	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 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	
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	Fully implement ALN review 2026 recommendations		and exit criteria are clear with calendered provision review times calendered. Team Teach training to be delivered to a selected cohort of staff, increasing confidence and consistency in positive behaviour support strategies. Manual handling training to be completed by relevant LSAs, ensuring safe practices when supporting pupils with physical needs. LSAs to complete training on ‘How to Support an eFSM Classroom,’ enhancing their awareness of targeted approaches to improve outcomes for disadvantaged pupils.			outcomes of interventions.	
1.5	To increase the number of pupils who leave the SSRB with a recognised qualification (where appropriate)	Head s and DHTs of SSR B/SS RB teachers	Continue to embed the King's Trust programme across KS3 and KS4, ensuring it is an established part of the SRB curriculum offer. Ensure learners are placed on the most appropriate level/programme based on their individual needs, abilities and future aspirations. Develop a consistent approach to delivery across classes, with agreed expectations for planning, recording and assessment. Continue to develop and adapt resources and booklets to ensure they are accessible and appropriately differentiated for learners working at different levels.	Monitor learner engagement, participation and progress throughout the academic year. Track the number of learners enrolled on each programme and the number successfully completing units and achieving awards. Use learner portfolios and completed work to provide evidence of progress and achievement. Gather learner feedback to establish how learners feel the programme is supporting their confidence, independence, communication and preparation for life beyond school.	Review the range of programmes and levels available and identify opportunities to extend provision where this would benefit learners. Further develop links between King's Trust, careers education, work-related learning and post-16 transition planning. Identify opportunities for learners to apply their King's Trust learning through real-life, practical and community-based experiences. Develop a bank of successful resources, examples of learner work and effective practice to support future delivery.	Reduction in number of pupils who leave without a recognised qualification according to the AWCDS	

			Provide ongoing support and guidance for teachers and Level 3 TAs delivering the programme. Share examples of effective practice and resources across the SRB to promote consistency and confidence in delivery. Ensure King's Trust activities are linked to learners' IDP outcomes, independence skills, employability skills and preparation for adulthood. Monitor delivery through planning reviews, book looks, learning walks and discussions with staff. Ensure opportunities are provided for learners to complete and gain recognised King's Trust awards where appropriate.	Gather staff feedback on the effectiveness of the programme, including accessibility of resources, workload and confidence in delivery. Evaluate whether the programme is helping learners to develop practical, employability and life skills that can be transferred into other areas of school and community life. Review outcomes for different groups of learners to identify any barriers to participation or achievement. Use evidence from monitoring, learner voice and staff reflection to identify strengths and areas for development. Report progress and outcomes to SLT and Governors as part of the school's self-evaluation and improvement processes.	Identify any further staff training or professional development required to strengthen delivery. Use learner outcomes and feedback to inform curriculum planning and individual learner pathways. Establish clear targets for the following academic year, including participation, completion and achievement.		
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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 an effective pupil support centre on site to support the above
- Improve staff wellbeing by further developing staff sickness absence management in line with CCBC HR priorities and trialling work from home arrangements in non contact time for all teaching staff

Internal Accountability: NB
/ Pastoral team pupils
/ Staff wellbeing

Accountability to the Governing Body: NB
Staff well being: EP

Actions	Who ?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Signposts	Source of Finance / Cost
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2.1	Ensure a co-ordinated approach by the attendance team that supports improved/maintained attendance Establish reasons for non-attendance and where appropriate, address and reduce identified barriers to attendance. Ensure effective attendance tracking and monitoring through the transition from SIMS to Arbor, with consistent procedures for identifying barriers, sharing information and taking timely action to improve attendance.. Monitor the impact of Learning Coach mentoring as an intervention to improve attendance for eFSM pupils. Further reduce persistent absence among pupils with attendance below 80% through targeted support and the	NB/A W/PM s/eFSM cham ps/A WOs	Review roles and responsibilities of the whole pastoral team to ensure that attendance interventions are being undertaken effectively at each level Employ additional 0.6 AWO Initial focus on eFSM attendance in target year groups, especially year 8 and 9. Action plans to be developed. Governors Attendance Panel Meetings to be held in Autumn Term 2 Implement an attendance tracking system for all PMs and FTs to use as a tool to support intervention Complete the transition from SIMS to Arbor, ensuring attendance procedures, coding and monitoring are consistent across the school. Introduction of new attendance codes, training for relevant staff. Analyse attendance daily in all year groups and ensure it continues to be on SLT agenda weekly Whole School 92% up until the end of September (LA data n) Third in the LA eFSM 86% / Non eFSM 92.6% Streamline the first and third day calls system to reduce unauthorised and persistent absenteeism ABSA provision has been introduced in the Bridge by FLO.	Two rounds of Governors attendance panels to be completed before the end of term. Attendance targets are on track (esp eFSM) in year groups Reward pupils that have improved attendance as well as 100% attendance. Strengthen the use of The Bridge, Learning and ABSA as part of a graduated response to persistent absence. 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 - ongoing	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 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 have taken place with target pupils. OW to monitor eFSM ATL data Targeted attendance support continues to be implemented for FSM pupils with attendance between 74–79% and 89.5–89.9%. Review the effectiveness of ABSA provision roles and responsibilities to ensure clear accountability for attendance. Achieve attendance targets.	Nearly all pupils who have attended the ABSA/ Bridge/ Learning Pathways Base provision have improved attendance outcomes. Attendance is above LA and Wales averages and consistently amongst top 3 secondaries in LA Maintain attendance in quartile 1 School attendance targets for this academic year: Whole school 91% eFSM: 86% Non eFSM:92.4% Year Group targets: Year 7 - 93% Year 8 - 91% Year 9 - 90% Year 10 - 91% Year 11 - 90% Year Group targets eFSM:	PDG funding for staff working on Attendance, Inclusion and Wellbeing *see PDG plan.
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	introduction of The Bridge, Learning Pathway Base and ABSA provision. Once embedded, develop automated online system alongside the new system to inform Progress leaders and eFSM Champions of all attendance and punctuality data Develop ABSA and establish clearly defined roles and responsibilities within the pastoral team to ensure effective oversight and accountability for attendance.		One to one attendance discussions between eFSM pupils and eFSM champions to have taken place with all target pupils Online learning is further developed from last year's model via proposal for shared provision pilot CCBC Minutes and actions evidence fortnightly attendance and wellbeing meetings with PMs and attendance team will flag any ongoing issues. CCBC EWO to work from school site 2 days a week. An increased focus on FLO/volunteer staff home visits to support and signpost families experiencing difficulties with school attendance. Rewards established and distributed for 100% attendance and improved attendance.			Year 7- 90% Year 8 - 89% Year 9 - 84% Year 10 - 84% Year 11- 84% All staff consistently use the agreed attendance tracking and monitoring processes, enabling earlier identification and intervention for pupils at risk of persistent absence. Nearly all pupils identified as persistently absent have received appropriate intervention and support to address barriers to attendance. Persistent absenteeism has reduced from the previous academic year Maintain AWCDS 1st quartile performance across the past 3 years	
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2.2	Further develop work on Staff Wellbeing by addressing the actions from the Investors in People Gold accreditation. Fully implement sickness management policy with required CCBC HR support Complete a whole teaching staff trial and evaluation of working from home arrangements as approximately 20% of non contact time	EP/S LT/St aff well being group	Staff Wellbeing action plan updated to reflect recommendations from IIP Gold Accreditation. Request CCBC co ordinate data sharing re staff absence between secondary schools Staff wellbeing group meetings continue through the year and dates published on school calendar. Processes in place for formal absence process (Stage 1) supported by HR representatives take place led by BM. Governors confirmed their commitment to pursuing formal processes in relevant cases. 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. Initial review of work from home arrangements in SSRB undertaken	Staff absence and recruitment a standing agenda item on Governors Finance & Staffing Committee Meetings. Improved access to iTrent system in place to support reporting functions in relation to staff absence. Improved staff processes in place supported by LA enables school to take action/provide support for staff whose attendance hits policy triggers. 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. - <i>discussed in Govs sub w/b 2nd March</i> 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) - <i>issues with HR CCBC</i> Feedback from SSRB WFH trial goes to staff wellbeing group, unions and relevant Governor committees	School performs well in terms of sickness absence amongst staff compared to CCBC averages (days lost)	School performs well in terms of sickness absence amongst staff compared to CCBC averages (days lost) Review of whole school Working from home arrangements completed with Governor approval. Improved responses from most recent staff wellbeing survey (TES national comparisons)	
2,3	Work towards and achieve ECO School Award,	EPI/E co co-	Eco School Co-ordinator appointed as TLR pay protection post in the school.	.The progress will be monitored by the eco club with support from the link pupil council member.	We will apply for the Bronze award during year 1, then silver	Pupil Eco Committee fully established.	

	providing external recognition of the school's whole-school approach to environmental education and sustainability.	ord/E co team/ Site team	Pupil Eco committee established and calendar of meetings agreed. Environmental review completed and action plan drawn up School council member attends eco club meetings Meeting held with external Eco Schools Co-ordinator to receive information on the award scheme and create action plan. Regular feedback to SLT on progress The pupils will come up with an eco code for the school. This is being run as a year 7 competition this year and the pupil council will select the winning entry.	We will inform and involve the whole school via the school notice board, a termly assembly, Twitter and through the school newsletter. We will conduct an audit of school departments to find out what aspects of eco-schools are covered already by the school curriculum. There will be a whole school action day where every lesson has an eco-school related theme, there will be a competition and we will collect clothes for recycling - money raised will be fed back into the eco club.	and the green flag in the following 2 years.	School achieves Eco School Award. Environmental education and sustainability activities embedded across the school.	
2.4	Extend the mobile phone pouch system from Years 7 and 8 to all year groups, establishing a consistent whole-school approach to mobile phone use and supporting improved behaviour, engagement and wellbeing.	NB/P Ms	Develop a clear implementation timeline for extending the mobile phone pouch system to all year groups. Await delivery of pouches for years 9-11. Confirm and communicate the agreed mobile phone pouch system to staff, pupils and parents/carers. Invite parents/carers to an information session with SLT and governors to explain the rationale for the approach, expected benefits and how the system will operate. Ensure staff are clear about procedures, expectations and how	Ensure all pupils and staff understand and follow the agreed mobile phone expectations. Provide additional support and reminders during the initial implementation period. SLT and pastoral staff monitor the implementation across all year groups and address any issues or inconsistencies promptly. Monitor initial behaviour and safeguarding information to identify emerging patterns and areas requiring further support.	Review the impact of the whole-school approach following the initial implementation period. Analyse behaviour and safeguarding data relating to mobile phone use, alongside pupil, staff and parent feedback. Evaluate the impact on behaviour, engagement and wellbeing. Identify any changes needed to procedures or support to ensure the approach is embedded consistently across the school.	Reduction in mobile phone-related incidents and concerns across the school. Reduction in incidents relating to online/social media conflict arising during the school day. Nearly all pupils consistently use the mobile phone pouches as expected.	Cost of pouches.£ 6400 Cost of additional magnets. £150 Cost of additional reception support for one month when full rollout goes live £3500

			non-compliance will be managed consistently. Prepare pupil communication, assemblies and tutor-time materials ahead of launch.			Nearly all staff report improved consistency in the application of the mobile phone expectations. Pupil and staff feedback indicates that the mobile phone pouch approach has had a positive impact on the school environment and pupils' engagement.	
2.5	Work towards and achieve National Anti-Bullying Accreditation, providing external recognition of the school's whole-school approach to preventing and responding to bullying and further strengthening pupil voice, reporting and support systems.	NB/A W/PM S/TLR 3 post holder	Advertise and appoint TLR anti bullying co ordinator to coordinate the school's work towards National Anti-Bullying Accreditation. Review the school's current anti-bullying policy, procedures, reporting systems, pupil voice and existing provision against the accreditation criteria. Identify strengths, gaps and priority actions and develop a one year action plan. Gather baseline pupil voice and relevant behaviour/safeguarding data to inform priorities. Engage pupils, staff, governors and parents in developing the school's approach.	Implement the agreed action plan, strengthening whole-school approaches to preventing and responding to bullying. Develop pupil voice and participation through initiatives such as Criw Ceredig and ensure pupils understand how and where to report concerns. Training with primary clusters to increase Criw Ceredig pupil leaders in year 7. Develop the role of Criw Ceredig to be leaders of the ABQM, carrying out assemblies, offering specific support for vulnerable groups. Review and strengthen reporting, recording and follow-up procedures to ensure concerns are responded to consistently.	Evaluate the impact of the actions undertaken using pupil voice, staff/parent feedback and behaviour/safeguarding data. Review the effectiveness of reporting and support systems and make any final improvements required. Complete the evidence portfolio and accreditation process. Achieve National Anti-Bullying Accreditation and identify priorities for sustaining and further developing the approach beyond the one-year task-and-finish period. Aim for Gold/ Platinum level in year 2. Evaluate the following areas:	The school achieves the Anti-Bullying Quality Mark. Pupil and staff understanding of what constitutes bullying, including relational and online bullying, is improved. Nearly all pupils report increased confidence in reporting bullying and knowing where to access support. Bullying incidents are identified,	TLR allowance £4000 Registration for the accreditation of ABQM £750-£800

			Coordinate and support Anti-Bullying Week, ensuring activities promote the school's anti-bullying message, strengthen pupil voice and raise awareness of how pupils can report concerns and access support. Register for ABQM	Provide staff with appropriate guidance and professional learning to ensure a consistent understanding of bullying, including online bullying. Monitor progress against the accreditation criteria and gather evidence of impact throughout the year	Children and young people can attend school without the fear of being bullied or harassed Staff members respond to all aspects of bullying behaviour and harassment with confidence Families are aware of what bullying is and are confident that they know who to approach about bullying and harassment and that it will be dealt with efficiently and effectively Pupil leadership opportunities contribute to the school's anti-bullying culture, including the work of Criw Caredig.	recorded and monitored consistently, with appropriate interventions and follow-up in place. Pupil voice demonstrates that nearly all pupils feel safe, respected and supported in school. Anti-bullying approaches are consistently embedded across the school, including restorative approaches and the use of the Report It app.	
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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."

Areas for development

- To continue developing strategic, independent readers and enhance pupils' reading engagement.
- To continue to develop opportunities to progress pupils numeracy skills, with challenge at appropriate points in the curriculum
- To continue to improve the frequency of informal Welsh language use across the school and provide opportunities for the development of staff Welsh language skills
- To ensure the progressive development of pupils' digital competence.

Internal Accountability: Skills leads

Accountability to the Governing Body: GF

Actions		Who ?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Signposts	Source of Finance /Cost
3.1.1	Literacy Teaching of Reading: to develop pupils as strategic readers who can independently comprehend and respond to increasingly complex texts across the curriculum. CA:LON programme to be followed in Y7.	GF/ HoLit /HoDs/teaching staff	CAL:ON training attended by English Dept. Y7 CAL:ON testing completed. Y7 - 12 week CAL:ON action research (& SoL) across Autumn term. PLA to be delivered to all teaching staff - focus on "Reading Purpose" - reading across the curriculum and developing pupils as strategic and independent readers. BEW to meet with all HoDs re. reading policy and DIPs BEW to meet with new staff re policy (and provide previous PLA materials/resources). DIPs across the curriculum continue to feature a section on reading strategy - BEW to advise and QA through line-management. BEW to use skills meetings to audit quality of texts (with challenge) and tasks within depts' SoL. Reciprocal Reading strategies to be evident in many Humanities/English/Science books. Ongoing auditing and refinement of literacy activities (incl reading strategies as per PLA training) - evidence to be added to literacy	CA:LON PL to continue for dedicated staff (HoL;HoD). CA:LON strategies in-written through most elements of Eng Dept SoL. Reciprocal Reading strategy to be evident in many departments' books. CAL:ON scheme to be completed by Y7. Monitoring: PLBs to QA increased evidence of agreed reading strategies (as delivered through PLA). Increased evidence of in-context, cross-curricular tasks utilising reading strategies and encouraging independent responses (PLB) - good practice to be highlighted and shared through PL. Y8 Booklook/pupil voice - most pupils are able to highlight where strategies have been used in subjects other than English and explain the impact on their learning (i.e. the quality of independent responses to complex text).	CA:LON PL to continue for dedicated staff (HoL;HoD). CA:LON strategies in most elements of Eng Dept SoL. Reciprocal Reading strategy to be evident in nearly all departments' books. Monitoring: PLBs to QA evidence of agreed strategies (form PLA). Y7 Book look/pupil voice - nearly all pupils are able to highlight where strategies have been used in subjects other than English and explain the impact on their learning (i.e. the quality of independent responses to complex text).	Nearly all champion departments feature complex texts within specific units of work. QA - SoL, literacy portfolio, pupil voice, booklooks. Nearly all Year 7 pupils follow 12 week CAL:ON action research (to develop strategic readers) through English lessons in Autumn term. QA - PLB. Most pupils (across 7, 8 and 9) demonstrate increasing independence to access and comprehend challenging texts. QA - booklooks, pupil voice - to ev. high order skills. Most pupils attending intervention demonstrate improvement in comprehension. QA	

			portfolio; effective practice to be profiled and shared with teaching staff. A series of 'Literacy Latest' parent newsletters are produced, focusing on different topics/strategies/updates re reading. Monitoring: Booklook/pupil voice - Y9: to QA quality of task, text with challenge and pupil progress. Parent/stakeholder voice - to be completed at end of December.			- intervention outcomes. Reciprocal reading is embedded across most champion departments. QA - Y7-9 booklooks, pupil voice, Literacy Portfolio). PLA training on advanced reading skills is accessed by all teachers (incl. confident use of suitably complex texts). QA - PLB, lesson obs, book looks, SoL, Lit. Portfolio.	
3.1.2	Literacy: Teaching of Reading: to continue to develop learners' reading engagement and stamina through regular reading throughout the school day, with a particular focus on eFSM learners (narrow the gap between non-eFSM and FSM pupils).	GF/ HoLit /HoD s/teaching staff	Daily reading to continue to be supported in the first ten minutes of Lessons 3 and 5, and in English and Humanities lessons. Restock library (PTA funded). Issue staff memo on expectations, including teachers modelling reading and form tutors checking that pupils have a reading book (also via PLA). Launch Accelerated Reader with Year 7 through an assembly and a newsletter to parents. Share weekly word counts with Progress Managers, eFSM mentors and form tutors for Feel Good Friday. Send fortnightly postcards home, keeping a 2:1 ratio in favour of eFSM learners.	Deliver follow-up Y7-9 assemblies celebrating progress, and send a newsletter update to parents. Continue recognising Word Millionaires and top readers, and hold top-form reward breakfasts. Hold reading engagement events (for example, World Book Day), with eFSM learners specifically invited and encouraged to take part. Continue fortnightly eFSM tracking. eFSM mentors deliver targeted incentives to eFSM learners who are reading little. Carry out mid-year fluency checks with intervention pupils. Continue the Arts Council project with author and bookshop visits, and carry out mid-point pupil	Hold end-of-year celebrations and send a summer reading newsletter to parents. Schedule targeted incentives for eFSM learners before May, as exam-season and stock-take library closures limited this in 2025–26. Complete end-of-year fluency assessments and analyse the results. Evaluate the Arts Council project, share the findings with staff and SLT, and agree which approaches to extend in 2027-28. Monitoring: Total Y7-9 words read exceed the 2025-26 total.	Nearly all Y7-9 pupils read for at least 20 minutes each day (first ten minutes of Lessons 3 and 5); many teachers model reading. Total Y7-9 words read exceed the 2025-26 total of 270,176,895. Many Y7-9 pupils, including a majority of eFSM learners, read at least seven books over the year. eFSM learners' share of total words	Restock of library to be funded by the PTA. Approx. £2000

		Track eFSM learners' share of words read every fortnight and share it with Progress Managers, form tutors, English teachers and eFSM mentors. Identify eFSM learners who are reading little and agree targeted encouragement via eFSM champions. BEW meet with eFSM Mentors to share how they can track the mentees' progress, encourage reading and support with book selection and organisation. Where possible mentoring sessions to take place in the library. Place all eFSM pupils with a Star score of 90 or below in intervention. Complete baseline fluency assessments for all intervention pupils (a one-minute timed read and a fluency rubric), supplemented by CAL:ON fluency data once available. HoL to attend Arts Council training - October 2026. Start the Arts Council action research with the Year 8 class. Record baselines for words read and reading attitudes (pupil voice), and complete the first visit - focus on narrowing the gap between words read by eFSM / non-eFSM pupils. Literacy Latest newsletters are produced for all parents/pupils - to profile the reading culture at IHS; and, to highlight pupil engagement and progress in reading. Monitoring:	voice. Book club established (in partnership with PTA). Monitoring: PLB learning walks show nearly all pupils reading, and many teachers modelling reading. eFSM learners' share of words read reaches 16.5% by Easter. At least 60% of Y7-9 pupils, including a majority of eFSM learners, have read five or more books by Easter. Mid-year checks show a majority of intervention pupils have improved their fluency. Pupil voice (March) shows a majority of eFSM learners enjoy reading and say they are reading more. Words read by pupils in the Arts Council project have increased since their Autumn baseline.	eFSM learners' share of words read reaches 18%. Many Y7-9 pupils, including a majority of eFSM learners, have read at least seven books. Most intervention pupils improve their fluency between entry and exit. Pupil voice shows many pupils, including eFSM learners, enjoy reading and read more than at the start of the year. The Arts Council evaluation is complete, and its findings are included in the 2027-28 plan.	read rises towards their share of the Y7-9 cohort (approx. 25%). This is a long-term aim, with 18% as the 2026-27 milestone. Reduction in the gap between non-FSM and FSM learners' word counts. QA data tracker (Word Millionaire). All eFSM pupils with a Star score of 90 or below access intervention. Most intervention pupils improve their reading fluency. Many pupils, including eFSM learners, say they enjoy reading and read more than they did at the start of the year. The Arts Council action research with Year 8 is evaluated. eFSM pupils in the project show increased words read and engagement compared with their	
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			PLB learning walks show nearly all pupils reading during the first ten minutes of Lesson 3, and a majority of teachers modelling reading. Total KS3 words read by the end of the Autumn term exceed the Autumn 2025 total. eFSM learners' share of words read reaches 15% by the end of the Autumn term. Around half of KS3 pupils have read at least three books by the end of the Autumn term. Baseline established for the percentage of eFSM learners meeting the books milestones, tracked termly alongside the whole-cohort figure. All eFSM pupils with a Star score of 90 or below are in intervention, and every intervention pupil has a fluency baseline. Year 7 pupil voice (October) establishes a baseline for reading habits and enjoyment.			baseline, and the findings inform whole-school approaches in 2027-28. Library-use data shows increasing pattern of books read/borrowed. Reading engagement events and awards for literacy progress are celebrated widely (profiled across the school and through Literacy Latest newsletters).	
3.2.1	Numeracy: Further strengthen cross curricular communication, coordination and training to ensure a more consistent approach to numeracy.	GF/ HoNum/ HoDs/teaching staff	HofNum to meet with all Champion HoDs (i.e. Maths, Science, Technology, Humanities) re numeracy strategy and agreed skills coverage. HofNum to meet with new members of champion dept staff re toolkit and expectations of use. HofNum to attend Sci, Tech, Hum dept meetings re expectations of numeracy practices in books: <i>Technology & ICT - 21.9.26</i> <i>Science - Aut. Term</i> <i>Humanities - Aut. Term.</i>	Meeting with HoDs of champion depts to re-emphasise that any numeracy skills used within tasks are always within a subject's context (i.e. where it enhances the learning of that particular subject) and at the correct level of challenge. Updated to numeracy portfolio to evidence enhanced skills in specific numeracy strands (to follow Y9 booklook and listening to learners activity at end of this term).	Updated Numeracy Portfolio to feature numeracy-rich tasks and evidence of pupils' working at a challenging level in <i>Years 7, 8 and 9</i>. CMW to revisit SoL with champion depts in Summer term, particularly SciTech. Monitoring: Y7 numeracy QA via booklook - Spring term - report prepared with recommendations.	Where expected and relevant, most books feature a consistent approach to teaching methods (as per Maths lessons). During pupil panel/booklooks, most pupils can articulate how they practise and progress their numeracy skills	

			Training for Champion depts on the delivery and evidencing of in-context numeracy tasks in books (looking at level of challenge and consistency in teaching). Follow-up demonstrations (CMW) for Champion depts - Hum and Tech; Sci to follow. Maths, Science, Technology and Humanities' DIPs to feature numeracy target/action: • Further strengthen cross curricular communication, coordination and training to ensure a more consistent approach to numeracy. • 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. All members of each Champion dept are able to access numeracy resources (e.g. Numeracy Toolkit) and know how this should be used consistently in classroom context. Hof Num to ensure that all Y7 are introduced to the Numeracy Toolkit – CMW to attend form time/assembly for Y7 (and recap Y8 and 9). Head of Numeracy competition (scavenger hunt) for pupils to access the Numeracy Toolkit (Oct '26).	Dedicated Skills mtg time with Champion depts - to review progress since Autumn Term Numeracy challenges to be updated in corridors - prizes to follow - CMW to assess impact and engagement. Monitoring: Y9 numeracy focused work scrutiny to QA 'numeracy with challenge' across targeted areas of the curriculum. Y9 pupil panel to complete survey on numeracy experiences across the curriculum. Many books (where expected) feature numeracy within appropriate subject context and at the correct level of challenge - work scrutinies in Champ dept meetings (attended by CMW). Many pupils can use numeracy skills in subjects other than Maths (where in context and with levels of challenge): Head of Numeracy monitoring via pupil panel with books.	Y7 pupil panel to complete a survey on numeracy experiences across the curriculum. Most books (where expected) feature numeracy within appropriate subject context and at the correct level of challenge - work scrutinies in Champ dept mtgs (attended by CMW). Most pupils can use numeracy skill in subjects other than Maths (where appropriate - in terms of challenge and context): Head of Numeracy monitoring via pupil panel with books.	across the curriculum. Nearly all numeracy tasks are delivered consistently across dept areas and in-line with the strategies agreed with the numeracy lead. 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. Champion dept books to feature clearly integrated numeracy tasks within context and with challenge.	
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			Nearly all Champion HoDs adjust DIPs re progress following CMW feedback (following Y8 pupil voice and booklook). Monitoring: DIP Numeracy sections (in Champ dept plans) to be QAd in LMM (GF/CMW). Nov '26: Y8 pupil voice and book look. PLB data, Autumn Term, 2026: 'Skills - pupils make links across the curriculum, transferring existing knowledge and skills into new contexts with increasing confidence'.				
3.2.2	Numeracy: 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/ HoDs/ teaching staff	Num co ord to meet with all Champion HoDs (Science, Technology and Humanities) to review agreed skills for numeracy and tasks incorporating these. Continue to develop the Numeracy Portfolio - numeracy skills feature across champion departments (through Skills time and ongoing through LMM). Any gaps are identified and suitably addressed in terms of skill delivery. HoNum to QA suitability of numeracy tasks (within Skills mtgs and through attendance at Dept mtgs) and ensure correct challenge is in-built. HoNum to meet with dept staff (esp. staff new to the school) to ensure	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: HoNum completes learning walks in Champ depts - a feedback report follows. Y9 booklook and pupil voice - most pupils articulate where numeracy has been integrated within context (of subjects outside Maths) and challenge, and can identify progress made. In booklooks, nearly all pupils can identify occasions where practising their numeracy skills (through	HoNum learning walks in Champ depts/work scrutiny. 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.	The Numeracy Portfolio features a wide range of numeracy-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	

			understanding of teaching methodology and shared numeracy resources. Use dedicated skills meeting time to advise champion dept teachers on delivery of in-context numeracy skills at classroom level - resources refined and developed to enable the above. Monitoring: Y8 booklook evidences that - in many cases - numeracy skills are appropriately contextualised when delivered outside of Maths lessons. Many examples feature tasks that develop Numeracy skills progressively and with the correct level of challenge.	inappropriate, in-context numeracy tasks) has enhanced the quality of their work in subjects other than Maths.	Numeracy booklooks (as above) evidence that nearly all numeracy strands are mapped across Champion depts. Nearly all agreed and in-context tasks feature appropriate and progressive degrees of numeracy challenge (according to age and ability range).. Monitoring: Where expected, most Champion dept books feature numeracy skills within appropriate context and at the correct level of challenge. Head of Numeracy monitoring via pupil panel with books.	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).	
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3.3	Welsh: Further develop professional development and training opportunities for staff, to support the use of Welsh language and Cwricwlwm Cymreig across the school Continue to improve the frequency of informal Welsh language use across the school	GF/ Ho D Wel sh/a ll staff	Head of Welsh/CC co ord to meet with new members of staff re CC policy Nearly all depts' DIPs feature a specific target re: development opportunities for Welsh. PLA targeted at new teaching staff. 'Phrase of the Week' published weekly - Ymadrodd Wythnos'; Track of the Week; Duolingo codes - Criw Cymraeg bulletin to be emailed weekly (via form tutors/HoY). Classroom vocab sheets (as per last 2 years) sent out to all teaching staff and on-corridor staff.	Eisteddfod celebrations - led by Criw Cym (incl. SSRB) - primary school invited to compete. Community event to be planned by LWP and team Careers Wales - employers' assemblies to profile use of Welsh in the workplace. Increased range of depts with Urdd Eisteddfod entries (targeting KS3 - liaise with Exp Arts AoLE). Eisteddfod held - led by Criw Cym. Welsh language singing - Music lessons and KS3 assemblies. Expansion of Welsh language training scheme for staff - Cymraeg Bob Dydd	Audit update reveals that most depts/AoLEs features CC activities/links across SoL. Criw Cym attendance at primary school visits.. Criw Cym survey completed. Coffee/ after-school workshop for staff. Coffi a Chlonc community event. Monitoring: Most staff use informal Welsh - PLB. Many pupils use/respond to informal Welsh - PLB.	Maintain Gold 'Siarter Iaith' Award for 3 years (2025 - 2028). Nearly all staff have received PLA training over the past two year cycle. Most pupils use Welsh informally - ev. through improved PLB data in this regard. Outside of the classroom, many	
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		NWB/LWP to provide briefing of strategy/resources to support Welsh language use. Re-audit staff skills in Welsh language use. SSRB Criw Cym in place - liaise with NWB/LWP. Re-audit Welsh Cwrr Cym (LMM GF/NWB). Staff awards as part of Diwrnod Shwmae [Day] - 15th Oct - Tocyn Iait to be established. Duolingo competition for all staff (hampers as prizes) - Duolingo class codes to establish. Liaise with form tutors and HoY to launch Duolingo classrooms. Duolingo year group competition - all pupils to be placed in Duolingo classrooms. Further increase in Criw Cym membership; CC meetings held weekly (promoted advertised through assemblies). New KS3 Clwb Cymraeg launched for 2026-7. MAT Clwb Siarad - to be run by URDD - each Wednesday. Community events profile the use of Welsh (Senior Student use in Parent Evenings/Open Evenings).	course to be expanded to increase nos of qualified staff. Welsh dept run updated language training sessions for teachers and administrative staff - PLA time to be requested - Bob Dydd-trained staff to be involved in delivery. Greetings in Welsh - admin. dept trained (and/or updated) and script provided (as per 2025-6) and rehearsed with Criw Cymraeg. Monitoring: Many staff use informal Welsh - PLB. The majority of pupils use/respond to informal Welsh - PLB. Research opportunity to place further staff onto Bob Dydd training scheme (7 staff trained - 20 hour commitment - last year).		pupils respond in Welsh (i.e. thanks, greetings, requests). Outside of the classroom, most 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 further Welsh language training (aside from PLA). PLB/Lesson obs data demonstrate improvements from 2025-26.	
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			PTA quiz features Welsh language round. Bwf Siarad Cymraeg - held weekly, by CC pupils in Y7 corridor - prizes to be awarded. Monitoring: NWB/LWP/CC monitoring via pupil panel with Y7 books. Nearly all depts' DIPs feature a specific target re: development opportunities for Welsh (incl. CC). QA - GF/NWB. PLB data, Autumn Term, 2025: 'Pupils use the Welsh language and explore the Welsh culture in lessons across the curriculum to enhance their learning' - NWB/LWP to meet with new members of staff re CC policy.				
3.4	DCF To ensure the progressive development of pupils' digital competence skills. To ensure nearly all pupils develop a strong understanding of online safety and responsible approach to digital competence	OW/DC F co ord/ Champion staff	Identify gaps in mapping by using a select few departments outside of the champion departments Baseline work scrutiny completed. Departments identify suitable methods for evidencing digital competence in books, digital platforms and e-portfolios. Gather evidence of DCF mapping via Work scrutiny/learner voice to establish implementation of e portfolios in year 7 Staff to receive training via the AI PLA in regards to eportfolios.	All Champion departments review effectiveness of implemented activities. Reviews confirm that planned digital skills build progressively within year groups. Learning walks show digital skills are being applied in a majority of lessons where DCF opportunities have been planned. Good practice is shared through department meetings. Work scrutiny demonstrates regular opportunities for pupils to practise and record digital skills. Examples collected from all Champion departments.	In most lessons observed where DCF is evident, pupils purposefully apply digital skills to support learning and demonstrate increasing independence. Across the school, most relevant pupil work samples show clear and purposeful use of digital skills linked to the DCF. Digital competence is consistently evidenced and identifiable in books, digital platforms and e-portfolios. Pupils demonstrate increasing independence, with many selecting appropriate digital tools without teacher direction.	To ensure that pupils' digital competence is consistently evidenced and identifiable in books, digital platforms, and e-portfolios. In most relevant lessons observed, pupils apply digital skills purposefully. Work scrutiny shows that most	New stock of chromebooks for new Year 7 via edtech £32000

			HWB 360 safe Cymru to be reviewed and updated with current practices. Embed online safety themes across AOLES Supply new Year 7 with chromebooks and relevant agreements Departments identify opportunities for pupils to make choices about digital tools and applications. Baseline analysis of online safety incidents completed. Expectations for responsible digital behaviour communicated consistently. Agreed expectations established for digital portfolios and examples of quality evidence shared with staff.	Pupil voice indicates that a majority of pupils can describe digital skills they have used and explain their purpose. Pupil voice indicates that most pupils understand common online risks and appropriate responses. Online safety themes consistently reinforced. Behaviour and safeguarding monitoring shows increased awareness of responsible online conduct. Most pupils make regular entries to digital platforms/e-portfolios. Departments monitor quality and consistency. Continually engage with primary cluster to ensure processes are in place for progression when pupils enter year 7.	Evidence across subjects shows nearly all pupils consistently apply safe and responsible digital behaviours. Reduction in incidents related to unsafe online behaviour is evident. Review Year 7 e portfolios to gauge the effectiveness. Implement system for parents/guardians to access to share success	pupils demonstrate clear progression in digital competence over time. Pupils demonstrate a secure understanding of online risks which results in a reduction in incidents related to unsafe online behaviour Most pupil work samples in champion departments show clear and purposeful use of digital skills, linked to DCF. Most pupils can articulate the digital skills they are developing and why they are relevant.	
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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

Actions		Who ?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Signposts	Source of Finance /Cost
4.1	To Ensure that observation of learning across the school demonstrates increasingly consistent and effective practice in identified aspects of learning and teaching moving from many (80+) to most (90+) this year: Pupils respond to purposeful questioning that deepens their understanding, develops their thinking and increasingly enables them to take greater responsibility for their learning. Pupils use their learning effectively to make progress within lessons and over time, supported by a consistent range of formative assessment (AFL) strategies that help them understand where they are, identify their next	JU/S LT/Ho Ds/S XH	PLA Cycle in Autumn Term one 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, PREVENT, VAWDASV, Fire and Safety and Lock-down procedure Cycle 2: Feedback and Feedforward - with a focus on developing pupil independence into agency Cycle 3: BEW Reading Revisited - Strategic Reading Across the Curriculum Cycle 4: BEW Reading Revisited - Strategic Reading Across the Curriculum Cycle 5: CXM or NLS ALN - Supporting independence with ALN pupils Cycle 6: DHP The Infinite World of AI - Enhancing Learning and Strengthening Pupil Agency Cycle 7: PLB/QA Cycle 8: Staff Termly Evaluation of PL Staff Newsletter T and L (to go out monthly) Continue to develop a whole school L2L approach in line with PUPILS! Centred	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 QA and SE activities to Governing Body through the Standards and Curriculum sub committee to include recommendations and action plan linked directly to these - planned Report PLB outcomes to all teaching staff and Gobs through PLA Feedback and Feedforward sessions in next round of PLA cycle and standards sub committee - Provide all staff with data and golden nuggets to review as part of self evaluation and sharing best practice model Undertake a thematic/dept review based on findings of QA/SE activities and/or linked to LA thematic review for the term Undertake a round of PLB Teacher Trails in Spring Term 2 based on the quality of assessment in accordance with the dept/thematic review with SIP Undertake a round of PLBs and book looks in the SSRB linked to the work undertaken in PLA sessions and SSRB DDP coordinate with SXH Undertake a book look with SSRB staff to gauge the quality of learning,	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 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 JLU and OLW to deliver PL for LA wide system on T and L, Community Focused Schools and eFSM support as Lead school Continue to develop L2L approach in line with PUPILS! Centred approach to learning. To include: Whole school assemblies per half term Fortnightly form time tasks	The school's professional learning programme is well matched to priorities for improvement and the professional development needs of nearly all individual practitioners. Effective pedagogy in lessons allows most pupils to make at least expected progress and many students make good progress. Support for eFSM pupils is evident re pedagogy in nearly all lessons Most lessons show effective use of assessment for learning during a range of QA and SE activities such as learning walks, lesson observation and book looks for example. By making informed choices and taking	One extra non contact for all teaching staff £68000 Funding for staff to be released for external CPD linked to PDR - £15000

	steps and increasingly evaluate their own learning. Building on the developing culture of pupil independence across the school, further strengthen opportunities for pupils to move from being independent learners to having greater agency over their learning, making informed choices, articulating their needs, taking ownership of next steps and increasingly influencing how they learn. Continue to strengthen and embed our pupil-centred approach to learning (PUPILS!) and teaching across the curriculum, building on the established foundations of pupil independence and developing greater pupil agency through the consistent application of the PUPILS! approach.		approach to learning. To include: Whole school assemblies (L2L) per half term Fortnightly form time tasks Fortnightly parent newsletter with specific themes that reflect the PL and whole school priorities following QA and SE activities Undertake a round of PLBs in the SSRB and book look linked to the work undertaken in PLA sessions and SSRB DDP coordinate with SXH Undertake a thematic/dept review based on findings of QA/SE activities, data etc and/or linked to LA thematic review for the term Use the outcomes from the QA activities 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 LA, DYGU and LASIS 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	feedback and assessment opportunities in books coordinate with SXH Share average PLB outcomes with HoDs (for AOLE specific data) and staff in PL Continue to develop 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 Introduce Professional Learning Communities (PLC) as a choice pathway within the existing professional learning model, enabling staff to take greater ownership of their professional learning through collaborative, evidence-informed enquiry focused on identified pupil and school priorities. JLU and OLW to deliver PL for LA wide system on T and L, Community Focused Schools and eFSM support as Lead School Use SER activities to identify staff for coaching and mentoring programme and support with action plan/support plan (where appropriate) over an agreed period of time Use SER activities to identify staff for OLEVI OTP training Partner with SH and CMc in the SSRB to coordinate a round of lesson observations linked to PDR	Fortnightly parent newsletter 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 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 Evaluation and refinement of the PLC approach, using staff feedback, evidence of professional learning and impact on practice to strengthen the model and support its sustainable development across the school. Collate all QA evidence for the year and evaluate to inform future planning	ownership of their next steps, many pupils demonstrate greater agency in their learning, increasing to most pupils by the end of the year. Most leaders make accurate judgements about the quality of provision and practice leading to improved levels of learning in most lessons. Nearly all leaders provide teachers with impactful feedback that moves practice on well and 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 nearly all staff to	
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	Further develop pedagogy that supports eFSM pupil progress		practice and lead to strong pupil outcomes - DHP JLU and OLW to deliver PL for LA wide system on T and L, Community Focused Schools and eFSM support as Lead Schools Use SER activities to identify staff for coaching and mentoring programme and support with action plan/support plan (where appropriate) over an agreed period of time Use SER activities to identify staff for OLEVI OTP training	Use SER activities to identify staff for coaching and mentoring programme and support with action plan over an agreed period of time and OLEVI OTP training		learn from each other. Nearly all leaders use a range of quality assurance and SE activities to identify best practice and areas for improvement. Outcomes of PL evaluation survey show that nearly all staff agree that PLA sessions have improved their professional practice, link to improvements in whole school development priorities and impact directly on positive pupil outcomes.	
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Priority 5: 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.
- Refine existing monitoring and quality assurance procedures to further embed effective evidence based school improvement priorities.
- To ensure that strategic leadership affects continued improvement.
- Further 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

Actions	Who ?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Signposts	Source of Finance /Cost

5.1	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 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	OW/ GF/H ODS	DIPs constructed after formal self-evaluation. Clear 'line of sight' in all levels of planning. Evaluation of results with all HODs completed PDR cycle completed and new PDR cycle implemented with new priorities Self-evaluation calendar set up – with work scrutiny etc identified. Middle leader toolkit used with all HODs – updated as line-management takes place. LMM document to support the Middle Leader toolkit 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?' Termly review of DIPs where milestone 1 is RAG rated then subsequent actions placed in milestone 2 Review progress feedback from relevant Hods to Gofs standards committee SLT to monitor DIPs for eFSM progress focus	Review DIP milestones "RAG". Ensure this is reflected in milestone 3. PDR midpoint reviews completed with support provided Review middle leader toolkits to ensure consistency of approach Review progress feedback from relevant Hods to Gofs standards committee	Ensure documentation in this regard is consistent and robust Governor engagement days/departmental reviews throughout the year to provide support and challenge 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. Review progress feedback from relevant Hods to Gofs standards committee	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 establish areas for improvement. Senior and middle leaders systematically monitor and evaluate the quality of all teachers' classroom practice and the standards that pupils achieve on a half termly basis. Most middle leaders hold teachers to account well for the progress of pupils 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 All DIPs	
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	specific advice and guidance on improvement activities					have an appropriate focus on eFSM pupil progress	
5.2	To further improve ALN provision and leadership across the school by enhancing work between SSRB and main school	JH/N B/AL NCo/ SH	SH to continue to attend SLT meetings as evidenced in minutes SSRB staff attend PLA and B sessions throughout term SSRB teacher to deliver Maths intervention in main school Some SSRB approaches and expertise shared in Cynefin base eg sensory room Explore ESTYN peer assessor training for SSRB lead Regular ALN update for inclusion sub committee Shared Team Teach training takes place on INSET day Oct	ALN whole school thematic review completed with clear recommendations for improvement ALN dev plan reviewed regularly throughout year with a clear focus on success criteria evident Review recommendation progress reported to inclusion sub committee SSRB staff continue to play a full and active part in PL provision (leading and sharing)	ALN redefined DIP completed July 26 Progress against review targets documented as at least satisfactory in all areas ALN review identifies strengths and areas for improvement, allowing for an Action Plan for future development to be created.	An inclusive education is provided with ALN pupils being placed on the appropriate curriculum pathways. Recommendations of 2026 ALN review are implemented fully Early identification of students with additional needs. Appropriate provision and intervention in place to support individual development. Leadership of ALN provision across the school develops ALN parental survey feedback	