School Development Plan (SIP) 2023-2024
Cynllun Gwella'r Ysgol (CGY) 2023-2024

Priority 1: Christian ethos **To further enhance the Christian character of the school**	**Priority 6: ALN** **To successfully implement the ALNET Act**
Priority 2: Learning **To further improve standards including skills**	**Priority 7: PDG** **To further improve performance of disadvantaged learners**
Priority 3: Wellbeing **To further improve attendance and reduce exclusion**	**Priority 8: Curriculum for Wales** **To successfully implement the Curriculum for Wales**
Priority 4: Teaching and Learning Experiences **To further improve the quality of teaching and learning**	**Priority 9 - To increase leadership capacity across the school**
Priority 5: Care, Support and Guidance	**Estyn Action Plan priorities**

| To further develop emotional, mental and physical health of pupils and their wellbeing | |

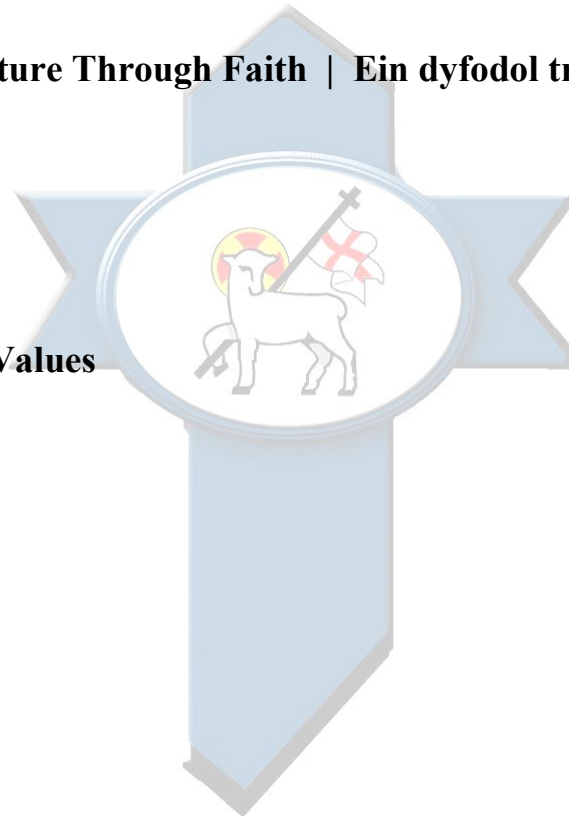**Our Future Through Faith | Ein dyfodol trwy ffydd**

INDEX PAGE

School Motto

Our Future through Faith

Values

Faith and belief
Care and compassion
Respect and tolerance
Responsibility and trust
Aspiration and success

Mission Statement

**To enrich pupils' lives through faith, opportunities and high quality education
within our caring, supportive Christian environment**

School Improvement Targets 2023-24

KS3	English	Maths	Science
L5+	96.9%	96.9%	96.9%
L6+	77%	77%	77%
L7+	41%	41%	41%

These targets are generated by the aspirational aim for all pupils to make 2 levels of progress from KS2.

KS4 - Year 11		
Capped point score	-	**400**
Literacy points score	-	**42**
Numeracy points score	-	**42**
Science points score	-	**42**
Skills challenge point score	-	**44**
A*/A%	-	**28%**
eFSM	-	**Gap Less than 20 points**
Gender	-	**Maintain gap less than 20 points**

KS5	
Pupils achieving at least 3A* - A at Level 3	**20%**
Pupils achieving at least 3A* - C at Level 3	**70%**
Average Wider Points Score	**820**

The targets have been generated based on Alps targets and past performance whilst also taking into account the removal of adaptations from the summer 2022 examinations.
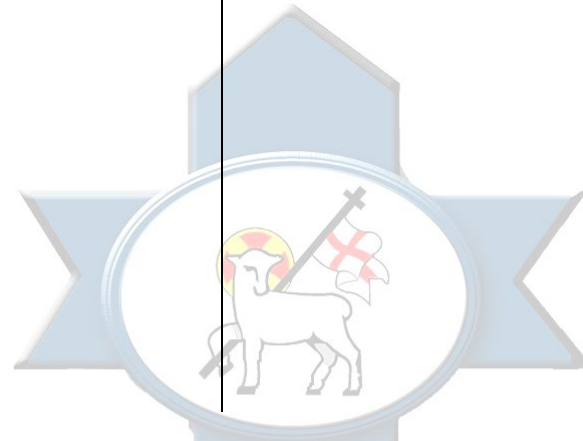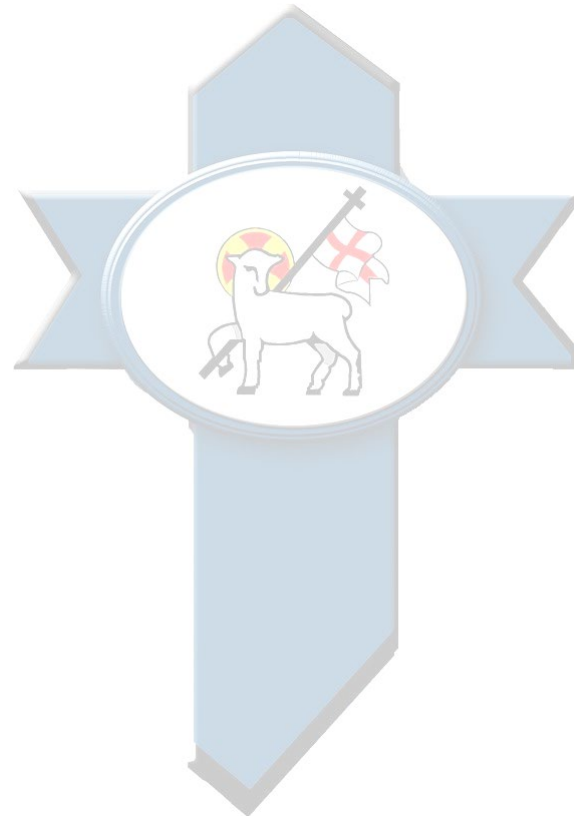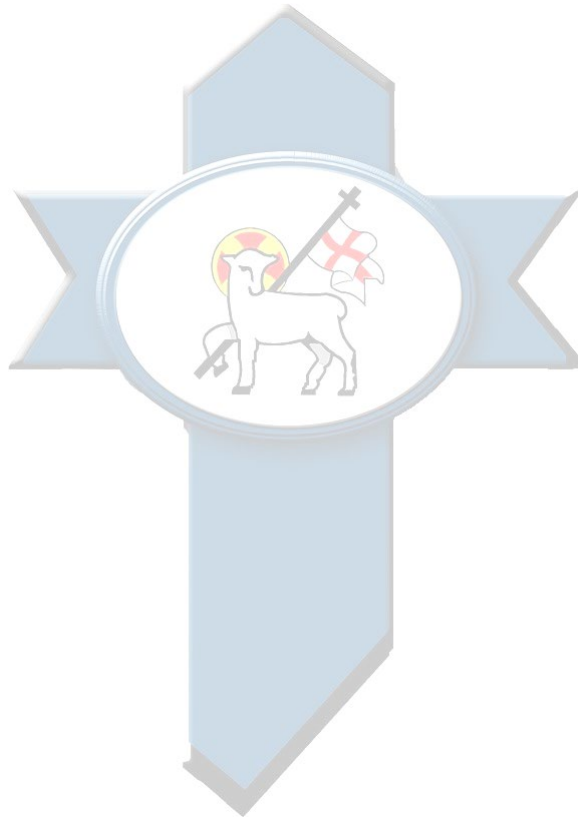
SUMMARY OF PRIORITIES FOR 3 YEARS

1. **Further enhance the Christian ethos of the school**
2. **Further raise standards at KS4 and 5**
3. **Further improve performance of all groups of learners including vulnerable learners**
4. **To raise standards and progress in pupils' literacy and numeracy skills particularly the minority who continue to make basic errors in their writing and have difficulty with their basic number skills**
5. **To further develop emotional, mental and physical health of pupils and their wellbeing**
6. **Further raise standards of learning and teaching, improve the impact of feedback and further develop our school as a learning organisation**

7. To successfully embed the Curriculum for Wales
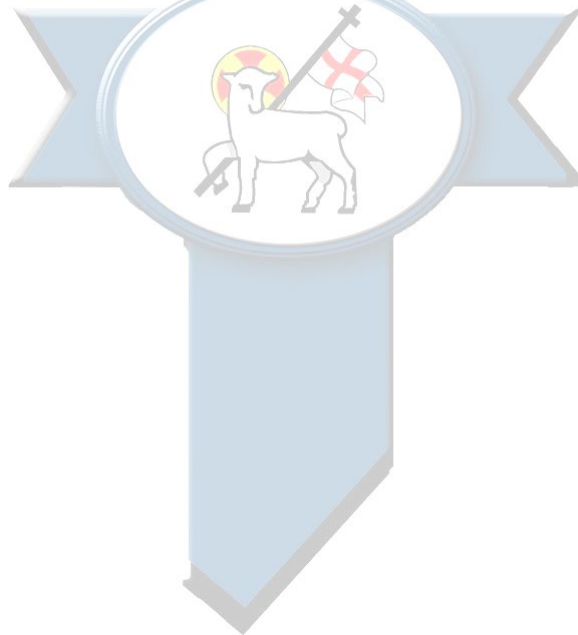8. To successfully implement the ALNET Act

Priority 1: To further enhance Christian character of school

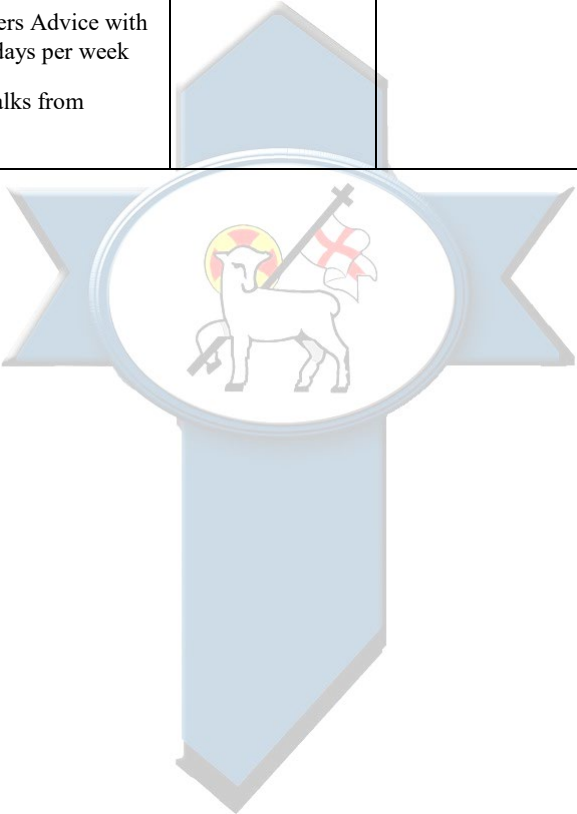| Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review - Dec / Mar / Jul
Further development of inspirational acts of worship	AH SEM	Further develop work of worship council Values visible across school Half termly value Development of form prayers - daily acts of worship created for all staff- readings, reflection and music. Staff participation in worship eg safeguarding course with the Church in Wales to administer chalice Develop pupil and staff voice Develop chapel in room 49 to be used for small acts of worship	From Michaelmas Term From September 2023	Time £500 signs	Headteacher, Leadership Team, Governors Feedback from acts of worship AH/SM and SLT Staff group established	Inspirational acts of worship delivered e.g Advent, Christingle, carol services, Lent services. Visit to St Elvans Pilgrimage to Rome Form prayers given each week to staff - opportunities for discussion, readings, reflection, music and prayer. Chapel established in room 49
Further opportunities for pupils to learn about world faiths	SR	Schemes of learning in RE	From Sept 2023	Time for CA meetings each half term Curriculum area capitation	Link leadership team member through scrutiny of documentation, listening to learners and lesson observations	

Priority 2: Learning -
Learning at KS4

Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review – Dec / Mar / July
Improved the capped point score to 400; literacy 42, numeracy 42, science 42, Skills challenge 44 5A*-A: $\geq 28\%$ Improve performance in IT and DT	Teachers, Curriculum Leaders Link Leadership team members, ML	Use challenging targets to track and monitor pupil progress regularly Personalised intervention strategies adopted with identified target groups Unlocking potential parental engagement evenings - these will take place online. New courses Motivational assemblies Seren hub activities University visits Motivational talks Appointment of pastoral member of staff to work with Yr 11 pupils	2023-24 This will be monitored throughout at following tracking points 1. Oct 23 2. Dec 23 3. Feb 24 4. Apr 24	Time for planning, monitoring learning and tracking Grant funding	Headteacher, Leadership Team through analysis of data through tracking system; progress meetings; results meetings Governors in meetings School Improvement partner	Analysis of data has shown that the Year 11 group is progressing well.Capped 9 score of 391.4 is slightly below target of 400 but expected at this point.Literacy score of 45.6 is above target of 42. Numeracy and Science are slightly below target of 42 with scores of 41.7 and 41.3 respectively. 5A* - A% is 30.7% which is above the target of 28%. In terms of eFSM - there is a 30 point gap in the capped nine score at present. There is a gap of 15 points in capped nine score with girls outperforming boys.

Gap between eFSM and non FSM less than 20 points	Teachers, ML and Core Leaders, Pastoral team, SLT	Super Core meetings Vulnerable groups to be identified and intervention strategies implemented Results meetings, progress meetings eFSM support from pastoral team mentoring of eFSM pupils	From Sept 2023 This will be monitored throughout at following tracking points 1. Oct 23 2. Dec 23 3. Feb 24 4. Apr 24	Time for meetings	Headteacher, Leadership Team in meetings through tracking, data analysis; progress and results meetings Governors in meetings	

Learning at KS3

Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review – Dec / Mar / July
Improved attainment at KS3 Level 5 + 96.9%	Teachers, Curriculum Leaders	Use subject, class and individual pupil targets to monitor & track pupil progress regularly and to implement interventions where necessary	Regular tracking – dates in calendar	Time for meetings	Analysis of performance data - ML	According to data drops % of cohort on target Eng - 90% Maths - 92% Sci - 92%
Improve skills – literacy and numeracy	JW and all staff in project	See skills action plan	From September 2023	Time for meeting; cover Resources Funded by RCT	JW/Leadership team	
	LST	Use CATs data to monitor and track pupil performance and support pupils via strategies				

Learning at KS5

Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review - Dec / Mar / July
Proportion of pupils achieving 3A*-A to become above 20% and 3A*-C to be above 70% To achieve 75% of Curriculum Areas being in the top 25% of schools (as reported by ALPS)	ML, Curriculum Leader,	Set challenging targets utilising ALPS Students aware of targets and how to achieve them Monitor student progress through the use of tracking and ALPS Core style meeting to respond to tracking New appointment of pastoral member of staff to support students	Sept 2023-24 This will be monitored throughout at following tracking points 1. Oct 23 2. Dec 23 3. Feb 24 4. Apr 24	Time Training on utilising ALPS Grant funding	Headteacher each term Leadership Team, and Governors through analysis of data	Analysis of data 3A* - C - 77% 3A*- A - 16%
Personalised strategies in place to support learners identified as being under-performing to raise standards	Teachers, SR/VP	Use of guidance booklets Individual meetings with VP/form tutors	From Sept 2023	Creation of appropriate booklets Time	Relevant records within Curriculum Areas Increase in performance form one tracking period to next	
Continued increase in positive destinations	SR/VP H McCoy	Guidance through the UCAS process	Ongoing	Time	Records of support opportunities provided	
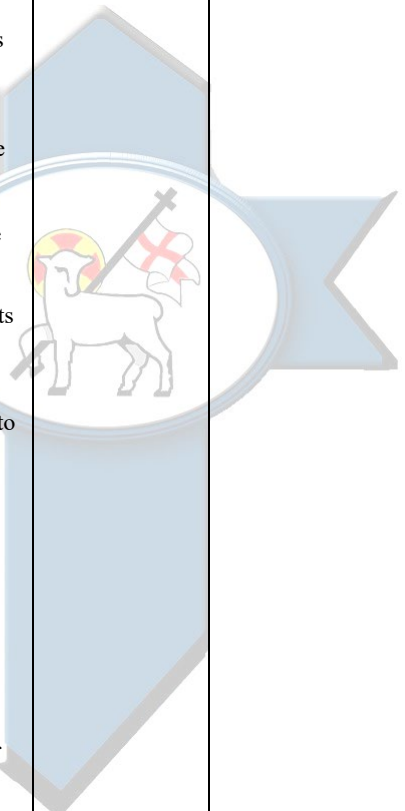
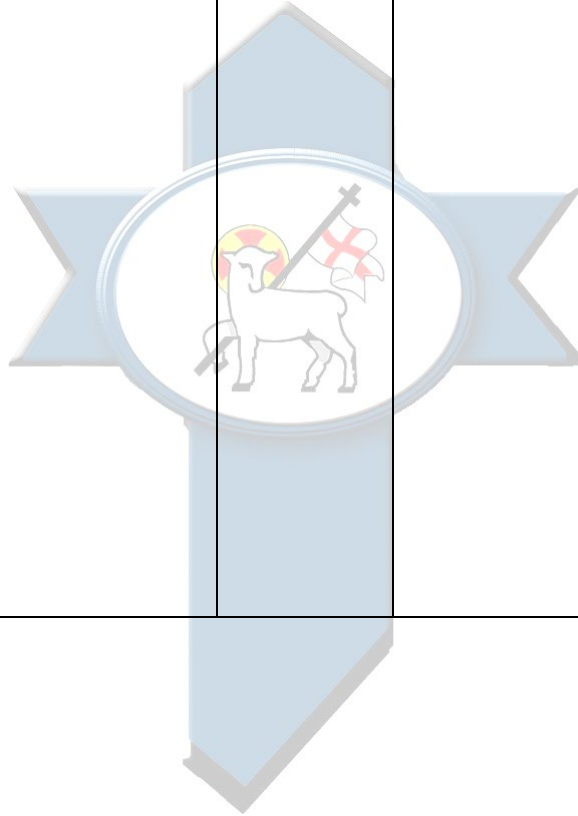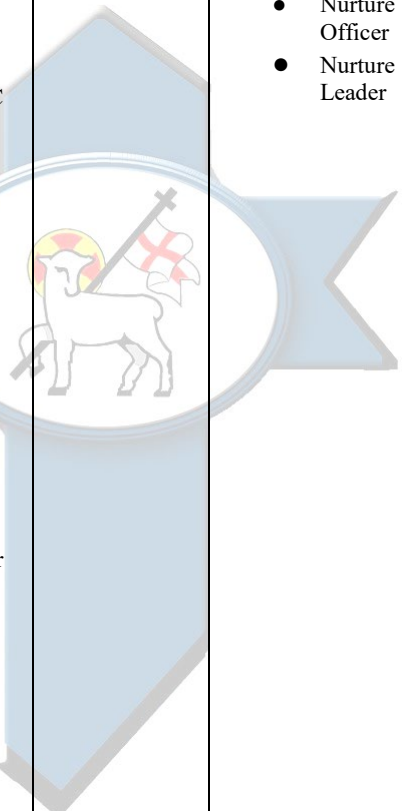| | | Support in completing personal statements

Advice on appropriate courses/Universities

Appropriate Careers Advice with CWW support 3 days per week

Continuation of talks from outside speakers | | University of South Wales

Careers Wales

UCAS | Number of pupils achieving positive destinations e.g.

University, apprenticeship etc

Headteacher and Governors | |

Priority 3: Wellbeing – Further improve attendance and reduce exclusion

Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review - Dec / Mar / July
Attendance: Improved attendance to LA target of 91% Improved attendance at KS5 Develop staff awareness and engagement, particularly form tutors and SLT Parental Engagement	All school staff to contribute to this aspect of school improvement JT	Weekly information pack to be distributed to Learning Managers and Form Tutors Attendance to be monitored and discussed during registration periods INSET focus Tutor group attendance charts to generate discussion via the new ClassCharts system Regular attendance panel meetings to raise standards Letters home for targeted groups eg 90% or less, home visits and site meetings Promotion on website, Twitter and Classcharts ALN Coffee Mornings	From Sept 2023	Time	JT/discussion with form tutors and Learning Managers JT/record of visits on pupil profiles Leadership Team/Termly review of records of identified pupils	Current Attendance 89% Phone calls home Letters home Meetings Rewards Warning letters/FPNs

Rewards and Incentives		Rewards system to be further developed across KS3 and 4 to include half termly draw for 100%, more use of fast passes, funding for Christmas initiative and attendance linked to achievement points		Time		
		Pastoral Support Officers to adopt strategies in line with policy to support appropriate pupils including vulnerable pupils including CLA and FSM and include attendance as part of sessions			Governors RCT	
		JB to prepare monthly reports linked to year group, gender and persistent absenteeism				
		Monthly FSM/CLA figures to monitor vulnerable learners				
		Use of coding, authorised/unauthorised and use of FPNs and YEPS referrals. FPN's will now be normal practice post Covid				
		Regular use of EBSA questionnaire				
		Work with the LA as part of their WRV approach				
		To have a joined up approach to dealing with Covid cases and transmission in line with LA and PHW guidelines				

		Discuss targeted pupils in meetings,as part of development of CP's role To agenda Attendance in SLT meetings				

| To reduce level of fixed term exclusions | JT, Learning Managers, SL, RJ | Establish new provision:
a) Pupils identified to work in new Step 4 provision with support during certain lessons
b) External agencies, eg Cardiff City FC Foundation to deliver programmes including Sports Leadership and the Princes Trust
c) Work experience placement for identified Year 11 pupils
d) For all staff,teachers to middle managers to SLT,to consistently use the DFL policy for the school as part of the graduated response
e) To continue to develop and embed the R3 provision to reduce classroom incidents and use a Restorative Approach to repair and rebuild staff/pupil relationships | | • Time
• £80,000 part funded by RCT
• Nurture Officer
• Nurture Leader | Headteacher

RCT

Pupil records | Exclusions have reduced

Calon established and having a positive impact on identified pupils (has been reviewed by RCT)

CCFC enabling pupils to be awarded Sports Leadership & Princes' Trust

Work experience placement organised

CVOA proving very beneficial for pupils. |
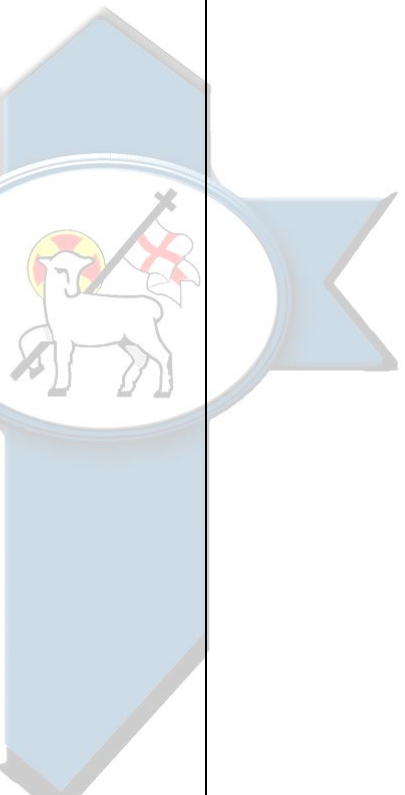
Priority 4: To further improve quality of teaching and learning

Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review – Dec / Mar / July
Feedback to enable pupils to improve; evidence of pupils acting upon advice	Curriculum Leaders involved	School marking policy to be used by all staff	From Sept 2023		Curriculum Leaders and link leadership team, marking/book scrutiny as per calendar; reviews	Book scrutinies undertaken
		Work regularly marked in green pen				Learning walk undertaken
	All Staff	To ensure pupils are able to reflect upon and respond to marking				Lesson observations undertaken
		showing improvement				
	AH	Pupils given time to improve learning				
Book Looks	AH/Links	Book looks per Teaching and Learning calendar	Oct 23/Mar 24		CL and Link leaders	
Learning Walks	AH/Links					

Teaching and Learning Forums	AH	Learning walks per Teaching and Learning calendar Forum held during Monday evening professional learning- 12 Pedagogical principles explored.	Sept/Jan 2024 3 meetings/ one per term		CL and Link Leaders	
Meaningful opportunities for peer and self-assessment	All staff	To ensure there are opportunities for purposeful peer and self-assessment within lessons Evidence by pupils using purple pens Pupils able to show progress in their learning	From Sept 2023	Time Curriculum Area Meetings Purple pens	Link leadership team members Reviews	

Develop school as a learning organisation. Support of continuous learning of all staff Promoted team learning and collaboration amongst all staff A culture of enquiry, innovation and exploration amongst all staff Maintain high levels of staff wellbeing	All staff AH	Professional learning focused on professional teacher standards, linked to PM Professional learning tailored to individual needs Continued development of research and enquiry Sharing of good practice with ITT students Regular meetings/ Wellbeing days	From Sept 2023	Professional learning time INSET days	AH Feedback from staff	Teaching & Learning meetings calendared & held - focus on pedagogical principles
To continue to develop skills across the curriculum – Literacy, Numeracy, DCF	LT (Lit/Num) LT (DCF) ML AJ (Lit) GM (Num) Curriculum Leaders RS/KS	Skills evident in lessons where appropriate Skills Training on Google classroom Increase use of feedback through Google Increase use of Google drive Literacy and numeracy action plans Skills Interventions			Leadership Team Lesson observations Scrutiny of documentation	

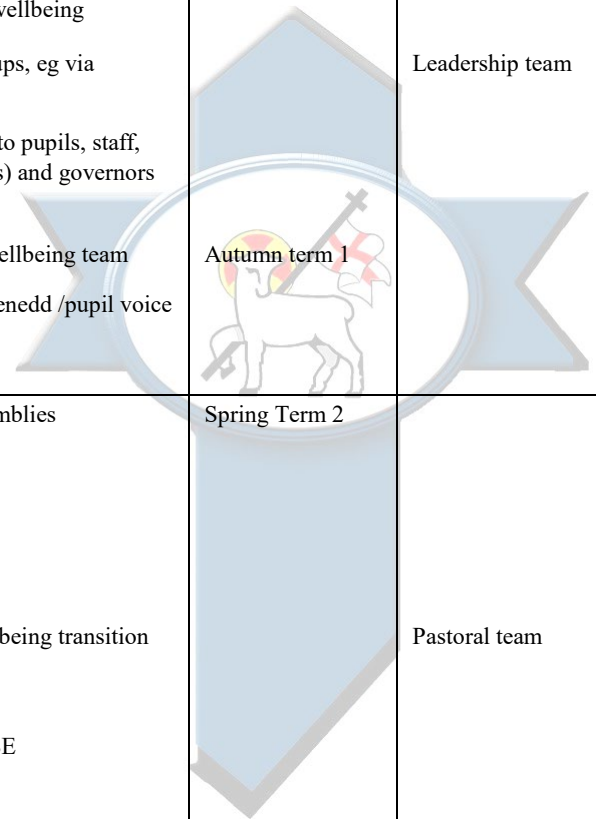|						
To develop a whole-school and department focused MAT policy. To develop MAT interventions and programmes of activities.	LT Subject MAT leads LT Subject NAT leads	Whole-school MAT policy Whole-year group MAT list - Google Sheet Department MAT lists - Google Sheet – update with past/present pupils Department MAT policy - needs to be completed Programme of activities/interventions, e.g. SEREN - build/create formal timetable; KS3/4 Seren Foundation development	From September 2023 Seren Meeting 19.9.23	Time Curriculum Area Meetings Staff Meetings Outside agencies	LT Department MAT leads	MAT pupils identified and opportunities offered. Seren activities in place

Priority 5: Care, support & guidance: To further develop emotional, mental and physical health of pupils and their wellbeing JT, LT, SH, HMC

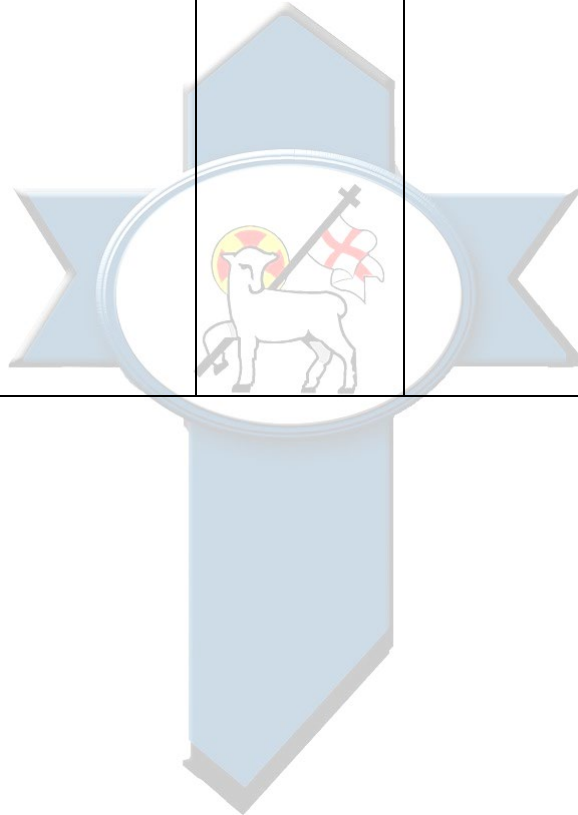| Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review – Dec / Mar / July
Wellbeing-pupils feel listened to and cared for	KMAC JT	To continue to develop practice in becoming a nurture accredited school To have the 6 nurture principles in the pupil planner To develop Nurture tasks during registration time To share practice across RCT To provide all classrooms with a calm box To further develop roles of R3 staff To continued enhanced transition for vulnerable pupils To continue to look for KS4 opportunities for potential NEET pupils To re engage with YEPS mental health practitioner To extend our new partnership with SHINE,to include a pupil led Well Being group,parental workshops and staff training	On-going	Pastoral team	School achieved Nurture UK award in October. ALNCo/ JRT presented in RCT ALNCo forum on Nurture.	School awarded Nurture UK award.

		To apply for Nurture Schools Award		Pastoral team		
		To engage in the Public Health Wales whole school approach to emotional and wellbeing				
Decreased use of mobile phones	HMC	Weekly check-ups, eg via classcharts		Leadership team		
		Questionnaires to pupils, staff, parent(s)/carer(s) and governors				
Healthy eating	SLT	Meeting with wellbeing team	Autumn term 1			
		Meeting with Senedd /pupil voice				
	SH/HMC					
		Wellbeing assemblies	Spring Term 2			
		Suggestion Box				
	LT/SH	Health and wellbeing transition		Pastoral team		
		Education in PSE				
	HMC	Pupil surveys				

Health – ensure pupils are aware of substance misuse	SLT	Coverage in DT/Food		SLT/DT Lead		
	HMC	Assemblies				
	HMC/LT	Food lessons in KS3 and PSE	Spring Term 1			
	LT	Communication with parents/carers				
Fitness - increase opportunities for fitness		Launch Day				
		Meeting with canteen – 'fruity Friday'				
		Pupil surveys				
		PSE coverage				
		Assemblies				
		Drop down days				
		Monitoring of form tutor and delivery of PSE	Summer Term 1			
		Bike sheds				
		Cycling proficiency/Bike Ability	Summer Term 2	SLT PSE Lead		

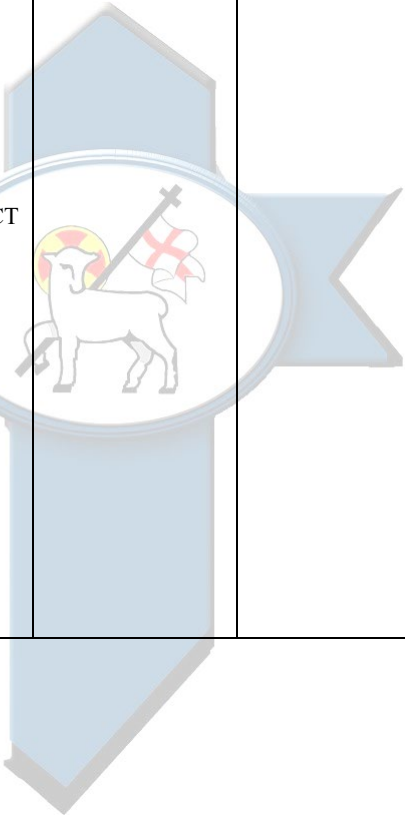|						
		Country Park links Sports Day (Aberdare track) Park Run/Race for life Bike Week		SLT PE Lead		

Priority 6: Implement ALN Bill

Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review – Dec / Mar / July
Successful implementation of ALNET Act	ALNCo	Training/Meetings – one member of staff per department ALNCo to continue to attend LA training	On-going	Time Meetings	Leadership Team	ALNCo fully up to date and on track ALNCo forums attended when held. LA training attended
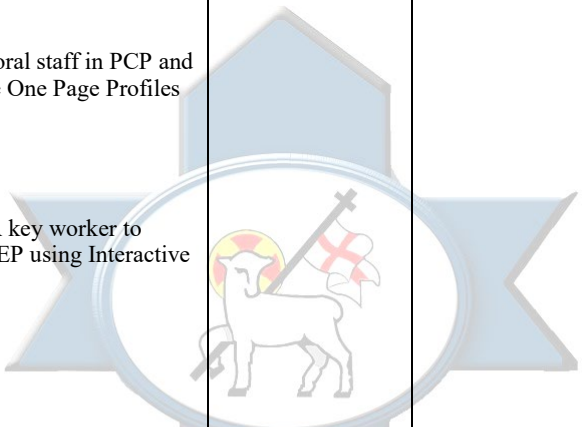
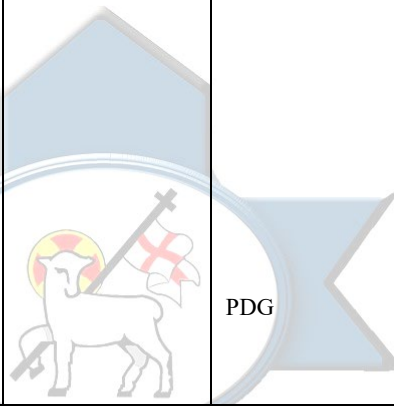|					
		Staff CPD including ALNET Meaningful and bespoke CPD for TA's in line with PM objectives and the needs of the child School to work towards becoming a PCP establishment Monitoring of ALN pupils in mainstream and nurture classes Departmental reviews using RCT proformas ALNCo ALert newsletters to continue and ALN Top Tips to be emailed to all staff Curriculum Area policies to include Universal teaching within policies		Resources	LA courses offered to all staff. TAs have attended LA based courses and training courses wit ECPS service ASD training/ ADHD training and Access Arrangements information shared. Ongoing

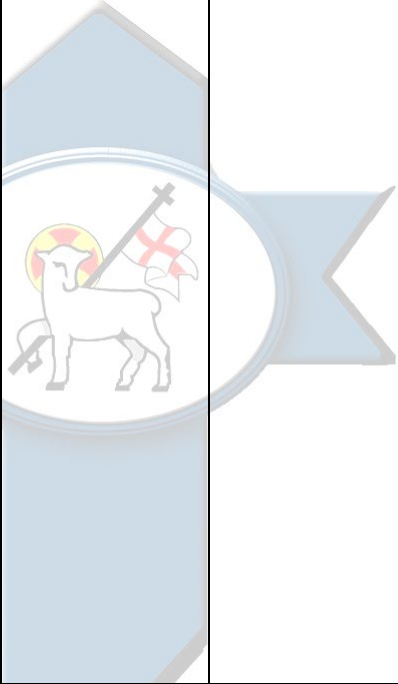|					
		Curriculum Areas to continue to use Google Drive for information about pupils and strategies for teaching pupils with differing ALN needs		SLT	Ongoing
		To train pastoral staff in PCP and how to create One Page Profiles		SLT to review	PCP training attended. New Learning Managers to attend.
		To train CLA key worker to complete a PEP using Interactive Tool			PEP tool used in collaboration with ALNCo for CLA pupils with IDPs

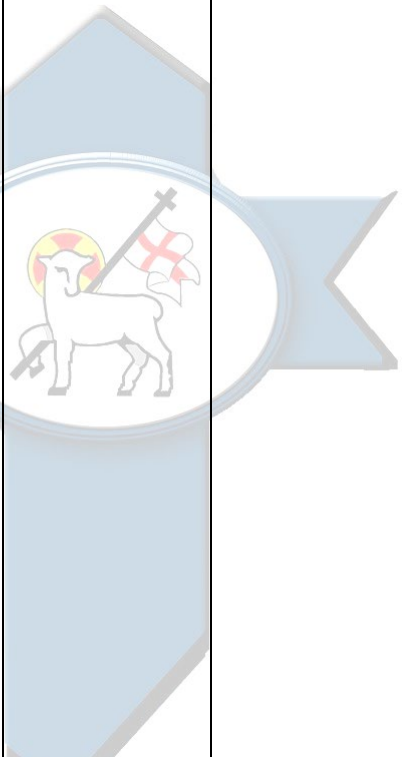## Priority 7: Further improve performance of disadvantaged learners /PDG

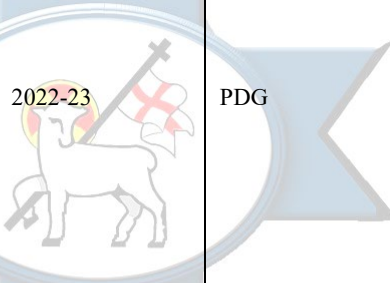| Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review – Dec / Mar / July
Improved performance of vulnerable learners Barriers to achievement reduced Improved scores Engagement and increased confidence	RS / KS LT	Use WG literacy and numeracy test data to look at strategies for eFSM learners with a score of 90 or below interventions eFSM pupils prioritised initially and then rolling out to pupils in years 7-9 with a score of 90 or below Use reading intervention/support schemes	2023-24	EIG PDG	LT Pupil voice Governors Data analysis	Pastoral staff supporting vulnerable learners.
Extended curriculum choice	ML	Transport and subject resources inc IT	2022-23	EIG	Leadership Team Curriculum	
Improved attendance Improved attendance of those on eFSM	JB	Monitor attendance, punctuality Scrutinise codes Letters and texts home Undertake meetings with parents		PDG	Leadership Team Attendance figures	

		Home visits Referrals Multi-agency/referrals/meetings Offer pastoral support Increase range of rewards Other actions as per Priority 4 – Improving Attendance			
Emotional literacy support for eFSM pupils	HM – KS3	Deliver emotional literacy to students – self-esteem, awareness, loss and bereavement, anger	PDG	LT Pupil records	

Improved care, support and guidance for pupils Support for dyslexia, reading and spelling for pupils on FSM	TH – KS4	Management, friendship skills and stress, time management on an individual and group basis Introduce ELSA groups for social and friendship skills Continued Eye2Eye support 2 days per week Support dyslexic students on an individual basis undertaking structured learning activities/teaching programmes Track and monitor pupil progress Emotional support inc statemented children Use of the Boxall Profile to measure physical, emotional and mental well being Monitor vulnerability profile Training support for RS and KS in counselling and ELSA CL and CF involved in MHFA training via the Cluster grant				

| Support for vulnerable learners/ALN/eFSM | SE | Work with pupils on social, emotional and behaviour difficulties who are on behaviour plans | | PDG | KMac

Pupil information

JT | |
|---|---|---|---|---|---|---|
| | | Staff member to attend Trauma Informed training | | | | |
| | | Offer one to one support and use PCP tools with pupils to facilitate their re-engagement with education and develop their social/personal education | | | | |
| | | To develop distinct punitive and restorative roles as part of standards review | | | | |
| | | Liaise with Learning Managers and outside agencies | | | | |
| | | RP booklets to complete linked to restorative work to reflect on actions | | | | |
| | | Identify trends and persistent offenders and offer additional support either internally or externally | | | | |

|					
Improved support for ALN pupils on eFSM	HBB/SSA	Provide literacy and numeracy support through interventions Lunchtime support – Home learning Club MAC Club for emotional support Track pupil progress through assessments ALN pupils included in mainstream LANDO support		EIG	KMc JT Pupil records
Tracking developed to support pupils on eFSM in their learning	KS	Produce and distribute pupil attendance, behaviour, behaviour and achievement packs form tutors and learning managers Support pastoral, academic tracking Information packs on pupils that need additional support Monitor pupil progress prioritising CLA and eFSM Create, print and distribute league tables and charts as required as part of the schools 'celebrating success'/rewards policy	2022-23	PDG	LT Leadership Team Scrutiny of pupil progress

Priority 8: To successfully implement the Curriculum for Wales -

Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review – Dec / Mar / July
Preparation for new curriculum	LT/DB/AH	Google Form Survey and follow-up meetings	On-going	Time	Leadership Team	
	LT/DB/SLT	Check-in meetings to discuss CfW progress – to continue				
	LT/DB/AH All staff	teaching staff in preparation for CfW – INSET time spring/summer term (reviewing SoL)				
	LT/DB/AH	Working group to develop CfW – collaborate with AH (T&L) to continue pedagogy focus				
	Curriculum Leaders/ designated curriculum link	Links with feeder primary schools- topic lists – to continue				
	DB	Implement new Year 7 and Year 8 reports				
	Curriculum area staff	Develop Spring and Summer Term SoL				
	LT/HMC	Map RVE in SoL				
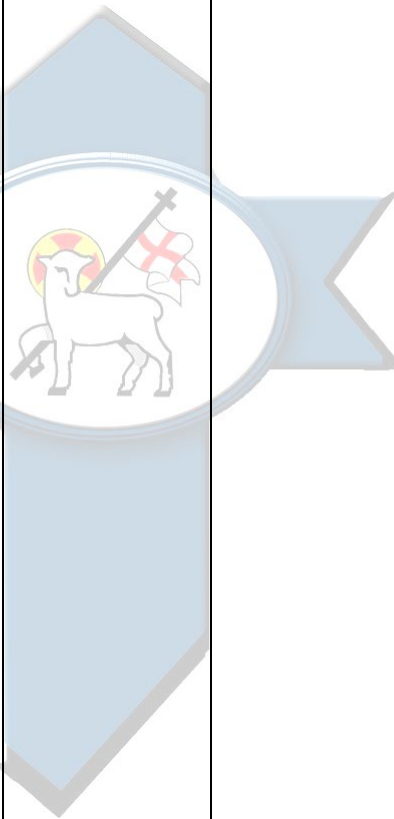
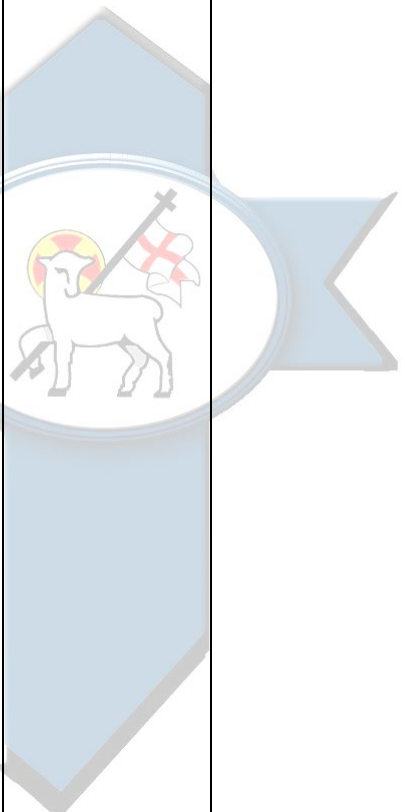|	LT/DB Curriculum area staff	Develop cross-curricular links				
	LT/DB/AH	Develop FAMILY vision as part of lesson observation and FPs				
	DB/SL/JT	Develop ClassCharts rewards/icons for FPs				
	LT/DB	SoL Review				
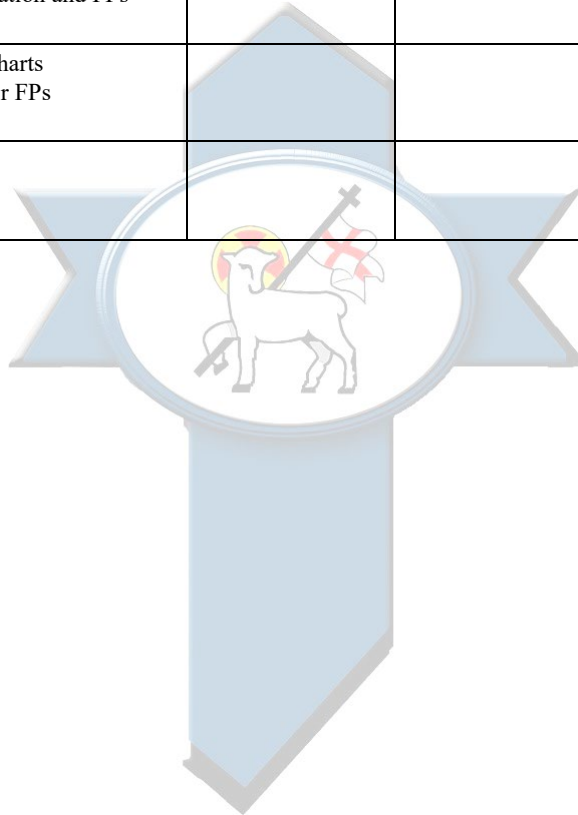
Priority 9 - To increase leadership capacity across the school

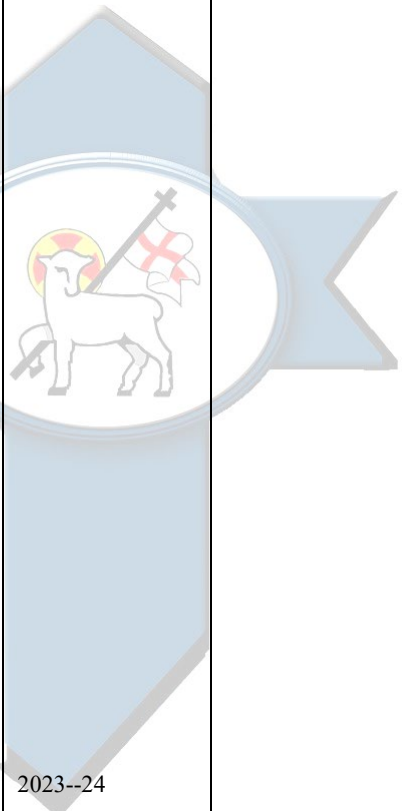| Success criteria (What outcome do you want to achieve)	Staff (Who?)	Key action (How will you do it?)	Timescale (By when?)	Resources required (Financial, human, training?)	Monitoring and evaluation (Who and how?)	Review – Dec / Mar / July
To develop leaders across school	SLT DJB RTJ SEM SL SR LST	6 members of staff appointed on eSLT eSLT given whole school responsibilities (reports available from each member of staff): -Rewards- new rewards system established to celebrate pupil achievement; positive impact across school -Sixth form provision- improved pupil performance enabling learners to access next stage of their lives in particular, university placements, employment,	2023-24	Time	HT and Governors	

apprenticeships; improved retention rates

-Worship- pupil voice used to inform planning; work with partner CiW primary schools; 'Flourish' programme supports pupil' emotional

-Positive behaviour- following consultation and monitoring new provision established for 2023; modifications to behaviour policy

-Performance of vulnerable learners

-Curriculum for Wales- implemented 2023

·   2 members of SLT on Aspiring Leaders' course

·   2 members of staff studying Masters of Education (1 assistant

		headteacher and 1 eSLT) · Training for middle leaders on Curriculum for Wales · L3 safeguarding training for learning managers · Secondments for 2 members of staff to cover maternity leaves · 1 member of staff appointed as middle leader on CPD opportunity · 1 classroom teacher appointed on 0.2 Curriculum Leader (to cover part-time request from Curriculum Leader)				

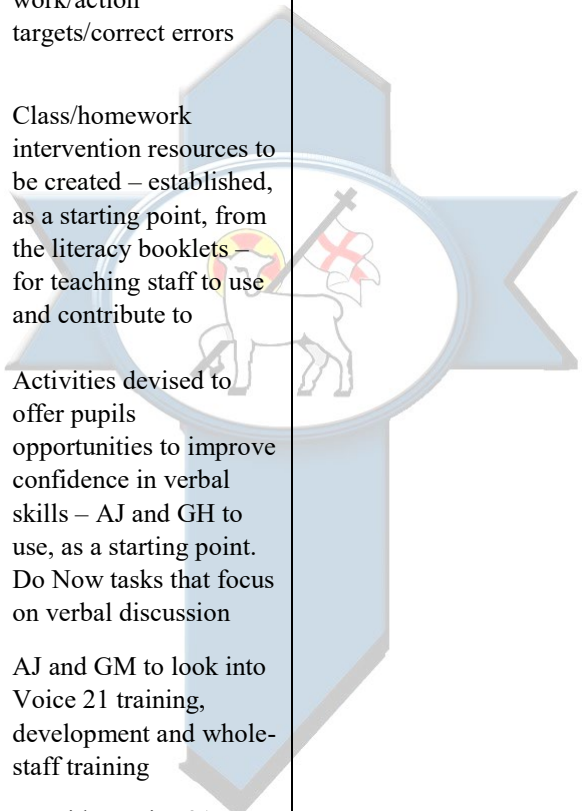|						
		Science technician given cover support assistant opportunity (1 day a week) · ALN assistant given pastoral support opportunity (1 day a week) · Opportunities for staff advertise regularly eg CSC leadership courses · Wellbeing support offered to staff- input during INSET day from RCT OccHealth, Cari, Eye-to-Eye counselling from staff				
Staff wellbeing	LT	Policy and staff surveys Twilight for staff wellbeing Eye to Eye sessions for staff	2023--24			

ESTYN ACTION PLAN

Priority 1: Raise standards and progress in pupils' literacy and numeracy skills, particularly the minority who continue to make errors in their writing and have difficulty with their basic number skills.

Success criteria	Staff	Key Action	Timescale	Resources	Monitoring & evaluation
Improved literacy training	Training – CSC	Training for staff, eg Reading Reconsidered, Voice 21	Autumn term 2023	Time – inset/meetings	Leadership team as part of curriculum area reviews
Review opportunity for literacy/numeracy tasks to be completed in registration time	LT/AH/GM/AJ	Complete literacy/numeracy task once a week, if time, at KS3	Autumn Term 2023	Time	Book Look feedback Feedback to SLT and curriculum areas
Monitoring of progress in literacy and numeracy skills	LT/AJ/GM	Book Look – Year 7 and 8 selection	Autumn Term 2023	Time	SLT/GM/AJ
Less basic errors in pupils' written work, eg spelling, paragraphing	Advice from English curriculum area	Strategies identified to help pupils to improve spelling, paragraphing Strategies identified and implemented to help pupils improve basic writing, eg paragraphing - remove (merge with one above)	Ongoing	Resources £1,000 - remove	Book looks Pupil voice Scrutiny of documentation Lesson observations Learning walkways

Greater confidence of pupils in verbal skills enabling longer developed response	All staff to adopt and implement strategies – Led by LT/AH	DIRT time to be embedded into lessons, SoL, to allow pupils time to improve their work/action targets/correct errors Class/homework intervention resources to be created – established, as a starting point, from the literacy booklets – for teaching staff to use and contribute to Activities devised to offer pupils opportunities to improve confidence in verbal skills – AJ and GH to use, as a starting point. Do Now tasks that focus on verbal discussion AJ and GM to look into Voice 21 training, development and whole-staff training Consider Voice 21 training as part of transition plan?		Time £3000 – one year's membership	Lesson observations Learning walkways Skills Meetings

Improved basic number skills	Advice from Maths	DIRT time to be embedded into lessons, SoL, to allow pupils time to improve their work/action targets/correct errors Class/homework intervention resources to be created – established, as a starting point, from the numeracy booklets – for teaching staff to use and contribute to	Ongoing	Time	Lesson observations Learning walkways Skills Meetings Book Looks
	GM	Consider numeracy opportunities, outside of maths, in other subjects	Book Look	Time	
Calendared termly meetings – literacy/numeracy areas	LT/AJ/GTM	Use of book look, in Autumn Term, to inform literacy/numeracy focus meetings with relevant teaching staff – creating resources, upskilling, sharing good practice, NRT focus	Autumn Term – Book Look Autumn Term – Skills Meeting Spring Term – Skills Meeting Summer Term- Skills Meeting	Time	LT/AH/GM/AJ
Inform LSAs involved in numeracy interventions	GM/KS/RS	Meet once a month	Ongoing	NRT/NNT results Time	GM

Calendared/Scheduled link meetings and intervention meetings	LT/AJ/GM	Meet once every half-term use Year 7 assembly time if needed	Ongoing		LT/GM/AJ
Use NRTs/NNTs to inform staff training/upskilling, resource development	LT/LST/GM/AJ	Training/upskilling for staff; resource creation; guidance for consistency within literacy/numeracy curriculum areas; INSET training for staff, eg skimming and scanning	Autumn Term Summer Term	Time	GM/AJ/LT/LST
Increase time given to literacy/numeracy leads in 2024-25 academic year planning	ML/LT/AJ/GM	Additional time given to lead areas via whole school approach	Summer Term		ML/LT/AJ/GM

Priority 2: Strengthen the teaching in a minority of lessons and improve the impact of feedback.

Success criteria	Staff	Key Actions	Timescale	Resources	Monitoring & evaluation
Lessons planned to ensure pupils make appropriate progress developing skills	Led by AH All staff involved Curriculum Leaders	Training for staff	On-going	Time in INSET and meetings to share good practice	Leadership team: Lesson observations, learning walkways, pupil voice, 'book' looks
Lessons to be less didactic and to give more opportunities for pupils to work independently or in small groups		Whole school strategy on 'feedback' – written and verbal – to be adopted and implemented		Time to observe good practice in other subjects	
High expectations in all lessons		Curriculum area improvement plans to include strategies to develop pupils' skills, to give pupils more opportunities to work in small groups or independently			

Specific comments as part of feedback ensuring pupils know how to improve their work		Regular reviews on learning and teaching including feedback			