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# Headteacher: Dr Richard Jones

# Chair of the Governing Body: Mrs Sharon Hammond

**Date: September 2022**

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[www.ysgolcalon.cymru](http://www.ysgolcalon.cymru)

**Context**

Ysgol Calon Cymru is a 11 – 18 bilingual secondary school with **1018** pupils on roll, including **141** pupils in the sixth form. Pupils are taught over two campuses, situated 9 miles apart in the towns of Llandrindod Wells and Builth Wells. On the Llandrindod campus, pupils are educated through the medium of English and on the Builth Wells campus, pupils are educated in English and Welsh. It was opened on the 1st September, 2018.

Builth Wells is ranked 1132 out of 1909 LSOAs in Wales, which places it among the 50% least deprived. Llandrindod East/Llandrindod West is ranked 444 out of 1909 Welsh index of multiple deprivation in Wales, which places it among the 20-30% most deprived.  Around 22% of pupils are eligible for free school meals. This is higher than the average of 18.7% for Wales. 18.7% (12.7% SA and 6% SA+) of pupils have additional learning needs, which is below the national average of 21.7%. 1**%**of pupils have a statement of special educational needs. This figure is significantly below the national average (12.2%).

Around 15% of pupils are fluent in Welsh and 6% speak Welsh at home. Less than 1% of pupils have a language other than English as their first language.

The headteacher, Dr Richard Jones, was appointed in January 2020. The Senior Leadership Team consists of the Headteacher, one Deputy Headteacher / Head of School, two Seniors Assistant Headteachers / Head of Campus, four Assistant Headteachers, three Associate Assistant Headteachers and a Business Manager.

The school is maintained by Powys local authority which supports the school well for example, through the allocation of resources to support the school in developing leadership, management and curriculum provision.

**The School budget per pupil in 2021 is £5170.**

|  **Area priority** | **SLT** |  **Link Governors** | **Focus** |
| --- | --- | --- | --- |
| 1. Standards and provision | RJJ / LP / LJ / RRJ | Chris Probert  | Outcomes and progression |
| RJJ / LP / LJ / RRJ |  | Curriculum development KS3/4/5.  |
| RJJ / LP / LJ / RRJ |  | Evaluation for improvement  |
| 2. Teaching and learning | LJ / SC  | Rosie McConnell | Skills. Literacy/numeracy/ digital skills. |
| RB / SC / KD / AN |  | Teaching & Learning  |
| KD |  | Assessment, reporting and recording |
| AG |  | Professional Learning. Research and development. |
| LJ / RB/ SC / AG / KD / AN |  | Evaluation for improvement  |
| 3. Health and well-being | RRJ / LJ / LL / VP | Philip Morris | Pupil Wellbeing  |
| RRJ / LJ / LL / VP |  | Safeguarding  |
| RRJ / LJ / LL / VP |  | Attendance and exclusions |
| RRJ / LJ / LL / VP |  | Community / Stakeholder involvement  |
| RRJ / LJ / LL / VP |  | Additional Learning Needs  |
| RRJ / LJ / LL / VP |  | Evaluation for improvement  |
| 4.Leadership and resources | RJJ / LP / NL | Maurice Thorne | Staffing  |
| RJJ / LP / NL |  | Professional Development ITE/NQT |
| RJJ / LP / NL |  | Professional Development leadership |
| RJJ / LP / NL |  | Resources and facilities |
| RJJ / LP / NL |  | Leadership and governance |
| RJJ / LP / NL |  | Evaluation for improvement  |

**Summary School Improvement Priorities 2022-23**

| **Performance indicators****Key stage 4**

|  | **18/19** | **19/20** | **20/21** | **21/22** |
| --- | --- | --- | --- | --- |
| **C9** | **366** | **387** | **388** | **354** |
| **Lang / Lit** | **43** | **44** | **43.8** | **43.7** |
| **Maths / Num** | **39** | **42** | **43** | **36.8** |
| **Science** | **41** | **41** | **41** | **37.4** |
| **Welsh Bac** | **31** | **35** | **36** | **27** |
| **L2+ (%)** | **57** | **69.4** | **71** | **59** |
| **5A\*-A (%)** | **19** | **29.1** | **30.6** | **21.7** |

**Key stage 5**

|  | **18/19** | **19/20** | **21/21** | **21/22** |
| --- | --- | --- | --- | --- |
| **3A\*-A (%)** | **24.3** | **19.4** | **20** | **25** |
| **3A\*C (%)** | **62.2** | **60.5** | **58.2** | **69.4** |

 | **Standards and Provision*** Continue to improve examination outcomes at GCSE level.
* Ensure the continuation of high value-added performance in VI Form.
* To strengthen tracking of pupil progress.
* To increase our Cymraeg curriculum and extra-curricular offer to ensure we meet the standard of our new Welsh language category.
* Continue to expand the KS4 and KS5 vocational offer to meet the needs of all groups of learners.
* Ensure skills provision is embedded across the whole curriculum providing purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy, numeracy and ICT.
 | **Health and Wellbeing*** To embed the Whole School Approach to Emotional Health and Wellbeing.
* Use the outcomes of stakeholder engagement to inform strategic direction.
* To continue our whole school focus on improving attendance.
* Continue to strengthen provision at key transition points
* Improve the consistency of wellbeing and behaviour systems across both campuses.
* To implement the RSE Code in line with the Curriculum for Wales.
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| **Skills Working Groups; Our areas to develop and Improve include -** **Literacy – (Mairwen Edwards)****Numeracy – (Mike Williams)****DCF – (Dan Evans)****Cymraeg – (Lorraine Davies and Bethan Price)****Differentiation – (Vicky Phillips)** | **Teaching and Learning** * Continue preparing our whole school approach in preparation for introducing the Curriculum for Wales.
* Secure greater independence from our learners, ensuring all learners are engaged with their learning and know their progress towards targets.
* To create Inclusive Classrooms where teaching and learning meets the needs of all learners.
* To ensure learners can access a range of assessments, that feedback is impactful and consistent across our campuses.
* To establish cynefin and develop cymreictod in Schemes of Learning across all AOLE’s.
* To promote and sustain a culture of reading across the school community.
 | **Leadership and Resources*** To continue to develop our “Improve not prove” approach towards Evaluation for Improvement.
* To strengthen collaboration at all levels with our Evaluation for Improvement processes.
* To monitor the impact of our differentiated approach towards professional learning for staff.
* To model and grow learning leadership at all levels through the school.
* To support the well-being of staff and SLT.
* To ensure that the intended impact of the new leadership structure is reviewed and evaluated.
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| School Improvement Plan 2022-2023 |
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| Focus for improvement  | **Action** | **Expected impact/ success measure** | **Lead staff** | **Resources****EIG** **PDG** | **Timescale** | **Review and evaluation** | **Dates of feedback** | **Commentary****How well are we doing?** |
| Standards and Provision. Our areas to develop and improve |
| Continue to improve examination outcomes at GCSE level.  | * Set aspirational target grades for learners using MEGs
* AOLE leads to track pupil progress on a regular basis and co-create intervention strategies with department staff
* All staff to be trained on ALPS system – all staff to contribute to progress points throughout the year
* CL leads to evaluate WJEC item level data
* Progress leaders to collaborate across campuses to share best practice
* All staff to use the new assessment and feedback policy to ensure all pupils make progress and spot the need for timely intervention
* CLs and PLs to refer to Learning Coach - to be used to support pupils on intervention lists.
* Use of form tutors and for core (maths, English, Cymraeg and Skills) intervention carousel throughout the year.
* Develop the use of multimedia online revision guides and independent learning guidance via the school VLE
 | Aspiration of staff and pupils to aim for top 25% on ALPS benchmarking Sharing of ideas, expertise and strategies - using the best practice from each campus.Improved exam resultsPupils know, understand and can apply assessment criteria and know how to improve their own learning.Intervention strategies support improvement in learning outcomes. | NM / JRLEP / KDAOLE leadPLs | Department meetings – agenda given to AOLE leads Twilight / INSET sessions CPD cost for staff and data manager on ALPS | CPD September 2022 Monitoring regularly – follow ARR calendar | Results analysis. Pupil voice. Improvement Reviews to include MLs and all staff as calendared.  | Following progress points and testing points during the yearOct 2022 (Yr 11)Dec 2022 (Yr 10 and 11)March 2023 (Yr 11)June 2023 (yr 10)Post examination results evaluation and reporting to governors. | All staff trained on ALPS Sept INSET New format improvement review completed – very strong feedback from middle leaders – impacted on school priorities this year. Item level data evaluated and reported on. |
| Ensure the continuation of high value-added performance in VI Form. | * VESPA embedded in pastoral teaching through assemblies and drop-down PSE days.
* Psychometric testing tracking engagement to support students.
* Staff to be introduced to VESPA concepts and to contribute to the delivery of the programme through Independent Learning tasks across curriculum
* Early identification of pupils in need of intervention
* Set aspirational target grades for learners using MEGs
* AOLE leads to track pupil progress on a regular basis and co-create intervention strategies with department staff
* Progress leaders to collaborate across campuses to share best practice
* All staff to use the new assessment and feedback policy to ensure all pupils make progress and spot the need for timely intervention
 | Improved exam results.Students improve independent learning and attendance to VI form centre is improved.Intervention strategies support improvement in learning outcomes.  Aspiration of staff and pupils to aim for top 25% on ALPS benchmarkingSharing of ideas, expertise and strategies - using the best practice from each campus. Pupils know, understand and can apply assessment criteria and know how to improve their own learning | ET / KDLEP / KDAOLE leadsPLs | Department meetings – agenda given to AOLE leads Twilight / INSET sessions CPD cost for staff and data manager on ALPSTime for ks3 learners to take personalised assessments | CPD September 2022 Monitoring regularly – follow ARR calendar | Results analysis following progress points. Student voice to focus on provision, support and future aspiration. Improvement Reviews to include MLs and all staff as calendared. | Following progress points and testing points during the yearPost examination results evaluation and reporting to governors.  | All staff trained on ALPS Data manager upskilled on ALPS, G4S and SMID New format improvement review completed – very strong feedback from middle leaders – impacted on school priorities this year. |
| To strengthen tracking of pupil progress. | * Standards reviews carried out by CLs and PLs throughout the year – leading to intervention strategies for key pupils.
* Groups of learners vital; especially boys, FSM and ALN learners
* New assessment calendar to include end of year 10 mock exams, year 10 testing in HT1 and HT3.
* New assessment calendar to include Yr 11 testing windows in October and March, as well as mock exams in Dec.
* Outcome reviews to be shared with governors and SLT at key points through the year.
* New data manager to be upskilled on use of ALPS, SMID and G4S to ensure timely and worthwhile information on pupil progress is given to all staff.
* Personalised Assessments for all pupils in KS3 and intervention put in place for learners who are not making required progress
* Analysis of groups of learners following personalised assessments
 | Pupils are accurately monitored, and effective interventions put in placeGap between key groups of learners closes from summer 2022 resultsPupils are assessed accurately and feedback to on progress. Outcome Reviews are used highlighting strengths and weaknesses of year groups with a focus on VA and national benchmarking (ALPS)MLs confident in use of tracking systems and VA analysisPupil progress in personalised assessments following intervention Pupil engagement in lesson improves7-9 Curriculum ensures excellent progress in all learners’ skills through the use of Literacy and numeracy teaching strategies | KD / LEPAOLE leads  | AOLE leads time to report on progressGovernor involvement through improvement cycleSubscriptions cost for G4SSubscription cost for SMIDSubscription for ALPS | CPD September 2022 Monitoring regularly – follow ARR calendar | Improvement reviews calendared with SLT following progress points | Regularly – follow ARR calendar with outcomes reviews – quality assured by SLT | ARR calendar published. AOLEs preparing first 11 testing window.Personalised assessments scheduled for all ks3 learnersAll staff trained on ALPS – all staff contributed to outcomes reviewsOutcomes reviews monitored by SLT New format improvement review completed – very strong feedback from middle leaders – impacted on school priorities this year.Data manager upskilled on ALPS, G4S and SMID |
| To increase our Cymraeg curriculum and extra-curricular offer to ensure we meet the standard of our new Welsh language category.  | * Continue to address the criteria to achieve the bronze award Siarter Iaith
* To ensure that the outcomes of the Cymraeg skills group are embedded in whole school practice
* To increase our extra-curricular offer available in Cymraeg by 20%
* To continue to develop the Criw Cymraeg so that the Criw are represented in all forms across the school
* To continue to offer after school Welsh language classes to all school staff
 | Strengthened whole school involvement in and understanding of the Siarter IaithAll staff aware of progress made by skills group with all AOLEs contributing to progress.Greater offer available to pupilsSecure greater engagement from a wider range of pupils To achieve a 25% increase in the number of staff undertaking Cymraeg lessons  | LL/RRJ/LJBP/LD and AOLE leadsLL/RJJLL/SPLL/NL/RJJ | Professional Learning time for lead staff Skills sessions Financial support for E-FSM pupils Professional Learning time for lead staff Professional Learning time Provision by Aberystwyth University | Sept 2022 – July 2023Sept 2022 – July 2023Sept 2022 – Dec 2022Sept 2022 – Nov 2023 Sept 2022 – Dec 2022March 2023 – June 2023 | Termly Siarter Iaith review Skills review as part of evaluation cycleExtra- curricular audit Criw Cymraeg impact audit Spring review of staff who has completed course  | Termly Improvement Points Autumn 2022 and Spring 2023 review cycle October 2022 October 2022Dec 2022March 2023 | First skills group meeting has taken place and action points agreed.Audit of extracurricular activities undertaken Criw Cymraeg identified for Year 7 Cymraeg classes have been secured for the academic year 2022/23 |
| Continue to expand the KS4 and KS5 vocational offer to meet the needs of all groups of learners.  | * To ensure courses are funded and good quality delivery is secured
* Listen to learners in key transition year groups to ensure we are aware of changing needs of learners
* Recommendations for any further curriculum development discussed and agreed by the governing body
* Development of sixth form offer through South Powys operational management board and strong school to school links
 | Strong feedback from pupils and learners on our current offerKey performance indicators increase following summer examsOffer of vocational subjects continues to meet needs of our learnersOffer on vocational course is further developed with NPTC and other providersStrong relationship with S. Powys VI from remains and students continue to use this resource | RJJLEP | Continued work with Post 16 OMBLinks with NPTC and other providers Learner voice on desired courses and qualifications | Half termly meetings with S Powys partnersReporting points from NPTC in Dec and March | Surveys for year 9 and 11 at key points in the yearOptions evenings for pupils and parents with opportunity for external providers to present qualifications offeredReview of examination results and learner voice to determine quality of provision  | Dec 2022 following options evenings for GCSE and VI formAugust 2023 - results days | Current vocational offer is strong at both pre and post 16Pre-16 analysis of outcomes very positive |
| Ensure skills provision is embedded across the whole curriculum providing purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy, numeracy and ICT.  | * AOLE leads create purposeful, progressive opportunities for pupils to practise and to develop their skills in literacy, numeracy and ICT.
* AOLE leads to review, evaluate and share schemes of learning with their teams and across the school
* To review and evaluate the progress made by pupils in the learning of skills
* AOLE leads to improve opportunities for pupils to make progress in their learning of skills
* Whole school evaluation of skills planned and led by skills leads and external support
 | Schemes of learning include appropriate inclusion of DCF/LNF.  Pupils have frequent and authentic opportunities to practise skills. Learner voice and work in books reflects the opportunities planned and shows clear skill progressionSchool is aware of progress and can intervene with support when needed | AOLE leadsMEDEMiW | Support through line management structure | External reviews scheduled throughout the year. | Schemes of learning.Learning portfolios.Pupil voice.Policies for LNF/DCF updated and shared with all staff and governors. | Continuously, following the evaluation for improvement calendarImprovement Reviews to share and review progressTermly skills working group feedback and planning sessions | Schemes of Learning completed by AOLE and roll out started |
| Teaching and Learning. Our areas to improve and develop |
| Focus for improvement  | **Action** | **Expected impact/ success measure** | **Lead staff** | **Resources****EIG** **PDG** | **Timescale** | **Review and evaluation** | **Dates of feedback** | **Commentary****How well are we doing?** |
| Continue preparing our whole school approach in preparation for introducing the Curriculum for Wales. | * Monitor roll out of schemes of learning across the KS3 curriculum ensuring consistency across campuses
* To establish a cross-cluster develop plan and curriculum pledge with our 13 feeder primary partners
* To create cross cluster TEAMS channels for the sharing of best practice and collaboration between primary and secondary colleagues
* To continue to contribute to the Powys Pedagogical Leads working group and sharing assessment and progression developments with AOLE leads
 | Consistency in approach across AOLES and campuses Four core purposes developed in pupils’ work and personal developmentIncreased professional learning between primary and secondary partners Greater understanding and use of primary pedagogical practices to support progress towards 3 - 16 continuum of learning  | LJ/RRJ/SC/RBSC/RB/Cluster Headteachers Pedagogical Leads RB/SC | Twilight time given to all staff feedback on progressCross- cluster Professional Learning time  | Ready for roll out 2023Sept 2022 | Through evaluation for improvement cycle – led and driven by CLs | Half term 2 and Half term 3 | Schemes of Learning completed by AOLE and roll out startedCluster relationship is strong following cluster engagement day summer term |
| Secure greater independence from our learners, ensuring all learners are engaged with their learning and know their progress towards targets.  | * To update VLE course pages and develop a parent portal to showcase learning experiences and enable parents to support learners
* To include a set menu of homework tasks in schemes of learning across all AOLE’s in KS3
* To further develop our trialled approach of pupil led Parent’s Evening
* VESPA principles and approaches implemented at KS5
* Study space in VI form centre to be developed, particularly in Builth
* GCSEPod at KS4 promoted in assemblies and with parents. Rewards given to top users.
 | Increased engagement of learners with their independent learning.To allow more consistent follow-up from teachers, AOLE leads and Progress LeadersIncreased pupil engagement with target setting and areas for development Independent learning increases and results in more engagement in lessons and engagement outside the classroom | LJSC/RB/ AOLE LeadsSC/RBET/KDET/KDNM/JR | Funding to develop study spacesProfessional learning for staff on school VLESupport from Pixel Haze (retainer) | PSE day Sept 2022Independent study guides published Sept 2022Yr 7 Parents’ Eve planned Oct 2022 | Analytics data from school VLE to evaluate engagement.SOL reviewsPupil voice Pupil surveyParental survey | Feedback from PE – Oct 2022Evaluate usage of online resources following testing periods Autumn 2022 | Creation of VESPA, revision guides and ‘6th Form Pathway’ pages on the school VLEParent Portal structure completeGCSEPod subscription running |
| To create Inclusive Classrooms where teaching and learning meets the needs of all learners. | * Use of Tyfu to inform Teaching Strategies – one-page profiles linked to G4S markbooks
* Differentiation working group to research and plan for opportunities for successful differentiated strategies for all staff
* Use of technology to further develop variety in learning experiences and to support synchronous learning
* Development of cross-cutting themes e.g. Diversity and CWRE through SOL audit and pilot schemes with AOLEs
 | Improved access to learning for vulnerable learners.Enhanced toolkit of teaching strategies developed and used by staff.Enhanced range of careers/work related learning tasks and activities to embedDevelopment of an anti-racist / decolonised curriculum  | VP / RRJ / LJMLsVP/ Working Group AOLE Link  | Ongoing professional learning for staff around TYFUFunding for digital infrastructure through LA.Investigation into device lease/buy scheme.Time to attend networking opportunitiesCWRE audit document from Careers Wales | Tyfu roll out Sept 2022Differentiation group Sept 2022 | Review of Diff group each termAudit of Tyfu accuracy and use by staff after HT1 | Dec 2022May 2023Nov 2022 | Tyfu sessions given to all teaching staffTyfu being used and upudated on daily basisDiff group first meeting Sept 2022 - targets agreed |
| To ensure learners can access a range of assessments, that feedback is impactful and consistent across our campuses. | * Launch assessment policy with clear expectations and guidance on successful and worthwhile assessment
* Milestone marking tasks detailed in SOL and given clear success criteria to support learner progress
* Establish a whole school marking code
* Evaluation for Improvement opportunities for leaders to share progress in books/folders
 | Greater consistency across curriculum in marking and pupil responsePupil progress clear to see, in all subject areas. Pupil responses show understanding of staff feedback and development of skills across the curriculum.  | SC / RBAOLE leads | INSET time given to whole staff CPDPosters for classrooms | Ready for roll out 2023Assessment practice embedded in books during autumn term | Evaluation of lessons and books as Eval Calendar – first review Oct – Nov 2022 | AOLE leads reporting in improvement revies each term | Assessment policy implemented in Sept INSET |
| To establish cynefin and develop cymreictod in Schemes of Learning across all AOLE’s. | * To develop a whole school shared understanding of cynefin and cymreictod
* Develop collaborative planning initiated in the cross-curriculum learning projects
* To appoint and train Sixth Form Teaching and Ethos Assistants
* To work with the Menter Iaith to plan a calendar of whole school events
 | Increased understanding of Welsh language and culture by whole school community Greater links drawn between learning in AOLEs strengthening cross cutting themes Cymraeg role models established across the school community Strengthened partnership working securing greater learner involvement in whole school events  | LD/BT/SC/RBRB/SCRJ/NL/BT/LD/ODLD/BT | Professional Learning time Funding from Welsh in Education grant  | Sept 2022 – July 2023Oct 2022 – Dec 2022October 2022Sept 2022 – July 2023  | Feedback from Evaluation For Improvement activities Review of schemes of learning Listening to learners feedback through questionnaire and focus groups  | Leads to report through termly Improvement Reviews  | Welsh Government Welsh in Education grant secured (30,000)Senior Teaching Assistant (Cymraeg) has been appointed Cymraeg skills working group established |
| To promote and sustain a culture of reading across the school community. | * Evaluate the success of reading behaviours as planned in schemes of learning
* Repurpose libraries on both campuses and establish Library Ambassadors
* Reading intervention (PowerUp) in KS3 for learners identified from national testing as needing to make progress.
* To raise the profile of whole school literary events and off-site educational visits
 | Increased confidence and enjoyment of reading from learners Libraries given central location on each campus. Pupils attend for support and intervention as well as enjoyment of reading. | ME/AL/ LDNL/IPME/VP/ literacy teachers  | Professional Learning time Additional resources provided by library services to support cataloguing of booksPurchase of PowerUp softwareAdditional Learning Coach capacity on either campus  |  Autumn term 2022Sept 2022 – Dec 2022Sept 2022Sept 2022 - July 2023  | Teaching and Learning reviewSite and library audit Improvement Review  | Termly Improvement Reviews Dec 2022Oct 2022 | Builth Campus library has been repurposed and cataloguedNational testing currently being undertaken Literacy intervention staff identified and trained  |
| Health and Wellbeing. Our areas to develop and Improve. |
| Focus for improvement  | **Action** | **Expected impact/ success measure** | **Lead staff** | **Resources****EIG** **PDG** | **Timescale** | **Review and evaluation** | **Dates of feedback** | **Commentary****How well are we doing?** |
| To embed the Whole School Approach to Emotional Health and Wellbeing. | * Consistency of use of Whole school Approach Implementation Plan
* Outcomes of Implementation Plan to inform campus priorities
* Half termly meetings with Healthy School’s Coordinator to evaluate impact
 | Improved Consistency in Wellbeing Provision across the two campusesCollaboration across Cluster | RRJ/LJAll staff | Implementation PlanTime allocation for SLT Leads to meet with Healthy Schools Coordinator | Nov 2022 | Pupil VoiceWellbeing Reviews as part of Evaluation for Improvement | Termly Governor meetingsDec 2022March 2023July 2023 | Implementation plan completed, and RAG rated. |
| Use the outcomes of stakeholder engagement to inform strategic direction. | * Results from SHRN to inform priorities on Campus Improvement Plans
* Termly Wellbeing Reviews to be undertaken as part of the Evaluation for Improvement Cycle
* Stakeholder Voice
 | Comparison of SHRN data with pre COVID data. Sharing of Powys trends within network meetingsPupils feel safe in school and adopt healthy lifestyle choices. Attitudes to learning improves and reduction in low level behaviour.Development of key skills and pupil leadership | RRJ/LJProgress Leaders | Campus SHRN data reports and LA SHRN report.Review time for PL’s. | Dec 2022 | Pupil Voice and SurveysInterim reportsGo4Schools weekly behaviour data | Sep 2022Dec 2022March 2023June 2023 | Campus SHRN reports received along with LA SHRN report.Discussion and feedback at Powys Wellbeing Leads Meetings.Priorities from SHRN surveys shared with Parents/Carers.PSE carousel based on priorities and shared with staff. |
| To continue our whole school focus on improving attendance. | * Fortnightly meetings with Education Welfare Officer to identify trends
* LA Attendance Pathway
* EBSA pathway
* Attendance Audits and training
 | Improvement in attendanceEBSA pupils identified earlier and attendance back into school supported earlierConsistency in use of attendance coding | RRJ/LJ/ VPProgress LeadersAdmin staff | Attendance audit carried out twice yearly.Feedback from EWO~~.~~ | Attendance tracking starting Sept 2022May 2023 | Attendance returns every 2 weeksReview of attendance processesNew policy in place  | Dec 2022May 2023Health and Wellbeing Sub Committee feedback | EWO shared pupils in Year 7 of concern that were identified by primary schools.First meeting of term undertaken and Letters/AIMs meetings ongoing.Contact with LA to request training.  |
| Continue to strengthen provision at key transition points. | * Sharing of information from Primary Colleagues
* Extended transition for ALN and vulnerable pupils
* Year 5 pupils to receive transition trial
* Implementation of Future First Hub to support with mentoring and careers
* ‘How to Support Your Child’ documents shared with Parents and Carers.
 | Sharing of expertise and knowledge between schools and individualsSmoother transitionIdentification of key pupils Improved OutcomesParents are clear on how they can be proactive in supporting their child and also who to contact in school  | RRJ/LP/ PL’s/VP | Time allocation for PL’s to attend primary schools to gather data. Briefing time to feedback to staff.Date to be agreed as a cluster.Time allocation for collaboration of KS4 and 6th Form PL’s to meet Future First Coordinator. | June 2023 | Transition questionnaires to parentsOpen eveningsYear 7 open afternoonsVP to lead pupil voice with pupils that experienced thisParent stakeholder group to evaluate documents | September 2022September 2022 | Survey sent out to all Year 7 parents.Cluster heads agreed approach.PL’s have met with Future First.Documents shared with parents. |
| Improve the consistency of wellbeing and behaviour systems across both campuses. | * Senior Assistant Headteachers / Head of Campus to meet regularly to ensure consistency
* Consolidation of use of Tyfu amongst Pastoral Staff
* Use of Go4Schools tracking to support PL’s in their weekly behaviour analysis
* Development of the use of School Council, Form Captains and Pupil Governors
 | Fewer exclusions and negative behaviour records.Improved outcomes for pupilsPrompt intervention from PL’s to improve outcomesConsistency of pastoral systems | RRJ/LJ | Regular meeting slot between Head of Campuses.INSET time to ensure consistency across Pastoral Teams.Staff training slotCost associated with ordering planners | October 2022November 2022June 2023Sep 2022 | Termly Wellbeing ReviewsStakeholder voiceGo4schools data – reduction in low level behaviours | Dec 2022March 2023June 023 | Regular meeting slot established.Training of all staff on Tyfu.Positive behaviour guide shared with parents.Data download and discussions as part of weekly PL meetings.Form Captains voted and established. |
| To implement the RSE Code in line with the Curriculum for Wales. | * Training of staff on new Code
* Audit undertaken of current provision
* RSE lead appointed
* Implementation of RSE Code
 | Greater understanding of all staff on new CodeSpecific needs of learners met through delivery of new code | RRJ/LJAOLE’sPL’s | INSET TimeCost of new TLRCover for assigned staff to attend Powys RSE training | June 2023 | Middle leader meetings | Dec 2022March 2023June 2023 | RSE Code shared with PL’s.1 Staff member per campus attended initial RSE training. |
| Leadership and Resources. Our areas to develop and Improve |
| Focus for improvement  | **Action** | **Expected impact/ success measure** | **Lead staff** | **Resources****EIG** **PDG** | **Timescale** | **Review and evaluation** | **Dates of feedback** | **Commentary****How well are we doing?** |
| To continue to develop our “Improve not prove” approach towards Evaluation for Improvement. | * Evaluation for improvement cycle is embedded and reviewed on a termly basis
* Ensure planning for improvement is linked to evaluation outcomes
* Model promoting freedom of evaluation process given to middle leaders
* Regular sharing of best practice between middle leaders and SLT
 | Identification within AOLEs and year group teams of specific areas for development.Greater awareness among staff of whole school, departmental, priorities.Improved outcomes across all year groups including examination outcomes.  | SLTAOLEsPLs | Evaluation Calendar – timeline of meetingsProfessional Learning for SLT/Middle Leaders on evaluation frameworks | Cycle continues from 2022 into 2022-23June 2023 | Skills reviewsWellbeing reviewsCurriculum reviewsT&L reviews | Ongoing cycle of evaluation throughout the year – detailed in calendar | Outcomes review documents informing improvementINSET and continued guidance on evaluation for improvement delivered by SLT |
| To strengthen collaboration at all levels with our Evaluation for Improvement processes.  | * Staff contributions to outcome review documents
* AOLE Leads peer presentations of outcome reviews
* All staff reviews scheduled throughout the year
* Cross campus collaboration at middle leader and senior leader level
 | Greater feeling of ownership among staff.Improved quality of evaluation for improvement documents. | SLTAOLEsPls | Cover for collaboration with external partners. | June 2023 | Cluster/Region/National network meetingsSkills reviewsWellbeing reviewsCurriculum reviewsT&L reviews | Ongoing cycle of evaluation throughout the year – detailed in calendar | First collaborative meeting taken place on summer results. Very positive feedback on new process. Impact seen with quality of review process and docs.  |
| To monitor the impact of our differentiated approach towards professional learning for staff. | * Professional Learning continues to be linked to the needs of AOLE planning for improvement.
* To continue distribution of professional learning offer from regional and national partners.
* Staff professional learning audit
* Feedback from staff on professional learning offer and individual sessions.
 | Improved confidence and feeling of professionalism amongst staffImproved AOLE performance outcomesStaff feeling valued and empowered through effective contribution to whole school approaches  | RJ/AG | Time and cover costs for Professional learningPowys Professional Learning Offer – ‘Powys Sharepoint’Performance Development Action Points and OutcomesINSET Time | June 2023 | Evaluation and Planning for Improvement documentsCluster/Region/National network meetings | Sept 2022Jan 2023April 2023 | Professional Learning audit undertakenProfessional Learning needs identified in AOLE planning for improvement documentsDistribution of professional learning offer for Autumn 2022  |
| To model and grow learning leadership at all levels through the school. | * Opportunities for staff at all levels to take a lead on professional learning with cluster schools e.g SLT colleagues organising cluster INSET; IT staff leading DCF networking and skill development sessions for cluster colleagues
* Cascading model of leadership through Skills Working Groups
* Opportunities for staff to adopt extra-curricular leadership roles.
* Progress leaders and pastoral staff to foster leadership skills among groups of learners

  | To develop Ysgol Calon Cymru as a learning organisation through embedding a culture of learning leadership Staff feeling valued as a result of the trust placed in themIncreased levels of expertise shared across the staff body, leading to improvements in staff practice.Staff leading on specific skills focus within their AOLE leading to improved skills delivery across the Curriculum.School leaders are confident in their roles and understand their responsibilitiesDevelopment of leadership skills amongst learners.  | SLTAOLEsPLs | Time and cover costs for Professional learning | June 2023 | Meeting minutesProfessional learning session resourcesExtra-curricular activity timetablesPupil surveys Pupil voice | Dec 2022March 2023June 2023 | Skills working groups with designated leads identifiedMFL and DCF collaborative practice / networking planned Staff member taking lead for driving extra-curricular sport across both campusesPupil Wellbeing ambassadors; Peer Mentors; Sports leaders; Digital leaders;Eco council; Criw Cymraeg identified |
| To support the well-being of staff and SLT. | * To support staff in effective time management through ensuring meetings are held at appropriate times and content kept to manageable agendas.
* To ensure all staff are aware of, and know how to contact Care First
* Continued engagement with Education Support to ensure continuation and development of good practice
* To signpost staff to wellbeing support – Care First, local groups, VLE resources
* Recognise positive contributions to school life with staff awards
 | Teaching staff make a valuable contribution towards meetings and feel involved in school improvement.Union reps are highly involved in making decisions regarding staff well-being.Fewer staff absences – termly review to monitorStaff feedback on availability and effectiveness of wellbeing resources | RRJ/LJPastoral staffNL | Care First ResourcesTime allocation for Senior Leads to attend Education Support conference. | May 2023 | School meeting calendarMeeting minutesStaff Wellbeing questionnairesWales Network Meetings | November 2022March 2023June 2023 | Wellbeing a rolling agenda point on all minutes.SLT highlight support through emails, flyers etc.Staff Award shared on daily briefing notesFirst meeting on the term completed. |
| To ensure that the intended impact of the new leadership structure in reviewed and evaluated.  | * To follow and model the Leadership 360 evaluation programme.
* To carry out staff focus groups and surveys.
* To gather feedback from those line managed by Senior Leaders.
* To use the school performance development process to evaluate leadership performance.
 | Leaders have greater understanding of their individual strengths and areas for leadership development | RJ/LP/SIARJ/LP/SIARJ/LP/SIARJ/LP/SIA | Subscription to the leadership 360 model Professional Learning time for SLT | New SLT team Sept 2022Weekly meetingsEvaluation programme in Spring term | Performance development review points Staff voice activity feedback  | January 2023 | New leadership team has been appointed and roles and responsibilities discussed and identified  |