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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** |
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| 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. |

| 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 results  Pupils know, understand and can apply assessment criteria and know how to improve their own learning.  Intervention strategies support improvement in learning outcomes. | NM / JR  LEP / KD  AOLE lead  PLs | 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 year  Oct 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 benchmarking  Sharing 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 / KD  LEP / KD  AOLE leads  PLs | Department meetings – agenda given to AOLE leads    Twilight / INSET sessions    CPD cost for staff and data manager on ALPS  Time 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 year  Post 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 place  Gap between key groups of learners closes from summer 2022 results  Pupils 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 analysis  Pupil progress in personalised assessments following intervention  Pupil engagement in lesson improves  7-9 Curriculum ensures excellent progress in all learners’ skills through the use of Literacy and numeracy teaching strategies | KD / LEP  AOLE leads | AOLE leads time to report on progress  Governor involvement through improvement cycle  Subscriptions cost for G4S  Subscription cost for SMID  Subscription 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 learners  All staff trained on ALPS – all staff contributed to outcomes reviews  Outcomes 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 Iaith  All staff aware of progress made by skills group with all AOLEs contributing to progress.  Greater offer available to pupils  Secure greater engagement from a wider range of pupils  To achieve a 25% increase in the number of staff undertaking Cymraeg lessons | LL/RRJ/LJ  BP/LD and AOLE leads  LL/RJJ  LL/SP  LL/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 2023  Sept 2022 – July 2023  Sept 2022 – Dec 2022  Sept 2022 – Nov 2023  Sept 2022 – Dec 2022  March 2023 – June 2023 | Termly Siarter Iaith review  Skills review as part of evaluation cycle  Extra- 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 2022  Dec 2022  March 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 offer  Key performance indicators increase following summer exams  Offer of vocational subjects continues to meet needs of our learners  Offer on vocational course is further developed with NPTC and other providers  Strong relationship with S. Powys VI from remains and students continue to use this resource | RJJ  LEP | Continued work with Post 16 OMB  Links with NPTC and other providers  Learner voice on desired courses and qualifications | Half termly meetings with S Powys partners  Reporting points from NPTC in Dec and March | Surveys for year 9 and 11 at key points in the year  Options evenings for pupils and parents with opportunity for external providers to present qualifications offered  Review of examination results and learner voice to determine quality of provision | Dec 2022 following options evenings for GCSE and VI form  August 2023 - results days | Current vocational offer is strong at both pre and post 16  Pre-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 progression  School is aware of progress and can intervene with support when needed | AOLE leads  ME  DE  MiW | 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 calendar  Improvement Reviews to share and review progress  Termly 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 development  Increased 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/RB  SC/RB/  Cluster Headteachers  Pedagogical Leads  RB/SC | Twilight time given to all staff feedback on progress  Cross- cluster Professional Learning time | Ready for roll out 2023  Sept 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 started  Cluster 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 Leaders  Increased pupil engagement with target setting and areas for development  Independent learning increases and results in more engagement in lessons and engagement outside the classroom | LJ  SC/RB/ AOLE Leads  SC/RB  ET/KD  ET/KD  NM/JR | Funding to develop study spaces  Professional learning for staff on school VLE  Support from Pixel Haze (retainer) | PSE day Sept 2022  Independent study guides published Sept 2022  Yr 7 Parents’ Eve planned Oct 2022 | Analytics data from school VLE to evaluate engagement.  SOL reviews  Pupil voice  Pupil survey  Parental survey | Feedback from PE – Oct 2022  Evaluate usage of online resources following testing periods Autumn 2022 | Creation of VESPA, revision guides and ‘6th Form Pathway’ pages on the school VLE  Parent Portal structure complete  GCSEPod 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 embed  Development of an anti-racist / decolonised curriculum | VP / RRJ / LJ  MLs  VP/ Working Group AOLE Link | Ongoing professional learning for staff around TYFU  Funding for digital infrastructure through LA.  Investigation into device lease/buy scheme.  Time to attend networking opportunities  CWRE audit document from Careers Wales | Tyfu roll out Sept 2022  Differentiation group Sept 2022 | Review of Diff group each term  Audit of Tyfu accuracy and use by staff after HT1 | Dec 2022  May 2023  Nov 2022 | Tyfu sessions given to all teaching staff  Tyfu being used and upudated on daily basis  Diff 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 response  Pupil progress clear to see, in all subject areas. Pupil responses show understanding of staff feedback and development of skills across the curriculum. | SC / RB  AOLE leads | INSET time given to whole staff CPD  Posters for classrooms | Ready for roll out 2023  Assessment 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/RB  RB/SC  RJ/NL/BT/LD/OD  LD/BT | Professional Learning time  Funding from Welsh in Education grant | Sept 2022 – July 2023  Oct 2022 – Dec 2022  October 2022  Sept 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/ LD  NL/IP  ME/VP/ literacy teachers | Professional Learning time  Additional resources provided by library services to support cataloguing of books  Purchase of PowerUp software  Additional Learning Coach capacity on either campus | Autumn term 2022  Sept 2022 – Dec 2022  Sept 2022  Sept 2022 - July 2023 | Teaching and Learning review  Site and library audit  Improvement Review | Termly Improvement Reviews  Dec 2022  Oct 2022 | Builth Campus library has been repurposed and catalogued  National 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 campuses  Collaboration across Cluster | RRJ/LJ  All staff | Implementation Plan  Time allocation for SLT Leads to meet with Healthy Schools Coordinator | Nov 2022 | Pupil Voice  Wellbeing Reviews as part of Evaluation for Improvement | Termly Governor meetings  Dec 2022  March 2023  July 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 meetings  Pupils 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/LJ  Progress Leaders | Campus SHRN data reports and LA SHRN report.  Review time for PL’s. | Dec 2022 | Pupil Voice and Surveys  Interim reports  Go4Schools weekly behaviour data | Sep 2022  Dec 2022  March 2023  June 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 attendance  EBSA pupils identified earlier and attendance back into school supported earlier  Consistency in use of attendance coding | RRJ/LJ/ VP  Progress Leaders  Admin staff | Attendance audit carried out twice yearly.  Feedback from EWO~~.~~ | Attendance tracking starting Sept 2022  May 2023 | Attendance returns every 2 weeks  Review of attendance processes  New policy in place | Dec 2022  May 2023  Health 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 individuals  Smoother transition  Identification of key pupils  Improved Outcomes  Parents 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 parents  Open evenings  Year 7 open afternoons  VP to lead pupil voice with pupils that experienced this  Parent stakeholder group to evaluate documents | September 2022  September 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 pupils  Prompt intervention from PL’s to improve outcomes  Consistency of pastoral systems | RRJ/LJ | Regular meeting slot between Head of Campuses.  INSET time to ensure consistency across Pastoral Teams.  Staff training slot  Cost associated with ordering planners | October 2022  November 2022  June 2023  Sep 2022 | Termly Wellbeing Reviews  Stakeholder voice  Go4schools data – reduction in low level behaviours | Dec 2022  March 2023  June 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 Code  Specific needs of learners met through delivery of new code | RRJ/LJ  AOLE’s  PL’s | INSET Time  Cost of new TLR  Cover for assigned staff to attend Powys RSE training | June 2023 | Middle leader meetings | Dec 2022  March 2023  June 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. | SLT  AOLEs  PLs | Evaluation Calendar – timeline of meetings  Professional Learning for SLT/Middle Leaders on evaluation frameworks | Cycle continues from 2022 into 2022-23  June 2023 | Skills reviews  Wellbeing reviews  Curriculum reviews  T&L reviews | Ongoing cycle of evaluation throughout the year – detailed in calendar | Outcomes review documents informing improvement  INSET 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. | SLT  AOLEs  Pls | Cover for collaboration with external partners. | June 2023 | Cluster/Region/National network meetings  Skills reviews  Wellbeing reviews  Curriculum reviews  T&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 staff  Improved AOLE performance outcomes  Staff feeling valued and empowered through effective contribution to whole school approaches | RJ/AG | Time and cover costs for Professional learning  Powys Professional Learning Offer – ‘Powys Sharepoint’  Performance Development Action Points and Outcomes  INSET Time | June 2023 | Evaluation and Planning for Improvement documents  Cluster/Region/National network meetings | Sept 2022  Jan 2023  April 2023 | Professional Learning audit undertaken  Professional Learning needs identified in AOLE planning for improvement documents  Distribution 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 them  Increased 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 responsibilities  Development of leadership skills amongst learners. | SLT  AOLEs  PLs | Time and cover costs for Professional learning | June 2023 | Meeting minutes  Professional learning session resources  Extra-curricular activity timetables  Pupil surveys  Pupil voice | Dec 2022  March 2023  June 2023 | Skills working groups with designated leads identified  MFL and DCF collaborative practice / networking planned  Staff member taking lead for driving extra-curricular sport across both campuses  Pupil 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 monitor  Staff feedback on availability and effectiveness of wellbeing resources | RRJ/LJ  Pastoral staff  NL | Care First Resources  Time allocation for Senior Leads to attend Education Support conference. | May 2023 | School meeting calendar  Meeting minutes  Staff Wellbeing questionnaires  Wales Network Meetings | November 2022  March 2023  June 2023 | Wellbeing a rolling agenda point on all minutes.  SLT highlight support through emails, flyers etc.  Staff Award shared on daily briefing notes  First 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/SIA  RJ/LP/SIA  RJ/LP/SIA  RJ/LP/SIA | Subscription to the leadership 360 model  Professional Learning time for SLT | New SLT team Sept 2022  Weekly meetings  Evaluation 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 |