



Cymuned Addysgu Abertyleri

Abertillery Learning Community

**Abertillery Learning Community
SDP**

2023 - 2024

SDP - Summary of Improvement Priorities: 2023-2024

	Priorities for 23/24
1	Standards and Progress - Continue to raise standards across all key stages and specifically against key performance indicators at KS4
2	Learning and Provision - Improve pupils' literacy skills, with a specific focus on reading and continue to strengthen provision for the progressive development of all pupils' literacy skills, with a specific focus on reading
3	Standards and Progress - Improve standards and performance of vulnerable and eFSM pupils
4	Wellbeing and Behaviour - Improve standards of wellbeing and behaviour for learning, including the reduction of pupil exclusions
5	Wellbeing and Behaviour - Improve standards of attendance
6	Learning and Provision - Continue to improve the quality of teaching, feedback and assessment in line with the ongoing development and planning for the implementation of the CfW
7	Learning and Provision - Develop community links, provision and engagement opportunities across the school 3-16
8	Standards and Progress - Continue to improve the accuracy of self-evaluation and planning for improvement

Contextual Information

Abertillery Learning Community is an English-medium 3 to 16 all-age school, maintained by Blaenau Gwent local authority. There are currently 1641 pupils on roll with 773 in the secondary department and 868 pupils over four separate sites in the primary department.

The school serves communities in and around the town of Abertillery. Over 24% of pupils are eligible for free school meals, which is higher than the national average of 17% for secondary schools and 19% for primary schools.

Very few pupils receive support to learn English as an additional language or come from a minority ethnic background. The school hosts two resource bases, one at the secondary site and one at a primary site, for around 50 pupils with complex educational needs.

Currently, about 2.2% of pupils have statements of special educational needs, which is higher than the national average. Less than 1% of pupils speak Welsh fluently.

The headteacher has been in post since April 2023. The senior leadership consists of one deputy headteacher, one director of learning, four heads of school, six assistant headteachers and three associate assistant headteachers within the secondary phase.

The school was inspected by Estyn in February 2018. The report subsequently published, in accordance with the Education Act 2005, placed the school in need of significant improvement and provided the school with six recommendations for improvement. In February 2022, the school was removed from this ESTYN category.

	Recommendations
R1	Improve standards, in particular outcomes at the end of key stage 4
R2	Improve standards of behaviour in the secondary phase
R3	Improve the quality of teaching
R4	Improve planning for progression of skills, including the Welsh language, and the breadth of the secondary phase curriculum
R5	Improve the quality and impact of leadership at all levels, including in self-evaluation and planning for improvement
R6	Provide robust financial management to address the deficit budget

- Estyn core inspection report February 2018: [Inspection Report Template \(gov.wales\)](#)
- Estyn monitoring inspection report February 2022: [Monitoring report Abertillery Learning Community 2022 \(gov.wales\)](#)
- Local Authority Estyn inspection report November 2022: [Inspection report - Blaenau Gwent County Borough Council 2023 \(gov.wales\)](#)

Pupil Numbers – September 2023

2023-24	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Total
Cohort	87	98	130	98	105	99	137	114	156	160	161	154	142	1641
Mainstream	87	98	130	98	105	99	135	113	145	153	152	144	136	1595
CNRB	0	0	0	0	0	0	2	1	11	7	9	10	6	46
CNRB (%)	0.0	0.0	0.0	0.0	0.0	0.0	1.5	0.9	7.1	4.4	5.6	6.5	4.2	2.8
Male	46	51	62	50	57	53	74	53	67	84	84	82	77	840
Male (%)	52.9	52.0	47.7	51.0	54.3	53.5	54.0	46.5	42.9	52.5	52.2	53.2	54.2	51.2
Female	41	47	68	48	48	46	63	61	89	76	77	72	65	801
Female (%)	47.1	48.0	52.3	49.0	45.7	46.5	46.0	53.5	57.1	47.5	47.8	46.8	45.8	48.8

eFSM	0	3	28	26	21	28	37	32	54	38	51	41	36	395
eFSM (%)	0	3.1	21.5	26.5	20.0	28.3	27.0	28.1	34.6	23.8	31.7	26.6	25.4	24.1
CLA	0	1	1	1	0	0	1	0	2	4	3	4	4	21
CLA (%)	0	1.0	0.8	1.0	0.0	0.0	0.7	0.0	1.3	2.5	1.9	2.6	2.8	1.3
EAL	7	6	12	8	7	10	9	4	10	11	4	8	6	102
EAL (%)	8.0	6.1	9.2	8.2	6.7	10.1	6.6	3.5	6.4	6.9	2.5	5.2	4.2	6.2
School Action	1	3	2	2	0	3	9	4	11	14	19	13	18	99
School action (%)	1.1	3.1	1.5	2.0	0.0	3.0	6.6	3.5	7.1	8.8	11.8	8.4	12.7	6.0
School Action Plus	0	1	0	0	1	0	4	2	7	1	1	5	5	27
School Action Plus (%)	0	1.0	0.0	0.0	1.0	0.0	2.9	1.8	4.5	0.6	0.6	3.2	3.5	1.6
Funded IDP (statement)	0	0	0	0	0	0	1	1	8	7	9	7	3	36

Funded IDP (statement) (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.7	0.9	5.1	4.4	5.6	4.5	2.1	2.2
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Key Stage Four Academic Outcomes (19/20/21/22/23) and Targets

	2019	2020 (CDG)	2021 (CAG)	2022 (Y7 cohort entry 2017)	2023 (Y7 cohort entry 2018)	2024 (Y7 cohort entry 2019) Targets	2025 (Y7 cohort entry 2020)	2026 (Y7 cohort entry 2021)	2027 (Y7 cohort entry 2022)	2028 (Y7 cohort entry 2023)
C9	337.4	356.8	335.9	350.0	305.16	337.07	?	?	?	?
Average Points – Literacy	34.6	36.1	32.6	36.4	31.45	39.51				
Average Points- Numeracy	33.5	36.6	35.1	33.8	31.39	35.58				
Average Points – Science	27.3	32.2	32.7	35.0	28.47	36.2				
L2+ (Lang Only)	33.0	48.3	41.1	46.7	25.0	48.59				
L1	97.7	94.9	87.9	89.0	84.38	94.37				
5A/A*	8.0	15.3	12.1	15.3	6.25	4.93				

Lower School Academic Outcomes and Targets

[Lower School Target Setting 2023-2024 - Google Docs](#)

Whole School Attendance Outcomes and Targets 2023/24

						Target
	2018-19	2019-20	2020-21	2021-2022	2022-23	2023-24
Y7	92.8	91.5	89	85.7	86.4	92
Y8	88.9	89.1	85.4	81.6	84.1	92
Y9	89.9	86.6	82.5	81.1	82.6	90
Y10	90.1	86.8	78.9	76.2	82.4	90
Y11	82.6	90.4	81.5	72.4	69.7	90
Total	89.4	88.9	83.8	79.9	81.6	90

Blaeanu Gwent LA Education Strategy Priorities 2023-2024

LA Education Strategy Priorities		
<ul style="list-style-type: none"> ● Improving educational standards and wellbeing for pupils, particularly at KS4 ● Securing quality ALN/Inclusion provision, particularly to support vulnerable groups of learners and those who are eFSM ● Transforming education in line with responsive school support services and a school estate that is fit for the 21st Century ● Delivering effective young people and partnership provision, with a focus on lifelong learning and leisure/recreation provision to meet community need ● Enhancing the performance culture for Education and Leisure that delivers better educational outcomes and improved value for money 		
LA Termly Themes		
Autumn 2023	Spring 2024	Summer 2024
What arrangements are schools making to assess and monitor pupil progress and how effectively is this used to plan for improvements in provision and progress?	How effectively do schools plan for the teaching of reading that secures good pupil progress?	How effectively do schools plan for teaching that secures good progress for vulnerable learners?

Education in Wales: Our National Mission:

[Our national mission: high standards and aspirations for all | GOV.WALES](https://gov.wales/our-national-mission)

EAS Regional Business Plan:

[EAS-Regional-Business-Plan-2022-25.pdf \(sewaleseas.org.uk\)](https://sewaleseas.org.uk/eas-regional-business-plan-2022-25.pdf)

SDP Priorities: 2023-24

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
1	Standards and Progress Continue to raise standards across all key stages and specifically against all key performance indicators at KS4	Use nursery baseline information effectively to ensure appropriate, differentiated provision is in place	MLe SHu	Staff time	Baseline completed within 6 weeks of learners starting and revisited termly	SH & KSm will provide training to staff if needed	SHu & KSm will monitor the use of baselines half-termly through KSm's drop ins & LMM	<p>Half termly/ termly data analysis (RWI, AR, benchmarking Maths) show nearly all learners are on track to achieve their individual targets</p> <p>Personalised assessments in April 2023 showing nearly all learners have made progress when compared to performance in November 23</p>
		Appoint RWI, benchmarking & AR managers on each campus to ensure the data is being used effectively to support learners. Also to liaise with SH regularly to ensure consistency	MLe SHu	Staff time	By Sept 30th	Use GL assessment staff/ resources/ videos to support	<p>Pupil progress data following assessment AR w/c 23/10</p> <p>11/12 5/12 18/3 13/5 8/7 RWI w/c 23/10</p>	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							11/12 4/3 6/5 8/7	
		Develop assessment process (tasks/experiences) in S&T, H, H&W & EA to ensure a consistent approach to what constitutes working at expected level, below & above and ensure assessments & Sims are used effectively to inform next steps	MLe SHu	Staff time	EA & H&W by Dec 31st S&T & EA by March 2024 S&T & H by July 2024	WG assessment resources /Gareth Coombes training resources	LS MER cycle (work scrutiny/ listening to learners/ planning/ sims) 3 weeks wc 25/09/23 3 weeks wc 08/01/24 3 weeks wc 08/04/24	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Refine the assessment policy to reflect the changes already made in line with CFW and ensure all staff use this consistently & effectively to secure pupil progress	MLe SHu	Staff time	To be completed by Dec 31st	PL when needed & use WG assessment resources /Gareth Coombes training resources	Line management meetings (TJ/MLe, MLe/SHu) and termly pupil progress meetings	
		Provide PL for effective use of data by teachers, TAs & SLT particularly in relation to: Personalised assess; RWI; benchmarking & AR to ensure all staff use data effectively to track progress and inform next steps	MLe SHu	Staff time	PL for each set of data to be given when the data is available	Use external support when appropriate e.g. GL assessment staff/	How effectively the data is used will be captured in termly pupil progress meetings & line management	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
						resources/ videos	meetings (TJ/MLe, MLe/SHu) Pupil progress data following assessment AR w/c 23/10 11/12 5/12 18/3 13/5 8/7 RWI w/c 23/10 11/12 4/3 6/5 8/7	
		Reintroduce CATS for Y2 and 5 to help support a standardised approach to target setting and provide useful PL for all staff on how to use the data appropriately to secure pupil progress	MLe SHu	CATS cost for Y2 & Y5 £2773	Y5 wc 09/10/23 Y2 wc 15/4/224	Use GL assessment staff/ resources/ videos to support	How effectively the data is used will be captured in termly pupil progress meetings & line management meetings	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							(TJ/MLe, MLe/SHu)	
		Introduce CATS for Y7, 8 and 9 to help support a standardised approach to target setting and to support the development of an accurate understanding among staff of the standards pupils should be achieving, so that staff are better able to identify underperformance and provide appropriate support and intervention to secure pupil progress	JRe	Cost of CATS	By October half term	Access GL Assessment training	Half termly data collections for the US used to produce detailed data analysis reports in every subject area Line management meeting notes capturing agreed actions and accountability discussion in response to the data analysis reports	Most pupils make progress in line with expectations by the end of the academic year

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Provide PL for effective use of data by teachers, TAs & SLT to ensure all staff use data effectively to track progress and inform next steps, so that performance measures are met	VBI	Staff time	Oct half term		Line management meeting notes capturing agreed actions and accountability discussion. Data captures Staff voice	Most students make progress in line with expectations by the end of the academic year.
		Review all year 11 targets to ensure that individual pupil targets are accurate, so that progress for the school against the key performance areas is achieved There to be one target to aid clarity so that staff and students are clear about accountability measures.	JRe		In place by Oct half term	PL sessions	Half termly data captures. Half termly data collections for US used to produce detailed data analysis reports in every subject area, to include comparison	Most students meet targets School achieves targets in key performance measures in summer 2024 examinations

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	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							<p>against targets for every pupil</p> <p>Line management meeting notes capturing agreed actions and accountability discussion in response to the data analysis reports</p>	
		Data focused review sessions with form tutors for year 11 pupils to support them with understanding predictions and distance from target, so that they understand clearly what support they need to utilise to maximise progress	ICa		2nd half of Autumn term (following PPEs) and following each data capture		Pupil voice	<p>All pupils know what support is available</p> <p>Most pupils make progress towards targets by Dec data capture and throughout the year</p>
			JRe		Following each	Support for core		

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Year 11 pupil “war board” created to visually capture prediction status after each data collection point to enable SLT and MLT to have a clear understanding of exactly which students require what level of support, so that both individual and cohort performance against key measures are maximised			data capture.	subject leaders to ensure they	Core and AOLE LM meeting notes capturing agreed actions and accountability discussion.	Appropriate support in place for pupils Key performance targets are met
		Exam review meetings to be scheduled for academic middle leaders with governors to examine issues affecting summer 2023 outcomes and to consider resolutions ahead of the 23/24 exam series, so that academic leaders and governors all have a clear view of the way forward and to help ensure that performance targets are met	TJa	Staff time	Completion by end of Sept 23	Accountability questions and prompts shared with VBI as LMM to scaffold ongoing discussions regarding data after each data capture	Through LMM documentation Impact measured through data collections against targets set	All stakeholders fully informed about actions for 23/24 School and subject performance targets are met
		To hold half termly meetings to review all data for year 11, to support accurate identification of appropriate support for each student including	JRe	Time Resources	Meeting schedule in place by Oct	Differentiated support for identified	Meeting notes capturing	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		identification of sub groups who would benefit from bespoke curriculum pathways and support, so that both whole school performance (against measures) and individual student performance is maximised		for alternative curriculum pathways		middle leaders in being able to robustly engage with the data	agreed actions and accountability discussion.	Whole school performance meets targets
		Progress against targets to be reviewed within each AOLE every fortnight through line management meetings to support staff awareness of pupil performance so that appropriate interventions and support can be put in place	JRe / VBI	Staff time	Oct half term	PL for staff on the use of fine grading	Half termly data collection points	Predictions at pupil, subject and whole school level are accurate against final examination outcomes
		Data collection processes to be conducted half termly to ensure regular review of progress and more timely responses, so that appropriate support is provided for pupils to maximise progress.	JRe	Staff time	Timetable for data collection points in place by the start of Oct and communicated to all staff.	PL for staff on the use of fine grading	Half termly data collection points Line management meeting notes capturing agreed actions and accountability discussion.	Predictions at pupil, subject and whole school level are accurate against final examination outcomes

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		A full suite of pre public examinations to take place before Oct half term to ensure students understand the importance of the year and become familiar with the full examination process, so that student progress is maximised and staff are further supported in identifying areas of underperformance in order to inform next steps	JRe	Cost of invigilators Cost of photocopying exams Staff time Loss of teaching time with year 11	Completed by Oct half term	Support via LMM discussion	Data captures Through LMM to monitor planned follow up post PPE completion	Predictions at pupil, subject and whole school level are accurate against final examination outcomes
		In the core subjects (and others where necessary), introduce regular “walking, talking mocks” focused on key questions and explicitly teach the exam papers to support understanding of examination requirements and mark allocations, so that staff and pupils are	VBI	Cost of photocopying exam papers	Ongoing	Differentiated support and EAS subject leads directed to provide exam	Through AOLE meeting notes and AOLE LMM	Pupil performance at data captures and in final assessments are in line with targets

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		able to identify areas of weakness and put appropriate strategies in place to support development in these area				specific support	meeting notes.	
		Smith proformas devised for all pupils in the core subjects following PPEs to identify areas of weakness, so that teachers can adapt their teaching to support pupil development in these areas. Smith proformas devised for all pupils in the core subjects following PPEs to identify areas of weakness, so that teachers can adapt their teaching to support pupil development in these areas	VBI	Staff time	In place ready for second half of autumn term	PL Support for AOLE leads through line management meetings. Support for staff through voluntary PL sessions and AOLE meetings.	Line management meeting notes capturing agreed actions and accountability discussion Data captures	Pupil performance at data captures and in final assessments are in line with targets
		To introduce a greater degree of rigour, structure and gravitas to the scheduling of coursework / and or controlled assessments to support greater pupil attendance and engagement with these tasks, so that students maximise performance	JRe/VBI	Staff time	From autumn term 23 and ongoing	Through regular line management meetings with AOLE leads.	Line management meeting notes capturing agreed actions and	Pupil performance in NEAs / coursework is in line with expectations and targets. Nearly all pupils entered attend and complete NEAs/coursework

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							<p>accountability discussion.</p> <p>Attendance at NEAs.</p>	
		<p>Re-establish fortnightly cross core subject discussion meetings to address the performance of English, Maths and Science in the capped 9 and the legacy L2+ measure, so that performance in these measures is maximised</p>	JRe	Staff Time	From autumn term 23 and ongoing	EAS support for core subjects	<p>Half termly data collection points.</p> <p>Meeting notes capturing agreed actions and accountability discussion</p>	<p>School performance against the capped 9 and legacy L2+ measure meet target, E/M/S performance against average points score measures meets targets</p>
		<p>Set agendas issued to direct discussion at AOLE level and to support the scrutiny of meeting notes / actions to develop consistency across subjects, so that appropriate progress against core subject priorities is achieved</p>	JRe / VBI	Staff time	In place from Sept and then ongoing	Support for identified middle leaders to ensure cross AOLE consistency of approach	<p>Line management and AOLE meeting notes capturing agreed actions and accountability discussion</p>	<p>Subject and school performance targets are met</p>

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		A reduction of qualifications for key pupils to focus on nine qualification, so that achievement against performance measures is secured	JRe	Staff costs	Following close of first data capture (end of first week of second half term in autumn term)		Performance in subsequent data captures.	
		Exchange failing option subjects for alternative qualifications to support each student achieving their best 9 qualifications, so that school performance measures are met	JRe	Staffing costs to support delivering of alternative qualifications in each option block	Strategy to begin post first data capture and PPEs	Appropriate PL for staff delivering alternative qualifications	Fortnightly performance reviews for students following alternative qualifications	
			JRe / VBI		Pupils must be			

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Equality and Diversity qualification introduced in year 11 RE lessons to support students in achieving 2 B grades (92 points), so that pupil performance in capped 9 and L2+ are maximised		Qualification costs	registered by Christmas		Half termly reviews by MBAs of each pupils' progress	Pupils complete unit 1 by Christmas and units 1 and 3 by Easter
		Ensure that all year 11 students have completed SWEET to support students in achieving 1 B grade (46 points), so that pupil performance in capped 9 and L2+ are maximised	JRe	Sweet registration fees Staff time	From Sept 23	Staff training and support to deliver, where required	98 students already have Sweet level 2 24 have level 1 - these are legacy quals 15 pupils have not yet started - these to complete by Easter - check half term	Nearly all pupils achieve success in SWEET either at L1 or L2
		Utilise subject specialist support from the EAS with fortnightly meetings from subject support officers working alongside core middle leaders, to	JRe	Staff time	In place by October half term.	Via EAS subject leads and cascaded	Half termly data	Performance at subject level meets targets

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		support improvements in leadership of teaching and learning, so that student achievement is maximised		Time of EAS leads		via AOLE meetings	collection points. Meeting notes capturing agreed actions and accountability discussion Learning walks observations to capture agreed strategies being utilised	
		LA scrutiny meetings to maintain accountability with leaders, so that leaders stay focused on maximising outcomes against performance measures	TJa	Staff time	Beginning autumn 23 and then ongoing - schedule tbc	In light of discussion and challenge, deficit areas to be supported accordingly	LMM meeting notes and actions QA activity Progress being secured via	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							data capture points	
		Governor mentors for identified pupils to support with pathway planning, so that pupils are better able to choose appropriate pathways, feel motivated and make progress	TJa	Staff and governor time	In place by Oct half term	Support from EAS to ensure governors are appropriately equipped	Frequency of meetings Pupil voice activity	Targeted pupils show improvement in attendance and outcomes (data captures and final results)
		Relaunch 'Raise the grade' sessions to commit to strategies to ensure that every learner can raise a grade in their classes	JRe VBI	Staff time	Prior to PPE exams and prior to examination window	PL sessions and school inset directed to address mindsets re 'every grade counts'	Fortnightly LMM with AOLE leaders to continually assess progress and impact of actions	Performance at subject level meets targets
		Implement targeted intervention for those learners predicted U grades to ensure that a G grade is achieved to maximise a 16 point gain	JRe VBI	Staff time	Following data captures throughout the year		Fortnightly LMM with AOLE Leaders to continually assess progress and impact of actions	Targeted pupils, at least, achieve G grades

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		To carry out year 11 climate walks at least one week every half term, increasing as final exams near, to support staff and pupils in realising the importance of maintaining efforts every lesson, so that outcomes are maximised	JRe	Leadership time	At least one week every half term	Via feedback to staff, as required, following observations	SLT discussion / meeting notes Assessment of follow up and the impact of this	Year 11 pupils meet targets
		Targeted revision sessions with support for staff regarding attendance and targets for engagement of identified pupils	JRe / VBI	Staff time	Pupils identified following PPEs. Schedule in place by end of Nov	Clarity shared with AOLE leads re expectations	Registers taken, checked and contact with home made to praise and challenge	Year 11 pupils meet targets
		"How to revise" guidance provided for pupils and subject on a page documents produced by subjects and shared with year 11 students to focus attention on key details	JRe / VBI	Cost of physical booklets (if produced in place of electro)	Created and distributed in the spring term, prior to the summer exam season	Assessment of distribution and impact through pupil voice activities and review of final exam outcomes		

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
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		Sessions for year 11 parents / carers to help them in supporting their children to prepare for exams	JRe / VBI	Staff time	Oct half term		Data captures Parental voice	
		Home visits to targeted pupils to deliver revision packs and resources	JRe / VBI	Staff time	Spring term	Preparation session for staff making home visits	Schedule of visits Pupil and parental feedback	
		Scheduling pick-up timetable for pupils who do not attend school for the start of exams and breakfast provided to pupils during exam season to remove barriers to success	DNe	Costs of breakfast	Spring . summer term 23	Preparation session for staff supporting		Resource in place Year 11 pupils meet targets

2	<p>Learning and Provision</p> <p>Improve pupils' literacy skills, with a specific focus on reading and continue to strengthen provision for the progressive development of all pupils' literacy skills, with a specific focus on reading</p>	<p>Provide PL for all lower school staff on developing reading skills to ensure a consistent approach and improved outcomes in reading : Helen Bowen (PS1-3), RWI (PS1&2),</p>	ALJ	<p>Inset time</p> <p>Costs re external provider tbc</p>	Autumn	INSET 06/11	<p>Half termly phase and strategic SLT meetings to review data and address issues against trajectories</p> <p>Fortnightly line management meetings with AHTs and TLRs to continually assess progress and impact of actions across phases</p> <p>Half termly phase and strategic SLT meetings to review data and address issues against trajectories</p> <p>Fortnightly line management meetings with AHTs and TLRs to</p>	<p>Performance of pupils' literacy skills, for many (70%+), is at least in line with age related expectations.</p> <p>Most year groups will achieve or exceed their target as follows:</p> <p>Rec: 60% Y1: 60% Y2: 70% Y3: 70% Y4: 65% Y5: 70% Y6:70%</p> <p>Skills maps in place for reading, writing and oracy for Progression Steps 1-3</p>
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	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Relaunch Accelerated Reader for parents, pupils and staff Y4-6 to ensure effective use by all stakeholders to improve reading standards	ALJ	Staff time	Sept 23	Phase meeting 19/09 Parent meeting 21/09/23	continually assess progress and impact of actions across phases	
		Ensure RWI is implemented effectively from nursery-Y3/4 to ensure nearly all learners make appropriate progress	ALJ SWi	Staff time	Half termly	Phase meeting 13/09 INSET 06/11		
		Implement daily GGR sessions Rec-Y6 to ensure nearly all learners make appropriate progress	ALJ SWi	Staff time	Half termly	Phase meeting 13/09		

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
						INSET 06/11 Engagement with EAS PL programme Sharing of best practice		
		Ensure effective use of Giglets/Home reading books Rec-Y6 to develop home learning to support reading skills and ensure appropriate progress is made.	ALJ SWi	Management time	Half termly	Phase meeting 13/09 INSET 06/11 Sharing of best practice		
		Implement 'Reading Cafe' to improve engagement and parent confidence when supporting pupils and ensure appropriate progress is made	HOLS	Staff time	Spring 2	N/A		

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		<p>Provide PL for all LS staff in using : talk, discussion and oracy sessions (supporting vulnerable learners resources) in order to improve oracy skills of nearly all learners.</p> <p>https://supportingvulnerablelearners.cymru/courses/talk-discussion-and-oracy/</p>	MLe RWe	Staff time	22nd December 2023	Resources needed. SLT pre-training	<p>PACE cycle to review evidence of strategies in practice</p> <p>Pupil voice</p>	
		<p>Relaunch Accelerated Reader for parents, pupils and staff Y7&8 to ensure effective use by all stakeholders so that pupils can make progress with quizzes and star reading scores</p>	Lit Cord. RWe	Staff time	<p>September to 31st December 2023 for pilot</p> <p>Review and the determine next steps</p>	<p>Parent mail communications by Lit coordinator</p>	<p>Tutor briefings daily, LMM with Lit Coordinator</p> <p>Half termly data pull to assess impact and review impact.</p>	<p>Many parents aware of the AR scheme across Y7&8 and the support they can provide.</p> <p>Nearly all learners make progress in the AR scheme throughout the year</p>

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
								Many learners improve their reading age by at least 6 months by the end of the intervention.
		Implement literacy intervention via ALN team for pupils that have a reading score between 85-95 (that are not accessing Hafan) to ensure that all pupils' needs are met effectively and progress monitored	RWe / MWW / Lit Coord	Staff time IDL subscription	October	TD and CJ to run intervention	LMM notes with TAs from MWW Review of half termly data	Consistent approach to skills across the curriculum
		Provide PL for all Upper School staff on developing reading skills so that there is a consistent approach to supporting learners in all lessons	Lit Coord. VBI JRe RWe	Staff time	December 31st 2023	Resources needed. SLT pre-training	PACE cycle to review evidence of strategies in practice Learner voice	Increase levels in skills evidenced in pupils through regular data captures
		Provide PL for all US staff in using: talk, discussion and oracy sessions (supporting vulnerable learners resources) in order to improve oracy skills of nearly all learners	Lit Coord. VBI JRe RWe	Staff time	October 31st 2023	Resources needed. SLT pre-training	PACE cycle to review evidence of strategies in practice Pupil voice	Many staff engage with newsletter and contents support ideas for and consistency of delivery
		Implement shared reading with Y9-11 during form periods so that pupils will	Lit Coord RWe	Staff time	Autumn term		Daily pastoral briefings	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		be immersed in complex vocabulary at least once a week					Half termly pupil voice to gauge response to reading resource and engagement	
		Create opportunities during form period for KS3 and 4 pupils to complete identified tasks so that they have the opportunity to improve numeracy and literacy skills	RWe JRe Lit and Num coord	Staff time	Autumn term		Daily pastoral briefings Half termly pupil voice to gauge response to reading resource and engagement Tutor time dips	
		Introduce skills focused PL in fortnightly PL session to support staff in improving the consistency of delivery of skills across the curriculum and up skill staff in these areas	RWe Lit/Num/ DCF coordinators	PL time	Once per half term		LMM minutes from skills coordinator meetings Review session plans and google	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							classroom tasks Review engagement in tasks and hold staff to account for non-engagement Review implementation through PACE cycle	
		Introduce T&L newsletter with T&L section to raise the profile of skills to support staff, and learner, engagement	RWe VBI Skills Coords	Staff time	30 th November 2023	Best practice review	Monitoring of publication LMM/PACE to determine use of information	
		Introduce literacy starter focus across the curriculum to support pupil progress in all aspects of literacy and to help recognise the need for literacy to access all subjects	RWe VBI Lit Coord	Staff time	31 st October 2023	Support for staff to deliver and to develop own resources	Through PACE cycle to determine implementation	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							Through data captures	
3	Standards and Progress Improve standards and performance of vulnerable and eFSM pupils	Embed uplifted reading levels in Y6 to ensure extra support remains focused on RADY pupils	MLe SHu RPe	Staff time	By Oct 31st	Use support from Challenge Education	RPe will monitor progress made by RADY pupils in reading and update in line management meetings	<p>Nearly all eFSM learners achieve their individual targets</p> <p>Sims trackers showing a decrease in the gap between eFSM and all learners</p> <p>Sims trackers showing a decrease in the number of eFSM learners working below expected level and an increase in the number of eFSM learners working above expected level</p>
		Introduce uplifted reading levels in Y4 and Y5 to ensure extra support is focused on RADY pupils	MLe SHu RPe	Staff time	By Oct 31st	Use support from Challenge Education	RPe will monitor progress made by RADY learners in reading and update in line management meetings	
		Embed Rady proud calls and passports to ensure asset framing is	MLe SHu RPe	Staff time	Proud calls happen	Use support from	RPe will monitor the effectiveness	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		used effectively to support RADY pupils			half termly & Passports updated when necessary By Dec 31st	Challenge Education	of the calls and update in line management meetings (MLe/RPe)	
		Agree the ALC identification process of RADY pupils to ensure support is targeted effectively	MLe RWe SHu RPe	Staff time	By Dec 31st	Use GUIDELINES FOR USING VULNERABILITY PROFILING DATA: A HANDBOOK FOR SCHOOLS as support & Challenge Education	Line Management meetings (TJ/MLe, MLe/RPe)	
		Ensure RADY principles are consistently applied and the progress of RADY pupils is effectively tracked	MLe SHu RPe	Staff time	Half termly & termly data analysis	Use support from Challenge Education	Line Management meetings (TJ/MLe,	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		resulting in nearly all pupils making good progress					MLe/SHu MLe/RPe) all data drops and termly pupil progress meetings	
		Ensure there is effective monitoring of all interventions, resulting in nearly all learners receiving targeted, bespoke support at the correct level of challenge, thus enabling nearly all learners to make good progress	MLe SHu LD	Staff time	Half termly analysis of intervention data	ML,SHu & LD will make use of external support if necessary	Line Management meetings (TJ/MLe, MLe/SHu KOI/LD) all data drops and termly pupil progress meetings	
		Embed uplifted reading levels in Y7 to ensure extra support remains focused on RADY pupils	RWe KOI JRe	Staff time	By Oct 31st	Through differentiated staff PL via twilight and inset where required	JRe/VBI/RWe will monitor and update in line management meetings	Nearly all eFSM learners make progress in line with individual targets Sims trackers showing accelerated progress towards targets for nearly all eFSM learners
		Embed Rady proud calls and passports to ensure asset framing is	JRe VBI	Staff time	Proud calls happen half		JRe/VBI will monitor and update in line	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		used effectively to support RADY pupils			termly & Passports updated when necessary By Dec 31st		management meetings	Sims trackers showing a decrease in the number of eFSM learners working below expected level and an increase in the number of VLs working above expected level
		Agree the ALC identification process of RADY learners to ensure support is targeted effectively	RWe MLe	Staff time	By Dec 31st		Updates for ALC SLT & line management meetings	
		Ensure the progress of RADY learners is effectively tracked resulting in nearly all pupils making appropriate progress	JRe	Staff time	Half termly & termly data analysis		Line Management meetings (TJ/JRe/RWe /KOI/LD) and termly pupil progress meetings	
		Ensure there is effective monitoring of all interventions, resulting in nearly all pupils receiving the targeted, bespoke	JRe VBI	Staff time	Half termly analysis of	Line management meetings	Line Management meetings (TJ/JRe/RWe	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		support, thus enabling nearly all learners to make good progress			intervention data	used to support staff in robust reviews of data	/KOI/LD) and termly pupil progress meetings	
		Ensure the provision of interventions and learner attendance to these is monitored and evaluated regularly to determine appropriateness and buy in	JRe VBI	Staff time Bespoke support costs?	Half termly analysis		Line Management meetings (TJ/JRe/RWe /KOI/LD) and termly pupil progress meetings	
		Create a Y11 RADY focus group to support maximum attendance and achievement for this key group	RWe	Staff time	By 30 th September 2023 Half termly analysis	n/a	Line Management meetings	

4	<p>Behaviour and Wellbeing</p> <p>Improve standards of wellbeing and behaviour for learning, including the reduction of pupil exclusions</p>	<p>Ensure all staff are utilising the behaviour policy consistently in order to maintain high standards of behaviour across LS.</p>	LTu ASk	Staff time	Revisit the policy termly during LS staff meetings	ASk to co-ordinate individual/group/whole staff PL	<p>TLRs will monitor team behaviour trackers fortnightly and discuss on campus level as evidenced in campus SLT minutes</p> <p>ASk will analyse exclusion data weekly which will be discussed at LS SLT meetings</p>	<p>Most LS pupils display good standards of behaviour in class and around the school as evidenced through behaviour trackers, PACE cycle & PASS data</p> <p>All areas of the ALC whole-school approach to wellbeing toolkit are reviewed as 'embedding' or 'excelling' by both staff & pupils</p> <p>Most pupils demonstrate high levels of positive wellbeing as evidenced in PASS data, pupil surveys and PACE cycle</p> <p>LS pupil exclusions are at or below our LS target of 20 days during 2023-2024</p> <p>Nearly all pupils will experience a robust programme of opportunities to improve transition between phases</p>
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	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Implement pupil voice and staff surveys regarding rewards for positive behaviour in order to gather the views of stakeholders.	LTu ASk	Staff time	Staff & learner surveys to be undertaken in Sept 2023		ASk will monitor the use of the policy through stakeholder surveys Behaviour will be discussed during campus SLT meetings and LS SLT meetings as evidenced in the minutes	
		Introduce termly one-to-one wellbeing check-ins for all staff in order to improve levels of staff wellbeing.	LTu ASk	Staff time	Termly - during PM meetings	LS SLT and TLR training on wellbeing 1:1s provided by Education Support on 11/09 HOLS and AHTs to discuss further PL leads with	HoLS to monitor & action any wellbeing concerns at campus level as evidenced through campus SLT minutes and campus operational reports	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
						leaders during LMMs		
		Conduct weekly review of LS exclusions and red cards in order to identify trends and target support appropriately.	LTu ASk	Staff time	Fortnightly	ASk to co-ordinate any related PL for TLRs as appropriate	Minutes of ASk LMM Minutes of campus SLT meetings and LS SLT meetings	
		Monitor Behaviour trackers fortnightly in order to identify trends and target support appropriately.	LTu ASk	Staff time	TLRs to monitor during fortnightly release time	ASk to co-ordinate any related PL for TLRs as appropriate	TLRs to bring any concerns to the attention of HoLS (minutes of campus SLT meetings)	
		Provide MDS training for behaviour policy in order to promote a consistent approach to behaviour	LTu ASk	Staff time	Termly revisit of training	ASk to prepare training materials	HoLS to monitor pupil behaviour during	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		management throughout the school day				and share with campus AHTs	lunchtimes as part of campus SLT meetings (minutes)	
		Implement and regularly review a whole school approach for wellbeing in order to improve standards of wellbeing for all stakeholders	LTu ASk	Staff time including use of internal cover	Half-termly wellbeing steering group sessions (staff & children) & Termly staff meeting updates on wellbeing	ASk to co-ordinate PL as appropriate	Termly stakeholder surveys regarding wellbeing	
		Review transition arrangements in particular PS3 to PS4 in order to improve standards of wellbeing for nearly all pupils	LTu ASk	Staff time	Staff survey regarding effective transition (PS3 to 4) September 2023 & pupil voice	n/a	ASk LMM minutes	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
					during PP meetings ; proposal shared with US by October half-term			
		Effectively use Family Engagement Officer to support pupil wellbeing	LTu ASk	Staff time	LT to share timetable and responsibilities & HoLS will compile a list of families for each campus that will be the initial basis of work by Sept 8th 2023. Duties to be reviewed half-	Through LMM with LTu	Minutes of 3 x weekly LMM between FEO & LT 3 x weekly meetings between FEO & each HoL	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
					termly. Families to be reviewed weekly following attendance analysis and meetings with HOLS			
		Embed new Ready to Learn structure and policy to all stakeholders, ensuring that it is used consistently by all staff to secure appropriate behaviour in the upper school	ICa	n/a	Weekly/half termly Review	Initial Inset, PL programme, working with AOLE leads to ensure that a range of positive behaviour strategies are modelled and utilised within their areas.	Weekly monitoring of class charts behaviour data, shared with staff in morning tutor briefings Fortnightly monitoring of Class Charts and R2L behaviour data in fortnightly LM with HOKS (Including	Reduced instances of FTE from 728 in 2022/23 to 390 in 2023/24 Most pupils display very good behaviour and do not pick up fixed term exclusions Surveys and community voice activities providing positive feedback on behaviour and well being from many stakeholders Most pupils access rewards and or trips for very good engagement/behaviour

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							<p>focus groups)</p> <p>Daily tracking and monitoring of Internal and Fixed Term Exclusion figures</p> <p>Exclusion figures are a fixed point in each Pastoral LM meeting</p>	<p>Positive behaviour points on class charts improve by 40,000 (20% increase) from 202,000 points To 242,000 points</p> <p>Instance of R2L on Class charts reduce from 2800 to 2250 (20% reduction and 2800 hours of learning)</p> <p>After successful restorative intervention many learners do not reoffend in that lesson.</p>
		Foster a culture of relational practice amongst staff and learners to reduce instances and time spent in Ready to Learn with a focus on repeat offenders	ICa	Cost of Inset/ Twilight Training	Bi-Weekly review in LM meetings	<p>PL during INSET/ Twilights</p> <p>Part of PL calendar</p> <p>Prompt cards supplied for all staff lanyards</p>	<p>Fortnightly LM meetings with Behaviour manager which includes a standing item of numbers of staff engaging in restorative conversations</p>	<p>In many lessons there is a positive learning environment</p> <p>Most staff are employing our 5 behaviour “non negotiables”</p> <p>Many pupils access school website if they require Wellbeing support</p> <p>Most areas of the whole school approach to</p>

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							<p>Data on restorative conversations being held shared with AOLE Leads</p> <p>Use of class charts to Track reoffenders. Looking at the impact of relational practice on reoffending rates.</p>	mental health and well being toolkit are perceived as embedding or excelling
		Implement an additional Internal exclusion "layer" prior to moving to fixed term exclusion to help safeguard our most vulnerable pupils from further time away from education and reduce fixed term exclusions	ICa	n/a	From Sept then ongoing	<p>Marketing of this strategy via Inset, staff briefings and a standing item on tutor briefing sheets</p> <p>Assemblies to all pupils highlighting our new</p>	<p>Daily Monitoring of Internal exclusion data</p> <p>Internal exclusion data a standing item in all pastoral LM meetings</p> <p>Internal exclusion data shared</p>	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
						<p>approach and structure, re-visited each half term</p> <p>New Internal exclusion protocol shared with pastoral staff and behaviour team</p> <p>New processes for Internal exclusion - letters to families, return to school paperwork</p>	with staff in Morning briefings	
		Provide greater opportunity for rewards in order to improve pupil engagement so that there is a purposeful system of equitable recognition for all	ICa/JEV	Cost of reward trips/ fortnightly	From Sept then ongoing	Initial INSET, Development of rewards system/ calendar	Track uptake of reward trips Data tracked and monitored	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
				rewards		Staff training for Attendance officer and HOKS/ DHOKS on running the data on a fortnightly basis	each fortnight by Pastoral/ attendance team	
		<p>Embed a set of “non negotiable” expectations for staff in order to support behaviour management and reduce instances of R2L</p> <ol style="list-style-type: none"> 1.Meet and greet at the door 2.Seating plans for all learners 3.Be selective with secondary behaviour 4.Utilise take up time between warnings 5.Restorative conversations 	ICa	N/A	By autumn half term 23	PL/ Present during AOLE meeting time/ Staff briefings/ Standing Item on Morning briefing notes	SLT Learning walks QA Activities Feedback in LM meetings	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Develop the use of the school website so that all stakeholders can access the Well being resources available	IC/DN	Staff cost (GN)	Mapped out and content decided by February Half term Uploaded and fully functional by Easter	Assemblies and staff briefings, signposted on all briefing sheets	Monitor use/ traffic of the well being page on school website Student surveys/ pupil voice activities	
		Develop the WSA toolkit to assess and evaluate wellbeing across the school in order to make informed decisions on provision	IC/DN	Cover for meetings/ network events	Termly Analysis	Work with Education Support to impact staff well being	Termly Stakeholder surveys Staff, Learners, Families, Governors	
		Collaborate with Education support to produce a staff wellbeing action plan so that we can provide the appropriate support	IC	N/a	End of First term	Staff meeting, Staff consultation	Staff feedback/ Survey	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
5	Behaviour and Wellbeing Improve standards of attendance	Effective use of Family Engagement Officer to improve attendance for FSM learners	LTu ASK	Staff time	LT to share timetable and responsibilities & HoLS will compile a list of families for each campus that will be the initial basis of work by Sept 8th 2023. Duties to be reviewed half-termly. Families to be reviewed during 3 weekly meetings with HoLS.	LTu to coordinate PL and support for ADo as appropriate	Minutes of 3 x weekly LMM between FEO & LT 3 x weekly meetings between FEO & each HoL Weekly attendance analysis of FSM learners	LS attendance will achieve or exceed the target of 90% (2022-23 overall attendance 88.82%) Most year groups will achieve or exceed their target: R - 88% Y1 - 89% Y2 - 91% Y3 - 91% Y4 - 91% Y5 - 92% Y6 - 91%

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Undertake fortnightly EWO meetings with HOLS in order to identify high-end pupils requiring intervention and take appropriate measures e.g. FPN for repeat absenteeism in order to penalise exceptionally poor attendance	LTu ASk	Staff time	Fortnightly meetings	n/a	Action document completed by EWO & shared with HoLS following each meeting Attendance discussed during campus SLT/LS SLT meetings	
		Establish and ensure all HOLS adhere to a criteria for issuing letters, warnings and FPN across LS in order to ensure a consistent approach to penalise exceptionally poor attendance	LTu	Staff time	September 2023	LTu to ensure HOLS are aware of the agreed criteria	Weekly attendance analysis Attendance discussed during campus SLT/	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							LS SLT meetings	
		HOLS undertake meetings with families of children dipping below 90% attendance in order to raise awareness of the importance of good attendance and create a plan for how the attendance will be improved	LTu	Staff time	As appropriate	n/a	Weekly attendance analysis Attendance discussed during campus SLT/LS SLT meetings	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Undertake weekly analysis of attendance data including use of codes in order to identify trends and target support	LTu ASk	Staff time	Agenda item for ASk LMM	PL for LT on effective use of SIMS	Weekly analysis of data Weekly discussion at LS SLT and LS campus meetings	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Utilise stakeholders in identifying further strategies in order to improve nearly all pupils' attendance.	LTu ASk	Staff time	Termly	n/a	Minutes from pupil parliament meetings Attendance data analysis	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Send out letters monthly to all parents regarding their child's attendance in order to raise awareness of the importance of good attendance	LTu ASk Business team	Staff time	At the end of each half-term	PL regarding the most effective way to send these letters Time allocated for campus	Weekly monitoring of attendance by ASk & fortnightly analysis by EWO (minutes of meetings)	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
						clerks to complete task		
		Embed a bespoke package of trips and/or in school activities to reward learners who have excellent attendance and incentivise long term attendance goals	JHU	Cost of trips activities and staff time	Half termly	JEV and JHU to collaboratively develop these. Support from wider staff and AOLE leads	Pupil voice activity to secure views and assess impact of rewards Analysis of attendance data to assess impact	Upper school attendance will achieve or exceed the target of 90% (2022-23 overall attendance 81.6%) Most year groups will achieve or exceed their target: Y7- 92% Y8 - 92% Y9 - 90% Y10 - 90% Y11 - 90%
		Introduce monthly attendance updates to be sent out to all parents/carers to reinforce the importance of excellent attendance and encourage parents/carers to compare their child's attendance with expected attendance figures	JRe JHU	Business team /attendance officer staff time	Monthly	Support from the attendance officer and business team required for this.	Monthly attendance update letters to be mail merged on SIMS and sent out to every parent via parent mail.	2022-23 Y7- 86.4 Y8 - 84.1 Y9 - 82.6 Y10 - 82.4 Y11 - 69.7
		Develop the use of fixed penalty notices, in line with local authority guidance to ensure timely response to	JHU	Business team /atten	Ongoing - when pupils accrue 5	Attendance officer to refer to EWO once	Detailed log of all pupils who reach key trigger	

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	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		persistent unauthorised absence and reduce instances of unauthorised absence across the secondary campus		dance officer/ EWO staff time	or more days unauthorised absence	school procedures for unauthorised absence have been followed	points which will be reviewed on a daily basis by the attendance team JHU and key pastoral staff to quality assure prior to sending out letters	
		Create and share a document with all secondary staff that clarifies roles and responsibilities in order to raise the profile of attendance with all staff and ensure that all staff are working to secure excellent attendance from all pupils	JHU	Staff time	Sept 2023	n/a	Daily/weekly scrutiny of attendance data through SIMS reports to assess impact Record kept on attendance spreadsheet to assess impact	
		Analyse attendance data on a daily/weekly basis, to ensure code	JHU	Staff time	Daily/weekly	Attendance officer and Senior	Detailed daily/weekly attendance	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		accuracy and to identify trends in absence, so that key staff can respond with directed interventions to secure an improvement in attendance				attendance lead to work together on this	data analysis reports to be produced and scrutinised and shared with key stakeholders	
		Introduce an attendance mentoring system with every pupil in Year 11 linked to a member of staff, in order to track their attendance and encourage/praise excellent attendance and provide a rapid response to instances of poor attendance	JHU	Staff time	Sep 2023- June 2024	SLT and wider staff body to support with this.	Pupil voice activity to secure views and assess impact of rewards Analysis of attendance data to assess impact	
		Refine the first response to absence procedure to improve impact on reducing absence through the use of all available data and members of the attendance team to best support increased attendance	JHU	Cost of phone calls home and staff time	Daily	Attendance officer and JHU, FEO, EWO Engage Staff	Daily/weekly scrutiny of attendance data through SIMS reports to assess impact Record kept on attendance spreadsheet	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							to assess impact	
6	<p>Learning and Provision</p> <p>Continue to improve the quality of teaching, feedback and assessment in line with the ongoing development and planning for the implementation of the CfW</p>	<p>Implement effective and robust monitoring of teaching using first hand evidence: lesson observations/learning walks, listening to learners, book scrutinies, standards reviews, to improve the quality of teaching and learning</p>	ALJ SWi	Staff time	Termly	<p>Identification of good practice and staff signposted appropriately</p> <p>Support plans in place</p> <p>Engagement with EAS PL programme</p>	<p>SIP engagement with QA planned to secure support and guidance as part of continual evaluation and improvement practice</p> <p>Continued review of plans to ensure progress against identified targets for improvement are maintained</p>	<p>Improvements in teaching and assessment secured across all Progression Steps and demonstrated by responses to ongoing and continued self evaluation</p> <p>70%+% of teachers assessed as being good or better</p> <p>Successful implementation of CfW achieved</p>

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							Fortnightly line management meetings with AHTs and TLRs to continually assess progress and impact of actions	
		Identification of strengths and areas to develop, to implement appropriate, effective support of teachers	HOLS	Staff time	Termly	Sharing of best practice and appropriate support in place	Continued review of plans to ensure progress against identified targets for improvement are maintained Fortnightly line management meetings with AHTs and TLRs to	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							continually assess progress and impact of actions	
		<p>Improve the quality of : feedback (use supporting vulnerable learners resources) to identify next steps and move learning forward.</p> <p>https://supportingvulnerablelearners.cymru/courses/feedback/using-feedback-to-target-learner-effort</p>	RWe LWe	Staff time	March 31st 2024		Evaluation of PL sessions engaged with and impact assessments understood	
		Review feedback policy and extend use of 'Feedback Ffion' into PS2 to ensure a consistent approach	ALJ SWi	Staff time	Spring	EAS PL opportunities Release time for identified staff	Feedback policy in place	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Collaborate with cluster to provide effective PL for CFW: reading and assessment and progression in order to have a consistent approach	TJa RWe				Engagement with whole school QA as per calendar so that pupil and staff voice is secured to inform ongoing improvement	
		Continue to evaluate and amend curriculum offer in light of CFW termly to ensure high quality provision	RWe ALJ SWi	Staff time	Termly	Scheduled time in PS to develop and amend curriculum offer	Continued review of plans to ensure progress against identified targets for improvement are maintained	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Ensure the effective use of the learning environment to support learning	ALJ SWi	Staff time	Termly	Identification of best practice Scheduled time in PS to develop	Continued review of plans to ensure progress against identified targets for improvement are maintained Fortnightly line management meetings with AHTs and TLRs to continually assess progress and impact of actions.	
		Implement effective and robust monitoring of teaching using first hand evidence: lesson observations, listening to learners, book scrutinies, to improve the quality of teaching and learning	RWe JRe VBI	Staff time	Half Termly	Differentiated and in response to first hand evidence collated	Fortnightly line management meetings with AOLE leaders to continually assess progress and	Many teachers to be good or better in QA processes and learners are able to make and demonstrate clear progress Learning in many lessons is effective and supportive of effective pupil progress

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							impact of actions	Many pupils understand what they can do well and are able to articulate what they need to develop in order to improve
		Identify strengths and areas to develop to implement appropriate, effective support of teachers to share good practice and improve standards	RWe JRe VBI	Staff time	Half Termly	Share good practice and signpost staff to support.	Fortnightly line management meetings with AOLE leaders to continually assess progress and impact of actions	
		Improve the quality of : feedback (use supporting vulnerable learners resources) to identify next steps and move learning forward.	RWe VBI	Staff time	Termly	EAS support PL opportunity for identified staff	Book scrutinies PACE cycle Listening to learners	
		Review feedback policy to ensure a consistent approach so that all learners are supported in making effective progress	RWe VBI	Staff time	Termly		Book Scrutinies Learners engagement	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							in interim data Staff voice	
		Continue to evaluate and amend curriculum offer in light of CFW termly to ensure high quality provision for all learners	RWe JRe VBI	Staff time	Half termly	EAS curriculum support for MLT EAS AoLE focussed assessment groups (links shared Sept 23)	Fortnightly line management meetings with AOLE leaders to continually assess progress and impact of actions	
		Introduce T&L focused PL in fortnightly PL session to support staff in improving their delivery of the curriculum and ensure learner engagement and progress	RWe VBI Skills Coords.	PL time	Fortnightly	Use of in-house experts to develop others	LMM minutes from skills coordinator meetings Review session plans and google	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							classroom tasks Review engagement in tasks and hold staff to account for non-engagement Review implementation through PACE cycle	
		Introduce T&L newsletter with curriculum section to raise the profile of T&L and curriculum to support staff, and learner, engagement and development	RWe VBI Skills Coords	Staff time	30 th Nov 2023	Best practice review	Monitoring of publication LMM/PACE to determine use of information	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Introduce T&L drop ins to enable staff to see examples of good practice to then utilise to develop their own practice in order to improve progress and engagement by learners	RWe VBL	Staff time (possible cover)	31 st March 2023	Time with 'good practice; staff to ensure drop ins are worthwhile	AoLE review of impact of drop in Evidence in PACE cycle	
		Ensure the effective use of the learning environment to enable all pupils have support in their learning	RWe JRe VBI	Staff time	Half termly	Guidance and advice provided, where required	Learning dips and learner voice activities reports. Fortnightly line management meetings with AOLE leaders to continually assess progress and impact of actions	
7	Learning and Provision	Establish purposeful collaboration with Friends of CwmTillery Lakes to	KOI / DNe	Staff time	Half termly meetings	KOI to support	Half termly attendance at Friends of	ALC support Cwm Tillery community events

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
	Develop community links, provision and engagement opportunities across the school 3-16	provide pupils with authentic learning experiences linked to improving the local environment and raise the positive profile of ALC within the community				DNe through fortnightly meetings to review progress	CwmTillery Lakes to assess impact of ALC contribution to community activities Termly pupil voice activities to monitor pupil feedback on relevance and purpose of community activities	through active pupil participation
		Establish purposeful links with the Abertillery Regeneration group to provide authentic learning experiences for pupils linked to arts / performance and community regeneration and Achieve Dementia Friendly status	DNe/ KOI	Staff time	Half termly meetings	KOI to support DNe through fortnightly meetings to review progress	Half termly attendance at Abertillery Regen group to assess impact of ALC contribution to community activities Termly pupil voice activities to	Upper and lower school pupils are perform at WinterFest and Summer Fest in line with requirement

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							monitor pupil feedback on relevance and purpose of community activities	
		Establish a PFTA to increase parental / community involvement, enhance communication between the school and the community and raise funds for the school enriching the educational experience	KOI upper and lower school family engagement officers (FEO)	Initial set up costs £145 per campus resources - photocopying, marketing/branding etc £500	Aim for PTFA set up by February 2024 Initial events to be held during Spring /Summer term 2024	Support through ParentKind and business team support with admin tasks	Half termly meetings with identified campus lead / KO and HOS to monitor impact and identify next steps	PTFA is successfully set up with leads on each campus At least one termly PTFA event is arranged on all four sites
		Deliver workshops for pupils and their families across lower school, so that every class has access to a termly	KOI	Staff time	Workshops delivered	n/a	Parent surveys to follow every	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		literacy workshop, numeracy workshop and a workshop based on the current class theme to develop pupils' independent skills, increase pupil progress in literacy and numeracy and increase family engagement and home / school partnerships	Lower school literacy / numeracy lead Lower school AoLE leads Upper school literacy / numeracy / ICT coordinators HOFs		second half term Autumn / Spring / Summer		activity to gauge effectiveness / impact of individual workshops Outcome data will inform next steps	Around half of lower school parents / carers to attend at least one session At least 15% uptake for at least one session on upper school Increased parental confidence of literacy and numeracy measured through feedback analysis
		Launch a Community Hub to distribute resources / food / information / advice etc to help improve the wellbeing of the families who use the resources, increase parental involvement and engagement and develop (pupils and families) a solid level of food literacy and confidence around how to process, cook, and use food as a foundation for health through experiential learning	KOI DN	TBC through grant funding	September ongoing	Engagement with Community Focussed network group (EAS) Support from Big Bocs Bwyd organisation	Half termly meetings with DN / JD (CHILLAX) to monitor levels of parental engagement / issues / opportunities Termly feedback	C4W developed in an authentic and inclusive way Improved awareness of nutritional intake/quality improved overall wellbeing of the families who use the HUB Increased parental engagement and involvement at the school

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
							activity from key stakeholders to assess impact and shape next steps	and wider community cohesion
		Establish a strong working partnership with Multiply UK to provide a range of purposeful AGORED Cymru courses for parents and carers across all sites	KO	None	October / ongoing	Support from Teresa Davies and Rachel Bridges Multiply UK	Parents / carer outcome reviews at the end of all courses	<p>Nearly all parents / carers across all primary sites are given the opportunity to participate in AGORED accreditation</p> <p>Nearly all parents / carers that participate complete the course</p> <p>Nearly all parents / carers develop new skills and confidence as a result of participation</p>

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		Implement effective links with local businesses to develop pupils' understanding of the world of work and local opportunities through visits to the school	KO	Mini bus for visits	September - ongoing	Support from identified companies	Half termly review of progress through LMM	Around half of identified businesses provide a purposeful opportunity for pupils to engage with the world of work
		Provide opportunities to visit the University of South Wales and Big Ideas Wales to broaden pupils	KO	Mini bus	October - ongoing	Support from Big Ideas	Half termly review of	Visits to the University are undertaken for Y10 pupils

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		understanding of university life and the world of work		for visits		Wales, Marc Faulkner University of South Wales	progress through LMM	Guest speakers from Big Ideas Wales visit the school termly to talk to pupils in upper school
8	Standards and Progress Continue to improve the accuracy of self-evaluation and planning for improvement	Establish effective and regular fortnightly meetings between the headteacher and members of the senior leadership team to maintain robust accountability discussions and secure progress against the improvement priorities within the SDP	TJa	Staff time	From Sept and ongoing	Modelling of approach and expectations through fortnightly LMM	LMM actions Assessment of the quality of records and the extent to which actions are successfully completed to secure impact	A consistent approach to cross school self - evaluation and robust accountability established which , effectively informs planning for ongoing and continued improvement
		Establish regular fortnightly AOLE line management within the secondary phase and further embed TLR line management within the lower school	TJa, KOI and heads of school	Staff time	From Sept and ongoing		Through feedback and commentary	

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		so that progress against improvement priorities is robustly monitored					on LMM documentation	
		Ensure quality assurance of line management discussion and agreed actions is secure in order to maintain a consistency in quality and approach across 3-16	TJa	Staff time		n/a	Via accountability conversations had through LMM	
		Secure PL via the EAS for all secondary academic middle leaders with a focus on the improving the quality of self evaluation to lead into and support effective improvement planning	TJa AOLE leads	Staff time EAS support	To begin 06/11 inset day with a follow up session in January and final session in April	Via EAS colleagues	Through review of the quality in AOLE self evaluations and improvement planning Via review of first hand evidence collated at whole school and AOLE level	
		Embed practice of regular self-evaluative reviews at each half term point so that all leaders regularly reflect on progress made against the planned improvement priorities and adjust approach if needed	TJa, KOI, RWe, heads of school, AHT and middle leaders	Staff time	From Sept and ongoing	Through internal PL, worked exemplars and professional dialogue		
		Ensure that whole school and middle leader PACE activity directly informs	TJa, KOI, RWe,			Differentiated in		

	Priority	Tasks	School Lead	Cost	Time Frame	Support / Staff Development	Monitoring	Success Criteria
		ongoing improvement planning so that progress and direction of travel is directly influenced by first hand evidence	heads of school, AHT and middle leaders			response to deficit areas identified following completion of QA		