



ST ALBANS RC HIGH SCHOOL
BE THE BEST YOU CAN BE

St Alban's R.C. High School

School Development Plan

2026 – 2029

Education in Wales:

National Mission (last updated March 2023)

“Together we will achieve **high standards and aspirations for all**, tackling the impact of poverty on attainment and ambition. All learners, whatever their background, are supported to be healthy, engaged, enterprising and ethical citizens, ready to play a full part in life and work.”

The Six Objectives:

Learning for life – so everyone in Wales learns and continues to learn whilst engaging in experiences that are relevant to their lives today and into the future.
Breaking down barriers – so that excellent education opportunities and outcomes can be achieved by all learners.
A positive education experience for everyone – with learners and staff supported in their wellbeing and resilience.
High-quality teaching and leadership – where everyone benefits from the best professional learning so they can support the success of all learners.
Community based learning – with strong institutions engaging, integrating and being empowered by their communities.
Cymraeg belongs to everyone – giving every learner equal access to the language and the opportunity to reach their potential

Education Improvement Plan

- Objective 1 – Improve learner outcomes, particularly in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners

- Objective 2 – Ensure effective targeted and specialist provision for learners with Additional Learning Needs
- Objective 3 – Promote learner wellbeing and facilitate community engagement
- Objective 4 – Develop learner progression pathways to encourage lifelong learning
- Objective 5 – Promote staff wellbeing
- Objective 6 – Develop the physical and digital environment for learning

St Alban's Strategic Objectives

PROMOTE AN AMBITIOUS AND CHALLENGING LEARNING ENVIRONMENT FOR ALL WHICH ENCOURAGES SELF AWARE INDEPENDENT LEARNERS.

NURTURE OUR COMMUNITY AND WELSH CULTURE THROUGH EFFECTIVE CARE, SUPPORT AND GUIDANCE

EMBED AN AMBITIOUS COLLABORATIVE COMMUNITY WHICH BUILDS LEADERSHIP CAPACITY FOR ALL THROUGH SELF-REFLECTION.

Headteacher's Introduction

The School Improvement Plan (2026–29) sets out our three-year commitment to raising standards and enhancing the quality of education at St Alban's. We will focus on three strategic objectives, aligned to Estyn inspection areas, to maximise the experiences and outcomes for all learners. We are committed to strengthening teaching and learning and to nurturing high aspirations in every pupil. Our Catholic ethos underpins all we do, ensuring wellbeing remains paramount. Through a responsive professional learning model, we will build leadership capacity across all staff, enabling every member of our community to contribute to the school's future success and support the young people in our care.

As a faith school, we lead by example. Our vision 'Be the best we can be, with Christ at our side and respect, responsibility and resilience in our hearts' guides daily life within our learning community. Department and individual development plans align closely with our three-year priorities, with opportunities to collaborate and share effective practice. This collective approach keeps the whole school focused on key priorities, ensuring continued growth and success.

Estyn Recommendations July 2023

Recommendation 1

Increase the range of opportunities for pupils to practise their Welsh language skills.

Recommendation 2

Improve the condition of the buildings.

Archdiocese Recommendations March 2024

Recommendation 1

Develop strategies to ensure a range of creative tasks is available in teaching and learning in RE in KS3.

Recommendation 2

To embed the feedback policy in RE to ensure all students are confident in knowing precisely what they need to do to improve their work and all students achieve the best possible outcomes, particularly boys at KS4.

Recommendation 3

Develop further opportunities to involve parents in the prayer life of the school.

Summary of context:

KS4 KPIs 2026-27			
	Whole School	e-FSM	ALN
CPS9	394	373	304
RE (A*-C)	64.3%	63.6%	0%*
English Lang/Lit (A*-C)	87.9%	69.2%	36.4%
Mathematics/Numeracy (A*-C)	67.6%	38.5%	9.1%

Science (A*-C)	73.3%	46.2%	9.1%
5A*-A or better	26.7%	23.1%	0.0%

*only 1 ALN pupil sat GCSE RE

Whole School Attendance Data Key Groups				
GROUPS	PUPIL NUMBER	AUTHORISED ABSENCES	UNAUTHORISED ABSENCES	% ATTENDANCE
Whole school totals	834	5.4	1.0	93.6
Girls	430	5.2	1.2	93.6
Boys	404	5.5	0.8	93.7
Free Meals	108	9.9	3.4	86.7
Girls	51	10.6	4.7	84.8
Boys	57	9.4	2.4	88.2
In Care	15	3.5	0.1	96.4
Girls	11	2.7	0.2	97.2
Boys	4	5.6	0.0	94.4
School IDP	36	9.6	2.5	87.9
LA IDP	5	2.0	0.0	98
Young Carers	23	8.7	0.0	91.2
Girls	16	10	0.0	90
Boys	7	6.2	0.1	93.7

<https://www.stalbans-pontypool.org.uk/about-us/staff/>

Strategic objective 1:

Promote an ambitious and challenging learning environment for all which encourages self-aware independent learners.

Rationale for Improvement Focus from Self-Evaluation Processes:

The Estyn report (2023–24) highlights several key strengths. Relationships between pupils and teachers are strong and based on mutual respect. Teachers' subject enthusiasm engages pupils effectively, and most teachers have high expectations, providing appropriate challenge to strive for ambition. As a result, pupils enjoy school, engage well in their learning, and many make good progress.

However, the school has identified emerging challenges through self-evaluation. An increasing number of pupils are joining with significant gaps in their learning. We recognise that this is, in part, a legacy of disrupted learning during the COVID-19 pandemic, particularly in the early years. In response, we have implemented strategic approaches to address these gaps and close the attainment disparity.

A key element of this work has been the introduction of the SAIL (Self-Aware Independent Learning) approach across the school and cluster. This aims to strengthen consistency in teaching and learning, particularly across transition, while supporting pupils to become more independent and reflective learners. In addition, mixed attainment teaching to Year 8, now in its third year, is showing a positive impact on pupil progress, particularly in narrowing the gap for eFSM pupils.

Our recent peer partnership with Abersychan further validated this approach. Findings indicate that our consistent whole-school implementation of SAIL is supported by strong professional learning, high expectations, and effective use of modelling. Success criteria and feedback is enabling many pupils to plan, reflect and improve their work with increasing independence.

Despite these strengths, self-evaluation and external review have identified key areas for development. These include the need for greater consistency in the application of SAIL (ensuring it is used as a responsive pedagogy rather than a checklist), more explicit teaching of its principles, increased challenge for more able pupils, and more effective use of feedback and success criteria to ensure pupils consistently act on improvement advice.

In light of this, we are refining our improvement priorities in response to key questions raised during the Estyn interim visit (December 2025):

- **How can we ensure that leaders and teachers have a clear, shared understanding of the expected progress pupils should make?**
- **How do senior leaders ensure that all middle leaders evaluate the impact of teaching on learning with precision?**

Actions to support progress:

Focus area	Impact statements (success criteria)	Actions and Monitoring (Why, How, Who?)
1.1 Improve the quality of feedback across all subjects to ensure pupils, particularly e-fsm pupils, can be self-reflective learners who are able to respond purposefully to improve the quality of their writing/work. (Religious Education department AR2) Staff PL time/grant Standards PDG (activity 1 & 2) PDG SW (5 & 9)	➤ Most books demonstrate departments/pupils are using literacy marking codes to correct common mistakes. ➤ In most books there are examples of co-constructed success criteria, model examples/exemplars. ➤ Nearly all EBI link to the success criteria for the task so pupils can use them purposefully to close the learning loop. ➤ In books many pupils demonstrate redrafting (PPP) in response to feedback. ➤ Most books demonstrate that pupils take pride in their work (especially e-FSM boys). ➤ Most pupils can articulate how they have used feedback to improve the quality of their writing/work across nearly all subjects. ➤ Many e-FSM pupils demonstrate progress across Progress Check data. ➤ Reduction in the variation in outcomes across core subjects especially maths ➤ Reduction of the gap in Capped Point 9 Score for core subjects especially maths. ➤ Increased 5A*-A percentage (above 27%) by focusing on pace and challenge in teaching, sharing excellent practice and learning resources for our high attainers.	Action: Develop a consistent whole school feedback approach – (all staff) • Agree and define what feedback strategies have the most impact on pupil progress. • Ensure all staff are clear and have a shared understanding of effective feedback through whole school twilight professional learning sessions using samples of pupil work. ○ Focus the discussions on WHY feedback matters. HOW effective feedback is presented? WHO benefits the most – consider e-FSM Monitor: Review classroom practice through Book Looks, Learning Walks and pupil voice. (MER cycle – SLT/HOD) Action: Stengthen collaboration and robust monitoring within and between departments. (All staff) Monitor: Conduct peer-partner departmental book looks. • Small review teams - one department each, supported by a guest HOD. • Identify subject-specific barriers to effective feedback and share good practice across both teams. Action: Use fortnightly SLT link meetings to monitor impact and discuss plans for development. (SLT/HOD) Monitor: Discuss progress against areas for development in SLT Link meetings.

		- Review evidence and progress from dept meeting and termly MER activities. - Examine data to identify emerging priorities. - Agree clear next steps and interventions. (particularly e_FSM pupils.)
1.2 Improve teachers' planning, questioning and use of scaffolding in years 7 & 8, so that pupils develop greater independence in explaining their thinking, applying prior learning and improving their work without immediate teacher direction. PDG (activity 1, 2 & 5) Standards PL Grants	➤ In most lessons, teaching is less directed and more enabling. ➤ In most lessons, questioning and scaffolding are effective in challenging all pupils to think. ➤ In many lessons there is an increased opportunity for partner/group discussion to identify misconceptions ("Let me go" strategy from SAIL). ➤ Many pupils think, explain and apply prior learning with less immediate teacher support. ➤ Many pupils can articulate how they work independently and can explain how these experiences are transferred across subjects. ➤ Many e-fsm pupils demonstrate progress across PC data to reduce the attainment gap. ➤ Reduction in going through answers on the board without identifying the common misconceptions.	Action: Agree what independent learning looks like in year 7 & 8 across all subjects (Twilight TBC). - Use SLT link meetings and HOD/HOY meetings to agree next steps (half-termly – HOD/HOY/SLT). - Support teachers to reduce scaffolding, improve questioning and increase partner/group discussions on problems to find mis-conceptions (PL model). Monitor: Use MER evidence (especially Learning Conversations with work) to identify barriers in particular departments or of particular strategies. - Learning walks and observations to look for a reduction in 'going through answers on the board' and an increase in independence and use of SAIL.
1.3 Improve the consistency across all departments in setting challenging assessments which encourage pupils in year 9 to think and apply prior learning with skills expected at GCSE PL Grants	➤ Nearly all assessments across all subjects will challenge pupils to apply their skills and knowledge. ➤ Nearly all assessments will include exam questions similar to those asked in GCSE (command words). ➤ Most books will show how pupils have used preparation tasks, revision skills and previous feedback to improve their assessment outcome. ➤ Most data capture points will demonstrate progress across all learners with a particular focus on e-fsm learners. ➤ Most pupils and many e-FSM pupils will be able to articulate how they will improve the quality of their answer using the feedback provided.	Action: Agree what skills need to be developed to bridge the gap for new GCSE (dept time & SLT link meetings). - Use QA activities to support the creation of assessments across all departments (ER/RE). - Review current whole school assessment criteria for year 9 (Dept meeting – Twilight) - Use SLT link meetings and HOD/HOY meetings to agree next steps (half-termly – HOD/HOY/SLT). Monitor: Review PC data across departments (RE/ER). - Y9 Learning conversations with books. (All) - Y9 formal assessment task sheets for PCs to be evaluated (ER/RE).
1.4 Update mapping and planning for skills (literacy (especially READING), numeracy and digital) to ensure appropriate timing of teaching and consistency of approach. PDG (activity 1, 2 & 5) PL grant Peer partnership	➤ Most specific numeracy skills taught in Science, DT and Geography will already have been covered in maths schemes. ➤ Most Y7 extended writing pieces in RE, History and Geography will use NOD (success criteria) for the specific text type (NODs consistent with English).	Action: Update mapping spreadsheet with relevant HoD or second in Dept. ER and skills team (SW, HR and especially CP) to ensure we are aware when key skills are required in subjects. Monitor: Skills Passports will confirm where this mapping is proving effective.

	➤ Mapping spreadsheet will be completed for all subjects named above. ➤ Skills passports will show improvement in the successful completion of tasks, after they have already been covered in English or Maths.	• Skills passports and book looks will identify how Nods are being applied. • SLT Link meetings will have this on the agenda.
MER evaluations and reports to support reflection: Term 1: Celebrate: Actions for coming term:		
Term 2: Celebrate: Actions for coming term:		
Term 3: Celebrate: Actions for coming term:		

Strategic objective 2 Nurture our Catholic community and Welsh culture through effective care, support and guidance
Rationale for Improvement Focus from Self-Evaluation Processes Across Estyn visits (2023 and 2025) and the Catholic Education Service inspection (February 2024), the school has been consistently recognised as a highly inclusive, caring community with strong pupil and staff relationships with a clear Catholic ethos. Opportunities for pupils to express their faith and respect others' traditions create a strong sense of family, with well-being, spiritual and personal development promoted very effectively. Leaders and governors demonstrate a deep commitment to the Catholic life and mission of the school. There is also growing strength in promoting Welsh language and culture, supported by pupil leadership and effective cluster collaboration. However, we need to enhance further how we use SHRN data and pupil survey to inform curriculum provision related to well-being. We also need to sharpen whole-school planning and evaluation of Welsh history and culture across the curriculum with more consistent modelling of the Welsh language by staff. We need to implement a consistent approach to monitoring attendance and behaviours in-order to identify what strategies are having significant impact in breaking down barriers which reduces the attendance gap for our vulnerable and e-FSM pupils. Estyn questions (December 2025): • How can well-being information be used to further enhance curriculum provision? • How can leaders work strategically to further develop and evaluate this area of the school's work? • How can the school ensure that all staff model the Welsh language effectively as part of daily routines? • How can the school develop pupils' appreciation of Welsh history and culture across the curriculum to strengthen their understanding of the language's background? Archdiocese Recommendation 1 Develop strategies to ensure a range of creative tasks is available in teaching and learning in RE in KS3. Archdiocese Recommendation 2 RE to embed a more rigorous assessment, monitoring and tracking system to identify pupils who are under-performing and plan timely interventions, in particular at Key Stages 4 To reduce the gender gap in RE KS4 outcomes. Archdiocese Recommendation 3 Engage with wider community – develop further opportunities to involve families in the prayer life of the school AR3

Actions to support progress:		
Focus area and Resources	Impact statements (success criteria)	Actions & Monitoring activity (Who & How)
2.1 Enhance the opportunities to involve families with the Catholic life and mission of the school. Staff directed time PL Grants	➤ The Christian Union group will represent the diverse school community. ➤ An Alumni will have been implemented and guest speakers will have attended Assemblies or celebratory events. ➤ Nearly all staff will be communicating with families using the intentional language of our school vision and the three Rs. ➤ School, cluster and parishes will celebrate calendared liturgical events. ➤ All departments will celebrate a staff prayer session in the chapel. ➤ Family worship events will be well attended. ➤ Mini Vinnies will attend community based events.	Action: Standardise parental communication around the school's vision and core values. (all staff) This action is also expected in focus area 2.2 • Integrate the intentional language of the school's vision and the three Rs (Respect, Responsibility, and Resilience) consistently into regular newsletters, home-school logs, and departmental updates. (EY – all staff including support staff) • Ensure that staff explicitly use this values-based language when communicating positive progress or addressing concerns with families. (SLT links – pupils voice) Monitor: Review parental communication logs and engagement. (HOD/SLT) • Conduct regular reviews during HOD and SLT link meetings to monitor the quality and frequency of value-driven home communication. (HOD/SLT) • Analyse parental feedback on faith and prayer life through scheduled parent and pupil well-being surveys. (KJ/SA & HOY) Action: Establish community-facing liturgical, alumni, and parish opportunities. (Chaplaincy / SLT/RE Dept) • Deliver calendared, well-publicised liturgical events, family worship sessions, and community initiatives such as Mini Vinnies events and cluster based events in line with the Parish Calendar. (SA/RH) • Establish an active school Alumni network and invite guest speakers to attend Assemblies and key celebratory events to inspire pupils. (EY/Chaplaincy) • Departments and SLT will continue to plan and deliver staff prayer sessions on a weekly basis as indicated by school calendar. Monitor: Evaluate community event impact and attendance. (Chaplaincy Team / SLT) • Track attendance records at family liturgical events to identify which groups are well-represented or require further outreach. (SA/EY Link meetings). • Review progress and evaluate the spiritual impact during scheduled Chaplaincy meetings and termly (Chaplaincy Team / SLT)
2.2 Improve the implementation of consistent approaches which break down the barriers to learning so excellent education opportunities and	➤ The attendance gap for e-FSM pupils will be reduced. ➤ There will be a reduction in BP being awarded for pupils identified as vulnerable.	Action: Targeted early intervention to close attendance gaps for vulnerable groups. (Pastoral Team GM/ EWO) • Identify persistent absence early at the Year 6 transition phase and implement direct Educational

outcomes can be achieved by all learners through an inclusive and caring environment. PDG GM & Sho (activity 3, 6 & 10) PDG SJ (4 & 10) PDG GC (2 & 6) PDG SR (2, 3, 6 & 8) PDG (8)	➤ All HODS and HOYS will be monitoring behaviour across their depts and year groups. ➤ All teachers will be engaged in timely communication with families. ➤ Attendance at parents' evenings will be over 75%. This will be consistent for on-line and in person events. ➤ A reduction in pupils achieving a high negative ratio of behaviour points, especially in subjects specific to them. ➤ Many staff will use restorative practices to maintain positive relationships. ➤ A reduction in the number of days education being lost (FTE data <35 days). ➤ A reduction in pupils in years 9 and 11 going into re-engagement compared with last year's data for these year groups. ➤ Only very few pupils re-offending. ➤ All IDPs & OPPs are completed and used effectively across all departments. ➤ Most EBSNA pupils and families engage with intervention and meet attendance plans. ➤ Most schools within the cluster adhere to the LA attendance policy. ➤ Development of internal facilities for alternative provision. ➤ Engagement in the LA work experience pilot. ➤ All departments & HOY will be represented at the ALN half-termly meetings.	Welfare Officer (EWO) support. (GM/cluster schools & EWO) • Issue targeted STRIVE letters and set up structured intervention plans for pupils falling below expectations across all of the cluster schools. (GM/KJ cluster attendance meetings) • Focus heavily on closing the attendance gap for key groups against the 93.6% whole-school benchmark: specifically targeting e-FSM (currently 86.7%), School IDP (87.9%), and Young Carers (91.2%). • Implement the summer transition support sessions. (GM/MH) Monitor: Conduct weekly and monthly pastoral data reviews. (HOY / YT / Form Tutors) • Use weekly Year Tutor (YT) to identify pupils slipping below attendance <u>and</u> behaviour standards. (FT/HOY) • Share this information with SLT links so this can be discussed with HODS at link meetings. (KJ – SLT meetings) • Hold monthly HOY link meetings to review disengaged pupils, set action plans, and track progress. (HOY/KJ/GM) • Track e-FSM against non-e-FSM pupil data (excluding EBSNA children) during dedicated pastoral meetings. (Sho – pastoral meetings) • Track the attendance and engagement data of those pupils in y7 who attended the summer transition scheme. (GM/MH) Action: Embed restorative practices and individualised support profiles. (all staff) • Consistently apply restorative practices across all classrooms to maintain positive relationships, decrease behaviour points (BP) especially years 9 & 11, and keep lost education days (FTE) below 35 days. • Ensure all teachers actively use completed Individual Development Plans (IDPs) and One Page Profiles (OPPs) to plan and adapt lessons for vulnerable learners. Monitor: Conduct targeted learning walks and classroom checks. (SLT / HOY / HODs/ALNco) • Identify departments or subjects with high negative behaviour point ratios and implement targeted SLT/HOD support to restore positive environments. • Ensure all departments are represented at half-termly ALN meetings to review the classroom impact of IDPs. (ALNco meeting minutes.) • Identify good practice within the classroom for raising aspirations and progress for ALN pupils. (ALN LW & TA feedback)
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		Action: Strengthen re-engagement plans, external provisions(SLT / HOY / HODs) • Develop internal facilities for alternative provision and actively engage in the Local Authority work experience pilot. (KC) • Implement the well-being re-intergration plan & build supportive home links. Monitor: Track re-engagement outcomes and report to Governors. (KJ / SR / GM) • Monitor re-engagement data for Years 9 and 11 to ensure transition back into mainstream lessons is successful and re-offending remains very low. (GM - GC/SR) • Provide regular, evidence-based progress reports to the Wellbeing, Equality & Inclusion (WE&I) committee and full governing body.
2.3 To further develop pupils' awareness and celebration of their Welsh language and culture. WEG Grant	➤ Achieve the Starter Iaith Bronze award and making progress towards achieving the Silver award. ➤ All year 7 pupils will have engaged in Menter Iaith activity. ➤ Many of the identified subjects' books will demonstrate examples of rich opportunities to develop pupils understanding and appreciation of their Welsh language and culture. (Geography, History, English, Science, H&WB, Art, Music and Drama) ➤ All books will demonstrate the expected incidental Welsh. ➤ Most pupils and staff emphasis the importance of using Welsh language around the school through basic common interaction.	Action: Map Welsh history and culture across curriculum areas. (initially - HODs in Geography, History, English, Science, H&WB, Art, Music, Drama) • Collaboratively map out and resource distinct opportunities to develop pupils' understanding of Welsh heritage, historical background, and cultural wealth within non-Welsh lessons (addressing Estyn Recommendation 1). • Offer opportunities for comparative discussions of other cultures for pupils in the class. • Ensure schemes of work include relevant, localised Welsh contexts. Monitor: Cross-departmental book looks & Learning conversations with pupils. (LJ / ST / KC) • Conduct targeted book looks across the mapped departments to verify that pupils are engaging with high-quality Welsh cultural tasks. Action: Standardise classroom routines and incidental Welsh usage. (all staff) • Ensure all teachers consistently model and reinforce expected incidental Welsh and basic common interactions around corridors and classrooms. • Deliver professional learning to staff to boost confidence in daily language modeling. Monitor: Evaluate oral Welsh and informal language usage. (Criw Cymraeg / LJ) • Use learning walks to assess the consistency of staff Welsh language modeling.

		- Support the Year 7 & 8 Criw Cymraeg to monitor Welsh usage outside the classroom and produce regular student-led podcasts. Action: Implement Welsh cultural and community activities. (Welsh Coordinator / LJ) - Organise the Year 7 Llangrannog transition visit and design outdoor learning opportunities focused on the local area. - Further develop the Eisteddfod, expanding it to include active collaboration with cluster primary schools. Monitor: Audit progress towards language charter awards. (LJ / SLT) - Review progress indicators to ensure the school secures the Siarter Iaith Bronze award and establishes clear milestones toward Silver.
MER evaluations and reports to support reflection: Term 1: Celebrate: Actions for coming term:		
Term 2: Celebrate: Actions for coming term:		
Term 3: Celebrate: Actions for coming term:		

Strategic objective 3: Embed a collaborative community which builds leadership capacity for all through self-reflection.
Summary of current position and key strengths: The school has a clear agreed vision based on securing the best possible learning experience for pupils in a caring environment. Relationships and well being are particular strengths of the school. There is a shared high expectation across all staff, who all act as good role models. Most staff engage with self-reflection through the systematic Professional Development Review cycle which is used by leaders to plan professional learning opportunities. Many staff are aspirational and want to engage in professional learning opportunities, which is contributing to the school's success in building capacity to identify and plan for change. All leaders carry out a wide range of activities to gain first hand evidence about the quality of teaching in their areas of responsibility. However, there are inconsistencies across leadership in using this evidence to plan appropriate change and robust monitoring of all staff implementing the expected change to their practice. Appropriate challenge by senior and middle leaders is needed to ensure appropriate support is implemented for those staff who don't understand the why behind the changes being implemented.

During the Estyn interim visit in December 2025, leaders described how planned whole school monitoring activities are supporting them to have a clearer understanding of expectations for pupils' work, enhance provision and share good practice. Middle leaders told inspectors they value the support and professional learning they receive. However, despite this work, the inspectors identified there is too much variation in how well leaders at all levels evaluate the impact of teaching on pupils' learning and progress.

Catholic Schools Inspectorate February 2024:

Overall effectiveness = 2. (Catholic life and mission = 1. Religious education = 2. Collective worship = 1.

- Students know they belong to a community that cares and empowers them to live life to the full and articulate this eloquently.

Actions to support progress:

Focus area and Resources	Impact statements (success criteria)	Actions and Monitoring (Why, How, Who?)
3.1 Continue to maintain the buildings and resources available to deliver an appropriate curriculum within the school's context. Staff directed time	➤ Constructural survey priorities are completed in the timescale expected. ➤ Communication is strengthened between WG, LA, AD to establish a shared vision for the school.	• Termly site review meeting against condition survey priorities. (EY/LP/CofG) • Health and Safety audit reports reviewed and actions tracked. (TM – termly) • Capital project progress reports presented to Governors. (LP – termly) • Funding bid tracker reviewed to monitor applications, outcomes and next opportunities. (LP – termly) Actions following monitoring • Escalate delays to LA/WG. • Update risk register. • Revise project timelines and communicate developments to stakeholders.
3.2 Sharpen department self-evaluation so there is consistency in identifying areas for change and planning for positive impact on teaching and learning (especially for e-FSM and ALN). PL grant	➤ All DDPs and PDRs demonstrate concise and precise priorities for T&L that align with the school's SDP objective 1. ➤ Nearly all MER activities will be aligned with the DDP and actions will demonstrate change. ➤ Most books will have examples of the T&L strategy that has been agreed as a focus by the department. ➤ Department members will be able to articulate how the T&L strategy has had impact on a diverse range of learners. ➤ All PDR T&L priorities are aligned to the DDP. ➤ All departments engage in external collaboration.	Action: Agree precise priorities and enquiry for departments/year teams. (HoD/HoY DDP) • Ensure PDR priorities match DDP/SDP. (All) • Share practice on T&L enquiry question in dept/year team meetings. • Share practice on T&L enquiry questions in whole school MER activities. • Establish HoD peer partners to support departmental improvement and cross-department collaboration. • Liaise with WCSA (HP) to pilot the plans for future WCSA collaboration. (EY) Monitor: Half-termly HoD/SLT link meetings to review MER evidence, departmental priorities and progress against DDP success criteria. (HoD/SLT) • Termly RAG-rating of DDPs using first-hand evidence from book looks, learning walks, pupil voice and assessment information. (HoD/SLT Peer Partner)

		• Department/whole school book looks focused on agreed T&L strategies and impact on eFSM and ALN pupils. (HoD/SLT – half-termly) • Department meetings to review evidence gathered and agree precise actions, responsibilities and timescales. (HoD – monthly) • Tracking of vulnerable learners within departmental performance data to identify groups requiring intervention. (HoD/HoDs' meetings – half-termly) • Annual external peer review or collaboration activity to validate departmental self-evaluation. (HoD/EY) Actions following monitoring: Additional support plans for departments not meeting milestones. • Targeted professional learning identified through monitoring of PDRs.
3.3 Sharpen the PL model to ensure consistency in approaches to enquires that shape the necessary change in practice. PL Grants	➤ Nearly all staff will engage with an enquiry whether this is self-directed or HOD advised (T&L priority 1). ➤ Nearly all PDR PL priorities (priority 2) will be specific to individuals' enquiry for PL. ➤ Colleagues will be able to articulate how their enquiry has had impact on their own or others' practice. ➤ Implementation of a PL model that is reflective of whole school and individual needs.	• Action: Establish HoD peer partners to support departmental improvement and cross-department collaboration. Monitor: PDR reviews evaluate enquiry progress against agreed success criteria (impact statements) and include evidence of impact on practice and pupil outcomes. (Line Managers – termly) • Termly quality assurance of PDR records to ensure consistency and challenge as wlel as modelling for HoDs running their own PDR meetings. (SLT) • Professional learning showcase sessions where staff present enquiry findings and impact. (AAHT PL Lead – termly) • Staff voice surveys evaluating the effectiveness of professional learning opportunities. (PL Lead – annually via Google forms) • Learning walks and book scrutiny evidence used to evaluate whether enquiry findings have led to changes in classroom practice. (SLT/HoD – termly) • SLT link meetings review departmental enquiry themes and identify next steps as well as evaluating effectiveness of peer partner work. (SLT/HoD – half-termly) Actions following monitoring • Provide coaching support where enquiry work is not influencing classroom practice. • Share effective enquiry outcomes through twilight sessions. • Adjust future PL offer based on identified need.

MER evaluations and reports to support reflection: Term 1: Celebrate: Actions for coming term:
Term 2: Celebrate: Actions for coming term:
Term 3: Celebrate: Actions for coming term:

School Improvement Priorities

Year 2

2027-2028

Pri orit y	Action/Professional Learning	Success criteria	Resources
1.1	Improved quality of feedback coupled with increased consistency of effective NODs across all subjects to improve pupils ability to improve the quality of writing independently.	- Most literacy based subjects will consistently use success Criteria/NODS to improve the quality of writing. - Nearly year 7 & 8 pupils will be able to articulate how they use SC/NODs to improve their work in response to teacher or peer feedback. - Nearly all books will demonstrate progress in response to feedback across the academic year. - Many identified pupils will have made the expected level of progress.	
1.2 & 1.3	Pupils in years 7 & 8 demonstrate greater independence in explaining their thinking, applying prior learning and improving their work	- In most lessons there is an increased opportunity for partner/group discussion to identify misconceptions ("Let me go" strategy from SAIL). - Many FSM/CLA pupils think, explain and apply prior learning with less immediate teacher support. - Many FSM/CLA pupils can articulate how they work independently and can explain how these experiences are transferred across subjects.	

	without immediate teacher direction	- Many e-fsm pupils demonstrate progress across PC data to reduce the attainment gap. - Engage HODs in planning for flexible groupings/setting. Consider the English Dept model. - There will be a reduction in the gap between Maths and other core subject GCSE results. - Many identified pupils in year 7 & 8 (FSM) will be able to articulate how they use prior learning to problem solve independently or through collaborative activities in Maths - Successful implementation of the cluster prime for success maths programme across years 6 & 7 - Revisit AOLE collaboration to ensure challenge across the curriculum and phases. Revisit the content mapping for years 5 & 6.	
1.4	Reading will be developed across the curriculum to ensure consistency in approach	- Consistent language and linguistic teaching across the curriculum with a focus on identified subjects for example Maths. - Refined approach to reading across the curriculum to support pupils understanding and application of key terminology.	
2.1	Strengthen our school as a Christian community hub.	- Many school events will be led by pupils and members of the school community. - Many families will provide positive feedback on the improved collaboration with families through reporting and events like parents evening.	
2.2	Consistent approaches to breaking down barriers will be reducing the gap in attendance and outcomes of identified vulnerable pupils.	- The attendance gap for e-FSM pupils will be reduced.. - All HODS and HOYS will be monitoring behaviour across their depts and year groups identifying a reduction in BP for identified vulnerable pupils. - Consistent and effective communication between families and school. - Attendance at parents' evenings and skills sessions will be over 75%. This will be consistent for on-line and in person events. - A reduction in pupils achieving a high negative ratio of behaviour points, especially in subjects specific to them. - Most staff will use restorative practices to maintain positive relationships. - Most adults will be using intentional language (3 R's) to support pupils to reflect on behaviour. - Most pupils will be able to articulate the sense of belonging. - All IDPs & OPPs are affectively being used to support pupils	

		Most EBSNA pupils and families engage with intervention and meet attendance plans.	
2.3	Further imbed the use of Welsh language around the school through basic common interaction.	- Achieve the Siarter Iaith Silver award. - All year 7 pupils will have engaged in Menter Iaith activity. - Successful implementation of cluster Eisteddfod	
3.2 & 3.3	Reduce the variation in how well leaders at all levels evaluate the impact of teaching on pupils' learning and progress	- Nearly all middle leaders are confidently planning and monitoring specific MER activities which monitor the impact of the planned change. - Most PDR are triangulated with DDP & SDP and Many teachers and TAs are able to evidence impact as a result of their changes in practice. - The PDR support shape the schools PL model. - Many staff will be able to link the new PTS to their PDR priorities.	

Year 3

2028-2029

Prio rity	Action/Professional Learning	Success criteria	Resources
1	Developing an aspirational KS3 curriculum which develops pupils ability to apply skills and prior learning.	- Nearly all departments plan sequentially to support pupils in developing and applying skills and prior learning. - Most pupils are consistently demonstrating independence across subjects. - There is a significant increase in pupils ability to problem solve through deeper thinking, especially in Maths. - The gap in final GCSE outcomes for core subjects will be reduced.	
2	Consistent approaches to breaking down barriers will be reducing the gap in attendance and outcomes of identified vulnerable pupils.	- There will be a shared sense of belonging across the school community. - The attendance gap for e-FSM pupils will be reduced - All HODS and HOYS will be monitoring behaviour across their depts and year groups identifying a reduction in BP for identified vulnerable pupils. - Consistent and effective communication between families and school. - Attendance at parents' evenings and skills sessions will be over 75%. This will be consistent for on-line and in person events. - A reduction in pupils achieving a high negative ratio of behaviour points, especially in subjects specific to them.	

		- Nearly all staff will use restorative practices to maintain positive relationships. - All IDPs & OPPs are affectively being used to support pupils - Most EBSNA pupils and families enage with intervention and meet attendance plans.	
2.3	Further imbed the use of Welsh language around the school through basic common interaction.	- Achive the Siarter Iaith Gold award. - All year 7 pupils will have engaged in Menter Iaith activity. - Successful implementation of cluster Eisteddfod	
3	Reduce the variation in how well leaders at all levels evaluate the impact of teaching on pupils' learning and progress	- Nearly all middle leaders are confidently planning and moniitioring specific MER activities which monitor the impact of the planned change. - Nearly PDR are triangulated with DDP & SDP and many teachers and TAs are able to evidence impact as a result of their changes in practice. - The PDR support shape the schools PL model. - Nearly all saff wil be able to link the new PTS to their PDR priorities.	