

**Key questions for consideration:**

1. How will you ensure that all staff access the key messages and have access to individual / school priority PL activity?
2. How will you enable the PL Lead to disseminate learning from the regional programme? What form will this learning take e.g. e-learning?
3. How will your PL Lead engage with the cluster developments?
4. What engagement will learners, governors and parents have in this process?
5. How will you review the progress your school is making towards the success criteria within this plan?
6. What use will you make of wider purposeful collaborative activity? E.g. LNS, peer review

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|-----|--|---|---|--|--|---|
| 1   | Developing a high-quality education profession.<br><br>Inspirational leaders working collaboratively to raise standards. | <ul style="list-style-type: none"> <li>Engagement with professional standards for teaching and learning programme.</li> <li>Excellence in Teaching and Leaderships Framework (ETLF) for Middle Leaders and Teachers.</li> </ul> | <ul style="list-style-type: none"> <li>Headteacher and Deputy Headteacher access ETLF programme and support development of all staff using the new standards.</li> <li>Deputy Headteacher implementing the Xlence online package (ETLF tool) to ensure all colleagues are able to plan and evaluate their professional development against PTLS objectives.</li> <li>All teachers will up load their PM objectives on xLence and create individual and department dashboards for professional learning purposes.</li> <li>Share implementation of PM and evaluative process with cluster school.</li> </ul> | Professional learning to raise the quality of our teachers | Twilight session. Training / Development. SLT Link meetings. HOD & departmental meetings.<br><br>Cluster meetings ½ day supply per HOD.<br><br>Cluster colleagues released to attend twilight and bespoke guidance on Xlence. 2 colleagues per | £100 planning and reprographics.<br><br>£60 X 18 = £1,080 |



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|     |  |   | <ul style="list-style-type: none"> <li>SLT and Middle Leaders access ETLF programme to support the development of the Professional Teaching and Leadership Standards (PTLS).</li> <li>Lead development of using PTLS in professional learning and self-evaluation.</li> <li>Class teachers access Professional Learning to support development against the PTLS.</li> </ul>   |  | term + a mentor. Release for course and planning.   | <p>3 ½ days per colleague = £140 x 7 = £980</p> <p><b>Total (2,160)</b></p> |
| 2   | Inspirational leaders working collaboratively to raise standards.  | <ul style="list-style-type: none"> <li>Governors will attend training events planned by EAS and / or participate in school level activity.</li> </ul> | <ul style="list-style-type: none"> <li>Performance Management reflects development against new PTLS.</li> <li>Governors will be knowledgeable about the curriculum reform agenda and how the school will need to address this through the SDP.</li> </ul>   | Professional learning to raise the quality of our teachers | Full Governor meetings. Subcommittee meetings. INSET days and hospitality                                     | <b>£250 Chartwell costs.</b>  |
| 3   | Developing a high-quality education profession.<br><br>Inspirational leaders working collaboratively to raise standards. | <ul style="list-style-type: none"> <li>Guide SLT through the ETLF online tool XLence to support their own professional learning.</li> </ul>           | <ul style="list-style-type: none"> <li>Senior leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school.</li> <li>Senior Leaders within school/cluster all identify PL needs against PTLS.</li> <li>2<sup>nd</sup> review using the thrive index on reflection of ETLF involvement.</li> <li>Headteacher invests in personal development linked to relevant career pathway.</li> <li>SLT development against the new Professional Teaching and Leadership Standards (PTLS)</li> </ul> | Professional learning to raise the quality of our teachers | SLT Meetings & link meeting with HT. SLT ½ day to evaluate & planning.  | £70 x 8 = £560  |



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|     |  |  | <ul style="list-style-type: none"> <li>Flexibility to utilise a combination of teaching and leadership standards to support professional development of associate heads.</li> </ul>   |  | Time to observe lessons. KC & JH to mentor colleagues on ETLF programme.  | £70 x 8 = £560   |
| 4   | Developing a high-quality education profession.<br><br>Inspirational leaders working collaboratively to raise standards. | <ul style="list-style-type: none"> <li>Access leadership programme to support middle leadership core development.</li> </ul>   | <ul style="list-style-type: none"> <li>Middle leaders access leadership guidance relevant to their role and responsibilities to support strategic leadership of the department or area of whole school plan.</li> <li>Middle Leaders within school/cluster all identify PL needs against PTLS.</li> <li>HOD's to work with in house colleagues to complete and review SER's and DDP's.</li> </ul> | Professional learning to raise the quality of our teachers | SLT link meetings & dept.& pastoral meetings on weekly rotation.<br><br>½ day meetings  | £70 X 18 = £1,260  |
| 5   | Developing a high-quality education profession.  | <ul style="list-style-type: none"> <li>Allocate a PL lead role within the school.</li> </ul>   | <ul style="list-style-type: none"> <li>The PL lead has time to carry out and disseminate their leadership role.</li> <li>Collaborate with colleagues to identify PL needs and plan in house training.</li> </ul>  | Professional learning to raise the quality of our teachers | Appointment of Deputy head.   | <b>Regional Pioneer funded</b>   |
| 6   | Developing a high-quality education profession.<br><br>Inspirational leaders working                                     | <ul style="list-style-type: none"> <li>Professional Learning Lead is released to attend cluster Professional Learning meetings and provide in school curriculum reform updates.</li> </ul> | <ul style="list-style-type: none"> <li>All PL leads work collaboratively across cluster/s to drive professional learning and curriculum reform.</li> <li>The PL disseminates the resources and information to all staff and completes the arranged gap tasks.</li> </ul>  | Professional learning to raise the quality of our teachers | Half-termly regional meetings. Half-termly extended cluster curriculum meetings. Half termly cluster PL meetings. Travel expenses | <b>£40 x 8 per meeting = £320</b><br><b>£140 x 3 = £420</b><br><b>Total £740</b> |



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|-----|---|--|---|--|---|---|
|     | collaboratively to raise standards.                               |  |   |  |   |   |
| 7   | Inspirational leaders working collaboratively to raise standards. | <ul style="list-style-type: none"> <li>Encouraging staff to be flexible with opportunities under the new curriculum.</li> </ul>  | <ul style="list-style-type: none"> <li>Cross-curricular project STEAM. Will encourage collaboration across the departments. Students will benefit from a real life experience of completing a whole school project.</li> </ul>  | Professional learning to raise the quality of our teachers | 2 day release for CP to liaise with external agency. Dept. ½ day planning Resources to enhance the learning experience. | <p>£140 x 2 = £280</p> <p>£70 x 18 = £1,260</p> <p>£250</p> |
| 8   | Developing a high-quality education profession.                   | <ul style="list-style-type: none"> <li>Release Associate head (ALNCO) to attend the EAS led train the trainer course.</li> <li>Deliver the train the trainer course to a representative from each of our cluster schools. Create new - one page pupil profiles suitable to meet the individual needs and targets of our ALN pupils.</li> <li>Teaching Assistant National programme x 2 per school.</li> <li>2 TA's will receive training in "Positive approaches to behaviours that challenge."</li> </ul> | <ul style="list-style-type: none"> <li>The school has 2 trained staff to deliver a national TA programme at school level.</li> <li>The National TA development programme will be delivered to all TAs within the school/cluster.</li> <li>Consultation with teachers and TA's responsible for tracking withdrawal sessions.</li> <li>Initially this will be shared with colleagues in house, but can share the training with cluster.</li> <li>This will support vulnerable students particularly in taking steps to modify behaviour.</li> </ul> | Professional learning to raise the quality of our teachers | <p>Training / Development.</p> <p>Time to co construct OPPP.</p> <p>NSM course cost</p>                                 | <p>£140 x 3 = £420</p> <p>£235 x 2 = £470</p>               |



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|-----|--|---|--|--|--|--|
|     |  | <ul style="list-style-type: none"> <li>Learning coach will receive ELSA training.</li> </ul>  |  |  | Course cost  | <b>£450</b><br><b>Total £ 1340</b>   |
| 9   | Developing a high-quality education profession.<br><br>Inspirational leaders working collaboratively to raise standards. | <ul style="list-style-type: none"> <li>Attend regional SLO workshops to support the understanding of the framework.</li> <li>The Headteacher and the PL Lead will attend the regional workshops.</li> <li>Complete the SLO snapshot tool and use the snapshot tool to shape school improvement strategies.</li> </ul> | <ul style="list-style-type: none"> <li>All staff aware of the research and approach to Schools as Learning Organisations (SLO).</li> <li>All staff contribute to the SLO snapshot evaluation of the school.</li> <li>The school generate a snapshot in spring term 19.</li> <li>Leaders use the outcome of the SLO snapshot to inform self-evaluation activity and the next iteration of the SDP for 2019/2020.</li> </ul> | Professional learning to raise the quality of our teachers | ½ day for departments to complete SLO survey.  | <b>£70 x18 = £1,260</b>  |
| 10  | Developing a high-quality education profession.  | <ul style="list-style-type: none"> <li>Improving teaching and learning: Access regional PL programmes; ETLF Middle leaders and embarking on EV roles with NQT's</li> </ul>  | <ul style="list-style-type: none"> <li>Improved quality of teaching and learning for individually identified teachers.</li> <li>Increase the number of colleagues adopting an EV role sept 2019.</li> </ul>  | Professional learning to raise the quality of our teachers | 2 x ½ day release of 6 EV's to visit each NQT. (2 each)<br><br>1 x ½ day release to attend initial training.<br>1X ½ day to complete paperwork over the year.<br>1 x full day for moderation in July | <b>EWC funded for EV's</b><br><b>£70 x 6 = £420</b><br><br><b>£70 x 6 = £420</b><br><br><b>£140</b><br><br><b>Total £980</b> |

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|-----|---|--|--|--|--|--|
| 11  | Developing a high-quality education profession. | <ul style="list-style-type: none"> <li>Further develop coaching and mentoring across all staff.</li> </ul>                               | <ul style="list-style-type: none"> <li>Staff use coaching techniques to support their workforce to become self-improving in their approaches to teaching and learning within and beyond the school.</li> </ul>   | Professional learning to raise the quality of our teachers | 1 day release per department to peer observe within the department during summer '19   | <b>£140 x 18 = £2,520</b>  |
| 12  | Developing a high-quality education profession. | <ul style="list-style-type: none"> <li>Attend regional and cluster curriculum reform meetings.</li> </ul>                                | <ul style="list-style-type: none"> <li>PL lead successfully disseminates plans to whole school community and develops a greater understanding of the requirements of curriculum reform.</li> <li>Every practitioner has the opportunity to reflect on the National Curriculum reform programme to support their critical understanding of the changes to the curriculum model.</li> <li>PL leads successfully implements the schools/cluster individual action plan for curriculum reform.</li> <li>Staff become better prepared for the realisation of curriculum for Wales.</li> <li>AOLE cluster planning.- Initially DDP's to consider four purposes and the pedagogical PTS's.</li> <li>Link with St Joseph's to share the progress in developing the humanities AOLE.</li> <li>Learners become better prepared for the realisation of curriculum for Wales. (Learning Champions)</li> <li>Governors become better prepared for the realisation of curriculum for Wales.</li> </ul> | Professional learning to raise the quality of our teachers | <p>Release time for PL lead.</p> <p>2 day for AOLE clusters to meet. Training for teacher and pupils. Governor training and meetings.</p> <p>Liaise with AD from</p> | <p><b>EY release calculated above</b></p> <p><b>£60 x 6 = £420</b><br/><b>£60 x 6 = £420</b></p> |



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|-----|---|--|--|--|--|---|
|     |   |  |  |  | SJHS – humanities rep from STA   | <b>Total £840</b>   |
| 13  | Developing a high-quality education profession. | <ul style="list-style-type: none"> <li>Accessing regional Research and Enquiry Sessions e.g. Critical Collaboration and Professional Enquiry (CCPE) with University of Stirling, Development of research and enquiry in school and cluster level.</li> </ul> | <ul style="list-style-type: none"> <li>Practitioners are engaged purposefully with research and enquiry.</li> <li>Professional enquiry impact positively on provision and pupil progress.</li> <li>Our cluster has a particular interest in resilience and the development of well-being through a positive attitude to challenge for progress.</li> </ul> | Professional learning to raise the quality of our teachers | 3 x 1 day release - RH<br><br>2 day release for HT & CB to attend Llanwern training. All 3 colleagues join EY at PL cluster meetings to reflect. – 1 ½ day meetings.<br><br>1 to attend NSM resilience training in line with title. Cost of course and supply. | <b>£140 x 3 = £420</b><br><br><b>£60 x 2 = £120</b><br><br><b>£60 x 5 = £300</b><br><br><b>£235 course cost + £140 cover cost</b><br><br><b>Total £1215</b>     |
| 14  | Developing a high-quality education profession. | <ul style="list-style-type: none"> <li>School staff access specialist support from a range of Learning Network Schools linked with identified need(s).</li> </ul>  | <ul style="list-style-type: none"> <li>School improvement results in leadership, teaching, and learning in participant / school in area of identified need.</li> <li>School to school project with IRIS originally involved ER now extending to include KC.</li> <li>Breaking through work with colleagues on capabilities within their school</li> </ul>  | Professional learning to raise the quality of our teachers | 1 day release for KC<br><br><br><br><br><br><br><br><br><br>2x ½ support   | <b>£140 x 3 = £140</b><br><br><br><br><br><br><br><br><br><br><b>£60 x 2 = £120</b><br><b>Total £260</b><br><br><a href="#">Renew our IRIS contract for the</a> |





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|-----|---|---|---|--|---|--|
|     |   |   |   |  |   | next 2 year £5,800                           |
| 15  | Inspirational leaders working collaboratively to raise standards. | <ul style="list-style-type: none"> <li>Attendance of Headteachers and PL leads at spring term review of regional curriculum and professional learning event.</li> </ul>   | <ul style="list-style-type: none"> <li>Review of progress of the curriculum and review model.</li> <li>All leaders contribute to shaping requirements of draft curriculum feedback in summer term.</li> </ul>   | Professional learning to raise the quality of our teachers | EY, AB, ER and MG to attend curriculum meeting 14/02/19.<br>½ day supply costs                                | £100   |
| 16  | Excellence, Equity and Wellbeing                                  | <ul style="list-style-type: none"> <li>The Wellbeing Lead will attend regional workshops to support the ACE developments.</li> <li>Ace EAS coordinator to deliver training to all staff, cluster will also be invited.</li> <li>The school will work with the cluster to develop and implement the agreed cluster Wellbeing Strategy.</li> <li>Following the success of the sanctuary team in high school, their expertise to be offered to the cluster as part of developing the enhanced transition programme.</li> </ul> | <ul style="list-style-type: none"> <li>School improvement results following a greater understanding of ACES and how it will be implemented in leadership, teaching and learning, as well as adapted pastoral care.</li> <li>The cluster having a well-defined and understood strategy for Wellbeing that is implemented and reviewed for impact on a regular basis.</li> <li>The progress of vulnerable learners is tracked effectively and individual learners make increased rates of progress from their starting points.</li> <li>The Attendance, Exclusions, and conduct of pupils to be monitored and reviewed following training.</li> </ul> | Professional learning to raise the quality of our teachers | 1 day release<br><br>Twilight session<br><br>KJ 2 x ½ day meeting<br><br>ND & CB transition visits            | £140<br><br><br>£60 x 2 = £120<br>Total £260 |





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|-----|----------------------------------|--|--|--|--|--|
| 17  | Excellence, Equity and Wellbeing | <ul style="list-style-type: none"> <li>The school will identify the most appropriate member of staff to attend the regional PDG workshops.</li> </ul>  | <ul style="list-style-type: none"> <li>PDG allocation is based upon evidence of impact.</li> <li>The progress of vulnerable learners is tracked effectively, and individual learners make increased rates of progress from their starting points.</li> <li>The interim impact of the PDG indicates at least 'satisfactory' impact on the progress of learners.</li> </ul>  | Professional learning to raise the quality of our teachers | Release & supply costs.  | <b>PDG funds</b>   |
| 18  | Excellence, Equity and Wellbeing | <ul style="list-style-type: none"> <li>Identified staff will receive bespoke support from the Wellbeing LNS schools to support professional development priorities.</li> <li>The school will plan to engage with the Family and Community Network strategy.</li> </ul> | <ul style="list-style-type: none"> <li>School improvement results in leadership, teaching, learning in participant / school in area of identified need.</li> <li>The principles of the Family and Community Network will be embedded in the ethos of the school.</li> <li>Maintenance of excellent attendance and low exclusion rates.</li> </ul>  | Professional learning to raise the quality of our teachers | Training and development   | <b>PDG funded</b>  |
| 19  | Excellence, Equity and Wellbeing | <ul style="list-style-type: none"> <li>The school will begin the work on the cluster More Able developments.</li> </ul>  | <ul style="list-style-type: none"> <li>The aspirations for MA learners across the cluster will increase.</li> <li>There will be a common understanding of the criteria and provision for MA learners.</li> <li>Individual Pupil tracking indicate strong value added outcomes.</li> <li>A link cluster representative will be identified.</li> <li>Learners will be identified from the school MA register who will engage in school and cluster activities.</li> <li>The school will assist in designing and implementing 'Master Classes' and More Able</li> </ul> | Professional learning to raise the quality of our teachers | <p>Meeting time with pupils throughout the year = 1 day.</p> <p>Visit to university x 2 staff</p> <p>Travel expenses for graduation and release x 2 staff</p> <p>4 x ½ day release</p> | <p><b>£140</b></p> <p><b>£140 x 2 = £280</b></p> <p><b>£70 x 2 + £50 = £190</b></p> <p><b>£70 x 4 = £280</b></p> |



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|-----|---|---|---|--|---|------------------------|
|     |   |   | <p>related events and activities within the cluster for identified More Able learners.</p> <ul style="list-style-type: none"> <li>Collate learner voice feedback following attendance and participation in events and masterclasses.</li> <li>Complete an end of financial year FADE evaluating activities and events (this will be made into a More Able playlist and shared on the Regional Hwb).</li> </ul>  |  | <p>for master classes</p> <p>Release costs</p>  | <b>£140</b>            |
| 20  | Excellence, Equity and Wellbeing<br>Developing a high-quality education profession. | <ul style="list-style-type: none"> <li>The ALN Lead will engage in all regional activity to support the realisation of the revised Code of Practice.</li> <li>All staff will have access to PL to support the introduction of the new Bill.</li> <li>All staff in school are in the process of receiving INSET in line with the ESTYN framework for ALN. This is in readiness to support the introduction of the new Bill.</li> </ul> | <ul style="list-style-type: none"> <li>The school will have engaged fully in all regional activity with the ALN Transformation plan.</li> <li>The school has engaged with the EAS lead activity, the LA School to School ALN group and the ALN forum.</li> <li>The school will have made at least 'satisfactory' progress in meeting the priorities within the ALN priorities within the SDP. We are striving to make progress towards meeting the ALN priorities as evidenced by the ALN department review November 2018.</li> <li>The governing body are fully informed about the changes.</li> <li>Parents will be fully informed about changes and support mechanisms put into place to guide parents.</li> </ul> | <p>Professional learning to raise the quality of our teachers</p> <p>Teachers received INSET in Sept and Dec 2018 to raise awareness of ALN provision and share good practice.</p> | <p>Release Resources costs</p> <p>Person centred planning and Estyn framework for ALN.</p>                    | <b>£140 x 3 = £420</b> |