



**St Alban's R.C High School  
School Development Plan**

**2019 - 2022**

# Education in Wales: 2019-2022 National priorities

The actions in this priority will contribute to raising standards in:

<b>Literacy</b>
<b>Numeracy</b>
<b>Reducing the impact of poverty on educational attainment</b>

## National Mission

### The Four Actions

The actions in this priority will contribute to:

<b>Developing a high quality education provision.</b>
<b>Inspirational leaders working collaboratively to raise standards</b>
<b>Strong and inclusive schools committed to excellence, equity and well-being</b>
<b>Robust assessment, evaluation and accountability arrangements supporting self-improving system</b>

## Regional/Local priorities

<b>Links to EAS Business Plan</b>
<b>Improvement Strand 1: Engage with regional support programme for Education Reform to include curriculum reform, the professional standards (ETLF) and to support the school to develop as a Learning Organisation. Engage with the portfolio of leadership development as relevant to school needs identified through self-evaluation.</b>
<b>Improvement Strand 2: Equity and Wellbeing is captured in a separate section of the SDP, but it is acknowledged that this is a thread that runs strongly through all aspects of reform.</b>
<b>Improvement Strand 3: Provide structured support and professional opportunities for school leaders and the wider education workforce to meet the demands in line with current and new accountability arrangements.</b>
<b>Professional learning will support the SER processes in order that SDP priorities reflect LA improvement priorities</b>

# STRATEGIC OBJECTIVES

**LEARNING: PROMOTE A LEARNING ORGANISATION WITH EXCELLENT LEARNING FOR ALL**

**ETHOS: NURTURE OUR COMMUNITY AND CULTURE THROUGH EFFECTIVE CARE, SUPPORT AND GUIDANCE**

**ACHIEVEMENT: PROMOTING SUCCESSFUL INDIVIDUALS, SCHOOL AND COMMUNITY**

**DEVELOP: ENHANCE AND RECOGNISE THE ROLE THAT LEADERSHIP PLAYS FOR ALL MEMBERS OF OUR COMMUNITY**

## Headteacher's Introduction

The school improvement plan (2018 – 21) is our three-year commitment to improving standards and the quality of education at St Alban's . We will focus on four strategic objectives, each designed to maximise the experiences and outcomes for all students in our care. These objectives can be summarised into the acronym **LEAD**. We are committed to focusing on the development of **Learning and teaching**, while ensuring the wellbeing of all is paramount and we remain true to our Catholic **Ethos**. If we maintain these principles then **Achievement** at all levels will continue to improve. By **Developing** the work and leadership of all, each member of our community has the opportunity to take a key role in the future successes of the school and support the children in our care.

As a faith school it is important that we lead by example, in our actions and behaviours; as professionals we expect everyone to lead with integrity and aspire for excellence in everything we do.

Departmental and individual performance management links closely with our three year plan. The milestones are, shared by all plans and individual subject leaders work collectively to achieve these aims. This ensures everyone in the school community focuses on our whole school priorities and enables the school will continue to grow and flourish.

Stephen Lord  
Headteacher

## Estyn Recommendations

### Recommendation 1

Improve pupil outcomes in mathematics, especially among boys

### Recommendation 2

Plan more effectively for the development of pupils' numeracy skills in appropriate contexts across the curriculum

### Recommendation 3

Increase the proportion of excellent teaching by sharing the outstanding practice identified in this report

### Recommendation 4

Ensure that line management, self-evaluation and improvement planning are consistently rigorous in all areas

## Archdiocese Recommendations

### Recommendation 1

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 and 5.

### Recommendation 2

Review learning and teaching strategies to challenge all learners, including more able and talented (MAT) pupils, to help raise standards

### Recommendation 3

Review consistency and accuracy of marking across the Religious Education department, ensuring quality feedback which enables pupils at all key stages to progress

### Recommendation 4

Continue to develop opportunities for pupils to plan and lead assemblies and liturgies.

## Grant Allocation 2019-2020

<b>Education Improvement Grant</b>	Ensure each pupil profits from excellent teaching and learning, focusing on; <ul style="list-style-type: none"> <li>• Improving Literacy</li> <li>• Improving Numeracy</li> <li>• Breaking the link between disadvantage and educational attainment</li> </ul>	£55880
<b>Pupil Deprivation Grant</b>	Breaking the link between disadvantage and educational attainment	£67850
<b>Professional Learning Grant</b>	To provide unique developmental opportunities for all staff to become even better practitioners which impact on teaching and learning for all	£21800

## Estyn Inspection Information

<b>Date of last Inspection</b> <b>December 2015</b>	<b>Overall Judgements:</b> The school's current performance The school's prospects for improvement <b>Inspection Areas:</b> How good are outcomes? How good is provision? How good are leadership and management?			<b>Good</b> <b>Good</b>  <b>Good</b> <b>Good</b> <b>Good</b>
<b>Recommendations</b>				
	<b>Excellent progress</b>	<b>Good progress</b>	<b>Adequate progress</b>	<b>Unsatisfactory progress</b>
<b>Definition</b>	Does not require any further attention to any aspect. Very good effect on the quality of provision.	Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision.

## Progress against Estyn Recommendations

	<b>Recommendation</b>	<b>Progress</b>
1	Improve pupil outcomes in Mathematics, especially among boys	
2	Plan more effectively for the development of pupils' numeracy skills in appropriate contexts across the curriculum	
3	Increase the proportion of excellent teaching by sharing the outstanding practice identified in this report	
4	Ensure that line management, self-evaluation and improvement planning are consistently rigorous in all areas	

## Progress against Archdiocesan Recommendations

	<b>Recommendations</b>	<b>Progress</b>
1	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 and 5.	
2	Review learning and teaching strategies to challenge all learners, including more able and talented (MAT) pupils, to help raise standards	
3	Review consistency and accuracy of marking across the Religious Education department, ensuring quality feedback which enables pupils at all key stages to progress	
4	Continue to develop opportunities for pupils to plan and lead assemblies and liturgies.	

**Current National Category**

**A**

## Local Targets

### Key Stage 3

1	Numeracy (Reasoning) To ensure that fewer than 8% of boys achieve lower than <85 in Reasoning via Maths Intervention.
2	Literacy To ensure that fewer than 16% of boys achieve lower than <85 in Reading via Lexonik Intervention.
3	To improve attendance for our KS3 FSM pupils from 92.4 % to 94.5% by further developing our engagement strategies.

### Key Stage 4

1	To continue to improve the achievement of RE, at KS4 from 65% to 68%, using a more robust tracking system and utilising the SMID software.
2	To improve the achievement of Best of Mathematics/Numeracy in line with the EAS target of 79% by developing and improving the delivery of the intervention programme.
3	To increase the WBAC Skills Challenge Certificate A*-B outcome from 26% to 60+% and average point score from 37 to 40+ by placing greater emphasis on the investigations element of the course.
4	To increase the 5A*-A percentage from 22% to 25% by focusing on pace and challenge of teaching, sharing excellent practice and learning resources for our high attainers.
5	To increase the FSM Capped Point 9 Score from 361 to 370+ by developing an appropriate curriculum for all FSM pupils.
6	To maintain the low level of FTE at KS4 to meet our target of < 6days by implementing a consistent whole school behaviour management programme.

## KEY STAGE 3 School Targets 2019-2020

KS3	RE		English		Mathematics		Science		CSI	
	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
<b>All Pupils</b>	99	83	99	84	99	86	99	87	99	79
<b>FSM</b>	95	75	95	75	95	80	95	80	95	60
<b>Non-FSM pupils</b>	99	86	99	86	99	87	99	88	99	83
<b>Boys</b>	97	77	97	77	97	81	97	82	97	83
<b>Girls</b>	99	84	99	84	99	91	99	93	99	79

## KEY STAGE 4 School Targets 2019-2020

Year	RE	Eng	Maths	Num	Best of Maths/Num	Sci1	WBQ SCC	L2	L2inc	L1	CPS9	5A*-A
<b>11</b>												
<b>All</b>	<b>68</b>	<b>84.1</b>	<b>73.1</b>	<b>70.4</b>	<b>79.3</b>	<b>78.6</b>	<b>76.6</b>	<b>86.9</b>	<b>74.5</b>	<b>100</b>	<b>398.7</b>	<b>25.5</b>
<b>FSM</b>	<b>40</b>	<b>86.7</b>	<b>46.7</b>	<b>60</b>	<b>60</b>	<b>53.3</b>	<b>87.3</b>	<b>80</b>	<b>53.3</b>	<b>100</b>	<b>375.5</b>	<b>20</b>

## STRATEGIC OBJECTIVE 1

### STRATEGIC OBJECTIVE 1

#### **L**EARNING: PROMOTE A LEARNING ORGANISATION WITH EXCELLENT LEARNING FOR ALL

**Improvement focus from self-evaluation:**

SER Area 3: Teaching and Learning Experiences

**Including Estyn Recommendation 2**

Plan more effectively for the development of pupils' numeracy skills in appropriate contexts across the curriculum

**Including Estyn Recommendation 3**

Increase the proportion of excellent teaching by sharing the outstanding practice

**Including Archdiocese Recommendation 3**

Review consistency and accuracy of marking across the Religious Education department, ensuring quality feedback which enables pupils at all key stages to progress



## Success Criteria

1. We will Improve quality of lessons to good across all departments with an increased number of staff delivering high quality learning experiences consistently
2. We will develop independent learners and the support materials required for students to succeed
3. We will Embed LNDCF

Action/Professional Learning Activity		Resources (including use of grant funding)	Suggested Timescale	Monitoring arrangements <i>How, Who, When?</i>	Progress against actions		
					Autumn 2019	Spring 2020	Summer 2020
Action 1	Improve quality of lessons to good across all departments with an increased number of staff delivering high quality learning experiences consistently	Regional Pioneer funding	Start Sept 2019  To July 2020	<ul style="list-style-type: none"> <li>EY/ER to introduce the new staff Induction programme and to support and review staff</li> <li>All NQTs to have achieved 'Good' or above;</li> </ul>			
		PL time	Autumn 2019	<ul style="list-style-type: none"> <li>EY/ER to embed the rationale of learning walks. Learning walks added to MER calendar</li> <li>Feedback from learning walks and formal observations</li> <li>Expectation 85% of lessons observed 'good' or better; 40% of lessons observed 'excellent';</li> </ul>			

PL time	Autumn 2019	<ul style="list-style-type: none"> <li>Facilitate a whole staff survey as to their own areas of strength and development prior to 1<sup>st</sup> observation cycle and partnered regarding reciprocal need. Thrive Index and SLO survey</li> <li>EY to analyse the results of SLO survey</li> <li>Outcomes used as ways to in initiate the future SLGs and PM objectives</li> </ul>			
ER to update designated area	Autumn 2019 to Summer 2020	<ul style="list-style-type: none"> <li>Teaching and learning area to be updated fortnightly and links to the updates on T &amp; L staff board.</li> <li>Staff feedback to indicate useful</li> <li>Strategies tracked in learning walks and lesson observations</li> </ul>			
EAS Pioneer English £10000	Autumn 2019-summer 2020	<ul style="list-style-type: none"> <li>IRIS Footage will be used to model excellent practice on T &amp; L inset day and TNT (weekly sessions)EY/ER to coordinate Sharing of effective practice process diarised in the MER calendar.</li> <li>Feedback and pace and challenge having a high priority focus</li> </ul>			
ER/PO and selected staff to record using IRIS	Starting Nov 2019	<ul style="list-style-type: none"> <li>Create a 'coaching classroom/ Virtual classroom, using IRIS recordings so staff have a greater understanding of excellent practice;ER to implement and develop a Coaching Cycle</li> <li>All staff supporting each other in their pairs</li> </ul>			
ER resource	Autumn 2019	<ul style="list-style-type: none"> <li>All staff to be shown what excellent looks like for the setting of learning objectives and checking progress against those objectives</li> <li>EY to facilitate a whole staff surveyed as to their own areas of strength and development prior to 1<sup>st</sup> observation cycle and partnered regarding reciprocal need. Thrive Index and SLO survey</li> </ul>			

		EY/ER to resource and develop	Starting Spring 2020	<ul style="list-style-type: none"> <li>Establish a team of 'staff teaching experts' to focus on key areas of pedagogy;</li> <li>Team established</li> <li>Foci agreed</li> </ul>			
		ER and staff resource	Start Sept 2019	<ul style="list-style-type: none"> <li>TNT weekly 'Teach N Talk' sessions for any staff ER to coordinate sessions and invite staff to present on T &amp; L strategies</li> <li>Learning walks and lesson observations indicate pace and challenge appropriate in 85% of lessons</li> </ul>			
Action 2	Develop independent learners and the support materials required for students to succeed	Leadership /staff meetings	Autumn 2019  Establish November 2019	ER to collate Feedback gathered from; <ul style="list-style-type: none"> <li>Learning Walks( weekly)</li> <li>Lessons observations(MER)</li> <li>Learner conversations(MER)</li> <li>Establishment of pupil 'Learning Champions' Champions' to include key aspects;</li> <li>Training pupils to observe 'Learning'</li> <li>Feedback from learning conversations with LCs</li> </ul>			
		Leadership /staff meetings	Spring 2020	<ul style="list-style-type: none"> <li>ER to lead. Learning Champions share with staff their findings from learning reviews. (This feedback will inform whole school planning)</li> <li>Learner conversations</li> <li>Learning Champions meeting minutes</li> <li>Learning Champions will lead INSET and staff training</li> </ul>			
		Cluster grant £2000	Starts Autumn 2019 to July 2020	<ul style="list-style-type: none"> <li>Partnership with Cluster Student Councils (already started with Padre Pio, St David's – need to add OLA and OLSM)</li> <li>ER to meet with cluster T &amp; L leads to plan the schedule events.</li> <li>ER coordinate events</li> </ul>			
Action 3	Embed DCLNF	Leadership /staff meetings	Sept/ Oct 2019	<ul style="list-style-type: none"> <li>Effective mapping of the DCLNF across the curriculum ER to work with EW, SW and MG to map the strands in identified subjects</li> <li>Identified within SERs(1.3 &amp; 3.3)</li> </ul>			

		Leadership /staff meetings	Starts Autumn 2019	<ul style="list-style-type: none"> <li>Evidence of effective use of technology across subjects (to be tracked Checkonline software package)ER to liaise with MG to implement programme.</li> <li>MG and IT staff to support pupils to upload evidence in IT lessons</li> </ul>			
		Twilight	Starts Autumn 2019	<ul style="list-style-type: none"> <li>Consistent marking with focus on developing skills ER to lead staff training</li> <li>Evidence gathered during work scrutiny and observations</li> </ul>			
		Staff meetings	Starts Autumn 2019	<ul style="list-style-type: none"> <li>Resources are shared across the school ER, EW, SW and MG share resources with termly focus with all staff</li> </ul>			

## PREVIOUS YEAR'S EVALUATION: STRATEGIC OBJECTIVE 1

### LEARNING: PROMOTE A LEARNING ORGANISATION WITH EXCELLENT LEARNING FOR ALL

Impact of Actions from SER	Areas for Development from SER
<p><b>3.1</b></p> <ul style="list-style-type: none"> <li>Standards at KS3 are good and there is a general upward trend.</li> <li>At KS4, standards remain good compared with similar schools and better than Local and Wales averages.</li> <li>Good teaching encourages pupils to enjoy learning in most classes and many are, extended to achieve or to exceed their target grade.</li> <li>Many pupils achieve good literacy skills.</li> </ul> <p><b>3.2</b></p> <ul style="list-style-type: none"> <li>Introduction of the options evening for parents reduced the number of changes made by students.</li> </ul>	<p><b>3:1</b></p> <ul style="list-style-type: none"> <li>Further, develop the understanding of the four purposes with KS3 students.</li> <li>Further, develop the understanding of Donaldson's pedagogical principles.</li> <li>AFL to enable appropriate planning for challenge.</li> <li>Consistent use of PPP across all subjects.</li> <li>Examples of think pair share being, used effectively to initiate discussion and improved pupil responses.</li> <li>Development of staff coaching model to share good practice in;</li> <li>Understanding and being able to focus questioning to improve student's deeper thinking skills. By adopting the 'Develop or Challenge' model.</li> <li>Staff using formative assessment to plan challenging lessons to build on pupil's knowledge.</li> </ul>

3.2

- Create an option PSE programme for year 9.

3.3

- Map the progress of ICT skills across the DCF.
  - Learners leading learning with the implementation of learning champions.
  - Ensure high expectations are made on all and appropriate challenge is set to help all learners reach their potential
- 
- HOD development training to produce high quality evaluations of SER aspects 1.3 and 3.3

## STRATEGIC OBJECTIVE 2

### STRATEGIC OBJECTIVE 2

**ETHOS:** NURTURE OUR CATHOLIC COMMUNITY AND CULTURE THROUGH EFFECTIVE CARE, SUPPORT AND GUIDANCE

Improvement focus from self-evaluation:

SER Area 2 Wellbeing and attitudes to learning

SER Area 4: Care Support and Guidance

Including Archdiocese Recommendation 4

Continue to develop opportunities for pupils to plan and lead assemblies and liturgies.

Local Target

KS3

3. To improve attendance for our KS3 FSM pupils from 94.2 % to 94.8% by further developing our engagement strategies.

**KS4**

6. To maintain the low level of FTE at KS4 to meet our target of < 6days by implementing a consistent whole school behaviour management programme.

## Success criteria

1. We will ensure all staff and pupils are inducted into the Catholic life of the school;
2. We will increase opportunities for the spiritual development of all members of our community;
3. We will continue to provide high quality provision of effective care, support and guidance to reduce FTEs;
4. Further improve attendance for specific groups of pupils

Action/Professional Learning Activity		Resources (including use of grant funding)	Suggested Timescale	Monitoring arrangements <i>How, Who, When?</i>	Progress against actions		
					Autumn 2019	Spring 2020	Summer 2020
<b>Action</b> 1	We will ensure all are inducted into the Catholic life of the school	Leadership time	Autumn 2019	<ul style="list-style-type: none"> <li>• Welcome Mass for new staff and Year 7 SL/ Parish priest</li> <li>• Year 7 transition evening( July 2020)</li> <li>• Families, pupils and new staff attend to witness the school vision statement that reflects our optimistic aspirations for our community</li> </ul>			

		PL time	Induction programme run in Sept, Jan and April	<ul style="list-style-type: none"> <li>EY and SA to implement and invite staff to present. Monthly sessions</li> <li>Staff induction to include sessions on Catholic ethos, student profile and safeguarding</li> </ul>			
		Leadership/parental meetings	Autumn 2019	<ul style="list-style-type: none"> <li>EY/ SA/HB to lead the evening in October</li> <li>Families will be inducted into the Catholic life of the school through year 7 information evening</li> </ul>			
		Leadership time	Start Autumn 2019 to end of summer term	<ul style="list-style-type: none"> <li>SA liaise with Fr David to schedule all masses</li> <li>We will organize and celebrate Fortnightly voluntary mass for pupils</li> </ul>			
<b>Action 2</b>	To increase opportunities for the spiritual development of all members of our community	Leadership time	Autumn 2019	<ul style="list-style-type: none"> <li>SA and RE staff to develop pupil resources</li> <li>Prayers shared during form time and delivered by pupils on a rota basis</li> </ul>			
		Leadership time	Autumn 2019	<ul style="list-style-type: none"> <li>SA to liaise with EY and Fr David and set out in liturgical plan for the year</li> <li>Ensure half-termly themes for assemblies are linked to the St Albans Pupil Profile and promote school values and support student wellbeing</li> </ul>			
		Leadership time/ meeting time	Autumn 2019	<ul style="list-style-type: none"> <li>Fr David to facilitate meetings week B Tuesday during form time</li> <li>Develop the role of the Chaplaincy team to help support worship in form time and during assemblies</li> </ul>			

		Leadership time	Start in Autumn	<ul style="list-style-type: none"> <li>SA to liaise with PC. PC to introduce a range of hymns to the choir to further develop new liturgical music to engage younger members of our community</li> </ul>			
		Leadership time	Spring 2020	<ul style="list-style-type: none"> <li>Leadership team, SA and HOY to conduct a Pastoral and Liturgical review</li> <li>Ensure consistency of delivery of liturgical reflection across form time and assemblies</li> </ul>			
		Leadership time EIG £2699 Activity 8	Sept-July 2019-20	<ul style="list-style-type: none"> <li>SA to add liturgical events to main school calendar</li> <li>Promote and celebrate diversity and equality whilst upholding Catholic traditions through a range of curricular and extra-curricular activities. Share a parental calendar with key dates and activities to all stakeholders</li> </ul>			
		Staff meeting time	Starts September	<ul style="list-style-type: none"> <li>SA to timetable the weekly staff liturgy</li> <li>Half termly Masses</li> <li>Fortnightly Voluntary pupil Mass</li> </ul>			
		Leadership time. Twilight time	Autumn Inset day	<ul style="list-style-type: none"> <li>SA to coordinate theme of the Inset day 25<sup>th</sup> Oct 2019 FR David to celebrate Mass and Fr Bernard to Parish priest to present the day</li> <li>Fr David to liaise with cluster primaries and facilitate the sessions</li> </ul>			



<b>Action</b>  <b>3</b>	To continue to improve the care support and guidance; Through further development of the use of the Sanctuary and specialist services, the sharing of information and guidance for vulnerable students	Leadership time PDG £7972 Activity 6	September 2019  Updated throughout the year	<ul style="list-style-type: none"> <li>• HB/RMc share new year 7 information on first inset day</li> <li>• KJ coordinates the completion of pupil information with RMc, and HOYs</li> <li>• Sharing of specialist information through the development of IEPs, IBPs and PSPs and the ALN register</li> <li>• One page pupil profiles to be shared with all staff to inform department interventions</li> </ul>			
		Leadership time PDG £11187 Activity 6	Starting in October 2019-July 2020	<ul style="list-style-type: none"> <li>• RE to ensure a vulnerable tab added to SMID data tracking package to analyse</li> <li>• Vulnerable pupil academic progress Pupil progress recorded in Sanctuary tracking document and pupil individual profiles</li> </ul>			
		PL time PDG £2936 Activity 6	September 2019  Throughout the year when needed	<ul style="list-style-type: none"> <li>• ND and KJ share information with Pastoral team, HoDs and to all staff on a weekly basis</li> <li>• Lesson plans reflecting provision for vulnerable pupils</li> <li>• Teaching and learning informed through the sharing of information for vulnerable students and those with particular needs</li> </ul>			

		Leadership time	September 2019  Throughout the year when needed	<ul style="list-style-type: none"> <li>EY and ER coordinate dissemination and sharing T &amp; L strategies for vulnerable pupils to all relevant teaching staff.</li> <li>Middle leaders to develop, use and share effective strategies to support vulnerable students</li> <li>Departmental agendas to include progress of vulnerable pupils</li> </ul>			
		Leadership time/twilight  PL Grant £1700	Twilight session 27 <sup>th</sup> Sept with NSM training	<ul style="list-style-type: none"> <li>Staff training for assertive strategies- Using the Lee Canter model to address low level disruption on staff training. NSM</li> <li>Decrease in incidents of negative behaviours by 30%and an increase use of praise and rewards as evidenced in SIMS</li> <li>KJ to monitor and evaluate the recoding of information on SIMS and report to Pastoral team in weekly meeting</li> </ul>			
		PDG £ 11866  Activity 6  + EIG  £3245  Activity 9	New appointment in October 2019	<ul style="list-style-type: none"> <li>A decrease in the number of returning pupils to the Inclusion provision</li> <li>A decrease in KS4 FTEs &lt;6 days</li> <li>KJ /JN to monitor the number of pupils referred to the inclusion areas.</li> <li>KJ to provide Weekly updates provided to the pastoral team</li> </ul>			

		PDG £1200 Activity 9	Sept 2019- Summer 2020	<ul style="list-style-type: none"> <li>Increased number of pupils participating in reward activities</li> <li>Engagement with Melin homes providing rewards KJ to facilitate the rewards activities.</li> <li>Reward on weekly basis in assemblies and at the end of every term</li> </ul>			
<b>Action</b> <b>4</b>	Further Improve attendance of groups of learners e.g. FSM and vulnerable pupils	PDG Activity 7 £13962	Sept 2019- July 2020	<ul style="list-style-type: none"> <li>Improve attendance</li> <li>FSM 93.7%-to 95%</li> <li>Vulnerable 92.6% to 94.5%</li> <li>KJ/SM to monitor the attendance of groups/individuals on a weekly basis</li> <li>Engage with EWO for identified pupils/families</li> <li>HOY to complete weekly Monitoring sheet for the ROC</li> </ul>			

## PREVIOUS YEAR'S EVALUATION: STRATEGIC OBJECTIVE 2

**ETHOS: TO FURTHER PROMOTE OPPORTUNITIES TO DEVELOP WELLBEING AND THE CATHOLIC IDENTITY, BY EMBEDDING THE ST ALBANS PUPIL PROFILE AND IMPROVING ATTENDANCE AND REDUCING FTEs**

Impact of Actions

Areas for Development

<p>2.2</p> <ul style="list-style-type: none"> <li>• Respect is evident between learners and staff</li> <li>• Respect for our Catholic ethos</li> <li>• Behaviour is judged as good with effective school systems to deal with any poor behaviour</li> <li>• Improvement in attendance in particular FSM pupils</li> <li>• Reduction in exclusions and comparative data with other Torfaen schools</li> <li>• Through SMID</li> </ul>	<p>2.2</p> <ul style="list-style-type: none"> <li>• Continue to develop learner resilience when dealing with difficulties</li> <li>• Ensure consistency across all teachers in using assertive discipline strategies to maintain positive attitudes to learning.</li> <li>• Continue to implement the pupil profile through PSE and other acts of collective worship.</li> <li>• Reflect on the Health and Well-being AOLE in year 7 and introduce student self-reflection against the relationship WM statement.</li> <li>• Develop a one-page pupil profile for year 8's as a continuation of the transition from year 6 to 7.</li> <li>• Continue to improve attendance (with particular attention to FSM and vulnerable pupils)</li> <li>• Continue to develop learner resilience when dealing with personal challenges.</li> <li>• Continue to develop the use of sims to track and monitor achievement and conduct points across the school and departments.</li> <li>• Enable individual conduct and achievement to be available to identify trends in behaviour as a means of preventative work.</li> <li>• Continue to improve the impact of attendance for groups of learners FSM and vulnerable</li> </ul>
--	---

## STRATEGIC OBJECTIVE 3

### Achievement: TO PROMOTE SUCCESSFUL INDIVIDUALS, SCHOOL AND COMMUNITY

**Improvement focus from self-evaluation:**  
SER Area 1: Standards

**Including Estyn Recommendation 1**  
Improve pupil outcomes in mathematics, especially among boys

**Including Archdiocese Recommendation 1**  
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 and 5.

**Including Archdiocese Recommendation 2**  
Review learning and teaching strategies to challenge all learners, including more able and talented (MAT) pupils, to help raise standards

**Local Targets**

**KS3**

1 Further developing the intervention programme to ensure that fewer than 8% of boys achieve lower than <85 in Numeracy reasoning

2 Using the 'Lexonic' programme to ensure that fewer than 16% of boys achieve lower than <85 in the reading NT with the intervention

**KS4**

1 To continue to improve the achievement of RE, at KS4 from 65% to 68%, using a more robust tracking system and utilising the SMID software.

2 To improve the achievement of Best of Mathematics/Numeracy in line with the EAS target of 79% by developing and improving the delivery of the intervention programme.

3 To increase the WBAC Skills Challenge Certificate A\*-B outcome from 26% to 60+% and average point score from 37 to 40+ by placing greater emphasis on the investigations element of the course.

4 To increase the 5A\*-A percentage from 22% to 25% by focusing on pace and challenge of teaching, sharing excellent practice and learning resources for our high attainers.

5 To increase the FSM Capped Point 9 Score from 361 to 370+ by developing an appropriate curriculum for all FSM pupils

**Success Criteria**

1. We will improve standards in relation to pupil outcomes for all
2. We will embed a robust data tracking system SMID
3. We will design a curriculum in line with WG priorities

Action/Professional Learning Activity	Resources	Suggested	Monitoring arrangements	Progress against actions
---------------------------------------	-----------	-----------	-------------------------	--------------------------

		(including use of grant funding)	Timescale	How, Who, When?	Autumn 2019	Spring 2020	Summer 2020
Action 1 KS3 LT 1	To improve numeracy scores above 85 for FSM pupils from 92.4% to 94.5%	PDG £1979 Activity 4 EIG £995 Activity 8	Autumn 2019 – July 2020	<ul style="list-style-type: none"> <li>The number of pupils gaining 85% or more has increased to 92%</li> </ul>			
			Oct 2019 to June 2020	<ul style="list-style-type: none"> <li>NH with MG to identify pupils to participate in the intervention programme.</li> </ul>			
				<ul style="list-style-type: none"> <li>NH/MG to evaluate intervention programme</li> <li>Progress checks analysed in line with schools calendared progress checks</li> <li>Interventions amended according to progress and individual need.</li> <li></li> </ul>			
Action 1 KS3 LT 2	To improve literacy scores above 85 for boys from to 92% in year 8	PDG £8280 Activity 4  EIG £3150	Sept 2019- July 2020	<ul style="list-style-type: none"> <li>Improved literacy scores above 85 for boys FSM vulnerable pupils to 92%</li> <li>EW to line manage SW</li> <li>SW to produce be spoke resources for individual pupils EW with SWD to identify pupils to participate in the intervention programme.</li> </ul>			
			Autumn 2019	<ul style="list-style-type: none"> <li>ER to train staff to use the 'Lexonic training package</li> <li>Pupil identified to learn the 'Sound' learning strategy</li> </ul>			
			October 2019 onwards	<ul style="list-style-type: none"> <li>Progress checks analysed in line with schools calendared progress checks</li> </ul>			
Action	To continue to improve the KS4 A*-C outcomes in line with target for RE of 68%	Leadership time	Sept 2019- June 2020	<ul style="list-style-type: none"> <li>SA and RE staff to receive training to use the SMID data package</li> </ul>			

1  KS4LT 1			Sept 2019	<ul style="list-style-type: none"> <li>RE/SA to modify timetable to create an additional class reducing the class sizes in year 11 for key marginal groups</li> </ul>			
			Sept 2019 to June 2020	<ul style="list-style-type: none"> <li>ER to work with SA and RE team to share effective teaching and learning strategies e.g use of key words and structuring extended answers</li> </ul>			
			Sept 2019 every Tuesday Until July 2020	<ul style="list-style-type: none"> <li>RE representative to attend weekly TNT sessions and share the information with the team in departmental meetings</li> </ul>			
Action 1  KS4 LT 2	To improve outcomes in Mathematics to meet target of A*-C to 79%	EIG £202209 Activity 4 & 8	Early Sept 2019 - June 2020	<ul style="list-style-type: none"> <li>RE to timetable extra staff with key groups to support progress in mathematics</li> </ul>			
				<ul style="list-style-type: none"> <li>NH to facilitate an increase the number of students following the appropriate higher tier and intermediate tier( or a combination of) mathematics to increase achievement at all levels</li> </ul>			
				<ul style="list-style-type: none"> <li>Weekly monitoring of Year 11 progress in mathematics; (HOD maths with RSL).</li> </ul>			
				<ul style="list-style-type: none"> <li>Create online revision resources for students;</li> <li>including Corbett maths and PiXL maths app</li> </ul>			

				<ul style="list-style-type: none"> <li>• Increase frequency of DTT activities in key marginal groups;</li> </ul>			
				<ul style="list-style-type: none"> <li>• NH coordinates targeted revision sessions during lunchtimes; after school and during holidays</li> </ul>			
				<ul style="list-style-type: none"> <li>• NH designs personal plan and liaises with subject teacher to invite students to specific revision sessions</li> </ul>			
				<ul style="list-style-type: none"> <li>• Leadership team to mentor key marginal students. ED to develop schedule</li> </ul>			
<b>Action 1</b>	To improve the Welsh Baccalaureate outcomes for A*-B to >60 % thus increasing the CPS > 42	EIG £8333 Activity 4	Sept 2019- June 2020	<ul style="list-style-type: none"> <li>• RT to promote focus on the individual investigation task</li> </ul>			
<b>KS4 LT 3</b>				<ul style="list-style-type: none"> <li>• RT to share resources and teaching and learning strategies to new WB teachers</li> </ul>			
				<ul style="list-style-type: none"> <li>• RT to share effective teaching strategies in meetings</li> </ul>			
				<ul style="list-style-type: none"> <li>• RT to monitor progress through departmental meetings</li> </ul>			
				<ul style="list-style-type: none"> <li>• All staff training to use the SMID data tacking package (Autumn 2019)</li> </ul>			
				<ul style="list-style-type: none"> <li>• Progress checks analysed to inform progress of pupils</li> </ul>			



				<ul style="list-style-type: none"> <li>• RT to facilitate additional RAG sessions scheduled</li> </ul>			
				<ul style="list-style-type: none"> <li>• RSL weekly monitoring of potential pupils, in 'Raising standards meetings</li> </ul>			
				<ul style="list-style-type: none"> <li>• Analysis of progress using SMID after every progress check</li> </ul>			
				<ul style="list-style-type: none"> <li>• ED share key information with SLT to discuss in line management meetings</li> </ul>			
<b>Action 1</b>	To improve the A*A outcomes to 25%	EIG £5520 Activity 8 & 9	Leadership time	<ul style="list-style-type: none"> <li>• Progress checks analysed from SMID to inform progress of pupils by HoDs 5 per year</li> </ul>			
<b>KS4 LT</b>				<ul style="list-style-type: none"> <li>• RSL weekly monitoring of potential pupils, in 'Raising standards meeting</li> </ul>			
<b>4</b>				<ul style="list-style-type: none"> <li>• RSL to attend PiXL meetings and to meet with PiXL associate to discuss strategies for improvement</li> </ul>			
				<ul style="list-style-type: none"> <li>• MER cycle monitoring will provide feedback on 'Pace and Challenge' in lessons</li> </ul>			
				<ul style="list-style-type: none"> <li>• ED share key information with SLT to discuss in line management meetings</li> </ul>			
				<ul style="list-style-type: none"> <li>• HODs to monitor progress by standard item on departmental meetings every two weeks</li> </ul>			
				<ul style="list-style-type: none"> <li>• SL/HOY to lead assemblies for group of MAT pupils.</li> </ul>			
				<ul style="list-style-type: none"> <li>• KJ /SD to provide MAT enhanced opportunities for KS3, 4 and 5 through the Brilliant club and SEREN project</li> </ul>			

<b>Action</b> <b>1</b> <b>KS4 LT</b> <b>5</b>	To improve CPS to 399	PDG £3505 Activity 9 EIG £4596 Activity 9	Autumn 2019- June 2020	<ul style="list-style-type: none"> <li>Analysis of progress using SMID after each Progress check to inform planning for progress</li> </ul>			
				<ul style="list-style-type: none"> <li>ED to facilitate additional RAG sessions scheduled</li> </ul>			
				<ul style="list-style-type: none"> <li>RSL weekly monitoring of potential pupils, in 'Raising standards and leadership meetings</li> </ul>			
				<ul style="list-style-type: none"> <li>HODs to monitor progress by standard item on departmental meetings</li> <li>EY to explore option choices to consider vocational options for lower attainers</li> </ul>			
				<ul style="list-style-type: none"> <li>.Further consideration for increasing additional courses eg ECDL, COPE, MPTC, BTEC Sweet</li> </ul>			
<b>Action</b> <b>2</b>	To embed the use of data tracking using SMID so all staff are confident to accurately interpret the performance to inform planning	EiG £2495 Activity 9		<ul style="list-style-type: none"> <li>RE to liaise with SMID to design the analysis be spoked to St Albans</li> </ul>			
				<ul style="list-style-type: none"> <li>SL/RE to deliver staff training to HODs initially to support the completion exam analysis and of SERs</li> </ul>			
				<ul style="list-style-type: none"> <li>SL/RE deliver whole staff training following first progress check to analyse the performance of their classes in comparison to other departments</li> </ul>			
				<ul style="list-style-type: none"> <li>HoDs to share analyse with departments to inform T &amp; L strategies.</li> </ul>			
				<ul style="list-style-type: none"> <li>All pupils receiving an awareness session on how staff use data to plan in assemblies</li> </ul>			
				<ul style="list-style-type: none"> <li>Governors training (SL) in scheduled meetings</li> </ul>			

				<ul style="list-style-type: none"> <li>• Parent council awareness sessions (SL/RE)</li> </ul>			
				<ul style="list-style-type: none"> <li>• ER deliver through TNT sessions on using data to plan( Mark plan share strategy)</li> </ul>			
<b>Action 3</b>	To design a curriculum in line with WG priorities	PL Grant WJEC courses Activity A & K £3,500	Autumn 2019-2020	<ul style="list-style-type: none"> <li>• EY to Evaluate the curriculum for all year groups; Consideration given for curriculum 2019 and beyond in line with New Welsh curriculum</li> </ul>			
				<ul style="list-style-type: none"> <li>• Teaching and learning focus on Authentic learning</li> </ul>			
				<ul style="list-style-type: none"> <li>• Whole school training events provide AOLE planning time</li> </ul>			
				<ul style="list-style-type: none"> <li>• Line management focus on staffing and GCSE specification changes, training implications and implementation</li> </ul>			
				<ul style="list-style-type: none"> <li>• Students have been made aware of changes through conversations in subject areas</li> </ul>			
				<ul style="list-style-type: none"> <li>• All subject areas have responsibility for the development of LNDCF across the curriculum. This is mapped and incorporated into SOW and in 1.3 and 3.3 of SER.</li> </ul>			
				<ul style="list-style-type: none"> <li>• Mapping of four core purposes will be evidenced in 3.2 of SERs</li> </ul>			
				<ul style="list-style-type: none"> <li>• Further develop STEAM activities within school and with cluster(CP/JM)</li> </ul>			

## PREVIOUS YEAR'S EVALUATION: STRATEGIC OBJECTIVE 3

**A**CHIEVEMENT: TO RAISE ATTAINMENT OF ALL LEARNERS IN RESPECT FOR VALUE ADDED IN KS3, KS4 WITH REFERENCE TO THE NEW KPIS

Impact of Actions	Areas for Development
<p>1.1</p> <ul style="list-style-type: none"> <li>Standards at KS3 are good and there is a general upward trend.</li> <li>At KS4, standards remain good compared with similar schools and better than Local and Wales averages.</li> <li>Provision for MAT learners</li> <li>KS4, results and NRT results TBC</li> </ul>	<p>1.1</p> <p>Tracking Progress of specific groups of learners at both KS3 and KS4 using SMID.</p> <ul style="list-style-type: none"> <li>Further development of whole school tracking system especially at departmental level.</li> <li>Skills developments for tracking progress for LNDCF</li> <li>Further support and guidance for HOD's when writing 1.3 and 3.3 of SER.</li> </ul>

## STRATEGIC OBJECTIVE 4

**D**EVELOP: ENHANCE AND RECOGNISE THE ROLE THAT LEADERSHIP PLAYS FOR ALL MEMBERS OF OUR COMMUNITY

Improvement focus from self-evaluation:  
SER Area 4: Leadership

**Including Estyn Recommendation 4**

Ensure that line management, self-evaluation and improvement planning are consistently rigorous in all areas

# DEVELOP: ENHANCE AND RECOGNISE THE ROLE THAT LEADERSHIP PLAYS FOR ALL MEMBERS OF OUR COMMUNITY

## Success Criteria

1. We will manage the strategic re-development of the school in anticipation of local and Archdiocesan reorganisation
2. We will refine systems to share effective practice in all aspects of our work including developing consistency of improvement plans and evaluations linked to school priorities
3. We will enrich leadership to promote the organisation as a learning community
4. Strategic Leadership of Professional Learning as a means of realising 'Curriculum 2022'

Action/Professional Learning Activity		Resources (including use of grant funding)	Suggested Timescale	Monitoring arrangements <i>How, Who, When?</i>	Progress against actions		
					Autumn 2019	Spring 2020	Summer 2020
Action 1	To manage the strategic re-development of the school in anticipation of local and Archdiocesan reorganisation	Archdiocese LA WG £28M	Autumn 2019 - 2022	<ul style="list-style-type: none"> <li>Governors strategic group to meet with Archdiocese and LA to produce plan for the development of the new schools</li> </ul>			
				<ul style="list-style-type: none"> <li>Strategic plans including detailed business case proposals to be developed and presented to Welsh Government, Torfaen and Archdiocese.</li> </ul>			

				<ul style="list-style-type: none"> <li>Transition plans to be developed and implemented to ensure good and effective transition of St Alban's in its current structure and organisation to a potentially new one</li> </ul>			
<b>Action 1</b>	<ul style="list-style-type: none"> <li>Transition arrangements with post 16 providers.</li> <li>Prevention of NEET</li> </ul>		June 2020	<ul style="list-style-type: none"> <li>SL/RE Attendance at scheduled meetings with TLZ Hereford college, St Joseph's RC High School</li> </ul>			
				<ul style="list-style-type: none"> <li>KC attend Torfaen Career Service events.</li> <li>SD/RE Working with students and families to support transition and post 16 pathways.</li> </ul>			
<b>ER 4 Action 2</b>	We will refine systems to share effective practice in all aspects of our work in particular to implement consistency of improvement plans and evaluations linked to school priorities	PL Grant £3,200 Activity D	Autumn 2019- July 2021	<ul style="list-style-type: none"> <li>SL/EY to lead on School improvement plan streamlined to reflect priorities identified from both Estyn and Diocesan inspections</li> </ul>			
				<ul style="list-style-type: none"> <li>Improvement planning for TLR holders, HODs linked to whole-school priorities</li> </ul>			
				<ul style="list-style-type: none"> <li>All TLR holders, HODs evaluate performance of their respective areas against previous improvement plan</li> </ul>			
				<ul style="list-style-type: none"> <li>Improvement planning and evaluation deadlines incorporated in to the school MER calendar</li> </ul>			
				<ul style="list-style-type: none"> <li>Progress against improvement plans reviewed through line management during second half of Autumn term</li> </ul>			
				<ul style="list-style-type: none"> <li>All performance management targets to reflect school priorities using new professional standards , student progress and leadership development as the focus</li> </ul>			
				<ul style="list-style-type: none"> <li>Xlence will enable central storage of documents, which will be easily accessible to keep documents live</li> </ul>			

				<ul style="list-style-type: none"> <li>Academic enquiry to be included in professional development activities as reflected in our SLO snapshot</li> </ul>			
				<ul style="list-style-type: none"> <li>Streamline and simplify departmental documentation in a common format</li> </ul>			
				<ul style="list-style-type: none"> <li>All curriculum, department, leadership and line meetings have common agenda items <ul style="list-style-type: none"> <li>Students outcomes</li> <li>Teaching and Learning</li> </ul> </li> </ul>			
				<ul style="list-style-type: none"> <li>All meetings and actions monitored through line management meetings which reflect on priorities DDP/SERs</li> </ul>			
<b>Action 3</b>	We will enrich leadership to promote the organisation as a learning community	PL Grant (£21800/£36,908)	Sept 2019-July2020	<ul style="list-style-type: none"> <li>EY to use the evaluation of SLO snapshot to inform planning of PL</li> </ul>			
				<ul style="list-style-type: none"> <li>EY to Provide clear opportunities for all staff to be actively engaged in professional learning</li> </ul>			
				<ul style="list-style-type: none"> <li>EY facilitate to develop and refine middle and leadership training programme</li> </ul>			
				<ul style="list-style-type: none"> <li>SL to continue to secure effective school leadership through training, succession planning and capacity building</li> </ul>			
				<ul style="list-style-type: none"> <li>Establish a comprehensive succession plan for all levels of leadership within current school structure</li> </ul>			
				<ul style="list-style-type: none"> <li>SL to Initiate cohort 2 of AAHTs to support leadership development, capacity building and succession planning</li> </ul>			
				<ul style="list-style-type: none"> <li>All staff to receive appropriate training to be able to successfully recognise and deliver 'excellent' teaching for learning experiences to students</li> </ul>			

				<ul style="list-style-type: none"> <li>Further develop St Alban's as Clinical Practitioner school with Cardiff Metropolitan University to develop and deliver Initial Teacher Training Education to participants in South Wales</li> </ul>			
<b>Action 4</b>	Strategic leadership of Professional learning as a means of realising the curriculum 2022	EAS PLL Grant £12500	Sept 2019- July 2020	<ul style="list-style-type: none"> <li>EY facilitate Pioneer cluster meetings have been attended and minutes actioned upon</li> <li>EY Cluster network sharing events have been chaired so links between KS 2 to 3 is at the sharing and mapping stage.</li> <li>A voluntary working party will be initiated to look at cross-curricular real life project based on professional enquiry</li> <li>EY - Half-termly pioneer meetings</li> <li>EY – Half-termly cluster meetings</li> <li>SL Whole school INSET.</li> <li>EY facilitate the NQT induction programme across the region</li> <li>Five staff trained as EV mentors working within the EAS region</li> </ul>			

## PREVIOUS YEAR'S EVALUATION: STRATEGIC OBJECTIVE 4

### DEVELOP: ENHANCE AND RECOGNISE THE ROLE THAT LEADERSHIP PLAYS FOR ALL MEMBERS OF OUR COMMUNITY

Impact of Actions	Areas for Development
Consistency of SDP and SER's across school, departments and pastoral. 5.1 <ul style="list-style-type: none"> <li>Clear expectations with a shared vision.</li> </ul>	Continue to work with Archdiocese and LA to plan for a new school. 4.2 <ul style="list-style-type: none"> <li>Develop a Partnership Agreement between Careers Wales and the school and meet on a half termly basis to review and monitor progress.</li> <li>Careers Wales to see groups of parents and pupils during year 9 Options Evening to offer advice and information</li> </ul>



<p>5.4</p> <ul style="list-style-type: none"><li>• Use of resources and managing budget.</li><li>• Allocation of grants.</li></ul>	<p>5.1 &amp; 5.3</p> <ul style="list-style-type: none"><li>• Middle leaders development through EAS PL – NQT's, EV's, ETLF and Middle Leaders</li><li>• New MER cycle so evaluations are planned and shared</li><li>• New teacher standards informing staff leadership development to enhance self-evaluation and personal development</li></ul>
--	--

# **School Improvement Priorities**

## **Years 2 and 3**

### **2020-2022**

## YEAR 2 PRIORITIES: 2020-2021

Priority	Action/Professional Learning	Success criteria	Grants/finance
1, 2 & 3	Establish Strategic Learning Groups to ensure all staff engage in professional learning to develop their pedagogical approaches to the new curriculum.	<ul style="list-style-type: none"> <li>Departmental and teacher planning and classroom practice demonstrates the embedding of evidenced based practices to further enhance challenge for all including MAT.</li> <li>MER cycles support refinement of approaches and support sustained improvements in teaching and learning.</li> </ul>	PL grant
1 & 4	Continue to develop leaders' capacity to strategically plan for and enact the Curriculum for Wales (2022)	<ul style="list-style-type: none"> <li>An identified cohort of senior and middle leaders engages with regional and other programmes to support the embedding of the new curriculum and school's strategic planning reflects requirements of Curriculum for Wales.</li> <li>Staff to lead further develop wider AoLE work with primary cluster</li> </ul>	PL grant
1, 2 & 4	Develop teacher enquiry as a focus of continued refinement and improvement of the curriculum in line with the Professional Standards across our cluster.	<ul style="list-style-type: none"> <li>A focussed group of staff across a range of AoLEs undertake enquiries, sharing/publishing their findings to influence future practices</li> </ul>	PL & Cluster Grant
1 & 4	Further embed the online pupil self-assessment tool to upload evidence of LNDCF strands.	<ul style="list-style-type: none"> <li>Successful upload of evidence completed by pupils half-termly.</li> <li>Completion of moderation by LNDCF team.</li> </ul>	PL Grant

1, 2 & 3	Further develop one page profiles using academic and pastoral data	<ul style="list-style-type: none"> <li>All staff are confident in using SMID to inform their own planning with individuals and groups of learners.</li> <li>Identified staff take on leadership roles, as part of their PM objectives, within their department to track progress of groups of learners to drive standards for departments and school.</li> </ul>	EIG Grant.
----------	--	--	------------

### YEAR 3 PRIORITIES: 2021-2022

Priority	Action/Professional Learning	Success criteria	Grants/finance
4	Further develop SLGs	<ul style="list-style-type: none"> <li>Continue to promote staff leading collaborative work to support the SDPs</li> <li>Further enhance and share the good practice of teaching and learning</li> <li>Further develop opportunities for leadership</li> </ul>	PL Grant
1, 2 & 3	Adapting the Data tracking in line with new assessment criteria	<ul style="list-style-type: none"> <li>All staff are confident in using SMID in light of new assessment guidelines, to inform their own planning with individuals and groups of learners.</li> </ul>	EIG Grant.
1 & 3	Teaching and Learning – Further development of Pace and challenge focus for all learners	<ul style="list-style-type: none"> <li>Evidence gathered from;</li> <li>Learning walks and lesson observations will identify independent learning across all AoLEs</li> <li>Pupils will understand how to demonstrate resilience</li> <li>Pupils will demonstrate have confidence in taking measured risks</li> <li>Understanding and being able to focus questioning to improve student's deeper thinking skills. By extending the 'Develop or Challenge' model.</li> </ul>	PL Grant
4	New school development	<ul style="list-style-type: none"> <li>Process in place</li> </ul>	WG,LA & Archdiocese
1 & 4	Adopt the new online pupil self-assessment tool to upload evidence of LNDCF strands.	<ul style="list-style-type: none"> <li>Successful upload of evidence completed by pupils half-termly.</li> <li>Completion of moderation by LNDCF team.</li> </ul>	PL Grant
1 & 4	Continue to develop leaders' capacity to strategically plan for and enact the Curriculum for Wales (2022)	<ul style="list-style-type: none"> <li>An identified cohort of senior and middle leaders engages with regional and other programmes to support the embedding of the new curriculum and school's strategic planning reflects requirements of Curriculum for Wales.</li> </ul>	PL grant

