



**St Alban's R.C. High School
School Development Plan
2022 - 2025**

Education in Wales: 2022-2025

National Mission

“Our national mission is to raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and confidence.”

The Four enabling objectives:

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

Regional

- School Improvement: Provide support to schools and educational settings aligned to need. Create and facilitate collaborative networks of professional practice
- Leadership and Teaching: Provide professional learning and support for the development of leadership and teaching across the entire workforce
- Curriculum for Wales: Provide professional learning and support for Curriculum for Wales.
- Health Wellbeing and Equity: Provide professional learning and support for health, wellbeing, vulnerable and disadvantaged groups
- School Governors: Provide a broad range of professional learning, support and advice for school governors

Local Priorities-Torfaen

- Links to EAS Business Plan (School consideration)**
- Secure highly effective support and intervention from all school improvement services to enable most learners, particularly those identified as vulnerable (including FSM), to secure expected levels of progress in their skills, knowledge and outcomes.
 - Ensure all Torfaen schools have a clear strategy for improving the quality of teaching and learning particularly in secondary schools. Thus enabling most learners, particularly boys and those identified as vulnerable, to secure expected levels of progress in their skills, knowledge and outcomes.
 - Further improve the quality and impact of leadership, particularly on the area of teaching and learning, in schools identified as requiring high levels of support.
 - Ensure successful implementation of the Curriculum for Wales through provision of appropriately targeted professional learning and sharing of exemplar practice including the inclusion of resources and approaches developed as a consequence of the pandemic
 - Ensure successful implementation of the ALN transformation agenda through provision of appropriately targeted professional learning and sharing of exemplar practice

St Alban's 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 (2021 – 24) 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 2021-2022

Education Improvement Grant	Ensure each pupil profits from excellent teaching and learning, focusing on; <ul style="list-style-type: none"> • Improving Literacy • Improving Numeracy • Breaking the link between disadvantage and educational attainment 	£46,839
Pupil Deprivation Grant	Breaking the link between disadvantage and educational attainment	£134,550
Professional Learning Grant	To provide unique developmental opportunities for all staff to become even better practitioners which impact on teaching and learning for all	£22022
Recruit, Recover, Raise standards (ALP)	To support with the recovery of pupils learning post COVID-19	£26,423

Estyn Inspection Information

Date of last inspection December 2015	Overall Judgements: The school's current performance The school's prospects for improvement Inspection Areas: How good are outcomes? How good is provision? How good are leadership and management?	Good Good Good Good Good
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Recommendations

	Excellent progress	Good progress	Adequate progress	Unsatisfactory progress
Definition	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

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

Progress against Archdiocesan Recommendations

	Recommendations	Progress
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 Stage 4.	Excellent
2	Review learning and teaching strategies to challenge all learners, including more able and talented (MAT) pupils, to help raise standards	Excellent
3	Review consistency and accuracy of marking across the Religious Education department, ensuring quality feedback which enables pupils at all key stages to progress	Good
4	Continue to develop opportunities for pupils to plan and lead assemblies and liturgies.	Good
National Category 2019-2020		A

Supporting evidence of progress against Inspection recommendations Spring 2023

Learning: Promote a learning organisation with excellent learning for all.

T&L: Embedding of the St. Alban's High Impact ASSESSMENT Principles – Teacher Agency co-construction of the principles from PL (INSET, TNT, AoLE enquiry model & MER activities). There is now a better understanding of our consistent approach, supported by Student Assessment Strategy placemats which will embed strategies. Further strategies to be launched by cluster PL initiative which we are co-leading with Henllys primary school. **(ER3 and AR1)**

MER calendar will encourage colleagues to reflect more on T&L through increased self-evaluation (Learning walks, talks, looks at Reflective Partner, department, AoLE and whole school levels). **(ER4 and AR2)**

Skills strategy and principles (Numeracy Great 8, Literacy Super 6, DCF Fab 4) will now be embedded and put to practical use in lessons with placemats and booklets to aid colleagues and learners. Skills leads will be scrutinising departmental and AoLE planning and mapping as well as supporting the explicit, integrated teaching of skills. **(ER2)**

T&L: Embedding of the St. Alban's High Impact Teaching Principles – Teacher Agency co-construction of the principles from PL (INSET, TNT, surveys). There is now a better understanding of our consistent approach. MER forms and planning documents now mirror this. Creation of matching Assessment Principles during the year. **(ER3, AR1, AR2,AR3)**

MER: Calendar offered opportunities for the sharing of good practice. Colleagues have worked in reflective partners and SLG groups to conduct active research on areas of pedagogy over the last 2 years. Peer observations took place instead of PM observations, in order for teachers to explore and discuss T&L principles. A very successful market place event took place. **(ER3, AR2)**

Skills strategy and principles (Numeracy Great 8, Literacy Super 6, DCF Fab 4) have ensured more engagement with Skills. There are now clear expectations regarding the use of consistent methods and approaches to teaching these skills across the curriculum. Support is now available to all teachers of Numeracy rich subjects so that they can plan for Numeracy development in their subject area. **(ER2)**

Learners Leading Learning: By Summer 2022, there were 20+ active members of the Learning Champion team and over 40 on the Google Class, from KS3 and 4. Learning walks to cluster primaries took place, informing their work on assessment. **(AR3)**

PL: Optional contribution to and involvement in weekly TnT teach meets involved the majority of staff, over the year. **(ER3)**

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Ethos: Nurture our community and culture through effective care, support & guidance

Continue to implement the pupil profile through form time and other acts of collective worship. The school Chaplain will continue developing pupil involvement in all aspects of our faith development. He will also strengthen the relationship between school and local Parishes. **(AR4)**

Continue to develop the use of sims/SMID to track and monitor achievement and conduct points across the school and departments. Facilitate form tutors running reports for their individual groups so they can monitor trends in behaviour. **(AR2)**

SA shares prayer resources on a weekly basis based on the Gospel themes. The pupil chaplaincy group have led and contributed to collective acts of worship in assemblies. **(AR4)**

Further develop the communication between the council and the wider community especially considering ways of providing opportunities for all parents to suggest agenda items and to feedback the wider community following the meetings. Pupils will be leading assemblies half-termly to feedback on progress against suggestions. **(AR4)**

Achievement: Promoting successful individual, school & community

Standards at KS3 are good and there is a general upward trend. We have developed a robust system for assessment, target setting, and reporting to be used in CfW. **(ER4)**

Raising standards meetings target pupils who can be pushed to achieve the highest grades they are capable of attaining. A data comparison between our November CDGs and final outcomes show impact in almost all KPIs. **(AR1 and AR2)**

The trend in performance of MAT in Religious Education is reflective in the increase of A*A grades since 2019. In 2022 33.86% compared to in 2019 24.81%. **(AR2)**

The trend performance in Mathematics in boys is a positive 2022;76.81%, 2019;75.86%, 2015; 64.6% (ER1). Overall the trend in performance of Mathematics is again positive 2022: 76.47% to 2019 72.93%,2015;70.9%. **(ER1)**

Many subjects showed improvement in A*-C performance compared to 2019, Including RE, Best of Mathematics and English, Science, and Welsh 2nd Language. **(ER2)**

Continue to monitor the impact of new assessment processes in CFW through departmental/AOLE MER activities. Further develop pupils' engagement with evaluating the assessment process. **(ER1 and ER2)**

To continue the trend of achievement of boys in mathematics Improve the achievement of Best of Mathematics/Numeracy;2022 – 76.81%, 2019 – 75.86%, 64.6% 2015. **(ER1)**

Incrementally improve outcomes for RE MAT pupils 2022 A*A 33.86%, 2019 24.81%. **(AR2)**

Develop: Enhance and recognise the role that leadership plays for all members of our community.

Consistency of evaluation process across school, departments and pastoral teams.

Improved understanding of the school and departmental/pastoral development plans and how the evaluation documents highlight the areas to be celebrated as well as further developed. The joined approach with the PM objectives to disseminate leadership and shared responsibility to strive for departmental, pastoral and whole school priorities. **(ER4)**

Clear expectations with a shared vision across departments. ML write their own concise DPs to support the SDP priorities. These offer disseminated leadership opportunities and teacher agency for colleagues as outlined in the PM documents. **(ER4)**

Review of 2021/22 PM cycle was thought to be exceptionally reflective by teachers and middle leaders. (The reflection of SLG engagement has shaped the template for this year. **(ER4)**

Allocation of grants. Utilising the PL so staff can access a menu of opportunities. Invested in IT provision support the continuation of G. Invested in additional staff provide additional CfW development and interventions for Numeracy and Literacy. **(ER2 and AR3)**

Further embed teacher agency through the implementation of the AOLE enquiry model. This along with the PL Menu will highlight PL opportunities through EAS and school based activities. **(ER1,4)**

MER cycle enables ML to evaluation actions against DP & SDP priorities on a termly basis. Aspirational leadership is being offered through AAHT role, aspiring middle leaders and NPQH. New staff induction programme. **(ER4)**

KEY STAGE 3 School Targets 2022-2023

Subject	L8+ (%)	L7+ (%)	L6+ (%)	L5+ (%)
English	2.1	29.7	82.8	96.6
Maths	11.0	45.5	78.6	97.9
RE	0.0	32.4	79.3	100.0
Science	3.4	49.7	86.9	97.2

KS3	RE		English		Mathematics		Science	
	L5+	L6+	L5+	L6+	L5+	L6+	L5+	L6+
All Pupils	99	80	98	80	98	80	97	88
FSM	95	75	95	75	95	80	95	80
Non-FSM	99	86	99	86	99	87	99	88
Boys	98	77	98	77	98	81	98	81
Girls	99	84	99	84	99	91	99	91

KEY STAGE 4 School Targets 2022-2023

Year 11	RE	English	L2 Maths	Science	Skills Challenge	CPS 9	5A*-A
All	74	80	77	80	80	393	32
FSM	64	64	60	60	67	360	20

STRATEGIC OBJECTIVE 1

LEARNING: 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 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 Stage 4.

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

SC1: Most lessons observed indicate evidence of the St Alban's High Impact on Learning and Assessment principles

SC2: Most students utilise the opportunity to develop as independent learners who are able to succeed

SC3: In most lessons there are clear expectations regarding the use of consistent methods and approaches to teaching skills across the curriculum.

- Most pupils are able to articulate their understanding of skills through the application within their work, across the curriculum.
- There will be an increased level of understanding of the application of numeracy by teachers and pupils.

Action/Professional Learning Activity			Monitoring/Progress	Progress against actions
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		Resources (including use of grant funding)	Suggested Timescale Staff		Autumn 2022	Spring 2023	Summer 2023
Action 1 (SC1) ER3 ER4 AR1 AR3	<ul style="list-style-type: none"> Implement the St Alban's High Impact Teaching and Assessment Principles. 	INSET Twilight Cluster strategic plan (Cluster budget)	Sept 2022-Jul 2023 EY ER (AO,LJ) RL/ER/EY	<ul style="list-style-type: none"> All staff further embed the St Alban's High Impact Teaching and Assessment Principles All new staff complete the scheduled induction programme Reflective partnerships successfully facilitate professional dialogue on good practice. MER activities indicate effectiveness of the St Alban's High Impact Teaching and Assessment Principles Widen the range of staff to deliver TNT sessions Implement consistent Feedback policy across the cluster 			
	<ul style="list-style-type: none"> Implementation of the AOLE enquiry cycle 	PL time	Autumn 2022 EY/ER	<ul style="list-style-type: none"> Calendar updated with key dates when MER activities are taking place Successful evaluation of MER activities evidenced in School evaluation documents 			
	<ul style="list-style-type: none"> Develop and implement principles in practice project 	PL time	ER Autumn 2022-Summer 2023	<ul style="list-style-type: none"> Identified staff complete the 5 session module within selected triads Collaborative planning completed MER activities undertaken in line with School calendar 			
Action 2 (SC2)	<ul style="list-style-type: none"> Further develop the role of Learning Champions 	PL time Cluster visits	Autumn 2022 onwards ER	<ul style="list-style-type: none"> ER to collate Feedback gathered from; Learning Walks Lessons observations Learner conversations Learning Champions meeting minutes Increased cross phase collaboration 			

<p>Action 2 SC2</p> <p>AR2</p>	<ul style="list-style-type: none"> To raise collective expectation for identified KS4 FSM Pupils 	<p>LP activity PDG</p>	<p>Autumn 22- Summer 23 ER/RE/SD</p>	<ul style="list-style-type: none"> Successful identification of pupils through analysis of data Invite specific groups of learner to RAG sessions Tracking of progress in weekly Raising standards meeting Case management meeting attended by specific staff 			
<p>Action 3 (SC3)</p> <p>ER2</p>	<ul style="list-style-type: none"> Embed skills across the curriculum. 	<p>Skills team</p>	<p>Starts Autumn 2022- summer 2023</p> <p>ER, EW,CP, SW</p>	<ul style="list-style-type: none"> Evaluation of application of skills in all MER activities (Super 6 and Great 8). Pupils can successfully articulate the application of skills, evidenced in MER activities Tracking data / literacy and numeracy test scores Implement Literacy and numeracy provision during form time. Successful collaboration with EAS skills advisors Sharing of consistent approaches on GC and internal media platforms Further develop cross phase delivery of the Super 6 and Great 8 E mapping tool is effectively used to identify opportunities for the application of skills across the curriculum 			

PREVIOUS YEAR'S EVALUATION: STRATEGIC OBJECTIVE 1

LEARNING: PROMOTE A LEARNING ORGANISATION WITH EXCELLENT LEARNING FOR ALL

Impact of Actions from SDP	Areas for Development from SDP
<p>Quality of Teaching</p> <p>1.1</p> <ul style="list-style-type: none"> Standards at KS3 are good and there is a general upward trend over time. At KS4, standards remain very good against school's expectations. In most subject areas staff final predictions of GCSE outcomes were accurate. Good teaching encourages pupils to enjoy learning in most classes and many are extended to achieve or to exceed their target grade. The school has developed a worthwhile range of strategies for sharing best practice, including Teach N Talk sessions, reflective partners. The use of coaching approaches is further facilitating the sharing of good practice with this approach replacing performance management observations, SLG meetings, action research and market place event were a success Staff value the worthwhile informal support they get from their colleagues, sharing and developing aspects of practice. Leaders make very good use of pupil voice to inform their work e.g. the Learning Champions observe learning and feedback Good questioning techniques were evident in many of the lessons seen e.g. the use of thinking and discussion time prior to going back to learners who could not answer a question first time. In drama the teacher skilfully elicited responses from learners, extending and probing for deeper thinking and understanding. High expectations of behaviour were evident in all classrooms visited. Learners felt that teachers help them do their best in many subjects. They found work challenging and interesting in a many of their subjects. <p>1.2 Breadth of curriculum</p> <ul style="list-style-type: none"> The quality of the subject GCSE videos means the parents options evening is no longer required 	<p>1.1</p> <ul style="list-style-type: none"> Continue to focus on pace and challenge and consider strategies to ensure all learners contribute to the lesson e.g. think / pair / share and CfW planning to include discussions and debate though big questions. Challenge was inconsistent in DT and Health and Social GCSE. A variety of effective and beneficial strategies are used for learner feedback and pupils were able to describe these, but these are not used consistently by learners or followed up by teachers. This is a focus of the AOLE enquiry for identified departments. The implementation of departmental set MER Calendars will further improve through active engagement of the self-evaluation process The implementation of the pupil self-assessment and target setting sheets in books will ensure that teachers consistently share targets with learners. <p>1.2</p> <ul style="list-style-type: none"> Further develop the evaluation of effective planning for CfW. Trialling 'Clarity canvas' strategies. Share the EAS PL menu to ensure colleagues have access to collaborative opportunities across the AOLES CfW planning needs to consider AOLE pathway opportunities for GCSE options not taught in KS3 (Business, sociology and WB) <p>1.3</p> <ul style="list-style-type: none"> Mapping the planning of skills across the curriculum using the e-mapping tool. Ensure there are clear expectations regarding the use of consistent methods and approaches to teaching Numeracy skills across the curriculum. Collaboration with Numeracy LNS school, Caerleon HS to be actively pursued next year, exploring mixed ability teaching in Maths as well as Numeracy across the curriculum.

- Introduction of two new GCSE subjects to reflect needs of students and provision post 16. Sociology and Built Environment.
- The implementation of the new timetable in the summer term has reduced the number of changes made by year 10 pupils.
- Learners stated their views and opinions were valued. They could identify examples of where the school has acted upon their feedback e.g. continuing with wellbeing afternoons.

1.3 Skill development

- Further awareness of skills across the curriculum was evident in the mapping
- Collaboration with EAS numeracy team supported the vision for numeracy. Evident from a number of observation from EAS numeracy team.
- TOOLKITS are complete – Numeracy Great 8, Literacy Super 6 and Digital Fab 4. These have been shared with cluster. Literacy toolkit is complete and being piloted with SLG.



Evaluation of ER's
SDP priorities.docx



Evaluation of ER's
SDP priorities.docx



Summer 22
Evaluation ER SDP Pri

- Further develop the sharing of resources on PL GC HANDBOOKS. WoW and Numeracy form time resources to alternate weekly.

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

1. To improve attendance for our FSM pupils from 86.9%-to 90% by continuing to develop our engagement strategies.

KS4

5. To improve equity by reducing the gap of Average Point 9 Score for targeted groups in particular FSM.(CPS ALN 330 FSM 360) A particular focus on FSM attendance 82.5% to 90%

6. To maintain the low level of FTE at KS4 to meet our target of < 10 days by implementing a consistent whole school positive relationships 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 appropriate care, support and guidance to reduce FTEs <10 for KS3 and <10 for KS4**
- 4. We will continue to improve attendance and engagement for specific groups of pupils in particular FSM to 90%.**

Action/Professional Learning Activity			Resources (including use of grant funding)	Suggested Timescale Staff	Monitoring/progress	Progress against actions		
						Autumn 2022	Spring 2023	Summer 2023
Action 1 (SC1)	We will ensure all staff and pupils are inducted into the Catholic life of the school;		Leadership time Pastoral time	Autumn22- Summer 2023 SA/SL//EY/KJ/HB	<ul style="list-style-type: none"> All staff engage in liturgical activities New staff complete the scheduled induction programme Effective communication with all families with respect of our Catholic Ethos Development of pupil YET, YOT, LLG group Y7 liturgies celebrated in chapel. Welcome Mass for staff and Y7. Parental pastoral evening with year 7 form tutors Effective transition using a variety of communication platforms. Transition MER events successfully completed Parents and pupil feedback is responded to accordingly 			

<p>Action 2 (SC2) AR4</p>	<p>We will increase opportunities for the spiritual development of all members of our community;</p>		<p>Chaplaincy time Leadership time</p>	<p>Starting in October 2022 Autumn 2022- Summer 2023</p> <p>All staff Parish priests</p> <p>School Chaplain</p>	<ul style="list-style-type: none"> • Appointed a School Chaplain • Chaplaincy committee set out the liturgical plan for the year • Organisation of voluntary mass for pupils • Feedback on liturgical events presented to Chaplaincy Governors committee • Learner conversations • Staff use weekly prayer resources for form time, assemblies and staff liturgies • Catholic Ethos and pupil profile is evident from learner conversations, learning walks and observations • Further develop pupil Chaplaincy group with representation across the school • Catholicity Inset day(23/06/2023) 			
<p>Action 3.1 (SC3)</p>	<p>We will continue to provide high quality provision of appropriate care, support and guidance to reduce FTEs <10 for KS3 and <10 for KS4</p>		<p>PDG – Activity 4 & 6</p> <p>INSET time</p> <p>Middle leaders meeting time</p> <p>Form time</p>	<p>KJ/RMc/ND</p> <p>September 2022</p>	<ul style="list-style-type: none"> • One page pupil profile shared • Monitor vulnerable pupils weekly to ensure list of pupils is live • Weekly pastoral meetings to share & update information on pupils • Further development of Case Management meetings in weekly RS meetings • Tracking through SLT/HOD/HOY link meetings and MER activities • Reduction of returning pupils to the engagement room • ND to share termly progress to SLT Governors a WE& I committee 			

Action 3.2 SC3	Further develop school reward System.		PDG Activity 6 EIG Activity 9	Autumn2022-Summer 2023	<ul style="list-style-type: none"> Wellbeing afternoons per half-term will continue. Pupils utilise the reward shop in the library. Weekly celebrations during assembly. HoYs to keep a record of pupils receiving awards Whole school awards evenings End of term/year group events 			
Action 3.3	Further develop pupils aspirations and contribution to school life		Pastoral time	Autumn 2022-Summer 2023	<ul style="list-style-type: none"> Further develop the effectiveness of the school council Improve the dissemination of council meeting outcomes to whole school. Increase opportunities for pupils leadership development, including some of our identified groups. 			

<p>Action 4 (SC4)</p> <p>Action 4 (SC4)</p>	<p>We will continue to improve attendance (FSM and vulnerable. FSM 86.9%-to 90%)</p> <ul style="list-style-type: none"> Monitor FSM attendance Continue to develop engagement for specific groups of pupils in particular FSM and vulnerable. Appoint a wellbeing and inclusion officer 		<p>EIG - Activity 7</p> <p>Activity 1</p> <p>WG Attendance grant</p>	<p>KJ,SH, RE, HoY</p> <p>Sept 2022-July 2023</p> <p>April 2023</p>	<ul style="list-style-type: none"> Utilise Case Management meetings using SMID and specific teachers. FSM data shared in weekly pastoral meetings. Engage with EWS for identified Improved attendance for identified pupils/pupils/families HOY to complete weekly Monitoring sheet for the ROC Maintain smaller teaching groups for identified subjects. Staff appointed 			
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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>Estyn Review June 2021: 2.1</p> <ul style="list-style-type: none"> Learners are clearly at the centre of the work and life of the school and they talk warmly about their school. They value the very good support they get from staff and see the caring and supportive ethos as the best feature of their school. They see trust and respect as important aspects of the school's ethos and they are happy about approaching staff if they have any worries or concerns. 	<p>2.1</p> <ul style="list-style-type: none"> Implementation of School chaplain action plan, including Catholic Life and Mission and Collective Worship within the school and wider community. <p>2.2</p>

- Behaviour is a strength and relationships across the school are also an outstanding feature. Staff trust each other and value opportunities to seek advice and support from their colleagues.
- All scheduled transition events were successfully completed and well attended.

2.2

- Voluntary mass has been offered. Father Stanton offers wellbeing sessions for pupils and staff.
- Half termly themes directly linked to pupils profile continues to be used during assemblies and all year groups celebrated a virtue Mass.
- The celebration of pupil and staff liturgies continue to happen every week and half termly mass has run with year 7 and 8 in the Autumn term
- Chapel adoration sessions set up and conducted weekly on a rolling programme for each year group
- Calendared Chaplaincy Governing body meetings were held and actioned.
- SA provide weekly prayer resources in line with the liturgical calendar
- Use of school's social media to promote events and activities
- SA is a member of the Archdiocesan working party to look at RSE resources in particular 'Ten Ten' and the 'Fertile Heart'. These resources have started to be delivered and have been well received by staff and pupils.
- The review of liturgical activity has been conducted and actioned for identified areas for development
- Catholicity INSET day based upon our mission statement took place in June

2.3.1/2.3.2

- Weekly pastoral meetings allow for the sharing of information

- Continue to develop learner resilience when dealing with difficulties with a focus on FSM and vulnerable learners.
- Ensure consistency across all teachers in developing effective learning environment to maintain positive attitudes to learning.
- Reflect on the Health and Well-being AOLE in year 7 and introduce student self-reflection against the relationship statement of what matters.

2.3

- Further develop one page pupil profile to ensure challenge is maintained for all pupils whilst monitoring their wellbeing.
- Continue to improve attendance (with particular attention to FSM and vulnerable pupils)
- Continue to develop the use of Sims to track and monitor achievement and conduct points across the school and departments. RE to provide weekly data across departments
- Facilitate form tutors running reports for their individual groups so they can monitor trends in behaviour

2.3.3

- Increase opportunities for pupils' leadership development, including some of our identified groups.
- Develop a Partnership Agreement between Careers Wales and the school to meet on a half termly basis to review and monitor progress.
- Careers Wales to see groups of parents and pupils during year 9 Options Evening to offer advice and information.
- RSE and HWB lessons to address responses to 2022SHRN survey

on vulnerable pupils and any attendance issues

- FTEs have continued in line with school target
- The reward shop in the library is a success, especially with younger pupils
- Scheduled Wellbeing events took place
- Effective use of the scheduled CSG interviews.

2.4

- Attendance continues to be monitored weekly by HOY and SHo, this is reported during pastoral meetings. FSM has now become a key element of the discussion and reporting process.
- Attendance is above national and local data



Evaluation of KJs
SDP priorities.docx



Evaluation of
Activities Form SHRN



Evaluation of KJs SDP
priorities July 2022.doc



SDP autumn term
eval 22 23.docx

STRATEGIC OBJECTIVE 3

Achievement: TO PROMOTE SUCCESSFUL INDIVIDUALS, SCHOOL AND COMMUNITY

Improvement focus from self-evaluation:

SER Area 1: Standards, 3.2, 3.3 breadth of curriculum, 4.1 Tracking & monitoring

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

Including Archdiocese Recommendation 2

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

KS3 Focus

1 Numeracy: To increase the number of pupils performing at <85 in the National Procedural Test via targeted intervention

- Ensure there are clear expectations regarding the use of consistent methods and approaches to teaching Numeracy skills across the curriculum.
- Provide appropriate training and support for teachers of Numeracy rich subjects so that they can plan for Numeracy development in their subject area.
- Monitor all teachers understanding of expectations regarding Numeracy development in their subject area which is tracked on the 'e' mapping tool.

Check numeracy action plan with SW/GJ

2 Literacy Focus: To improve the basic written accuracy of Y7/8 pupils who experienced a learning gap transitioning during lockdown. 100% of pupils to show improvement in skills tracking following intervention. (Check literacy action plan with EW)

KS4 Focus

1 To improve the achievement of FSM pupils Mathematics/Numeracy by developing and improving the delivery of the intervention programme.

2 To further embed the assessment and feedback strategies across the RE department to challenge all learners

3 To maintain the WBAC Skills Challenge Certificate average point score from 41 to 43 by placing greater emphasis on the investigations element of the course.

4 To maintain the 5A*-A percentage >30% by focusing on pace and challenge of teaching, sharing excellent practice and learning resources for our high attainers.

5 To improve equity by reducing the gap of Capped Point 9 Score for targeted groups in particular FSM and ALN. (ACPS ALN 330 FSM 360)

Success Criteria

1. We will improve standards in relation to pupil outcomes for our more vulnerable learners. In particular Numeracy scores - the number of pupils performing at <85 in the National Procedural Test. CPS ALN 330 FSM 360 in KS4

2. To ensure >30% of high attainers achieve 5A*-A by focusing on consistent pace and challenge of teaching, sharing excellent practice and learning resources.

3. We will design a curriculum to increase opportunities for success and life-long learning in line with WG priorities.

Action/Professional Learning Activity		Resources (including use of grant funding)	Suggested Timescale Staff	Monitoring/Progress	Progress against actions		
					Autumn 2022	Spring 2023	Summer 2023
Action 1 (SC1) KS3 LT 1 ER2	Reduce the number of pupils performing at <85 in the Numeracy National Procedural Test. <ul style="list-style-type: none"> Identify pupils who score <85 to participate in the intervention programme. 	PDG Activity 4 EIG Activity 8	Autumn 2022 – Summer 2023 SW,NH,RE, ER,CJ	<ul style="list-style-type: none"> Successful Mapping of numeracy rich tasks across the curriculum. Develop and introduce an e mapping tool to track progress of specific numeracy strands across assessments and numeracy rich subjects. Respond effectively to skills review Implementation of numeracy toolkit Maths department to continue to produce instructional videos Numeracy coach to delivery bespoke intervention for identified pupils Numeracy coach and TA collaboration to identify successful application of numeracy across the curriculum Termly monitoring through MER activities 			
Action 1.1 (SC1)	<ul style="list-style-type: none"> Improved written accuracy for Y7& 8 FSM & vulnerable pupils 	PDG Activity 4	Autumn 2022- Summer 2023 ER/EW,SJ, VH,KJ	<ul style="list-style-type: none"> Literacy targets shared with staff Mapping of literacy rich tasks across the curriculum Develop and introduce an e mapping tool to track progress of specific literacy strands across assessments and literacy rich subjects. Feedback from MER activities on the quality of literacy. 			

KS3 LT 2				<ul style="list-style-type: none"> • Termly monitoring through MER activities 			
Action 1.2 (SC1) KS4 LT 3 AR1	To increase the number of pupils achieving > 41 CPS in skills challenge national.	EIG Activity 8 Leadership time	Autumn 2022- Summer 2023 CJ, WB staff RE	<ul style="list-style-type: none"> • To track performance using SMID • Review progress in LM meetings • CJ to facilitate MER activities in line with calendar • Share resources and teaching and learning strategies to new WB teachers • To improve standard on the individual investigation task 			
Action 1.3 (SC1) KS4 LT 5	To improve CPS to 360 for FSM pupils and 330 ALN pupils	PDG Activity 9 EIG Activity 9	Autumn 2022- June 2023 SL, RE, SD, HoDs, HoYs	<ul style="list-style-type: none"> • HODs to monitor progress of FSM pupils by standard item on departmental meetings – followed up in line management? • HOD's monitoring of FSM pupils, in departmental meetings • MER activities in line with calendar • SD/RE to feedback to Governors • To provide a more inclusive KS 4 curriculum to include vocational options for FSM learners. • Collaborative monitoring by ALN, engagement and AAHT/ AHT. • Implementation of intervention GC to track impact. • ALN dept to conduct their own AOLE enquiry which will be evidenced through TA's PM and MER activities. 			
Action 2 (SC1)	To ensure >30% of high attainers achieve 5A*-A	EIG Activity 8	Leadership time Autumn 2022- June 2023 HT, ER, RE, HoDs	<ul style="list-style-type: none"> • Review and update pupil MAT list • HODs to monitor progress of identified MAT pupils by standard item on departmental meetings • Analysis of progress using SMID after each Progress check 			

KS4 LT 4 AR2				<ul style="list-style-type: none"> Implement MAT action plan with MER activity monitoring Provide MAT enhanced opportunities for KS3 & 4 through the Brilliant club and SEREN project. 			
Action 3 (SC3)	To develop a curriculum to engage all pupils in life-long learning in line with WG priorities	PL Grant WJEC courses Leadership time	Autumn 2022 – Summer 2023 EY,RE, AAHT, HoDs	<ul style="list-style-type: none"> Review the curriculum and feedback FGB To monitor the development SOWs To modify and implement new assessment model in line with CfW To liaise with parents regarding reporting Facilitate Pupils conversations Evaluate DDPs Provide PL opportunities for staff in relation to CfW in response to the SLO survey analysis 			
Action 3.1 (SC3)	Further develop transition arrangements with post 16 providers.	Leadership time	Autumn 2022 Summer 2023 KC, JH	<ul style="list-style-type: none"> Analyse destination data to evaluate impact of collaboration events with TLZ, Hereford college and St David's Catholic sixth form college Reduce potential NEETS during RS meetings Evaluate destination data with Careers Wales, SLT and Governors to shape future programme. Evaluate the impact of the new provision for years 9 & 10 pupils. Implement careers across the cluster through the H&WB cross phase planning. 			

PREVIOUS YEAR'S EVALUATION: STRATEGIC OBJECTIVE 3

ACHIEVEMENT: 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>1.1/1.2</p> <ul style="list-style-type: none"> Support from the EAS numeracy team has been purposeful. Reviews and visits have included meeting staff and students, as well as work scrutiny and learning walks/observations. Latest visit from CM stated that we has made significant progress and were ahead of most schools in the region, who had perhaps slipped in their provision since covid. TOOLKITS are complete – Numeracy Great 8, Literacy Super 6 and Digital Fab 4. These have been shared with cluster. Literacy toolkit is complete and being piloted with SLG. All 3 SLGs have supported this work and colleagues shared findings from their research in the SLG Marketplace on 23rd May 2022 <p>1.3</p> <ul style="list-style-type: none"> Case Management Meetings have taken place for a few students, following the Clarity Sharratt approach. Colleagues bring examples of pupils' work and discuss strategies, shared with pupils and parents. Anecdotally, this is beginning to have an impact on some pupils' resilience and determination but needs to be developed. ER trialled running weekly registrations to encourage and support RST pupils and FSM. Progress checks are uploaded to SMID at the beginning of each half term. All key learner groups are tracked and can be filtered. RE meets with SL to discuss outcomes of PCs. These are discussed during line management 	<p>1.1/1.2</p> <ul style="list-style-type: none"> Mapping for skills and the curriculum has been set up for next year in the form of a single spreadsheet with easier to use drop-down menus (CP). Training and support will be needed in staff using this. INSET 28/11/22 allocated to address this. Collaboration with Numeracy LNS school Caerleon to be actively pursued next year, exploring mixed ability teaching in Maths as well as Numeracy across the curriculum. Close monitoring of impact against action plan due to changes in co-ordinators. Further develop the sharing of resources on PL GC HANDBOOKS. WoW and Numeracy form time resources to alternate weekly. Implement a GC to track intervention across identified learners to ensure the impact is monitored. <p>1.3</p> <ul style="list-style-type: none"> Tracking Progress of specific groups of learners at both KS3 and KS4 using SMID. To continue to improve the achievement of RE, at KS4 from 68% to 71%, using a more robust tracking system and utilising the SMID software. 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. To increase the WBAC Skills Challenge Certificate A*-B outcome to > 66% and average point score to >41 by placing greater emphasis on the investigation's element of the course.

and department meetings.

- Raising standards (RST) meetings are used to identify key learners for discussion and mentoring. RST pupils are tracked as a key group on SMID. Nearly all identified RTS pupils improved their outcomes from progress check 1. Evidenced by 94.4% of subjects demonstrate improvements in examination outcomes summer 2022.
- An Easter revision programme was completed for all subjects and well attended by pupils.
- A revision timetable for year 10 and 11 was organized to synchronise with published external examination timetable.

1.4

- Increased effective collaboration with Careers Wales
- RE has continued to attend meetings with Torfaen Curriculum Panel. KC has started attending these to help with transition post 16.
- Post 16 providers have presented in assemblies
- Hereford sixth form college have continued to strengthen the quality of pathways through interviews held with pupils on site.



Summer 22
Evaluation ER SDP Pri

- To maintain the 5A*-A percentage to >30% by focusing on pace and challenge of teaching, sharing excellent practice and learning resources for our high attainers.
- To improve equity by reducing the gap of Capped Point 9 Score for targeted groups in particular FSM 360 and 350 for ALN
- To run weekly registrations to encourage and support RST pupils and FSM. Attended better by a core of Y11 than Y10.

1.4

- To further develop the provision for KS 4/5 transition
- To reinstate Y9 Careers workshops Nov 22.

STRATEGIC OBJECTIVE 4

DEVELOP: 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 continue to work with Archdiocese, local authority, CES Wales and WG to re-develop the school building.**
- 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 school as a learning organisation.**
- 4. We will ensure there is strategic plan to ensure the implementation of Curriculum for Wales.**

Action/Professional Learning Activity		Resources (including use of grant funding)	Suggested Timescale	Monitoring arrangements <i>How, Who, When?</i>	Progress against actions		
					Autumn 2022	Spring 2023	Summer 2023
Action 1 (SC1)	<p>SL and Governors to coordinate meetings with Archdiocese, CES Wales, WG and LA to produce plan for the development of the new school</p> <ul style="list-style-type: none"> Schedule of Capital Works according to the recommendations of the conditional survey. Calendar meetings with Archdiocese, LA, CES Wales & WG minutes(SL) 	Leadership time & Governors meetings.	Sept 2021 onwards	<ul style="list-style-type: none"> Capital works Grant awarded December 2021) Schedule for high priority works complete by 31st March 2023 SL, LP to provide progress reports to Governors SL and governors to continue to work with Archdiocese, Welsh Government and Local authority regarding long term capital funding for a new build 	WG grant awarded 1st Grant £992120 Top up £		
Action 2 ER4	<p>Effective practice will be shared in all aspects of our work</p> <ul style="list-style-type: none"> SDP to reflect priorities identified from both Estyn and Diocesan inspections MLs write DDP linked to SDP needs. PM objectives to reflect SDP and DDP All meetings have common agenda items reflecting MER cycle. 	Leadership time	Autumn 2022- July 2023	<ul style="list-style-type: none"> SL/EY to schedule MER activities to ensure impact is monitored against SDP priorities and departmental needs. Successful progress though sharing within academic and pastoral meetings All minutes reflect MER activities Progress against improvement plans reviewed through termly line management meetings(SLT) Successful SLG market place event Whole school NPEP completed Effective use of the PL GC 			

Action 3 (SC3)	We will enrich leadership to promote the organisation as a learning organisation. <ul style="list-style-type: none"> 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 Facilitate NQT PL Programme. 	PL Grant	Sept 2022-Jul 2023	<ul style="list-style-type: none"> PL grant approved PL activities evaluated in line with MER calendar(EY) Successful ITT placements(BH) – Feedback from students and EVs EY/ER support plan and successfully deliver EAS NQT PL induction. 			
Action 4 (SC4)	Strategic leadership of Professional learning as a means of realising the Curriculum for Wales. <ul style="list-style-type: none"> Further develop the cluster links through increased cross phase planning. Engage in all CfW meetings and training. Implement a PL Menu with a variety of directed and optional PL opportunities. 	EAS PLL Grant £22022	Sept 2022-July 2023	<ul style="list-style-type: none"> EY to attend half-termly Regional CfW meetings and disseminate the opportunities to Cluster. Successful launch of the AoLE peer support planning including skills EY to share details of EAS National professional Learning Programme. PL Menu implemented and evaluated 			

PREVIOUS YEAR'S EVALUATION: STRATEGIC OBJECTIVE 4

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

Progress against Actions	Areas for Development
<p>4.1</p> <ul style="list-style-type: none"> Capital works Grant awarded for £992,120. Meetings conducted with LA and Archdiocese to determine schedule of works undertaken Fortnightly meeting scheduled with Paul Evans for the LA to discuss progress on capital work All scheduled to be completed by 31st March 2023 WG have requested we amend the original urgent capital works grant to apply for an additional £295000 <p>4.2</p> <ul style="list-style-type: none"> Quality of self-evaluation documents are improving with a more triangulated approach. MER,DDP and PM. The cycle departments reviews and SLT QA continues Line management meetings on going <p>4.3</p> <ul style="list-style-type: none"> Grant forms completed and approved with opportunities for PL readily available Clinical practitioner activities completed in line with expectations PL cluster lead activities facilitated to date Cluster plan agreed for next academic year. A cluster inset day is 	<p>4.1</p> <ul style="list-style-type: none"> Continue to collaborate with LA to ensure capital work schedule is followed Ensure progress evaluated termly in DDPs Ongoing discussions with LA, WG and Archdiocese regarding New school build <p>4.2</p> <ul style="list-style-type: none"> All colleagues will continue to develop the disseminated leadership vision of the school by adopting leadership roles for areas of the AOLE/departmental Development Plan. The AOLE/Departmental MER calendar will facilitate the opportunity to monitor the impact of their enquiry across identified learners as well as year groups Re-establish the AOLE collaboration to ensure middle leaders share good practice in the self-evaluation process, especially the completion of the department and AOLE MER activities. <p>4.3</p> <ul style="list-style-type: none"> Time to complete individual research and wider reading is still not something that will happen across all staff next year. However, under the new AOLE Enquiry Model launched for 2022/23 staff will be engaged in specific research for their AOLE vision. Monitoring the effectiveness of the extended leadership team <p>4.4</p> <ul style="list-style-type: none"> Cross phase planning with cluster Skills planning with cluster More AOLE representation in curriculum network meetings

scheduled for October 28th 2022. The focus is cross phase planning in AOLEs

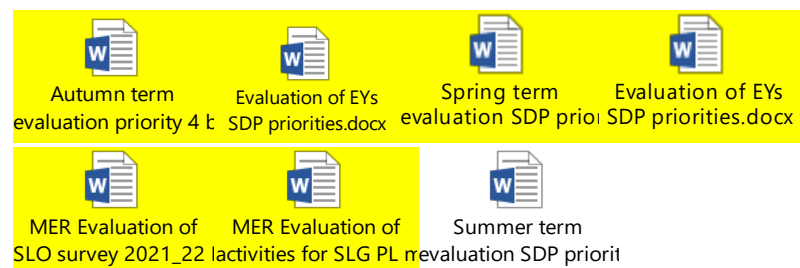
- Whole school leadership opportunities were provided for SLG leads. These colleagues were able to reflect on the leadership strategies they implemented and how they were flexible with their action plans to ensure they met the needs of their group.
- These colleagues were exceptionally reflective of the process and suggested the best way forward to further develop the enquiry culture of the school for 2022/23- AOLE enquiry.
- The level of professional dialogue happening on a regular basis was worth celebrating and the willingness of **MOST** staff to step out of their comfort zone and trial something new was promising.
- It was enlightening to hear SLG leads discussing colleagues who were proud to share the work they had trailed.
- The market place hosted on 23rd May enabled colleagues the opportunity to share good practice within small intimate sessions, which alleviated the concerns of presenting to a large audience on a whole school INSET.
- These strengths have been identified in the positive outcomes of the most recent SLO survey.
- The implementation of the SLG PL model was actually an action in response to the SLO survey completed in 2019/20. As a school we wanted to further develop creating and supporting continuous learning opportunities for all staff, as well as establishing a culture of enquiry, innovation and exploration. From the results from our most up-to-date SLO the SLG PL model has had positive impact on achieving this.

4.4

- STEM activities established and in process
- Use INSET time has significantly involved AOLE collaboration in planning for CfW

- Catholicity inset day was delivered with a focus on school mission and embedding the pupil profile with the four purposes

Autumn Term progress



School Improvement Priorities Current and Year 2 2022-2025

LAST YEAR'S PRIORITIES: 2021-2022

Priority	Action/Professional Learning	Success criteria	Grants/finance
1, 2 & 3	Further, develop Strategic Learning Groups to ensure all staff engage in professional learning to develop their pedagogical approaches to facilitate challenge and realise Curriculum for Wales.	<ul style="list-style-type: none"> • Departmental and teacher planning along with classroom practice demonstrates the embedding of evidenced based practices to further enhance challenge for all with a particular focus on MAT & FSM. (Further develop Blended Learning – to enhance Independent Learning, Pace and Challenge.) • Launch the whole school Professional Learning Model, implementing ten SLGs which reflect the professional learning journey of staff as well as the realisation of CfW. 	PL grant

		<ul style="list-style-type: none"> • To develop 'Teacher Agency' all staff to be engaged and actively researching pedagogical principles to enhance the development of Curriculum for Wales through their teaching. • MER cycles support refinement of approaches and support sustained improvements in teaching and learning through monitoring from more diverse leadership roles. • Excellent practice identified from SLG evidence to be disseminated through whole school PL sessions to increase the proportion of excellent teaching. • Revisit the SLO survey with all staff to reflect on impact of SLGs and plan the PL provision for 2022. 	
1 & 4	Continue to develop leaders' capacity to strategically plan for and enact the Curriculum for Wales (2022)	<ul style="list-style-type: none"> • An identified cohort of senior and middle leaders engages with regional and other programmes to support the strategic planning of Curriculum for Wales. • Middle leaders and AOLE's further develop pedagogical planning to embed Curriculum for Wales. • Identified staff to lead on the development of wider AoLE work with primary cluster. Implement a two year cycle of AOLE Peer Support planning, starting with Science & Technology, Maths and Numeracy and LLC in the first year. • Engage in the EAS led Assessment and Progression network meetings as a cluster. 	PL and cluster grant
1 & 4	Further develop the online pupil skills portfolio to monitor the natural application of skills across the curriculum.	<ul style="list-style-type: none"> • Successful upload of evidence completed by pupils half-termly. (Establish a portfolio for pupil evidence using GC.) • Reinstate the use of target stickers to raise pupil awareness, application and involvement for future learning. • Ensure there is a high quality, consistent and explicit application of skills across the curriculum. • Through MER activities pupils will articulate their high level of understanding through identification of these skills within their work and learning. 	PL Grant

1, 2 & 3	Further develop one-page profiles using academic and pastoral data	<ul style="list-style-type: none"> • Utilise form class GCs to allow pupils to reflect independently on their progress half-termly. • All staff are confident in using SMID to inform their own planning with individuals and groups of learners. • Raising standard adopts case management style meetings to ensure wider engagement across the departments. • 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. • SLG for FSM pupils to monitor engagement and progress to ensure curriculum is inclusive. 	EIG Grant.
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Current PRIORITIES: 2022-2023

Priority	Action/Professional Learning	Success criteria	Grants/finance
4	Further develop staff enquiries	<ul style="list-style-type: none"> • Continue to promote staff leading collaborative work to support the SDP. This will be through AoLE enquiries and cluster work. • AoLE enquiry evidence to shape the development of department and pastoral MER activities which drive further school priorities. (revisit LW and LO templates) • On reflection of SLO survey, work collaboratively across LA to engage more cross phase planning and PL opportunities for CfW. • Further develop opportunities for leadership and teacher agency. 	PL Grant
1, 2 & 3	Develop Data tracking in line with new assessment criteria	<ul style="list-style-type: none"> • All staff are confident in using SMID in light of new assessment guidelines, to inform their own planning with individuals and groups of learners. • Continue to work with the cluster on Assessment and progression to implement a common feedback policy across the cluster • Further embed ST ALBAN'S HIGH IMPACT TEACHING PRINCIPLES • Further embed ST ALBAN'S HIGH IMPACT ASSESSMENT PRINCIPLES 	EIG Grant. Cluster Grant
4	New school development	<ul style="list-style-type: none"> • Process is on going 	WG,LA & Archdiocese
1 & 4	Continue to develop leaders' capacity to strategically plan for and enact the Curriculum for Wales (2022)	<ul style="list-style-type: none"> • Curriculum for Wales implemented with y7 learners. • Colleagues actively reflecting on SOW and involving pupils in the planning for the future. 	PL grant

		<ul style="list-style-type: none"> • Diverse engagement of colleagues in regional and other programmes to support the embedding of the new curriculum and school's strategic planning reflects requirements of Curriculum for Wales. • Techer Agency in helping shape the assessment process to meet the holistic nature of CfW. • AAHT to monitor and evaluate the impact of AoLE MER activities in line with action plans 	
1, 2 & 4	Further develop the cluster strategic plan.	<ul style="list-style-type: none"> • Implement the AfL strategic consistently across the cluster. • Implement the AoLE cross phase planning project • Host our cross cluster training on 28th October in St Alban's. 	PL/ Cluster grant
2 & 4	Review Mission statement in collaboration with Faith/Catholic Cluster schools	<ul style="list-style-type: none"> • Deliver a common inset day to review and agree a cross phase mission statement reflecting the distinctive nature of Faith/ Catholic cluster schools 	Cluster grant

YEAR 2 PRIORITIES: 2023-2024

Priority	Action/Professional Learning	Success criteria	Grants/finance
4	Further develop staff enquiries	<ul style="list-style-type: none"> • Continue to promote staff leading collaborative work to support the SDPs • Further enhance and share the good practice of teaching and learning • Further develop opportunities for leadership 	PL Grant
1, 2 & 3	Develop Data tracking in line with new assessment criteria	<ul style="list-style-type: none"> • All staff are confident in using SMID in light of new assessment guidelines, to inform their own planning with individuals and groups of learners. 	EIG Grant.
4	New school development	<ul style="list-style-type: none"> • Process on going 	WG,LA & Archdiocese
1 & 4	Continue to develop leaders' capacity to strategically plan for and enact the Curriculum for Wales (2022)	<ul style="list-style-type: none"> • 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. 	PL grant
1, 2 & 4	Further develop AoLE based transition	<ul style="list-style-type: none"> • A more diverse sample of AOLE enquiries, sharing/publishing their findings to influence future practices 	PL/ Cluster grant

Year 3 2024-2025

Priority	Action/Professional Learning	Success criteria	Grants/finance
4	Further develop staff enquiries	<ul style="list-style-type: none"> Continue to promote staff leading collaborative work to support the SDPs Further enhance and share the good practice of teaching and learning Further develop opportunities for leadership 	PL Grant
1, 2 & 3	<p>Prepare resources and SOW for new suite of GCSE qualifications</p> <p>Develop Data tracking in line with new assessment criteria</p>	<ul style="list-style-type: none"> Resources and SOW ready for use for September 2025 All staff are confident in using SMID in light of new assessment guidelines, to inform their own planning with individuals and groups of learners. 	EIG Grant.
4	New school development	<ul style="list-style-type: none"> Process on going 	WG,LA & Archdiocese
1 & 4	Continue to develop leaders' capacity to strategically plan for and enact the Curriculum for Wales (2022)	<ul style="list-style-type: none"> 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. 	PL grant
1, 2 & 4	Further develop AoLE based transition	<ul style="list-style-type: none"> A more diverse sample of AOLE enquiries, sharing/publishing their findings to influence future practices Further embed cross phase planning and practice 	PL/ Cluster grant

ST ALBAN'S RC HIGH SCHOOL

Development Plan

2022-2025

LEARNING

We will ensure the quality of teaching across the school is at least 'good' (>85%).

We will continue to develop the quality of learning through systematic sharing of practice.

We will involve pupils in the standards of learning in lessons.

We will develop effective practices in the teaching of skills particularly literacy, numeracy, and DCF.

DEVELOP

We will manage the strategic re-development of the new school.

We will develop consistency of improvement plans and evaluations linked to school priorities.

We will link all performance systems to whole school priorities.

We will develop systems to share effective practice in all aspects of our work.

We will link staff development opportunities to improve leadership at all levels.



We will raise achievement

Key Stage 4

2023 CPS 405; 5A*A; >30.

FSM CPS 360.

We will be in the top 10% of similar schools for performance of all students in all major indicators.

We will design a curriculum in line with WG priorities.

We will create a stimulating learning environment that meets the needs of all learners.

ACHIEVEMENT

ETHOS

We will ensure all staff are inducted into the Catholic life of the school.

We will increase opportunities for the spiritual development of all members of our community whilst continuing to raise awareness of the St Albans Pupil Profile.

We will continue to provide high quality care, support and guidance.

We will achieve attendance of >95% in 2022/23.

We will reduce FTE to < 20 in 2022/23.

BE THE BEST YOU CAN BE