



School Improvement Plan

2024-25

Llangatwg Community School Improvement Plan

October 2024 - September 2025

Mission Statement

Datganiad o Fwriad

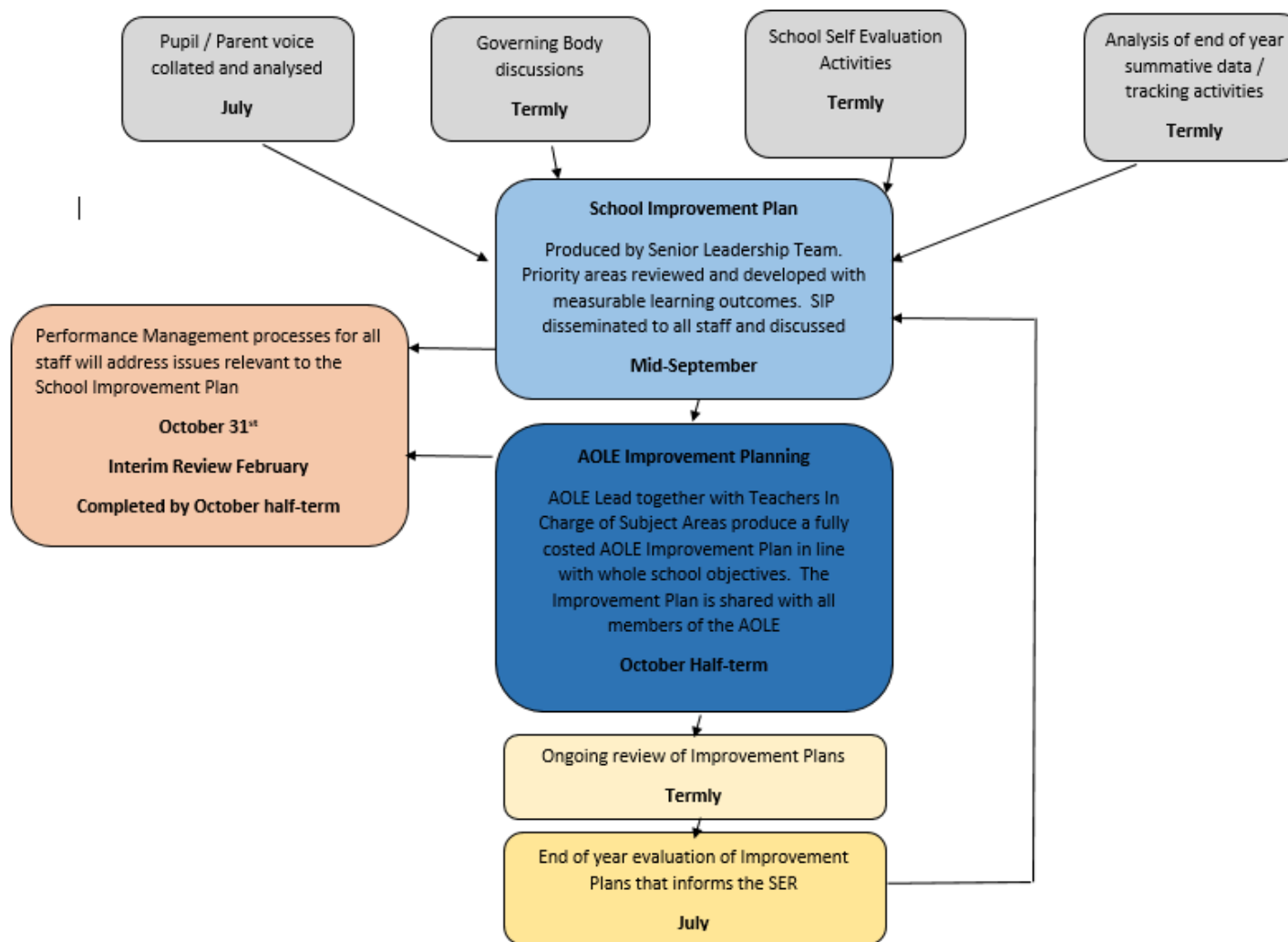
At Llangatwg we support, celebrate and promote learning for all; working together as a community to achieve excellence enabling learners to be ambitious and capable, enterprising and creative, healthy and confident and ethical and informed citizens

School Aims

- We encourage and support parents to take an active role in their child's education
- We aim to establish an inclusive school community that fosters a sense of belonging within a positive, supportive environment
- We aim to develop the ability of all colleagues, through the sharing of professional knowledge and investment in innovative new skills
- We aim to provide an inspiring, engaging and supportive environment in which students feel secure and motivated to learn
- We aim to have positive relationships from every member of our community by promoting an ethos of personal responsibility, respect and value for all
- We aim to provide a nurturing and safe environment that puts the child's health, happiness and welfare first, whilst ensuring the wellbeing of all members of our community
- We are committed to offering a broad range of extra-curricular opportunities to inspire our young people to explore their talents, skills and interests
- We aim to equip the members of our community with the confidence and skills to meet the challenges they will face in a rapidly changing world
- We aim to establish a culture of continuing improvement wherein every individual strives to be better

This plan is focused on delivering our aims as a school. It ensures that, at Llangatwg, we provide an appropriately challenging and high quality learning experience for all pupils that builds each pupil's learning capacity, enabling all pupils to succeed and become effective and independent lifelong learners. The plan takes into consideration the specific needs and priorities of the pupils and the school. It is also set in the context of local and national priorities

School Improvement Planning at Llangatwg Community School



Action Plans 2024 - 2025

- All Action Plans run from End of October 2024 to end of September 2025.
- The Annual Action Plan is underpinned by the Three Year Strategic Improvement Plan.
- As far as possible, the targets within the action plans are measurable, making evaluation straightforward and precise, and the specific outcomes of each target are given.
- Area of Learning Experience Leads, together with subject teachers in charge, produce AOLE Action Plans, which detail how their areas of learning addresses the targets contained within the School Improvement Plan.
- The Senior Leadership Team will review progress made towards achieving targets, both at whole school level as well as Area of Learning level via line management meetings.
- All activities identified within the action plans will be fully costed, including identifying how the Pupil Deprivation Grant is used to support more vulnerable pupils.
- All aims and objectives are underpinned by the 4 purposes of Curriculum for Wales

Abbreviations used within the School Improvement Plan:

HT: Headteacher [Alan Rowlands]

DHT: Deputy Headteacher [Ward Jones]

AHT RH: Assistant Headteacher [Rhian Hughes]

AHT RS: Assistant Headteacher [Rob Shaw]

AHT PS: Assistant Headteacher [Phillip Sayce]

ALNCO: Additional Learning Needs Coordinator [Scott Barnes]

Lead Practitioner KH [Kate Hurst]

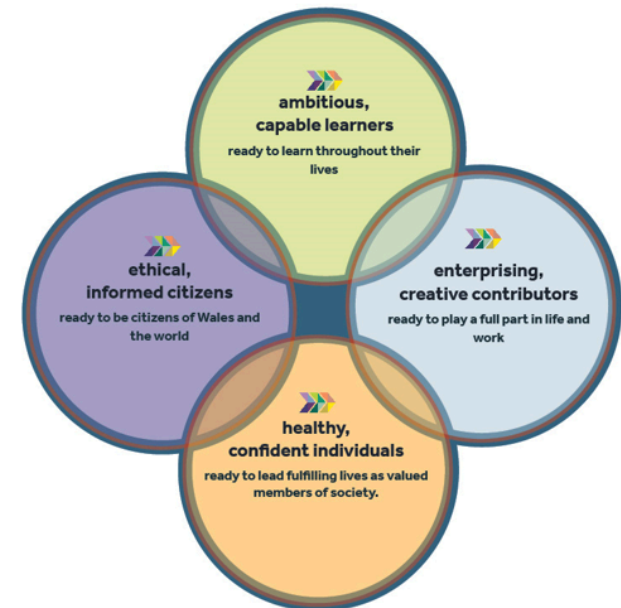
Inclusion Manager TRN [Roland Nicholas]

AOLE: Area of Learning Experience

Teacher ic: Teacher In Charge

SLT: Senior Leadership Team

GB: Governing Body





SCHOOL IMPROVEMENT PLAN

STRATEGIC AIMS 2024 - 2027



STRATEGIC AIM 1

Improve attendance for all groups of learners

STRATEGIC AIM 2

Develop a shared understanding of progression

STRATEGIC AIM 3

Further development of cross curricular and integral skills

STRATEGIC AIM 4

Raising of pupil aspirations and readiness to learn

School Target 2024/25

	All	Non EAL	FSM	Non FSM	LA	Non LA	SEN	Non SEN	Male	Female
Interim Capped 9	360.08	360.08	331.81	377.16	333.0	360.62	188.7	371.98	364.75	353.33
Average Points Literacy	37.99	37.99	34.07	40.35	30.0	38.15	15.0	39.58	37.89	38.13
Average Points Numeracy	37.99	37.99	34.59	40.04	30.0	38.15	15.0	39.58	37.82	38.22
Average Points Science	37.77	37.77	33.69	40.23	30.0	37.92	15.0	39.35	37.89	37.59
Average Points Skills	38.06	38.06	34.26	40.35	32.0	38.18	15.9	39.6	37.78	38.46
Skills Challenge National	62.99%	62.99%	60.0%	70.83%	33.33%	63.58%	0.0%	67.36%	61.54%	65.08%
Skills Challenge Foundation	92.86%	92.86%	89.66%	94.79%	100.0%	92.72%	60.0%	95.14%	92.31%	93.65%
Welsh Bacc National	53.9%	53.9%	37.93%	63.54%	33.33%	54.3%	0.0%	57.64%	51.65%	57.14%
Welsh Bacc Foundation	92.86%	92.86%	89.66%	94.79%	100.0%	92.72%	60.0%	95.14%	92.31%	93.65%
Level 2 Inclusion	54.55%	54.55%	39.66%	63.54%	33.33%	54.97%	0.0%	58.33%	52.75%	57.14%
Level 2 Inclusion with Literature	54.55%	54.55%	39.66%	63.54%	33.33%	54.97%	0.0%	58.33%	52.75%	57.14%
Level 2 Threshold	60.39%	60.39%	46.55%	68.75%	33.33%	60.93%	0.0%	64.58%	57.14%	65.08%
Level 1 Threshold	93.51%	93.51%	91.38%	94.79%	100.0%	93.38%	60.0%	95.83%	93.41%	93.65%

Aim 1: Improve attendance for all groups of learners

Vision:

We believe that the curriculum at Llangatwg is everything that a learner experiences in pursuit of the 4 purposes. Excellent attendance is fundamental to a learners' social, academic, and emotional development. We aim to create an environment that welcomes pupils and gives learning opportunities which encourage pupils to attend. A high level of attendance is expected. Whole school attendance strategies and procedures are understood by all staff and school partners including parents and pupils. Strong collaboration exists between the home and school which encourages high levels of attendance.

High aspirations of the achievement of all pupils is culturally embedded within the school at all levels. Wellbeing of every child is at the heart of all of our work and a strong focus is placed on providing a safe and nurturing environment where pupils and staff feel secure and confident. An inclusive ethos permeates the school that recognises the challenges pupils need to overcome to be resilient, well and happy.

Why is this a priority?	Success Criteria – What will success look like?
<ul style="list-style-type: none"> ○ Rates of attendance remain lower than expected amongst many groups of learners. In 2023/24, overall attendance was up by 2.25% [86.26%] when compared to 2022/23 but still lower compared to 91.93% in 2019. ○ The percentage of pupils persistently not attending school is too high [32.7% 2021/22; 21.6% 2022/23; 19.1% 2023/24] <i>NPT average 2023/24 - 14.9%</i> ○ There is a direct correlation between pupils not attending school and academic, social and emotional outcomes. ○ Despite reductions in fixed term exclusions, rates remain high amongst some groups of learners [e.g. eFSM pupils 106 days]. ○ A minority of pupils have encountered adverse childhood experiences and trauma which have an adverse effect on their life experiences creating barriers to learning. ○ There has been an increase in community based issues and police protection notices that lead to an adverse effect on pupil progress ○ The number of pupils engaged in vaping inside and outside of school has increased. ○ Rates of emotional, social and behavioural difficulties remain high amongst some learners and require tailored support to meet their needs. 	<p>Attendance amongst all groups of learners improves with a substantial decrease in pupils persistently not attending school. <i>Attendance rates improve from 86% [2023/24] to >89% [2024/25]</i> <i>Attendance eFSM improves from 80.8% 2023/24] to >83% [2024/25].</i> <i>Persistent absenteeism [<80%] falls from 19% [2023/24] to <15% [2024/25]</i></p> <p>There is a significant reduction in the number of fixed term and permanent exclusions amongst all groups of learners identified.</p> <p>Strategies to improve attendance (including the use of data) are evaluated regularly to enable the school to prioritise its work and plan effectively to bring about the improvements required in a timely way.</p> <p>Termly review of roles and responsibilities ensures a coherent and effective approach to tackling poor attendance.</p>

- Some pupils lack confidence both socially and academically and need support to overcome barriers faced.
- Further work is required to encourage pupils to positively influence school life and their learning experiences.
- High number of in-year admissions, many of which have ALN, social, emotional, behavioural needs or significant attendance issues [e.g. 28 pupils admitted in September 2023 - 50% with attendance <80%]
- The number of learners supported with the schools inclusive learning provision has increased, with an upward trend in these learners.
- A greater number of learners are exhibiting behaviours associated with emotional dysregulation, requiring support in order to overcome this barrier
- There are a number of learners with social, emotional and behaviour difficulties who require support over and above that typically available within the mainstream setting, and require additional provision to meet their needs.
- There are a large number of learners at Llangatwg School who are identified as potential NEET post-16, requiring a higher level of support in their transition. Many of these are EBSA.

Positive community family engagement and partnership working with families, partner primary schools strengthens the school's ability to positively engage with families to improve attendance and relationships.

Attendance is rewarded as part of the school ethos and the importance of attendance emphasised to pupils and parents on a regular basis.

Data shows an improvement in the number of pupils feeling happy and safe in school. Learners will have strategies to manage their emotional, social and behavioural difficulties, and will be able to self-regulate more effectively.

Learners have a positive influence on their own experiences at school that leads to a positive impact on their own leadership skills.

A reduction in the numbers of learners engaging in vaping.

All learners will be effectively supported, with evidence of their successes. All stakeholders will have a good understanding of how learners are progressing.

All learners will be supported and will have developed a range of strategies to help them with the regulation of their emotions.

Alternative provisions will be available to learners who experience SEBD as a barrier to their learning, enabling all learners to thrive within the wider context of the school.

Effective transition support and planning post-16 will be embedded, reducing the number of learners identified as potential NEET.

	<p>Whole school approach to mental health and wellbeing is fully embedded across pastoral and academic areas.</p> <p>Diversity is celebrated and helps prevent bias, inequality, bullying, prejudice and stereotyping of protected characteristics.</p> <p>Effective engagement with outside agencies supports inclusion, attendance and health and wellbeing of all pupils.</p>
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<h3 style="text-align: center;">Year 2 and Year 3 High Level Targets</h3>	
<p>Year 2</p>	<p>School to set targets for 2025/2026 in this box based on Success Criteria above</p> <ul style="list-style-type: none"> ● Overall attendance will improve to >90% ● Processes to track and improve attendance are embedded ● Roles and responsibilities of staff aimed at improving attendance are embedded ● Attendance of eFSM pupils will increase to >85% ● The percentage of persistent absentees will fall to <13% ● Most vulnerable learners will make improved progress ● Through self-evaluation activities, most vulnerable learners will demonstrate more positive attitudes to school and learning ● All staff trained in 'zones of regulation' staff are able to use training to reinforce during tutor time.
<p>Year 3</p>	<p>School to set targets for 2025/2026 in this box based on Success Criteria above</p> <ul style="list-style-type: none"> ● Overall attendance will improve to > 93% ● Attendance of eFSM pupils will increase to >86% ● The percentage of persistent absentees will fall to <10% ● Nearly all vulnerable learners will make improved progress ● Nearly all vulnerable learners will demonstrate more positive attitudes to school and learning

Milestones – Actions	Lead Person(s)	Start	Finish	Resources/ Cost	Progress update	Impact
<p>Communication with stakeholders:</p> <ul style="list-style-type: none"> Effectively communicate the importance of attendance and the school's systems and processes to pupils, staff, governors and parents. Ensure coherent communication of the schools systems and clear roles and responsibilities eg pastoral leads, attendance lead, Year Leaders, EWO, Attendance and Engagement officers,, Family Engagement Officer etc. Ensure clear lines of communication and importance of attendance to parents via newsletter, website, text to parents, parents' evenings, coffee mornings, and curriculum events to ensure high expectation of pupils' attendance and punctuality, so that they understand the impact of poor attendance on pupils' work and life chances. Continue to use half termly RAG letters, sent home to inform parents of pupil attendance and how this is positively or negatively impacting on pupil progress and wellbeing. Develop the role of the new appointment of Attendance and engagement Officers. Set up a School Council Attendance Team giving pupils responsibility for developing actions to improve attendance. 	JM	Oct 24	July 25	N/A		
	JM	Oct 24	July 25	N/A		
	JM	Oct 24	Ongoing July 25	N/A		
	JM	Oct 24	Ongoing July 25	N/A		
	JM/SJ	Oct 24	July 25	*PDG£54,000		

<ul style="list-style-type: none"> Set up weekly attendance team meetings with attendance lead and other key staff responsible for developing actions to improve attendance. 1:1 mentoring meetings for target pupils with attendance below 90%. Set pupil targets during meetings. Ensure all teachers are aware of their responsibility to raise attendance, providing teachers with a regular breakdown of attendance data. Teachers promote the importance of good attendance and discuss attendance matters with their pupils with the aim of addressing barriers to good attendance and promoting the importance of good attendance. Share this SIP target with Governors. Continue to give feedback to the Governor with responsibility for attendance on a regular basis and meet with the sub-committee with responsibility for attendance on a regular basis and provide them with the monthly data. Attendance Lead in collaboration with the EWO and other key attendance staff to undertake regular analysis of data, to identify: Those pupils who are persistent absentees (80% and below) Monitor and track the attendance of pupils causing concern on a regular basis to identify patterns of absence and to follow up on issues. Evaluate impact of 1st day response system. 	JM	Oct 24	July 25	£300		
	JM	Oct 24	July 25	N/A		
	JM/SB/ JEs	Oct 24				
	JM	Oct 24	July 25 ongoing	N/A		
	JM	Oct 24 ongoing	July 25 ongoing	N/A		
	JM/SB/ JEs	Oct 24 ongoing	July 25 ongoing	N/A		
	JM/SB/JE	Oct 24 ongoing	July 25 ongoing			

<p>Meet and engage with parents of target pupils to discuss the importance of attendance; to explore barriers; to set attendance targets and review progress, on a regular basis.</p> <p>Engage with relevant outside agencies to improve attendance of vulnerable pupils..</p> <p>Identify strategies that have contributed to the strong performance of other similar schools.</p>	JM/SB/ JEs	Oct 24	July 25 ongoing	N/A		
<p>Attendance to be a standard item at every Year Group assembly and is discussed weekly during form.</p> <p>Attendance data on display in key areas around the school.</p>	JM/ Year Leaders	Oct 24	July 25 ongoing	N/A		
<p>Ensure all appropriate penalty notices issued and referrals to EWO are consistently made.</p>	JM/SJ	Oct 24	July 25 ongoing	N/A		
<p>Improve Persistent Absence rates through developing bespoke and modified timetables for some targeted learners, working with the School Education reengagement officer.</p>	TRN/SB/ JE	Oct 24	July 25	N/A		
<p>Further development of our alternative education provision, Y Bont, aimed at developing a bespoke curriculum for pupils at risk of exclusion.</p>	NP	Oct 24 ongoing	July 25 ongoing	1 x seconded teacher in charge £60,000*		
				1 HLTA £27,000*		

<p>Encouraging strong attendance and reward systems</p> <ul style="list-style-type: none"> Review the school's approach to rewarding good attendance, including seeking the views of the School Council Attendance Committee 	JM			£3,000 rewards budget		
<p>* PDG Funded</p>						<p>Total Cost: £144,300</p>
<p>Autumn Term Review and impact Evaluation</p>						
<p>Spring Term Review and Impact Evaluation</p>						
<p>Summer Term Review and Impact Evaluation</p>						

Aim 2: Develop a shared understanding of progression

Vision:

High quality teaching inspires all learners to engage positively and make meaningful progress. Teachers are clear regarding what progression looks like and how best to achieve effective progression. Teachers have a clear understanding of the most effective pedagogy and planning is aimed at ensuring all pupils make appropriate levels of progress. Teaching actively promotes the use and development of skills and enables learners to be increasingly independent and able to apply their learning. Assessment is effective in informing next steps in planning and leads to pupils making effective levels of progress.

Why is this a priority?

A shared understanding of progression is a key driver in what makes Curriculum for Wales different. The need for this to be understood by the learning community is essential. This will underpin all other improvement priorities.

- The progression code outlines that progression is increasing the depth, breadth and sophistication of pupils’ knowledge and understanding, skills and capacities, and attributes and dispositions. When designing their curriculum, AOLEs need to incorporate the progression code when planning for progression.
- The code outlines 5 overarching principles of progression that needs to be addressed through effective planning:
 - increasing effectiveness
 - breadth and depth of knowledge
 - deepening understanding
 - refinement and application of skills
 - transferring learning into new contexts

The school needs to continue to evolve teaching in line with the above expectations and principles. In particular, we need to support teachers to develop a shared understanding of progression and to

Success Criteria – What will success look like?

Progression

Teaching is focused on effectively developing pupil progress. All pupils have a clear understanding of what and why they are learning. Pupils are challenged effectively and are able to develop knowledge, understanding and skills, including literacy, numeracy and digital, through high quality learning experiences.

The learning community will have a shared understanding of progression including what we want pupils to progress in and the overarching principles of progression and be able to articulate this.

Teaching will focus on developing increasing pupil effectiveness, the depth and breadth of their knowledge, deepening understanding, ideas, and disciplines, developing greater refinement and growing sophistication in their learning and making connections and transferring learning.

evolve their teaching to support pupils' progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.

The school needs to understand the purpose of assessment in supporting the progression of each individual learner. The principles for assessment are:

- To identify learner's strengths
- To identify how pupils learn best
- To identify next steps for learners

In order to enhance pupil progress the school needs to ensure that it has strong formative assessment systems in place. Recent monitoring highlights inconsistencies in the use of formative assessment to determine progress.

Self evaluation activities, including learning walks, during 23-24 have identified:

- Some inconsistencies of expectations in a minority of lessons remain in terms of what pupils can achieve.
- Some teachers require further support to clearly understand what progression looks like.
- In a minority of lessons, behaviour management is ineffective and low level disruption has an impact on pupil progress.
- In a very few lessons, the level of challenge is not set appropriately to allow pupils to make sound progress.
- In a few lessons, there is a lack of effective differentiation to enable all pupils to make appropriate progress.
- In some areas, the effective planning and development of skills is at an early stage of development.
- Planning for progression in some areas is still at an early stage and requires further development.
- In some lessons, learning intentions and success criteria are not clearly explicit which can restrict impact on learners' understanding of what they are learning and why.

Learners are able to articulate what progress they are making and the next steps to take to improve

Teachers will evolve their curriculum planning and teaching to ensure pupils progress with their values, attitudes, cross-curricular skills, integral skills and knowledge and understanding.

Formative Assessment [AfL]

Provision

Teachers have clear learning intentions for their lessons matched to pupils' individual learning needs and that enable pupils to progress

Teachers support pupils to understand WHY they are learning what they are learning

Teachers provide pupils with effective feedback to enable pupils to progress with their learning

Teachers provide pupils with the opportunity to action the feedback provided and to improve their work

Teachers provide effective opportunities to reflect upon and self-assess their work

Teachers are able to adapt their provision based on observations of learners' needs, misconceptions, etc

Learning

Pupils are clear on what they are learning to make progress in within a lesson or over a series of lessons

<ul style="list-style-type: none"> ○ In some areas, there is inconsistency in the effectiveness of the use of formative assessment to inform teachers and pupils in the next stage of their learning. ○ In a few areas, assessment information is not used effectively to inform teaching and learning activities ○ Some learners' reading is underdeveloped and lacks fluency when reading aloud. ○ Some learners make frequent spelling and grammatical errors and their presentation and organisational skills need strengthening. ○ In some areas, the use of questioning does not effectively support the development of higher order thinking. ○ In a few areas, greater opportunity is needed for learners to plan and organise the next steps in their learning by applying knowledge and skills acquired and developed across the curriculum. ○ In some lessons feedback opportunities could be more effectively developed to drive pupil progression 	<p>Pupils are clear on WHY they are learning what they are learning</p> <p>Pupils respond effectively to feedback to improve their work and to move their learning on</p> <p>Pupils edit and improve their work on a regular basis</p> <p>Pupils self-assess their work well, identifying strengths and how to improve it</p> <p>Pupils are clear on what they are doing well and what they need to improve (next steps)</p> <p>Teacher's ability to fulfil the principles of assessing for the future. Teachers will develop supporting individual learners on a day-to-day basis to identify strengths, identify how pupils learn best and plan for next steps in learning.</p> <p>Assessment and feedback are highly effective and have a notable impact on pupil progress, resulting in pupils confidently evaluating and improving their own learning.</p> <p>Teachers will provide opportunities for pupils to engage with higher levels of challenge.</p> <p>Effective questioning will support pupil progress and pupils are encouraged to listen to each other's responses carefully, developing learners ability to think critically.</p> <p>Based on a shared understanding of progression, teachers will evolve assessment and a shared understanding of assessing for the future to support pupil progress.</p> <p>Teachers' ability to fulfil the principles of assessing for the future. Teachers will develop their planning by supporting individual learners on a day-to-day basis to identify strengths,</p>
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	<p>identify how pupils learn best and plan for next steps in learning. This will support progress. Self-assessment will be purposeful, allowing pupils to make positive progress.</p> <p>Written feedback will clearly link to the learning outcomes and encourage pupils to reflect on their learning</p> <p>Teachers will support learners to be able to articulate what they are learning, why they are learning, what progress they are making and how to improve.</p> <p>Learners will be able to confidently and accurately self/peer assess work to highlight progress and next steps</p>
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<h3 style="text-align: center;">Year 2 and Year 3 High Level Targets</h3>	
<p>Year 2</p>	<p>Teachers have developed a more secure understanding of what progression looks like and are able to more effectively plan for progression. There is a greater consistency in the effectiveness and consistency of teaching and learning. Teachers have high expectations in all lessons and consistent routines to establish effective learning environments have been established. Teachers use research led enquiry to innovate their teaching and learning practices to become more effective. Assessment of pupils' work supports good levels of progress and pupils effectively respond to feedback to improve their work.</p>
<p>Year 3</p>	<p>Teachers have a secure understanding of what progression looks like and are able to effectively plan for progression in their teaching. The quality of teaching is consistently high and teachers have high expectations of all learners. Teachers are able to employ a range of the most effective strategies and are able to use research based enquiry to innovate and provide exciting and stimulating learning experiences. Learners become increasingly independent and are able to lead their own learning through effective feedback, application of knowledge and self-reflection.</p>

Milestones - Actions	Lead Person(s)	Start	Finish	Resources/ Cost	Progress	Impact
<p>Vision</p> <p>School and cluster vision remains a high priority and is regularly promoted as the driver of the curriculum and pedagogy.</p> <p>Ensure the school vision is embedded in the planning, implementation and evaluation of formative assessment:</p> <ul style="list-style-type: none"> ● Pupils clear on what they are learning to do ● Pupils clear on WHY they are learning it ● Pupils acting on effective feedback to move their learning on ● Pupils clear on what they are doing well and what they need to improve (next steps) ● Pupils having effective opportunities to reflect upon and assess their own work ● Pupils supporting their peers to progress <p>Shared Understanding of Progression</p> <p>Deepen our shared understanding of progression within school and with the cluster through:</p> <ul style="list-style-type: none"> ● Time in staff meetings - dedicated professional learning discussions 	<p>AR</p> <p>PS/KH</p> <p>SLT/AOLEs</p>	<p>Sept 24</p> <p>Sept 24</p> <p>Sept 24</p>	<p>July 25</p> <p>July 25</p> <p>July 25</p>	<p>£1,800* cluster Inset</p>		

<ul style="list-style-type: none"> • Shared Inset – cluster and across schools - skills and progression focus based on cluster schools priorities • Presentation/Discussion in Governor meetings • Parent meetings • National events – National Network conversations, Talk pedagogy etc. • Evaluations carried out in the school 	SLT / LA / Cluster	Oct 24				
Professional Learning / Evolving Teaching						
<ul style="list-style-type: none"> • Implement the self evaluation schedule so robust judgements can be made about pupils to progress through learning walks, work scrutiny and listening to learners. 	SLT/Middle Leaders	Oct 24	July 25	£2,000* cover costs		
<ul style="list-style-type: none"> • Further embed the “Llangatwg Way” (TEACH) model as a planning tool to support and develop effective teaching that allows staff to use a range of teaching approaches to support good progress in learning and wellbeing. 	KH/KG	Oct 24	July 25	N/A		
<ul style="list-style-type: none"> • Review and amend ADDs cycle to incorporate further opportunities to share and discuss high quality teaching and learning. Themes to be identified from self evaluation activities but will include questioning, differentiation and assessment. Staff to have some choice of workshops to provide an individualised programme. 	RS/KH	Sept 24	Oct 24	N/A		
<ul style="list-style-type: none"> • Key staff to work with the LA school improvement team focused on engaging teaching strategies to enable pupils to progress with their knowledge and understanding, while also progressing with their integral skills and development of cross cutting themes. 	KH/KG	Oct 24	July 25	£500* cover costs		

<ul style="list-style-type: none"> Key staff (3) to attend the local authority Teaching & Learning programme (5 days) to evolve their ability to influence and coach others teaching in line with the principles of progression. 	AR/KH/KG/EM	Sept 24	Oct 24	£3,000* cover costs		
<ul style="list-style-type: none"> T&L programme attendees to receive follow up support in school from the local authority Teaching & Learning team as part of the programme. 	KH/KG/EM	Oct 24	July 25			
<ul style="list-style-type: none"> T&L programme attendees to feedback strategies/practice to other teaching staff members via the Teaching and Learning PLC. 	KH/KG/EM	Oct 24	July 25	£8,000* cover costs		
<ul style="list-style-type: none"> Continue to strengthen and embed the teaching of HOTS in order to support pupils' to progress with their integral skills. 	KH/KG/EM	Oct 24	July 25	N/A		
<ul style="list-style-type: none"> Adapt the weekly T&L briefings to a time based specific strategy approach linked to timely SE focus. AOLE's contribute and share good practice via this approach. 	KH	Oct 24	July 25	N/A		
<ul style="list-style-type: none"> Pedagogy PLC to meet termly and trial strategies, initial focus on integral skills. 	KH/KG	Oct 24	July 25	As above		
<ul style="list-style-type: none"> Develop training materials/sessions alongside coaching/mentoring sessions based on self evaluation findings, to deliver at key points during the year. 	KH/KG	Oct 24	July 25	£1,000 resources		
<ul style="list-style-type: none"> All teachers to receive effective professional learning focused on formative assessment and its relationship with a shared understanding of progression. 	AOLEs	Oct 24	July 25	£19,300 PLG*		
<ul style="list-style-type: none"> Continue to develop progression tracking sheets to allow a holistic assessment of progress. 	PS	Oct 24	July 25			

<p>Curriculum Development</p> <ul style="list-style-type: none"> ● Leaders and teachers to continually review and develop the school’s curriculum planning to evaluate how well does the curriculum support pupils to progress with <ul style="list-style-type: none"> ❖ Values and attitudes ❖ Cross-curricular skills ❖ Integral skills ❖ Knowledge and understanding ● Continue to access professional learning from the LA to strengthen the school’s curriculum to plan for effective opportunities for pupils to progress with the above. ● School leaders to review the school’s current systems for assessment. What is useful and purposeful? What is having a strong impact on pupil progress? ● Leaders and teachers evolve their assessment processes in line with the expectations for CfW. (see ‘Why this is a priority?’ section) ● Leaders and teachers to implement agreed approaches to AfL using the assessment toolkit ● Evaluate the incorporation the What Matters statements into curriculum design 	SLT/AOLEs	Oct 24	July 25			
	AR/RS	Oct 24	July 25			
	PS	Oct 24 ongoing	July 25			
	PS/KH	Oct 24 ongoing	July 25			
<p>Learner Outcomes</p> <p>Increase the number of learners gaining 5 GCSES at Level 2 and Level 1 by evaluating subject options and the use of assessments to track performance</p>	RS/PS	Oct 24	July 25			

<p>Improve the performance of girls so that it is in line with boys performance e.g. [2023/24 L2+ - Boys 53.2% / Girls 46.8%]</p>	PS/KH	Oct 24	July 25			
<p>Scrutinise predictions provided by departments with the aim to improve prediction accuracy [SMID analysis].</p>	PS	Oct 24	July 25			
<p>Evaluate entry policy in Science to improve the grades achieved by learners.</p>	PS/RS	Oct 24	July 25			
<p>improve attendance at revision sessions.</p>	PS/CLs	Oct 24	July 25			
<p>Improve parental engagement in order to better support learners reach their potential e.g.>70% attendance at parents' evenings</p>	PS / Line Managers / Engagement workers	Oct24	July 25			
<p>Performance Management</p>						
<ul style="list-style-type: none"> PDR system implemented to replace PM. New procedures ensure staff have appropriate and challenging targets that will support all learners to make progress in realising the four purposes of the curriculum. As the school develops as an SLO, all staff are expected to be proactive in shaping their professional learning. They are encouraged to undertake professional enquiry, collaborate and be innovative in their approach to professional development. In-school professional support will be available for all practitioners so that they can actively engage with and reflect on their development priorities. 	RS	Oct 24	Oct 25	PLG grant funded		

<p>Monitoring</p> <ul style="list-style-type: none"> • Learning walks, work scrutiny and listening to learners' activities undertaken by Middle Leaders and quality assured by SLT. Members of the governing body will assist with the process. • Strengthening the role and ability of middle leaders to securely and accurately evaluate strengths in teaching and assessing progress in learning. 	<p>Middle Leaders / Govs / SLT</p> <p>SLT/Middle Leaders</p>	<p>Oct 24</p> <p>Oct 24</p>	<p>July 25</p> <p>July 25</p>	<p>£2,000 cover costs</p> <p>£1,000* training cover costs</p>		
Total Cost: £19,300						
Autumn Term Review and impact Evaluation						
Spring Term Review and Impact Evaluation						
Summer Term Review and Impact Evaluation						

Aim 3 *Develop pupils cross curricular and integral skills*

Vision:

The development of skills in literacy, numeracy and digital competence are essential in order for pupils to gain knowledge and be able to access the world of work and adapt and thrive in the modern world. As a school we will develop opportunities for pupils to develop and apply these skills and their capabilities in a wide range of contexts and areas of learning.

Teaching will focus on developing increasing pupil effectiveness, the depth and breadth of their knowledge, deepening understanding, ideas and disciplines, developing greater refinement and growing sophistication in their learning and making connections, transferring learning and developing their integral skills developing our pupils to become the best that they can be, prepared for lifelong learning. Our aim is to ensure that all pupils make meaningful progress in learning and thrive as individuals. Each and every child matters.

Why is this a priority?

- A minority of pupils do not make appropriate progress in their learning.
- There is variation in how much progress some pupils make across the school which is often as a result of insufficient challenge.
- Insufficient planning for differentiation is evident in many lessons which impacts detrimentally on progress.
- A minority of pupils make only limited progress in their learning. They have difficulty recalling prior learning and do not develop their knowledge, understanding or skills sufficiently.
- A minority of pupils do not concentrate sufficiently and are not challenged well enough to make the progress that they should.
- A minority of pupils offer only brief and underdeveloped responses using a limited range of vocabulary and are not challenged or given enough opportunity to improve them.
- A minority of pupils do not use a suitable range of reading strategies independently to support their learning.
- There is inconsistency in the range of opportunities for pupils to build their skills well enough.

Success Criteria – What will success look like?

Based on a shared understanding of progression, teachers will plan for the specific development of pupils' skills. Pupils will make progress in a given area or discipline as learners increase the depth, breadth and sophistication of their knowledge and understanding, skills and capacities, and attributes and dispositions.

Pupils will engage with appropriate levels of challenge, enhancing progress in knowledge, understanding and skills.

Pupils display high levels of engagement and are appropriately challenged to make suitable progress.

Pupils offer developed responses, both written and verbal, using a range of appropriate vocabulary.

<ul style="list-style-type: none"> ● A minority make frequent and careless errors in spelling, punctuation, and grammar. Feedback and support to address these aspects of their work is not always effective. ● A minority of pupils have weak numeracy skills and opportunities to develop these skills appropriately are inconsistent. ● Opportunities to develop appropriate digital skills across the curriculum and in a range of contexts are limited and therefore do not enhance skills sufficiently. ● Opportunities to aid the development of the integral skills of creativity and innovation, personal effectiveness, planning and organising, critical thinking and problem solving are inconsistent and therefore progress in these skills is variable. ● Handwriting and presentation of pupils' work is poor amongst a minority of pupils. 	<p>Pupils will independently use a wider range of reading strategies.</p> <p>Pupils will make fewer careless errors in their spelling, punctuation and grammar.</p> <p>Pupils will have a stronger recall of basic number facts in a variety of learning contexts..</p> <p>Pupils will show greater independence and confidence in applying the integral skills across the curriculum.</p> <p>Pupils display confidence in applying a range of digital skills in a range of contexts.</p> <p>Pupils will have greater fluency in their handwriting.</p> <p>Pupils will make greater progress in their knowledge, skills and understanding.</p> <p>Pupils will offer more extended responses.</p> <p>Pupils will apply their cross curricular skills more effectively</p>
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<h3 style="text-align: center;">Year 2 and Year 3 High Level Targets</h3>	
<p>Year 2</p>	<p>Teachers have developed a more secure understanding of what progression in the development of skills looks like and are able to more effectively plan for progression in skills. There is a greater consistency in the effectiveness and consistency of teaching and learning, enhancing the development of skills. Teachers consistently plan for progress with clear learning intentions that are linked to the development of pupils' skills. Teachers have high expectations in all lessons and consistent routines to establish effective learning environments have been established . Teachers use research led</p>

	<p>enquiry to innovate their teaching and learning practices to become more effective. Assessment of pupils' work supports good levels of progress and pupils effectively respond to feedback to improve their work.</p> <p>The majority of pupils will make progress in their learning. Many pupils will be able to demonstrate a greater ability to recall prior learning. Many will make strong progress in their knowledge, skills and understanding. There will be increasing numbers of pupils who are able to concentrate more effectively. Many pupils will develop their ability to provide extended responses, use a good range of reading strategies independently, they will use a wider range of vocabulary and fewer pupils will make frequent mistakes in spelling, punctuation and grammar. Many will develop their fine motor skills in order to be fluent in handwriting.</p>
Year 3	<p>Teachers have a secure understanding of what progression looks like and are able to effectively plan for progression in skills in their teaching. The quality of teaching is consistently high and teachers have high expectations of all learners and pupils make good progress in the development and application of skills. Teachers consistently plan for progress with clear learning intentions that are explicitly linked to the development of pupils' skills. Teachers are able to employ a range of the most effective strategies and are able to use research based enquiry to innovate and provide exciting and stimulating learning experiences. Learners become increasingly independent and are able to lead their own learning through effective feedback, application of knowledge and self-reflection.</p> <p>Most pupils will make strong progress in their learning. Most pupils will be able to demonstrate a greater ability to recall prior learning. Most will make strong progress in their knowledge, skills and understanding. There will be increasing numbers of pupils who are able to concentrate more effectively. Most pupils will have a strong recall of basic number facts and many pupils will show independence in their use and application of skills.</p>

Milestones - Actions	Lead Person	Start	Finish	Resources/ Cost	Progress	Impact
<p>Vision</p> <p>Based on a shared understanding of progression, teachers will plan for the specific development of pupils' skills, knowledge and understanding and also their capacities and attributes.</p>	KH	Sept 24	July 25	£1,500 training costs & supply		

<p>Professional Learning / Evolving Teaching</p> <p>All teachers develop a shared understanding of progress in skills - This focuses on understanding what it means to make progress in a given area or discipline as learners increase the depth, breadth and sophistication of their knowledge and understanding, skills and capacities, and attributes and dispositions.</p> <p>All teachers develop a shared understanding of assessing for the future – This will focus on supporting individual learners on a day to day basis, Identifying, capturing and reflecting on individual learner progress over time and understanding group progress.</p> <p>Senior leaders and middle leaders ensure assessment identifies opportunities for learners to demonstrate progress in cross curricular and integral skills</p> <p>Senior and middle leaders ensure assessments allow learners to identify the skills they have developed along with how they learn and what the next steps are.</p> <p>Identify best practice in the school. Share examples of effective planning, effective feedback, effective approaches to differentiation, approaches to developing pupils’ cross curricular skills, integral skills and metacognition.</p> <p>NPEP findings to drive a more consistent approach to collaborative learning. Enquiry based approach across all AOLEs and cluster schools aimed at developing the 4 purposes and principles of progression of Curriculum for Wales.</p>	KH	Oct 24	July 25	N/A		
	PS/KH	Oct 24	July 25	N/A		
	AOLE Leads	Oct 24	July 25	N/A		
	PS/AOLE Leads	Oct 24	July 25	N/A		
	KH	Oct 24	July 25	N/A		
	KH/RS/PS	Oct 24	July 25	£30,000 PDG		

Curriculum Development						
ADDS cycle used to allow for the progressive development and evaluation of skills.	AOLE Leads	Oct 24	July 25			
Schemes of learning to include appropriate opportunities for the development of cross curricular skills and integral skills.	AOLE Leads	Oct 24	July 25			
Curriculum design within AOLES develops appropriate opportunities for the development of the cross cutting themes: RSE, Human Rights, Diversity, Careers and Work Related Education, Local, National and Global contexts.	AOLE Leads	Sept 24	July 25			
Review the concept based approach to teaching and learning, including the development of values and attitudes and develop accordingly.	KH	Nov 24	July 25			
Review and amend literacy, numeracy, DCF and bilingualism policies in light of self-evaluation findings.	TLR Holders of these areas	Nov 24	Dec 24			
AOLES to incorporate findings Literacy, Numeracy and Digital Skills findings from self-evaluation activities that have been undertaken.						
AOLES to incorporate findings from bilingualism self evaluation activities that have been undertaken	AOLE Leads	Oct 24	Dec 24	£3,000 WESP funding		
Evaluate the incorporation of skills into curriculum design						
Performance Management						
Teachers have a performance management target{PDR} linked to teaching and learning action research, with a focus on development and progress in skills. Teachers will be provided	RS	Oct 24	July 25			

<p>with professional learning to meet their individual needs and to support them to achieve their targets.</p> <p>Monitoring Self-evaluation processes driven by senior and middle leaders to evaluate the progress in the development of learners skills <i>Whole school Self-evaluations activities to take place</i></p> <ol style="list-style-type: none"> 1) <i>How well are learners' integral skills being developed?</i> 2) <i>How well do learners read across the curriculum?</i> 3) <i>How confident are learners at applying their numerical skills across the curriculum</i> 4) <i>How is assessment and feedback used to support progress?</i> 5) <i>How confident are learners at applying their digital skills across the curriculum?</i> 6) <i>How do schemes of learning support pupil progression?</i> <p><i>Additional areas to look at</i></p> <p>Impact from Spring Term 2024 Speaking and listening evaluation</p> <p>Impact from Summer Term 2024 Bilingualism evaluation</p> <p>Is pupils' handwriting fluent? (Learning walk/Work scrutiny)</p> <p>Provide effective training for middle leaders and Skills coordinators to conduct consistent evaluation</p>	SLT/AOLE Leads	Sept 24 Oct 24	Oct 24 July 25			
Total Cost:£34,500						
Autumn Term Review and impact Evaluation						

Spring Term Review and Impact Evaluation

Summer Term Review and Impact Evaluation

Aim 4: Raising pupil aspirations and readiness to learn

Vision

At Llangatwg, we believe that high aspirations, both for oneself and others, are fundamental for success. Our teachers are aware of the barriers that may inhibit these aspirations and are dedicated to overcoming them. They provide all learners with a wide range of experiences designed to promote and encourage high aspirations. Additionally, we emphasise the importance of pupils conducting themselves in a manner that shows respect for themselves and others, demonstrating dedication to improving standards, and striving to achieve their best both in school and in the wider world.

Why is this a priority?	Success Criteria – What will success look like?
<ul style="list-style-type: none">● A few pupils have low expectations of their ability to achieve.● A few pupils demonstrate challenging behaviours.● A few pupils are not equipped appropriately and are slow to settle.● A few pupils do not have the wider support structures that help promote high aspirations.● A few pupils demonstrate a lack of awareness of the wider world around them and the opportunities that are available to them.	<ul style="list-style-type: none">● Nearly all pupils have high expectations of their ability to achieve and set ambitious goals.● Nearly all pupils demonstrate positive behaviours and a commitment to learning.● Nearly all pupils are well-prepared and equipped, settling quickly into their work.● Nearly all pupils have access to robust support structures that foster high aspirations.● Nearly all pupils are aware of the wider world and the opportunities available to them, showing a proactive attitude towards their future.

Year 2 and Year 3 High Level Targets

Year 2	Most learners demonstrate a readiness to learn and come to school equipped appropriately. There will be a further reduction of learners receiving fixed term exclusions, inline with NPT / Wales averages. Most pupils demonstrate positive behaviours in class and around the school. Most pupils, when surveyed, demonstrate aspirations for success and have or are beginning to form aspirations for their future direction in life.
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Year 3	Nearly all learners demonstrate a readiness to learn and come to school equipped appropriately. There will be a further reduction of learners receiving fixed term exclusions, which are below the NPT average and in-line or below All Wales averages. Nearly all pupils demonstrate positive behaviours in class and around the school. Nearly all pupils, when surveyed, demonstrate aspirations for success and have or are beginning to form aspirations for their future direction in life.
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Milestones - Actions	Lead Person	Start	Finish	Resources/ Cost	Progress	Impact
<p>Vision At Llangatwg, we believe that high aspirations, both for oneself and others, are fundamental for success. Our teachers are aware of the barriers that may inhibit these aspirations and are dedicated to overcoming them. They provide all learners with a wide range of experiences designed to promote and encourage high aspirations. Additionally, we emphasise the importance of pupils conducting themselves in a manner that shows respect for themselves and others, demonstrating dedication to improving standards, and striving to achieve their best both in school and in the wider world.</p>	RH	Oct 24	July 25	Year Teams assemblies Whole school assemblies Tutor time		
<p>Professional Learning / Evolving Teaching Areas of strength and improvements will be identified through the new PDR which will lead to professional development opportunities such as the Pivotal program. Through the use of PDR, excellent practice will be identified and shared as part of the mentoring / support program.</p>	RH/RS	Oct 24	July 25	N/A		
<p>Enhancing Pupil Expectations and Self-Belief Implement a mentoring program pairing pupils with teachers or</p>	RH	Oct 24	July 25	N/A		

prefects.						
Enhancing the role of Year 11 Senior prefects and pastoral team to include stakeholder voice in progress of strategic aims.	RH/Year Leader	Oct 24	July 25			
Conduct goal-setting workshops via form tutor learner support sessions and celebrate small achievements with a review of the current reward program.	RH	Oct 24	July 25	£3,000 for rewards		
Ensure all pupils are able to be recognised and celebrated for their achievements at all levels in all year groups.	RH / WJ	Oct 24	July 25	£2,000 for reward shop resources		
Review and discuss GCSE exam entries with learners at risk of not attending	SLT	March 25	July 25			
Addressing Challenging Behaviours						
Revisit Pivotal approach to Positive Behavioural Interventions to ensure consistency of approach by all staff. revisit and enhance training as a trauma informed / attachment aware school.	RH	Oct 24	June 25	£2,000 for training and Inset time		
Increase parental involvement whose children are demonstrating challenging behaviours through workshops and proactive communication.	Year Leaders / Y Bont staff	Oct 24	July 25	£500 for parental engagement resources		
Provide bespoke support to staff who may require further training on dealing with challenging pupil behaviours and relationships.	RH	Oct 24	July 25	£1,000 Inset time / cover costs		
Review of sanctions and interventions to increase consistency and effectiveness.	RH/Year Leaders	Oct 24 ongoing	July 25			
Implementing new Paratoi provision. Creating a holistic approach for our existing pupil provisions.	RH/GT	Oct 24	Dec 24			

Implement new mobile phone policy aimed at reducing in-class distractions	All staff	Oct 24	Dec 24	N/A		
Further development of the wellbeing and pupil support panel forums to ensure a joined up approach to ALN, wellbeing and inclusion.	RH/Year Leaders / Y Bont / Enfys	Oct 24		N/A		
Curriculum Development						
<i>Increasing Awareness of the Wider World and Opportunities</i>						
Implement a comprehensive career and life skills program including guest speakers and field trips.	RH/RS/ Year Leaders	Oct 24 ongoing	July 25	£1,000 resources as required		
Curriculum Integration: Embed career education, including work experience, and life skills into the broader curriculum, ensuring relevance and continuity.	RA	Oct 24	July 25	N/A		
Develop use of form tutor time to ensure a relevant focus on health and wellbeing with the 4 purposes in mind. Review of jigsaw registration program.	RH / Year Leaders	Oct 24	July 25	£600 Cover cost		
Overview of current whole school approach to health & wellbeing. (.b review/ mapping exercise, KS4 Coverage)	RH / JD / LM	Oct 24	Dec 24	1 day review £600 cover costs		
Reviewing current discipline and pastoral structure	All staff	Dec 24	March 25			
<i>Ensuring Pupils Are Well-Equipped and Settle Quickly</i>						
Provide start-of-term equipment packs in all classrooms made available for all learners to access if required.	SLT	Oct 24	Oct 24 ongoing	£1,000 resources		
Communicate clearly to parents and pupils Llangatwg's expectations of what it means to be ready to learn [e.g. being equipped with a	SLT	Sept 24				

<p>pen, books etc.]</p> <p>Establish a robust form period program that ensures all pupils are ready prepared for active learning, promoting positive relationships and the development of skills required to learn effectively.</p> <p>Performance Management [PDR]</p> <p>Some staff will have a performance management target linked to teaching and learning action research, with a focus on developing their classroom management. As part of this, teachers will be proactive in raising aspirations through high quality teaching and feedback to pupils. Teachers will be provided with professional learning to meet their individual needs and to support them to achieve their targets and ensure accountability at all levels</p> <p>Monitoring</p> <p>Self-evaluation processes – Pupil centred as the initial focus and reflect on the impact of initiatives e.g. Are more pupils coming to school equipped and ready to learn? Are pupils demonstrating greater motivation?</p> <p>Senior pastoral staff to calendar key termly meetings for pupil progress updates to include sharing good practise via school visits and LA peer collaboration.</p> <p><i>Examples of aspects to evaluate:</i></p> <p>Are rates of fixed term exclusions reducing? Are low-level disruptions in classroom situations reducing? Are celebration events and initiatives aimed at raising aspirations having a desired impact? [Pupil interviews]</p>	<p>RH / Year Leaders</p> <p>RS</p> <p>SLT / Middle Leaders</p> <p>SLT / Year Leaders</p> <p>SLT / Year Leaders</p>	<p>Oct 24</p> <p>Oct 24 ongoing</p> <p>Oct 24</p> <p>Oct 24</p>	<p>Dec 24</p> <p>July 25</p> <p>July 25</p> <p>July 25</p>	<p>N/A</p> <p>N/A</p> <p>£500 for resources / training</p> <p>N/A</p>		
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Total Cost : £12,300

Autumn Term Review and impact Evaluation

Spring Term Review and impact Evaluation

Summer Term Review and impact Evaluation