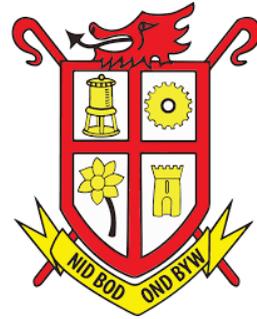# Llangatwg Community School
Ysgol Gymunedol Llangatwg

School Development Plan (SDP)

Cynllun Datblygu Ysgol (CDY)

School Development Plan Priorities 2025-26 Overview

Theme 1: Learning, teaching and assessment

Lead: RS/KH/PS
Collaborators: Curriculum Leaders/all teachers/support staff
Link Governor(s): Sarah Harwood (LLC), Phil Rogers (Maths), Katherine Dilks (Humanities), Marcus Davies (Science and Tech), Alison Totterdale (Expressive Arts), David Williams (Health and Wellbeing)
Objective 1a: *Improve the quality and consistency of teaching across all Areas of Learning and Experience.*
Objective 1b: *Improve the quality and consistency of assessment across all Areas of Learning and Experience.*

Theme 2: Attendance

Lead: WJ/RH
Collaborators: JE, SB, Year Leaders/Assistant Year Leaders/Form Tutors
Link Governor(s): Emrys Elias
Objective 2: *Improve the attendance of all groups of learners.*

Theme 3: Leadership and Management

Lead: LM
Collaborators: Leadership Team/Middle Leaders
Link Governor(s): Elliot Sumpter-Browning
Objective 3a: *Clarify and define the roles and responsibilities of school leaders to establish clear lines of accountability across all areas of the school.*
Objective 3b: *Enhance the clarity and effectiveness of the school's improvement planning by ensuring that goals are well-defined, evidence-informed, and strategically aligned to improve pupil learning and outcomes.*
Objective 3c: *To lead the strategic development of the new school build to ensure it enhances the learning environment, supports long-term school improvement, and is delivered with minimal disruption to teaching and learning.*

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Theme 1	Learning, Teaching and Assessment				
Objective 1a	*Improve the quality and consistency of teaching across all Areas of Learning and Experience*				
Rationale	*Improving the quality and consistency of teaching across all Areas of Learning and Experience is essential to ensure all learners receive high-quality education that supports their progress and achievement. This priority directly responds to a key recommendation from our recent Estyn inspection, which highlighted the need to enhance teaching and assessment practices. By focusing on this area, we aim to create a more cohesive and effective learning environment that meets the needs of all pupils.*				
Lead person(s)	RS/KH				
Collaborators	Curriculum Leaders/all teachers/Support staff				
Gov Link(s)	Sarah Harwood (LLC), Phil Rogers (Maths), Katherine Dilks (Humanities), Marcus Davies (Science and Tech), Alison Totterdale (Expressive Arts), David Williams (Health and Wellbeing)				

Learning, Teaching and Assessment (*Estyn Recommendation 1*)			Monitoring		
Key Initiative(s)	Success Criteria	Timeline	Oct 25	Jan 26	Mar 26
1a.1 **Establish and embed a consistent and effective classroom routine across all lessons (including form time) to improve pupil engagement and learning outcomes.**	• 'Meet and greet' process is used by all teachers at the classroom door to create a welcoming environment and set positive expectations from the outset. • 'Do now' tasks are implemented in all lessons for immediate pupil	Sep 25 - Mar 26			

engagement at the start of every lesson.

- Equipment stations set up in all classrooms (£2000 PDG Funding)
- Engaging starter activities(if different from 'Do Now' task) are used to capture pupils' interest and focus learning.
- Regular monitoring is undertaken throughout the lesson to check pupil understanding and adjust teaching accordingly.
- A plenary session is incorporated into every lesson to consolidate learning and provide reflection opportunities.
- An orderly and calm 'end and send' exit process is implemented in all lessons to maintain a positive classroom atmosphere.
- Curriculum Leaders/Department Leads/Leadership Team regularly monitor class routines (including through duty rota).
- A structured form time programme is developed and implemented for each year group, ensuring a consistent and productive approach to form time across the school. Each year group is monitored by a member of the leadership team.

1a.2	Implement and evaluate alternative grouping and classroom setting arrangements with one year group in the first instance to support teachers to plan effectively for the diverse learning needs of all students.	• Training opportunities provided to teachers to support planning for diverse needs.	Sep 25		
		• Teachers demonstrate improved ability to plan lessons that address diverse learning needs, as evidenced in lesson observations and learning walks (see Inclusion Development Plan).	Dec 25		
		• Further training identified and delivered to staff who require further support.	Spring term		
		• Teachers report increased confidence and satisfaction in planning for diverse learners via surveys or interviews.	Dec 25		
		• Pupil engagement levels increase in lessons.	Sep 25 - Mar 26		
		• Formative assessments show improvement in pupil understanding and performance across different groups.	Dec 25 - Jul 26		
		• Data collection tools (surveys, focus groups) are used to gather feedback from teachers and pupils on the effectiveness of grouping and setting.	April 26		
		• Evaluation reports include evidence-based recommendations for sustaining or refining grouping	April 26		

		<mark>strategies.</mark>					
1a.3	**Implement and evaluate an inclusive learning model whereby the needs of all learners are supported.**	**1. Curriculum Integration**	Sep 25-Jul 26				

1. Curriculum Integration

- All departments demonstrate evidence of *The Llangatwg Way* principles embedded in schemes of learning and lesson planning.
- Staff consistently apply *The Llangatwg Way* strategies in lesson delivery, observed through learning walks, book scrutiny, and lesson observations.

2. Differentiation and Reasonable Adjustments

- Differentiation is evident in at least many lessons, tailored to meet the needs of all learners, including those with ALN.
- Reasonable adjustments are routinely implemented and documented for identified learners, with clear impact on engagement and progress.

3. Lesson Structure and Pace

- Lessons follow a consistent structure aligned with *The Llangatwg Way*, promoting clarity, engagement, and

progression.
- Lesson pace is adapted to suit learner needs, with regular formative assessment used to inform adjustments.

4. Resource Production

- Teaching resources reflect inclusive design principles, with scaffolding and challenge built in.
- Digital and physical resources are accessible to all learners, including those with additional learning needs.

5. Classroom Environment

- Learning environments across the school reflect *The Llangatwg Way* values: inclusive, supportive, and stimulating.
- Displays, seating arrangements, and classroom routines promote equity, respect, and high expectations.
- Teachers use data on ClassCharts more effectively to plan lessons.

6. Use of Aids and Support Tools

- Appropriate learning aids (e.g., overlays, visual timetables, assistive technology) are available and used effectively in lessons.

		• Staff are trained and confident in deploying support tools to enhance learning for all pupils.				
		7. Monitoring and Evaluation				
		• Reviews of teaching and learning include evaluation of *The Llangatwg Way* implementation. • Pupil voice and staff feedback are used to refine and improve practice. (£50000 PDG Funding)				
1a.4	**Review and refine the Professional Development Review (PDR) process and partnerships to ensure bespoke, needs-based support is provided for all teachers, aligned with individual professional development goals.**	• Revised PDR process is in place by Oct 25, clearly linking individual professional goals to whole-school priorities.	Oct 25			
		• 100% of teaching staff and Leadership Team participate in structured PDR conversations that lead to personalised CPD plans, reflecting their subject area and areas for development.	Oct 25 - Jul 26			
		• At least 85% of staff report through termly surveys or line management reviews that the CPD/support received is personalised, relevant, and has a positive impact on their teaching practice.	Dec 25 - Jul 26			
		• CPD provision is mapped against school and departmental priorities,	Oct 25			

		including effective learning and teaching.	
		Improved teaching quality is evidenced through lesson observations, book scrutiny, and pupil voice — with a focus on progress in targeted development areas (e.g. AfL, inclusive teaching, or curriculum planning).	Oct 25 - Jul 26
		New or refined external partnerships are established to enhance subject-specific or pedagogical CPD.	Oct 25 - Jul 26
		Professional learning portfolios are maintained by staff and reviewed at least twice yearly to evidence reflection, development, and classroom impact.	Oct 25 - Jul 26
		Middle and senior leaders demonstrate improved capacity to support and challenge teaching staff effectively, as evidenced by PDR documentation and line management reviews.	Jun 26
		Staff retention improves, especially in hard-to-recruit subjects (e.g. science, Welsh), and new staff indicate that support structures are strong.	Jul 26
		(£2000 - cover costs for PDR cycle)	
1a.5	Implement a structured lesson study	All teaching staff participate in at	Sep 25 - Jul 26

| | model (including with our Cluster primary schools) to foster a culture of professional collaboration and continuous improvement in teaching and learning. | least one full lesson study cycle within the academic year.
 ● Staff feedback indicates increased confidence and willingness to collaborate professionally.
 ● Lesson study groups meet regularly as scheduled (e.g. termly or half-termly) with documented planning, observation, and reflection.
 ● Evidence of co-planned lessons and shared resources across departments or year groups.
 ● Teacher reflections and lesson evaluations show evidence of adaptation and improvement in instructional strategies.
 ● Peer observation notes highlight professional dialogue and constructive feedback.
 ● Pupil work and assessment data indicate improvement in targeted areas of focus.
 ● Pupil voice activities (e.g. surveys or focus groups) reflect positively on the quality of lessons observed.
 ● Staff identify lesson study as a | | | | |

		valuable part of their professional development in performance management or CPD feedback. (£3000 - cover costs for Triads)				

1a.6	**Develop a whole-school approach to improving pupils' oracy skills in English across the curriculum, and extend this approach to strengthening pupils' oracy in Welsh, ensuring high-quality speaking and listening opportunities in both languages.**	• A three-tiered oracy model is developed and implemented across all year groups:
		   - Term 1: Focus on presentation skills, including formal speaking, tone, posture, and clarity.
		   - Term 2: Emphasis on group discussion, promoting active listening, turn-taking, and the use of academic language.
		   - Term 3: Application of role play and simulation techniques to build persuasive speaking, empathy, and real-world communication skills.
		• Subject departments/AoLE map oracy opportunities into schemes of learning, ensuring progression and relevance across disciplines.
		• A baseline and end-of-year oracy
			Sep 25-Jul 26			

| | | assessment tool is created and used to monitor pupil progress and confidence in speaking.
● Staff receive targeted CPD each term aligned with the three-tiered model to ensure consistency and effective delivery (using ADDs)
● Student voice and teacher evaluations reflect increased confidence, engagement, and competency in oracy across the curriculum.
● Opportunities for public speaking, debate, and performance are integrated into enrichment activities, assemblies, and form time.
● Pupils use Welsh with increasing accuracy, fluency and confidence across the school.
● School achieves Siarter Iaith Bronze Award in October and begins working towards the Silver Award ready for accreditation in Autumn 2026 (£500 for Bilingualism). | | | | |
| 1a.7 | **Develop a whole-school approach to improving pupils' writing across the** | ● Item-level analysis of examination data is completed for all subjects. | Sept 25 | | | |

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| curriculum. | • Key writing challenges (e.g. structure, clarity, use of evidence) are identified and documented across subjects.
 • Subject-specific writing issues are shared with departments and used to inform planning.
 • Literacy Coordinator identifies and categorises common question types (e.g. *evaluate, analyse, explain, to what extent*) across subjects.
 • Writing frames and scaffolds are developed for each question type and shared with staff.
 • Literacy-rich departments integrate writing frames into schemes of learning and lesson planning.
 • Work scrutiny demonstrates increased use of structured writing approaches in response to these question types
 • Best practice in writing instruction is identified in English and Geography and documented as case studies or exemplars.
 • At least two professional learning sessions are delivered to staff on "What does good writing look like?" | Oct 25

 Nov - Dec 25

 Spring Term

 Dec 25

 Dec 25 - Jan 26 | | | |

		across subjects.			
		• Staff confidence in teaching writing improves, measured through post-training feedback (target: 85% positive response).	Jan 26		
		• Departments begin to adopt shared language and expectations around writing quality.	Spring term		
		• Departments collaborate to produce model answers for key question types in their subject areas	Spring term		
		• Slow writing technique is introduced in literacy-rich departments, with clear guidance and examples.	Spring term		
		• Pupils demonstrate improved writing quality and structure in assessed work, evidenced through moderation and work scrutiny	Spring and Summer term		
		• Termly review meetings with Literacy Coordinator and Line Manager to assess progress against criteria.	Fortnightly		
		• Impact measured through improvements in writing-related assessment outcomes and internal tracking.	On-going		
		(£25100 PDG Funding)			

| 1a.8 | Enhance authentic learning opportunities in targeted areas across the curriculum (Humanities, Science and Tech, Maths). | **1. Staff Engagement & Practice**

● Teachers demonstrate use of authentic learning strategies in lesson plans and schemes of work across all year groups.
● Staff participate in at least one professional development session focused on authentic learning during the academic year.
● Targeted departments plan a minimum of one example of an authentic learning task or project each term.

2. Student Outcomes & Engagement

● Students can describe at least one learning experience where they applied knowledge to a real-world context, as evidenced through learning reflections or surveys.
● Samples of student work from all year groups show application to real-life situations, such as solving real problems, presenting to real audiences, or creating products with a purpose.
● Students take part in at least one project per year that involves an external audience, expert feedback, or a community issue

(£5000 PDG Funding) | Jan - Jul 26 | | | |

3. Community & Real-World Connections

- The school initiates new partnerships with local organisations, businesses, or professionals to support authentic learning activities.
- External visitors (e.g. professionals, entrepreneurs, subject experts) contribute to classroom learning or projects at least once per term.
- Students engage in off-site learning experiences or fieldwork that connects directly with curriculum content and real-world issues

(£20000, PDG)

4. Curriculum Development

- Curriculum documentation is updated to include references to authentic learning opportunities in each subject area.
- Interdisciplinary or thematic projects are planned and delivered across key stages, with clear real-world outcomes (e.g. campaigns, exhibitions, product launches).
- Planning meetings include discussion of real-world relevance and community links when designing new units or revising existing ones.

5. Impact Monitoring

- Work scrutiny and learning walks show

		growing evidence of tasks linked to real audiences, authentic products, or meaningful student choice. ● Pupil voice discussions and learning journals indicate increased awareness of how school learning connects to life beyond school. ● Teachers and leaders reflect on the impact of authentic learning in line management meetings, curriculum reviews, or whole-school evaluation days.				
1a.9	**Provide a structured programme of support and challenge for all departments through the implementation of a robust departmental/area review process, ensuring consistency in standards, improving teaching and learning, and identifying areas for development and best practice.**	● A clearly defined review schedule is in place and followed. ● Departmental reviews are conducted using Estyn-based criteria. ● Evidence from reviews informs whole-school self-evaluation and improvement planning. ● Leaders at all levels demonstrate increased capacity to evaluate and improve their areas. ● Improved teaching and learning is evident through lesson observations and learning walks. ● Clear support and development actions are identified and monitored following each review. (£2000 - cover costs for review cycle)	Sep 25 - May 26			

Overall resourcing cost	£109,600

Objective 1b	*Improve the quality and consistency of assessment across all Areas of Learning and Experience*
Rationale	*Assessment is a fundamental component in supporting learner progression. High-quality, consistent assessment enables schools to understand where learners are in their learning, identify next steps, and provide timely and appropriate support. It also ensures that learners, parents/carers, and staff have a shared understanding of progress and achievement. This priority directly responds to a key recommendation from our recent Estyn inspection, which highlighted the need to enhance our assessment practices.*
Lead person(s)	PS
Collaborators	Curriculum Leaders/all teachers
Gov Link(s)	Sarah Harwood (LLC), Phil Rogers (Maths), Katherine Dilks (Humanities), Marcus Davies (Science and Tech), Alison Totterdale (Expressive Arts), David Williams (Health and Wellbeing)

Learning, Teaching and Assessment (*Estyn Recommendation 1*)			Monitoring		
Key Initiative(s)		Success Criteria	Timeline	Oct 25	Jan 26	Mar 26
1b.1	Establish and embed a consistent feedback policy that allows both learners and teachers to understand the progress made in lessons.	• Feedback policy amended to provide greater clarity on feedback expectations. • Staff receive training on effective	March 26 Spring Term			

		feedback strategies (using ADDs).					
		• All staff implement feedback policy consistently across all AOLEs	Summer Term				
		• Learners receive regular, timely and constructive feedback that identifies strengths and next steps.	Jan - Jul 26				
		• Learners can articulate how feedback helps them improve their work.	Spring Term				
		• AOLEs use effective and appropriate assessments opportunities to allow teachers to provide high quality feedback.	Spring Term				
		• Lesson observations and book scrutinies show an improvement in the feedback provided by AOLEs.	Summer Term				
		• Pupil voice activities demonstrate learners understand and act upon feedback given.	Summer Term				
		• Areas of best practice used to drive improvements in feedback provided to learners.	Summer Term				
		• Feedback approaches align with progression code	Summer Term				
		(£2000 PDG Funding)					
1b.2	**Develop Formative and summative assessment to inform teachers,learners and parents of the progress made and next steps**	• AOLE assessment opportunities reviewed.	Sep 25 - July 26				
		• Staff receive further training on using formative assessments to determine					

		progress and next steps (using ADDs). • Learners can articulate how assessment is helping them identify progress and next steps. • Parents / carers are better informed of assessment opportunities for learners.			
1b.3	**Develop a culture of independence where learners are confident using strategies to identify the progress they are making.**	• Learners are taught strategies to develop their independence in identifying progress during lessons. • Self and peer assessment opportunities are embedded across all AOLEs. • Learners are able to use self and peer assessment effectively to identify strengths and areas of improvement. • Lesson planning includes opportunities for learners to demonstrate their independence. • Learners understand how to use learning intentions and Success criteria to identify the progress they are making in lessons. • Learner support sessions used successfully for underachieving pupils. • Lesson observations and pupil voice activities demonstrate an improvement in learners independently identifying progress	Sep 25 - July 26		

		made and next steps				
1b.4	**Develop the forensic use of data to identify strengths and areas to improve**	• Yellis baseline testing introduced for year 10 pupils (£1800).	Sep 25			
		• Tracking processes used to produce predicted grades reviewed.	Sep 25			
		• All teachers can confidently use SMID and Yellis to analyse the progress their classes are making.	Autumn Term			
		• AOLE and Curriculum leads can effectively use SMID and Yellis to challenge and support teachers in their subject area.	Sep 25 - Jul 26			
		• Line managers use data effectively to challenge and support. AOLE/Curriculum/Year Leaders	Sep 25 - Jul 26			
		• AOLEs and Year teams use data effectively to support learners identified as underachieving.	Sep 25 - Jul 26			
		• Inclusion Manager analyses data post-tracking and supports teachers to identify strategies to improve ALN learner performance.	Sep 25 - Jul 26			
		• Teachers differentiate lessons appropriately using available data (Yellis, SMID, Classcharts) as a guide.	Sep 25 - Jul 26			
		• Targeted intervention support for learners struggling with literacy and numeracy.	Oct 25			

1b.5	Implement a moderation process to evaluate progress judgements within and across AOLEs	• Rationale for moderation process shared with staff. • A clear whole-school moderation schedule is implemented and followed by AOLEs. • Criteria for moderation developed in collaboration with AOLEs. • Moderation shows greater consistency in judgements made. • Examples of good practice annotated and shared with staff to improve consistency. • Confidence in judgement improves across AOLEs.	Jan 26 - July 26	
1b.6	Evaluate and improve communication of learner progress with parents / carers	• Review of reporting cycle completed with amendments identified. • Consistency and standard of reports parents / carers receive improve. • Over 80% of parents / carers agree reports clearly allow them to see the progress their child is making. • More effective mechanism for both parents and pupils to feedback on reports established.	March 26 Summer Term Summer Term Summer Term	
Overall resourcing cost			£3800	

Theme 2	**Attendance**

Objective 2	To improve the attendance of all groups of learners
Rationale	*Regular attendance is essential for academic success, personal growth, and equitable outcomes. Current attendance rates fall below national and internal targets, with persistent absenteeism impacting attainment, wellbeing, and widening achievement gaps—especially for vulnerable learners. This whole-school plan focuses on prevention, early intervention, and targeted support, involving families, staff, and external partners. By fostering a culture of attendance and improving systems and communication, we aim to ensure every pupil is known, valued, and supported to succeed.*
Lead person	WJ / RH
Collaborators	JE / SB/Year Leaders/Assistant Year Leaders/Form Tutors
Gov Link(s)	Emrys Elias

Attendance (*Estyn Recommendation 2*)			Monitoring		
Key Initiative(s)	**Success Criteria**	**Timeline**	Oct 25	Jan 26	Mar 26
2.1 **Ensure clear defined roles, responsibilities and accountability.**	● The roles of key staff in managing attendance (e.g. Form tutors, Year Leaders, SLT Attendance Lead, Family Engagement Officer, **Attendance Officer**, EWO,) are clarified and communicated to all stakeholders. ● All Form Tutors receive regular attendance data for their classes. ● Evidence from learning walks shows that Form Tutors routinely discuss	Sep 2025 Sep 2025 - Jul 2026 Sept 2025 - Jul 2026			

		attendance with pupils during form time.					
		• Staff survey or feedback shows at least 90% feel confident in their role in promoting attendance.	Dec 2025				
		• All eligible cases receive timely penalty notices or EWO referrals in line with policy.	Sept 2025 - Jul 2026				
		• 100% of attendance actions (e.g. letters, meetings, referrals) are logged and monitored through the school's tracking system.	Sept 2025 - Jul 2026				
		• Half-termly attendance reviews show no significant delays or inconsistencies in the application of attendance sanctions.	Oct 2025 - Jul 2026				
		(£33000 PDG Funding)					
2.2	Improve early identification and intervention for 'At-Risk' learners through data-driven practise.	• Attendance data is reviewed weekly to identify learners with emerging attendance issues and patterns of concerns.	Oct 2025				
		• At-risk learners are contacted by a designated staff member on the 1st day of an absence.	Oct 2025				
		• Individual attendance support plans are developed collaboratively with learners, parents, and staff.	Nov 2025				
		• Reduction in persistent absenteeism rates by at least 10% within one term.	Dec 2025				

		• Positive feedback from learners and parents on intervention support in follow-up surveys.	Jan 2026
2.3	**Improve engagement through positive incentives and recognition.**	• Attendance reward systems are reviewed and enhanced, incorporating feedback from the School Council (£5000 PDG Funding)	Nov 2025
		• Regular attendance awards are given weekly/monthly for individuals and groups with high attendance.	Nov 2025
		• Visible tracking boards display attendance achievements prominently.	Oct 2025
		• Increase in percentage of learners achieving 95%+ attendance by 15% within a year.	June 2025
		• Attendance recognition is included in school assemblies and newsletters.	Oct 2025
		• Learners report feeling motivated and valued for good attendance in focus groups.	Jan 2026
2.4	**Strengthen communication and partnership with families and all**	• Clear and timely communications using a range of channels	Oct 2025

	stakeholders.	(newsletters, website, texts, ClassCharts) are sent to parents/carers about attendance expectations and concerns.				
		• 100% of families receive attendance updates each term via Classcharts and termly RAG attendance report.	Dec 2025			
		• Regular parent information sent to discuss/highlight the importance of attendance, including satellite parent/carer evenings in the community. (£2000 PDG Funding)	Feb 2025			
		• Improved parent engagement in attendance meetings.	Feb 2025			
		• Positive parent feedback collected about communication effectiveness and school support.	Jan 2025			
		• SDP targets are shared with governors; the inclusion sub-committee meets regularly and is provided with regular attendance updates.	Nov 2025			
2.5	**Enhance the school environment to make**	• Student surveys indicate an increase	Jan 2025			

	attendance attractive.	in satisfaction with school culture.					
		• Implementation of engaging, varied curriculum and extracurricular activities.	Mar 2026				
		• Decrease in behavioral incidents that effect attendance eg fixed term exclusions..	Feb 2025				
		• Increased participation rates in clubs, sports, and enrichment activities.	Feb 2025				
		• Observational reports show improved learner engagement during lessons and breaks. (£10000 PDG Funding)	Dec 2025				
2.6	**Targeted support for vulnerable groups.**	• Attendance data disaggregated by group (e.g. ALN, EAL, FSM) is monitored monthly.	Oct 2025				
		• Tailored attendance support strategies developed for specific vulnerable groups including bespoke timetables, alternative education (including JAs) and PSPs (£15000 PDG Funding)	Oct 2025				
		• Reduction in attendance gaps	Dec 2025				

		between vulnerable groups and whole-school average by 10%.	
		• Collaboration with external agencies (counselors, social workers) for aligned support.	Oct 2025
		• Penalty notices and EWO referrals are issued timely and consistently when required.	Nov 2025
Overall resourcing cost			£65,000

Theme 3	Leadership and Management
Objective 3a	*Clarify and define the roles and responsibilities of school leaders to establish clear lines of accountability across all areas of the school.*

Rationale	*Ensuring that leadership roles are clearly articulated will promote effective leadership and management, improve communication, and support consistent accountability throughout the school community. This priority directly responds to a key recommendation from our recent Estyn inspection, which commented on our current structure including duplication of roles and not always allowing for clear lines of accountability.*
Lead person	LM
Collaborators	Leadership Team/Middle Leaders/HR/Governing Body
Gov Link(s)	Elliot Sumpter-Browning

Leadership and Management (*Estyn Recommendation* 3 and 4)			Monitoring		
Key Initiative(s)	**Success Criteria**	**Timeline**	Oct 25	Jan 26	Mar 26
3a.1 Conduct a comprehensive review of leadership roles and responsibilities by auditing current practices.	● Leadership roles and responsibilities audit is completed. ● A report identifying overlaps, gaps, and ambiguities is produced.	July-Aug 25	🟩	🟩	
3a.2 Develop a leadership structure which aligns with the school's deficit recovery plan to ensure strategic financial management and sustainable growth.	**Phase 1: Planning & Scoping** ● A comprehensive draft leadership and staff model is created and shared internally. ● Risks (financial, staffing, legal) are documented and mitigation strategies agreed.	Jan 25	🟧	🟧	

		- Informal consultation shows early engagement and feedback from the Leadership Team and HR. - The restructure proposal aligns clearly with the deficit recovery plan objectives. - A project plan with timeline and milestones is formally approved. - Unions and HR are informed of potential staffing implications (e.g. redundancy risks). **Phase 2: Financial Modelling & Proposal Finalisation** - Financial modelling confirms cost-effectiveness of the proposed structure. - Roles, responsibilities, and salary bands are clearly defined in the final proposal. - The proposal demonstrates alignment with the 5-year deficit recovery targets. - A review date with the Governing Body is secured and prepared for. **Phase 3: Formal Consultation** - Formal consultation process is launched in compliance with legal obligations.	Jan - March 26 March 26	

- Evidence of engagement: staff briefings held, 1:1s documented.
- All staff feedback is recorded, reviewed, and where appropriate, acted upon.
- The redundancy process (if applicable) meets statutory timelines and procedural fairness.
- Revised structure (if adjusted) is agreed and documented.
- Final structure presented to and approved by the Governing Body.

Phase 4: Appointments & Notices

- Staff appointments made according to the new structure.
- Redundancy or redeployment outcomes are communicated and managed appropriately
- Recruitment processes begin for any vacant posts.
- A transition/induction plan is drafted and circulated.
- Stakeholder communications issued clearly and on time.

April - May 26

June - July 26

		Phase 5: Transition & Handover			
		● Handover documentation is completed and shared.			
		● Staff transitioning to new roles have received induction or role-specific training (£5000).			
		● A final operational readiness check is undertaken by SLT and reported to Governors.			
		● Communication plan delivered across the school community.			
Overall resourcing cost				£5000	

Objective 3b	*Enhance the clarity and effectiveness of the school's improvement planning by ensuring that goals are well-defined, evidence-informed, and strategically aligned to improve pupil learning and outcomes.*
Rationale	*Strong and effective improvement planning is essential for driving progress across the school. When planning lacks clarity or focus, it can lead to confusion, inconsistency, and limited impact. By strengthening our approach to strategic planning, we can ensure that priorities are based on accurate evidence, clearly communicated, and aligned with what will make the most difference for our pupils. This will help staff work more effectively together, make better use of resources, and ultimately improve learning experiences and outcomes for all learners.*
Lead person	LM
Collaborators	Leadership Team/Middle Leaders/Teachers and Support Staff/School Council/Parents/Carers/Governors

Gov Link(s)	Elliot Sumpter-Browning					

Leadership and Management (*Estyn Recommendation 3 and 4*)			Monitoring		
Key Initiative(s)	**Success Criteria**	**Timeline**	**Oct 25**	**Jan 26**	**Mar 26**
3b.1 **Strengthen the school's whole school improvement planning by refining the School Development Plan structure, aligning it with self-evaluation and Estyn inspection priorities, building leadership capacity, and implementing a clear whole school monitoring and review cycle.**	• The School Development Plan (SDP) is concise, clearly structured, and aligned with school self-evaluation and Estyn priorities.	Jul 25			
	• Each priority in the SDP includes clear success criteria, milestones, and review dates.	Jul 25			
	• Leaders and staff understand the school's strategic priorities and their role in delivering them.	Sep 25			
	• The Leadership team and wider leadership team have received training and demonstrate improved confidence in strategic planning (through line management meetings).	Sep 25-April 26			
	• A rigorous monitoring cycle is in place and used consistently to track progress and inform next steps.	Sep 25-Jul 26			
	• Progress against the plan is evidenced through termly reviews and leads to measurable improvements in teaching, learning, or pupil outcomes.	Oct 25-April 26			
3b.2 **Build the capacity of middle leaders to**	• Middle leaders can clearly articulate	Oct 25			

lead effectively on aspects such as curriculum, teaching, assessment, wellbeing, and team development in alignment with whole-school strategic priorities.	how their departmental priorities support whole-school aims (e.g. improving teaching and learning).	
	● Departmental/Area development plans or Year Team development plans are aligned with school development plan priorities and are monitored for impact.	Oct 25
	● Middle leaders hold regular, purposeful departmental/team meetings with a focus on pedagogy, curriculum, and student progress/wellbeing.	Sep 25 - Jul 26
	● Teachers feel well-supported and challenged through coaching, mentoring, or peer collaboration opportunities, such as triads (costing above in T&L section) as evidenced in line management meetings and staff surveys.	Sep 25 - Jul 26
	● Middle leaders can present evidence of the impact of leadership actions on pupil outcomes, teaching quality, and team development (e.g. via review meetings or line management meetings).	Oct 25 - Jul 26
	● Evaluative reports (e.g. self-evaluation, departmental reviews) are evidence-based and identify clear next steps for improvement.	Oct 25 - Jul 26

		● Improvements are sustained and reflected in pupil outcomes, lesson observations, and staff/pupil voice.	Oct 25 - Jul 26			
Overall resourcing cost				Already costed in Theme 1		

Objective 3c	*Lead the strategic development of the new school build to ensure it enhances the learning environment, supports long-term school improvement, and is delivered with minimal disruption to teaching and learning*
Rationale	*Strong and forward-thinking leadership is required to manage a significant site development that aligns with the school's long-term vision. This includes ensuring robust planning, stakeholder engagement, and operational continuity throughout the build process. It will also demonstrate the school's capacity for sustained improvement and future growth.*
Lead person	LM/WJ
Collaborators	Leadership Team/Curriculum Leaders/Morgan Sindall/LEA
Gov Link(s)	Elliot Sumpter-Browning

Leadership and Management (*Estyn Recommendation* 3 and 4)			Monitoring		
Key Initiative(s)	**Success Criteria**	**Timeline**	Oct 25	Jan 26	Mar 26

3c.1	To provide effective strategic leadership for the planning and delivery of the new school build.	• Planning permission is secured by October 2025 with all statutory requirements met.	Oct 2025		
		• A project leadership group (including SLT and governors) is established by September 2025.	Sept 2025		
		• Regular monitoring meetings are held (half-termly or monthly) to oversee timelines, risk, and budget.	Ongoing		
		• The project aligns with the school's long-term vision and improvement plan.	Sept 2025		
3c.2	To ensure clear communication and stakeholder engagement throughout the development.	• Parents and governors are updated regularly via newsletters, meetings, or governor reports.	Termly		
		• Staff report feeling well-informed and supported during the build (via staff voice or survey).	Dec 25 / Jul 26		
		• Any community concerns are addressed promptly and transparently.	Ongoing		
3c.3	To maintain high standards of leadership, safeguarding and operational continuity during construction	• Clear operational plans in place for site safety, access, and safeguarding from January 2026 onwards.	Jan 2026		
		• The build causes minimal disruption to learning and daily school routines.	Jan 2026 - Jul 2026		
		• Timetables, play areas, and access routes are adapted effectively and communicated in advance.	Jan 2026		
			Ongoing		

		• Risk assessments are regularly updated and monitored. • Plans are in place to ensure pupils don't miss out on events such as sports day, sporting fixtures, etc (£10000)	Jan 26			
3c.4	**To ensure the new build contributes positively to teaching, learning and pupil outcomes**	• Design and layout of the new build support future curriculum needs (e.g. specialist rooms, flexible spaces). • Plans for the new learning environments are enhanced and align with the school's vision for high-quality provision. • Strategic planning identifies how the new space will be used to improve attainment, inclusion, and enrichment.	Sept 2025 Sept 2025 - Jul 2026 Dec 2025			
3c.5	**To ensure robust financial and project management**	• The build remains within budget or with minimal controlled variance. • Financial decisions are recorded, transparent, and overseen by governors/LA/Morgan Sindall. • Contingency planning is in place to address delays or cost changes. • All contractors and suppliers meet agreed timelines and quality standards.	Jan 2026 - Jul 2026 Jan 2026 - Jul 2026 Jan 2026 - Jul 2026 Jan 2026 - Jul 2026			
Overall resourcing cost			£10000			

Appendix:

📄 October 2025 monitoring Theme 1: Learning, Teaching and Assessment

📄 SDP monitoring