



Ysgol Uwchradd LLANIDLOES High School



Great Opportunities For All to Learn

School Development Plan

2023- 2026

School Aims & Vision

Great Opportunities For All to Learn

Llanidloes High School aims to give learners the best possible learning experiences and outcomes, whatever their background or circumstance, in order to achieve high standards and aspirations for all.

We are committed to providing 'Great Opportunities For All to Learn' (*Gofal* means 'care' in Welsh). For many years, our Gofal ethos has helped create a happy, caring and stimulating learning environment where pupils flourish.

As a dual stream school in the heart of Wales, we want our pupils to become fluent in the Welsh language. We want them to develop a secure understanding of how their identity is shaped by local and Welsh: history, religious and spiritual heritage, values, culture and social context. Alongside discovering their own individuality, they learn to value and respect others who are different from themselves.

We provide learning opportunities that effectively develop pupils' literacy, numeracy, technological and creative skills, while fulfilling the four purposes of the Curriculum for Wales. These are to develop: ambitious, capable learners, ready to learn throughout their lives; enterprising, creative contributors, ready to play a full part in life and work; ethical, informed citizens of Wales and the world; and healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Our school values of **courage**, **integrity**, **humility** and **compassion** underpin all we do and how we do it.

- **Courage** helps our young people innovate and take risks, inspiring change for the better. It means challenging adversity and complacency, making the most of opportunities, putting fear of failure to one side and staying the course, even when it is difficult.
- **Integrity** is about honesty, doing the right thing, having the highest standards and leading by example. It involves taking responsibility and, ultimately, is what makes us worthy of others' trust.
- **Humility** ensures our young people recognise that struggling with one's weaknesses is essential to growth. We want all members of our school community to believe that they have as much to learn as they have to give. Humility encourages our young people to have a proper sense of self-worth, but not to regard themselves as the centre of the universe.
- **Compassion** enables our young people to build caring, constructive relationships that help them make a positive contribution to the lives of others. We believe that the strongest relationships flourish when one esteems others more highly than oneself.

Our house system and broad co-curriculum provides a communal identity that supports the positive development of character, attitude and teamwork. We firmly believe that pupils learn as much beyond the classroom as within it, and as much from each other as from their teachers.

We are a forward-thinking school that enthusiastically embraces research-driven innovation and new opportunities when we feel that it will enhance the learning and experience of our young people. We are an outward-looking school that believes passionately in the power of partnership. We aim to offer the best possible educational experience to current and future generations living in mid-Wales and then to share that as widely as possible while learning from others.

We aim to ensure every pupil leaves school with great character, a love of learning and a determination to change the world for the better.

Introduction

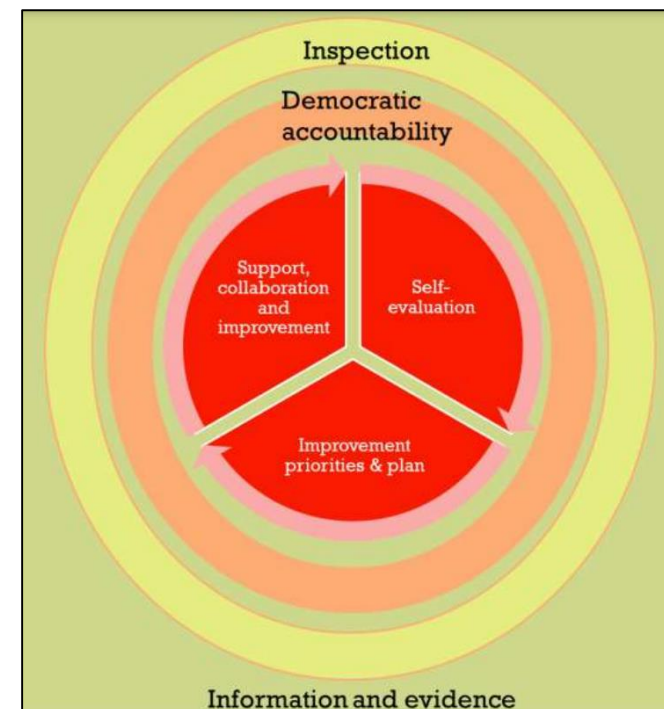
The School Development Plan (SDP) aims to give learners the best possible learning experiences and outcomes¹. It outlines our priorities for 2023-2024 in detail as well as our priorities for the two subsequent years. We are determined to deliver excellent value for money by achieving the best possible learning and outcomes for the pupils in our care. The SDP is a 'live' document inasmuch as it is regularly reviewed and refined.

The SDP is based on rigorous self-evaluation of our standards, provision and leadership. Our priorities for improvement link directly to the areas for development identified in the whole school and AoLE area self-evaluation reports. Consequently, the SDP priorities are based on wide-ranging evidence, including: pupil performance data evidencing standards and progress; staff and parent surveys; feedback from pupils via listening to learners activities, surveys, student council and Strategic Advisory Board meetings and day-to-day informal discussion; external reviews of the school practice (including ESTYN reports and guidance, LA core support visits and feedback from colleagues across the sector); as well as focused 'deep dive' reviews and impact assessments.

Each priority covers one or more of the five key areas of our work: Learning (Inspection Area 1, or IA1); wellbeing and attitudes to learning (Inspection Area 2, or IA2); teaching and learning experiences (Inspection Area 3, or IA3); care support and guidance (Inspection Area 4, or IA4); and leadership and management (Inspection Area 5, or IA5).

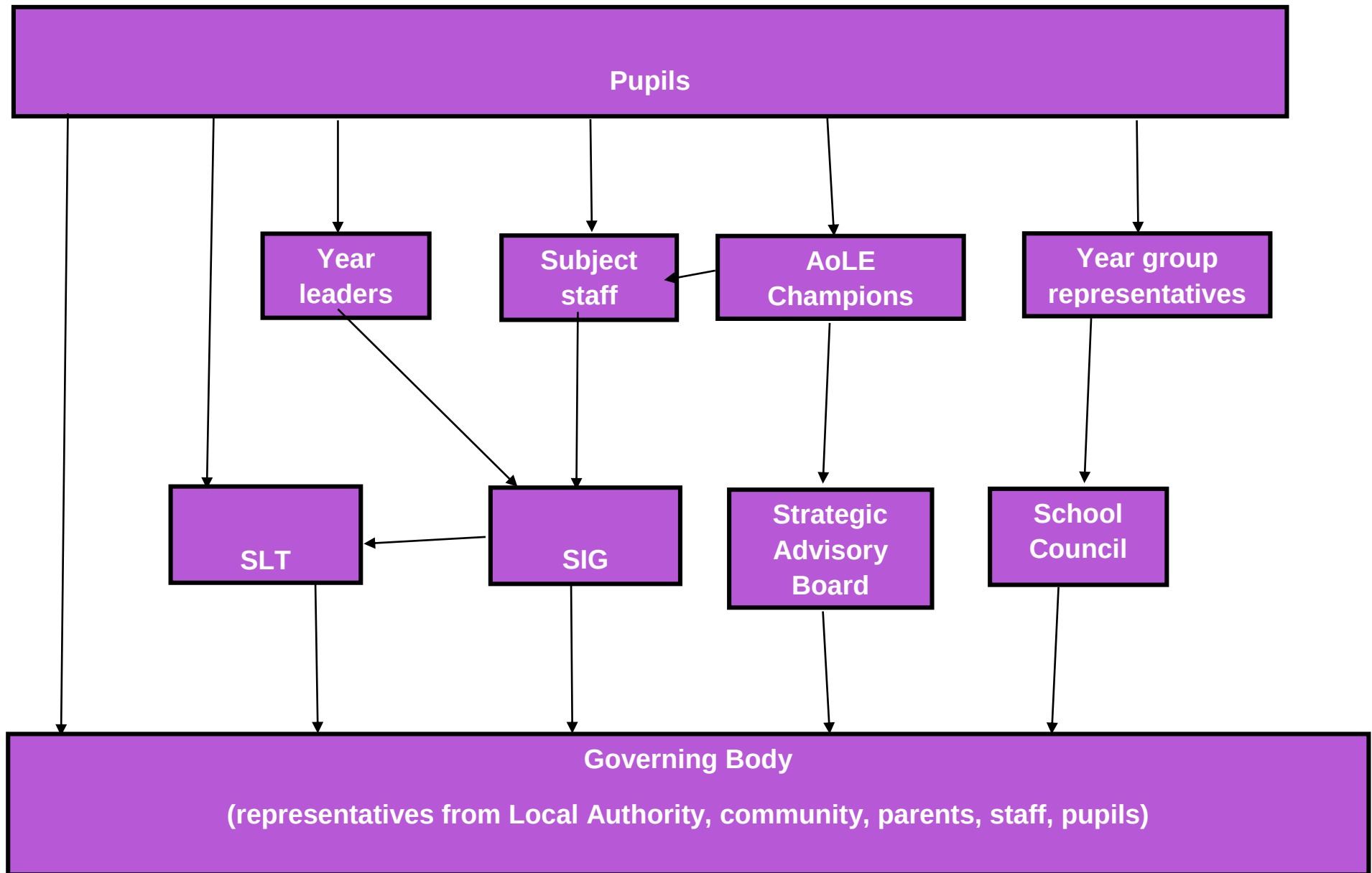
AoLEs produce their own improvement plans that incorporate and inform relevant whole school priorities detailed in this SDP.

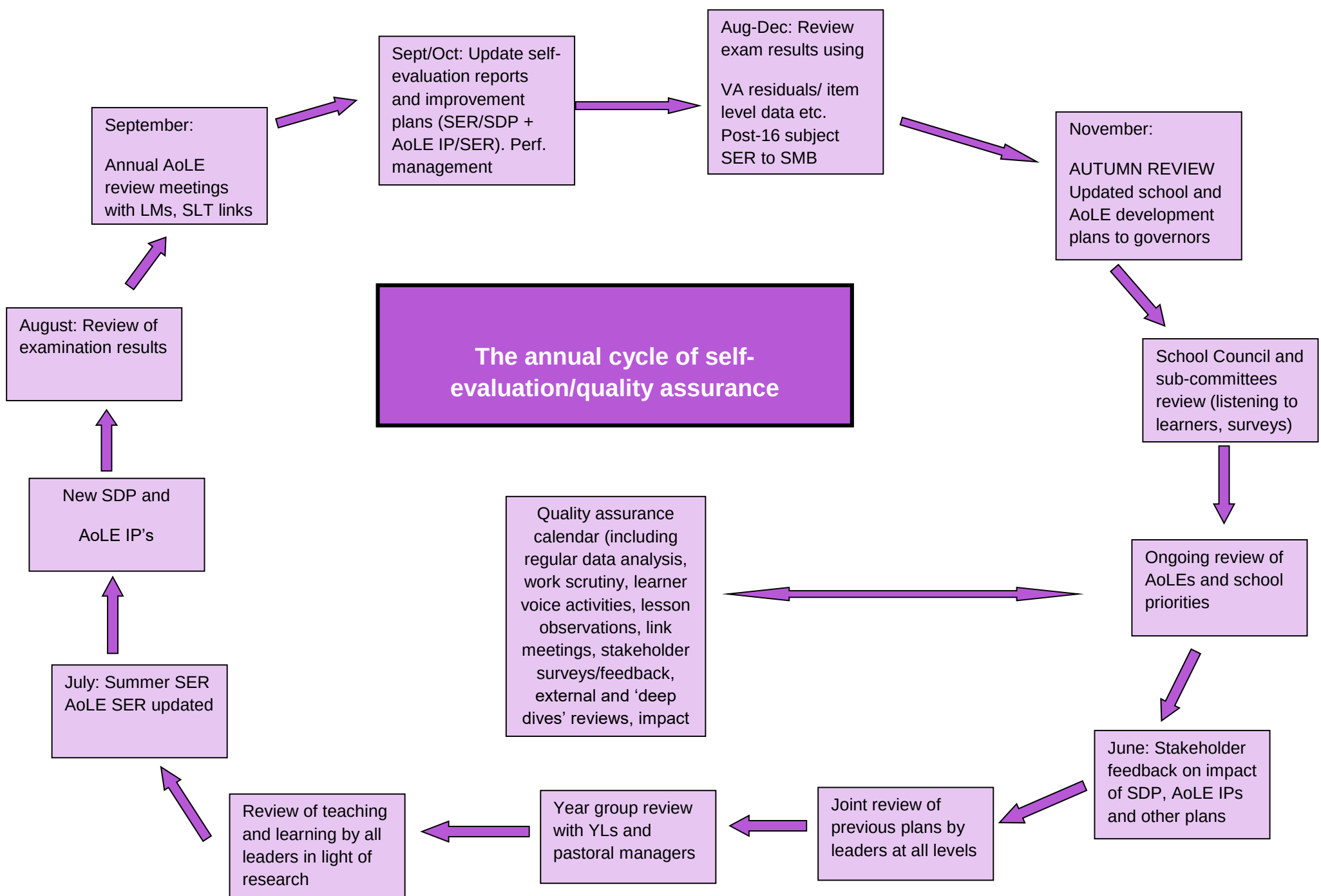
The SDP is made available to parents on request and a summary is available on the school website with salary information redacted.



¹ <https://gov.wales/sites/default/files/consultations/2021-01/210126-school-improvement-guidance-framework-for-evaluation-improvement-accountability.pdf> p6

Llanidloes High School Participation Structure





School Development Plan

2023-2026

This document meets the Welsh Government regulations 155/2014

Timeline	Date	Staff Members and GB
Planning	Aug-Oct 2023	DO, SLT/ELT, Governing Body, LA, staff, pupils
Review	Dec 2024	DO, SLT/ELT
Review	Jan 2024	DO, SLT/ELT, LA, Governing Body
Review	Mar 2024	DO, SLT/ELT
Review	May 2024	DO, SLT/ELT, LA, Governing Body
Review and planning	July 2024	DO, SLT/ELT, staff, pupils

Contextual Information	
Number of learners on roll	724
Number of FTE teachers	46.78 FTE
Number of FTE support staff	17.28 FTE
ALN/FSM information	
Targets	
Pupil Deprivation Grant Plan 2023-2024	 2023-2024 PDG School Statement - Fil
School Caledanr & Quality Assurance Calendar 2023-2024	 Calendar 2023-24.xlsx  Monitoring timetable 2023-24.docx
Professional Learning Plan 2023-2024	

Ysgol Uwchradd Llanidloes - Appraisal of progress against 2022-2023 priorities

Very good progress	Strong progress	Satisfactory progress	Limited progress
Does not require any further attention to any aspect. Very good effect on the quality if provision.	Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision.

	Very Good Progress	Strong Progress	Satisfactory Progress	Limited Progress	Carry forward?
Priority 1: Secure strong outcomes in Years 11-13, including GCSE maths, Welsh and L2/3 WBQ outcomes (IA1) ESTYN Recommendation 1					/
Priority 2: Improve teaching and assessment (especially written feedback) to ensure strong learner progress (IA3) ESTYN Recommendation 4					/
Priority 3: Improve literacy (esp. oracy), numeracy (esp. problem solving) and digital competency skills at key stage 3 (IA1, IA3)					/
Priority 4: Develop an inspirational new curriculum that help pupils become highly skilled, ambitious, confident, aspirational and well-informed individuals (IA3)					/
Priority 5: Improve leadership at all levels (IA5) ESTYN Recommendations 2 and 3					/

Ysgol Uwchradd Llanidloes SDP Accountability Framework 2023/24

SDP Priority	SLT Lead and support team	Governor Links	GB Committee (+Chair Person)
1. Improve teaching	Aled Thomas (ELT)	Cyfarthrebu & Ieithoeth – Sarah Purdy Maths & Numeracy – Linda Broughall Expressive Arts – Elen Chennetier Humanities – Karl Lewis Science & Technology – Christoph Schultz Health & Wellbeing – Margot Jones ALN/MAT – Clare Bound eFSM – Linda Broughall	Curriculum and Strategic Planning Chair: Adrian Foulkes Vice-Chair: Sarah Purdy
2. Improve literacy, numeracy and IT skills	Daniel Owen (SLT) – Literacy Ian O’Brian (Literacy Lead) Jane Jerman (SLT) – Numeracy Danielle Hillidge (Numeracy Lead) Richard Williams (SLT) – Digital Competency Duncan Mason (DCF Lead)	Cyfarthrebu & Ieithoeth – Sarah Purdy Maths & Numeracy – Linda Broughall Expressive Arts – Elen Chennetier Humanities – Karl Lewis Science & Technology – Christoph Schultz Health & Wellbeing – Margot Jones	Curriculum and Strategic Planning Chair: Adrian Foulkes Vice-Chair: Sarah Purdy
3. Improve progression and assessment	Jane Jerman (SLT) and Daniel Owen (SLT) Aled Thomas (ELT)	Cyfarthrebu & Ieithoeth – Sarah Purdy Maths & Numeracy – Linda Broughall Expressive Arts – Elen Chennetier Humanities – Karl Lewis Science & Technology – Christoph Schultz Health & Wellbeing – Margot Jones	Curriculum and Strategic Planning Chair: Adrian Foulkes Vice-Chair: Sarah Purdy
4. Improve attendance	Richard Williams (SLT) Ann Lewis (Social Inclusion) Sian Thomas-Young (eFSM Learning Coach)	Attendance – Linda Broughall	Curriculum and Strategic Planning Chair: Adrian Foulkes Vice-Chair: Sarah Purdy
5. Improve leadership	Daniel Owen (SLT), Andrew Morel (ELT) Cluster Heads Cluster SIA – David Quick	Leadership – Margot Jones & Clare Bound	Full Governing Body Chair: Margot Jones

Second and third year priorities 2024-2026

Learning (standards and progress)	Wellbeing (attitudes to learning)	Learning and teaching experiences
1. Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experiences.² 2. Ensure pupils eligible for free school meals make at least their expected level of progress through effective teaching and support. 3. Raise standards in the very few areas where ALPs value-added residuals do not indicate 'red hot' or 'expected' progress in Year 10-13 qualifications. 4. Further improve pupils' skills in oracy, reading, writing, digital literacy, numeracy, problem solving and reasoning, especially in Years 8-9.	5. Re-establish excellent learning habits with a focus on attendance, independence and resilience. 6. Further promote Llanidloes values of humility, courage, compassion and integrity.³ 7. Develop pupils' understanding of how their identity is shaped by local and Welsh: history, spiritual heritage, values, culture and social context. 8. Ensure strong pupil progress in Relationships and Sexuality Education (RSE) and Religion and Values Education (RVE). 9. Promote pupils' respect and care for others who are different from themselves.	10. Further develop teachers' application of thorough research, including the EEF teaching and learning toolkit, pedagogical principles and Mike Gershon approaches to supporting vulnerable learners.⁴⁵ 11. Reduce the variation in quality of teacher feedback and ensure marking and verbal feedback is sufficiently precise to impact positively on pupil progress. 12. Apply principles of effective assessment widely.⁶ 13. Ensure literacy, numeracy and digital competency are integral to collaborative planning in and across AOLES/phases as new curriculum content is designed.

Care, support and guidance	Leadership
14. Improve strategies to reduce persistent absenteeism, increase resilience and extend alternative curriculum provision (including vocational and work-based learning opportunities). 15. Further review and develop mental and emotional wellbeing provision using reliable research. 16. Engage effectively with the 'Raising Attainment of Disadvantaged Youngsters' (RADY) programme.⁷ 17. Effectively implement the ALN Bill to ensure provision meets the needs of vulnerable pupils.	18. Work closely with LA partners to deliver the Welsh Education Strategic Plan vision for the Llanidloes area. 19. Adapt professional learning provision with a focus on extending research-driven teaching practice and further developing the School as a Learning Organisation (SLO).⁸ 20. Provide further high-quality training opportunities for implementation of the new curriculum (e.g. departments collaboratively planning across AOLES). 21. Work closely with federation and cluster partners to secure strong cross-phase continuity and progression.

² <https://hwb.gov.wales/evaluation-improvement-and-accountability/school-improvement-guidance-framework-for-evaluation-improvement-and-accountability>

³ <https://llanidloeshighschool.co.uk/academic/new-curriculum/>

⁴ <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

⁵ <https://supportingvulnerablelearners.cymru>

⁶ <https://hwb.gov.wales/curriculum-for-wales/assessment-arrangements/>

⁷ [https://hwb.gov.wales/api/storage/a57b49a3-8f9e-4cf4-bf14-62cc505be224/Keynote%20-%20Louise%20Blackburn%20\(English\).pdf?preview=true](https://hwb.gov.wales/api/storage/a57b49a3-8f9e-4cf4-bf14-62cc505be224/Keynote%20-%20Louise%20Blackburn%20(English).pdf?preview=true)

⁸ <https://hwb.gov.wales/professional-development/schools-as-learning-organisations>

Monitoring Procedures

To monitor progress made with each objective the school employs wide-ranging quality assurance activities within its self-evaluation cycle. These include:

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| <ul style="list-style-type: none">• Link meetings• SLT/ELT meetings• AoLE meetings• School Improvement Group (SIG) meetings• Governor meetings (including sub-committees)• Cluster meetings• Federation meetings (Headteacher and AoLEs)• Local Authority support and challenge visits• School Improvement Adviser meetings• Whole school QA activities• AoLE QA activities• Research Team feedback and guidance• AoLE self-evaluation and improvement planning• Deep dive impact assessments (recently, these include reviews of: assessment; careers and the world of work provision; sixth form; pupil resilience survey/ALN; specialist centre; LGBTQ+ provision and care; federated working) | <ul style="list-style-type: none">• Learner voice activities (including annual survey, AoLE discussions, Student Council, Strategic Advisory Board involving AoLE student champions, day-to-day discussions)• Staff voice (including annual survey, staff meetings, briefing discussions, SIG, weekly joint SLT/ELT meetings, day-to-day conversations, open votes)• Parental voice (including annual survey, webinars, open door culture, Strategic Advisory Board representation, Governing Body representation, day-to-day discussions and meetings)• Analysis of outcomes (including exams and assessments)• Analysis of tracking data• Analysis of pastoral data (including impact assessment of attendance interventions, behaviour reviews etc)• Performance management objectives• Meetings with external organisations (including EWO, CAMHS, social services, the police, regional partners, and so on) |
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Key to abbreviations:

Senior Leadership Team (SLT) Headteacher – Daniel Owen (DO) Deputy Headteacher – Catrin Taylor (CT) Assistant Headteacher – Jane Jerman (JJ) Assistant Headteacher – Richard Williams (RW) ALNCo – Amanda Beese (ABe) Curriculum Lead – Matthew Young (MY) Learning Managers (LMs) English – Susan Williams (SJW) Maths – Simon Creasey (SC) Science – Simon Eley-Fitzgerald (SEF) Languages – Gwenan Crawford (GJC) Humanities – Jamie Jones (JGJ) D&T – Emma Palfrey (ST) Health and Wellbeing – Jordan Davies (JD) Expressive Arts – Helen Powell (HPo) Assistant Learning Managers (LMs) Sally Davies (SDa) Danielle Hillidge (DHM) Subject Leaders (SLs) Art – Keely Smith (KS) Biology – Bryony Harrison (BH) PE – Nicola Davies (ND)	Year Leaders (YLS) Year 7 – Bryony Harrison (BH) Year 8 – Jacob Mason (JM) / Matthew Young (MY) Years 9 – Aled Thomas (ATh) Year 10 – Andrew Morel (AM) Year 11 – Nicola Davies (ND) Head of Sixth Form – Jane Jerman (JJ) Assistant Head of Sixth Form – Simon Creasey (SC) Pastoral Pastoral Manager – Matt Scrase (MS) Interventions – Trish Turner (TT) FSM Mentor – Sian Thomas-Young (STY) Assistant Safeguarding Officer – Ann Lewis (AL) Skills Numeracy Coordinator – Danielle Hillidge-M (DHM) Literacy – Ian O'Brian (IOB) DCF – Duncan Mason (DM) Bilingualism – Jade Clay (JC) RSE/RVE/Sustainability RSE Coordinator - Andrew Morel (AM) RVE Coordinator – Gwern ap Rhobat (GaR) Sustainability – Joe Thomas (JT), Emma P (EEP), Simon Eley-Fitzgerald (SEF) Estyn IA1 – Inspection area 1, Learning IA2 – Inspection area 2, Well-being and attitudes to learning IA3 – Inspection area 3, Teaching and learning experiences IA4 – Inspection area 4, Care, support and guidance IA5 – Inspection area 5, Leadership and management	General ALNCo - Additional Learning Needs Coordinator AoLE – Area of Learning and Experience AWCDS - All Wales Core Data Sets AfL - Assessment for Learning CAG – Centre Assessed Grade CDG – Centre Determined Grades CfW – Curriculum for Wales CPS - Capped Points Score CPD - Continuing Professional Development CA - Controlled Assessment CSI - Core Subject Indicator CAIP - Curriculum Area Improvement Plan CASER - Curriculum Area Self Evaluation Report CSV - Core support visit from LA DCF – Digital competency framework eFSM – Eligible for free school meals EIG - Education Improvement Grant EPQ – Extended Project Qualification FFT - Fischer Family Trust FSM - Free School Meals GB - Governing Body INSET - In-service Training LoL – Leaders of Learning LNF - Literacy and Numeracy Framework LA - Local Authority OSIRIS - Osiris Educational independent training provider for teachers PM - Performance Management PDG - Pupil Development Grant SoW - Scheme of Work SER - Self-Evaluation Report SDP - School Development Plan - SIMS - SIMS Management Information Systems SPaG - Spelling, punctuation and grammar TLR - Teaching and Learning Responsibility UMS - Uniform Mark Scale WBQ - Welsh Baccalaureate Qualification
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Priority 1: Improve teaching (especially adapting provision to secure strong skills progression) to ensure strong learner progress		Success criteria in terms of pupil progress, standards or quality: • Most learners are actively engaged in their own learning and make strong progress from their starting points. • Nearly all disadvantaged learners make very strong progress over time so that they reach the same levels of attainment. • Most learners can articulate what they are doing well and what they need to improve effectively. • Most learners’ critical thinking skills are effectively developed. • Most teachers are using questioning techniques effectively to secure strong learner progress. • All classes are enjoyable, stimulating and purposeful learning environments. • In most lessons, staff apply sound research-driven teaching methods to ensure most learners make strong progress in their learning. This may include the Education Endowment Foundation teaching strategies/guidance⁹, the 12 pedagogical principles¹⁰, and strategies detailed in Mike Gershon’s ‘Supporting Vulnerable Learners’ resources’.¹¹ • All teachers select the most suitable teaching approaches to support learners to progress well.
ESTYN Recommendation 4 from previous core inspection.		
Inspection Area(s): IA1 & IA3		
Internal Accountability: DO	Governing Body: Curriculum and Strategic Planning Chair: Adrian Foulkes Link Governors for: • LLC • Maths/Numeracy • Sci/tech • H&WB • Humanities • Expressive Arts	
Rationale for this priority: Leaders at Ysgol Uwchradd Llanidloes recognise that improving practices in teaching takes time to embed. Drawing upon first-hand quality assurance activities in 2022-2023, leaders and teachers have a clear understanding of the main aspects of teaching and learning that need to be improved. The school is developing an open classroom culture where teachers informally learn from each other by discussing strengths and areas for development in their own practice and that of their colleagues. Through the school’s Timau Ymchwil (Research Teams), staff regularly discuss and trial research findings in relation to pedagogy. They also learn from colleagues’ best practice, for example, through ‘lesson pop-ins’, whole school work scrutiny days, best practice briefings and Estyn case studies. During the past academic year, performance management appraisers conducted full lesson observations of appraisees, Learning Managers and team members in all AoLEs have		

⁹ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit?gclid=EAlaIQobChMlv6evtoHkgQMVIIODBx0FYgDmEAAAYASAAEgII3fD_BwE

¹⁰ <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/pedagogy>

¹¹ https://supportingvulnerablelearners.cymru/login/?wppb_referer_url=https%3A%2F%2Fsupportingvulnerablelearners.cymru%2F

engaged in work scrutiny and listening to learner activities. **First-hand quality assurance activities make clear that improving teaching must remain a key priority at Ysgol Uwchradd Llanidloes in 2023-2024. Specific priorities for improvement are:**

1.1 Provide extensive opportunities for independent and collaborative learning: A minority of lessons are too teacher-led.

1.2 Ensure teaching is adapted so that learning activities are sufficiently challenging: A minority of lessons are not sufficiently challenging.

1.3 Ensure disadvantaged learners receive the support they need to make rapid progress, especially in numeracy and literacy: A few disadvantaged learners do make sufficient progress as they move through the school.

1.4 Improve the extent to which homework is used to secure strong pupil progress, especially in progression in literacy, numeracy and IT skills: Homework provision tends to lack coherence and fails to focus sufficiently well on securing strong pupil progress in literacy, numeracy and IT.

Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs/LA support	Source of Finance and Cost
1.1	Provide beneficial and wide-ranging opportunities for independent and collaborative learning - Establish a new whole school homework programme that fosters a culture of independent learning with a clear focus on skills progression. - Ensure homework tasks apply Education Endowment Foundation research¹² - Plan effective collaborative learning opportunities throughout	ATh, LMs Teachers LMs LMs and AoLE teams	A majority of teachers plan effective independent and collaborative learning opportunities for their pupils. This results in a majority of pupils making sound progress in extending their knowledge, understanding, independent	Many teachers plan effective independent and collaborative learning opportunities for their pupils. This results in many pupils making strong progress in extending their knowledge, understanding independent	Most teachers plan effective independent and collaborative learning opportunities for their pupils. This results in most pupils making sound progress in extending their knowledge, understanding independent learning and social	LMs and their teams will need time to read relevant EEF research and plan well-framed homework and collaborative learning activities	N/A

¹² <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

	schemes of work, including peer appraisal		learning and social skills. This will be evidenced in first-hand QA activities during T&L fortnight (10.10.23)	learning and social skills. This will be evidenced in first-hand QA activities during T&L fortnight (21.2.24)	skills. This will be evidenced in first-hand QA activities during T&L fortnight (25.6.24)		
1.2	Ensure teaching is adapted so that learning activities are sufficiently challenging - Teaching and Learning ELT Lead to deliver training on effective pedagogy, including research-driven differentiation using Mike Gershon's training resources. - ALNCo to share concise research on how to adapt teaching to support pupils with wide-ranging ALN. - Research Team and LMs to research, observe and share good practice in half terms 1 and 2 (by 17.11.23). - Research Team and Pedagogy Lead to present their findings to staff and draw on teacher self-assessment info to determine/refine the whole school approach. - LMs to promote an open classroom culture within their AoLEs where teachers learn from	Ath ALNCo Timau Ymchwil LMs Timau Ymchwil	All staff complete their Mike Gershon self-assessment and are aware of the whole school focus on increasing challenge in lessons. LM's and ALNCo undertake and share research during half term 1. Provision, including questioning, by the majority of teachers provides a sound level of challenge, especially in literacy and numeracy skills provision (where appropriate). Learning walks, work scrutiny and L2L completed by the end of T&L	Following Pedagogy Lead training and professional learning briefings, many teachers are stretching pupils well in their lesson as evidence in first-hand QA activities. Consequently, many of the learners are making strong progress, especially in their acquisition of literacy and numeracy skills. Work scrutiny and L2L (all year groups) and learning walks completed by Skills Leads, Learning Managers and SLT	Most teachers are providing a high level of challenge, supporting most of our learners make strong progress in their knowledge, understanding and key skills. Nearly all teachers skilfully questioning pupils to secure strong progress. Work scrutiny and L2L (all year groups) and learning walks completed by Skills Leads, Learning Managers and SLT during final T&L fortnight (25.6.24)	Secondary SIA (DQ) to participate in whole school work scrutiny and L2L exercises (2 days) In-depth AoLE review of maths and numeracy provision with a focus on challenge and learning being set in an authentic context (2 days) Provide time for LMs and wider staff team to research and	c. 6 days of cover - £900.00 Professional Learning Grant

	- Improve adaptive teaching (see 1.3 above)		secure progress in their literacy and numeracy skills. This will be evidence in first-hand QA activities during T&L fortnight (10.10.23) and intervention group tracking data.	will be evidence in first-hand QA activities during T&L fortnight (21.2.24) and intervention group tracking data.	evidence in first-hand QA activities during T&L fortnight (25.6.24) and analysis of intervention group tracking data.	numeracy leads (JJ)	c.14K for weekly support in maths and literacy
1.4	Ensure that each teacher accesses professional learning opportunities that both: address their specific areas for improvement identified through Gwella QA activities; and enable them to effectively deliver new learning activities prioritised by the AoLE (e.g. advanced IT skills) - Establish an open classroom culture where teachers provide and receive clear and precise feedback on their teaching and assessment. - Leaders create a culture where teachers feel comfortable sharing particular areas where they need support to improve. - LMs to establish effective coaching and mentoring arrangements to help each teacher discuss and improve their	All leaders All staff LMs	There is an open classroom culture in the majority of the AoLEs with LMs having a clear understanding of the quality of the teaching and learning across their AoLE. All AoLE and mentoring meetings include a clear focus on improving Teaching and Learning and many teachers' feel comfortable asking for support and	There is an open classroom culture in many of the AoLEs with LMs having a clear and precise understanding of the quality of the teaching and learning across their AoLEs. All AoLE and mentoring meetings include a clear focus on improving Teaching and Learning and nearly all teachers' feel supported to improve specific aspects of their pedagogy in need of	There is an open classroom culture in most of the AoLEs with LMs having a clear and precise understanding of the specific strengths and areas for improvement of each of their team members. Nearly all teachers know where their practice they need to improve and how to do so. All teachers make strong progress towards their PM objectives which contribute well to	Subject specialist support from LA to include: Maths – 4 days LLC English – 3 days) LLC Cymraeg – 3 days Science – 4 days Mentoring / Coaching support for RE – 3 days	Release time for LMs to work with LA subject SIAs c. £2,200 PL grant Coaching and mentoring support

	practice using the GROW model recommended by Sue Hollister and Sue Handley. - Research Teams to support the wider staff team by sharing research findings, practical strategies to improve - Impact of professional learning support/activities carefully reviewed by teaching staff and leaders at all levels.	Timau Ymchwil Every staff member	guidance where needed. All PM objectives and PL support has been agreed and quality assured by SLT lead. All autumn term PL activities are honestly and accurately reviewed Research Teams initial meeting held to determine research focus for 2023-2024	improvement, and share effective practice with colleagues. PM review meetings conducted effectively with most teachers making strong progress towards their agreed objectives. All spring term PL activities are honestly and accurately reviewed	whole school priorities All PM lesson observations complete by 25.6.24 All summer term PL activities are honestly and accurately reviewed Research Teams evaluate impact of their work	c.£1,500 NPEP grant
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MONITORING REPORTS AND EVALUATIONS:

Leaders will combine information from a range of sources to evaluate the impact of their work over time.

Monitoring and evaluation will be conducted termly and will include activities such as listening to learners, wall trawl, learning walks, work scrutiny and full lesson observations. The strengths and areas for improvement will be collated by the relevant senior leader to produce a termly Impact Assessment and identify areas for improvement which will feed into the following term's plans and in the case of the summer term, the school development plan for the following academic year.

Priority 2: Improve provision for pupil’ skills development across the curriculum with a particular focus on: oracy, reading comprehension, numerical problem solving within authentic contexts, and advanced IT skills.		Success criteria in terms of standards or quality: • All teachers effectively embed the Voice 21 pedagogical principles into classroom practice • A talk-rich approach to learning & teaching is evident across the school • Most learners – including most eFSM/CLA learners - speak clearly and fluently and adapt language choices effectively to articulate and express ideas and viewpoints for a range of purposes and audiences • Most learners – including most eFSM/CLA learners - are able to evaluate and respond analytically to ideas and viewpoints • Most learners can communicate effectively in different contexts using a broad range of disciplinary and academic vocabulary (Tier 2, Tier 3) • All teachers / practitioners make effective use of the diagnostic information in the personalised assessments to improve learner progression in reading and numeracy (procedural) skills. • Many learners, and most eFSM/CLA learners, make good progress with their reading and numeracy (procedural) skills. • A majority of learners are able to appropriately apply advanced IT skills in wide-ranging tasks across the curriculum
Inspection Areas: IA1, IA3 and IA5		
Internal Accountability: DO (literacy), JJ (numeracy), RW (advanced IT)	Governing Body: Curriculum and Strategic Planning Chair: Adrian Foulkes Link Governors for: - Literacy/Llythrennedd - Numeracy - Digital Competency	
Rationale for this priority: Securing strong learner progress is one of Welsh Government’s national educational priorities. First-hand quality assurance activities make clear that improving the following specific skills is a key priority at Ysgol Uwchradd Llanidloes in 2023-2024: 2.1 – Oracy: Lesson observations and learning walks suggest that a minority of learners are passive in their learning and do not have enough opportunities or confidence to develop their oracy skills. The school needs to transform oracy teaching and learning across the curriculum, enabling all students to access and benefit from a high-quality oracy education. To this end, the school needs to participate fully in the Voice 21 programme throughout 2023-2024.		

2.2 Writing: The school provides worthwhile opportunities for the development of pupils' writing for different purposes in a range of contexts across the curriculum, for example in English where pupils write rhetorically to authorities to persuade them to change policy decisions. However, a few pupils do not write with sufficient accuracy for a wide range of purposes. These pupils have not developed sufficiently strong, independent and creative writing skills needed to engage their reader.

2.3 Reading comprehension: First-hand quality assurance activities, including listening to learners and lesson observations, indicate that the school needs to further develop pupils' reading comprehension skills. At present, a minority of pupils are not given sufficient opportunities to read with confidence. Through effective provision, the school needs to increase the proportion of pupils using advanced reading skills confidently, such as summarising, evaluating or synthesising texts appropriate for their stage of development.

2.4 Numeracy: Quality assurance activities throughout 2022-2023 showed that a minority of pupils were not making sufficient progress in their numeracy skills. In particular, many numeracy tasks lacked sufficient challenge and very few gave pupils the opportunity to develop advanced numerical problem solving skills within authentic, real life contexts. Moreover, leaders and practitioners need to use the range of information from the numeracy personalised assessments to plan learner progression.

2.5 Advanced IT skills: Quality assurance activities, including scrutiny of pupils' digital work, shows that improvement is needed in the development of learner's digital skills across the curriculum. Professional learning is needed to ensure staff are equipped to deliver a high level of challenge in IT.

Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
2.1	Llythrennedd / Literacy: Oracy (a) Leadership of Voice 21 - Identify the SLT skills lead for Voice 21 - Identify the two additional Oracy champions from across the curriculum - Complete all enrolment documentation and attend Voice 21 virtual school launch - Oracy champions to liaise regularly with the Literacy SIA to discuss progress and support. - Oracy champions to attend face-to-face events in October 2023 and January/February	IOB All LMs	Oracy champions selected and enrolment documentation completed by 15.9.23 Oracy champions to attend virtual launch and begin to implement programme	Many teachers plan for and embed a range of talk rich Voice 21 approaches. This will be evidenced in first-hand QA activities during T&L fortnight (21.2.24)	Most teachers plan for and embed a range of talk rich Voice 21 approaches. This will be evidenced in first-hand QA activities during T&L fortnight (25.6.24)	Supply cover for virtual launch. 1 hour LA support – SIA (LE)	£200 LA funded

	2024 and lead the sharing and embedding of professional learning across the school. (b) Pedagogy - Oracy champions to lead the talk-rich approaches to learning and teaching, ensuring all teachers have access to the resources and online open learning platform (Voice 21 Exchange). - All teachers trial and embed talk-rich approaches to learning and teaching using the resources and professional learning modules on the online open learning platform (Voice 21 Exchange). - Oracy champions to work with LMs to identify appropriate 'online learning modules' for their staff. (c) Evaluation of impact - Staff and learners complete Voice 21 surveys to monitor progress and impact. - QA activities completed termly to monitor the progress of Voice 21 pedagogical practices identify strengths, areas for development and to inform professional learning choices. - Oracy champions and Programme Lead to work with AoLE teams to evaluate oracy provision and identify next steps.		Initial pedagogical approaches shared by 20.11.23. Talk-rich strategies are emerging in a minority of lessons where opportunities are especially clear. PM lesson observations completed before half term	Many learners, including those who are disadvantaged, articulate viewpoints precisely, use subject vocabulary with precision, respond confidently when questioned and collaborate effectively in a group setting. Impact monitored via T&L fortnight WB 21.2.24 including listening to learners and learning walks	Most learners, including those who are disadvantaged, articulate viewpoints precisely, use subject vocabulary with precision, respond confidently when questioned and collaborate effectively in a group setting. Impact monitored via T&L fortnight WB 25.6.24 including listening to learners and learning walks Staff and learner questionnaires completed by July 8th, 2024. Impact evaluated effectively.	Supply cover for any internal / allocated support. PL to occur during directed time. 1 day per term (LE) to support. Lead SIA to support with Welsh medium oracy and with first-hand self-evaluation activities (1 day per term)	
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2.2	Writing – embed and evaluate a consistent approach to planning for writing across the curriculum • Expectations of effective learning and teaching shared with all practitioners – co-constructed success criteria, text skeletons, writing frames, explicit vocabulary instruction, use of WAGOLs and drafting to improve the quality of the work • Explicit Vocabulary Instruction - All practitioners to know that the development of learners’ vocabulary range is a feature of all 5 of the main strands of the Literacy Framework and is one element of language that unlocks the curriculum for these individuals. • Before teaching a specific unit of work, teachers assess learner understanding of Tier 2 and 3 vocabulary and generate a vocabulary list of high frequency (Tier 2) and specialised words (Tier 3). Employ appropriate strategies to teach word meaning and word use. • Schedule retrieval practice activities throughout the teaching of the unit of work and sequence of learning to reinforce acquisition and understanding. • Parent webinar on practical ways to support your child’s literacy skills progression	DO, IOB All LMs	All teachers and practitioners know how to access literacy resources provided by IOB and are beginning to use them effectively. All practitioners to identify and teach Tier 2 and Tier 3 vocabulary from the high-level concept progression maps and create relevant lists. As a result, the majority of learners have a sound understanding of subject terminology. Progress maps and vocab lists completed during cluster INSET (25/26 Sept) This will be evidenced in first-hand QA activities during T&L fortnight (WB:10.10.23)	All practitioners to deliver vocabulary instruction and retrieval acquisition activities effectively. As a result, many of the learners use a range of subject terminology successfully. Many Year 7 learners, including the disadvantaged, make strong progress in their reading skills and vocabulary development. This will be evidenced in first-hand QA activities during T&L fortnight (21.2.24)	Many learners use a wide range of vocabulary across the curriculum. Most Year 7 learners, including the disadvantaged, make strong progress in their reading skills and vocabulary development This will be evidenced in first-hand QA activities during T&L fortnight (25.6.24) and personalised assessment data / diagnostic information	IOB – INSET on explicit vocabulary instruction 1.9.23 and via Research Team LE to support leaders with QA activities as part of support visits (dates TBC with DQ) - 1 day School to school support to plan implementation (Ysgol Llanfyllin)	LA funded
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2.3	Reading - Establish a vibrant reading culture. Ensure all pupils are given sufficient opportunities to read with confidence. • Leaders and practitioners to use the range of information from the reading personalised assessments (including Accelerated Reader data) to plan for learner progression. • Literacy Lead/ALNCo to support LMs to make effective use of reading data to identify individuals and groups of learners in need of support. • LMs for LLC, EA and Hums plan for reading skills progression in wider schemes of learning. • Evaluate pupils' reading skills to ensure that appropriate progress is being made and discussed at link meetings. • Regularly share information with staff in Monday professional learning briefings. • ALN team to run effective catch-up programmes to develop reading skills • During T&L QA fortnights, evaluate learners' progress in reading behaviours, including skimming, scanning, sequencing, summarising, and so on. • Promote Accelerated Reader through inspiring wall display(s) and timetables lesson to encourage pupils to read for pleasure.	IOB, LMs IOB, ALNCo, LMs SJW, GC JGJ All staff IOB ALN team All staff DO, MY	Analyse Accelerated Read data from 2023 to identify pupils including the disadvantaged in need of support and share with staff. All practitioners plan effective and purposeful reading activities related to the key diagnostic information for individuals and groups. As a result, teacher assessment shows a majority of learners are beginning to make sound progress in their reading. This will be evidenced in first-hand QA activities during T&L fortnight (WB:10.10.23) and personalised numeracy assessment data.	All practitioners provide effective and purposeful reading activities related to the key diagnostic information for groups and cohorts. As a result, many learners including the disadvantaged make secure progress with their reading skills. This is evidence in Accelerated Reader data and personalised assessments.	The reading personalised assessment information for the March 2024 Personalised Assessment data has been analysed effectively and data shared with all practitioners. All practitioners plan effective and purposeful reading activities related to address areas identified by diagnostic information. As a result, many learners including the disadvantaged are beginning to make strong progress in their reading. This is evidenced in first-hand QA activities during T&L fortnight (25.6.24)	In-house training on reading behaviours LA support from LE on effective use of diagnostic information - 1 day	LA funded
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2.4	Numeracy – Improve maths/numeracy teaching so that all learners make the progress of which they are capable - Equip all staff to deliver challenging and enjoyable opportunities for learners to develop their numeracy skills through effective professional learning - Extend Accelerated Maths and Mathswatch across Years 7-9 by making it a homework platform. Inspire participation through progress prize-giving. - Provide parents with the skills and resources to support their child's learning at home, including a focused webinar. - Ensure personalised numeracy assessments are used throughout the year to identify individual learners' areas for improvement. Ensure several maths lessons are set aside in each year to complete the assessments. - Establish paired numeracy with 6th form support on selected lunchtimes. - ALN team to run effective catch-up programmes to develop numeracy skills - Ensure a consistent approach to teaching numeracy within numeracy rich AoLEs, especially identifying engaging, enjoyable opportunities to develop numeracy skills in authentic, real-life contexts (M&N, Sci-tech, Hums, H&WB) - Complete a deep-dive review of M&N provision - Developing inspiring wall displays in maths rooms	DHM, JJ, SD DHM, JJ, SD DHM DHM JJ ABe SC, SEF, EEP, JD, JGJ	A majority of learners including the disadvantaged make secure progress in their numeracy skills. Many teachers in numeracy rich AoLEs apply the numeracy policy well so that a majority of learners are confident when drawing graphs and calculating percentages. Many teachers plan effectively for teaching numeracy in an authentic context to engage a majority of learners. This will be evidenced in first-hand QA activities during T&L fortnight (WB:10.10.23)	Many learners including the disadvantaged make strong progress in their numeracy skills. Most teachers in numeracy rich AoLEs apply the numeracy policy well so that many learners are confident when drawing graphs, calculating percentages and solving numerical problems. Many teachers plan effectively for teaching numeracy in real-life contexts. This will be evidenced in first-hand QA activities during T&L fortnight (WB:21.2.24)	Most learners including the disadvantaged make strong progress in their numeracy skills, with a few with advanced skills. Most teachers in numeracy rich AoLEs effectively equip learners to draw accurate graphs and solve complex real-world problems by applying numerical knowledge in new contexts well. Most of these teachers plan creative, challenging, enjoyable opportunities for learners to make strong progress in numeracy. This will be evidenced in first-hand QA activities during T&L fortnight (WB:25.6.24)	LA officer to support deep dive review (FE) – 3 days School-to-school visits for DHM to progress numeracy leadership Bespoke support for AoLE LMs from Numeracy Lead according to need – Using directed time ad Research Team	LA funded 3 days cover – c.£450 ALN team capacity c.20K Inspiring class wall displays c.£1,200
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2.5	Improve IT skills across the curriculum • Increase specialist IT teaching capacity by engaging with OU PGCE programme • Develop staff awareness on the appropriate level of challenge and the progression of IT skills. • Provide effective PL to upskill staff to further develop the range of IT skills and software tools used across the curriculum e.g. creative software tools for expressive arts, data handling for Maths/Sci Tech/Humanities. • Planning meetings to develop digital skills are conducted between the digital lead and all AoLEs to ensure that opportunities for digital learning are not missed. • Carefully monitor learner progress in DCF skills acquisition and develop a coherent response to address gaps in learning.	JJ, JHi DMA, JHi, JDr DMA, JHi, JDr, LMs DMA, JHi LMs, DMA, JHi	Many practitioners are deepening their understanding of a range of effective digital tools and software that can be used effectively in their subject disciplines A majority of learners including the disadvantaged use a range of digital skills and software effectively across the curriculum. This will be evidenced in first-hand QA activities during T&L fortnight (WB:10.10.23)	Most practitioners know a range of effective digital tools and software that can be used effectively in their subject disciplines Many learners including the disadvantaged use a range of digital skills and software effectively across the curriculum This will be evidenced in first-hand QA activities during T&L fortnight (WB:21.2.24)	Nearly all practitioners make effective use of a range of digital skills within their subject areas and contribute well to securing strong learner progress in IT skills. Nearly all learners including the disadvantaged use a range of digital and self-regulation strategies to improve their IT This will be evidenced in first-hand QA activities during T&L fortnight (WB:25.6.24)	Sharing of good practice through PL mastery sessions and drop-in activities (LLT, GW and Network Manager) LA Digital support from RW (1 day per term)	Migrate to cloud-based learning Devices and software updates c.25K New IT tech capacity via SLA
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MONITORING REPORTS AND EVALUATIONS: Leaders will combine information from a range of sources to evaluate the impact of their work over time.

Monitoring and evaluation will be conducted termly and will include activities such as listening to learners, wall trawl, learning walks, digital work scrutiny and full lesson observations. The strengths and areas for improvement will be collated by the relevant senior leader to produce a termly Impact Assessment and identify areas for improvement which will feed into the following term's plans and, in the case of the summer term, the school development plan for the following academic year.

Priority 3: Develop a shared understanding of progression and ensure assessment is effective across the learning continuum		Success criteria in terms of standards or quality: - Nearly all teachers and practitioners understand the importance of learner progression. - Nearly all teachers deconstruct the learning intentions successfully and co-construct the success criteria effectively with the learners. - Most learners talk confidently about their progression in learning. - All teachers effectively apply the new assessment policy to ensure all learners know precisely what they need to do to improve in most lessons. - As a result of effective professional learning opportunities, most leaders and practitioners have a sufficiently secure understanding of effective assessment practice to accurately evaluate colleagues’ practice and provide useful professional developmental feedback through Gwella QA activities.
Inspection Area: IA1, IA3 and IA5		
Internal Accountability: JJ, LMs	Governing Body: Curriculum and Strategic Planning Chair: Adrian Foulkes Link Governors for: - LLC - Maths/Numeracy - Sci/tech - H&WB - Humanities - Expressive Arts	
Rationale for this priority: A whole school review of assessment research - including Estyn’s recent review, EEF feedback research, Welsh Government’s assessment guidance, and Mike Gershon’s paper on feedback - resulted in the creation of a new policy and practices. However, it is too early to evaluate the impact of this development. Leaders at Ysgol Uwchradd Llanidloes recognise that improving practices in assessment takes time to embed. Drawing upon first-hand quality assurance activities in 2022-2023, leaders and teachers have a clear understanding of the main aspects of assessment that need to be improved. Whole school work scrutiny events take place three times a year in addition to AoLE work scrutiny activities. The school is developing a more open classroom culture where teachers informally learn from each other’s assessment practices. Through the school’s Timau Ymchwil (Research Teams), staff regularly discuss and trial research findings in the area of assessment. They also learn from colleagues’ best practice, for example, through ‘lesson pop-ins’, best practice briefings and Estyn case studies. During the past academic year, performance management appraisers conducted full lesson observations of appraises. First-hand quality assurance activities make clear that developing a shared understanding of progression and improving assessment are a key priority at Ysgol Uwchradd Llanidloes in 2023-2024. Specific priorities for improvement are: 3.1 Leaders and practitioners have worked effectively with cluster partners to co-construct high-level progression plans that clearly link to the key concepts of the statements of what matters. However, these are yet to be embedded and will need to be refined on an ongoing basis. High level curriculum plans have been developed but these do not include a sufficiently clear picture of skills progression.		

3.2 Quality assurance activities in 2022-2023 indicate that assessment practices across the curriculum do not always provide learners with sufficiently clear written feedback. As a result, these learners do not always know precisely what they need to do to improve. Work began in the summer term to address this issue through co-construction of a new assessment policy based on robust research. This needs to become embedded practice throughout 2023-2024.

3.3 All staff understand the value of discussing research and learning from best practice in their own schools and other learning organisations. Throughout 2023-2024, the Pedagogy Research Team will continue to lead research and professional discussions in the area of assessment feedback. The school's Pedagogy Lead and LMs will engage with school leaders and SIAs through LA brokered professional learning opportunities.

Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
3.1	Develop a shared understanding of progression across the curriculum especially in relation to developing pupil's numeracy, literacy and IT skills: - All AoLE teams to work effectively with federation and cluster schools to develop a clear learning continuum based on progression in key concepts. - All staff to work effectively with federation and cluster colleagues to refine and review the high-level progression maps throughout the year. - Most AoLE meetings include a focus on learner progression. For example, staff will discuss pupils' work, implementation of the LNF and DCF, and how well pupils are making progress in line with the Principles of Progression.	LMs AoLE teams All teachers	A majority including the disadvantaged of learners make strong progress in their understanding of key concepts, Tier 2/3 vocabulary and skills acquisition. All teachers understand progression maps, including prior learning in the primary phase. A majority of teachers de-construct the learning intention successfully and co-construct the success	Many learners including the disadvantaged make strong progress in their understanding of key concepts, Tier 2/3 vocabulary and skills acquisition. Many teachers de-construct the learning intention successfully and co-construct the success criteria effectively with learners. Many learners talk confidently about their learning progress.	Most learners including the disadvantaged make strong progress in their understanding of key concepts, Tier 2/3 vocabulary and skills acquisition. Most teachers de-construct the learning intention successfully and co-construct the success criteria effectively with learners. Most learners talk confidently about their learning progress.	Cluster INSET training 25/26 Sept 2023. Practitioners to work within AoLEs to plan progression. Relevant staff participate in AoLE networks, secondary PLC and	No cost – Staff INSET days Staff release for AoLE network meetings - PL Grant - 2 days per AoLE c.£1,800 Planning time for improving LNF/DCF

			criteria effectively with learners. Many teachers plan lesson with specific reference to skills frameworks and principles of progression. This will be evidenced in first-hand QA activities during T&L fortnight (WB:10.10.23)	Most teachers plan lesson with specific reference to skills frameworks and principles of progression. This will be evidenced in first-hand QA activities during T&L fortnight (WB:21.2.24)	Nearly all teachers plan lesson with specific reference to skills frameworks and principles of progression. This will be evidenced in first-hand QA activities during T&L fortnight (WB:25.6.24)	national networks Professional dialogue across federation and cluster e.g. links with other schools	implementation
3.2	Improve written feedback, especially in relation to numeracy and literacy skills - Refine assessment policy using AoLE feedback - Embed practices detailed in new assessment policy based on Estyn's paper, 'Effective approaches to assessment that improve teaching and learning'¹³ and Mike Gershon PL materials relating to feedback.¹⁴ - Identify and share effective teaching and assessment practice through the QA cycle,	JJ/DO All teachers Timau Ymchwil, Ped Lead, LMs	A majority of teachers provide effective written feedback to their learners, accurately identifying precise aspects of pupils' literacy and numeracy skills that need to improve. A majority of pupils respond by correcting and redrafting work well, and make secure progress in their literacy and numeracy	Many teachers provide effective written feedback to their learners, accurately identifying precise aspects of pupils' literacy and numeracy skills that need to improve. Many pupils respond positively to this feedback during DIRT, correcting and redrafting work well, demonstrating strong progress in their literacy	Most teachers provide effective written feedback to their learners, accurately identifying precise aspects of pupils' literacy and numeracy skills that need to improve. Most pupils respond by correcting / redrafting work well, and make strong progress in their subject knowledge,	Literacy and numeracy leads to share effective professional learning to support staff to improve their assessment of	N/A

¹³ <https://www.estyn.gov.wales/system/files/2022-10/Effective%20approaches%20to%20assessment%20that%20improve%20teaching%20and%20learning.pdf>

¹⁴ https://supportingvulnerablelearners.cymru/login/?wppb_referer_url=https%3A%2F%2Fsupportingvulnerablelearners.cymru%2F

	Research Team findings, PL briefings, INSET and Estyn effective practice case studies		skills. This will be evidence in first-hand QA activities during T&L fortnight (10.10.23)	and numeracy skills (as appropriate to the learning task). This will be evidence in first-hand QA activities during T&L fortnight (21.2.24)	understand, literacy and numeracy skills. This will be evidence in first-hand QA activities during T&L fortnight (25.6.24)	numeracy and literacy. SIAs to provide mentoring support for numeracy and literacy skills leads (x 4 days)	N/A
3.3	Provide effective professional learning for all teachers and support staff on effective assessment, especially in the area of skills progression - SLT link, Pedagogy Lead and LMs to regularly invite team feedback on the new research-driven assessment policy and refine accordingly. - Skills Leads to facilitate Literacy, Numeracy and DCF Research Teams and share regularly at professional learning briefings. - Pedagogy Lead to join Pedagogy Leadership PLC facilitated by the LA curriculum team.	SLT, ATh LMs, staff Skills leads ATh LMs	A majority of pupils including the disadvantaged respond by correcting and redrafting work well, and make secure progress in their literacy and numeracy skills. This will be evidence in first-hand QA activities during T&L fortnight (10.10.23) Many LMs attend relevant AoLE network meetings and share key messages with all relevant practitioners. As a result, the majority of leaders and	Many pupils including the disadvantaged respond positively to this feedback during DIRT, correcting and redrafting work well, demonstrating strong progress in their literacy and numeracy skills (as appropriate to the learning task). This will be evidence in first-hand QA activities during T&L fortnight (21.2.24) Many LMs attend relevant AoLE network meetings and share key messages with all	Most pupils including the disadvantaged respond by correcting / redrafting work well, and make strong progress in their subject knowledge, understand, literacy and numeracy skills. This will be evidence in first-hand QA activities during T&L fortnight (25.6.24) Many LMs attend relevant AoLE network meetings and share key messages with all relevant practitioners.	AoLE network meetings / NPEP / Pedagogy Lead PL opportunities.	Possible cover costs (dependent on time of meetings). 2 days per AoLE c.£1800

	LMs to join AOLE network meetings to identify and share best assessment practice.		practitioners have a secure understanding of the latest developments and good practice relating to CfW Assessment best practice features regularly in professional learning briefings.	relevant practitioners. As a result, the majority of leaders and practitioners have a secure understanding of the latest developments	As a result, the majority of leaders and practitioners have a secure understanding of the latest developments		
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MONITORING REPORTS AND EVALUATIONS: Leaders will combine information from a range of sources to evaluate the impact of their work over time.

Monitoring and evaluation will be conducted termly and will include activities such as listening to learners, wall trawl, learning walks, work scrutiny and full lesson observations. The strengths and areas for improvement will be collated by the relevant senior leader to produce a termly Impact Assessment and identify areas for improvement which will feed into the following term's plans and, in the case of the summer term, the school development plan for the following academic year.

Priority 4: Improve the wellbeing of pupils (especially persistent absenteeism)			Success criteria in terms of standards or quality:				
Inspection Area: IA2, IA4			• Overall attendance in 2023-2024 increase to 93% • The gap in attendance between eFSM and non-eFSM no greater than 6 percentage points at the end of the academic year • Persistent absenteeism significantly reduced (detailed target TBC upon review of AWCDS) • Pastoral team interventions having clear and positive impact on attendance.				
Internal Accountability: RW		Governing Body: Chair of Governors: MJ					
Rationale for this priority: This priority has been included following a close review of attendance data and the impact of wide-ranging strategies employed throughout 2023-2024.							
 IA - Attendance - Summer 23.doc • 4.1 Closely monitor attendance data, especially that of persistent absentees, to ensure interventions are having a clear and positive impact on attendance levels. • 4.2 Increase staff capacity to arrange tailored interventions and wellbeing support for persistent absentees and their families. • 4.3 Extend breakfast club provision and enjoyable curriculum activities							
Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
4.1	1) Data review: In the autumn term, carefully consider the AWCDS attendance data – including modelled expectations – when this is made available. Monitor attendance of individual persistent absentees and groups (including disadvantaged learners).	RW, JPo, STY	Pastoral team have a clear understanding of persistent absentees for whom they are responsible and early intervention strategies	Attendance data used effectively to prioritise staff deployment, home visits, external agency support, and so on.	Attendance data used well to broker EWO family support and tailored provision. Support impact assessed	G04S and SIMs tools	N/A

4.2	2) Learning Coach role redefined¹⁵ : Revise the role of the current Learning Coach, removing responsibility for overseeing work experience in Years 10 and 12 to increase capacity for Learning Coach support (especially for eFSM learners with low attendance in the new Year 11 cohort).	RW	Overall attendance above 92%.	Overall attendance above 92.5%.	Overall attendance above 93%.	TT trained in work exp role	Possible backfill pay for reassigned roles (TBC)
	3) Ensure families can access the right support¹⁶ : Strengthen family/learner timely access to the support needed. This will include, but not be limited to, treatment for mental health conditions, ALN support, basic skills interventions, and also support for issues at home such as supporting housing applications, carers' support, and access to welfare. Renewed focus on multi-agency working, including social services, CAMHS and the Youth Intervention Service.	RW, PL, TT, STY, MS, YLs	The gap between FSM and eFSM learners not greater than 8 percentage points. Persistent absenteeism being reduced (precise targets confirmed following publication of AWCDs).	The gap between eFSM and non-eFSM learners not greater than 7 percentage points. Persistent absenteeism being reduced (precise targets confirmed following publication of AWCDs).	The gap between eFSM and non-eFSM learners not greater than 6 percentage points. Persistent absenteeism being reduced (precise targets confirmed following publication of AWCDs).	Pastoral team given time to engage with external agencies / orgs	N/A
	4) Appoint an Emotional Literacy Support Assistant (ELSA)	DO	Around half of families of persistent absentees are engaging well with the pastoral team's support and, where appropriate, that of external agencies.	Many families of persistent absentees are engaging well with the pastoral team's support and, where appropriate, that of external agencies.	Most families of persistent absentees are engaging well with the pastoral team's support and, where appropriate, that of external agencies.	ELSA training as needed	XXX
4.3	5) Enrichment guarantee in a Cyfoethogi Cwricwlwm¹⁷ : Foster a love of learning through well-considered enrichment activities.	LMs	A majority of AoLEs contribute to the Cyfoethogi Cwricwlwm downtime/co-curricular opportunities.	Many AoLEs contribute to the downtime/co-curricular programme.	All AoLEs contribute to the downtime/co-curricular programme.	N/A	N/A

¹⁵ https://www.centreforsocialjustice.org.uk/wp-content/uploads/2023/03/CSJ-Lost_and_Not_Found.pdf p30

¹⁶ https://www.centreforsocialjustice.org.uk/wp-content/uploads/2023/03/CSJ-Lost_and_Not_Found.pdf p29

¹⁷ https://www.centreforsocialjustice.org.uk/wp-content/uploads/2023/03/CSJ-Lost_and_Not_Found.pdf p31

	6) Breakfast club expansion ¹⁸ : Participants in the CSJ review recognised the value of breakfast clubs and free school meals, when they were wrapped into a broader strategy for engagement and attendance. Breakfast club is particularly helpful as a means of engaging children whose families are struggling to provide food at home. The Breakfast Club at Llanidloes High School is supported by external community partners such as Llani Pantry.	JD, SDa	At least 15 pupils access breakfast club provision regularly, including vulnerable learners and those identified as being at risk of disengagement. Strong community partnerships helping supply the food and drink.	At least 20 pupils access breakfast club provision regularly, including vulnerable learners and those identified as being at risk of disengagement. Strong community partnerships helping meet rising demand.	At least 25 pupils access breakfast club provision regularly, including vulnerable learners and those identified as being at risk of disengagement. Strong community partnerships helping meet rising demand.	H&S / food hygiene	c. 1.5K per year
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MONITORING REPORTS AND EVALUATIONS:

Monitoring and evaluation will be conducted through daily communication with the attendance office (JPo), fortnightly attendance data reviews, regular analysis of individuals and cohorts dropping below the 85% attendance threshold, and termly deep-dive analyses. The strengths and areas for improvement will be collated by the relevant senior leader to produce a termly Impact Assessment.

¹⁸ https://www.centreforsocialjustice.org.uk/wp-content/uploads/2023/03/CSJ-Lost_and_Not_Found.pdf p31

Priority 5: Improve leadership at all levels, especially in terms of impact on improving progression in numeracy, literacy and digital skills		Success criteria in terms of standards or quality: - All leaders are able to define clearly the vision for pupils’ learning and wellbeing, and the teaching and curriculum to achieve this. - All leaders focus on supporting all pupils to develop positive attitudes to school, learning and wellbeing, by maintaining a culture where pupils’ progress and wellbeing is the main priority. - All leaders make improving teaching the key process that contributes to improving pupils’ progress and wellbeing, designing and delivering a curriculum that fully meets the needs of all pupils. - All leaders sustain a consistent focus on improving pupils’ knowledge, skills (literacy (English/Welsh), numeracy and digital) and experiences. - All leaders make sure that continuous professional learning of staff improves the quality of provision and pupils’ progress. - All leaders make sure that evaluation work is reliable and that it informs and leads to improvement, with team members held accountable for improving teaching, curriculum and pupils’ wellbeing and progress.				
Internal Accountability: DO, JJ, RW, ABe	Governing Body: Chair of Governors: Margot Jones					
Rationale for this priority: In 2022-2023, joint quality assurance activities with Local Authority partners identified a need to improve the clarity of our vision and operational planning for skills progression. During the last core inspection, the school was challenged to improve and formalise pastoral self-evaluation and improvement planning. The new curriculum was adopted by the Governing Body and rolled out from September 2022; for this to be successful requires strong curriculum leadership from Learning Managers and well-considered professional learning, for example in the area of effective assessment. The Deputy Headteacher has been on a long term absence since May 2023 which requires effective distributed leadership to realise whole school improvement priorities. Specific priorities for improvement are: 5.1 <u>Distributed leadership</u>: Develop a well-considered system of distributed leadership to maintain overall leadership capacity needed to successfully meet the needs of learners and staff and deliver whole school priorities. 5.2 <u>Professional learning</u>: Ensure all leaders arrange effective continuous professional learning for staff to improve the quality of provision and pupils’ progress. 5.3 <u>Vision for skills progression</u>: Ensure all leaders sustain a consistent focus on improving pupils’ knowledge, skills (literacy (English/Welsh), numeracy and digital) and experiences. 5.4 <u>Self-evaluation and improvement planning</u>: Ensure all leaders’ evaluation work is reliable and informs and leads to improvement, with team members held accountable for improving teaching, curriculum and pupils’ wellbeing and progress.						
Actions	Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost

5.1	Distributed leadership - All Deputy Headteacher's roles and responsibilities carefully distributed. - Extended Leadership Team – Additional roles developed focused on online safety and teaching and learning.	DO DO, ATH, DMa	Distribute leadership opportunities and ensure that staff in these roles understand specifically what they are accountable for and have the support to develop skills to fulfil these duties. Use established arrangements to ensure that leaders fulfil their roles and responsibilities. Provide a range of helpful professional learning to support and improve leadership skills	Distributed leadership is well established and consistently successful in improving learning, wellbeing, teaching and curriculum. All leaders clearly understand their roles responsibilities and contribute to continuous improvement	Distributed leadership is well established and highly successful in improving learning, wellbeing, teaching and curriculum. All leaders model leadership behaviours effectively. This promotes a continuous culture of leadership development	Research time to familiarise with new areas of responsibility Coaching support from SIA and wider LA team School to school support where beneficial	Use of mgt time (no cost) LA funded TBC (c.£150 supply per day)
5.2	Professional learning - All staff complete Mike Gershon's self-assessment audit tool to establish PL priorities for 2023-2024 - Complete the SLO survey - Specific training needs also identified through PM process - Research Team to focus on devising a coherent approach to professional learning that focuses primarily on improving teaching and skills progression	ATh All staff PM appraisers ATh and Research team	Establish professional learning arrangements to: provide specific support for staff to improve the quality of their teaching; provide specific support to enable staff to support the school in reaching improvement goals; establish and maintain high expectations in relation to provision for pupils and their progress in learning and wellbeing Begin to develop opportunities for staff to	Professional learning arrangements are effective in improving the quality of leadership, teaching and curriculum. This supports continuous improvement to pupils' learning and wellbeing. Many staff engage in professional reflection to improve teaching and learning. They make use of relevant research (where appropriate) and begin to share this work within and beyond the school to demonstrate	Arrangements for professional learning are highly effective and support a culture of continuous improvement at the school. All staff engage regularly in effective professional learning. They make use of relevant research (where appropriate) and regularly share this work within and beyond the school to demonstrate the difference this work has made to teaching,	Wide-ranging PL based on individuals' evaluation Research team time already in directed hours	c. £7.5K

			contribute to specific areas of school improvement.	the difference this work has made to teaching, curriculum, learning and wellbeing.	curriculum, learning and wellbeing		
5.3	Vision and operational planning for skills progression - Arrange regular mentoring support for all Skills Leads to strengthen: vision development, self-evaluation, improvement planning, professional learning, curriculum planning support for LMs, engagement with parents and quality assurance.	Skills leads, SLT links LMs, SLT links	A majority of pupils including the disadvantaged make secure progress in their literacy, numeracy and IT skills. This will be evidence in first-hand QA activities during T&L fortnight (10.10.23) Skills Leads have established a shared vision for pupils' learning. All staff and the school community understand the school's vision for pupils' skills progression.	Many pupils including the disadvantaged make strong progress in their literacy, numeracy and IT skills. This will be evidence in first-hand QA activities during T&L fortnight (21.2.23) All staff and the school community develop the school's vision for continuous improvement and know their roles in achieving the vision. They review the vision and strategic direction to ensure that it supports further improvement.	Most pupils including the disadvantaged make strong progress in their literacy, numeracy and IT skills. This will be evidence in first-hand QA activities during T&L fortnight (25.6.23) The school continues to implement its vision for the learning and wellbeing of all pupils. It reviews and updates its vision at appropriate points to promote high aspirations for all and to secure continuous improvement.	Voice 21, INSET from skills leads, best practice sharing during briefings, research time to consider Estyn guidance, case studies and thematic reviews, webinar training for parent engagement events	Voice paid for by LA Mgt time already in place PL calendar part of directed time Cover available for action research upon request
5.4	Self-evaluation and improvement planning - Senior link meetings to focus on: wellbeing; first hand QA; curriculum design/learner progression (inc. eFSM); analysis of ALPs data/trends (inc. individual teacher analyses and support); SERs; IPs; and pedagogy. - Implement and monitor 'Gwella' QA activities and PL programme to foster	LMs, Skills leads, SLT links ATh, LMs	Introduce a culture of self-evaluation based on the analysis of a range of relevant first-hand evidence. Establish clear links between self-evaluation and improvement processes. Support the achievement of	Further develop leaders' skills to evaluate and improve teaching and learning. Further develop links between self-evaluation and improvement processes. Support the achievement of improvement priorities	The culture of evaluation and improvement is established, well understood and effective in improving teaching, curriculum, learning and wellbeing. It draws on the views of all relevant	Mentoring support from senior leaders in QA calendar Gwella activities to gather first-	Directed time Directed time

	strong culture of open sharing of best practice and engagement in constructive professional dialogue with colleagues from across the curriculum. - Streamline AoLE self-evaluation using NEIR, including: effective evaluation of standards using ALPs value added data, item-level data and feedback on pupils' skills development from QA activities; honest evaluation of the quality of teaching. Include a breakdown of eFSM and non-eFSM in all self-evaluation so that all leaders recognise their role in raising awareness and expectation.	LMs, DO	improvement priorities by establishing effective performance management arrangements for staff and continuous professional development that meets specific improvement needs	through effective use of performance management of staff and continuous professional development. Begin to evaluate the effectiveness of school improvement systems on improving quality.	stakeholders. There is a clear link between findings from self-evaluation and school improvement priorities. High quality professional learning and effective performance management arrangements support the school in making strong progress in meeting all improvement priorities	hand evidence NEIR research to take place within mgt time	Mgt time already in place
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MONITORING REPORTS AND EVALUATIONS:

Leaders will combine information from a range of sources to evaluate the impact of their work over time.

Leadership will be evaluated in the following ways throughout the year: Senior link meeting; governor visits and presentations to the Governing Body by leaders at all levels; Local Authority School Improvement Adviser support and reviews. The impact of leadership on learner progress will be monitored and evaluated termly and will include activities such as listening to learners, wall trawl, learning walks, work scrutiny and full lesson observations. The strengths and areas for improvement will be collated by the relevant senior leader to produce a termly Impact Assessment and identify areas for improvement which will feed into the following term's plans and in the case of the summer term, the school development plan for the following academic year.