

Ysgol Bro Gwaun

Cynllun Gwella Ysgol

School Improvement Plan



This School Improvement Plan (SIP) is a working document used to set priorities and monitor progress throughout the year. We are an ambitious school and we have high expectations for all our students and staff. Our aim is to enable learners to become informed, articulate and confident young citizens, able to communicate effectively through the medium of Welsh and English. We achieve this through our balanced, bilingual curriculum, our pedagogical approach and the enrichment opportunities we provide. We actively promote 'family Bro Gwaun' and place wellbeing at the centre of every learner's experience at the school. We ensure that all pupils are healthy, safe and valued.

This document sets out the strategic priorities agreed by the Governing Body, Head teacher and staff. It is informed by the school's rigorous self-evaluation system, the most recent external reviews (ERW Challenge Adviser, Safeguarding) and the Estyn report (October 2019) and underpinned by the School's vision and ethos. In 2021/22 our focus is to address the impact of Covid 19, whilst continuing to develop our practice in key areas. Restrictions and closures have affected pupil progress, curriculum coverage, staff development, community cohesion and well-being. The SIP is supported by detailed plans for each curriculum area.

Our Key areas of intent for 2021/22:

- Continue with our curriculum development, pedagogy and excellent outcomes for all pupils, including promoting Welsh language ethos and learning
- To ensure effective use of additional support to enable all students to make substantial progress by the end of the academic year and to ensure Covid related learning/curriculum gaps are addressed;
- To inspire confident and ambitious learners within a supportive environment;
- To promote great teaching underpinned and supported by an effective and informative self-evaluation process;
- Continue to promote a common, shared approach to school improvement where everyone is valued and can contribute purposefully to the improvement journey of the school.

Priority Area 1: Standards- High expectations for all, including the most disadvantaged and vulnerable.

What does this priority mean?	What are the key strands that sit underneath this priority?
<p>At Ysgol Bro Gwaun we will aim to maximise performance at KS4 for all pupils, but with a particular focus on Capped 9 outcomes for eFSM pupils, and outcomes in Science and Numeracy. We will also target support for groups of learners facing disadvantage and those with additional need, and make sure that all learners have a pathway into further education that suits their interests. In response to Estyn recommendations, we will improve pupils' skills, in particular their oracy skills, higher order reading skills, thinking skills and their extended writing skills. Literacy and numeracy at KS3 will be a focus for development and we will implement procedures to raise the achievement of boys and decrease the gender gap. Progression and assessment at KS3 are a priority for development in moving the New Curriculum forward. We will continue to refine our processes for tracking of value-added data for all pupils and continue to implement processes for tracking skills progression. We will ensure that the provision for Welsh matches all pupils' abilities and previous academic experience of the language. We will also ensure the effective use of RRRS grant funding to support recovery.</p>	<ul style="list-style-type: none"> • All subject areas to target + ½ GCSE grade (3 point) increase in their outcomes. • Following key academic targets for 2022: <ul style="list-style-type: none"> - Numeracy – 41 (+1 compared with 2019 outcomes) - Science – 41 (+2 compared with 2019 outcomes) - eFSM Capped 9 → 384 points (aspirational and +55 points compared with 2019 outcomes) - Continue to reduce gender gap between capped 9 outcomes. Target 17 points (-4 points compared with 2019 outcomes) • To use a range of data (WNT, Edukey, reading age tests) to target priority interventions for literacy and numeracy. • Develop and implement a coherent and effective RADY programme. • Roll out Peer Tutoring for eFSM pupils • Deliver, adapt and embed national ALN reforms • Develop and implement strategies for improving oracy and numeracy. • Implement ARROW reading project to be used with targeted pupils in Years 7-9. • Use self-evaluation procedures to collect and challenge pupil progress in skills • Continue to amend staffing arrangements for YSG teaching groups (2021-22). Implement Welsh Strategic Action Plan.

Strategies Actions – How?	Who will monitor this?	Success Criteria	Cost
<u>KS4 Standards</u> Implement strategies outlined in RRRS in addition to below: SLT, HoD and Year 11 YPM to identify strategies to improve outcomes eg. tracking, target setting, Line Manager Meetings, Heads of Core, YPM and SLT meetings, after school and lunchtime revision, catch-up sessions, breakfast sessions before exams, mock exams in December. Close Tracking of pupil performance across all aspects and provision. Effective tracking to identify pupils working below expected levels. Invest in new tracking tool - SMID Key focus on eFSM and ALN pupils. Bespoke curriculum offers e.g. BTEC Agriculture, child development. 'SWEET'. CORLAN KS4 catch up and support room. Develop and implement RADY action plan. Ensure effective access arrangements in place.	SLT PED RBU YPM 10 and 11 HoD Capture dates on assessment calendar for tracking and intervention.	All departments to set targets for KPIs. Target groups identified Departments to achieve targets and school to improve on Key Indicators – Aug 22 Intervention strategies developed to target all pupils working at below predicted levels/grades. Collated on intervention tool (SMID) Effective use of SMID to identify underachievers and record interventions Improve ALN and eFSM outcomes. RADY strategic plan developed. Internally trained Access Arrangement Officer	Staff release. Mentor costs/time Provision for additional mentor groups. Revision costs RRRS funding Cost of SMID PDG - £19,100 (JR) RCSIG - £16,400 (SW) PDG - £7,470 (AH)

<p><u>Literacy – KS4 Target – 43</u> English (Lang and Lit) A*-C % at 70%+ Implement strategies outlined in RRRS. Additionally: Deploy LSA to support underachieving borderline pupils. Identify key target group for specific support. Employ MF (English teacher and learning coach) in line with RRRS to work with English Department. Temporary 1-year post initially.</p>	<p>HoDs PEd TB Link Governor</p>	<p>Continued Improved % Literacy outcome in August 2022 to 43</p>	<p>Release of staff. Cost of staff additionality.</p> <p>Network meetings. Sharing of Good Practice. Focus on boys' outcome. RCSIG - £3,300 (ThM).</p> <p>RRRS cost of Learning Coach.</p> <p>RCSIG - £7,690 (MF)</p>
<p><u>Numeracy – KS4 Target – 41</u> Improve Maths A*-C to 70%+ Implement strategies outlined in RRRS. Additionally: HoD to network with other Heads of Maths to further develop strategies addressing Maths and numeracy requirements at GCSE. Deploy LSA to support underachieving borderline pupils. Identify key target group for specific support. 11M am registration groups identified. Employ Emma Richer (Maths teacher and learning coach) in line with RRRS to work with Maths Department. Temporary 1-year post initially.</p>	<p>(HR) PEd Link Governor</p>	<p>Improved Numeracy outcomes in August 2022 to 41</p>	<p>Release of staff. Cost of staff additionality. Sharing good practice. Network meetings.</p> <p>RRRS cost of learning coach.</p> <p>RCSIG - £10,600 (ER)</p>
<p><u>Science Level 2 – KS4 Target – 41</u> Improve Science A* - C to 70%+ Implement strategies outlined in RRRS. Additionally: HoD and department members to identify strategies for improvement. HoD to work with Line manager to implement strategies such as mentoring, catch up and revision sessions.</p>	<p>RW PEd</p>	<p>Improved GCSE outcomes in 2022.</p>	<p>Intervention costs, including specialist LSA to support core-subject outcomes</p>

Consider yr 11 entries for June exam. Ensure appropriate resit opportunities following year 10 outcomes and adopt single award applied science course for pupils gaining U grades following Yr 10 exams. HoD to explore pathway opportunities for Science at KS4, including appropriate courses.		Appropriate pathways identified and incorporated in school curriculum plan.	Cost of courses
Improve performance of eFSM pupils in comparison to non-eFSM pupils by tracking eFSM target group closely to raise standards in Key Indicators. Implement RADY strategic plan. HoD to ensure opportunities are provided to support and challenge all eFSM pupils, including those in Enfys (catch-up group) and Harbwr. Effective tracking of all Intervention programmes for Literacy and Numeracy. Target groups identified by SLT/YPM to mentor and support pupils. Progress of eFSM/ RADY pupils discussed on individual pupil basis in SLT/HoD/YPM meetings and Line Manager meetings. RhL to attend LA peer to peer training to implement coaching strategy across the school. RBU to attend RADY training. RADY strategic plan to incorporate and integrate new and current strategies for supporting disadvantage.	RBU RhL EHo RHa, TB YPM HoD Teaching and Support staff Link Governor.	Increase in % of eFSM pupils in KS3 attaining Level 5+ across all subject areas. Improvement in CSI indicator. RADY strategic plan in place. Increase in % of eFSM pupils Cap9. Closing the gap between eFSM and non-eFSM pupil performance. Improved eFSM Capped 9 by +55 points in 2021	Use of PDG to assist in intervention groups, PDG - £12,100 (LW). Nurture provision (Hendre), and use of Inclusion Officer/ Attendance Officer. Breakfast Club costs, and relevant resources. Breakfast Club PDG £1,500 Intervention and catch-up classes PDG £6,250 (RhL) PDG - £6,730 (MH) Alternative Curriculum costs. PDG £24,320 (SE & CBr/RW)
<u>Pupil Targets</u> Ensure pupils are aware of targets and how to achieve those targets.			

<p>Tracking of pupil progress to ensure intervention strategies are put in place to achieve predicted grades. Develop and implement Value Added data analysis processes</p> <p>All teachers to set aspirational targets based on data and guidelines from RBU. Teachers to share targets with pupils in books and Planners. Teachers to ensure every pupil knows how to achieve next level eg. Level Ladders in Science. Provide pupils with progress update following data drops. Ensure value added data is shared with teachers and leaders Targets of RADY pupils to be uplifted in order to raise expectations and aspirations</p>	<p>RBU All staff</p>	<p>Every pupil aware of current performance and how to improve. Whole school predictions for KS4 accurate. Value Added (VA) analysis to plot flight-path data. Investigate SMID</p>	<p>Teacher release for moderation.</p> <p>Cost of SMID (approx. £7,500 Per annum)</p>
<p>Raise achievement of vulnerable boys and girls, and decrease gender gap Improve attendance, behaviour and wellbeing of vulnerable pupils by use of WRU Hub Officer to engage boys, and introduce rewards system (KS3). Provision of resources for vulnerable pupils across all Key Stages e.g. ELSA/Child Development & Food Tech ingredients/art items/Uniform and School Equipment. Integrate into RADY strategic Plan. Edukey Safeguarding Licence</p>	<p>RBu RhL</p> <p>PEd Rugby Hub officer employed. ELB</p>	<p>Improved outcomes for vulnerable pupils.</p>	<p>£3,300 (ThM)</p> <p>3,600 (JH)</p>
<p>Embed a Progression and Assessment Framework that is fit for the purpose of the New Curriculum</p> <ul style="list-style-type: none"> Join Progression and Assessment networking group with the aim of adopting 	<p>RBu</p>	<p>Assessment framework successfully embedded</p>	<p>Cover - RBu</p>

<p>Analyse results of Year 6-9 RADY pupils in WNTs to identify required interventions which allow for an equitable approach</p> <p>Develop and implement strategies to improve oracy.</p> <p>To utilise CAT4 testing to identify strength and concerns for year group cohorts.</p> <p>Align and map new framework with Year 7/8 provision for summer 2022</p>	<p>TB DL</p>	<p>New LNF Frameworks are mapped across the curriculum.</p> <p>Assessment data inform interventions.</p>	<p>Cost of ARROW initiative</p> <p>Time (supply) for staff training.</p>
--	------------------	--	--

Priority 1: How are we progressing?			
Review date	What has happened and RAG rate	Updated By:	Evidence

28.01.2022	• RADY Draft plan	RBu	RADY Draft Plan
28.01.2022	• RADY Staff Training – Session 1 – November Twilight	RBu	RADY Training 1
28.01.2022	• RADY Staff Training – Session 2 – January Inset	RBu	RADY Training 2
28.01.2022	• Assessment Calendar created	RBu	Assessment Calendar
28.02.2022	• RRRS Spending Plan	AF	RRRS Spending Plan
28.02.2022	• Developing a vision for Teaching and Learning	AF	T and L Vision
28.02.2022	• Cycle 1 Feedback and next steps for Action Research	AF	Cycle 1
28.02.2022	• Peer Tutoring Plan	RHL	Peer Tutoring
28.02.2022	• ALN Reform Development Plan	RHL	ALN Plan
28.02.2022	• ALN Reform Information to Governors	RHL	ALN Governors
17.03.2022	• WESP/CSGA	PEd	WESP
28.02.2022	• Cynllun Gweithredu y Gymraeg	AF	Cynllun Gweithredu
28.02.2022	• Cofnodion cyfarfodydd datblygiad y Gymraeg	AF	Cofnodion
28.02.2022	• Bwrlwm I Bawb	AF	Bwrlwm I Bawb
28.02.2022	• Bwrlwm I Bawb Medi 2022	AF	BIB 2022
28.02.2022	• Siarter Iaith	AF/DG	Siarter Iaith
08.03.2022	• Numeracy Intervention Data	EHo	Yr 7 Data
11.03.2022	• Oracy staff training/development	EHo	Oracy Briefing Paper
11.03.2022	• Questioning skills internal CPD	EHo	Questioning skills
16.03.2022	• Current Y11 SLT Intervention Groups – March 2022	DL	Y11 SLT Intervention Groups
18.03.22	• Target setting rationale and procedures	RBu	Target Setting
18.03.22	• Work with Year 11 Boys	RBu	Year 11 Boys
21.03.22	• Example of Yr 7 tracking sheet- ALN/interventions	EHo	Yr 7 Interventions
24.03.22	• RADY – Proportional Representation Analysis	RBu	Proportional Representation Analysis
05.07.22	• Summary of numeracy progress Sept 2021-August 2022	EHo	Numeracy summary
14.07.22	• RADY Presentation – Cluster Meeting 24/5/22	RBu	RADY Presentation
14.07.22	• RADY Action Plan – RAG Rated July 2022	RBu	RADY Action Plan

Summary: How will our progress inform our next steps?

- **Further develop the Teaching and Learning vision by sharing the Action Research projects and seeing their impact on pupil progress in the classroom.**
- **Embed the ALN reform with key groups of pupils in Year 7 and 10. Develop the PCP approach across the school.**
- **Liaise with parents/carers regarding the Bwrlwm I Bawb vision and setup a programme of transition for the summer term. Lisa Thomas (HLTA – part of RRRS funding) to work with key groups of pupils out in Primary Schools beginning this term.**
- **Collaborate to create a robust progression framework for the New Curriculum**
- **Further RADY training to ensure the ethos of equity is embedded across the school**
- **Change of intervention groups following exit-criteria for interventions in numeracy and literacy.**
- **Continued improvement of eFSM/boys intervention**

Priority Area 2: Wellbeing and attitudes towards learning - ensuring all pupils are happy and ready to learn.

What does this priority mean?	What are the key strands that sit underneath this priority?
<p>Promoting positive attitudes to learning at all levels is a fundamental and continuous priority at Ysgol Bro Gwaun. Responding to the requirements of the NCW through developing and implementing an updated, coherent and fit-for purpose Health and Wellbeing programme is paramount to the future wellbeing agenda of our school. The programme will place great importance on aspects such as resilience, positive attitudes, equity, tolerance and acceptance of others' values and beliefs.</p> <p>We will ensure we are at the forefront in supporting the National Mindfulness Agenda and we will promote mindfulness as a strategy to promote wellbeing and TIS strategies across the school. We will use grant funding effectively to support wellbeing and to promote positive attitudes to learning and resilience. We will prioritise disadvantaged learners through the RADY and peer to peer programmes and continue to embed the new ALN procedures into the working fabric of our school. We will engage with parents and support them in ensuring that they can support their children in reaching their full potential.</p> <p>We will provide pupils with enrichment experiences which will complement the curriculum and provide stimulating and worthwhile experiences which will, in turn, further promote positive attitudes to lifelong learning. Our transition programmes will be of high quality, ensuring pupils are fully prepared and enthusiastic when taking the next steps on their learning journey.</p>	<ul style="list-style-type: none"> • Ensure pupils are aware of targets and how to achieve them. Continue to embed effective use of tutor time to enable pupils to effectively reflect on their progress and set targets for development. • Develop and implement a high quality and relevant H and W Programme of Study, taking account pupils' prior learning and experience. • Develop culture of resilience and high ambition in all pupils. Develop growth mindset principles. Improve pupil attitudes towards learning and school. Continue to promote Matthew Syed philosophy to develop resilience and ambition. • Implement BOXALL strategies to promote positive attitudes towards learning. • Invest in weekly pupil magazine on current affairs • Strengthen ALC partnership working, ensuring transition processes are robust and make a positive contribution towards promoting high expectations and positive attitudes. • Continue to strengthen the transition process from Primary to Secondary education, paying particular attention to further reinforcing Welsh Language provision and continuity of curriculum, including the H and W programme. • Introduction of pupil 1-page profiles from September 2021. To be reviewed annually • Develop Parent 'Unlocking Potential' Engagement Package • Continue to develop Enrichment Program and promote pupil passport of opportunity. • Support RAD role in developing Mindfulness and pupil support program supported by effective use of the RRRS grant. ALNCO to attend peer to peer training and develop whole school program with consideration for RADY principles. RBU to develop and implement RADY principles.

Strategies Actions – How?	Who will monitor this?	Success Criteria	Cost
Promote positive attitudes to learning. <ul style="list-style-type: none"> • Ensure pupils are aware of targets and how to achieve them. Adopt a reflective process which encourages pupils to be responsible for their own learning. • Develop a culture of resilience and high ambition in all pupils. • Strengthen ALC partnership working and ensure transition processes are robust and effective. • Improve communication with parents. • Further develop Enrichment program and promote pupil passport of opportunity. • RADY – tackle learned helplessness 	RBU LW ELB AF DL	All pupils are aware of targets and how to achieve them. Improved transition processes in place. Improved attitude to learning and attendance. Reduced suspensions and ‘C’ being awarded Increase in Classchart points Surveys during parent meetings show positive feedback. Parent Engagement Events to be organised Passport of opportunities and enrichment hub developed and implemented	Admin costs £50. Cost of producing bulletin. TLR 2(a) cost of transition from KS4-5 post
Introduce pupil based 1-page profiles	RhL	One-page profiles completed by all pupils	
Development of Health and Wellbeing curriculum in line with NCW expectations (learning for life) to include : <ul style="list-style-type: none"> • Physical and mental health • Emotional wellbeing • Healthy lifestyles • Work-related learning and experiences • Decision making and empathy • Healthy relationships and respect • Diversity and valuing equity • Attitudes to learning • Resilience and managing risks 	ELB	Curriculum developed and implemented.	

<ul style="list-style-type: none"> Taking on different roles and responsibilities 			
Aim to be at the forefront in implementing Mindfulness agenda by using RRRS funding to support pupils' wellbeing and promote positive attitudes to learning.	RD	Lead school status achieved.	Cost of portion of RD salary through RRRS
Engage with Local Authority strategy of peer- to peer mentoring to target eFSM outcomes	RhL SP	Successful implementation of peer to peer mentoring program	£1500 TLR 3

Priority 2: How are we progressing?			
Review date	What has happened and RAG rate	Updated By:	Evidence
28.02.2022	<ul style="list-style-type: none"> Arfer Dda Trosglwyddo 	AF	Trosglwyddo
28.02.2022	<ul style="list-style-type: none"> Bwrlwm I Bawb 	AF	Bwrlwm I Bawb
28.02.2022	<ul style="list-style-type: none"> Cynllun Gweithredu Datblygiad y Gymraeg 	AF	Cynllun Gweithredu
28.02.2022	<ul style="list-style-type: none"> Peer Tutoring 	RHL	Peer to Peer
28.02.2022	<ul style="list-style-type: none"> ALN reform Development plan 	RHL	ALN reform
28.02.2022	<ul style="list-style-type: none"> RRRS Spending plan (mindfulness and Welsh development) 	AF	RRRS spending plan
16.03.2022	<ul style="list-style-type: none"> PASH presentation on B.Curriculum (including Enrichment) 	DL	CFW Pash Presentation
16.03.2022	<ul style="list-style-type: none"> Enrichment Option Choices Spreadsheet 	DL	Enrichment Options Spreadsheets
16.03.2022	<ul style="list-style-type: none"> KS3 Enrichment Feedback Autumn 2021 	DL	KS3 Enrichment Feedback Autumn 2021
18.03.2022	<ul style="list-style-type: none"> Year 11 'Unlocking Potential' Parental Engagement event 	RBu	Exam Prep Evening
19.03.22	<ul style="list-style-type: none"> SHRN report 2020 - CYM 	ELB	SHRN - CYM
19.03.22	<ul style="list-style-type: none"> SHRN report 2020 - ENG 	ELB	SHRN - ENG
19.03.22	<ul style="list-style-type: none"> NQA reassessment 3 - May 2021 	ELB	NQA May 2021

19.03.22	• NPEP final report - 2021	ELB	NPEP 2021
19.03.22	• Prosiect trosglwyddo - LLIFO	ELB	LLIFO
19.03.22	• H and W new curriculum developments	ELB	Iechyd a lles 2022
14.07.22	• 'Unlocking Potential' - example parent pack	RBu	Revision Pack
14.07.22	• 'Unlocking Potential' revision evening analysis	RBu	Analysis

Summary: How will our progress inform our next steps?

- Embed the Bwrlwm I Bawb programme across the cluster. Re-evaluate the groups in order of ability through the medium of Welsh.
- Evaluate the Peer Tutoring programme and measure its impact across the school.
- Embed the ALN reform with key groups of pupils in Year 7 and 10. Develop the PCP approach across the school.
- Measure the impact of the RRRS funding in relation to impact on pupils who receive mindfulness and Welsh development.
- Re-emphasize the new values/mission statements with all staff and pupils. Create a wall display for all classrooms.
- Develop cross-phase Health and Wellbeing curriculum in collaboration with PCC working group.
- To build strong community links to support the delivery of the enrichment programme.
- **To develop a programme that supports parents, engages them and ensure that they play a significant role in their child's education**

Priority Area 3: Teaching and Learning – A focus on quality teaching in every lesson	
What does this priority mean?	What are the key strands that sit underneath this priority?
<p>At Ysgol Bro Gwaun we will work continuously to improve the quality of teaching so that it impacts positively on standards. We will create a culture of growth where every teacher and support member of staff will engage purposefully in improving their own and others' practice, based on a collective model of shared best practice, action research and specialist support. We will engage with the Partneriaeth LfE and other improvement programmes and develop an in-school research and coaching programme. We will continue to place skills at the centre of the school's agenda for improvement and focus on mechanisms for promoting and embedding systems for blended learning, including for out of hours learning. We will also continue to develop and refine our New Curriculum for Wales' resources, ready for full implementation in Sept 2023, and pay particular attention to ensuring that new ALN reforms effectively support the teaching and learning of all students. We will ensure that the provision for Welsh matches all pupils' abilities and previous academic experience of the language. Introducing an effective programme of study which focuses on 'financial awareness' is also a key priority.</p>	<ul style="list-style-type: none"> • Continue to embed a systematic and cyclical model for whole school scrutiny and self-evaluation, which include lesson observations, book scrutiny, learning walks and pupil voice. • Use outcomes from scrutiny to inform and strengthen training, PM objectives and action research programmes. • Implement effective support programmes, through targeted action research and sharing of best practise to move adequate to good and good to outstanding. Invest in VEO lesson recording system. • Develop and implement whole school strategies for sharing good practice. Use LfE trained teachers to support this programme. • Assess quality and quantity of homework as a catalyst for change and review the homework policy. Look to develop and implement the B.SMART, out of hours blended learning strategy. • Ensure increased opportunities and challenge for MAT pupils. Employ 2 x MAT coordinators funded by RRRS. • Develop and implement rich tasks across all curriculum areas as part of continued curriculum development planning. • Support skills leaders in developing the monitoring and evaluation aspects of their roles, including tracking procedures. • Continue to promote the Welsh ethos across the whole school. Implement strategic Welsh development plan. • Provide time and resources for AoLes to collaborate on 'What Matters Statements'. • Implement the 'LiFE' (Lessons in Financial Education) qualification.

Strategies Actions – How?	Who will monitor this?	Success Criteria	Cost
------------------------------	---------------------------	------------------	------

<p>(a) Raise teaching standards across all subject areas.</p> <ul style="list-style-type: none"> • Continue to embed systematic and cyclical model for whole school scrutiny and self-evaluation, which include lesson observations, book scrutiny, learning walks and pupil voice. • Review effectiveness of lesson observation proforma as a non-restrictive method of assessing quality of teaching and effectiveness of learning. • Use outcomes from scrutiny to inform action research, PM objectives and next steps. • Implement effective support programmes to move adequate to good and good to outstanding. Feedback from LfE programme. • Develop and implement whole school strategies for sharing good practice and action research outcomes Purchase VEO. • Ensure all staff have opportunities to participate in action research to improve own and others' practice. • Align performance management objectives to school priorities. • Assess quality and quantity of homework and develop B.SMART curriculum. • Provide opportunities for disadvantaged pupils to access the B.Smart curriculum through B.Smart club • Develop opportunities to increase the level of challenge for MAT pupils. Apply for NACE accreditation. 	<p>AF EHo PEd RBu/ RW/RAC</p>	<p>Cyclical model implemented. Improved self-evaluation evidence for HoDs.</p> <p>PM objectives closely aligned to evaluation outcomes.</p> <p>Action Research groups set up and impact positively on practise.</p> <p>Homework tasks relevant, innovative and extend learning. B.SMART implemented successfully.</p> <ul style="list-style-type: none"> • Increase opportunities to increase the level of challenge for MAT pupils. Employ 2 x MAT coordinators funded by RRRS 	<p>Cost of cover</p> <p>Cost of VEO.</p> <p>Cost of funding B.Smart club.</p> <p>Cost of NACE.</p>
--	---	--	--

<p>(b) Develop e-learning (blended) provision across the school.</p> <ul style="list-style-type: none"> • Embed use of e-learning techniques in lessons. • Map DCF across the curriculum. • Provide greater accessibility to computer hardware 	<p>EHo DL</p>	<p>DCF audit completed. Increased use of digital learning methods. Embed use of e-learning techniques in lessons. Continue to develop and embed effective blended learning strategy.</p>	
<p>(c) Ensure skills development is at the centre of the school's agenda for improvement.</p> <ul style="list-style-type: none"> • Act upon the recommendations from the LA audit of skills provision at YBG and Estyn R1 and R4 • Map current whole school provision. Provide support for areas requiring further development. Develop and implement rich tasks across all curriculum areas. • Continue to promote the Welsh curriculum and ethos across the whole school. 	<p>EHo RHa TB DL</p> <p>EHo DG AF</p>	<p>Provision map complete. Areas for development identified and rich tasks developed for all skill areas. INSET time.</p> <p>Effective tracking procedures developed and implemented. Impact on skills outcomes.</p> <p>Apply for Siarter Iaith status. Implement strategic Welsh development plan.</p>	<p>Staffing costs for ongoing groups.</p> <p>Employ teacher at 0.8 to support Welsh Language transition between KS2/3</p>
<p>(d) Develop and implement draft 'New Curriculum' by September 2021 and beyond.</p> <ul style="list-style-type: none"> • AoLEs to collaborate on 'what matters statements' and develop a curriculum in line with the 4 purposes and 12 pedagogical principles. 	<p>AF/EHo</p>	<p>Draft curriculum implementation from Sept 2023</p>	<p>Curr. Time- 2 periods per week for AoLe. Planning time for all AoL. INSET and planning time</p>

(e) Ensure that the provision for Welsh matches all pupils' abilities and previous academic experience of the language Promote the Welsh ethos across the school.	AF DG GJ	See Strategic Plan	Staffing costs RCSIG - £27,170 (EWB) TLR for developing welsh ethos £3,009 (GJ)
(f) Investigate appropriate and relevant Financial literacy qualification and implement successfully into KS3 curriculum. All pupils to be provided with opportunity to access this qualification.	RBu PEd	Appropriate qualification successfully implemented	Cost of qualification. Additional teaching costs.

Priority 3: How are we progressing?			
Review date	What has happened and RAG rate	Updated By:	Evidence
	• LfE project	AF	LfE
28.02.2022	• New lesson plan	AF	Lesson plan
28.02.2022	• Lesson observation pro forma	AF	LO
28.02.2022	• Lesson observation example	PED	LO example
28.02.2022	• AoLE lesson observation report	AF	AoLE report
28.02.2022	• AoLE lesson observation report example	TBe	AoLE report example
28.02.2022	• Developing a vision for Teaching and Learning	AF	Vision for T and L
28.02.2022	• Cycle 1 Feedback and next steps for Action Research	AF	Cycle 1 Feedback
28.02.2022	• Example – Action Research Group 1	DG/TBe	AR 1
28.02.2022	• Example – Action Research Group 4	RW	AR 4
28.02.2022	• Example – Action Research Group 5	HR	AR 5
28.02.2022	• Teaching and Learning Action Plan 2021-22	AF	T and L action plan
28.02.2022	• ALN at a glance	RHL	ALN
28.02.2022	• PCP for parents	RHL	PCP
28.02.2022	• Graduated approach	RHL	Graduated approach

28.02.2022	• ALN reform plan	RHL	ALN plan
28.02.2022	• B.Curriculum at YBG	AF	B.Curriculum
28.02.2022	• B.Curriculum Map	AoLE leads	B.Curriculum Map
28.02.2022	• New values in line with ALN reform and New Curriculum	RHL/AF	New values
28.02.2022	• NC planning day with Primary Colleagues	AF	Cluster day
28.02.2022	• RRRS spending plan (catch up for pupils)	AF	RRRS spending plan
28.02.2022	• Cynllun Gweithredu y Gymraeg	AF	Cynllun Gweithredu
28.02.2022	• MAT Action Plan	RBu/RW/RAC	MAT Action Plan
08.03.2022	• Jan INSET Book Look	EHo	Book look Jan feedback
08.03.2022	• B.Smart Jan twilight staff INSET	EHo	B.Smart Twilight
08.03.2022	• B. Smart Pupil presentation	EHo	B.Smart Pupil Presentation
11.03.2022	• Literacy Learning Walk feedback	EHo	Literacy Learning Walk
16.03.2022	• New DCF Mapping tool created following Estyn Inspection	DL	DCF Map
16.03.2022	• GC Audit to send to staff in Summer Term	DL	https://forms.gle/SyNHH93A943PnAU76
16.03.2022	• DCF Strand Information Distributed to staff (focus on Citizenship).	DL	DCF Strand Documentation
17.03.2022	• Cycle 2 skills feedback Sept INSET 2021	EHo	Cycle 2 skills feedback
22.06.22	• B. Smart sharing of best practice twilight	EHo	B. Smart twilight
22.06.22	• B. Smart club	EHo	B. Smart club
14.07.22	• MAT – Scholars Programme Impact Report	RBu	Impact Report

Summary: How will our progress inform our next steps?

- Further develop the Teaching and Learning vision by sharing the Coaching and Action Research projects and measure their impact on pupil progress in the classroom.
- Run a Cycle 2 evaluation which will include a 'Learning walk' and the use of 'Veo' to view and share good practice.
- Discuss non-negotiables with staff in relation to positive behaviour approaches in the classroom.
- RHL to deliver a twilight session for staff 'The ALN approach' at YBG.
- AoLE leads to further develop the N.C and include assessment opportunities.
- AF to work alongside Primary colleagues to plan an Inset Cluster Day in April to share good practice, N.C developments and structures/practices at each school.

- **Continue to embed the Welsh Action Plan and work towards gaining the Siarter Iaith.**
- **Continue to focus on higher-order reading skills, as well as improving standard of writing through the Writing Revolution toolkit.**
- **Continue to focus on development of numerical reasoning skills.**
- **Refresh tracking of LNF in light of new programmes of study developed in Yr8/9 as part of the N.C.**
- **Sharing of best practice INSET and evaluation of B.Smart task types for pupil engagement and attitudes towards learning.**
- **Develop B.Smart club into B. Smart Hub (extra-curricular, plus focus on learning behaviours and metacognition)**
- **Audit blended-learning tools, software and strategies used by staff and use this to evaluate and inform future practice.**
- **Continue to develop MAT provision, including NACE accreditation**

Priority Area 4: Care, Support and Guidance

What does this priority mean?	What are the key strands that sit underneath this priority?
<p>At Ysgol Bro Gwaun all pupils are safeguarded effectively. We will continue to assess the effectiveness of our safeguarding plan and, in conjunction with the LA, work to ensure all identified areas for development are addressed swiftly and appropriately. We will work to address online/electronic and mobile phone safeguarding concerns. Include radicalisation, sexual and extremist issues. We will ensure our equality and accessibility planning address and cater for the needs of all of our pupils and we will take note of National strategies to promote equity and accessibility.</p> <p>We will also improve the attendance of eFSM pupils and reduce the attendance gap between eFSM and non-eFSM pupils. We will ensure students are provided with appropriate advice and guidance to help them make informed and sensible choices. We will ensure that ALN reforms are used effectively to support all pupils.</p> <p>We will work with the cluster to share good practice surrounding RADY strategies and ensure that RADY identified pupils are supported as they make their transition to YBG and follow their curriculum paths.</p>	<ul style="list-style-type: none"> • Implement safeguarding action plan in light of feedback from LA safeguarding audit. • Increase awareness of risks of Radicalisation and Extremism Acts and review lockdown procedures. • Develop e-safety committee. Aim to achieve 360 Cymru mark by 2023. • Update Equality and accessibility plans • Develop Strategic Plan to improve attendance of eFSM pupils. • Role of ALNCO to focus on whole school development and strategic rollout of ALN reform. ALNCO to contribute to SLT and update governors on progress.

Strategies Actions – How?	Who will monitor this?	Success Criteria	Cost
------------------------------	---------------------------	------------------	------

<p>Ensure continued awareness of Local Authority's Safeguarding Policy and requirements.</p> <ul style="list-style-type: none"> • Relevant training for Tier 1 and 2 Child Protection is up to date. • Further develop Provision mapping to track and monitor ALN interventions across the school. • Increase awareness of radicalisation and extremism acts. 	<p>PED AF RhL ELB</p> <p>Link Governor for Safeguarding</p> <p>All external agencies for Wellbeing.</p>	<p>Improved attendance, behaviour and wellbeing of vulnerable pupils.</p> <p>Lockdown policy implemented and successfully trialled. Provision mapping in place.</p>	<p>Training. Specialist providers.</p>
<p>Reduce attendance gap between eFSM and non eFSM pupils to below -4% (2020 gap = -4.7%)</p> <p>Attendance Action Plan –To increase % attendance in each year group, and decrease persistent absenteeism by targeting pupils and supporting parents to engage with school.</p> <p>Promote positive attitudes to learning</p> <p>Meet with parents to promote engagement. Celebrate success with certificates/early lunch passes etc. Attendance Officer apportion of time. Successful implementation of peer to peer and voluntary mentoring initiative with focus on eFSM/RADY pupils</p>	<p>KA ELB AF MG RhL</p>	<p>Attendance gap between eFSM and non eFSM pupils reduced to below -4% (2020 gap = -4.7%)</p> <p>Identify specific groups of learners for intervention programme and improve outcomes</p>	<p>£1500 TLR3</p>
<p>Obtain data and information regarding RADY pupils</p> <p>Work with cluster to obtain and share information regarding pupils who are disadvantaged.</p>	<p>RBu ELB</p>	<p>Information shared regarding RADY pupils</p>	

Meetings held with cluster RADY leads to discuss strategies used and ensure an effective transition to Bro Gwaun.		Relevant strategies implemented to support disadvantaged learners.	
---	--	--	--

Priority 4: How are we progressing?				
Review date	What has happened and RAG rate	Updated By:	Evidence	
28.02.22	<ul style="list-style-type: none"> Safeguarding report to PCC 	AF/RHL	Report	
28.02.22	<ul style="list-style-type: none"> Safeguarding action plan 	AF/RHL	Action Plan	
28.02.22	<ul style="list-style-type: none"> Safeguarding policy 	AF/RHL	Policy	
28.02.22	<ul style="list-style-type: none"> Safeguarding training for pupils 	RHL/AF	Training for pupils	
28.02.22	<ul style="list-style-type: none"> Safeguarding training for staff/governors 	RHL/AF	Training for adults	
28.02.22	<ul style="list-style-type: none"> ALN reform development plan 	RHL	ALN reform	
28.02.22	<ul style="list-style-type: none"> ALN reform training for governors 	RHL	ALN training	
28.02.22	<ul style="list-style-type: none"> Peer Tutoring 	RHL	Peer Tutoring	
16.03.2022	<ul style="list-style-type: none"> 360 Safe Detailed Summary – March 2022 	DL	360 Safe Summary	
16.03.2022	<ul style="list-style-type: none"> E-Safety Group Minutes 	DL	E-Safety Group Minutes	
16.03.2022	<ul style="list-style-type: none"> E-Safety/DCF Action Plan 	DL	E Safety/DCF Action Plan	
16.03.2022	<ul style="list-style-type: none"> E-Safety Policy 	DL	E-Safety Policy	
19.03.22	<ul style="list-style-type: none"> Attendance Action Plan 21-22 	ELB	Action Plan	
Summary: How will our progress inform our next steps?				Who, When, How

REVIEW DATE/ Health check

- Continue to work on the Safeguarding action plan, with a strong emphasis on e-safety.
- Encourage **all** Governors to undertake the Safeguarding level 1 module.
- Embed the ALN reform with key groups of pupils in Year 7 and 10. Develop the PCP approach across the school.
- Evaluate the Peer Tutoring programme and measure its impact across the school.
- To continue developing and mapping the 360 Safe Cymru tool with support through Partneriaith.
- To routinely meet with the E-Safety group.
- To arrange RADY cluster meetings

Priority Area 5: Promoting Effective Leadership. Creating a culture of Self Improvement	
What does this priority mean?	What are the key strands that sit underneath this priority?
<p>At Ysgol Bro Gwaun we will promote a 'team' culture where all staff will feel valued and be given opportunities to contribute constructively to the improvement journey of the school. We recognise the importance of establishing a shared vision of excellence which is understood and supported by all members of the school community, including governors and pupils. We will continue to develop the capacity and effectiveness of school leaders, especially those of middle leaders, through Professional Leadership Pathway programmes. We will use the outcomes from self-evaluation processes to identify clear priorities for action, which will be driven by school leaders and shared with the whole school community. In this way the school will take confident and progressive strides towards developing staff knowledge of current effective practice and provide staff with opportunities to further their leadership skills in delivering meaningful improvement. We will continue to strengthen our links as Lead Partner School for ITE with Aberystwyth University. We recognise the importance of this collaboration in further supporting the school's journey towards becoming a successful learning-based organisation.</p> <p>We will continue to manage the development of the New Curriculum for Wales and provide all leaders with appropriate support to ensure its successful implementation. We also recognise the value in taking full advantage of the school's new facilities as a resource to promote our ethos, values and key curriculum messages.</p>	<ul style="list-style-type: none"> • Provide support to develop the capacity of Middle and Senior Leaders to challenge under-performance and ensure that TLR holders are effective in holding others in their teams to account. • Use outcomes from self-evaluation reviews to promote relevant Action Research activities involving all teaching and support staff. • Carry out a follow-up review of the SLO survey. Identify variations compared to original survey and act upon outcomes. • Engage with Leadership Matters programme and Partneriaeth Professional Leadership Pathways programme • Lead on introducing aspects of the New Curriculum for Wales into the school curriculum. • Continue to strengthen the link between self-evaluation (SER) outcomes, forward planning (DDP/SDP) and Performance management (PM) • Further develop partnership with Aberystwyth University as Lead partner school for ITE students for Pembrokeshire. • Invest in new displays which reflect the culture and ethos of the school and its surroundings.

Strategies Actions – How?	Who will monitor this?	Success Criteria	Cost
(a) Develop capacity and effectiveness of school leaders, especially that of middle leaders. <ul style="list-style-type: none"> • Ensure middle leaders take part in and use outcomes from evaluation effectively to improve standards in their area of responsibility. • Continue to ensure robust monitoring and support of middle leaders' impacts positively on outcomes. • Involve Middle Leaders and all staff in self- evaluation processes, including lesson observations, book scrutiny and pupil voice. • Ensure TLR holders hold others in their teams to account • Identify and provide relevant support and training to enable middle leaders to secure improvement through a balance of challenge and support. • Develop 'coaching' model to allow LfE trained teachers to share good practice. 	SLT Line Managers All TLR holders Line Managers. HoDs All TLR holders. PEd SLT HoDs RBu All Staff	Improved consistency and collaborative working between departments to impact on Whole School Priorities – Literacy, Numeracy, KP Indicators, Boys, MAT, eFSM. Underperformance is challenged effectively at middle leader and SLT level.	Cost of Partneriaeth Programmes
(b) Further develop and implement SLO strategies through effective Action Research Groups	AF/PEd	SLO strategies embedded	

(c) Engage with Partneriaeth Professional Leadership Pathways programme.	AF/PEd	Attendance at leadership courses across all leadership groups.	Cost of courses/supply
(d) Lead on introducing aspects of the New Curriculum for Wales into the school curriculum. <ul style="list-style-type: none"> • Create strategic plan for the YBG New Curriculum for 1st teaching in September 21. • Develop whole school thematic work and link to international schools. 	AF SLT MLs	Research through S2S collaboration deployment for NCW. Implement a thematic approach. Develop whole school project theme work and promote collaboration with international schools.	Cost of visits to partner schools. Cost of resources e.g Matthew Syed books
(e) Strengthen the link between self-evaluation (SER) outcomes, forward planning (DDP/SDP) and Performance management (PM). Engage with NEIR process.	PEd SLT Middle Leads	Effective SIP/SER documentation supports continuous school improvement. Effective operational links to DDPs and PM documentation. Provides platform for ongoing review, action and planning.	
(f) Further develop partnership with Aberystwyth University as Lead partner school for ITE students for Pembrokeshire.	EHo	Successful and effective working partnership developed	
(g) Collaborate with Partneriaeth on Partner Enquiry School project	ELB EHo SLT	Valuable partnership working impacting positively across school.	

Priority 5: How are we progressing?			
Review date	What has happened and RAYG rate	Updated By:	Evidence
28.02.22	<ul style="list-style-type: none"> Leadership tracking – all staff 	AF	Leadership tracking
28.02.22	<ul style="list-style-type: none"> Vision for Teaching and Learning 	AF	Vision for T and L
28.02.22	<ul style="list-style-type: none"> Cycle 1 Feedback and next steps for Coaching and Action Research (SLO focus) 	AF	Cycle 1
17.03.22	<ul style="list-style-type: none"> 1st SLO Survey JAN 2019 	PEd	SLOJAN19
	<ul style="list-style-type: none"> Action Research Group 1 example 	TBe/DG	AR 1
28.02.22	<ul style="list-style-type: none"> B.Curriculum development 	AF	B. Curriculum
28.02.22	<ul style="list-style-type: none"> New values in development in line with the N.C and ALN reform 	AF/RHL	Values
28.02.22	<ul style="list-style-type: none"> Cluster partnership with a focus on the N.C 	AF	Cluster work
16.03.2022	<ul style="list-style-type: none"> Action Research Cover through enrichment 	DL	AR Cover Timetable
17.03.2022	<ul style="list-style-type: none"> 2nd NPEP Enquiry 	EHo	Form 2 NPEP2
05.07.22	<ul style="list-style-type: none"> NPEP final presentation 	EHo	NPEP Form 3
05.07.22	<ul style="list-style-type: none"> Improvement plan Aberteach+ Bro Gwaun EWC mid-term accreditation visit 	EHo	Improvement Plan

Summary: How will our progress inform our next steps?

- Support and monitor the progress of members of staff who are following leadership programmes.
- Further develop the Teaching and Learning vision by sharing the Coaching and Action Research projects and measure their impact on pupil progress in the classroom.
- Run a Cycle 2 evaluation which will include a 'Learning walk' and the use of 'Veo' to view and share good practice.
- RHL to deliver a twilight session for staff 'The ALN approach' at YBG.
- AoLE leads to further develop the N.C and include assessment opportunities.
- AF to work alongside Primary colleagues to plan an Inset Cluster Day in April to share good practice, N.C developments and structures/practices at each school.
- Continue to embed the Welsh Action Plan and work towards gaining the Siarter Iaith.
- Engage with Pembrokeshire Senior Leader Network.
- Develop and implement Departmental Improvement planning procedures through SharePoint.

- **Develop B.Smart Hub and club, along with focus on learning to learn.**
- **Continue partnership with Aberteach+ Bro Gwaun, with reference to original accreditation criteria.**

End of Year Summary

Priority Area 1.

The school has taken significant steps towards implementing peer to peer and RADY procedures. It is imperative to continue to embed these initiatives and to measure their impact on pupil progress. Development of pupils' skills acquisition is good, with those pupils identified as requiring additional support in literacy benefiting from key literacy-based programmes such as ARROW alongside additional coaching support. It is recognised that, although some progress has been made with numeracy support, a greater focus is needed further develop and implement higher order numeracy skills in Yrs 7-9. The introduction of a financial literacy programme of study is a key developmental priority for the school. Our ongoing priority continues to be to reduce the gap in GCSE performance between boys and girls, and also to ensure that disadvantaged pupil outcomes are of the same standard as pupils from non-disadvantaged pupils. GCSE outcomes indicate:

- Very good outcomes for literacy (47 APS)
- Outcomes for Numeracy and Science below that of literacy (39 and 40 APS respectively)
- Key differences in outcomes are with lower 1/3 pupil groups
- Good GCSE outcomes for all non-core subject areas
- Gender gap reduced to –27 APS
- Increased eFSM, non –eFSM outcomes to –51 points

Key Developmental Focus 22-23:

- **Literacy focus- voice 21 in collaboration with cluster schools**
- **Further develop and implement numeracy action plan, including introduction of financial literacy course in yr 8/9**
- **DCF review and implementation of action plan**
- **Continued implementation of RADY and peer to peer strategies**

- **Continued implementation of ARROW programme**
- **Implement effective tracking procedure, identify and promote successful practice across all subject areas.**
- **Ensure the Welsh language is at the centre of school development. Include effective BWRLWN transition programme.**
- **Continue to map out the NCW across all AoLes. Work collaboratively with primary leads to ensure a high quality, challenging and seamless curriculum progression from years 5-8**
- **Develop and implement an agreed skills-based curriculum between all feeder primary schools, focusing on progression steps between years 5-8.**
- **Develop and implement an effective assessment programme for the NCW, which in turn will lead to revised reporting arrangements for parents/carers**

Priority area 2

We have made good progress in this area. Pupils' mindset towards learning is good with nearly all displaying positive attitudes towards school. Pupils engage well with our new and relevant Health and Wellbeing programme. Pupil surveys such as SHRN indicate that the vast majority of pupils are ambitious for themselves and are supportive of others. Behaviour data indicates that pupils understand their place within the school's society and feel that they play a positive and important part in moving the school forward. However, it will be important to re-emphasise the expectation of the school in terms of behaviour and positive attitudes towards learning, including a re-emphasis on resilience and perseverance. The implementation of the ALN reforms is progressing well and in accordance with WG revised timetables, however it is important to ensure the continued adoption of the reforms across all year groups as outlined by the National timetable for implementation of the reforms. RRRS funding will be used appropriately to support the development of key skills, especially literacy and numeracy and also to support the school's mindfulness agenda. RADY processes will continue to be developed into across both years 7 and 8 with an emphasis on continuing to adopt procedures already implemented at primary school level with the new year 7 intake in September

Priority Area 3.

The school continues to place teaching and learning at the centre of its development journey. Outcomes from lesson observations, learning walks and L2Ls indicate that nearly all teachers have a good understanding of 'what good teaching looks like' with teaching methodologies being varied, relevant, effective and pupil-centred. However, a small number of staff require continued support to develop their practise. Additionally, pupils' book-work, although of a good quality on the whole' will require added focus in 2022-23. This will include a focus on ensuring all work in pupils' books is assessed in accordance with the school's assessment policies. Work will continue to develop assessment procedures

which will align with the New Curriculum or Wales and will provide appropriate information for parents as to how well their child(ren) are progressing. There will be a continued focus on developing pupils' skills across the literacy, numeracy and DC frameworks with a comprehensive analysis of the breadth and depth of these skill areas across all subject areas and AoLes. The B.SMART programme is progressing well with all subject areas contributing high quality activities as tasks to be completed out of school hours. The school will continue to fund an out of school B.SMART club and will also continue to monitor its implementation. The SLO survey highlighted the relatively low engagement between the school and parents and carers in the learning process. **The B.SMART curriculum is a possible 'vehicle' for strengthening the engagement of parents with their child(ren)'s education.** 'Unlocking Potential' programme to be put in place to further engage parents and carers (RBu)

Priority Area 4.

The school's safeguarding procedures are strong. All staff and pupils understand the importance of ensuring the safety of all within the school and all staff have completed the necessary safeguarding training. Relevant members of the school's governing body have also received safeguarding training. Pupils at YBG receive a comprehensive Health and Wellbeing and PSE programme which emphasise the core values of tolerance, respect and dignity. As a consequence, the school deals with very few incidents of sexual, racist and extremist incidents. When such incidents occur, they are dealt with swiftly and according to school policy. We actively promote the concept of 'family' at YBG and as a consequence pupils feel safe and valued as members of the Bro Gwaun family. However, we recognise the continued challenges that pupils face from online activities along with the peer pressures placed upon them through social media activities. We will continue to address these challenges through our work in achieving the 360 Cymru mark and through promoting appropriate use of social media. **A key priority for 2022-23 will be to improve attendance rates to the levels they were at prior to the pandemic.**

Priority Area 5,

We are making good progress in this area. Middle and senior leaders have embarked of leadership-based programmes, including teaching-based training such as the LfE programme. Middle leaders also have received significant training relate to New Curriculum Developments and are in the process of implementing teaching programmes in conjunction with primary colleagues. The school is making good progress in aligning self-evaluation processes with both departmental development plans and performance development processes. All staff have a good understanding of how their professional development aligns with the priorities of the school. Staff also have a good appreciation of the cultural change in emphasis of the school's self-evaluation processes with an emphasis on addressing shortcomings and sharing expertise. This is an area for further development in 2022-23 with the implementation of the NC. The school has developed well as a Learning organisation. Action Research groups have been successful in working to research and

address key educational strategies which have been shared with all staff. SLO survey outcomes clearly show that the school has made significant progress in developing a culture of enquiry and professional development. **The next step for 2022-23 will be to provide further opportunities for research along with developing and implementing an in-school staff based coaching programme.**