

Ysgol Uwchradd Y Trallwng

Welshpool High School

'Raising Achievement by Raising Expectations'

School Development Plan

2022- 2025

Cynllun Gwelliant Ysgol



Welshpool High School

Curriculum for Wales: Whole School Vision

Welshpool High School Vision – March 2022

Our vision is to empower pupils to be their best. With curriculum change, we will ensure that the four purposes are at the heart of everything we do. We want our learners to transfer their thinking to new and unfamiliar situations so that by the time they leave school, they have the necessary skills to overcome everyday challenges.

OUR PUPILS WANT TO BE

Ambitious capable learners who can communicate effectively and use digital technologies to do so. Be numerate and financially literate. Aim high and develop skills to be resilient and ready to face challenges.

Enterprising, creative contributors able to work independently and as a member of a team, grasping new opportunities and challenges to succeed.

Ethical, informed citizens showing respect to others by being polite, helpful and kind. Be proud to be Welsh whilst embracing other cultures, beliefs and the environment.

Healthy, confident individuals forming positive relationships and taking part in activities that improve wellbeing and health. Regardless of interest or ability, our curriculum is inclusive and ensures all pupils can learn, make progress and thrive.

Introduction

The School Development Plan (SDP) outlines our priorities for 2022-2023 in detail as well as our three-year priorities. We are determined to deliver excellent value for money by achieving the best possible outcomes for the pupils in our care. The SDP is a 'live' document inasmuch as it is regularly reviewed and refined.

The plan aims to build on the developments achieved in the previous plan; continue to address the recommendations made in the Estyn inspection report of February 2017, and move the school forward confidently to further success and improved standards.

We are a successful school with a very strong reputation in the community for the quality of learning, care and pupil achievement. However, we are not complacent, and this plan aims to achieve excellence in all aspects of school life, in particular in the most important areas of pupil standards and the quality of learning and teaching.

Contextual Information

2022-2023	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
Pupil cohort size	135	126	134	152	157	47	45	796
Eligible for Free School Meals	20	34	27	34	29	7	4	155 (19.28%)
Children Looked After	0	1	1	3	2		1	8 (1%)
English as an Additional Language	10	8	12	15	5	3	0	53 (6.64%)
Special Educational Needs	32	29	32	25	26	1	2	147 (18.42%)

Indicators for measuring success of the Strategic Development Plan

NB: These Indicators are there for overview purposes only. Comparative school performance data has not been assured due to the Covid-19 pandemic.

Key Stage	INDICATOR 1	INDICATOR 2	INDICATOR 3	INDICATOR 4	INDICATOR 5	INDICATOR 6
Key Stage 4 Outcomes	Literacy points score Consistently above National, LA and Family Averages	Numeracy points score Consistently above National, LA and Family Averages	Science points score Consistently above National, LA and Family Averages	Capped 9 points score Consistently above National, LA and Family Averages	Welsh Baccalaureate Skills Challenge points score Consistently above National, LA and Family Averages	Progress and Value added At or above modelled expectations for all indicators
Key Stage 3 Outcomes	Core Subject Indicator Consistently above National, LA and Family Averages	Core subjects Consistently above National, LA and Family Averages				
Key Stage 5 Outcomes	Level 3 Consistently above National Averages	3 A* - C Consistently above National averages	3 A* - A Consistently above National Averages			Progress and Value added ALPs/FFT progress model consistently in top 50% Nationally

School's Three-Year Priorities 2022-2025

	Inspection area 1 - Learning	Inspection area 2 – Wellbeing and attitudes to learning	Inspection area 3 - Teaching and learning experiences
2021-2024	<p>1.1 Standards and progress in learning and skills</p> <p>Secure capped 9, L2+ and 5 A*-A performance in the top 25% of similar schools and above modelled outcomes.</p> <p>KS4 and KS5 cohorts achieve a progress residual above or in-line with their aspirational target.</p> <p>All KS5 subjects achieving no lower than '5' in their ALPs value-added residual.</p> <p>Secure excellent standards in literacy, numeracy, digit skills, higher order thinking, creativity, physical and language skills, evidenced in wide-ranging self-evaluation activities, including: work scrutiny; listening to learners; external reviews including core visits; lesson observations; etc.</p>	<p>2.1 Wellbeing</p> <p>All pupils feel safe and secure and are free from verbal and physical abuse.</p> <p>All pupils become healthy, confident individuals evidenced, for example, in excellent participation rates.</p> <p>Those with additional learning needs play a full part in the life and work of the school.</p> <p>All pupils are helped to become ethical, informed citizens, inquisitive about spiritual matters and can discuss these with maturity and insight.</p> <p>2.2 Attitudes to learning</p> <p>All pupils are helped to become ambitious, confident, capable, and independent learners.</p> <p>All pupils engage well with new, unfamiliar experiences and ideas, and participate enthusiastically in tasks, bringing them to completion.</p> <p>All pupils are supported to remain purposeful and resilient when faced with difficulties, seeking solutions with wisdom, reason and mental agility.</p> <p>Pupils consistently behave well, working productively with peers during wide-ranging group work.</p>	<p>3.1 The breadth, balance and appropriateness of the curriculum</p> <p>An inspirational new curriculum is designed and delivered to pupils in KS3, enabling them to become; ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals.</p> <p>Meaningful cross curricular links are made within and across AoLE's and are supplemented by a range of enrichment opportunities.</p> <p>A broad and balanced provision for KS4 and KS5 pupils prepares them well not just for academic success, but also with the skills and experience needed to achieve their potential in life.</p> <p>3.2 Teaching and assessment</p> <p>All teachers deliver high quality learning experiences through effective pedagogy.</p> <p>Classroom practice (including support staff) engages pupils and develops their skills, knowledge and understanding, supporting progression for all groups of learners.</p> <p>Assessment and feedback techniques promote higher order thinking skills and provide clarity to pupils about how well they are doing, including areas for improvement.</p>

			<p>Purposeful opportunities exist in the curriculum for pupils to practise and to enhance their skills in literacy, numeracy and ICT.</p> <p>The development of pupils' Welsh language skills in formal teaching activities and in informal situations is enhanced.</p>
	Inspection area 4: Care, support and guidance		Inspection area 5: Leadership and management
2021-2024	<p>4.1 Personal development (including SMSC and the provision for learning support)</p> <p>The school very effectively supports all pupils' emotional, health and social needs with the resources available.</p> <p>Pupils are encouraged to express their views and are listened to, influencing the decisions that will impact on their provision.</p> <p>Negative and discriminatory attitudes are robustly challenged.</p> <p>Pupils are given opportunities to be imaginative and form their own opinions, exploring their spiritual, ethical and moral beliefs.</p> <p>Wide-ranging academic and welfare intervention strategies, including those provided by the department for learning support, deliver effective individualised support.</p> <p>IDPs will ensure coherent and highly effective support, including from external agencies/schools, securing very strong progress for our most vulnerable pupils.</p> <p>Robust systems are in place to deliver impartial CEIAG that helps pupils prepare for and be successful in their future chosen pathway.</p> <p>High rates of attendance are promoted for all groups of pupils.</p> <p>4.2 Safeguarding</p> <p>A strong safety culture is embedded, including safe recruitment, child protection referrals, radicalization, harmful sexual behaviour and bullying. Well-being forms an integral part of school life and is promoted for pupils and staff.</p>		<p>5.1 Quality and effectiveness of leaders and managers</p> <p>WHS has a clear vision of 'raising achievement by raising expectations'. Pupils and staff are challenged to strive for excellence in all aspects of their work.</p> <p>All stakeholders are clear about the school's development priorities and the role they play in contributing towards them.</p> <p>Staff collaborate with each other and actively contribute to the co-construction of whole school systems and policies.</p> <p>Performance management is focused on supporting improved teaching practice, pupil outcomes, and personal aspirations for professional development. This helps secure high levels of accountability.</p> <p>A four-year projected in year surplus budget is set, which contributes towards clearing the cumulative budget deficit.</p> <p>5.2 Self-evaluation processes and improvement planning</p> <p>Leaders at all levels make excellent use of research, and first-hand evidence of standards and teaching, to secure improvement in pupil and professional learning.</p> <p>Self-evaluation and improvement planning is dynamic and adaptable to secure high levels of sustainable impact.</p> <p>All spending is linked directly to development priorities.</p> <p>5.3 Professional learning</p> <p>All leaders establish a culture and ethos to support the professional learning of staff.</p> <p>Staff proactively engage in their own professional learning, sharing best practice and meaningful collaboration.</p> <p>Professional learning has direct links to school development priorities and strengthening pupil provision and outcomes.</p> <p>The school plays a leading role in the development of teacher training.</p>

Key Priorities for 2022-2023

Priority 1: To ensure that there are strong and sustained standards throughout the school (KS3, 4 & 5). Including the development of pupil skills in Literacy, Numeracy and Digital Competence (IA1)				Success criteria in terms of standards or quality:					
				KS3 i) End of Year 9 attainment above national expectations for literacy, numeracy and digital KS4 ii) Year 11 cohorts achieve a progress residual in-line with their aspirational target KS5 iii) All subjects achieving no lower than '5' in their ALPs value-added residual iv) Year 13 cohorts achieve a progress residual in-line with their aspirational targets					
Internal Accountability: AW, NF, WL, RPE, SH, DS, KP, HoD, Class teachers		Accountability to Governing Body: AW, NF							
Key for milestone evaluation									
Very good progress		Strong progress		Satisfactory progress		Limited progress			
Actions				Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
1.	Fully implement the literacy development plan, to ensure literacy skills are embedded into teaching and learning across the curriculum			SH	Impact & Review meetings held termly (including next step strategies)			See literacy development plan	Cover
2.	Fully implement the numeracy development plan, to ensure numeracy skills are embedded into teaching and learning across the curriculum			KP	Impact & Review meetings as above			See numeracy development plan	Cover

3.	Fully implement the digital development plan, to ensure digital skills are embedded into teaching and learning across the curriculum	DS	Impact & Review meetings as above			See digital development plan	Cover
4.	Subject outcomes at KS4 and KS5 broadly similar to 2019/2022 midpoint standards (last validated set of performance data available due to CAG, CDG) KS4: Cap 9 ~ 375 / 5 A*-A ~ 25% / 5 A*-C Incl' ~ 65% / 5 A*-C ~ 75% KS5: 3A*-A ~ 20% / 3A*-C ~ 70% / 3A*-E ~ 98%	AW	Review of 2022 GCE/GCSE results, present to staff, SLT and governors. Review KS4 targets for projected outcomes - 2023	Intervention groups identified by Core/departments to maximise individual pupil PS/Benchmarks using SMID analysis of Mock assessments	Repeat SMID analysis after each data capture for intervention evolution		
5.	Embed the use of SMID to monitor pupil subgroup performance more effectively for early identification of underperformance, and reward sustained progress Aim to raise achievement of FSM learners targeting: Cap 9 ~ 350 / 5 A*-A ~ 3% / 5 A*-C Incl' ~ 40% / 5 A*-C ~ 50%	AW	All HOD have used SMID effectively alongside departmental teams in preparation for Standards Day #1	Effective use of SMID by HODs to identify intervention groups	Effective use of SMID by classroom teachers to monitor progression.	CPD time	
6.	Review assessment and reporting to parents' arrangements to enhance the quality of written reports, and facilitate improved engagement with parents	AW	Sample reports and stakeholders view. Working group of key staff and students/parents established				
7.	To improve the progress and attainment of students receiving FSM, through sharing of good practice and improved communication strategies.	NF	FSM tracking in place and co-ordinated approach to individual learners needs/ opportunities			Staff briefing & departmental time	
8.	Introduction of strategic Whole School Work Scrutiny. Leading to follow up actions to improve feedback to students that enables them to 'make progress'.	NF	1 st whole school work scrutiny completed. Findings shared and plan drawn up for expected improvements. Students involved alongside staff			Modelling opportunities created to share good practice	

Priority 2: Developing and monitoring robust systems that help secure the well-being of pupils and staff (IA2)		Success criteria in terms of standards or quality: Pupils feel safe, happy and well supported by the school. All pupils helped to become ambitious, confident, capable and independent learners. Well-being is embedded into the ethos of the school through effective leadership, positive culture and mutual respect for others. There is a whole school approach to supporting good emotional and mental well-being amongst staff and pupils.
Internal Accountability: JA, VJ, RPE, JB, CJ, JL, JH	Accountability to the Governing Body: JA	

Key for milestone evaluation

Very good progress		Strong progress		Satisfactory progress		Limited progress	
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Actions:		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
1.	Health and safety compliance, ensuring that all relevant safety measures are in place and that the statutory testing is up to date.	CJ				CPD for Site team	
2.	Develop effective use and monitoring of Evolve Risk Assessment for School trips and visits.	JA, CJ, HOD/HOY	Evolve training & monitoring systems implemented			Staff training / INSET time	Potential External training cost
3.	Provide effective training for staff and implement a manageable roll-out plan for My Concern system to be used across the school.	JA, JB, JL, JH, HOY	Staff training planned/provided Implementation dates published. Monitoring milestones clear			Staff training / INSET time	Potential External training cost
4.	Develop a whole school approach to well-being, that incorporates student and staff voice and can be made into a robust shared vision/ policy document.	RPE, VJ	VJ to work on WSA self-assessment tool, in conjunction with SLT & RPE to establish whole school policy for wellbeing.				

			VJ to remain part of the Healthy Schools Network and attend meetings.				
5.	Continue to raise awareness of well-being services, resources and signposting for staff to access support. Monitor impact of staff mental health champions & first aid team.	RPe	Weekly staff wellbeing updates to be emailed out and kept in a central online location for easy reference & access. Staff mental health champion posters up around school and in departments ready for the start of the new term. RPe to check on use of this service with the staff involved (VJ, JL, JB, DB).	Changes to operation of Staff Mental health Champions team to be implemented should they be needed after December review. Further training on this to be identified and undertaken by the nominated staff if time and funding allow.	Further changes or development based on review meetings and further mental health first aid training, if undertaken.		
6.	Monitor trends in student mental health and wellbeing and develop strategies to support and enhance emotional and mental wellbeing.	VJ	Analysis of data and case-loads,/ creation of well-being initiatives & utilisation of Mental Health 1 st Aiders. Pupil voice survey to be conducted to establish areas of concern/support needed. School council members to act as ambassadors for EHWB				
7.	Maintain broad awareness of avenues of support through clear signposting and track engagement with services offered	VJ	Key dates to be identified in school calendar and resources shared via form				

			tutors/HOYs and Google Classroom.				
8.	Develop the structure of the student council to promote learner voice and learner priorities	VJ	Student Council in place. Separate strands active. Active feedback mechanism for students as stakeholders, under the 'You said, we did' banner			CPD for Student Council lead – visit to other schools	Cover implications
9.	Include elements of Student Voice and feedback across all subjects and AoLE's	NF, VJ	Templates for learner voice agreed and initiated. Item to feature in Departmental meetings				
10.	Develop RSE programme and implement findings of learner voice creative audits through identification of suitable resources and learning opportunities	JH, JL, VJ					
11.	Review of assembly programme, including identifying opportunities for relevant outside agencies to work alongside students – focusing on 'wellbeing'	JL, JH, VJ	Assembly programme reviewed and key themes agreed. Arrangements made with external agencies to support programme				
12.	Monitor and improve attendance of FSM pupils, in order to narrow the attainment gap. Above 90% for FSM pupils would be an aspirational target.	JL/ HOY	Attendance tracking of FSM students included on all HOY meetings and in SLT meetings as Line Managers	Clear targets set for HOY/ Attendance officer Whole School CPD reference attendance protocols & procedures			

Priority 3: Embed, review and further develop the Curriculum for Wales, to ensure that pupils develop in the 4 purposes (IA3)		Success criteria in terms of standards or quality: Pupils to become: <ul style="list-style-type: none"> ambitious, capable learners enterprising, creative contributors ethical, informed citizens healthy, confident individuals Staff to deliver highly effective learning experiences through outstanding pedagogy Strengthen Welsh Dimension Pupil outcomes are secure
Internal Accountability: JK, SP, NF, AW, JB, VJ, AoLE's	Accountability to the Governing Body: JK	

Key for milestone evaluation

Very good progress		Strong progress		Satisfactory progress		Limited progress	
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Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
1.	TLC reading groups- monitor impact on enhancing pedagogy, evidencing through staff impact statements, VoL activities and QA processes.	NF	Identify TLC leads and form groups. Schedule 4 dates to meet and discuss walkthroughs.	Meetings take place, impact is monitored regularly using VoL and staff evaluation exercises.		Meeting time (disaggregated inset day)	
2.	Cluster collaboration- develop some consistent approaches to curriculum development for CfW, sharing and implementing cross curricular skills strategies.	NF, JK KP, SH, DS	Attendance at Cluster meetings and development of events hosted. Hosting CFW Cluster CPD	Share strategies with primary cluster, collaborate to agree strategies used across KS2 and 3.		INSET time Time for NF/JK/JA to meet with cluster.	
3.	Implement and review assessment arrangements to support progression. Record appropriate data to track learner progress.	SP, AW, AoLE's	Develop tracking system – on hold until after OCT INSET			Meeting and INSET time	

4.	Develop targeted approaches to work towards achieving the Siarter Iaith	SM, JK	Development of Cynefin awareness through CfW, survey pupil attitudes towards Welsh			Access to Welsh language support packages	Reprographics costs
5.	Further embrace student voice to inform curriculum content and progression	JK	'You said, we did' activities promoted, CfW specific VoL activity undertaken				
6.	Ensure that the school is fully prepared and compliant for CfW roll out to years 7 and 8 in September 2023	JK, AoLE's	INSET and AoLE meeting time organised to support CfW, P&C committee schedule in place to supplement this			Meeting and INSET time	
7.	Convert ALN pupil IDP's for all mandatory year groups to TYFU under the new code of practice	JB				INSET time for specific staff	Cover
8.	Continue to develop the curricula in accordance with the RSE Code which is developmentally appropriate	VJ, JK, HoY	RSE audit outcomes to inform CfW planning, RSE information to be shared with stakeholders				Cover, reprographics
9.	To engage with the Olevi programme and identify staff members to develop. Ensure that learning is cascaded to staff, to inform T&L strategy across the school.	NF	Contact made with Olevi and staff identified to participate. Visible opportunities for staff to share good practice				

10.	Increase and improve signage that supports the new Curriculum and helps to promote the Welsh element of the school	JK, CJ, HOD/ AoLE	Audit/Review signage & displays in classrooms & corridors. Update & improve signage & displays	Update & improve signage & displays Build in ½ termly checks	Update & improve signage & displays Build in ½ termly checks		Reprographics
11.	Departmental review process as part of Standards agenda in school. Subject Leads, Governors and stakeholders involved in raising accountability across the school.	AW, JA, JK, NF	Standards Review Day 1 format agreed and outcomes reviewed initiated. Review of ALN & Welsh to follow in second part of Term 1				

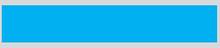
Priority 4: Embedding a new praise and sanctions system that strengthens care, support and guidance to promote a culture of inclusivity, positive behaviour and high expectations (IA4)				Success criteria in terms of standards or quality:					
Internal Accountability: JL, JH, JB, HoY		Accountability to the Governing Body: JL			<ul style="list-style-type: none"> - Praise and sanctions system consistently applied across school, impacting on improved pupil conduct - Most pupils feel the school listens to, and acts upon, their feedback - Pupils with ALN make good progress, partly through the support of highly effective IDP's - Reduction in instances of bullying and discriminatory behaviour - Number of NEET pupils remains very low 				
Key for milestone evaluation									
Very good progress		Strong progress		Satisfactory progress		Limited progress			
Actions				Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost

1.	Fully embed and promote the new praise and sanction systems that have been introduced in September 2022.	JL, JH, HOD/ HOY	Analysis of data/ communication of findings/ alterations made. Actions list created	Effective analysis of data including case studies e.g., FSM/ALN/risk of exclusion		Meeting and INSET time.	N/A
2.	Trial the use of SMID to further recognise achievement across key stage 3 & 4.	JL, JH, AW	All HOD/HOY fully versed in use of SMID	All staff fully versed in use of SMID		SMID training	N/A
3.	Effective use of Sims to send messages to parents to record/acknowledge positives and areas for improvement.	JL, JH, AW, MR	Investigate method & trial. Review success via Parent opinion/ student voice	System embedded and monitored		In house training	N/A
4.	Configure homepages on Sims so that all staff see the same important data e.g. attendance and grade descriptors.	JL, JH, AW, MR,	Investigate method & implement Review of staff needs/effectiveness			In house training	N/A
5.	Linking to the new grade descriptors used for lessons, investigate the use of Sims to allow parents to see how their child has performed during the school day.	JL, JH, AW, MR,	Ensure the system is robust and implemented/communicated	Review success and parent opinion		Cover to visit another school to see how this is possible	N/A
6.	To explore and develop using Sims to develop a report card that is relevant to WHS.	JL, JH	Investigate method and trial implementation	Effective system implemented and rolled out. Analysis of data, evaluation of impact		In house training	N/A
7.	Review of the new whole school praise and sanctions systems with the pupils and staff.	JL, JH	Analysis of data/ communication of findings/ alterations made. Actions list created	Effective analysis of data including case studies in all areas. Improvement in behaviour across the school	Improvement in behaviour standards across the school	Working party collaboration, collaboration with other centres	N/A
8.	HOY/ALNCO to present to staff on a regular basis, to increase & improve information sharing that informs practice. Positive achievements, behaviour concerns, ALN related concerns & strategies to improve shared	JL, JH, JB	Rotation of presentations to staff in briefing to inform practice				
9.	Development of School Council across all year groups, with regular feedback to stakeholders, re: Student Voice	VJ	Re-vamped/new positions available &				

			voted on. Yearly targets agreed and published				
10.	Student Voice to be incorporated into all AOLE's, to inform and develop practice	VJ	VJ to work alongside all HOD & AOLE leaders	Findings to inform future planning across elements of school life: T&I, & Curriculum development			
11.	Analysis of data to inform support areas for key classes and staff.	JL, JH	'Hotspots' identified, support timetabled. Regular review and Supportive measures appropriate to need				

Priority 5: Managing the school's financial position in order to address the educational priorities, whilst tackling the cumulative budget deficit (IA5)		Success criteria in terms of standards or quality:	
Internal Accountability: CJ, JA, EW		Accountability to the Governing Body: CJ	
		4 year projected balanced budget, with some surplus to reduce the cumulative deficit School budget is managed effectively to ensure that SDP priorities are adequately funded Pupil numbers increase (as a % of the local/catchment cohort)	

Key for milestone evaluation

Very good progress		Strong progress		Satisfactory progress		Limited progress	
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Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
1.	Ensure grant funding is used strategically, directly against SDP priorities	CJ/JA/SLT	Develop & design/publish impact statements for key areas of spending. Impact assessed of Grant Funding spending alongside Gov Body Committee	Impact assessed of Grant Funding spending alongside Gov. Body Committee	Impact assessed of Grant Funding spending alongside Gov. Body Committee		

2.	Monitor staff absence robustly to support staff well-being and reduce cost of cover where possible	JA, CJ	Implementation of agreed absence and RTW procedures. ½ Termly review of staff absence & impact	Monitoring of management of agreed absence and RTW procedures. ½ Termly review of staff absence & impact	Monitoring of management of agreed absence and RTW procedures. ½ Termly review of staff absence & impact	Return to Work protocol established through CPD	
3.	Review expenditure of cost centres, including utilities, etc. identifying savings and benchmark against other centres	CJ	Update provided in Gov. Body reports				
4.	Explore additional sources of funding, particularly capital investment in heating/windows/etc	CJ	Update provided in Gov. Body reports				
5.	Review of marketing practices in the school, including school website & public events	JA, DS, AW	Website review & actions. Re-introducing Open Evenings and Parents Evenings where possible. Public Events overview created & communicated	Review of all 'in-person' events in line with Public Events overview. Website adjustments & improvements implemented	Established systems to assist smooth management of Public Events created and communicated ahead of 23-24 Academic Year		Marketing budget established
6.	Further developing / developing strong links with Primary schools	JA, NF, JH	JA to schedule visits to potential feeder schools / invites to Primary colleagues to visit WHS Planned schedule of further developing links with a particular focus on opportunities in Science, PE & Languages	Review of Outreach opportunities	All Primary schools (potential feeder schools) visited / hosted 22-23 Review of Outreach opportunities		Cover implication/cost
7.	Developing links with local industries	JA, CJ, JL	Exploration of possible links with local Industries that would be prepared to support the school/ students				Cover implications/ costs

8.	Improved regular communication with parents	JA, LW, AW	<p>Development of a regular Parent Bulletin that shares key information and updates, alongside creating a celebration of student success ethos</p> <p>Meet the Head/Leadership team presentations scheduled for Oct-Dec 22</p> <p>Invites to Open 'We Value your feedback' evenings with parents based on reporting, assessment & other key topics – scheduled for Term 2 & 3</p>	<p>Parent Bulletin is established and sent out on a fortnightly/monthly basis. Students & staff contribute to the publication set up.</p> <p>'Valued Feedback' Evening # 1</p>	<p>'Valued Feedback' Evening # 2</p>		
9.	Review of 6 th form facilities & course availability	JA, JK, CJ, WL, RPe	<p>Review of Y11 2022 destinations and decisions</p> <p>Review of areas of improvement/growth for 6th form courses</p> <p>Exploration of developing Sports related courses (alongside external providers, eg; STITC and their impact across the school/ potential of uniting elements of the community (eg local teams & primary schools)</p> <p>Research into KS4 students' future intentions</p>	<p>Timetable & staffing considerations addressed</p>			<p>Cost comparisons/ impact review alongside current provider</p>

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Priority 6: To develop Leadership capacity at all levels across the school (IA5)		Success criteria in terms of standards or quality: Leaders, including governors, gain experience and skills to become more effective in their role, therefore resulting in excellent outcomes for pupils Stability is provided to the school to plan ahead with confidence and certainty Succession planning for future leaders is secure
Internal Accountability: ELT	Accountability to the Governing Body: JA	

Key for milestone evaluation

Very good progress		Strong progress		Satisfactory progress		Limited progress	
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Actions		Who?	Milestone Term 1	Milestone Term 2	Milestone Term 3	Professional Development Needs	Source of Finance and Cost
1.	Implement action research with teachers on UPS3 to enhance both student learning and teacher effectiveness.	SP, NF	All UPS 3 teachers submit and agree an Action Research Project that supports the SDP/ DDP and helps to raise student progress (by end of Oct 22) Action Research Projects start Oct/Nov 22	Review of effectiveness/Impact of Action Research Projects in Line management meetings/ Mid-Year Appraisal Reviews	Celebration event 'The Impact of Action Research Projects – what can we learn?' To feed the SDP 23-24	CPD alongside UPS 3 teachers	Project dependent
2.	Further development of termly 'In Year Review' documentation for KS4, to strengthen senior and middle leader self-evaluation in line with key data captures.	AW, HoD	Expedient upload of data from key assessments to SMID. In year	In Year Review document to become working document to support planned	SLT/HOD/Link Gov meeting to discuss Department		Cover

			Review document completed after each data capture Standards day outcomes alongside Leaders and Governors	interventions by early identification for pupil support.	progress/areas of support needed.		
3.	Implement more robust systems of quality assurance to inform whole school and departmental improvement planning	JK, NF	Review of Departmental Improvement Plans, increased emphasis on work scrutiny. Work scrutiny results shared and areas of concern addressed.			HoD meetings	
4.	Streamlined leadership of HOD/HOS/HOY meeting schedule & Increased scrutiny/sharing of key meeting minutes in school	SLT	Meetings managed separately to focus on pertinent issues All key meeting minutes reviewed by Head & passed onto ensure action				
5.	Review of Departmental meeting Actions to aid school improvement	HOD/JA	All Department Meeting mins. reviewed to aid school development Key information cascaded to relevant Leadership/ staff				In reference to Dept. Minutes for consideration
6.	HOY/ALNCO to present to staff on a regular basis, to increase & improve information sharing that informs practice	JL/JH/ JB	Rotation of presentations to staff in briefing to inform practice Creation of Folder on V drive to improve information sharing				
7.	Developing the Extended Leadership team so that there is an effective presence throughout the school and enabling succession management in the future	JA/JK	Leading SLT agenda items and allowing opportunities to			CPD alongside SIP	

			lead whole school initiatives				
8.	Governing Body training and development alongside Powys LA.	JA/ Gov Body	Audit of needs/ Exploration of training opportunities and development of Governing Body skills				Potential course cost
9.	Effective use of SIA 'in school time', to develop strategies that bring about sustained improvements in school	JA/DQ	SEF completed and relevant, with SLT & SIA involvement. Middle Leaders and Aspiring Leaders programme devised and launched	SEF continually updated. Middle Leaders Programme developing leadership in school so that impact is seen in outcomes for students			

Estyn 2017 recommendations and SDP reference

Estyn recommendations		SDP location
R1	Improve teaching to match the best practice in the school	See SDP priorities 1 and 3
R2	Ensure that all middle leaders identify and address robustly important areas in need of improvement	See SDP priorities 1 and 6
R3	Provide robust financial management to address the deficit budget	See SDP priority 5