



School development plan 2023-26

(2025-26 – Year 3)

Overview of school priorities:

Croesyceiliog school has been working together to make school improvements against a three year plan established in September 2023. 2025-26 will be the final year of this three year plan. Following rigorous self-evaluation and a number of significant improvements we are in a position to refine our three year plan to ensure that it is succinctly focused on 'absolute priority'. It is hoped that the third year plan allows the school to merge its strategic planning and self evaluation (MER) into one fluid working document.

All MER is evidenced in our MER database. The Self Evaluation for Year 2 2024-25 can be found [here](#).

Our four strategic objectives continue to drive our whole school priorities. These now provide the foundations to our EIGHT priority areas of focus for 2025-26.

STRATEGIC OBJECTIVES 2023-26

PRIORITIES YEAR 3 25-26



Achievement and Standards

- 1.1 Standards of **achievement of all learners** will consistently exceed expectations across all subjects;
- 1.2 Progress of **specific groups of students** will continue to improve and attainment **gaps closed**;
- 1.3 The highest of standards of **skills and bilingualism** are consistent across all subjects;
- 1.4 **Robust and efficient tracking and monitoring** systems identifies need effectively and secures learner entitlement.



IA1 Teaching and Learning

Secure the very best provision and outcomes for every pupil.

Ensure meaningful opportunities across the curriculum, for pupils to practise and develop skills appropriate to their ability.

Promote all pupils to be ambitious and independent in their learning whilst learning experiences fully engage and challenge all pupils

Teaching and Learning



- 3.1 Learning experiences across the school **stimulate and challenge** the full range of students and support them to make the best possible progress;
- 3.2 All teaching at Croesyceiliog School is consistently **at least good or better**;
- 3.3 Staff will receive **high quality professional learning** to meet their own professional needs whilst **refining, advancing and influencing pedagogy**.
- 3.4 Learning experiences of students are **fully inclusive** with ALN supported by all and learner entitlement secured through a range of approaches.



IA2 Wellbeing, Care Support and Guidance

Break down barriers for targeted groups, including ALN so that they have every opportunity to progress, learn and make progress.

Achieve a culture of Wellbeing for all across the school where all pupils feel safe and embody the school values of Learning, Respect, Ambition.

Fully secure and maintain a culture of safeguarding and positive attitudes to attendance.



Wellbeing and Attitudes to learning

- 2.1 **Universal wellbeing provision** and learning experiences within and beyond the classroom will **impact positively** on student achievement and wellbeing.
- 2.2 **A culture of safety and wellbeing** is evident at Croesyceiliog School and respected by all;
- 2.3 Students at Croesyceiliog School **embrace our core values** of Learning, Respect, Ambition and are **Ready to Learn**;
- 2.4 The school has successfully recovered **excellent attendance** habits with all groups of learners post-pandemic.



Leadership



- 4.1 Quality and effectiveness of leaders at all levels is evident through **clear direction and vision** of the school, whilst working to **raise its profile** in the community;
- 4.2 Governors, leaders and managers know the school's strengths and areas for development through **effective self-evaluation** and **whole school reviews**;
- 4.3 **Professional learning** appropriately supports **staff development and professional entitlement** whilst fostering a positive culture and ethos which encourages career progression.
- 4.4 Effective leadership, at all levels, has supported the implementation of a **budget action plan** which enables the school to be in a **healthy financial position**.



IA3 Leading and Improving

Ensure that leaders work efficiently and strategically using self-evaluation to bring about improvement across all areas of the school.

Further develop productive relationships with parents, other schools, LA, EAS, other external bodies and the wider community

The following policies and plans should be read in conjunction with Croesyceiliog Schools' School Development plan.

- Pupil Development Grant
- Education Improvement Grant
- Professional Learning Grant
- Instrument of Governance
- AoLE and Departmental Development Plan
- Cluster Plan
- Skills action plans
- MER supporting documentation.

Progress towards achieving the success criteria linked to each planning priority will be measured, monitored and evaluated in line with whole school systems and our planned MER calendar or activities.

Our MER calendar outlines specific activities that provide the school with accurate evaluation across all eight school priorities. A list (not exhaustive) of these include:

Monitoring

- FGB termly meetings
- Fortnightly SLT line management meetings
- Faculty/Dept meetings
- Eslt meetings
- Wellbeing team meetings
- L & T strategy meetings
- Pastoral meetings
- Fortnightly Croesy on a page (KPIs)
- Raise the Grade breakfast meetings
- Safeguarding meetings
- MER leadership journals
- SLT meetings
- Meetings with parents/carers
- Multi-agency meetings
- Parents evenings/Parent info evenings
- Lesson observations/ learning walks
- Transition plan
- Curriculum plan
- Standardisation of books and assessment
- QA of parental reports

Monitoring, Evaluating and Reviewing

- Analysis of externally verified exam results
- Standards leadership meetings
- Analysis of progress checks
- AOLE standards reviews start and mid-year.
- Team around the school LA/EAS reviews.
- AoLE and whole-school thematic reviews
- Feedback at sub-committee and FGB meetings
- Extended leadership review meetings
- Analysis of ClassCharts data
- Analysis of exclusions data
- Analysis of attendance data
- Analysis of pupil, staff and parent voice
- Croesy on a page
- Annual Governors report top parents
- Analysis of whole-school/dept whole-school evaluation procedures

Priority 1 - Secure the very best provision and outcomes for every pupil.

Strategic Objectives (3 year plan)	RATIONALE
<p>1.1 Standards of achievement of all learners will consistently exceed expectations across all subjects;</p> <p>1.2 Progress of specific groups of students will continue to improve and attainment gaps closed;</p> <p>1.4 Robust and efficient tracking and monitoring systems identifies need effectively and secures learner entitlement.</p>	<p>Strong progress has been made to establish systems and procedures for tracking progress of pupils, particular progress has been made in upper phase. Learning experiences together with an improved variety of targeted support enables pupils to make good progress in many subjects. Pupils receive a broad and balanced curriculum and are supported through options process in year 9. Success of these processes is seen in the pleasing performance in most option subjects and low drop out rates in year 10. Further development are required to address underperformance of pupils in the bottom third and further raise aspirations to improve upper third outcomes. This requires an acute and targeted focus on groups of pupils by embedding Hosforth approaches.</p>

Success Criteria

- Key stage 4 targets met (see KPIs for 2025/26)
- Most pupils use aspirational targets to support their learning and make progress (in line with new AR+R policy)
- Most pupils in top third have achieved (TBC post summer results)
- Raise standards for all pupils in the lower third and most vulnerable groups (RADY) - Measure needed.
- Most pupils in target groups for low attendance and / or high anxiety have at least met their target outcomes.

Inspection area	1	Lead	ADS / NWS	Link Gov	L+C	
Significant progress		Some progress		Insufficient progress		
Actions				AUT	SPR	SUM
Implement refined ARR policy from September 2025 with all staff confident on using the Croesy Standards.						
Implement new KS3 Croesy Standards to raise aspirations with pupils and track pupil progress..						
Introduce new reporting structure to support family engagement with refined next steps and 'how to help at home' guidance.						
Tracking of performance of all pupils across all thirds and vulnerable groups (extension of upper phase processes). Horsforth Quadrant to be fully embedded in the upper phase.						
Monitor and track effectiveness of numeracy and literacy interventions in raising standards of pupils.						
Forensic analysis of pupil performance across all key stages following each progress check by DHT, AHT and SLT with faculty leaders.						
Pilot the use of a virtual offer to support high anxiety pupils at risk of becoming NEET, school refusers or opting for EHE.						
Further develop learning pathways for 14-16 : dedicated pathways for groups of pupils, in line with Wave 2 qualifications.						
Ensure systems and opportunities for meaningful scrutiny and analysis at middle leader level including standards meetings and MER department analysis activities.						
Implement an ambition enrichment programme for MAT pupils to improve outcomes of A*- A through pupils being challenged and extended in their learning.						
Introduction of department MER booklet to secure consistency in approach to self-evaluation of standards and provision.						
Introduction of Key Stage 3 Assessment Fortnight for summative tests for every subject in the summer term to prepare pupils for GCSE examinations and provide data on pupil progress.						
Further develop the use of NRT data to identify intervention groups in English and Maths and address gaps in learning.						

SELF EVALUATION	LINKS TO MER
AUTUMN TERM	
SPRING TERM	

SUMMER TERM	

Priority 2 - Ensure meaningful opportunities across the curriculum, for pupils to practise and develop their skills appropriate to their ability.

Strategic Objectives (3 year plan)	RATIONALE
<p>1.3 The highest of standards of skills and Bilingualism are consistent across all subjects;</p>	<p>In a majority of subjects pupils have suitable opportunities to develop literacy skills through their learning. Where used effectively pupils benefit from structures to support oracy however this is not consistent across AOLEs. Book scrutiny demonstrate that opportunities for extending writing and reading skills need more focus. Common approaches to numeracy in target subjects have improved. This practice needs to be embedded and consistent across all teachers of the Science, Maths, Technology and Geography. Whilst digital skills and bilingualism is developed in a minority of subjects opportunities are lost. Professional learning is needed to engage staff to actively promote the skills as a way of enriching and engaging pupils in their curriculum.</p>

Success Criteria

- Voice 21 is a whole school approach to Oracy
- Most pupils will speak clearly and confidently during lessons.
- Most pupils will express their thoughts on a subject at length with confidence.
- Many pupils will effectively use subject-specific vocabulary in spoken and written form.
- Common approach to SALUTED is consistent as seen in lessons and in pupil books.
- Nearly all pupils will construct charts and graphs with suitable scales, transferring their skills across the curriculum.
- Teachers (in specific subjects) are confident teaching pupils specific numeracy skills through their subjects, where appropriate
- Mapping of skills demonstrates a wide range of MEANINGFUL opportunities for pupils to improve their standards and apply skills across all subjects.
- Most pupils acquire necessary digital skills to support their work and make progress.
- Most pupils develop Welsh language communication skills in teaching activities AND informal situations.

Inspection area	1	Lead	ADS, DHS	Link Gov	L+C
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Significant progress	Some progress	Insufficient progress
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Actions	AUT	SPR	SUM
Establish a structured cycle of Professional Learning Opportunities with skills, particularly numeracy and literacy, ensuring representation from each AoLE.			
Identify and train literacy and numeracy champions within each AoLE to lead on subject-specific literacy and numeracy development. Skills champions to be linked to PDR and PDPs.			
Report on what development areas for literacy across all subjects are identified after ILD analysis. Ensure this features in all development plans.			
Introduction of skill lead MER booklet to secure consistency in approach to skills across the curriculum.			
Relaunch Voice 21 and “rules for talk” across the school through PL and pedagogical practice.			
Embed the SALUTED framework for graph work across all relevant subjects (e.g Maths, Science, Technology, Geography).to ensure consistent expectations and pupil understanding.			
Develop a whole-school numeracy language guide to standardise terminology (e.g., avoid conflicting phrases like “change the sign, change the side”).			
Improve consistency and meaningfulness of numeracy through form time activities.			
Promote numeracy best practice through consistency resources, newsletters, short video tutorials and peer led workshops.			
Undertake a whole school mapping of DCF across the curriculum to identify strengths and gaps in provision.			
Strengthen teacher use of new interactive boards and the creation of digital content to engage pupils in their learning.			
Develop a policy and action plan to support staff and pupils in using AI effectively to enhance learning			
Be relentless in our expectations of Welsh language non-negotiables across the school - everyday greetings and discussions for pupils and staff.			
Boost confidence levels of pupils and staff through the use of ‘Welsh Habits’ in daily communications (written and spoken).			
Undertake whole school mapping of Welsh cross curricular and raise its profile with pupils.			
Further develop the bilingualism action plan with an aim to secure siarter iaith silver award.			

SELF EVALUATION	LINKS TO MER
AUTUMN TERM	
SPRING TERM	
SUMMER TERM	

Priority 3 - Promote all pupils to be ambitious and independent in their learning whilst learning experiences fully engage and challenge all pupils

Strategic Objectives (3 year plan)		RATIONALE				
Strategic Objectives for Success: 3.1 Learning experiences across the school stimulate and challenge the full range of students and support them to make the best possible progress; 3.2 All teaching at Croesyceiliog School is consistently at least good or better; 3.3 Staff will receive high quality professional learning to meet their own professional needs whilst refining, advancing and influencing pedagogy.						
Success Criteria (Three year plan)						
<ul style="list-style-type: none"> - All lessons are planned for high levels of challenge and expectations for all - Pupil books are of a high standard and reflect progress in learning and skills using meaningful feedback. - A culture of reflective practice amongst teachers through instructional coaching. - Questioning and feedback actively leads to pupil progress in most lessons. - All classroom environments actively support and challenge pupils. - Nearly all pupils complete assessment in line with schools marking policy for which they receive feedback which supports their learning to move forward. 						
Inspection area	1	Lead	DHS	Link Gov	L+C	
Significant progress		Some progress		Insufficient progress		
Actions				AUT	SPR	SUM
Continue to improve teaching through PL linked to Croesy Five, with a particular focus on Challenge for All and Feedback.						
Introduction of department MER booklet to secure consistency in approach to teaching and learning, book looks and pupil voice						
Refine teaching and learning observations to include whole school teaching and learning review, learning walks and a coaching observation.						
Introduce Teaching and Learning and skills champions across all AOLEs to build, promote and drive the Croesy Five.						
Introduce Coaching T+L approach during the summer term with ESLT members trained to become coaches to deliver coaching sessions with observee.						
Introduce thematic reviews to address emerging priorities identified through self-evaluation activities within teaching and learning, as well as other priority areas.						
Increase monitoring and tracking of books across all year groups to ensure pupils have opportunities to reflect on learning and respond purposefully to teacher feedback.						
Implement and quality assure frequency of marking for assessment and the use of feedback in response to move learning forward						
Roll out a universal marking approach which encourages pupils to be independent through the use of success criteria, live marking and completing purposeful activities to 'close the gap' in their learning.						
Provide further examples of 'best books' for staff and pupil use to ensure high expectations and standards are understood.						
Implement, refine and review the Curriculum for Wales (Year 3) ensuring it meets statutory requirements and meets the needs of all learners following our strategic CfW plan.						
Coordinate improvements to make classrooms and corridors more stimulating, engaging and encouraging of ambition in learning.						
Use learning champions (pupils) to ensure every classroom in the school offers a highly stimulating environment with displays that support pupils in their learning and/ or raise aspirations.						
Embed further links with our partner primary school as we continue to develop our Croesyceiliog cluster curriculum. These to be focussed on Progression planning and Development of pedagogy through the 3-16 continuum						

SELF EVALUATION	LINKS TO MER
AUTUMN TERM	
SPRING TERM	
SUMMER TERM	

Priority 4 - Break down barriers for targeted groups, including ALN so that they have every opportunity to learn and make progress.

Strategic Objectives (3 year plan)	RATIONALE					
Strategic Objectives for Success: 3.4 Learning experiences of students are fully inclusive with ALN supported by all and learner entitlement secured through a range of approaches.						
Success Criteria						
Full implementation of the Edukey platform. Improve professional learning linked to adaptive teaching and supporting pupils with ALN. Widen the schools additional learning provision to support pupils with the most significant need. Self evaluation of ALN						
Inspection area	1	Lead	HRS	Link Gov	L+C	
Significant progress		Some progress		Insufficient progress		
Actions				AUT	SPR	SUM
Improve monitoring and tracking of all ALN interventions leading to the production of impact data reports termly.						
Further develop staff in delivery of interventions in order to add to the current ALP offer.						
Adapt interventions programme following budget and staffing challenges without losing quality or impact on pupils.						
Build effective partnerships with other schools to develop the schools in-house provisions and share best practice.						
Launch, develop and replenish an ALN teaching and learning Toolkit as part of the PL offer that enable practitioners to effectively deliver universal provision.						
Support pupils (and their families) medically certified with anxiety who need adaptive approaches to their learning in order to reintegrate them back into school.						
Conduct a thematic review of ALN across the school, including all stakeholders in the process.						
Improve the accessibility and use of ALN documentation through the use of Edukey, impacting positively on universal provision and the quality of teaching and learning.						
Improve the engagement of parents of pupils with ALN to ensure effective home-school partnerships.						
Improve regular monitoring of standards in lessons for ALN pupils and in their books and raise accountability as a result.						

Review and revise provision for highest challenge pupils, including The Bridge, utilising external partners and ensuring it caters for a range of needs whilst securing outcomes.			
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SELF EVALUATION	LINKS TO MER
AUTUMN TERM	
SPRING TERM	
SUMMER TERM	

Priority 5: Achieve a culture of Wellbeing for all across the school where all pupils feel safe and embody the school values of Learning, Respect, Ambition.

Strategic Objectives (3 year plan)	RATIONALE					
<p>2.1 Universal wellbeing provision and learning experiences within and beyond the classroom will impact positively on student achievement and wellbeing.</p> <p>2.3 Students at Croesyceiliog School embrace our core values of Learning, Respect, Ambition and are Ready to Learn;</p>	<p>Fixed Term Exclusions have reduced significantly both in terms of incidents and days but this trend needs to continue further. C4 and C3 sanctions have also significantly reduced but again needs to continue on this trend. Pupil leadership and stakeholder voice are key areas of the school's work but needs to greater inform school improvement.</p>					
Success Criteria						
<ul style="list-style-type: none"> Most pupils feel a greater sense of belonging to the school community. Rates of exclusion are further reduced (by at least 50% in the year 25/26 – aim for below 100 incidents) Nearly all pupils' have the opportunity to further their social, moral, spiritual and cultural development through an effective form tutor programme. A continued reduction in the rate of C3 and C4 sanctions awarded to pupils (measure??? - at least a reduction of ... on average over the year) Nearly all pupils show positive attitudes to learning and are ready to learn. Improved motivation of pupils following the implementation of an equitable rewards system linked to school values. Pupil leadership impacts positively on school improvement. 						
Inspection area	2	Lead	DMW / RES / IAY	Link Gov	W+E	
Significant progress	Some progress			Insufficient progress		
Actions				AUT	SPR	SUM
Implement a Croesy culture programme to celebrate citizenship and belonging within the Croesy community.						
Embed the RADY principles to ensure equity for vulnerable learners. This to include specific MER and middle leadership self-evaluation.						

Increase membership and raise the profile of Crosey Alumni to raise ambitions of pupils.			
Review and embed rewards strategy to ensure every pupil is recognised and feels valued and motivated to allow them to become more ambitious.			
Improve consistent routines and high expectations during form time to ensure all pupils receive equitable and meaningful provision. Particularly in line with DACW and standards.			
Utilise pupil data (SHRN, wellbeing surveys) to specifically feed into assembly and form time themes so that the pastoral offer is bespoke to our pupil need.			
Embed the use of EDUKEY and further develop meaningful systems for tracking and communicating pupil wellbeing.			
Further develop the work of the Senedd Ysgol and prefects to impact positively on school improvement.			
Increase opportunities for pupils to develop leadership skills and take on responsibility across all areas of school life.			
Actively promote the impact on school improvement of pupil and parent voice with stakeholders.			
Raise the profile of Wellbeing and Safeguarding support and provisions available at the school amongst all stakeholders.			
Improve and embed the use of the house system to universally drive ambition and reward pupils.			
Continue with weekly scrutiny and tracking of wellbeing and behaviour data to ensure support is targeted effectively, with greater consistency in the use of the staged process.			
Raise expectations with all staff in relation to creating learning environments that secure disruption-free learning in all lessons.			
Implement a mentoring and bespoke intervention programme to address pupils who present repeated behaviours which create barriers to their learning.			

SELF EVALUATION	LINKS TO MER
AUTUMN TERM	
SPRING TERM	
SUMMER TERM	

Priority 6: Fully secure and maintain a culture of safeguarding and positive attitudes to attendance.

Strategic Objectives (3 year plan)	RATIONALE
<p>2.2 A culture of safety and wellbeing is evident at Croesyceiliog School and respected by all;</p> <p>2.4 The school has successfully recovered excellent attendance habits with all groups of learners post-pandemic.</p>	<p>Attendance at the school is Quartile 1 but still remains significantly short of pre-covid levels. The attendance of vulnerable pupils has continued to improve, but they too remain short of pre-covid levels. Year 9 and Year 11 attendance levels are below all other year groups and require further support to improve attendance. Safeguarding processes at the school are very strong, but communication and training could be further developed to enhance the culture of safety and respect.</p>

Success Criteria
<ul style="list-style-type: none"> • A sustainable model for safeguarding across the school permeates a culture of safeguarding. • Improved knowledge and understanding of safeguarding and the access to specific information by all stakeholders including pupils. • Incidents of bullying have declined and an improved proportion of pupils feel confident that they will not experience bullying at school. • Nearly all pupils feel respected and fairly treated. • Nearly all pupils arrive to lessons on time every lesson. • Increased whole school attendance (target 93%) with a specific focus on year 9 and 11. • Increased attendance of vulnerable pupils in line with school targets.

Inspection area	2	Lead	DMW	Link Gov	W+E
Significant progress		Some progress		Insufficient progress	
Actions				AUT	SPR
Invest in high quality training and build capacity of qualified practitioners to effectively safeguard all pupils.					
Ensure ongoing valuable training opportunities for all staff in relation to safeguarding making use of self-evaluation and actual cases.					
Improve the communication of safeguarding information with all stakeholders including pupils.					
Engage stakeholders in an effective school wide anti bullying and EDI (equality, diversity and Inclusion) strategy ensuring they are more pupil and parent friendly.					
Improve provision to address ongoing barriers for pupils brought by anxiety and mental health.					
Promote excellent attendance amongst parents and carers to develop understanding of how attendance drives high performance in our pupils.					
Implement the attendance circles attendance strategy to ensure clear lines of accountability for middle leaders for groups of pupils, including vulnerable learners.					
Increase tracking and focus on the attendance of year 9 and year 11 pupils with an emphasis on boys in year 11 and FSM in year 9.					
Leader of Phase to take more of a strategic lead of safeguarding and attendance of pupils in each phase.					

SELF EVALUATION	LINKS TO MER
AUTUMN TERM	
	<p>RADY Focused Book Scrutiny</p> <p>Pupil Voice (Following events)</p> <p>PL feedback</p>
SPRING TERM	<p>Senedd Meetings (Termly)</p> <p>Monthly case studies</p> <p>Form time focus (Half Termly)</p> <p>Staff Surveys (Termly)</p>
SUMMER TERM	<p>Pupil Surveys (Termly)</p>

	Senedd Meetings (Termly) Parent Surveys (Termly) ABC Review (Spring Term) Wellbeing Tracker Myconcern reports (Termly) LA Bullying Data Termly Review
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Priority 7 - Ensure that leaders and systems work efficiently and strategically using self-evaluation to bring about improvement.

Strategic Objectives (3 year plan)	RATIONALE
<p>4.1 Quality and effectiveness of leaders at all levels is evident through clear direction and vision of the school, whilst working to raise its profile in the community;</p> <p>4.2 Governors, leaders and managers know the school's strengths and areas for development through effective self-evaluation and whole school reviews;</p> <p>4.4 Effective leadership, at all levels, has supported the implementation of a budget action plan which enables the school to be in a healthy financial position.</p>	

Success Criteria

- Nearly all leaders demonstrate excellent and consistent approaches to self-evaluation and monitoring.
- Leaders are relentless in their focus on whole school priorities and are accountable for bringing about improvement.
- All leaders effectively identify strengths and address areas for development through their own self evaluation.
- Tight management of school budget and resources secures value for money, addresses in-year deficit (new Summer 2025) whilst enabling school improvement.
- Grant funding positively impacts outcomes and learning experiences of targeted pupils

Inspection area	3	Lead	NRS FHN	Link Gov	R+F	
Significant progress		Some progress		Insufficient progress		
Actions				AUT	SPR	SUM
Further refine department (and faculty) improvement planning processes and HOW they are scrutinised to provide robust self- evaluation.						
Initiate the use of leadership MER documentations (matrix of meetings, develop planning and MER booklet) to improve consistency in quality of self evaluation whilst committing to better manage workload.						
Embed robust and impactful professional development reviews and systems to support colleagues to improve practice, including underperformance.						
Move all staff to the EWC PLP and further utilise the Professional standards to support staff in securing professional entitlement.						
Equipping SLT with strong knowledge base on the effective use of AI to enhance schools in order to draw up an action plan for development of AI at Croesy.						
Provide professional learning to all leaders to improve quality writing of self evaluation, with a particular focus on evaluating on the learning and progress.						
Maximise efficiency of governing body through implementation of governors action plan and self-evaluation of the role of governors.						
Improve monitoring related to the use of PDG/CLA and ALN funding so that evaluation is evidenced and influences decision making regarding provision for these learners.						

Conduct a full review of subscriptions and cost centres to ensure value for money. Involve leaders at all levels in this process.			
Further increase funding and grants to support the school in making improvements in line with priorities as well as addressing the in-year deficit.			
Review policies and processes around site safety (CCTV, toilets and corridors) to reduce workload and support our preventative culture (as opposed to reactive).			
Invest in the schools resources to promote our values and national priorities including the Welsh language and skills.			

SELF EVALUATION	LINKS TO MER
AUTUMN TERM	
SPRING TERM	
SUMMER TERM	

Priority 8 - Further develop productive relationships with parents, other schools, LA, EAS, other external bodies and the wider community

Strategic Objectives (3 year plan)		RATIONALE				
<p>4.1 Quality and effectiveness of leaders at all levels is evident through clear direction and vision of the school, whilst working to raise its profile in the community;</p>						
Priorities						
<ul style="list-style-type: none"> Many parents engage in school events over the course of one year. Increased number of businesses have conduct pupil face engagement activities. At least one significant event in each cluster for year 4 and/or 5 during 25/26. Many parents/carers take up the opportunity to attend a school based event at least once annually. 						
Inspection area	3	Lead	NRS FHN	Link Gov	R+F	
Significant progress		Some progress		Insufficient progress		
Actions				AUT	SPR	SUM
Conduct a whole school audit against community focussed schools criteria.						
Increase influence of practice at a national and local level through networking and leading of professional learning.						
Implement and review impact of new website and use this, alongside school platforms to positively engage stakeholders in school-life.						
Increase active parent partnerships through parents representatives in each year group.						
Build partnerships with local businesses to improve outcomes and wellbeing of our pupils.						
Further develop cluster work through shared school based events and increased engagement with year 4 and 5.						
Raise the profile of community work through press releases and social media.						

SELF EVALUATION	LINKS TO MER
AUTUMN TERM	
	<p>Attendance at SWLP</p> <p>Participation in SBM ICFP Project</p>
SPRING TERM	<p>Professional Learning for Middle Leaders (Grant applied for)</p>
SUMMER TERM	

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