



**CROESYCEILIOG SCHOOL**  
**School development plan 2023-26**  
**(2024-25 – Year 2)**



## 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.

# STRATEGIC OBJECTIVES

**2023-2026  
(Y2)**



## 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.

## 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**.

## 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**.



## SDP PRIORITY AREA 1: ACHIEVEMENT AND STANDARDS

### Strategic Objectives for Success:

- 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.

Strategic Lead: A Davies (DHT) Nicola Williams (AHT Achievement and Progress)

Link Governors: Learning and Achievement (Chair – H Jones)



KEY PERFORMANCE INDICATORS 2024-25			
	2024 - 2025	2019	2023-24
Capped Point Score	375	335.9	352.23
L2+	62%	41%	45%
L2	80%	59%	66%
L1	100%	92%	91%
A*-A	20%	9%	12.39%
APS LIT	42	38	40
APS NUM	40	35	37
APS SCI	37	33	33
APS WELSH	36	36	30
APS Welsh Bac	41	32	40

Strategic Objective	Actions (Tactics)	Who	Cost	Expected progress	MER
<p><b>1.1 Standards of achievement of all learners will consistently exceed expectations across all subjects;</b></p>	<ul style="list-style-type: none"> <li>• Implement fortnightly super-core meetings to scrutinise data in core subjects and hold leads to account.</li> <li>• Review and refine the process of target setting and reporting accurately to stakeholders.</li> <li>• Ensure high quality AR+R which is learning centred, providing appropriate information to stakeholders on how their child can make further progress in the future.</li> <li>• Evaluate and refine CFW report comments with reports made to parents.</li> <li>• Provide support for subject areas where standards, progress and outcomes are below expectations.</li> <li>• Review use of 'expert teachers' to deliver to key marginal groups.</li> <li>• Provide training to all staff on effective use of SMID and SIMS marksheets</li> <li>• Make effective use of experienced middle leaders to support those less confident/effective in using data purposefully.</li> <li>• Ensure a consistent and highly effective use of item level data across all areas to accurately evaluate.</li> <li>• Organise and timetable study days (in advance) prior to examinations within the school calendar.</li> <li>• Build capacity in cover supervisor team to support core at 'pressure points' during the year.</li> <li>• Initiate the use of mentoring for key marginal year 11 students. Provide English and Maths interventions for targeted subjects, particularly for those going through early entry.</li> <li>• Increase small class provisions to support literacy and numeracy learning.</li> <li>• Introduce the use of Hosforth Quadrant to appropriately differentiate interventions for KS4 students, particularly those underachieving.</li> <li>• Increase targeted support for MAT students (also using the Hosforth) to include increasing ambition and furthering challenge in lessons.</li> </ul>	<p><b>ADS NWS DHS</b></p> <p>SLT LOFs LOPs HoDs HoYs ZHD SES Teachers</p>	<p>PiXI GCSE pod?</p> <p>Reporting systems</p> <p>Cover cost – gained time</p> <p>Refreshment costs</p>	<ul style="list-style-type: none"> <li>• Core subject leaders collaboratively improved outcomes and address underperformance.</li> <li>• RSL breakfast meetings are robust and hold leaders to account.</li> <li>• Science APS is improved year on year and is at least in line with Maths</li> <li>• Review of AR+R has taken place and a revised system for reporting has been embedded which is fit for purpose for stakeholders.</li> <li>• Cluster work and evaluation has seen the roll out of reports for CFW.</li> <li>• Underperforming subjects have improved outcomes.</li> <li>• Marginal group performance increased over range of subjects.</li> <li>• All staff are confident utilising data systems and student tracking is more accurate and effective used.</li> <li>• All subjects refer to ILD in their decision making DDPs and curriculum planning.</li> <li>• 'How to revise' support has improved student confidence in independently preparing for examination.</li> <li>• 'At risk' students are accurately targeted through a range of support and outcomes are improved.</li> <li>• Very few students leave with less than 215 CPS.</li> <li>• Standards at all key stages consistently place the school in line with / above expectations in nearly all indicators</li> <li>• HOSFORTH method for identifying students has ensured specific and meaningful interventions have an impact on student attainment.</li> </ul>	<p>Supercore minutes</p> <p>Core reports / Smid data</p> <p>Progress data / AR+R</p> <p>AR+R consultation docs</p> <p>Old v new reports inc CFW</p> <p>SMID / SIMs Standards meetings termly</p> <p>L+A sub committee minutes</p> <p>Governors reports ILD reports /DDPs / standards reviews SMID data</p> <p>KS4 evening ALUMNI records and publications Visitor records and resources.</p> <p>Small class provision registers and improvement data Hosforth data and roll out</p> <p>LOF/LoP analytics Pastoral logs</p> <p>Hosforth docs</p>

	<ul style="list-style-type: none"> <li>• Continue to improve outcomes of A*-A across all subjects through professional learning, masterclasses and extra-curricular opportunities.</li> <li>• Improve links with past students through the building of ALUMNI as a way of building aspirations.</li> <li>• Continue to improve student progress by ensuring there is a clear connect between systems for attendance, achievement and learning for all key groups of learners.</li> <li>• Ensure SER activities reviewing T+L include standards reviews.</li> <li>• Develop communication methods between curriculum and pastoral staff to improve standards and ensure cohesion of key messages.</li> <li>• Ensure the performance management supports achievement of subjects and local targets.</li> <li>• Establish clear progression routes and transition support for all year 11s to increase aspirations.</li> <li>• Produce support materials and workshops for parents to support learning at home. This includes use of parent zone on the school website</li> </ul>		Cover cost to attend 5 workshops	<ul style="list-style-type: none"> <li>• Performance of MAT has increased which leads to an increase in CPS</li> <li>• Student aspirations are increased through intervention and ambitious targeting</li> <li>• Curriculums are more bespoke to need with an increased offer of interventions that are fit for purpose</li> <li>• Whole school reviews include standard reports, driven by subject/area leaders.</li> <li>• Curriculum and pastoral leadership works in alignment to identify and close gaps.</li> <li>• Parent zone section of the website provides relative information that parents utilise to support their child.</li> <li>• Parent voice positively reflects reporting systems.</li> </ul>	<p>Progress data</p> <p>Student voice</p> <p>SoL</p> <p>Interventions tracker</p> <p>AOLE reviews</p> <p>Website</p> <p>Parent voice</p>
<p><b>1.2 Progress of specific groups of students will continue to improve and attainment gaps closed.</b></p>	<ul style="list-style-type: none"> <li>• Develop the effectiveness of family engagement / ACE work to close gaps and enhance attainment of students who are 'at risk' due to attendance concerns.</li> <li>• Widen the 'reach' of interventions across the school to close gaps and improve outcomes for all learners, no matter their barrier.</li> <li>• Fully implement the RADY principles through Croesy Vulnerable learners policy (including eFSM, LAC, ACEs) and increase accountability off all staff in meeting the needs of these learners.</li> <li>• Improve monitoring and tracking of ALN students and the effectiveness of the ALP and/or interventions they are accessing.</li> </ul>	<p><b>ADS</b> <b>NWS</b> <b>DHS</b> <b>HRS</b></p> <p>CDS SLT LOFs LOPs HoDs HoYs ZHD SES MBN IAY Teachers</p>	<p>ACE</p> <p>ALN strats</p> <p>RADY spend / PDG</p>	<ul style="list-style-type: none"> <li>• Standards at all key stages consistently place the school in line with / above expectations in nearly all indicators</li> <li>• Provision maps continue to grow and demonstrate significant value in relation to wellbeing and achievement.</li> <li>• Reduction of NEETs and better process to earlier identify potential risks are in place.</li> <li>• Increases of vulnerable learners in MAT groups.</li> <li>• ALN leaders report on achievement and progress made, with particular reference made to impact of ALP.</li> <li>• ALP and intervention leads to increases in achievement of ALN/Vulnerable learners.</li> </ul>	<p>ACE records</p> <p>Monthly provision/SOAPS/ML meetings and reports – variation and gap analysis.</p> <p><a href="#">ALP data – Thrive, Strive, In reach The Bridge.</a></p> <p>NEET and destinations data. Aspirational student targets MAT data – balance of FSM / Genders</p> <p>ALN achievement and standards reviews</p>

	<ul style="list-style-type: none"> <li>• Revise internal process for students on modified or bespoke curriculums in line with LA processes.</li> <li>• Continue to implement systems of rigorous tracking and aspirational target setting all groups of students including eFSM, and boys</li> <li>• Review current processes and links with LA/ TLZ to produce a working action plan, identifying areas where provision can better support students at risk of being NEET.</li> <li>• Raise accountability of leaders and teachers for every child in their subject and avoid withdrawals from examinations</li> <li>• Develop a whole school intervention tracking system which leads fluidly into inclusion and wellbeing processes and communicates progress.</li> <li>• Create resources and workshops to support families of eFSM students with reading and numeracy.</li> <li>• Identify and implement a programme to identify eFSM students who would benefit from enhanced English, Mathematics and Science bespoke support.</li> <li>• Explore options to deliver additional tutoring for most 'at risk' students in year 11 and implement as needed</li> <li>• Investigate and audit digital wealth of upper phase students to ensure all have sufficient equipment for learning at home.</li> </ul>		<p>Extrenal support ALP</p> <p>Interventions</p> <p>Strive Thrive The bridge In reach The Den</p> <p>PRu</p>	<ul style="list-style-type: none"> <li>• All leaders report on progress and performance of groups of learners.</li> <li>• Destination data continues to show increases in students progression into P16 and reduction of NEETs.</li> <li>• Withdrawals from exams are reduced</li> <li>• Intervention tracker is widely used to inform outcomes monitoring and progress of learners.</li> <li>• Literacy levels of students have improved, significantly with students who are eFSM and receiving interventions.</li> <li>• Curriculum and pastoral leadership works in alignment to identify and close gaps.</li> <li>• Outcomes in Core subject sees a closing of the gap for groups of learners</li> <li>• All students in upper phase have appropriate access to technology at home.</li> </ul>	<p>Thematic review</p> <p>AOLE reviews Standards reviews</p> <p>Destinations DATA ROC meetings P16 information sharing</p> <p>Final entries analysis Interventions tracker</p> <p>Analysis of learner voice activities. Internal review/ongoing action plan of alternative curriculum/interventions/outcomes</p> <p>Outcomes of faculty reviews and actions</p> <p>Use of GL progress assessments to identify vulnerable students SLT &amp; HT reports to Governors</p> <p>Technology audit of students</p>
<p><b>1.3 Secure high standards, knowledge and understanding and application of skills, including Welsh</b></p>	<ul style="list-style-type: none"> <li>• Establish clear expectations across all subjects for skills so that applications of skills are embedded in learning at Croesy.</li> <li>• Embed and extend whole school 'key parameters' for literacy and numeracy across the curriculum through departmental processes and professional learning.</li> <li>• Implement and monitor Literacy, numeracy, DCF and bilingualism action plans across all subjects and ensure leaders are accountable for overseeing this in their own planning.</li> </ul>	<p><b>ADS NWS DHS SMY CHN ESE</b></p> <p>SLT DOFs HRS LoFs HoDs HPL SWL</p>	<p>Adobe licences £3.50 ph £4900 (1400 licences)</p> <p>Lexonic £2,8k</p> <p>SMID</p>	<ul style="list-style-type: none"> <li>• Expectations in application of skills is clear and consistent across all subjects.</li> <li>• All leaders monitor and support the key parameters through their own SE activities.</li> <li>• Lit, Num, Bilingualism and DCF action plans are reviewed and monitored termly with all leaders feeding into the process.</li> <li>• AR programme leads to increased reading ages and links explicitly to literacy intervention.</li> </ul>	<p>School handbook and policies for skills</p> <p>Skills development plans / DDPs/ Self evaluation in subjects</p> <p>Minutes of subject mtgs PL – Skills</p> <p>Whole school SE activities including;</p>

	<ul style="list-style-type: none"> <li>• Monitor literacy interventions impact at least 6 weekly, addressing the closing of gaps in boys reading and literacy skills.</li> <li>• Implement more robust marking and assessment policy for skills across all subjects.</li> <li>• Introduce whole school presentation of work approach to drive consistency of skills.</li> <li>• Improve reporting on application of skills during lesson observations and thematic reviews</li> <li>• Build a best practice portfolio of skills via FACE embedded within students learning</li> <li>• Engage in school to school work with Bishop of Llandaf (SIP), identifying effective practice in improving standards and provision of skills.</li> <li>• Re-introduce Voice 21 techniques across all subjects to improve learner oracy skills.</li> <li>• Strengthen learning experiences for digital competence through further developing authentic 'rich' tasks across the curriculum.</li> <li>• Improve standards and profile of the Welsh language across the school community.</li> <li>• Embed the Bilingualism Action Plan which raises accountability of all staff, including support to use Welsh language and celebrate Wales and its culture.</li> <li>• Implement Criw Cymraeg to improve the use of incidental Welsh across the curriculum and in school life.</li> <li>• Aim to secure Siarter Iaith award to support the school in ensuring it realises its vision for Cymraeg.</li> </ul>		<p>Cover costs 1 day each skills lead</p> <p>Photocopying costs for language displays</p> <p>Voice 21</p> <p>Numeracy strat</p> <p>DCF funding / 21<sup>st</sup> century learning</p>	<ul style="list-style-type: none"> <li>• Application of literacy and numeracy are evidenced through book scrutiny and learning reviews.</li> <li>• 'Presentation Expectations' are consistent in student books.</li> <li>• Expert staff share 'skills in learning' practice through the toolkit.</li> <li>• Literacy, numeracy APS consistently exceeding Welsh average and continues to increase</li> <li>• All staff use Cymraeg around the school AND in classrooms with improving confidence.</li> <li>• Voice 21 is driving improvements in oracy skills and evidence in student answers in lessons and, as a result, in written work.</li> <li>• Welsh language and culture is a strong feature throughout the curriculum.</li> <li>• Application of Cymraeg is consistent in student work and in lessons.</li> <li>• Leadership of skills is strategic, holds staff to account and ensures students are rich in skills, ready for life long learning.</li> <li>• Criw Cymraeg is established at Croesy and within the cluster.</li> </ul>	<p>Lesson observations/ AOLE reviews; Book scrutiny</p> <p>Student voice</p> <p>LM Meeting minutes and action points</p> <p>Evaluation of student skills progress v targets</p> <p>Evaluation of tutor time numeracy and literacy activities</p> <p>Bilingualism Action Plan – termly progress RAG rated reported to GB <a href="#">Voice 21 PL and book evidence.</a></p> <p>Rewards data – use of Welsh</p> <p>Thematic review of Welsh language</p> <p>SOL/curriculum Welsh language rubrix. Progress of Siarter Iaith award</p>
<p><b>1.4 Robust and efficient tracking and monitoring systems identifies need effectively and secures learner entitlement.</b></p>	<ul style="list-style-type: none"> <li>• Embed use of GL progress assessments and PASS testing (or equivalent) to support identification of students and to show impact of interventions</li> <li>• Support the new Wellbeing Interventions Manager in improving tracking, monitoring and evaluation of all interventions</li> <li>• Support the new 'Bridge' provision to deliver a curriculum to upper school students needing EBSD support.</li> </ul>	<p><b>ADS NWS</b></p> <p>SLT LOFs LOPs HoDs HoYs SES CDS MBN IAY Teachers</p>	<p>GL £9000</p> <p>PASS £2000</p> <p>SMID £2495</p>	<ul style="list-style-type: none"> <li>• Highly effective use of all inclusion spaces maximises the space</li> <li>• Increased use of restorative practice to support student self-reflection and improve relationships</li> <li>• Testing, monitoring and tracking is rigorous from year 7-11 ensuring all students ability for skills are measured and appropriate interventions put in place.</li> </ul>	<p>GL assessments / PASS data</p> <p>Wellbeing and Behaviour tracking</p> <p>Interventions tracking</p> <p>Reports to parents</p>

	<ul style="list-style-type: none"> <li>• Conduct a thematic review to assess impact of interventions on wellbeing and achievement</li> <li>• Develop effective methods for identifying student progress in interventions through transparent entry and exit criteria</li> <li>• Line manager (AHT NWS) to manage impact of internal and external interventions</li> <li>• Utilise local authority services and develop an internal tracking document to RAG rate student 'at risk' levels in order to identify appropriate intervention</li> <li>• Consolidate internal policies for admissions and appeals and further refine communication to all staff to support students joining the school through this route</li> <li>• Additional resources created for interventions that focus on self-reflection, social and emotional skills to support a change of mindset and reduce repeated behaviours</li> </ul>		<p>School Cloud £739</p>	<ul style="list-style-type: none"> <li>• The Bridge is successful in raising outcomes of learners who were at risk of being NEET.</li> <li>• Self-Evaluation cycles seek to draw out strengths in practice relating to skills and drives consistency.</li> <li>• All interventions undergo robust tracking with clear entry and exit criteria for all.</li> <li>• Parent communication regarding interventions has Improved.</li> <li>• Movement of students in and out of school has reduced and/or is better monitored. Students are centre to decisions and LA policy is in place. The school has fully subscribed to the LA protocols for FAPP.</li> </ul>	<p>LA meetings and tracking data (as per their requests) Internal policies</p> <p><a href="#">The Bridge data and Development plan.</a></p> <p>Achievement and Progress data from all subjects</p> <p>Inclusion strategy meetings</p> <p>Curriculum and Learning Strategy meetings</p>
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## SDP PRIORITY 2: WELLBEING AND ATTITUDE TO LEARNING



### Strategic Objectives for Success:

- 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.

Strategic Lead: D Mutlow (Deputy Headteacher) / R Edwards (AHT Behaviour and Culture) H Rawle-Jones (AHT ALNCO/DSP)

Link Governor: Wellbeing and Equity (Chair: C Crick)

2024/25 Attendance Targets									
	Year 7	Year 8	Year 9	Year 10	Year 11	Cohort	FSM	Boys	Girls
2023/24	90.21%	91.00%	88.35%	87.90%	85.16%	88.53%	81.24%	88.05%	89.03%
Ambitious target	94.00%	93.00%	92.00%	91.00%	90.00%	92.00%	88.00%	92.00%	92.00%

Strategic Objective	Actions (Tactics)	Who	Cost	Expected progress	MER
<p><b>2.1 Universal wellbeing provision and learning experiences within and beyond the classroom will impact positively on student achievement and wellbeing.</b></p>	<ul style="list-style-type: none"> <li>• Influenced by PASS testing, introduce a Croesy Wellbeing test to be conducted with all learners at least once a term to monitor wellbeing needs of learners to inform appropriate ALP and/or intervention.</li> <li>• Improve the consistency of approaches to daily pastoral care and support those with new roles following restructuring of staff.</li> <li>• Strengthen wellbeing support through effective leadership of year groups by the Leaders of Phase and Head of Years working with Wellbeing Achievement officers.</li> <li>• Introduce the safeguarding and wellbeing functions of classcharts to further support and monitor emotional and mental wellbeing as well as safeguarding.</li> <li>• Work with local authority to implement provision maps to make ALN and wellbeing information easily available to all staff.</li> </ul>	<p><b>DMW RES</b></p> <p>NWS HRS IAY DRS LoP HoY WAOs Teachers Provision leads</p>	<p>Class Charts £4070</p> <p>PASS costs</p> <p>Mental Health First Aid training. £300 PP</p> <p>Refreshments</p> <p>Training courses</p>	<ul style="list-style-type: none"> <li>• Effective internal tracking of wellbeing data and interventions are embedded and impacts positively on behaviour and achievement.</li> <li>• Safeguarding and wellbeing needs of learners are effectively tracked and communicated.</li> <li>• Provisions maps is fully embedded and fosters a connection of wellbeing information to curriculum and teaching staff.</li> <li>• Provisions maps is embedded in practice and secures learner entitlement in the classroom.</li> <li>• Wellbeing needs are catered for effectively through a range of universal provisions.</li> <li>• Mental health support has strengthened using internal and external provision.</li> </ul>	<p>Interventions tracker Classcharts data</p> <p>Myconcerns logs</p> <p>Analysis of staff wellbeing survey and required PL</p> <p>Edukey provision maps and teacher data. SHRN survey to inform wellbeing provision, H&amp;WB curriculum and PDC Wellbeing meeting agenda and minutes</p> <p>Form time review</p>

<ul style="list-style-type: none"><li>• Conduct a full review of culture at Croesy via form time and DACW.</li><li>• Identify Universal wellbeing clearly through a whole school provision map and continue to build capacity through research and networking.</li><li>• Develop the calendar of assemblies and thought for the day to support wellbeing provision and ensure it is regularly communicated to staff and students.</li><li>• Revise and re-establish the whole school RADY policy.</li><li>• Embed the use of know your students as a database for of student wellbeing information for staff.</li><li>• Tighter meeting processes for pastoral and wellbeing teams to ensure they are informative and meaningful to a range of staff.</li><li>• Embed the revised processes for Head Students, Student Leadership team and the ministries to secure learner voice in the direction of the school.</li><li>• Continue to increase opportunities to raise sustainability awareness through the development of an eco-committee</li><li>• Ensure that transitioning processes embrace opportunities for a continuum of learning 3-18</li><li>• Continue to develop partnership with cluster schools and post 16 learning providers to secure cohesive systems of communication and building on a community of schools.</li><li>• Offer regular parental engagement events to support wellbeing, behaviour and inclusion, utilising external agencies effectively</li><li>• Update the school website to address growing need to parents/carers deal with wellbeing. Particularly on topics such as ‘vaping and substance misuse’; ‘social media’, ‘coping with loss’; ‘ anxiety; and ‘bereavement’.</li><li>• Broaden the schools reach to the local community through extra-curricular</li></ul>	Cover costs	<ul style="list-style-type: none"><li>• Form time is meaningful in setting high standards and expectations and effective culture across the school.</li><li>• Staff are well informed, confident which enables them to consistently support students’ wellbeing.</li><li>• Weekly FT meetings drive consistency in expectations for the culture of the school.</li><li>• Strategic leadership in areas of wellbeing and behaviour are strengthened and effectively move the school forward.</li><li>• RADY policy is embedded and all staff subscribe to its values through their teaching.</li><li>• Student senydd and students leadership team play an impactful role in school improvement.</li><li>• Bullying rates show a decline in occurrence and wellbeing surveys demonstrate a pride in the culture at Croesy.</li><li>• Stakeholder voice suggests website more fit for purpose and engagement ‘hits’ are measured and demonstrate increases.</li><li>• Local community are attending the school for community events.</li><li>• Improved transition for students joining Croesyceiliog school.</li><li>• Parent attendance to additional engagement events has increased.</li><li>• PDC secures high quality learning on emotional health and wellbeing and builds resilience of learners.</li></ul>	<p>Form tutor meeting minutes</p> <p>Termly student wellbeing surveys</p> <p>Assembly rota Internal reviews / TATS meetings and data</p> <p>RADY policy and review</p> <p>Student leadership impact data – presentations to stakeholders.</p> <p>Bullying data (LA and in-house)</p> <p>Cluster work Learner voice</p> <p>Parent surveys Interactions with Coleg Gwent</p> <p>Reports to SLT and WB&amp;E GB committee</p> <p>Regularly updated Wellbeing page on website</p>
	Resources – e.g Recycling Bins		

	<p>improvements in expressive arts and sustainable schools.</p>				
<p><b>2.2</b> <b>A culture of safety and wellbeing is evident at Croesyceiliog School and respected by all;</b></p>	<ul style="list-style-type: none"> <li>• Create an updated safeguarding training plan and increase the capacity of the 'team' to appropriately address increasing safeguarding needs of students, inc. first aid and team teach.</li> <li>• Ensure all mid-year joining staff have effective induction to safeguarding.</li> <li>• Introduce the use of Year 11 prefects / student leaders to positively support school values and enhance safety at busy times of the day.</li> <li>• Introduce breakfast clubs as a way of support eFSM students and offering a safe space in the morning before school starts.</li> <li>• Introduce Wellbeing Wednesday meetings for wellbeing team to raise safeguarding information to key staff more appropriately.</li> <li>• Coordinate opportunities to celebrate equality and diversity through the school year.</li> <li>• Build upon the house system so that they become a firm part of school culture.</li> <li>• Review and refine the calendar for wellbeing events throughout the year ensuring one charity designated to each year group.</li> <li>• Increase site security with internal doors and movement around the school, particularly during unstructured times as well as the capacity of duty staff to further secure student wellbeing and enforce health and safety expectations.</li> </ul>	<p><b>DMW</b> <b>HRS</b></p> <p>RES SLT HRS IAY DRS LoP HoY FHN DKY ZHD Teachers Provision leads</p>	<p>Upskilling £550 ½ day</p> <p>Staffing / Duty</p> <p>First Aid Training Cost £65ph 6 hrs £350 3 day course</p> <p>Refreshments</p> <p>Badges</p> <p>Duty Costs</p> <p>Duty Costs</p>	<ul style="list-style-type: none"> <li>• More capacity built in staff able to use team teach and deliver this in-house.</li> <li>• All staff receive appropriate level of safeguarding training every year. This is tracked to ensure a firm expectation.</li> <li>• Year 11 prefect's system is coordinated by the leadership team and provides a sense of responsibility to year 11 students.</li> <li>• All students, including FSM are able to access breakfast club.</li> <li>• Improved communication of safeguarding information through dissemination in morning briefings. Staff are better equipped with key information to support student wellbeing.</li> <li>• Health and safety site review shows impact of duty teams and investments put in place.</li> <li>• Weekly site safety systems are embedded and quality assurance processes are in place.</li> </ul>	<p>Myconcern monthly logs Minutes of wellbeing briefings Thematic review – DACW and pastoral care Self-evaluation report: Learner voice, learner product and Lesson observations SHRN survey Student surveys Parental surveys Calendar for assemblies and form time My concerns data</p>

	<ul style="list-style-type: none"> <li>• Improve internal health and safety site checks, including checking of toilets, site security systems, CCTV and fire doors</li> <li>• Continue to review break and lunch time management in order to return to pre-pandemic arrangements in a safe and calm way.</li> </ul>			<ul style="list-style-type: none"> <li>• CCTV system is used to its full potential.</li> <li>• Students embrace an ethos of equality and a reduction of racist incidents (although low already)</li> </ul>	
<p><b>2.3 Students at Croesyceiliog School embrace our core values of Learning, Respect, Ambition and are Ready to Learn;</b></p>	<ul style="list-style-type: none"> <li>• Establish the Wellbeing and Behaviour Centre as a support for all learners in the school through a clear strategic plan which is consistently monitored.</li> <li>• Continue to establish consistent practice of Whole School Behaviour approaches through Ready to Learn by all staff supported by robust tracking and appropriate interventions.</li> <li>• Reinforce Ready to Learn through the Croesy Five and link to professional learning and staff communication to ensure consistency in classroom routines and establish a culture for learning that reflects school values</li> <li>• Continue to strengthen processes in sanction room and Internal exclusion through monitoring, restorative practice and intensive support for new members of staff in the team.</li> <li>• Better utilise School Management systems to promote positive learning experiences and attitudes with parents, students and staff</li> <li>• Increase the use of restorative practice and interventions have supported a change of mindset, leading to less repeated poor behaviours.</li> <li>• Introduce 'The Bridge' Alternative provision to better meet the needs of students with most challenging EBSD needs.</li> <li>• Continue to conduct weekly reviews strategies for vulnerable learners</li> <li>• Establish more external opportunities for highest tariff students to build their social skills and nurture a sense of belonging.</li> <li>• Widen the offer of universal and Additional Learning Provision for a range of needs for students across lower and upper phase – year 2 Croesy Strive, Thrive, The Den and In-reach.</li> </ul>	<p><b>DMW RES IAY NRS HRS</b></p> <p>SLT NWS HPL LoPs LoFs HoDs HoY WAOs FTs DRS MBN LCR Teachers Provision leads</p>	<p>External agencies</p> <p>Intervention packages</p> <p>Subscription costs</p> <p>Restorative approach / training?</p> <p>Classcharts</p>	<ul style="list-style-type: none"> <li>• Internal data demonstrates a strong ethos and positive attitudes to learning across the school.</li> <li>• Behaviour centre data shows improved behaviours of students / less repeated behaviours</li> <li>• R2L and behaviour management feature in the PL offer for all staff. Impact is seen in practice.</li> <li>• The highest standards of compliance are seen in IE and R2L room.</li> <li>• Fixed term exclusions are reduced year on year.</li> <li>• Increased restorative methods successfully improve student behaviours and achievement.</li> <li>• The Bridge has successfully launched and is delivering a stimulating and meaningful curriculum.</li> <li>• Classcharts is used consistently by all staff to implement ready to learn.</li> <li>• 100% of parents are subscribing to the classcharts app.</li> <li>• Targeted and specialised support is appropriately assigned to students through graduated response and IDP processes.</li> <li>• Data demonstrates rehabilitation in behaviour of students in R2L and IE.</li> <li>• IE and R2L is an effective tool for reducing the need to exclude</li> <li>• Improved provision leads to retention of 'at risk students' and success in outcomes.</li> <li>• Ongoing data tracking of 'new' ALP.</li> </ul>	<p>Classcharts data Behaviour dashboard and data Behaviour interventions tracking sheet Learner voice</p> <p>Learning walks R2L/IE reviews</p> <p>Exclusions data</p> <p>Restorative interventions data</p> <p>Achievement and behaviour data – students in the bridge.</p> <p>CC weekly dat reports. Parent usage reports.</p> <p>Minutes of PCP/IDP and ALN documentation.</p> <p>Student reports/ Progress checks. Exclusions data Inclusion strat minutes</p> <p>Form resources</p>

	<ul style="list-style-type: none"> <li>• Increase the use of internal data to celebrate achievement and positive attitudes to learning with our learners, particularly during form time.</li> <li>• Raise the profile of rewards and utilise CC to rewards and record those who fail to comply</li> <li>• Introduce a home-school agreement whereby students agree to and acknowledge R2L</li> <li>• Form tutors to promote R2L expectations through effective use of form time, reinforced by leaders (and those without form classes)</li> <li>• Implement a daily cycle of learning support staff</li> <li>• Ensure effective tracking and evaluation of sanction room and internal exclusion data to measure the impact</li> <li>• Address ongoing social issues that manifest into antisocial behaviours such as misuse of social media and our toilet facilities.</li> <li>• Improve connections of data across a range of areas to identify students needing IBPs and/or IDPS through a structure graduated response.</li> <li>• Implement local authority procedures for manage moves as a way of avoiding exclusions.</li> </ul>		<p>Rewards Shop?</p> <p>Staffing</p> <p>PL Training</p> <p>The FAP Meeting</p>	<ul style="list-style-type: none"> <li>• Ongoing improved engagement from parents to attend parent evenings and physically come into the school.</li> <li>• Good news is shared consistently across form time and raises aspirations</li> <li>• All learners have agreed to the home school agreement with most parents engaging in the process.</li> <li>• Lesson observations, classcharts data and reviews acknowledge consistencies in learning.</li> <li>• Learning walks and thematic reviews highlight consistent practice in form time to set the culture for learning.</li> <li>• Learning support observes the learning culture, ensuring consistency in classroom routines and act as a preventative measure to minimise disruption.</li> <li>• Students are respectful of the school with reduced anti-social activities involving digital devices and misuse of toilets,</li> <li>• Improved 'connections' between Inclusion ALN and Wellbeing teams</li> </ul>	<p>Learner voice – wellbeing surveys. Rewards assemblies</p> <p>PLP and staff attendance to sessions.</p> <p>Reviews/lesson obs.</p> <p>Learning walks SIP visits to observe culture Behaviour data</p> <p>Link meeting minutes Staff training</p> <p>Toilet and mobile phone data</p> <p>Meeting minutes and staff updates</p> <p>Behaviour dashboard</p>
<p><b>2.4 The school has successfully recovered excellent attendance habits with all groups of learners post-pandemic.</b></p>	<ul style="list-style-type: none"> <li>• Attendance action plan ensures continued increase in attendance and target groups</li> <li>• Focussed work of ACE (Attendance and Community Engagement officer) to enhance outreach work with hardest to reach students.</li> <li>• Introduce a bespoke provision (In REACH) for hard to reach students to gradually support students returning to FT education and to avoid EHE applications.</li> <li>• Reduce number of Persistent Absentees of eFSM students leading to increased attainment.</li> <li>• Build capacity of attendance team.</li> <li>• Implement and embed the cluster attendance policy including the introduction of Advisory Notices and Fixed Penalty Notices (FPNs)</li> <li>• Introduce a governors' attendance panel to challenge families with poor attendance.</li> </ul>	<p><b>DMW CDS</b></p> <p>SLT EWO LoPs HoY WAOs FTs DRS Teachers In-reach</p>	<p>1 addition W+A officer G4.</p>	<ul style="list-style-type: none"> <li>• Attendance rates place the school consistently above modelled expectations, with all groups of students in line with, or above, comparators</li> <li>• In-reach provision has successfully seen students in lower and upper phase return to schooling and obtain qualifications.</li> <li>• Exclusion rates are reducing term by term and lower than local and national averages</li> <li>• Excellent attendance is recognised and rewarded.</li> <li>• Students on modified day plans are reviewed at least 6 weekly, supported by LA.</li> </ul>	<p>Weekly attendance data + tracker</p> <p>Cluster policy review</p> <p>In reach registers and data Reductions in EHE requests.</p> <p>Cluster attendance figures</p> <p>SLT &amp; HT reports to the full GB and GB committees document the school attendance data.</p>

	<ul style="list-style-type: none"> <li>• Develop attendance tracker and early intervention strategies to identify students with poor attendance habits and evaluate strategies to improve attendance.</li> <li>• Continue to promote 'good' attendance through regular letters home, use of social media and TV screens, and utilising form period.</li> <li>• Continue to promote attendance rewards</li> <li>• Attendance to be a fortnightly SLT agenda item and the DHT will update on latest attendance figures/matters.</li> <li>• Forensically analyse school attendance data and evaluate school interventions through fortnightly attendance between DHT, Attendance officer, ACE officer and EWO.</li> <li>• Forensically analyse each year group attendance data and discuss individual student fortnightly ROC meetings between WAO, ACE officer and school EWO.</li> <li>• Publish weekly attendance data in the staff briefing so all staff are aware of current school attendance.</li> <li>• Make use of student voice to establish the reasons/causes of poor attendance.</li> </ul>		<ul style="list-style-type: none"> <li>• Wellbeing team are appropriately trained on modified day coordination and decisions are made holistically.</li> <li>• Reporting systems appropriately report on attendance, including and improvement in the quality of comments from form tutors when reporting on attendance.</li> <li>• Students identified as hard to reach have successfully graduated through stages of returning to school.</li> <li>• Cluster attendance approach allows early identification of potential poor attenders and implements plans to address.</li> <li>• Attendance tracking is robust across all years and groups of learners.</li> <li>• LA modified days protocols are fully embedded</li> <li>• Effective monitoring and tracking attendance and progress data of students in off-site provision (on-going at each data capture and shared with parents)</li> </ul>	<p>ROC reports</p> <p>Modified day trackers</p> <p>QA of reports – pastoral and curriculum. Learner voice Rewards assemblies</p>
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### SDP PRIORITY 3: TEACHING AND LEARNING

#### 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.
- 3.4 Learning experiences of students are fully inclusive with ALN supported by all and learner entitlement secured through a range of approaches.

Strategic Lead: A Davies (Deputy Headteacher) / D Hughes (Assistant Headteacher) / H Rawle-Jones (3.4)

Link Governor: Learning and Achievement (Chair – H Jones)

Strategic Objective	Actions (Tactics)	Who	Cost	Expected progress	MER
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<p><b>3.1 Learning experiences across the school stimulate and challenge the full range of students and support them to make the best possible progress</b></p>	<ul style="list-style-type: none"> <li>Conduct a review of our environment for learning and achievement and aim to secure one which is innovative, self-reflective and open doored.</li> <li>Link PDR (PM) to refine, advance or influence pedagogy in at least one priority for all teaching and LSA staff.</li> <li>Ensure all subject action plans feature a review and improvement of learning displays focussed on supporting learner progress.</li> <li>Utilise SER activities to identify best practice and share this across the school.</li> <li>Conduct a review the impact of PSE,RSE, Lifeskills at KS4 and on student wellbeing and attainment.</li> <li>Refine our work-related learning including work experience offer in line with the WG Careers and Work Related (CWRE) guidance.</li> </ul> <ul style="list-style-type: none"> <li>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.</li> <li>Prepare staff and other stakeholder for the changes brought by the qualified for the future.</li> <li>Communicate progress towards implementation to parents and student body</li> <li>Implement A 'Croesy Five' and revise the learning manifesto to include evolution of digital toolkit.</li> <li>Co-construct 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 (continuation / refinement of cluster EAS project)</li> <li>Continue to refine other aspects of our curriculum, including development of learning outside the classroom and enhanced curriculum enrichment entitlement as laid out</li> </ul>	<p><b>ADS DHS</b></p> <p>SLT NRS HRS HPL LoF HoDs HoSkills</p> <p>Teachers</p>	<p>Website annual fee? Rewords for staff £120 pa</p> <p>Cover Supervisor cost</p> <p>Recording tripod for phones £35 each</p> <p>PL time costs</p> <p>Cover Costs</p>	<ul style="list-style-type: none"> <li>Learning environments, including displays are monitored at dept and whole school level and reflect authentic learning experiences including links with community groups and outside classrooms.</li> <li>PDR sampling shows consistently links to refining and advancing pedagogy.</li> <li>Qualitative reports and AOLE reviews to the staff body, SLT and T&amp;L GB committee document the range of student learning experiences.</li> <li>RVE and H+W SoL impact wellbeing and equity across the school.</li> <li>Year 7, Year 8 and Year 9 Curriculum for Wales fully implemented by Sept 2025</li> <li>All teachers have attended appropriate training and the School is ready for the implementation of the new Qualified for Future qualifications (KS4)</li> <li>Clear synergy between the cluster in the way CfW is communicated to stakeholders and implemented with consistency across schools.</li> <li>Suitable sequencing of key concepts with appropriate links made within and across AoLEs</li> <li>All leaders and teachers to contribute to the development of A 'Croesy Way' digital toolkit which exemplifies the learning manifesto.</li> <li>Leaders and UPS staff influence pedagogy through delivery of PL.</li> <li>Authentic learning experiences including links with local community groups and outside classrooms.</li> <li>Year 7, Year 8 and Year 9 Curriculum for Wales fully implemented by Sept 2025</li> <li>The School is ready for the implementation of the new Qualified for Future qualifications</li> </ul>	<ul style="list-style-type: none"> <li>HT reports and other reports to GB,</li> <li>Learner product and learner voice / AOLE reviews</li> <li>Whole school T+L report</li> <li>Evaluation of PL feedback / PL Tracker</li> <li>Dept minutes</li> <li>Learner voice – RVE +H+W</li> <li>Evaluation of student feedback on CFW + principles</li> <li>Cluster PL sessions and evaluations.</li> <li>Curriculum designs</li> <li>Progressive development of 'What matters?' Key concepts, knowledge and skills</li> <li>Breakfast meetings with HoDs – T+L</li> <li>Digital toolkit – coconstruction</li> <li>Link meetings minutes and</li> </ul>
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	<p>in the school's Croesy five and Learning Manifesto.</p> <ul style="list-style-type: none"> <li>• Implement a third year of CfW which further develops continuum of learning and offers range and variety of learning experiences in line with CfW.</li> <li>• Develop and offer a continued programme of professional learning that secures the Croesyceiliog 'Learning Manifesto' principles.</li> </ul>			<ul style="list-style-type: none"> <li>• Clear synergy between the cluster in the way CfW is communicated to stakeholders and implemented with consistency across all schools.</li> </ul>	<p>action points between RSR/DHS</p> <ul style="list-style-type: none"> <li>• Croesy digital toolkit.</li> </ul>
<p><b>3.2 All teaching at Croesyceiliog School is consistently at least good or better;</b></p>	<ul style="list-style-type: none"> <li>• Continue to refine the use of learning support and R2L systems that support a calm and productive learning environment and share in student achievement through effective teaching.</li> <li>• Revise lesson observation templates and procedures are fair and equitable and serve the purpose</li> <li>• Schedule termly book scrutiny and best practice sharing opportunities for all leaders in order to identify consistent, best practice, develop professional language and understanding of holistic approaches.</li> <li>• Use book scrutiny reviews to identify effective marking and feedback and share with staff through professional learning tools and sessions.</li> <li>• Introduce an induction policy for new staff and a buddy system to add another layer of support.</li> <li>• Ensure high quality induction programme and digital resources are readily available to support new staff and act as a refresher for others looking for support.</li> <li>• Implement meaningful and impactful Professional learning at subject and whole school level to enable staff in creating lessons that are stimulating and engaging.</li> <li>• Coordinate whole school and middle leader self- evaluation opportunities which hold leaders to account in addressing strengths and areas for development in pedagogy specific to their subjects</li> </ul>	<p><b>ADS DHS</b></p> <p>SLT LoF HoDs HoSkills HRS HPL Teachers</p>	<p>Tech costs e.g. laptops</p> <p>Cover costs</p> <p>Some limited cover for IC staff to observe lessons</p>	<ul style="list-style-type: none"> <li>• Learning support works effectively in supporting learning across the school and celebrating practice.</li> <li>• Lesson observation and evaluation of T+L is meaningful to SER of whole school and individual professional development.</li> <li>• Nearly all books show high quality learning, effective feedback and reflect Croesy Five and LM principles.</li> <li>• Book scrutiny processes underpin strong SER and feed into pedagogical advancements.</li> <li>• New induction policy introduced and a buddy scheme for all new staff. This impacts quality of learning.</li> <li>• Nearly all lessons demonstrate consistencies in the use of Croesy way to shape learning.</li> <li>• All leaders and teachers to contribute to the development of A 'Croesy Way' digital toolkit which exemplifies the learning manifesto.</li> <li>• SER at dept/aole level reflect pedagogy refinement.</li> <li>• PLP plan is bespoke to the needs of staff and school priorities.</li> <li>• Planning, teaching and assessment is effective in securing progress and achievement of all.</li> <li>• Leaders demonstrate an effective use of teachers who demonstrate good/excellent practice within their subject areas.</li> </ul>	<p>Classcharts data Staff feedback – LS</p> <p>Book Scrutiny feedback</p> <p>SLT &amp; HT reports to FGB/L+A committee</p> <p>QA by SIP evidences accurate whole school and ML SE judgements of standards, skills, provision and attitude to learning PL plan – embedding and linking to PM. Learning reviews.</p> <p>PL Tracker Good/Excellent teachers contributing to digital toolkit.</p> <p>Termly Self evaluations</p>



	<ul style="list-style-type: none"> <li>• Fully implement the programme of support to teachers who are judged to be adequate or unsatisfactory.</li> <li>• Enable middle leaders to use best practice examples from the toolkit and PL sessions as a way of leading by example to other staff.</li> <li>• Further develop Instructional Coaching to support highly effective teaching and learning and encourage staff to invest in their own development with confidence.</li> </ul>				<p>PLP and staff voice</p> <p>Learner voice</p> <p>Learning displays and books</p>
<p><b>3.3 Staff will receive high quality professional learning to meet their own professional needs whilst refining, advancing and influencing pedagogy.</b></p>	<ul style="list-style-type: none"> <li>• Ensure there is a clear Professional Learning Plan for all staff in all positions with influence on classroom practice.</li> <li>• Further implement the coaching model for staff.</li> <li>• Provide regular training opportunities for departments to work collaboratively within AOLEs to continue in the development of CfW.</li> <li>• Provide a programme of twilight sessions for staff on effective teaching strategies.</li> <li>• Ensure staff are kept up to date with ongoing changes to welsh education, including performance measures, Estyn and qualification reform.</li> <li>• Offer bespoke staff learning and all staff learning (BSL/ASL) aligned to priorities in teaching and learning, underpinned by FACE, R2L as part of the Croesy five.</li> <li>• effective subject moderation and the generation of accurate professional predictions</li> <li>• successful use of question level analysis, identification of skills deficits and design of class-based interventions to address skills deficits</li> <li>• Sharing of best practice including bespoke trackers</li> <li>• PL focussed on application of skills, led effectively by TLR holders for skills development and evaluated effectively through SER activities.</li> </ul>	<p><b>ADS DHS DMW</b></p> <p>SLT LoF HoDs HoSkills HRS HPL FHN IAY DRS All staff</p>	<p>Cover costs</p>	<ul style="list-style-type: none"> <li>• Staff to be completing Professional learning logs via PDR and/or EWC passport.</li> <li>• PLP tracker reflects meaningful PL for staff at all levels.</li> <li>• Professional Learning is effectively tracked and evident in the outcomes of lessons and learning experiences.</li> <li>• Leaders and UPS teachers influence practice along with instructional coaches.</li> <li>• Meetings are used to evaluate pedagogy, books and learning experience.</li> <li>• All SoL have undergone review and unit plans completed by all middle leaders</li> <li>• PDR documents across a range of staff are in line with priorities and with school priorities.</li> <li>• At least 75% of teachers and other staff have visited other schools over a three-year period for professional learning purposes.</li> <li>• PTS are evident through PL logs and PM documents. Staff voice triangulate their consistent use in practice.</li> <li>• Excellent teacher programme has been successful in developing team of 'influencing' staff.</li> </ul>	<p>Sample PDR / EWC Passport</p> <p>Learning reviews. Staff feedback – PL PL tracker</p> <p>Analysis of student data QA sample of PM Work scrutiny high lights strengths and areas to develop Lesson observations used for meaningful feedback and self-evaluation.</p> <p>PL calendar</p>

	<ul style="list-style-type: none"> <li>• Integrate Professional teaching Standards into professional learning and PDR processes ensuring staff have adequate time to reflect and self-audit their skills against national expectations.</li> <li>• Encourage external visits to other schools to see, experience and be influenced by outstanding practice.</li> <li>• Revise LOA forms and follow up process for staff attending PL to strengthen measures of success.</li> <li>• Increase the proportions of staff and provide support for them to develop their expertise through in house excellent teacher programme as well as EAS funded training, university courses and ILM based study.</li> </ul>				<p>Use of PTS – audits and PDR docs.</p> <p>SLO survey LOA forms and evaluations</p> <p>Resources for PL.</p>
<p><b>3.4 Learning experiences of students are fully inclusive with ALN supported by all and learner entitlement secured through a range of approaches.</b></p>	<ul style="list-style-type: none"> <li>• Conduct a full review of the curriculum offer for students needing differentiated progression routes.</li> <li>• Launch and implement an alternative provision for most highly complex students which fosters a sense of belonging whilst offering outstanding learning experiences.</li> <li>• Ensure Professional Learning appropriately informs and upskills all staff on the ALNET throughout the year.</li> <li>• Ensure that the pedagogy digital toolkit includes a section for supporting ALN students</li> <li>• Deliver whole school PL focus on adaptive teaching and seek out best practice to be shared.</li> <li>• Strengthened approach to ALN and Inclusion both in and outside of the classroom to ensure a consistent approach to managing ALN across the school.</li> <li>• Ensure parents have in school support where needed and are invited into Croesyceiliog to support their child's experience.</li> <li>• All staff to receive professional learning on effective use of learning support in the classroom.</li> </ul>	<p><b>HRS DMW ADS DHS</b></p> <p>SLT NWS LoFs LoPs HoDs HoYs LPs LSAs Teachers</p>	<p>Cover costs</p> <p>Staffing Int. Prog cost</p>	<ul style="list-style-type: none"> <li>• Learning underpin success of all learners no matter their ALN or barriers to learning.</li> <li>• A team of expert teachers is nurtured through deliver of lessons in new provisions.</li> <li>• Whole school PL on adaptive teaching is seen in lessons across all subjects.</li> <li>• Students on different learning pathways are attending lessons and achieving.</li> <li>• Student voice captures positive experiences of students with ALN in lessons across the school.</li> <li>• Performance of nearly all ALN learners meets or exceeds expectations over time.</li> <li>• Digital toolkit provides a wealth of examples demonstrating ways to meet needs of ALN lessons at Croesyceiliog School</li> <li>• More parents of ALN students have walked through our doors to receive support</li> <li>• ALNCO has developed a system for reporting on ALN standards to leadership and stakeholders</li> <li>• Admissions data demonstrates improved procedures to support ALN learners and their families.</li> </ul>	<p>Whole school reviews</p> <p>Book scrutiny and department learning walks</p> <p>Attendance of ALN students</p> <p>Budget plans</p> <p>Minutes of meetings, including inclusion strategy meetings.</p> <p>Student and parents voice</p> <p>ALNET reviews</p>

	<ul style="list-style-type: none"> <li>• ALNCO to contribute to whole school reviews, book scrutiny and department learning walks to draw on best practice and measure consistency</li> <li>• Involve the ALNCo in all aspects of learning and teaching self evaluation (AOLE reviews, lesson observations, book scrutiny)</li> <li>• Enhance learning offer through the delivery of more bespoke literacy and numeracy provision for ALN students.</li> <li>• Provide sufficient support and delegate higher level teaching assistants to contribute to the completion of IDPs, ensuring full involvement of stakeholders.</li> <li>• Address shortcomings in admissions of students mid-year with additional learning needs or provisions (in previous schools) to ensure that they are better supported and receive entitled learning provision and make their transfer successful.</li> </ul>			<ul style="list-style-type: none"> <li>• Adaptive teaching is a strong feature. This is supported by high quality PL and role modelled by expert teachers.</li> <li>• Literacy and numeracy outcomes of ALN students and/or those receiving smaller class provision has improved should identify good practice in differentiating learning.</li> </ul>	<p>and quality assurance Wholes school reviews – ALN</p>
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#### SDP PRIORITY 4: LEADERSHIP

##### Strategic Objectives for Success:

- 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.



Strategic Lead: N Richards (Headteacher) / F Harman (Business Manager) 4.4

Link Governor: Resources and Finance (Chair: R Davies)

Strategic Objective	Actions (Tactics)	Who	Cost	Expected progress	MER
<p><b>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;</b></p>	<ul style="list-style-type: none"> <li>Implement revised meeting schedules and structures to ensure a cohesion of decision-making systems to secure learner entitlement.</li> <li>Develop a whole school matrix for meetings and detailed calendar to secure consistency across all meetings.</li> <li>Fully implement new Leadership structures, line management structures and processes to ensure they appropriately support the direction of the school.</li> <li>QA minutes of meetings and links to school priorities to monitor consistency, including addressing national and local priorities</li> <li>Revise the programme of training support for middle leaders and aspiring middle leaders to secure succession of staffing whilst building strong leaders.</li> <li>Introduce the PDR cycle ensuring it is bespoke to leaders at all levels and that the priorities of all colleagues in the school are aligned to the professional entitlement framework.</li> <li>Strengthen communication between leaders through effective strategic planning, monitoring and evaluation.</li> <li>Generate opportunities for leadership wherever possible and deliver bespoke leadership programmes of support from Croesyceiliog school.</li> <li>Enable performance management to reflect the vision of the school and shows aspirations for all leaders to self-improve.</li> <li>Ensure all leaders are committed to raising the profile of the school through their own subject/ area planning.</li> <li>Develop an action plan to build more awareness of Croesyceiliog school history and place within its community through the development of Alumni and Croesy Friends Association.</li> <li>Establish key areas of focus for the new school communication officer and ensure that weekly</li> </ul>	<p><b>NRS DMW ADS</b></p> <p>SLT ExLT HoDs A.HoD HoSkills Middles leaders</p> <p>All staff</p>	<p>TLRs / detriment payements where app.</p>	<ul style="list-style-type: none"> <li>Robust systems for line management ensure accountability for school improvement and cohesion in decision making across all aspects of the school.</li> <li>All leaders utilise a common framework for meeting (Matrix) to ensure consistency and shared vision.</li> <li>Development of new handbook supports all staff to drive consistencies and towards the vision for the school.</li> <li>All leaders undertake a programme of professional learning appropriate to their role and potential progression.</li> <li>Reviews at dept and whole school level demonstrate practice which is consistent and in line with school policy (CTG, Presentation, Skills, The Croesy five)</li> <li>PDR priorities are consistent in terms of quality statements and enable staff to make professional progress.</li> <li>Leadership and staffing structures best support the vision of the school and are designed to strengthen leadership at all levels – all roles and responsibilities are clear and meaningful.</li> <li>Professional learning for leaders at all levels allows staff to be ambitious for themselves and the school.</li> <li>All leaders utilise the formal PTS and perform their duties in a highly effective way, taking time to invest time in their own professional learning.</li> <li>All leaders monitor their own strategic plans at least once termly and report on progress.</li> <li>Production of alumni and historical displays across the school celebrating</li> </ul>	<p>Sample minutes once termly from levels of LM - termly</p> <p>Shared practice in meetings</p> <p>Handbook and staff voice</p> <p>PLP and evaluation INSIGHT leadership docs</p> <p>Strategic meeting effectiveness and minutes</p> <p>PDR docs, sampling</p> <p>PL tracker and evaluation</p> <p>Minutes – CM meetings Mid year review of CM.</p> <p>Progression of staff data</p> <p>PDR/PM sampling and documentation</p> <p>ExLT / HoD mtg minute</p>

	<p>communications are shared with parents and the wider community.</p> <ul style="list-style-type: none"> <li>• Implement a monthly HT update to the community celebrating positive news stories and increase the amount of presence the school has in local press.</li> <li>• Create media resources to promote the school in community and recruit high quality staff.</li> </ul>			<p>vision, values and history of Croesyceiliog school.</p> <ul style="list-style-type: none"> <li>• Communication to the school community has significantly increased through HT blogs, Social media accounts and streamlines systems of formal communication from school.</li> </ul>	<p>Vlogs school website</p> <p>Parent voice</p> <p>Community communication documents</p>
<p><b>4.2 Governors, leaders and managers know the school's strengths and areas for development through effective self-evaluation and whole school reviews;</b></p>	<ul style="list-style-type: none"> <li>• Implement bi-annual programme of whole school self-evaluation which are aligned with school priorities and AOLE focused.</li> <li>• Raise accountability of leaders in reporting on their own standards and provision to each other and to governors.</li> <li>• Implement a programme of evaluation through Listening to learner activities which are aligned to key priorities and impact on future change.</li> <li>• Improve support and consistency of how leaders and teachers report on standards of learning experiences and impact of provision effectively.</li> <li>• Enable leaders to have autonomy over the direction of their areas of responsibility by providing templates for key documents which are meaningful and measurable (e.g DDPs).</li> <li>• Increase accountability and opportunity for a wide range of leaders to communicate on progress directly to governors and other stakeholders.</li> <li>• Utilise EAS and LA support effectively for specific areas of improvement for individuals or whole areas.</li> </ul>	<p><b>NRS DMW ADS</b></p> <p>SLT CoG ExLT HoDs HoYs A.HoD HoSkills Middles leaders</p>	<p>EAS gov. support services.</p> <p>Governor training.</p>	<ul style="list-style-type: none"> <li>• Outcomes of termly AoLE reviews and annual thematic reviews are shared widely with leaders to develop practice and improve.</li> <li>• All staff are observed at least once annually with clear feedback and as part of evaluation.</li> <li>• Listening to learner activities inform SER and drive school improvement.</li> <li>• All leaders present self-evaluation findings to governors annually.</li> <li>• Governors work more closely with middle leaders to support and evaluate.</li> <li>• Development planning at Croesyceiliog shows a consistent vision for the school at whole school and departmental level.</li> <li>• Work with the SIP has impacted specific areas of school improvement (as intended) – team around the</li> </ul>	<p>Whole school T+L review AOLE reviews – written reports.</p> <p>LM meeting</p> <p>Reports to SLT and GB provide feedback on the NEIR</p> <p>School SE cycle documentation supported by all leaders.</p> <p>Termly L2L and annual wellbeing reviews.</p> <p>QA calendar L2L surveys, reviews and minutes.</p>

	<ul style="list-style-type: none"> <li>• Introduce the revised Instrument of Government at Croesyceiliog School and utilise this to ensure governors have high quality impact on the schools vision and are supported in holding leaders to account.</li> <li>• Ensure all leaders have received sufficient PL on the changes to ESTYN inspectorate principles and begin to move school planning and evaluation procedures in line with these.</li> </ul>			<p>School meetings demonstrate progress.</p> <ul style="list-style-type: none"> <li>• Leaders are engaged in LA and EAS professional learning designed to empower them as leaders</li> <li>• The school is ready to align planning and evaluation with new ESTYN inspection guidance.</li> </ul>	<p>DDPs/ AOLEDPs</p> <p>SIP meeting minutes / TATS meetings</p> <p>PL tracker – SLO survey</p> <p>Governor voice and link activity reports Estyn training.</p>
<p><b>4.3 Professional learning appropriately supports staff development and professional entitlement whilst fostering a positive culture and ethos which encourages career progression.</b></p>	<ul style="list-style-type: none"> <li>• Create a professional learning programme for all staff to include in-house and external agency provision, set in context of SDP and tiered for training to be appropriate to experience.</li> <li>• Conduct monthly reviews of professional learning undertaken and look for opportunity to develop our work as a School as a Learning Organisation (SLO) by being outward looking and influencing practice in other schools</li> <li>• Adapt professional learning plans accordingly to address in year changes and our partnership offer with SIP school.</li> <li>• Further develop leadership of pedagogy including the development of Instructional Coaches whilst building a toolkit of best practice and the 'Croesy five' for all.</li> <li>• Improve systems for tracking and monitoring Professional learning</li> <li>• Provide a strong focus on staff wellbeing through day to day communication and embedding of the staff wellbeing and professional entitlement policy.</li> <li>• Facilitate wellbeing and school community activities for all staff each term</li> <li>• Create wellbeing board in staffroom and other communal areas, including staff briefing to share resources and support materials</li> </ul>	<p><b>NRS DMW ADS DHS</b></p> <p>SLT CoG ExLT HoDs HoYs A.HoD HoSkills Middles leaders</p>	<p>Ex agency costs</p> <p>INSIGHT leadership</p> <p>SIP school release costs.</p> <p>Staff perks and intervention for wellbeing</p> <p>Walkthru Subscription</p> <p>Cover costs</p>	<ul style="list-style-type: none"> <li>• PLP supports professional learning for all staff. This fosters a culture for learning amongst the adults in the school.</li> <li>• Capacity has been increased to deliver team teach training to all staff within school</li> <li>• Professional learning for leaders moves the school forward.</li> <li>• Standards in learning and learner products demonstrate effectiveness of PL, particularly in skills and presentation expectations.</li> <li>• Croesyceiliog has become an SLO school through work with external agencies in providing professional learning support to other schools and the development of teaching.</li> <li>• PL tracker allows monitoring of impact of PL and patterns in staff need and access to meaningful PL.</li> <li>• The school is regarded as a centre of excellence across the region.</li> <li>• QA by EAS SIP evidences accurate whole school and ML SE judgements of standards, skills, provision and attitude to learning</li> </ul>	<p>QA by EAS SIP Track how staff log PL and make use of the EWC passport.</p> <p>Whole school reviews- leadership</p> <p>Actions points from staff forum and actions</p> <p>Impact on wider policy, external influence</p> <p>TATS SLO Visitor questionnaires</p> <p>PI tracker</p> <p>Staff wellbeing survey reports to HT, governors and staff</p> <p>LM meeting notes</p>

<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Produce and implement an action plan to reduce the in-year deficit. Report on this termly.</li> <li>• Tighten LOA protocols and tracking to ensure equity and Address ongoing overspends on supply staff</li> <li>• Tighten monitoring of supply costs to dramatically decrease costs of staff cover</li> <li>• Explore alternative options for cover supervision and cover protocols i.n the absence of staff to reduce costs of supply.</li> <li>• Streamline spending (and the systems within it) to reflect school priorities.</li> <li>• Continue to improve internal audit processes and address audit recommendations around record keeping for ICT / digital resources</li> <li>• Increase accountability of leaders utilising capitation and ensure they have professional learning to support them doing this well.</li> <li>• Introduce monthly financial meetings between ALNCO and Business Manager to address financial entitlement of ALN students.</li> <li>• Undertake an audit of spending on service level agreements and contractors to highlight potential savings to be made</li> <li>• Make better use of LA funding and other grants to support school funds, encouraging all leaders to seek and apply for funding themselves</li> <li>• Review and Improve financial management of staffing, particularly curriculum and leadership.</li> <li>• Generate more income into the school through use of site and other avenues.</li> <li>• Increase the capacity of the site team to meet the needs of our growing community and lettings as well as mini bus management.</li> </ul>	<p><b>NRS FHN</b></p> <p>SLT CoG ExLT HoDs HoYs A.HoD HoSkills Middles leaders</p>	<p>Budgeting support (external if needed)</p> <p>Cover supervisor and resources.</p> <p>Digital grant</p> <p>School site hire site</p> <p>Additional site team member.</p> <p>Mini bus training.</p>	<ul style="list-style-type: none"> <li>• The school has significantly recued or eradicated in year deficit spend.</li> <li>• Budget is secure and systems for monitoring ledger spends are robust.</li> <li>• Planning of budget sits firmly aside the school development plan.</li> <li>• Supply costs are reduced significantly with effective processes for cover supervisors in place.</li> <li>• Review of all SLAs (Cleaning, SRS and Mutual fund) has been undertaken with decisions made to ensure value for money.</li> <li>• AOLE leads have received guidance and support in managing of their budgets</li> <li>• ALN funding matches the need of students – systems to identify need are robust and involve multiple key staff.</li> <li>• ALN staffing costs do not exceed funding and AWPU</li> <li>• Internal audit processes are up to date for school equipment and ICT.</li> <li>• The school site is hired regularly and accessed by the wider community. This generate funds into the school to allow for maintenance and repair of facilities.</li> </ul>	<p>Termly resources BM report</p> <p>Budget tracker Audit reports</p> <p>LM meeting notes and action points with BM</p> <p>BM budget meetings with ALNCo</p> <p>Inclusion Strat mtg minutes / ALN funding planning.</p> <p>Intervention trackers</p> <p>IDPs – ALP identified</p> <p>schoolshire data shows demand</p>
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**Appendix 1: Specific Grant Expenditure 2024-25**

**Schools Standards Grant**



SDP	National Mission	Planned Activity	Funding Source	Type of Spend	Success Criteria	Cost
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1.1 1.2 1.3 1.4  3.1 3.2 3.3 3.4	High-quality teaching and leadership	Implement high quality AR+R which is learning centred, providing appropriate information to stakeholders on how their child can make further progress in the future.	<b>SSG</b>		<ul style="list-style-type: none"> <li>• Research AR+R approaches</li> <li>• Implement new systems of AR and R where appropriate</li> <li>• Support the PL of staff in implementing systems.</li> <li>• Ensure all stakeholders are involvement in the process of self-evaluation for new AR+R system.</li> </ul>	£2333
	High-quality teaching and leadership	Improving the quality of Teaching and Learning utilising skills (literacy, numeracy and DCF and bilingualism) in lessons. Continuous drive of the key parameters.	<b>SSG</b>	Staffing Resources Release Cover	<ul style="list-style-type: none"> <li>• All staff have undertaken meaningful PL. Ongoing self-evaluation demonstrates consistency in approach to literacy and numeracy key parameters in lessons, learner product and curriculum provision. Leading to increased student outcomes, particularly in Maths and Science.</li> </ul>	£64,000 Staffing £5000 resource
	High-quality teaching and leadership	Additional teaching of Maths and English to improve 'expert' teaching of Maths and English and deliver to key marginal groups.	<b>SSG</b>		<ul style="list-style-type: none"> <li>• Outcomes in APS lit and numeracy increase.</li> <li>• Increase in Level 1 outcomes in relation to literacy and numeracy.</li> <li>• Work scrutiny supports enhanced education of skills.</li> <li>• Learner product and learner voice demonstrate effective practice in digital competence and consistency in approach across depts.</li> </ul>	£55000
	High-quality teaching and leadership	Intensive support and testing of literacy to ensure early intervention. HLTA	<b>SSG</b>			
	Learning for life	Raising standards of student in KS4 through utilising independent learning resources. GCSE Pod purchase and roll out to all year 10 and 11 students.	<b>SSG</b>		<ul style="list-style-type: none"> <li>• All KS4 students utilising GCSE pod to enhance their learning and raise their standards.</li> <li>• Performance of MAT has increased which leads to an increase in CPS</li> <li>• Parent zone section of the website provides relative information that parents utilise to support their child.</li> <li>• Parent voice positively reflects reporting systems.</li> <li>• Standards at all key stages consistently place the school in line with / above expectations in nearly all indicators</li> </ul>	£15,000
	High-quality teaching and leadership	Ensure the robust staffing in science to improve standards and introduce programme of intervention support.			<ul style="list-style-type: none"> <li>• Additional Science teaching enables learners to learn in smaller groups more bespoke to their needed.</li> <li>• ALN students are included in the science curriculum and perform well.</li> <li>• Residuals indicate increased value in learning experience across science due to preventative support.</li> </ul>	£43,000
	Cymraeg belongs to us	Supporting the delivery of Education Strategic	<b>SSG</b>		<ul style="list-style-type: none"> <li>• Links to bilingualism in all SOL and visual displays across al depts.</li> </ul>	£2,401



		Planning towards Cymraeg 2050 – Leader of Welsh costs and resources to implement schools bilingualism action plan.			<ul style="list-style-type: none"> <li>Implementation of Criw Cymraeg with ambassadors for Welsh language raising the profile across the school.</li> <li>Increased use of Welsh by all staff.</li> </ul>	Leader of Bilingualism £3401
					<b>Total</b>	<b>£190,135</b>
					<b>Variance</b>	<b>0</b>

### Welsh in Education Grant (EAS GRANT)

SDP	National Mission	Planned Activity	Funding Source	Type of Spend	Success Criteria	Cost
1.3 3.1 3.3	Cymraeg belongs to us	Release costs for Welsh staff to undertake visits to Curriculum Partner Schools and networking opportunities.	WEG	Release costs Staffing Resources for learner displays to raise the profile.	<ul style="list-style-type: none"> <li>Bilingualism Action plan firmly embedded</li> <li>Continuum of learning from year 6-year 8 is developed between cluster schools.</li> <li>Starter Iaith implementation is successful</li> <li>Profile of Welsh language is improved across the school as evidence in lesson observations and student voice</li> </ul>	£2000
	Cymraeg belongs to us	Release costs and TLR costs for Welsh staff to undertake research and enquiry into approaches to bilingual teaching methods	WEG			£3271
	Cymraeg belongs to us	Release costs to work with cluster of schools to support CfW development on bilingualism and the continuum of Welsh language	WEG			£1000
					<b>Total</b>	<b>£6261</b>
					<b>Variance</b>	<b>£0</b>

### PL Grant (EAS GRANT)

SDP	National Mission	Planned Activity	Funding Source	Type of Spend	Success Criteria	Cost
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3.1 3.2 3.3	High quality teaching and leadership	Creating time for all practitioners to develop skills and practice to deliver high quality teaching and learning.  Development of digital toolkit for staff	PL	Release costs Professional Learning Course / Delivery costs Resources Time / cover Sharing space website purchase	<ul style="list-style-type: none"> <li>Digital toolkit for staff completed which follow exemplifies the learning manifesto in practice.</li> <li>Secured the highest standards in learner products and summative outcomes commensurate with ability</li> <li>Performance of MAT has continued to improve</li> <li>Parent voice positively reflects reporting systems.</li> <li>Creation of digital toolkit for teachers</li> <li>Implement a series of Professional Learning sessions to address how we track, monitor and improve student progress</li> </ul>	Release costs – £12,000
	High quality teaching and leadership	Purchase of Walkthroughs programme to support the development of the Croesy five.				
	High quality teaching and leadership	Head of Subjects to attend networking events throughout the year for any of the following: - WJEC qualifications - CfW - Skills	PL			Release costs £5000  Resources (Walk thrus, Voice 21)
	Learning for life	External agency delivery of professional learning to support School priorities, particularly: - Metacognition - Challenge - Equity and Diversity - Leadership	PL			
					<b>Total</b>	<b>£30069</b>
					<b>Variance</b>	<b>£0</b>

### PDG (LA GRANT)

SDP	National Mission	Planned Activity	Funding Source	Type of Spend	Success Criteria	Cost
2.1 2.2	A positive education	Recruitment of Wellbeing Achievement Officers to	PDG	Staffing	<ul style="list-style-type: none"> <li>RADY policy is embedded and all staff subscribe to its values through their teaching.</li> </ul>	£172,030

2.3	experience for everyone  Breaking down the barriers	enhance the support given to families and students  Additional provisions for hardest to reach students and those at risk of NEET in KS4. Strive and In-reach provision staffing			<ul style="list-style-type: none"> <li>Internal data demonstrates a strong ethos and positive attitudes to learning.</li> <li>PDC secures high quality learning on emotional health and wellbeing and builds resilience of learners.</li> <li>Safeguarding and behaviour data of vulnerable groups has improved.</li> <li>Reduction in students demonstrating repeated negative behaviours</li> <li>Impact of provision for student wellbeing including analysis of attendance, log of in-school interventions and referrals to outside agencies.</li> <li>Reduction of NEETs and better process to earlier identify potential risks are in place.</li> </ul>	£54,000
1.1 1.3 2.1 2.2	Breaking down the barriers  Breaking down the barriers	Teaching and Learning responsibilities for x2 skills leaders to focus on Literacy and Numeracy.  Engagement with strategies such as Voice 21 and Accelerated Reader to improve literacy across the school, with a particular focus of students with FSM.		Staffing Resources	<ul style="list-style-type: none"> <li>Literacy, numeracy APS consistently exceeding Welsh average</li> <li>Literacy levels of students have improved, significantly with students who are eFSM and receiving interventions.</li> </ul>	£10,718
	A positive education experience for everyone	Enhanced nurture provision to utilise emotional wellbeing and build resilience of FSM students.		Staffing	<ul style="list-style-type: none"> <li>Student wellbeing and management of their wellbeing has improved.</li> <li>Bullying rates decrease</li> <li>Student senydd and students leadership play an impactful role in school improvement.</li> </ul>	£38,248
2.1 2.2 2.3 2.4	A positive education experience for everyone  Breaking down the barriers	Enrichment activities (including release costs for staff) for KS3 learners (at least 60% of activities to be focused on KS3) to ensure early intervention for students with low aspirations (Speakers for Schools, - Dog therapy - RADY, Mentors) WRU officer to work with students on FSM		Staffing	<ul style="list-style-type: none"> <li>Increase in enrichment activities across a wider range of students.</li> <li>Tracking of students attending enrichment and/or intervention has improved – systems are robust and data driven.</li> <li>Inclusion team work closely and effectively with the pastoral teams to identify need.</li> <li>Increased attendance to in – school interventions including breakfast club.</li> <li>Increase number of girls engaged with Rugby.</li> <li>Programme of rugby intervention in place to address needs of students</li> </ul>	£4565  £20,000

		registers in additional to vulnerable groups.				
1.1 1.2 2.1 2.2	A positive education experience for everyone	Enrichment activities and masterclasses for KS4 FSM students to increase aspirations and career educations.	PDG	Staffing Resources	<ul style="list-style-type: none"> <li>Increased number of FSM students attending masterclasses/ revision session in KS4.</li> <li>Narrowing of the gap of FSM students – less than 10% gap is evident.</li> </ul>	£4000
2.2 2.3	A positive education experience for everyone  Breaking down the barriers	Support the staffing of Wellbeing and Behaviour provision to implement new systems and enhance wellbeing support for learners from vulnerable groups. To oversee improved intervention coordination across the school.	PDG	Staffing	<ul style="list-style-type: none"> <li>Highly effective use of all inclusion spaces maximises the space</li> <li>Increased use of restorative practice to support student self-reflection and improve relationships</li> <li>Testing, monitoring and tracking is rigorous from year 7-11 ensuring all students ability for skills are measured and appropriate interventions put in place.</li> <li>All interventions undergo robust tracking with clear entry and exit criteria for all.</li> <li>Parent communication regarding interventions has Improved.</li> </ul>	£15,431
2.4	Community Based learning  Breaking down the barriers	Attendance Community Engagement officer to work with most deprived / hard to reach families and develop a programme of re-engagement (PDG EOTAS)	PDG	Staffing	<ul style="list-style-type: none"> <li>Standards at all key stages consistently place the school in line with / above expectations in nearly all indicators</li> <li>Reduction of NEETs and better process to earlier identify potential risks are in place.</li> <li>Curriculum and pastoral leadership works in alignment to identify and close gaps.</li> <li>DOF breakfast meeting are robust and hold leaders to account.</li> <li>Parent attendance to additional engagement events has increased.</li> <li>Stakeholder voice suggests website more fit for purpose and engagement 'hits' are measured and demonstrate increases.</li> <li>RADY policy is embedded and all staff subscribe to its values through their teaching.</li> <li>Ongoing improved engagement from parents to attend parent evenings and physically come into the school.</li> </ul>	£31,680
2.4 3.1 4.1	Community based learning	Running of family engagement events in school to bridge the gap between school and community. Funding to support staffing of these and resources.	PDG		<ul style="list-style-type: none"> <li>Parent attendance to additional engagement events has increased.</li> <li>Stakeholder voice suggests website more fit for purpose and engagement 'hits' are measured and demonstrate increases.</li> <li>RADY policy is embedded and all staff subscribe to its values through their teaching.</li> <li>Ongoing improved engagement from parents to attend parent evenings and physically come into the school.</li> </ul>	£2500
2.1 2.2 2.3	Breaking down the barriers	Supply of uniform to support most deprived families.	PDG		<ul style="list-style-type: none"> <li>Attendance rates place the school consistently above modelled expectations, with all groups of students in line with, or above, comparators</li> </ul>	£2000
	Breaking down the barriers	TLR payments for Directors of Wellbeing responsible for CLA students in their year groups. Expectation to track progress and	PDG		<ul style="list-style-type: none"> <li>Exclusion rates to be consistently lower than local and national averages</li> <li>excellent attendance is recognised and rewarded.</li> <li>Students identified as hard to reach have successfully graduated through stages of returning to school.</li> </ul>	£18,872

		secure continual support to them and families.				
					Total	<b>£374,044</b>
					Variance	<b>0</b>

### ALN Implementation Grant (LA GRANT)

No	National Mission	Planned Activity	Funding Source	Type of Spend	Success Criteria	Cost
1.4 2.1 2.2 3.1 3.2	Breaking down the barriers  A positive learning experience for everyone	Fund Admin assistant to support the ALNCo in delivering person-centred planning with children, young people and their parents.	ALN implementation grant	Staffing	<ul style="list-style-type: none"> <li>Student voice capture positive experiences of students with ALN in lessons.</li> <li>Performance of nearly all ALN learners meets or exceeds expectations over time.</li> <li>ALNCO has developed a system for reporting on ALN standards to leadership and stakeholders</li> <li>All IDPs are completed and ALN bill is met by August 2024</li> </ul>	£20,000
	Breaking down the barriers  A positive learning experience for everyone	Back fill for ALNCo to undertake professional learning and work with further education institutions to reduce NEETS and enhance ALP offer post 16.	ALN implementation grant	Release cover		£4,088
					<b>Total</b>	<b>£24,088</b>
					<b>Variance</b>	<b>£0</b>

## Appendices 2 – Outcomes 2024-25

### STANDARDS 2023-24

Performance against the **CAPPED POINTS SCORE** indicator remains good at 352.4 (CPS9 - best English, maths and science and best 6 other grades).

These are very positive point averages and, whilst slightly below 2023/24 demonstrate an upward trajectory upon 2019 outcomes. This reflects the increases in attainment in both core and non-core over a number of years. Whilst the school target was 375 we feel that 352 is a good outcome based on continued attendance challenges and the national drive to return to pre-2019 outcomes.

It is clear that even though attendance is one of our biggest challenges in comparison to 2019 our outcomes are still better. With continued improvement on attendance we are confident that our outcomes will increase. A reminder of our attendance challenges are outlined in the following table:

	Y11 Wales average	Yr 11 total	eFSM	nFSM
2018 - 2019	93.9%	93.9%	89%	95%
2022 - 2023	85.9%	85.9%	76.2%	84.9%
2023 - 2024		85.2%	73.2%	88.0%

In the table below you will find a breakdown of indicators with identification of performance against 2019 coded with Red (less than 2019), Amber or Green (Above 2019). Overview of Capped Point Score in comparison to last year (22/23) and 2019 demonstrates that the school remains above performance of 2019 in all but one indicator.

	23/24	22/23	18/19
<u>APS</u>	352.4	360.4	335.9
Literacy APS	39.54	42	38
Numeracy APS	36.5	37	35
Science APS	32.74	33	33
WBQ SCC APS	39.46	40	32
L2+ Lang only	44.9%	59%	41%
L2+ Lang/Lit	50.4%	60%	45%
5A*/A	12.39 %	20%	9%

### **Comparison of outcomes in relation to 'old-style' indicators:**

66.24% of students attained at least 5 A\*-C grades (or equivalent) which remains in line (67%) with last year and 7% above 2019 outcomes. With the introduction of additional provisions to meet the needs of a range of learners and an acute focus on underperforming option subjects we hope to see this improve in 23/24 outcomes.

- 64% of students gained an A\*-C GCSE grade in either English Language or literature;
- 56% of students gained an A\*- C GCSE grade in either Maths or numeracy;
- 53% of students gained an A\*-C GCSE grade in one of their science courses which is an increase of 3% upon last year.
- In WBQ Skills Challenge Certificate (SCC) with 78% of students gaining an A\*-C GCSE grade.
- Average points scores for literacy was 40 points, numeracy 37 points, science 33 points and WBQ skills challenge 39 points. These show a pattern of being below 2022-23 but remaining above 2019.

There are also very pleasing performances when using percentages rather than points. Highlights include:

- ✓ The number of students gaining 5 or more grades at A\*/A was 13%;
- ✓ Performance in the core subjects at A\*/A GCSE grades was strong with 20% in English/Literacy, 12% in Maths/Numeracy, 12% in science and 22 % in WBQ skills challenge certificate.
- ✓ For the L2+ measure (English Language, best maths GCSE plus three other GCSEs; note no more than two vocational GCSEs allowed) we achieved 45%.
- ✓ For the L2+ measure (Best English, best maths plus three other GCSEs; note no more than two vocational GCSEs allowed) we achieved 50%.
- ✓ All core subjects performed well:
  - 64% of students gained an A\*-C GCSE grade in either English Language or literature;
  - 56% of students gained an A\*- C GCSE grade in either Maths or numeracy;
  - 53% of students gained an A\*-C GCSE grade in one of their science courses.

The following table outlines progress made since 2019 against **previous key performance indicators**. We remain at least 5% above 2019 outcomes for students gaining at least 5 A+-C grades including English and Maths.

	Summer 2024	Summer 2019	Summer 2023
<b>L2 Threshold</b>	66.24%	59%	67%
<b>L2+ Lang/Lit</b>	50.43%	45%	59%
<b>5A*/A</b>	12.39	9%	20%
<b>L1</b>	92.31%	95%	94%

The level one indicator continues to be an areas which requires constant scrutiny. Challenges with attendance linked to Covid and wellbeing mean that more subjects than in previous years saw more learners not achieving at least a G grade. This directly impacts the 5 G grades or above (level 1) indicator. The following subjects saw 10% or more not attaining at least a G grade in their subject and will implement a strategy for improvement moving forward. The following table offers a more detail scrutiny behind the challenges we need to overcome as we plan our raising standards strategy for 2024-25.

In total 18 students did not attain at least 5 A\*-G grades and therefore did not secure the level 1 performance indicator. A further analysis of this shows that of these 18 students

- 7 were boys and 11 girls
- 2 students were in year transfers who joined us during year 11.
- 5 students were educated at the PRU
- 8 students were receiving free school meals
- 9 students had an attendance figure of below 25%
- Only 2 students had an attendance figure above 90% and one of these attended the PRU.
- 11 students were receiving 2 or more interventions in school (when they were in).

### Groups of learners analysis

Outcomes for our disadvantaged students were in line with expectations and the gap between nFSM and FSM has narrowed for all key indicators. This year we had 41 eFSM students, headlines include:

- Outcomes for the capped points score 9 (CPS9 - best English, maths and science and best 6 other grades) was 285 points, this equates to 2 GCSE C grades and 7 GCSE D grades per student.
- Average points score for literacy was 31 points, numeracy 29 points, science 23 points and WBQ SCC 31
- 12 students achieved a C GCSE grade or above in English;
- 12 students achieved a C GCSE grade or above in maths;
- 9 students achieved a C GCSE grade or above in science;
- 26 students achieved a C GCSE grade or above in WBQ SCC;
- 15 students achieved the L2 threshold measure

As a school our more able students secured strong results that reflect our renewed focus on increasing aspirations for these students through increased challenge evident in our pedagogy.

- ✓ 7 students achieved outstanding results of 11 or more A\* GCSE.
- ✓ 8 students achieved 9 or more A\*/A GCSE grades or equivalent:
- ✓ 13% of students gained 5 or more A\*/A GCSE grades or equivalent.

There were also other notable successes, these included:

- ✓ Outcomes for our more disadvantaged students were above expectations and demonstrate the comprehensive support on offer at Croesyceiliog;
- ✓ Positive outcomes for our targeted ALN students reflecting the differentiated curriculum offer and inclusive approach we have at Croesyceiliog. Our school action students achieved:
  - 1 achieved 5 or more GCSE grades or equivalent at A\*-C
  - 6 achieved 5 or more GCSEs or equivalent at A\*-G

## Wales comparisons

In Maths and English the A\*-A performance is excellent in comparison to national figures and student studying separate science are also working above national averages. Maths and English Lit are performing well in relation to all Wales figures at A\*-C and English Language is close to matching national performance. Double award Science sit 20% below Wales figures.

<b>Wales Core Comparison</b> <b>(% of FSM students in Year 11)</b>	<b>School 2019</b> <b>(18% FSM)</b>	<b>School 2023</b> <b>(28% FSM)</b>	<b>School 2024</b> <b>(29% FSM)</b>	<b>Wales 2024</b> <b>(23% FSM)</b>
Maths A*-A	14.7%	18.2%	11.5%	12.9%
Maths A* - C	49.4%	60.2%	53.4%	48.8%
Numeracy A* - A	9.6%	14.4%	6.8%	13%
Numeracy A* C	44.2%	50.9%	48.7%	52.3%
English Lit A*-A	8%	24.2%	18%	18.8%
English Lit A* - C	58.8%	70.3%	62%	72.1%
English Lang A* - A	8.8%	23.3%	8.6%	11.2%
English Lang A* - C	52.6%	67.8%	53%	53%
Separate Science Biology A* - A	29.6%	46.7%	33.3%	42.8%
Separate Science Chemistry A* A	19.2%	56.7%	34%	43.6%
Separate Science Physics A* - A	25%	56.7%	40.7%	44.6
Separate Science Biology A* - C	75.9%	100%	100%	88.6%
Separate Science Chemistry A* C	71.2%	100%	100%	89.6%
Separate Science Physics A* - C	75%	100%	100%	89.7%
Double Award A* - A	1.6%	6.3%	1.1%	7.6%
Double award A* - C	34.8%	32%	26.26%	49.6%



**Subject by Subject breakdowns: Core**

Core Qualification	2024				2023				2019			
	Cohort Size	A*-C	A*-C	APS	Cohort Size	A*-C	A*-C	APS	Cohort Size	A*-C	A*-C	APS
English Language	234	52.56%	123	36.1	236	67.80%	160	39.9	251	52.59%	132	35.8
English Literature	234	61.97%	145	36.9	236	71.19%	168	39.6	250	58.00%	145	36.1
Maths	234	52.99%	124	35.3	236	60.17%	142	36.1	251	49.40%	124	34.3
Maths Numeracy	234	47.86%	112	32.6	236	51.27%	121	33.7	251	44.22%	111	30.2
Biology	53	100.00%	53	46.5	30	100.00%	30	49	54	75.93%	41	42.2
Chemistry	53	100.00%	53	47.1	30	100.00%	30	50.2	52	71.15%	37	41.5
Physics	53	96.23%	51	47.3	30	100.00%	30	49.8	56	75.00%	42	40.9
Science Double	175	26.86%	47	27.7	206	32.04%	66	29.8	187	34.76%	65	30.2
Skills Challenge	234	78.63%	184	39.7	236	80.93%	191	40	247	70.45%	174	32.8
Welsh	234	41.45%	97	29.8	236	44.49%	105	30.7	227	56.39%	128	35.5

**Subject by Subject breakdown: Non core**

Non-Core Qualification	2024			2023			2019		
	Cohort Size	A*-C	APS	Cohort Size	A*-C	APS	Cohort Size	A*-C	APS
Additional Mathematics	19	94.74%	47.68	30	70.00%	35	19	94.74%	49.74
Art	42	88.10%	43.86	37	97.30%	47.46	38	76.32%	42.05
Business - Retail Award	21	42.86%	32.67	40	55.00%	35.88	14	100.00%	41.93
Digital Technology	59	69.49%	41.73	73	43.84%	32	50	76.00%	42.76
Drama	13	69.23%	41.38	13	69.23%	41.85	32	65.63%	40.19
Equality and Diversity Award	10	100.00%	46	19	100.00%	46			
Equality and Diversity Certificate	211	100.00%	46	198	100.00%	46	18	100.00%	46
Food & Nutrition	43	41.86%	33.81	32	50.00%	36.63	18	50.00%	37
French	3	100.00%	48	11	81.82%	42.73	18	61.11%	40.33
Geography	34	52.94%	36.35	57	63.16%	38.28	83	50.60%	35.42
Health & Social Care	35	65.71%	38.63	42	54.76%	38.19	35	37.14%	33.03
History	100	73.00%	41.88	88	77.27%	43.84	64	67.19%	39.69
Media Studies	48	41.67%	31.5	26	50.00%	36			
Music	8	50.00%	34.75	8	25.00%	28.25	11	36.36%	36.73
P. E.	37	91.89%	46.81	47	72.34%	42.43	21	85.71%	44.29
Photography	19	89.47%	47.89	23	91.30%	47.04			
Product Design	43	46.51%	33.53	35	37.14%	34.63	15	40.00%	35.2
Public Services	65	84.62%	42.95	59	76.27%	38.17	54	100.00%	46
R. E.	25	72.00%	41.68	33	69.70%	41.82	40	57.50%	39.75
Spanish	8	75.00%	44.5	7	28.57%	34			
Sport First Award	29	62.07%	34.72	10	80.00%	38.8	33	100.00%	46