



St Illtyd's Catholic High School

School Improvement Plan: 2022-23



Ethical, Informed Citizens Ambitious Capable Learners

Enterprising, Creative Contributors

Healthy, Confident Individuals

Whole School Targets Key Stage 4

Key Performance Indicator	FSM	All Pupils	KPI	All Pupils
Achieving the Level 1 Threshold	100%	95%	Capped 9	390
Achieving the Level 2 Threshold	65%	70%	Average Literacy Score	40
Achieving the Level 2 Threshold including English and Maths	40%	60%	Average Numeracy Score	38
Five or more A* - A	5%	15%	Average Science Score	38
Capped Nine including best English, Maths and Science	360	375	Average SCC Score	40

Whole School Targets Key Stage 3

Key Performance Indicator (KPI)	FSM			All Pupils		
Achieving L5+ / L6+ / L7+ English	90%	50%	15%	95%	65%	25%
Achieving L5+ / L6+ / L7+ Maths	90%	50%	15%	95%	65%	25%
Achieving L5+ / L6+ / L7+ Science	90%	50%	15%	95%	65%	25%

Key to Progress against target

	Very Good progress towards meeting action
	Strong progress towards meeting action
	Satisfactory progress towards meeting action
	Limited progress towards meeting action



SCHOOL IMPROVEMENT TARGETS FOR 2020-23

Learning

We will drive innovation in learning and teaching

We will ensure the quality of teaching across the school is at least “good” with at least 25% of lessons judged as “excellent”

We will continue to develop the quality of learning through the systematic sharing of good practice

We will involve pupils in measuring the standards of learning in lessons

We will develop effective practices in the teaching of skills including resilience and independence

Ethos

All staff to be inducted in mission and ethos of a RC school

We will provide opportunities for spiritual development of all members of our community

We will develop future leaders of Catholic schools

We will increase development of Welsh for our community

Achieve

We will be in the top 10% of similar schools in standards of achievement in Key Stage 3 and Key Stage 4

We will be in the top 10% of similar schools for attendance

Develop

We will be fully staffed with excellent teachers and support staff

We will link all performance systems to whole school priorities

We will develop systems to share effective practice in all aspects of our work

We will provide teams of trained staff and governors to support other schools

We will establish an in-house training plan to support and develop all staff

School Systems and Processes

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CATHOLICITY		
SKILLS	LEARNING AND TEACHING	NEW CURRICULUM
Literacy	Curriculum, Interventions	St Illtyd's Six - Walkthrus
Numeracy	Curriculum, Interventions	Differentiation
DCF	Curriculum, Resources	Assessment For Learning
Wider	Curriculum, Identify	Routines
Monitoring Evidence Impact		
STANDARDS		

CATHOLICITY	
WELLBEING	ALN
Staged Response	Staged Response
Programmes of Support	Programmes of Support
Specific Interventions	Specific Interventions
IDP	
Monitoring Evidence Impact	
STANDARDS	

CATHOLICITY		
SYSTEMS AND PROCESSES		
School Self Evaluation and School Improvement Plan		
Department Self Evaluation and Department Improvement Plan		
Performance Management		
ARR Review		
Pupil Experience Reviews		
Monitoring Evidence Impact		
STANDARDS		



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St Illtyd`s Catholic High School Whole School Priorities 2022/2023 SIP Summary

Quality Indicator	Aspects		Areas to Improve
Learning	1.1	Standards and progress in skills	KS3 and KS4, Groups of learners, Skills
Wellbeing and Attitudes to learning	2.1	Wellbeing	Attendance, Charity, Pupil voice, House system
	2.2	Attitudes to learning	Resilience
Teaching and Learning Experiences	3.1	The breadth, balance and appropriateness of the curriculum	Implement the NC, Enrich the NC, Co-op with other schools
	3.2	Teaching and Assessment	St Illtyd`s six, Routines, AFL, Differentiation, SPAG
Care, support and guidance	4.1	Personal development (including spiritual, moral, social and cultural development and the provision of learning support)	Spiritual and personal development of all pupils Welsh Dimension Development Embed wellbeing structure Embed the ALN Bill
	4.2	Safeguarding	Sustain and improve Current Practice
Leadership and management	5.1	Quality and effectiveness of Leaders and Managers	Support, challenge and hold departments to account Enhance the facilities of the school
	5.2	Self-evaluation processes and improvement planning	Develop the DSE and DIP to raise standards Develop the role of the governing body in challenging and supporting the school and its aims
	5.3	Professional Learning	Continue to develop staff in relation to their position, needs and whole school priorities

(vision and leadership; curriculum, learning and teaching; well-being, equity and inclusion) Welsh Government

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Inspection Area #1 - Learning											
Aspect: 1.1 Standards and progress in learning and skills											
Target	ACTION How will the target be achieved?	Who	Cost	Monitoring/Progress	IMPACT Success Criteria How do you know? What will success look like						
Raise the number of pupils achieving Level 6 and Level 7 across the curriculum.	Target specific groups of learners with more opportunities to achieve level 6 and level 7 Greater differentiation Increase the level of challenge for MAT pupils	DBT	Time	Work ongoing Dec 2022	Number of pupils achieving levels 5, 6 and 7 will increase MAT pupils will be extended						
Increase the average points score in capped 9, English, Maths and Science	Differentiation in teaching and learning Continual focus on key marginals in dept. meetings and line management. Organise study sessions for all subjects prior to examinations. Regular moderation needed across depts. to Ensure accuracy of predictions. Raising standards meetings with Heads of faculty and Subject leader.	DBT	Time Resources PDG PLP	RSL Meetings Done Dec2022 Differentiation training done Dec 2022	Average points score to increase. 38.50 to 40.00 Capped 9 - 390 to 395 <table border="1"> <tr> <td>Lit</td> <td>39.76 to 40.00</td> </tr> <tr> <td>Num</td> <td>36.93 to 38.00</td> </tr> <tr> <td>Sci</td> <td>36.36 to 38.00</td> </tr> </table> See Appendix 1	Lit	39.76 to 40.00	Num	36.93 to 38.00	Sci	36.36 to 38.00
Lit	39.76 to 40.00										
Num	36.93 to 38.00										
Sci	36.36 to 38.00										



Aspect 1.1 Standards and progress of specific groups											
Target	ACTION How will the target be achieved?	Who	Cost	Monitoring/Progress	IMPACT Success Criteria How do you know? What will success look like						
Raise the attainment of FSM pupils	All staff fully aware of which pupils in their classes are FSM and targeted support and intervention in place to secure outcomes Embed Classcharts Reach for the sky programme	DBT	Time PDG PLP	Reach for the sky programme started FSM pupils highlighted to staff Class charts embedded	Increase in average points score for FSM pupils <table border="1"> <tr> <td>Lit</td> <td>36.38 to 38.00</td> </tr> <tr> <td>Num</td> <td>32.14 to 34.00</td> </tr> <tr> <td>Sci</td> <td>31.28 to 34.00</td> </tr> </table> See Appendix 1	Lit	36.38 to 38.00	Num	32.14 to 34.00	Sci	31.28 to 34.00
Lit	36.38 to 38.00										
Num	32.14 to 34.00										
Sci	31.28 to 34.00										
Reduce the gender gap between girls and boys attainment at Key Stage 3 and Key Stage 4	Departments to identify key marginals Departments to implement strategies to reduce the gap between girls and boys attainment Embed Classcharts Reach for the sky programme	DBT	Time PLP	Reach for the Sky programme started Work ongoing Dec 2022 Marginals identified	Gender gap reduced in capped 9, average points score and average points scores in Lit, Num and Sci						
Raise the attainment of EAL pupils	Ensure a high success criteria programme for literacy and Oracy is in place Targeted support to be organised for EAL teacher. EAL teacher to attend inclusion meetings. Embed Classcharts See ALN SIP	DBT	Time EIG MEAG PDG PLP	Immersion programme started Programmes started	Increase in average points score for EAL pupils <table border="1"> <tr> <td>Lit</td> <td>43.27 to 45.00</td> </tr> <tr> <td>Num</td> <td>40.18 to 42.00</td> </tr> </table>	Lit	43.27 to 45.00	Num	40.18 to 42.00		
Lit	43.27 to 45.00										
Num	40.18 to 42.00										



	Use Immersive Reader				<table border="1"> <tr> <td>Sci</td> <td>42.00 to 44.00</td> </tr> <tr> <td colspan="2">See Appendix 1</td> </tr> </table>	Sci	42.00 to 44.00	See Appendix 1			
Sci	42.00 to 44.00										
See Appendix 1											
Raise the attainment of MAT pupils	<p>MAT pupils identified in each subject</p> <p>Classroom support and extension put in place in all subjects</p> <p>Staff training</p> <p>Mentoring programme established</p> <p>Embed Classcharts</p> <p>See ALN SIP</p> <p>University visit</p> <p>In depth analysis of 2022 data</p>	DBT	<p>Time</p> <p>MAT Leader</p> <p>TLR</p> <p>£2,250</p> <p>PDG</p> <p>PLP</p>	<p>Mat Identified</p> <p>Mentoring started</p> <p>Extension on place</p> <p>Identified the 22 we need</p> <p>9 identified for mentoring</p> <p>MAT trips undertaken- creative writing, Biomed lab visit, Oxford Uni</p>	<p>Increase in A*/A</p> <p>See Appendix 1</p> <p>17.98% to 20.00%</p> <table border="1"> <tr> <td>Lit</td> <td>48.93 to 50.00</td> </tr> <tr> <td>Num</td> <td>48.23 to 50.00</td> </tr> <tr> <td>Sci</td> <td>46.70 to 50.00</td> </tr> </table>	Lit	48.93 to 50.00	Num	48.23 to 50.00	Sci	46.70 to 50.00
Lit	48.93 to 50.00										
Num	48.23 to 50.00										
Sci	46.70 to 50.00										
Raise the attainment of ALN pupils	<p>ALN Pupils identified and targeted support put in place according to their need.</p> <p>Embed Classcharts</p> <p>See ALN SIP</p> <p>Use Immersive Reader</p>	DBT	<p>Time</p> <p>PDG</p> <p>PLP</p>	<p>Identified, interventions in place and tracking for impact</p>	<p>Increase in average points score for ALN pupils</p> <table border="1"> <tr> <td>Lit</td> <td>32.04 to 34.00</td> </tr> <tr> <td>Num</td> <td>28.24 to 30.00</td> </tr> <tr> <td>Sci</td> <td>27.71 to 30.00</td> </tr> </table> <p>See Appendix 1</p>	Lit	32.04 to 34.00	Num	28.24 to 30.00	Sci	27.71 to 30.00
Lit	32.04 to 34.00										
Num	28.24 to 30.00										
Sci	27.71 to 30.00										



Aspect 1.1 Standards and progress in skills					
Target	ACTION How will the target be achieved?	Who	Cost	Monitoring/Progress	IMPACT Success Criteria How do you know? What will success look like
To raise standards in literacy through extended Writing	Continue to embed extended writing Depts to use differentiated 'structure strips' to aid quality of extended writing. Continue to build differentiation into extended writing planning. Develop higher order reading skills (inference and deduction). Class readers during registration time at KS3 and a range of enhancement activities such as Hay Festival, author visits etc. Reading tasks in registration Literacy booklets in registration Use Immersive Reader	DC MC	Time Resources	All actions started and are being monitored for impact	Increase in those achieving higher levels in KS3 and grades in KS4 Interventions impact data Reading Age improvement Value Added
To raise standards in literacy through Oracy	Introduction of Voice 21 strategies starting with listening and discussion skills during registration. Oracy tasks during registration – Yr 7 Staff to be trained by MLC in order to have maximum impact. Specific targeted oracy tasks	DC MC	Time Resources	All actions started and are being monitored for impact	Increase in those achieving higher levels in KS3 and grades in KS4 Observed pupil responses
To ensure the content of the literacy interventions meets the specific needs of the pupils.	By delivering a 3 tier literacy intervention system (key skills, termly intervention and weekly intervention). See LIT DIP	DC MC	Time	All actions started and are being monitored for impact	Pupils make progress in relation to their starting point



					Value Added data is clear Evidence of higher levels in extended writing See LIT DIP
To raise standards in numeracy through increased challenge	Sharing LNF diagnostics with Maths Dept High numeracy subjects to focus on the strands and elements of the new numeracy framework and to plan for progression in numeracy in SOW using the progression steps. Continue to embed numeracy skills where appropriate across the curriculum Consistent expectations and practice in the subject in terms of presenting data in graphs and charts with accuracy. Form tutors to deliver maths rigour and numeracy booklets to pupils	IP IS	Time	All actions started and are being monitored for impact How we do it at St Illtyd's poster Four key strands identified and to be delivered through training	Increase in those achieving higher levels in KS3 and grades in KS4 Consistent methodology of maths teaching across the school. Pupils are challenged in high numeracy subjects and are provided with numeracy extension work.
To ensure robust procedures and processes in place for identifying and monitoring pupils with weak numeracy skills	Identify pupils through LNF testing Numeracy TA to deliver high quality intervention programmes Three TA's delivering a graduated intervention programme Intro of BKSP programme Form tutors to deliver maths rigour to pupils CSC Advisor support Introduce Year 10 Numeracy buddies	IP IS	Time	All actions started and are being monitored for impact 1:1 support for groups less than 80 BKSP for 85 to 89 BKSP REVIEWED IN December – pupils to remain until next LNF test	New numeracy framework embedded in SOL Pupils with weak numeracy make suitable progress Pupils to develop greater confidence with everyday maths.



Raise standards of Digital competency skills	Develop DCF practice and resources in the four strands across the curriculum Specific staff training Focus on e safety 360 Cymru updated with progress.	LG HoF`s	Time Funding – top sliced from budget	All actions started and are being monitored for impact	Increase in those achieving higher levels in KS3 and grades in KS4 DCF rich tasks and the four strands are embedded across KS3 and KS4
Provide further opportunities for critical thinking and problem solving.	Identify where pupils are marshalling critical and logical processes to analyse, understand situations, and develop responses and solutions.	HoF`s	Time	All actions started and are being monitored for impact Skills Review Nov 2022	SOL evidence Work evidence Pupils making progress
Provide further opportunities to develop organization and planning in relation to work set.	Identify where pupils are implementing solutions, executing ideas, monitoring, and reflecting on results.	HoF`s	Time	All actions started and are being monitored for impact Skills Review Nov 2022	SOL evidence Work evidence Pupils making progress
Provide ‘space’ for pupils to develop their thinking and ideas.	Identify where pupils are generating ideas, openness, courage to explore ideas and express opinions.	HoF`s	Time	All actions started and are being monitored for impact Skills Review Nov 2022	SOL evidence Work evidence Pupils making progress
Provide opportunities for pupil-led elements of lessons to encourage pupils to explore ideas and develop independence.	Identify where pupils are reflecting on and understanding oneself and others, behaving in effective and appropriate ways, being an effective learner.	HoF`s	Time	All actions started and are being monitored for impact Skills Review Nov 2022	SOL evidence Work evidence Pupils making progress
Extend promotion of the Welsh language and culture in all subjects	Identify where pupils are given knowledge and experience of the Welsh language and culture Eisteddfod activities	DT HoF`s	Time	All actions started and are being monitored for impact	SOL evidence Work evidence



				Skills Review Nov 2022	Pupils making progress
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Inspection Area #2 - Wellbeing and attitudes to learning

Aspect: 2.1 Wellbeing

Target	ACTION How will the target be achieved?	Who	Cost	Monitoring/Progress	IMPACT Success Criteria How do you know? What will success look like
Further develop the current systems and processes in place for improving attendance	Staged response system in place Warning letters, medical evidence requests, parental meetings, attendance panels and fixed penalty notices. Attendance rewards	PM	Time PDG – Funding AHoY posts £64k	All actions started and are being monitored for impact	Increase in attendance across all year groups and as a school overall
School to support charities	Charity group established Use of rewards system Activities to support charities First give programme carried out	PM	Time	All up and running, charity work carried out and ongoing. First give complete	Pupil participation in charitable causes Money raised for charity
Promote still further pupil voice and develop the school council	Evidence of pupil voice in action and evidence of the achievements of the school council Faculty reviews pupil voice School Council	PM	Time	All actions started and are being monitored for impact	Regular year and school council Evidence of changes for the better as a result of activities
Establish and embed school house system	House system set up and in use Sports Day Eisteddfod with house points Attendance rewards	PM AF	Time Signage £1,200 Prizes	All actions started and are being monitored for impact	Increase in rewards House Competitions Sports Day



			£500		
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Aspect 2.2 Attitudes to learning					
Target	ACTION How will the target be achieved?	Who	Cost	Monitoring/Progress	IMPACT Success Criteria How do you know? What will success look like
Develop more resilient learners.	AFL and DIRT time Pupil voice activities Assemblies and related tutorial activities. Staff to promote independence – through homework and revision techniques. To integrate revision skills and resources into SOW to help build pupil resilience. Eg DIRT To continue with a budget for departments to bid capitation to run enrichment activities Rapid revision programme PSE Programme of learning Reach for the sky programme Complete emotional and mental health well being audit to identify any areas utilise our alumni to motivate and inspire Action Research on Pupil resilience – who?	MSJ DBT SLT HoF HoD CT MS	Time Resources £1,000 PDG – TA Interventions (ELSA etc.) £32k	All actions started and are being monitored for impact Skills Review Nov 2022	Increase in those achieving higher levels in KS3 and grades in KS4 Reduction in referrals Increase in attendance More Independent learning tasks and activities observed Hard to measure really though

Inspection Area #3 - Teaching and learning experiences
Aspect 3.1 The breadth, balance and appropriateness of the curriculum



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Target	ACTION How will the target be achieved?	Who	Cost	Monitoring Progress Impact on Learner Progress?	IMPACT Success Criteria How do you know? What will success look like
Continue to develop and implement the curriculum for Wales	Adopt curriculum and assessment arrangements	DBT	Time	All actions started and are being monitored for impact Skills Review Nov 2022	SOL in place and being worked through ARR in place Pupils making progress
	Publish a summary of the New Curriculum	DBT	Time	Done Sept 2022	Summary published
	Implement the curriculum	DBT	Time	Done Sept 2022	SOL in place and being worked through Pupils making progress
	Make arrangements for and conduct the ongoing assessment of every pupil throughout the school year	IS HoF's	Time	All actions started and are being monitored for impact	ARR in place Pupils making progress
	Make arrangements for and conduct on entry assessments of every pupil at certain points	IS	Time	Done and ongoing	ARR in place
	Work within school and with other schools to develop and maintain a shared understanding of progression. This is to be outlined in a plan	MSJ	Time	Done and ongoing	Science sow with cluster primary's in place Bug/Bee Hotels Plan in place
	Plan for transition of learners between schools	PM AF	Time	Done and ongoing	Transition plan in place Activities carried out



	Provide information to parents and carers so that they understand the progress their child is making	IS	Time	Done and ongoing	ARR in place Pupils making progress
	Promote knowledge and understanding amongst staff of the UNCRC and UNCRPD	MSJ	Time	Not started	Staff have resource
Co operate with other schools, settings, LA's and institutions	ITE Partnership Alliance with Cardiff Met Uni V21 Regional Oracy Dev CSC Numeracy support Open University Associate school status Sharing good practice with MIHS, WC, EH, WILL on attendance Sharing practice with faith schools Str RG, St Josephs, St Albans, Corpus Christi Developing science SOL with cluster primary's Attendance officer working with cluster schools	DBT MSJ IP CH		All of these programmes have started Dec 2022	Links established Pedagogy shared Students trained V21 techniques in place Num practice techniques evident in the classroom Systems and processes shared SOW in place Attendance improved
Enrich the curriculum through additional activities	Undertake additional Activities – detail to follow as the year progresses	MSJ HoF's	Costings on individual Activities tbc	Done and ongoing	Pupils undertaken enrichment activities

Aspect: 3.2 Teaching and assessment					
Target	ACTION How will the target be achieved?	Who	Cost	Monitoring/Progress	IMPACT Success Criteria How do you know? What will success look like



Embed the St Illtyd's six features of successful lessons	Continue to embed the St. Illtyd's six features of successful lessons through walkthrus with a department and individual specific focus	MSJ HoF's	Time Cover Costs Prof Learning Plan	Faculty review Performance management observation Pupil Voice Peer observation Learning walks Department work review process Additional support plans DIP	Increase in standards in KS3 and KS4. See Appendix 1+2 Increase in the number of lessons graded good or better. No unsatisfactory lessons.
	Introduction of the St Illtyd's six and criteria to all new staff	MSJ HoF's			
	Staff INSET training	MSJ HoF's			
	Sharing good practice	MSJ HoF's			
	One to One coaching	MSJ HoF's			
Firmly establish clear high expectations and routines within the classroom and around school.	System and sanctions in place for dealing with lateness to lessons, class teacher, department and faculty. Start and finish routines firmly established in all lessons	MSJ HoF's	Time	Lateness on class charts After school detentions Lesson observations	Lateness to lessons reduced INSET undertaken
Continued development and implementation of Afl strategies.	Whole-school focus on assessment for learning techniques. Improve the quality and consistency of feedback in line with the school's feedback policy. Staff Training Use of Immersive Reader	MSJ HoF's	Time Cover Costs Prof Learning Plan	Department work reviews Whole school work reviews Pupil voice	Clear progression steps to pupils Increase in standards in KS3 and KS4. See Appendix 1+2



Continued focus on SPAG	Department focus on SPAG Marking	MSJ HoF's	Time	Department work reviews Whole school work reviews Pupil voice	Less SPAG corrections as year progresses
Continued development of differentiation.	Whole-school focus on differentiation practice and techniques Staff Training Sharing of good practice Use of class charts Use of Immersive Reader	MSJ HoF's	Time Cover Costs Prof Learning Plan	Lesson observations Department work reviews Whole school work reviews Pupil voice	Resources created Increase in standards in KS3 and KS4. See Appendix 1+2

Inspection Area #4 - Care, support and guidance					
Aspect: 4.1 Personal Development					
Target	ACTION How will the target be achieved?	Who	Cost	Monitoring/Progress	IMPACT Success Criteria How do you know? What will success look like
To Implement and embed a new Wellbeing structure across the school which matches the needs of the pupils	Complete the emotional and mental health wellbeing audit and identify any areas to work on Early staged interventions for Pupils Embed rewards and sanctions Establish a "Catch up" system for all areas. The Link Interventions Wellbeing team interventions Intervention groups Outside Agency Interventions	DC PM AF	Time	Audit complete Inset attended – October 2022 Structure and process monitored for compliance and impact	Increase in standards in KS3 and KS4 Reduce exclusions Reduce number of pupils in internal Isolation Reduce number of referrals



					System established Increase in attendance
To Implement and embed the new ALN Bill across the whole school to match the needs of the pupils	<p>ALN Dept to establish in house processes and procedures in order to ensure robust reviews of data and intervention procedures.</p> <p>ALN Dept to ensure that pupils with significant needs have the appropriate ALP in place.</p> <p>ALN Champions to meet half termly with ALNCOs to develop good practice with differentiation and to ensure good links between departments and ALN department.</p> <p>To develop leadership within the ALN Team to effectively carry out in house processes and procedures so that accurate and informed decisions can be made in regards to IDPs.</p> <p>TAs to be allocated specific roles to oversee the data from interventions and to ensure that procedures adhere to the dept in-house calendar</p> <p>Improved ALN DIP Following County Format</p> <p>Use Immersive Reader</p>	DBT DJ	Time Resources from Dept. budgets PDG	<p>Processes and procedures in place</p> <p>IDP writing evaluated and moderated</p> <p>Meetings held</p> <p>Intervention data</p> <p>ALN DIP for progress against targets</p>	<p>Effective in-house processes and procedures to meet the needs of the pupils</p> <p>Good lines of communication between ALN Dept. and whole school</p> <p>TAs with greater expertise in specialised areas of the New Bill.</p>
Develop the spiritual life of the school and the methods and practices to support the spiritual	<p>Liturgy</p> <p>Link with feeder primary schools established with Liturgy Group working with primary pupils</p> <p>Linked services and Mass established</p>	PM DB	Time	<p>Services recorded</p> <p>Record of Primary link activities</p>	<p>Profile of Mass and Liturgies increased</p> <p>Increase in services</p>



and personal development of all pupils	<p>St Illtyd's Pupil Profile Further establish the St Illtyds Pupil Profile Presentation to staff Presentation to pupils SPG Group set up and implementing How will the target be achieved? Incorporate into school rewards Tutorial lessons on virtues</p>	PM DB	Time Signs £4,000	<p>Assembly's held RE activities Form activities Rewards</p>	<p>Pupils and staff displaying the virtues Rewards system recognising the pupils displaying the virtues</p>
	<p>Pupil Voice Further develop pupil voice Dept. audit of topics Faculty Reviews School Council</p>	PM CH	Time	<p>Meetings Held Pupil voice evidence</p>	<p>Change in practice, for the better, as a result</p>
	<p>PSE PSE curriculum to be introduced in KS3 and KS4 Train staff Devise SOW One PSE lesson a fortnight for each child Bespoke Assemblies targeting key issues Outside agencies involved in SOL</p>	CAP PM AF SM	Time	<p>Curriculum up and running Lesson observations Assemblies held</p>	<p>SOL Training complete Collaboration with outside agencies</p>
<p>Welsh Dimension Development Pupils to experience the Welsh language and culture in all subjects</p>	<p>Such experiences to be identified in SoW Assemblies Tutor time Individual lesson Eisteddfod Llangrannog field trip</p>	DaT	Time	<p>Monitor actions</p>	<p>Assemblies Eisteddfod Llangrannog field trip</p>

Aspect 4.2 Safeguarding



Target	ACTION How will the target be achieved?	Who	Cost	Monitoring/Progress	IMPACT Success Criteria How do you know? What will success look like
Sustain Current Practice	Review safeguarding evaluation Continue to review and complete the CSC 360 self audit safeguarding tool Identify training needs and any areas of provision in which we can improve	DBT	Time	Case reviews Feedback from outside agencies	Staff aware of systems and procedures Achieve status 4

Inspection Area #5 - Leadership and management					
Aspect: 5.1 Quality and effectiveness of leaders and managers					
Target	ACTION How will the target be achieved?	Who	Cost	Monitoring/Progress	IMPACT Success Criteria How do you know? What will success look like
To support, challenge and hold departments to account.	Contribute positively to school improvement and effective collaboration between staff and with other providers Ensure that all staff understand and discharge their roles and responsibilities Manage the performance of staff in order to improve their practice, and address issues of underperformance robustly and directly where necessary	SLT HoF's	Time Cover	LMM Skills reviews Work Scrutiny PM Staff development log	Collaboration impact measured Increase in observed staff performance



Enhance the facilities of the school and improve the interior condition of the building	Paint remaining rooms New temporary classrooms in place New flooring 3G Pitch in place New Toilets New Kitchen	DBT	£760,000+	Meet with Archdiocese Meet with LA Plans in place Construction started	Facilities in place
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Aspect 5.2 Self-evaluation processes and improvement planning					
Target	ACTION How will the target be achieved?	Who	Cost	Monitoring/Progress	IMPACT Success Criteria How do you know? What will success look like
Develop the DSE and DIP to raise standards	Whole school targets in place but also more subject specific targets DIP referred to throughout the year	SLT HoF's HoD's		Used as a working document showing progress against targets and impact	School targets in place Dept targets in place Progress made against them both
Develop the role of the governing body in challenging and supporting the school and its aims	School systems and structures clearly and regularly communicated to the GB Governors to be involved in Pupil experience reviews. Establish Link governors for faculties and areas of development	DBT	Time	Ongoing Sept 2022 Governors' minutes Staff presentations to governors Head teacher's reports and reports to Standards, Wellbeing and Finance committees minutes Link governors established and meetings held	Governors involved in school processes Link governors established Staff held to account by GB



Aspect 5.3 Professional Learning					
Target	ACTION How will the target be achieved?	Who	Cost	Monitoring/Progress	IMPACT Success Criteria How do you know? What will success look like
Continue to develop staff in relation to their position, needs and whole school priorities	Link professional learning clearly to self-evaluation findings and improvement priorities PLL added to PM documentation	IS HoF`s	Time	Used as a working document showing progress against targets and impact New ICT proforma amended during and after INSET	Clear links established SIP/DIP
	Link professional learning to department and staff needs PLL added to PM documentation	IS HoF`s	Time	Used as a working document showing progress against targets and impact New ICT proforma Amended during and after INSET	Robust PM cycle in place. Classroom teacher training Staff to participate in MLL/SLT training. ITT Training



	Carry out staff action research into MAT, Closing the gap, Dyslexia, Pupil voice, differentiation	DR MB MC RL CH		Reports Final report	Successful induction of Newly Qualified Teachers Prof qualifications Classroom practice methods
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