



School Development Priorities 2023-24 (Summary)

Priority 1: To engage in professional partnerships and practice in order to review, refine and embed the Curriculum for Wales ensuring that all statutory requirements are met.

Targets:

1. To ensure effective delivery of the New Curriculum for Wales and curriculum planning structures to support this.
2. To review and refine assessment procedures in line with the new Curriculum for Wales
3. To review and refine pupil tracking systems to ensure that they support teaching and learning.

Priority 2- To ensure that there is consistently effective teaching and learning to support all learners (including those within vulnerable groups) to make accelerated progress.

Targets:

1. Teachers to self-evaluate under the new professional standards in order to inform professional development.
2. To ensure that the quality of teaching and learning is consistently good or better across the school with clear differentiation in order to support and challenge pupils
3. To explore strategies for developing pupil independence.
4. To ensure curriculum coverage and progression across the school in all AoLEs.
5. To refine pupil progress tracking systems to demonstrate progress made by individuals and groups of learners.

Priority 3: To ensure that schools within the cluster are compliant with the ALN Code.

Targets:

1. To improve transition for pupils with ALN to Cathays High School.
2. To review the current ALN systems and processes and ensure compliance with the ALN Code.
3. To ensure that teaching assistants and support staff understand their role within the ALN Code and are able to effectively support pupils with ALN.
4. To achieve the Dyslexia Bronze award.
5. To effectively manage the new Single ALN Support budget to support pupils identified as having Additional Learning Needs

Review of SDP Priorities 2022-23

Priority 1: To engage in professional partnerships and practice in order to ensure school compliance with statutory requirements for the New Curriculum for Wales.

Review:

- A New Curriculum Sketch note has been produced and shared with stakeholders showing the mission statement, links to 4 core purposes and assessment and progression.
- Context for learning are in place on a 2 year cycle. Area of Learning and Experience (AoLE) teams have worked to plan, review and refine new curriculum planning during allocated Inset time.
- Regular updates are provided for governors including a focus on partnership working and professional development.
- Professional development opportunities have been attended by staff within in different AoLE teams ensuring they are up to date with developments within AoLE networks.
- An assessment overview has been implemented linked to the New Curriculum- this includes literacy, numeracy and other assessments such as language link, Wellcomm and non-verbal assessments.
- Pupils in Y2-Y6 completed WNT assessments with teachers accessing feedback information to support forward planning and the identification of additional support needs.
- Taith 360 is being effectively used across the school to support the tracking of pupil progress.
- The school success ladder has been revised and agreed with staff. This demonstrates expectations across the school from the Development pathway through PS1,2 and 3.

Areas for Development:

- To complete all curriculum planning linked to 3 year cycle.
- To review and update assessment tasks in light of staff feedback.
- To continue to ensure access to professional learning linked to the curriculum

Priority 2- To ensure that there is consistently effective teaching and learning with a focus on ensuring clear differentiation and challenge to support learners in making accelerated progress.

Review:

- Teachers have carried out self-evaluations against the professional standards. Links have made between areas of development and performance management targets.
- The Performance management cycle has been completed for 2022-23 in line with performance management policy.
- Monitoring and evaluation calendar activities have been completed across the year with a focus on differentiation and challenge. Feedback from these activities has supported judgements around the quality of teaching and learning.

Areas for Development:

- Refine pupil progress tracking systems to demonstrate progress
- To continue with a cycle of self-evaluation activities including the monitoring of planning and pupil books to ensure challenge and support

Priority 3- To improve the outcomes of all learners, particularly those within vulnerable groups (ALN, eFSM, Boys,Girls, MAT, EAL)

Review:

- The progress of learners within vulnerable groups has been reviewed during regular Pupil Progress Review (PPR) meetings.
- A range of data is used to identify the additional learning needs of pupils. Support focuses firstly on universal provision that is available for all pupils at risk of not making the expected progress. Where records of concern are made, teachers put actions in place, following review more specific ALN assessments may be completed to identify appropriate support.
- All interventions are tracked within Edukey to provide data showing the impact of these- this information is shared as a part of ALNCo reporting to governors.

Areas for Development:

- To continue to refine pupil tracking systems linked to the New Curriculum.

Priority 4: To ensure that the school is compliant with the ALN code.

Review:

- Cluster ALNCoS, specialist teachers and the cluster Educational Psychologist have met termly to discuss ALN systems and processes.
- Transition procedures are in place to ensure Cathays High School has clear information regarding the pupils that are due to transition and are able to plan effectively and prepare for their arrival in Y7.
- All ALN procedures have been completed within the time frames outlined in the Code.
- All cluster schools have created IDPs for pupils on the ALN register within the specified timeframe. All IDPs have been reviewed within the year.
- The ALNCo reports regularly to governors on the ALN compliance
- Intervention training and Trauma Informed Schools training has been delivered.

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- To achieve the Dyslexia Bronze award.
- To effectively manage the new Single ALN Support budget to support pupils identified as having Additional Learning Needs