



Improvement Planning & Evaluation

Report

IP/ER

'CCYD aspires to empower our community to be collaborative, resilient and reflective individuals who have the self-confidence to embrace challenges'



Improvement Planning



Self Evaluation

**Pupil Deprivation Grant
2023/2024**

This document is set out in three sections as follows and the prompts arranged in line with the NEIR.

Vision, Leadership & Standards

Learning, Teaching &
Curriculum

Wellbeing, Equity & Inclusion



IMPROVEMENT PROMPTS 1 - IP1

IMPROVEMENT PROMPTS 2 - IP2

IMPROVEMENT PROMPTS 3 - IP3

Overview of School Improvement Planning and Self-evaluation Processes

From September 2023 the School Improvement plan and Self-evaluation report have been merged into one document. This format has been adapted using the National Resource: Evaluation and Improvement [NEIR].

Quality Assurance - Improvement Planning & Self Evaluation - 2023/2024

This document is designed to provide a strategic approach to school improvement at Coleg Cymunedol Y Dderwen. The strategic intents or prompts provide the main focus and will provide the basis for improvement and change over the next three years.

Our school priorities will align with Welsh Government National priorities, Consortium priorities, the Local Authority strategic plan and local priorities. Our Improvement Plan will provide a flexible framework for future success in line with all of the above to secure improvement.

Our quality assurance cycle shows that our self-evaluation processes are embedded and rigorous and our use of data to drive improvement replicates this. The Senior Leadership team in addition to all TLR holders will drive their strategic and operational intent in each of their areas by creating school improvement planning and thorough self evaluation processes.

For this to happen, we have developed a well-established self-evaluation cycle (which continues to evolve). This self-evaluation cycle involves Governors, learners and staff and is used to identify strengths and areas for development. The cycle involves self-evaluation activities (e.g. Departmental, TLR and Year Group Reviews) and Quality Assurance activities (e.g. lesson observations/work sampling/POL sampling/IP sampling) where aspects of underachievement are identified, challenged and supported to improve. We will use this evidence along with other data and information including attendance data, behaviour and wellbeing data, reading ages, writing ages, National test data and Star Maths data to develop a holistic picture of all learners. This will help us to support individual learners on a day to day basis, reflect on individual learner progression over time and understand group progression. This will ensure that we are focused on learner progress and wellbeing. The Improvement Plan whilst integral to the self-evaluation cycle is also the school's "working document". This document is the school's reference point for the year ahead. It contains the key tasks and development strategies to support the school priorities.

The key purpose of this document is to ensure we give our learners the best possible learning experiences and outcomes. This will be used to help us identify our strengths and areas of development. It will allow us to support sustained improvements in teaching and learning and all areas of leadership whilst promoting professional reflection and discussion and informing our professional learning. Our self-evaluation process is continuous and is now clearly aligned with improvement planning. It is reflective and honest and considers a wide range of views and evidence from across the school including learner voice. It is based on a wide range of evidence not just data and focuses on learner wellbeing and progress.

School Context

Staffing Levels	Teaching	Misc support staff	Admin	Premises team	Technicians	Cleaners	Librarians	Total
	80	32	11	2	7	18	2	152

No on Roll	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Total
All learners	246	253	228	254	204	84	72	1342
efsm	101	90	62	72	55	13	6	399
efsm TP	115	111	83	92	69	17	9	496

National & Local Priorities

Vision, Leadership and Standards	
<ul style="list-style-type: none"> • Robust evaluation and accountability arrangements using the NEIR resources • Collaboration with schools and other partners • Use a wide range of information to evaluate the progress of all learners to arrive at a holistic view of learner progression including the progress of different groups of learners • Effective use and evaluation of the PDG • Further develop the RADY ethos and principles • Awareness of the new inspection arrangements by Estyn from September 2024 	<ul style="list-style-type: none"> • <i>National Mission: 'High Standards and Aspirations For All: Policy and Strategy document March 2023</i> • <i>BCBC Education and Family Support Directorate Strategic Plan 2023-26: To achieve equity and excellence for all</i>
Learning, Teaching and Curriculum	
<ul style="list-style-type: none"> • CFW development including the Four Purposes and learner progression 	

<ul style="list-style-type: none"> Professional learning and SLO to be supported via professional and pedagogical research. National Professional Learning Entitlement. Further development of Welsh language skills/heritage and culture - Cymraeg belongs to us all Further development of high quality teaching and learning Lifelong learning Introduction of New Reformed Qualifications at ks 4/CFW/Made in Wales Qualifications 	
Wellbeing, Equity and Inclusion	
<ul style="list-style-type: none"> Whole school approach to health and wellbeing and promotion of a work life balance ALN reform including clear improvement planning and self evaluation processes including person centred practice Robust arrangements to safeguard learners Family and community engagement To be aware of the significant and continuing impact of Covid 19 including learner behaviour, attendance and exclusions To manage workload and reduce bureaucracy at all levels 	

Funding

Funding	Amount	Areas Supported (detailed in plan)
PDG	£370,300 £370,689 Allocated in the plan below.	

School Vision: CCYD aspires to empower our community to be collaborative, resilient and reflective individuals who have the self-confidence to embrace challenge.

School Motto: Taking Pride

We regard our learners at Coleg Cymunedol Y Dderwen as individuals, with equal rights but differing strengths and interests. The school seeks to play a major part in helping young people to develop into confident, sensitive and reflective adults, with a range of worthwhile interests, ready to play an active part in society. We want our young people to be happy, optimistic learners with high levels of self-esteem, enthused with a belief that they can achieve their full potential and become equipped with the necessary skills and qualities to be successful. The vision of our curriculum is to support our learners to develop the four purposes.

We believe that parental/carer partnership is crucial and we place great value on individual contact. Friendliness and willingness to listen are the starting points for effective collaboration and these you will find in abundance at Coleg Cymunedol Y Dderwen. Our main priorities for the next few years ahead are around the significant and continuing impact of Covid 19 on learner wellbeing including behaviour, attendance, exclusions along with the deficits on skill and learning development.

We are aware and will continue to support the 'national priorities' within this plan:

- Improving learner progression by ensuring their learning is supported by a range of knowledge, skills and experience
- Reducing the impact of poverty on learners' progression and attainment/achievement and aspirations

Strategic Intent:

- **Vision, Leadership and Standards**
- **Learning, Teaching and Curriculum**
- **Wellbeing, Equity and Inclusion**

Each **Strategic intent** will have prompts for development. Each **prompt** will have a detailed implementation plan.

Monitoring and evaluating the plan

The following structures have been set up to monitor the progress made towards reaching the targets:

- The Head teacher will report progress to the Full Governing Body every half-term
- Progress will be reviewed by SLT in January and April and evaluation will take place in July
- Strategic leads, Team leaders, Heads of Years and all TLR holders will report on progress via regular SLT link meetings and report throughout the year to SLT/Governors via Standards Reviews
- The School's priorities are reflected in performance management objectives for all staff
- External scrutiny of our plan will be provided by our Improvement Partner.

The plan clearly outlines high level priorities for the coming year but some of these have been carried over for two years in light of the National Mission, BCBC's Strategic Plan, School Improvement Guidance from Welsh Government, the NEIR framework, CFW, Four Purposes Development and ALN reform. Some areas of improvement will also be high level priorities for 2025 and 2026.

Vision

V1 Planning to ensure the school vision, values and aims are translated into daily practice.									
Improvement Planning						Evaluation Report			
Area for improvement	Timescale	Lead Staff	Resources /Costs	Success Criteria & Impact Data	PL Identified	RAG T1 Jan	RAG T2 Apr	Evaluative Commentary – July (Evaluative comments can be added across the year)	Final RAG
<p>CCYD aspires to empower our community to be collaborative, resilient and reflective individuals who have the self-confidence to embrace challenge</p> <p>Strategies</p> <ul style="list-style-type: none"> Continue to embed our vision by ensuring that it is at the centre of all our strategic decisions. Continue to ensure that it is visible to all of our community. Use all events and meetings to remind all stakeholders of our vision. Continue to ensure that the vision is realistic.Ensure that all TLR leaders' visions demonstrate ambition and high expectations and that they are displayed on the website and in all relevant areas of the school. Continue to ensure that the school vision supports the National Mission:High Standards and Aspirations For All Continue to ensure that all 	Sept 2023 - July 2024	TW JJ SLT All TLR holders	<p>PL Time including INSET and Twilight sessions</p> <p>IP</p> <p>TLR holders IPs</p>	<p>All learners are aware of the vision and the core values of CCYD</p> <p>The vision is clearly and strategically embedded in planning at all levels including the GB</p> <p>Our IP aligns with BCBC's Strategic Plan 2023 -26 and WGs National Mission</p> <p>The Rady approach is further embedded and affiliation, autonomy and agency become part of our culture.</p>	<p>Vision continues to be presented to staff in all relevant meetings</p> <p>TLR holders to continue to present their vision and key elements of the role and action plans to SLT over the year (SLT after school meetings)</p> <p>AOLE leads to further embed the cluster curriculum visions and show how</p>			Parents/Carers were reminded of our vision during the KS 3 and Year 11 information evening on the 21st September - See presentation slides for further details.	

<p>improvement planning addresses the deficits in learners' wellbeing, learning and skills caused by Covid-19 especially those from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> • Look at ways to further embed the vision with learners. 				<p>Clear evidence is seen in all QA processes including POL, LBR, T+L reviews and data outcomes.</p>	<p>they align with the whole school vision via Inset/Twilight sessions</p>				
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IMPROVEMENT PROMPTS 1

Vision, Leadership & Standards
IP3 (1a - 1n)

IP - 1a Planning to ensure standards are maintained and there is a focus on raising learner attainment at all levels.


Improvement Planning						Evaluation Report			
Area for improvement	Timescale	Lead Staff	Resources /Costs	Success Criteria & Impact Data	PL Identified	RAG T1 Jan	RAG T2 Apr	Evaluative Commentary – July (Evaluative comments can be added across the year)	Final RAG
<p>KS4 - Further develop strategies to raise standards of learners average point score in particular:</p> <ul style="list-style-type: none"> Numeracy/Mathematics English Language/Literature Science 6 additional subjects Overall school Capped 9 figure <p>See subject IPs for further details.</p>	July 25	MH SLT SLs/TL's	Data packs Minute RAM meetings £178,017 Additional Sets 1xEng 1xMat 1xSci £31,929 PC WB	The school targets are achieved and the core subject contributes significantly to the capped 9 measure. All learners achieve their best possible grade	Meeting time				
<p>KS4 - Continue to Include eFSM targets in all of the whole school measure targets.</p>	July 24	MH	Whole school targets and results sheet.	Identify the gaps that need to be closed.					

IP - 1b Planning to ensure specific groups of learners make effective progress (vulnerable learners, disadvantaged learners, MAT, ALN, eFSM, young carers)

Improvement Planning						Evaluation Report			
Area for improvement	Timescale	Lead Staff	Resources /Costs	Success Criteria & Impact Data	PL Identified	RAG T1 Jan	RAG T2 Apr	Evaluative Commentary – July (Evaluative comments can be added across the year)	Final RAG
Continue to track and monitor eFSM learner performance using data drops. Agenda SLT/TL eFSM learner discussions in line management.	Sept 2023 - July 2025	CP SLT TL	Data packs Minutes	eFSM learners are known to staff. They feel 'cared' for, are guided, develop self belief and equity in data outcomes are achieved					
All staff implement RADY Action Research eFSM and non eFSM comparison, using the difference	Sept 2023 - July 2024	CP All	Action research document	eFSM learners are known to staff and skill	RADY Equity Action Research for				

between the eFSM and nFSM average scores to identify skill gaps			ation and evaluation reports	gaps are removed. Improved National test scores and external exam results	all teaching staff				
Provide eFSM learners with mentoring support, focus on achieving the best grade possible in English & Maths. Use of RADY targets to challenge. (pastoral team)	Sept 2023 - July 2025	CP GP Pastoral Team	PDG Mentoring packs esfm mentor £16,915	Removes the barriers to learning for eFSM learners to improve outcomes/ data National Test scores and external exam results					
Provide eFSM learners with additional support for coursework/exams	Sept 2023 - July 2025	KP CP	PDG	eFSM learners outcomes at KS4 improve					
Continue to explore ways of providing additional financial support for eFSM learners from Yr6 to yr13. EG: Basic equipment/calculators DT/cooking ingredients, breakfast or after school snacks, reduced cost/ free trips, uniform, after school sessions, tutoring in Numeracy and Literacy	Sept 2023 - July 2025	CP GP TL PL	PDG	Removes the barriers to learning for eFSM learners to improve outcomes/ data National Tests and external exam results					
Continue use of 'giveusashout' 'anonymous' email for parents/carers to request financial support for food/uniform etc	Sept 2023 - July 2025	Pastoral staff GP	Staff time to respond to emails	eFSM learners and their families supported					
Continue to monitor the attendance of eFSM learners and make comparisons with non eFSM. Prioritise ensuring eFSM learners attend school.	Sept 2023 - July 2025	Pastoral staff HB	Minutes of meetings and agendas	Removes barriers to learning					
Involve eFSM learners in creating one-page profiles, to be shared with all staff.	Sept 2023	NR	One page profiles	eFSM learners and their wishes are known to all staff.					
Continue to promote and engage all staff in RADY- including via Teaching and Learning group and the equity in the 10 components.	Sept 2023 - July 2025	CP JJ CMW	Minutes and meetings from the T+L group	RADY equity message shared and becomes embedded at CCYD					

Work towards including at least the relevant proportion of eFSM learners in all aspects of school life. @30% EG:Learner Voice, Book scrutiny, Head team/prefects, Music lessons, school trips, after school sessions, sporting events.	Sept 2023 - July 2025	CP ALL	Minutes Meetings	eFSM learners aspirations raised					
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	IMPROVEMENT PROMPTS 2 Learning, Teaching & Curriculum IP2 (2a - 2o)									
	Planning ensures teachers select the most suitable teaching approaches to support ALL learners to make progress - (planning to ensure differentiation , getting to know your learners and the use group overviews)									
Improvement Planning						Evaluation Report				
Area for improvement	Timescale	Lead Staff	Resources /Costs	Success Criteria & Impact Data	PL Identified	RAG T1 Jan	RAG T2 Apr	Evaluative Commentary – July (Evaluative comments can be added across the year)		Final RAG
Differentiation approaches are to be developed and used in teaching and learning to support the needs of all learners in making progress	Sept 2023 - July 2025	JJ CMW all SLs/TLs and AOLE Leads	Meetings Minutes POL QA docs	POLs and lesson resources are supportive of all learners needs and build in effective differentiation techniques to drive progress for all	Time in meetings to further discuss and trial ideas					

RADY approaches to teaching and learning are to be used to support equity for our disadvantaged learners and follows our 'Challenge for all' ethos	Sept 2023 - July 2024	JJ CMW all SLs/TLs and AOLE Leads	Minutes POL QA docs	Teachers use strategies to support eFSM learners in their progress and ensures equity in learning	RADY training for staff (Teach meets)				
'Knowing me, knowing you' approaches continue to be used to ensure that teachers know their learners academic and wellbeing needs and enables them to provide support for all learners to make progress in learning	Sept 2023 - July 2024 (Ongoing)	JJ CMW all SLs/TLs and AOLE Leads	Group overviews T+L reviews	Teachers know and understand their learners needs and effectively plan for supporting them to make progress and in their wellbeing Teachers use the Group Overview system to identify learners needs and also to document strategies for support	After school thursday slots utilised for the completion of the group overviews				
Ensure staff are provided with the required information and learning needs to allow short term planning and differentiation	Sept- July 23	JW NE	ALN reg OPP	Class teachers are aware of skills data and individual learning requirements to allow effective differentiation	Inset and Twilight sessions				
Continue to empower Class teachers to know and understand ALN and learning need to plan effectively for differentiation within the Classroom	Sept 23- ongoing	JW NE LoB	LBR T+L reviews	All staff have regular training and information sharing about learning needs and support options . Class teachers feel confident in offering class based interventions and adaptations	Inset and Twilight sessions				

IP - 2e Planning to ensure that teachers engage with new or existing research to improve their professional practice


Improvement Planning						Evaluation Report				
Area for improvement	Timescale	Lead Staff	Resources /Costs	Success Criteria & Impact Data	PL Identified	RAG T1 Jan	RAG T2 Apr	Evaluative Commentary – July (Evaluative comments can be added across the year)		Final RAG
Action research RADY project supports closing the gap for eFSM learners by using the uplift model and providing T&L support in the Classroom	Sept 2023 - July 2024	JJ CMW all SLs/TLs and AOLE Leads Skills Leads	Action research docs and evaluation reports Minutes Meetings	T&L strategies are supportive in closing the gap in attainment and progress for eFSM learners Teachers can identify and apply techniques and strategies to support eFSM learners and uplift their progress	RADY training for staff (Teach meet session delivered by CP) RADY support for					

Quality Assurance - Improvement Planning & Self Evaluation - 2023/2024

				eFSM learners have equity in their T&L provision	key staff and Tls				
IP - 2g	Planning to ensure teaching reinforces cross-curriculum responsibilities, the embedded skills of literacy, numeracy and digital competence, and the integral skills and facilitates opportunities to practise them. Planning to ensure provision for skills is as good outside of the departments as they are within the departments of literacy, numeracy and DCF and there is a focus on the integral skills								
Improvement Planning						Evaluation Report			
Area for improvement	Timescale	Lead Staff	Resources /Costs	Success Criteria & Impact Data	PL Identified	RAG T1 Jan	RAG T2 Apr	Evaluative Commentary – July (Evaluative comments can be added across the year)	Final RAG
Ensure that literacy skills are embedded in all curriculum areas and there is a focus on improving learner literacy skills in the three areas of reading, writing and oracy. See English, LLC and Literacy IP	Sept 2023 - July 2024	GDP LAW SP JS	£50,628	Improved Literacy provision and outcomes across all year groups with a focus on efsm learners. Improved National Test data and results.	Staff training and teach meet sessions				
Continue to ensure the provision to secure learners' Numeracy skills are as good outside of the Maths department as they are within it and implemented across the curriculum. Ensure provision is in place to identify and support learner Numeracy deficiencies. KS4 Numeracy 2023 L2 56.4%, APS 34.3 (See Numeracy IP)	Sept 2023 - July 2026	CP LG LR SLs/Tls and AOLE Leads	£16,606	Improved Numeracy provision and outcomes across all year groups with a focus on efsm learners. Improved National Test data and external/mock exam results.	See Numeracy IP				
IP - 2j	Planning to ensure reports are quality assured and provide parents with information on their child's progress and how they can make further progress								
Improvement Planning						Evaluation Report			
Area for improvement	Timescale	Lead Staff	Resources /Costs	Success Criteria & Impact Data	PL Identified	RAG T1 Jan	RAG T2 Apr	Evaluative Commentary – July (Evaluative comments can be added across the year)	Final RAG
Post home numeracy/literacy personalised assessment feedback sheets with an explanation of what the data means. Include email address for school contact.	Ongoing - after summer testing is complete	CP LG JS	Postage 700 x stamps	Parents/carers updated on their child's progress in Numeracy and Literacy. Learners receive support at home. Parents/carers seek support from school also.					
IP - 2k	Planning to ensure that a full program of extra curricular activities is made available to all learners								
Improvement Planning						Evaluation Report			

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Area for improvement	Timescale	Lead Staff	Resources /Costs	Success Criteria & Impact Data	PL Identified	RAG T1 Jan	RAG T2 Apr	Evaluative Commentary – July (Evaluative comments can be added across the year)	Final RAG
Extra Curricular Activities - ensure a wide range of lunchtime and after school sessions are provided in consultation with learner voice. Ensure session registers are recorded and participation figures are collated.	Ongoing until July 2024	CP NR	After school equipment and resources	Improved provision and enrichment activities for learners	N/A				
WRU development officer - develop a range of extracurricular activities and in school sporting activities to increase learner participation in sport <ul style="list-style-type: none"> Further develop the after school rugby teams 	Ongoing until July 2024	KG (MH)	Cost of salary - GRADE 6 £35,788	Improved physical fitness, activity, wellbeing and participation	N/A				

 IMPROVEMENT PROMPTS 3 Wellbeing, Equity & Inclusion IP3 (3a - 3q)									
IP - 3d Planning to ensure we have well understood and effective processes that support high standards of attitude to learning (including attendance, resilience, independence, behaviour in and out of the Classroom)									
Improvement Planning						Evaluation Report			
Area for improvement	Timescale	Lead Staff	Resources /Costs	Success Criteria & Impact Data	PL Identified	RAG T1 Jan	RAG T2 Apr	Evaluative Commentary – July (Evaluative comments can be added across the year)	
Refine the school attendance policy and procedures in line with the collaborative work with the BCBC attendance task and finish group. Ensure the policy is shared with all key stakeholders including parents, carers and learners. Effectively communicate learner attendance with parents, carers and learners. Celebrate where appropriate and challenge including the use of the EWS in line with the school policy and procedures.	Sep 23 - Jul 25	GDP PLs PSOs	£500 (rewards/certificates)	Improved understanding and communication of attendance policy and procedures. Improved learner attendance.	N/A				
Improved support for learners with anxiety or who are presenting as EBSA and ensuring compliance with statutory requirements and safeguarding learners who are not attending school.	Sep - Jul	GDP RJ	£9000 (RJ 2 days per week)	Improved learner support and engagement and safeguarding procedures for learners not in school.	N/A				
IP - 3g Planning to ensure the school effectively provides engaging and relevant learning experiences, including targeted interventions that meet the physical and emotional needs of all learners									
Improvement Planning						Evaluation Report			
Area for improvement	Timescale	Lead Staff	Resources /Costs	Success Criteria & Impact Data	PL Identified	RAG T1 Jan	RAG T2 Apr	Evaluative Commentary – July (Evaluative comments can be added across the year)	
Ensure that all interventions are targeted in line with specific entry and exit requirements	Sep - Jul	GDP JW	N/A	Improved emotional and wellbeing support for learners	N/A				
Continue to monitor the effectiveness of the interventions offered and monitor waiting lists.	Ongoing Sep 23 - Jul 25	GDP JW	£31,929 Thrive Sessions	Improved emotional and wellbeing support for learners	N/A				

Through these tasks identify any gaps in provision and seek appropriate additional interventions to meet the needs of the learners.

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One Page PDG Improvement Plan 2023-2024



Vision, Leadership & Standards	Learning, Teaching & Curriculum	Wellbeing, Equity & Inclusion
<ul style="list-style-type: none"> Continue to further develop and embed the school vision with all stakeholders to support the National Mission to tackle the impact of poverty on attainment and ambition. Planning to ensure there is a focus on raising learner attainment/achievement at all levels especially for our vulnerable/disadvantaged learners and those with ALN. To ensure that the PDG is utilised effectively so all disadvantaged learners will benefit from extra targeted support to support progress and wellbeing. 	<ul style="list-style-type: none"> Develop RADY approaches in T&L to support eFSM learners and ensure equity and challenge for all. Continue to develop differentiation strategies to trial and embed into everyday Classroom practice. 	<ul style="list-style-type: none"> Ensure the RADY approach is fully embedded and outcomes for eFSM learners improve. Ensure tracking and monitoring procedures are effective for all learners with a focus on vulnerable, eFSM and ALN learners. Improve school behaviour and reduce fixed term exclusions. Ensure the established transition procedures remain effective for all learners but with a particular focus on vulnerable learners.