



CCYD Whole School Improvement Planning 2023/2024



Area for Improvement: Vision, Leadership and Standards

Priority 1 - Refine self evaluation & Improvement Planning

Priority 2 - Refine tracking and assessment procedures for all year groups and groups of learners

1. What does evaluation tell us?

- There is a strong ethos of collaboration and trust.
- Staff have a shared ambition to raise the aspirations and skills of learners.
- Leadership is distributed widely across the school.
- Self evaluation processes need to be streamlined and focus on learner outcomes.
- The evaluation of teaching needs to focus on learner progress.
- Tracking and monitoring of assessment procedures needs to be further improved across all key stages.

2. What do we want to improve?

- Reduce the workload around IP and SE processes.
- Focus our lesson reviews and LBRs on learner progress and outcomes.
- Professional Learning activities focus on improving teaching and learner progress.
- Ensure robust assessment procedures are in place to challenge underachievement/learner progress.

3. What is it like now?

- Not yet shared with all stakeholders due to changes in all of our quality assurance processes since our Estyn inspection.
- Not all evidence is currently focused on impact/learner outcomes.
- Leaders at all levels do undertake extensive self evaluation activities and gather a range of evidence - it just needs to be refined.

4. What are the barriers?

- Time for staff to refine/amend their IPs.
- Funding - budget cuts and its impact on PL.
- Further development of staff skills to evaluate evidence and to measure the impact on learner outcomes consistently and effectively.

5. What do we want to be like?

- All self evaluation processes to measure impact against learner outcomes.
- Shared and agreed understanding of what progress looks like for all groups of learners.
- Consistent approach to data entry at all key stages.
- PL activities focus on improving teaching, learner experiences and learner outcomes.

6. What will we do?

- Share refined documentation with all key stakeholders including the GB and our IP.
- Ensure that our IP continues to support local and national priorities.
- Evaluate the impact of PL on learner outcomes and ensure it is focused on our strategic intents.
- Ensure all assessment plans support the accuracy of data entry for all groups of learners and supports progress in learning.

7. What is our timescale?

- 2023-24 to refine our IP/ER
- 2023-2026 for the other key priorities

8. What resources do we need?

- Inset time
- Twilight time
- Department and AOLE meetings
- Professional Learning costs

9. How will we know we have been successful?

- All stakeholders are aware the school's key priorities.
- All TLR holders are clear about what needs to improve.
- Consistent approach across all IPs/ERs with a clear focus on learner outcomes.
- PL activities directly related to self-evaluation/learner outcomes.
- Learner progress is clearly identified for all groups of learners.
- SLO approach continues to be embedded.
- School vision and values continue to be developed and evidenced.

10. What evidence will we have?

- IP/ER
- LBR evidence
- Learning walk and lesson review evidence
- Professional Learning evaluations
- Exam and assessment data
- Learner progress evidenced/Improved learner outcomes



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Area for Improvement: Learning, Teaching & Curriculum

Priority 3 - Teaching - Questioning & Challenge for all

1. What does evaluation tell us?

- There is a consistency in the planning for learning & teaching across the curriculum using whole school approaches and ethos (POLs, Lesson plans, 10 components)
- Staff have a shared ambition to raise the aspirations and skills of learners.
- Professional learning is aligned to our school priorities in improving T&L pedagogy
- Self evaluation of L&T need to be streamlined and focus on learner progress and the impact of learning (ESTYN report)
- Questioning needs to be more effective in probing learners thinking and understanding of new ideas to support progress (ESTYN report)
- Challenge for all learners needs to be a priority in planning, delivery and monitoring in line with our RADY ethos which supports our disadvantaged learners

2. What do we want to improve?

- Improve the quality of questioning in lessons to ensure that teachers effectively probe and develop learners understanding of new ideas and ensures questioning supports the progress of all learners including disadvantaged learners
- Appropriate challenge for all-L&T 'Challenge for all' focus group to develop action research project (Teach to the Top) and evaluate the impact of 'Challenge for all' trialled strategies in L&T which sets high expectations and appropriate challenge for ALL learners
- AiL -Ensure diagnostic written feedback and feedforward (FIT) enables all learners to close gaps in their knowledge and skills and make appropriate progress

3. What is it like now? 4. What are the barriers?

- There is too much variation in the quality and effectiveness of questioning across lessons
- Professional learning has provided staff with training to upskill and explore effective questioning techniques
- Learning walks focus on effective questioning so provide further PL opportunities to develop and share best practice
- Variation in the level of challenge for all learners across L&T, staff are currently working on approaches such as Group overviews (Knowing learners), updating POLs and aspirational aims and success criteria
- The TTTT core L&T group have commenced their action research looking at 'Challenge for all' This is part of the 3 year plan
- Inconsistencies with the quality of diagnostic quality marking and feedback. Policy was revised and issued in Sept 24
- The gap between EFSM and NON in terms of progress and attainment is too wide
- **Barriers:** Funding - budget cuts and its impact on PL.
- Further development of staff skills to evaluate evidence and to measure the impact on learner outcomes

5. What do we want it to be like

- L&T self evaluation reviews and LBR to measure impact against learner outcomes and in phase 1 (March 24 be at least good with impact criteria showing many 70% (see criteria in the documentation).
- Improved quality of questioning across all lessons
- All learners are appropriately challenged with targeted support for EFSM learners
- All learners are appropriately challenged across their curriculum
- Feedback is diagnostic and effective in driving learner progress

6. What will we do?

- Provide staff with appropriate and good quality PL to support the L&T IP priorities
- Prioritise INSET, Twilight and Teachmeet sessions around the L&T priorities (Priority 3 & Priority 4)
- Refine QA processes for evaluating L&T in lessons, learner books, learner voice and POLs to ensure that evaluation is robust and impact driven
- Use RADY approaches in L&T to ensure that all learners can progress through high levels of challenge
- Ensure evaluative reports are impact focused and in line with the ESTYN reporting style
- Use evaluation from L&T reviews to further review and prioritise the PL offer

7. What is our timescale?

- 2023-2026 3 year priority - 3 phases:
Phase 1 Whole school learning review (L&T, LBR and LV) (March 24) Many 70%
- Phase 2 (July 25) Most 90%
- Phase 3 (July 26) Nearly all
- The 3 phases will show continued improvement in the priorities and be monitored closely through self evaluation QA processes

8. What resources do we need?

- Inset time • Twilight time • Department and AOLE meetings • Professional Learning costs

9. How will we know we have been successful?

- Quality assurance and evaluation of L&T shows that lessons are consistently at least GOOD, The success criteria shows that judgements are at least 'Many' 70% (See L&T self-evaluation documentation)
- PL activities are directly related to the L&T priorities and the impact on self-evaluation/learner outcomes is evident.
- Learner progress is consistently monitored by class teachers and Team Leaders and is used to inform the next steps in learning for all groups of learners.
- All learners are appropriately challenged in their learning through high expectations and planning for challenge
- SLO approach continues to be embedded.

10. What evidence will we have?

- IP/ER
- LBR evidence and self evaluation report
- Learning walk and lesson review evidence
- Learner voice
- The L&T self evaluation report which evidences the findings from the above
- Professional Learning evaluations
- Learner progress evidenced/Improved learner outcomes (Data sheets and tracking)



CCYD Whole School Improvement Planning 2023/2024



Area for Improvement: Estyn R3 Strengthen provision for the progressive development of pupils' Literacy, Numeracy and Welsh skills

Priority 4 - Progressive development of skills - Literacy, Numeracy, Welsh

1. What does evaluation tell us?

- Learners do not develop their numeracy/literacy skills outside mathematics/english lessons consistently well enough
- Learners do not analyse or interpret graphs often or well enough
- Some numeracy/literacy tasks are overly contrived and lack challenge
- Provision for the progressive development of Literacy skills needs to be strengthened.
- Learners lack the skills or confidence in speaking Welsh.
- Learners have limited opportunities to practise speaking Welsh outside of Welsh lessons.

2. What do we want to improve?

- Improve the coordination of Numeracy skills outside of KS3 mathematics lessons. To ensure tasks are contextualised, progressive, differentiated and provide opportunities for learners to construct and analyse graphs appropriately and accurately
- Plan and implement further opportunities for the whole school community, staff and learners, to practise speaking Welsh outside of Welsh lessons.
- Reading across the curriculum
- Opportunities for extended writing outside of English lessons
- Learner oracy skills across the curriculum
- Progression of learner literacy skills
- Improved spelling, punctuation and grammar
- Improved learner vocabulary

3. What is it like now?

- Too many contrived Numeracy and Literacy tasks across the curriculum
- As a result too many tasks do not provide the appropriate level of challenge
- There is a variation in graph work - lack of consistency and lack of evaluation
- Welsh speaking skills are not developed enough across the curriculum
- Not enough opportunities to develop reading skills outside of English lessons
- Opportunities to develop literacy skills needs to be strengthened
- A minority have under developed responses due to a lack of learner vocabulary
- A minority of learners have poor presentation, spelling, punctuation and grammar

4. What are the barriers?

- Budget cuts impacting on PL time.
- Staff skills and time to implement the changes to POLS and resources
- Staff and learner confidence in speaking Welsh and lack of training for staff
- Learner resistance to the use of Welsh language outside of Welsh when literacy skills are a priority for many

5. What do we want it to be like

- T&L reviews and LBR show:
- All learners skills to be progressive and developing consistently.
- All learners are appropriately challenged when applying Numeracy/Literacy skills across the curriculum
- All learners ensure graphs are constructed accurately and analysed
- All learners, staff and the whole school community exploit opportunities to use incidental Welsh confidently in their daily lives
- All efsm learners with skill gaps receive targeted support, so that personalised assessment data shows a narrowing gap or no gap

6. What will we do?

- Provide staff with PL
- Revisit Estyn evaluation and share required improvements with all staff
- Work with Numeracy rich subjects, (Geography, Science, DT and ICT) to re-audit and improve Numeracy learning opportunities
- Work with all subjects to remove T&L Numeracy/Literacy speedy starters
- Num and Lit leads work with T&L group to ensure Lit/Num developments are driven by the T&L group representatives and skills are embedded into T&L
- Work with all subjects to remove non contextualised Numeracy/Literacy from POLs
- TL for Welsh will continue to promote learner/staff Welsh language opportunities: POLs, INSET, assemblies, trips, Criw Cymraeg, Siarter Iaith, guest speakers
- Refine QA processes for skills and Welsh in line with Estyn processes
- Use RADY approaches throughout to ensure all learners improve their skills
- Work with Literacy rich subjects, (RPE, History, HWB, FN, Art, Welsh, MFL) to refine and develop progressive literacy skills in reading, writing and oracy.
- Promote the disciplinary literacy approach across the subjects/curriculum

7. What is our timescale?

Phase 1 - September 23 - July 24 (Many 70% by July 24)

Phase 2 - September 24 - July 25 (Most 90% by July 25)

Phase 3 - September 25 - July 26 (Nearly all by July 26)

8. What resources do we need?

- Inset time • Meeting time • Twilight time • KS3 review
- Numeracy and Literacy Forums
- Numeracy intervention officer / Literacy intervention officer & Librarian

9. How will we know we have been successful?

In QA and evaluation of skills nearly all lessons, books (LBR) and learner voice show:

- Numeracy learning experiences outside of maths lessons are not overly contrived and provide suitable challenge, including an increased use of effective graph work
- There is an increased use of incidental Welsh outside of Welsh lessons.
- There will be evidence of suitable challenge for all and progressive literacy skills outside of English lessons
- Learner progress/outcomes in personalised assessments continue to show improvements
- Efsm learners will make progress in line with their non efsm peers through targeted support strategies, tracking & monitoring

10. What evidence will we have?

- IP/ER
- LBR evidence and self evaluation report - learner books
- Learning walks and lesson review evidence • Learner voice
- Professional Learning evaluations
- Learner progress evidenced/Improved learner outcomes (Data sheets, Personalised Assessments and tracking)
- Literacy/Numeracy audit/action plan/mapping
- Evidence of writing, reading and oracy across the curriculum
- Review documentation and evidence • Literacy, Numeracy and Welsh IP/ER documentation



CCYD Whole School Improvement Planning 2023/2024



Area for Improvement: Wellbeing, Equality & Inclusion

Priority 1 - Improve learner attendance and reduce exclusion rates

1. What does evaluation tell us?

Attendance continues to improve year on year in all key areas, and the gap in attendance rates between efsm and nfsm is narrowing. However whilst the overall picture is improving attendance rates have not returned to pre pandemic levels. A minority of learners are finding it a challenge to return to school following the pandemic and as a result fixed term exclusions are higher than the previous year. The achievement and rewards policy and procedures are having an impact on rewarding learners with high A2L scores.

2. What do we want to improve?

- Improve the attendance rates of efsm learners and reduce the gap in attendance between efsm and nfsm learners.
- Reduce the number of persistent absentees to be more in line with pre- pandemic figures. Introduce a RAM to focus on persistent absentees to remove barriers to attending school.
- Improve the provision for supporting learners identified as EBSA to ensure their attendance and engagement rates improve
- Foster and promote the culture of rewarding learners with high standards of attitude to learning via the Best of the Best and CCYD Elite.
- Ensure robust procedures are in place to tackle and challenge poor learner behaviour and attitude to learning

3. What is it like now? 4. What are the barriers?

• Attendance data 2022/2023
Whole school 86.2 / efsm 80.4 / persistent abs 218
Attendance data 2022/2023
Whole school 85.7 / efsm 77.6/ persistent abs 246
Exclusion data 2022/2023
199 incidents / 443.5 days / 80 learners / 5 Perm ex
Exclusion data 2021.2022
117 incidents / 266 days / 60 learners / 6 perm ex

Funding - School & LA
Parental engagement
LA procedures and policies (behaviour & attendance)
Reduced LA support (A2E meetings, capacity in provision)
Provision for learners identified as EBSA

5. What do we want it to be like

- efsm learners attendance is in line with their nfsm peers
- Fewer learners have an attendance below 80% (persistent absentees)
- Many of the learners identified as EBSA improve their attendance rates.
- Improved numbers of learners achieving Best of the Best, CCYD Elite and A2L scores of 1 in departments.
- Improve engagement and attitude to learning.

6. What will we do?

- Pastoral meetings
- Use of classcharts
- 1:1 meetings
- EWO
- New attendance school framework
- Reintroduce FPN's
- Refine A2L procedures
- Refine the use of the Phoenix centre
- Introduce a Persistent Absentee RAM

7. What is our timescale?

- 2023-2024

8. What resources do we need?

Awards budget £3000
Awards group
EBSA support £11,000
Behaviour forum

9. How will we know we have been successful?

- Rates of efsm learners is higher than the previous year by 2 percentage points.
- Reduce the gap between efsm and nfsm to below 10%
- The number of persistent absentees is less than the previous year.
- Many of the learners identified as EBSA improve their attendance rates.
- Improved numbers of learners achieving Best of the Best, CCYD Elite and A2L scores of 1 in departments.
- Improve engagement and attitude to learning. The number of fixed term exclusions to be reduced to less than the previous year.

10. What evidence will we have?

- Attendance data
- Exclusions data
- Rewards data
- Presentations to IP, GB, HT, SLT all staff
- Parent/carer communication
- Staff voice / Learner Voice