CCYD - School Improvement Plan 25 - 26

IP 1 - Teaching and learning

Priority 1 - Teaching, learning and curriculum development

Priority 2 - Progressive development of skills - Literacy, Numeracy, DCF and Welsh

Priority 3 - Further develop an effective and robust use of data to identify gaps, monitor progress and inform teaching and learning.

IP 2 - Well-being, care, support & guidance

Priority 4 - Improve whole school attendance for all groups of learners.

Priority 5 - Improve learner wellbeing to create and foster a safe, supportive and inclusive environment

IP 3 - Leading and improving

Priority 6 - Further embed a rigorous approach to school improvement planning and self-evaluation.

Priority 7 - Raise standards for all year groups and groups of learners.

School Areas	IP Area /s	Priorities
All Subjects (19)	IP 1 and IP 3	1, 2 , 3, 7
AOLE (6)	IP 1 and IP 3	1, 2 , 3, 7
Pastoral Y7, Y8, Y9, Y10, Y11, 12 & 13	IP 2	4, 5
Literacy, Numeracy, DCF, Welsh , Integral Skills	IP 1, IP3	2, 7
Healthy Schools	IP 2	Specific to IP area
Professional Learning	IP 3	Specific to IP area
ALN	IP 2 and IP 3	4, 7
MLD	IP3	Link to specific priorities
T & L lead	IP 1	Specific to IP area
Transition	IP 2	Specific to IP area
Staff Wellbeing	IP 2	Specific to IP area
Raising aspirations and learner participation	IP1 and IP2 IP3	Link to specific priorities

Coleg Cymunedol Y Dderwen - **Improvement Planning 2025 / 2026**
Area for improvement: IP 1 - Teaching and learning
Priority 1 - Teaching, Learning and Curriculum developments

What does evaluation tell Us?

QA of lessons shows:
- Nearly all learners engage in answering questions in learning
- Most learners demonstrate a good level of knowledge and understanding in their answers
- Most learners utilise thinking time to consider their responses and quality of their answers
- Most learners developing their answers through probing and bouncing the question
- Most learners give an underdeveloped or wrong answer is this addressed positively
- In Most lessons there are a range of appropriate open and closed questions

These findings were also evident in the full lesson reviews which took place in September/October 2024

QA of books in the Learner book review shows:

WWW:
- learners make good progress across year 7, 8 & 9 in most curriculum areas
- There are lots of opportunities for authentic learning and meaningful experiences across the curriculum
- Where there is meaningful and diagnostic teacher feedback learners respond well and make progress with improved outcomes
- Most learners take pride in the presentation of their books and their work

EBI:
- Greater consistency in the completion of formally assessed tasks across departments and marking in line with the Assessment, Progression and Marking policy
- Develop learner effectiveness with learners being able to reflect upon their progress in self assessing and identifying their next steps
- All departments to consider the further development of probing questions to deepen learners knowledge and understanding

What do we want to improve?

- Continued focus on developing the consistency of **effective questioning** to challenge and probe learners and develop their understanding of new ideas

- Develop delivery approaches for the **teaching of mixed ability groupings** to year 7 through high quality professional learning led by the T&L group

- Delivery and evaluation of the **wave 1 qualifications in the 14-16 curriculum** within CfW with departments having access to the WJEC PL to support delivery and in readiness for Wave 2 (2026)

- Improvement in **learner effectiveness** which supports learners in developing, planning, monitoring and reflecting on learning through the successful use of FIT

What is it like now?

- Quality Assurance cycle is in place and shared with all staff. QA flowchart has provided SLT, middle leaders and staff with a useful overview of calendared QA and all important documentation with links. All documentation supports effective evaluation of learning & teaching which focuses around learner impact as a result of effective teaching practices.
- The use of the google forms for all QA processes has proven to be more efficient and effective in collating the evidence for summative T&L evaluation reports
- JJ produces 2 reports for T&L using all of the QA (January and June) These are shared with stakeholders including staff, Governors, Improvement Partner
- Leadership at whole school level and department level are involved in the QA process supported by clear guidance and documentation to support consistency.
- The Assessment, Progression and marking policy was reviewed and revised this summer and key changes presented to staff during the September INSET. Staff have read the policy and signed to say they have received and read the policies

What are the barriers?

- Budget constraints mean that lesson reviews cannot be covered meaning that paired reviewers need to use non contact time to review lessons.
- PL needs to be completed in Twilight/INSET and after school sessions due to lack of budget to support any external training or group sessions during the day.

What will we do?

- Continue to use robust quality assurance procedures at whole school and department level to evaluate the effectiveness of teaching and learning .
- Prioritise PL around the T&L priorities and align and ensure that PL processes are more user friendly and robust to support PL needs
- T&L subgroup to continue to work on strategies to develop learners written responses to evaluative and analytical questions particularly at 14-18 in exam style questions.
- T&L mixed ability group to continue working on and sharing approaches to teaching year 7 mixed ability with evaluation of learner progress (Teacher, Learner, QA)
- Deliver the Wave 1 quals (September 25) and relevant departments attend training for Wave 2 GCSE's
- Explore and develop the curriculum models for the full 2027 curriculum at 14-16 to develop breadth and a broad offer to suit all learners.
- Explore the use of the 'Learner effectiveness' tools provided as a trial by WG to support our existing FIT and mentoring programmes to develop learner effectiveness and independence.
- Improve our processes for learners making informed option choices at GCSE

What is our time scale?

- T&L judgements in QA evaluations to aim for at least 'many' and building towards 'most' learners across the range of QA criteria by July 26.

- Wave 1 new GCSEs delivered in September 25, Wave 2 in 2026 and full in 2027.

- Learner effectiveness strategies will be trialled in 25-26 and further rolled out in 26-27

What resources are needed?

- PL costs

- Minimal cover for QA processes (needed particularly during whole school LBRs)

- Access to WJEC materials and any PL offered for wave 1 quals

- WG learner effectiveness materials and resources

How will we know we have been successful ?

- Quality assurance and evaluation of T&L through LBR and Lesson reviews shows that T&L success criteria judgements are at least 'Many' 70% with elements of 'Most' 90%.
- PL activities are directly related to the T&L priorities and the impact on self-evaluation/learner outcomes is evident in the QA.
- Learner progress is consistently monitored by Class Teachers and Strategic Leads/Team Leaders and Assessment in Learning is used to inform the next steps in learning for all groups of learners with FIT being used routinely and effectively by ALL learners across the curriculum
- Learners are becoming more effective in their own learning and progress and are able to reflect and respond to feedback
- Learners in mixed ability classes (Year 7) are making good progress when compared to set groupings (Staff, learner voice and QA of lessons/Books)
- Most learners are appropriately challenged in their learning through high expectations and planning for challenge evidenced in lesson reviews and LBRs.
- Strategic Leads/Team Leaders of Wave 1&2 GCSEs will have undertaken the necessary PL to support their planning and delivery of the new courses.

What evidence do we have to prove this?

- QA Team Leader documentation for T&L following the full lesson reviews and LBR.

- Whole school self evaluation QA of T&L report (interim report Dec 25, Summer report 26).

- Individual lesson review documentation which identifies best practice, areas for development and PL follow up. Lesson reviews and learning walks as well as Learner books

- Evaluation of of improvement plans at department level (learner progress and outcomes).

Coleg Cymunedol Y Dderwen - **Improvement Planning 2025 / 2026**
Area for improvement: IP 1 - Teaching and learning
Priority 2 - Progressive development of skills – Literacy, Numeracy, Welsh and DCF.

What does evaluation tell Us?

- **Numeracy** skills are developed across identified numeracy rich departments, Science, DT, Geography and IT (see report for full evaluation). There is evidence of Numeracy progression through KS3 which mirrors our Numeracy mapping document. GCSE Geography and Science questions are evident in maths lessons so nearly all learners have opportunities to apply their numeracy skills across the curriculum. Most learners use Success Criteria (from the new graphs policy) when drawing graphs and many analyse graphs using the new school assessment sheets.
- In most areas at KS3 there has been an increase in learners scoring 95+ in Numeracy assessments when compared to this time last year. For all eFSM learners, other than year 9 reasoning the gap has decreased. Percentage of MAT learners scoring 115+ procedural has increased each year from year 6 (see numeracy forum document for detail)
- There are opportunities for the development of **Welsh** language, heritage and culture in most subjects across the curriculum. All departments use Welsh praise in their books however there are still some inconsistencies.
- **Literacy**
- In the LBR, there is evidence of vocabulary development, structured writing and inference tasks across the curriculum. Thus, reflecting the priorities outlined in the school's Literacy View documentation. Extended writing frameworks (such as Writing for Success) and the Reading and Writing Habits are evident in subjects*. For detailed analysis of reading and writing outcomes see Literacy IP and KS 3 Literacy Forum evidence*
- **DCF is now added to the skills focus.**

What do we want to improve?

- Develop skills across subjects to strengthen Literacy, Maths, Welsh and DCF making them fluid and easily transferable skills.
- Improve the outcomes of Maths, Literacy, DCF and Welsh.
- Strengthen learner competence in DCF skills and their application outside of a designated IT lesson.
- Improve the opportunities that learners have to work digitally through a range of mediums.
- Increase the confidence of learners using Welsh language and in turn improve Welsh outcomes.
- Impact positively on reading scores, ages and disciplinary literacy.

What is it like now?

- Numeracy continue to extend the Numeracy mapping into other subjects from September. Business Studies, Psychology and possibly Skills Challenge.
- Ensure staff reminders of the importance of accurate graphs and detailed analysis
- Further improve the use of incidental welsh outside welsh lessons - evidence in T&L reviews in October 2026.
- Improve the consistency of welsh marking in learner books.
- Literacy - Continue to support efsm learners with intervention and effective tracking systems
- Introduce a new marking policy to ensure a consistent approach for marking for literacy
- Further embed proofreading, redrafting and academic reading practices

What are the barriers?

Staff confidence and skills level in Numeracy, DCF and Welsh
PL time considering the time needed to prepare for the new GCSE qualifications. .

What will we do?

- **Numeracy: To** continue the mapping of Numeracy provision across the curriculum at KS3 and 4 subjects outside the Numeracy rich ones (e.g. Business Studies, PE, FN) To evaluate the impact of new Year 7 Numeracy unit on Graphs linked to whole school graphing priorities (from Estyn).
- To monitor the impact of graph marking and analysis document across the curriculum.
- To monitor the impact of Intervention on groups of learners who are identified in terms of their NNT data - Continue to monitor intervention data and progress but this needs to extend to monitoring its mpact.
- To create a Year 7 Numeracy Unit linked to real life authentic contexts - eg finances, bills, best buys.
- **Literacy:** cross-curricular reading and vocabulary and disciplinary literacy.
- **Welsh:** Increase the use of incidental Welsh, upskill staff and create more Welsh around the school.
- **DCF:** Enhance digital learning opportunities with more challenging tasks to support consistent progression and meet higher progression steps more consistently.
- Further strengthen staff confidence, accountability and digital skills through focus groups and the updated CCYD DCF website.
- Review departmental DCF expectations and carry out an updated curriculum-wide audit to ensure consistency and effective implementation to raise standards.

What is our time scale?

Academic year 2025-2026

What resources are needed?

Identified inset time within the QA calendar to allow for planning and implementation.

How will we know we have been successful ?

- Numeracy learning experiences outside of maths lessons will be more purposeful and evident providing a suitable challenge for all 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
- Consistent approach with the correction of spelling, punctuation and grammar across the curriculum.
- Reading is effectively planned for across all curriculum areas.
- ALN learners make progress in line with their ALP targets.

What evidence do we have to prove this?

- Department data
- LBR reviews
- Literacy, Numeracy and DCF forums
- T+L reviews

Priority 3 - Further develop an effective and robust use of data to identify gaps, monitor progress and inform teaching and learning.

What does evaluation tell Us?

The school has a number of established tracking and monitoring of assessment procedures. However staff/team leaders/SLT could utilise the information and data shared with them more strategically and effectively.

Data analysis that includes groups of learners (eFSM, MAT, ALN) is available after each data drop for all year groups. However Team Leader/SLT tracking and action focus largely on Year 11 and KS5.

LBR shows that assessment tasks do not always align to the data entered and do not always inform next steps in teaching and learning.

What do we want to improve?

- Ensure robust assessment procedures are in place to challenge underachievement/learner progress for all year groups and groups of learners (eFSM, MAT, ALN)

- Clear processes and accountability for the tracking of all learners and groups of learners at all levels across the school. (eFSM, MAT, ALN)

- Consistency in assessment, data collection and T&L next steps

- Consistency and purposeful procedures for mock exams. (SOP/Breakthrough Leadership Programme)

What is it like now?

Clear systems are in place however there is a lack of consistency across departments in effectively tracking key groups of learners.

SLT line managers discuss and challenge their respective teams however the approach is not always consistent across all year groups and groups of learners (eFSM, MAT, ALN).

Assessment tasks are evident in LBR however data entry does not always match.

The assessment outcomes do not always impact on next steps in T&L

What are the barriers?

- Budget constraints PL needs to be completed in Twilight/INSET and after school sessions due to lack of budget to support any external training or group sessions during the day.

What will we do?

Ensure consistent line management agendas that support whole school data discussions and challenge.
Review and strengthen eFSM learners tracking and mentoring procedures.
Review and strengthen systems for tracking and mentoring of MAT learners after data drops.
QA T&L Assessment and data entry in whole school learner book reviews.
Implement 'find me 5" and ensure all teaching staff are using the standard operating procedures for Mock exams
Monitor ALN learners attainments and implement appropriate ALPS/ interventions
Ensure that ALN learners progress against their intended outcomes as identified in their IDP

What is our time scale?
Ongoing
2025-2027

What resources are needed?
- INSET time
- Meeting time - dept and SLT
- IDP reviews
- School tracking systems
- Pastoral staff
- LBR

How will we know we have been successful ?
- Learner progress is clearly identified for all groups of learners. (eFSM, MAT, ALN)
- Data tracking is consistent across the school
- Assessment tasks are in line with the assessment plans
- Standards reviews show that tracking is accurate in line with predictions
- Appropriate interventions are in place for identified learners
- LBR show a consistent approach in assessment and data entry

What evidence do we have to prove this?
- Exam and assessment data
- Learner progress evidenced/Improved learner outcomes
- Meeting minutes
- LBR

Coleg Cymunedol Y Dderwen - Improvement Planning 2025 / 2026
Area for improvement: IP 2 - Well-being, care, support and guidance
Priority 4 - Improve whole school attendance for all groups of learners.

What does evaluation tell Us?

- Admissions of learners with behaviour problems continued to impact attendance of the persistent absenteeism percentage group.

- Attendance falls below the Wales figure.

- Attendance figures are down across all groups and cohorts of learners.

What do we want to improve?

- Improve rates of attendance for all groups of learners (CEC, efsm, YC, ALN, boys/girls) including the whole school figure.

- Establish more effective in school practices of monitoring and tracking attendance.

- Raise the profile of attendance so that everyone is involved and aware of school attendance expectations, practices and consequences.

- Collect and analyse data for trends and to plan interventions and next steps.

- Reduce the gap in attendance between efsm and non.

What is it like now?

Attendance figure academic year 2024 - 2025:

- Whole school 84.24%
- Wales 88.70%
- Efsm 74.66%
- Below 90% (Persistent absentees) 51%
- Efsm below 90% - 70.5%

What are the barriers?

- Attendance nationally has seen a decline as an impact of covid. Parent apathy towards attendance has increased impacting negatively on whole school attendance.
- The community understanding of what constitutes good attendance and the impact of poor attendance on life prospects is not fully understood.

What will we do?

- Streamline process used for tracking, monitoring and daily attendance routines.

- Raise the profile of attendance throughout the school and wider community making attendance 'Everyone's business'.
- Attendance focus weeks and incentive drives.
- Collect data and analyse regularly to plan for next steps.
- Share data and establish the league system to encourage learners to attend.
- Work with the EWO team to effectively combat persistent absenteeism
- USe PCP meetings to highlight issues with attendance for learners with ALN and work in partnership with families to remove barriers

What is our time scale?

October half term for the new processes to be rolled out including class charts and answerphone facilities. Attendance leagues rolled out by the end of September and the first data piece sent home to parents at the end of the half term. Incremental improvement in data of groups by the end of term one. By the end of term 3, improvements in the percentage of attendance from last year by at least 2% for all groups and a closing of the gap between efsm and nfsm by 5%.

What resources are needed?

- Incentives and rewards.
- Data.
- Time

How will we know we have been successful ?

- Data for all groups of learners to be readily available showing increase and decrease of their attendance.
- All staff to be aware of attendance and engaging in challenging conversations with learners in order to promote good attendance.
- The whole school attendance figure to be at least 90% by the end of the academic year.
- The difference between the efsm and non fsm attendance to be decreased to be within 5%.
- For all groups of learners to improve by at least 2% on their end overall figure from the last academic year.

What evidence do we have to prove this?

- Data collection and dissemination.

Coleg Cymunedol Y Dderwen - **Improvement Planning 2025 / 2026**
Area for improvement: IP 2 - **Well-being, care, support and guidance**
Priority 5 - Improve learner wellbeing to create and foster a safe, supportive and inclusive environment

What does evaluation tell Us?

That we should aim to:

- Improve engagement and attitudes to learning - increase numbers of learners receiving positive recognition for their hard work and effort via 'Best of the Best', CCYD Elite and A2L scores of 1 across multiple areas of learning.
- Reduce the number of fixed term exclusions in comparison to last year - specifically female learners.
- Establish appropriate interventions to support both the academic and emotional progress of our learners, and ensure interventions are appropriately evaluated to ascertain their effectiveness.
- Create a 'CCYD learner panel' to support PLs with their BESD & EBSA learners.
- Carefully track the academic progress of key learners - particularly the EFSM & CEC learners who are underachieving through data drop information and RAM meetings.
- Amend behaviour policy and anti-bullying policy to reflect changes in practice.
- Utilise key staff and spaces within the school to support the growing needs of our learners

What do we want to improve?

- Provision for learners identified as EBSA to ensure improved engagement & attendance.
- Curriculum provision for learners who display challenging behaviour whilst awaiting A2E outcomes.
- A creative curriculum to support learners with challenging behaviour .
- The number of FTE incidents involving female learners
- Procedures that are robust and tackle and challenge unacceptable behaviour and the identification of appropriate intervention.
- Better promote a culture of rewarding learners who display high standards of A2L.
- The sharing of key learner behaviour from our primary feeders - this includes IDPs/BESD information.
- Learner views - we want all learners in the school to feel safe and secure when in the building.
- Relationships between learners and staff - 'warm demanders'.

What is it like now?

Exclusion:
- Exclusion data 2024/2025: 293 incidents / 381.5 days / 77 learners / 9 perm ex
- Exclusion data 2023/2024: 131 incidents / 336 days / 69 learners / 7 perm ex
- Exclusion data 2022/2023: 199 incidents / 443.5 days / 80 learners / 5 perm ex
- Exclusion data 20212022: 117 incidents / 266 days / 60 learners / 6 perm ex

What are the barriers?
- Funding - School & LA
- Parental Engagement
- LA procedures and policies for behaviour
- Reduced LA support/provision (Capacity in provision/opportunities)
- Provision for learners identified as EBSA

What will we do?
- Implement a creative curriculum to support learners with challenging behaviour.
- Target intervention strategies for girls to reduce perm ex percentages.
- Refine and develop use of the Phoenix Centre & key spaces around the school and in-house processes.
- Create a more robust behaviour policy which includes appropriate implementation of interventions.
- Create our own 'CCYD behaviour panel' to evaluate behaviour support systems and track learner behaviour more effectively.
- Refine A2L procedures.
- Raise the profile for rewards to celebrate achievement.

What is our time scale?

Sept 25 - July 26

What resources are needed?
Awards budget - £4000
Awards Group
CCYD behaviour panel - regular internal PDC meetings
Intervention support for key learners based on data
Alternative qualifications to support the School's cap 9 figure

How will we know we have been successful ?

- Reduced FTE compared to previous year.
- Improved EBSA outcomes.
- Reduced permanent exclusions compared to previous year.
- Improved learner outcomes and engagement
- Increase in learners achieving 'Best of the Best', 'CCYD Elite' and A2L scores of 1 across multiple departments.
- Amended behaviour policy and anti-bullying policy

What evidence do we have to prove this?

- Exclusions data
- Rewards data
- Improved Parent/Carer communications
- More effective Staff & learner voice
- Parental meetings evidenced using provision map
- Effective Presentations to Staff, SLT & GB

Coleg Cymunedol Y Dderwen - **Improvement Planning 2025 / 2026**
Area for improvement: IP 3 - **Leading and improving**
Priority 6 - Further embed a rigorous approach to school improvement planning and self-evaluation.

What does evaluation tell Us?

- Although good progress has been made in this area there are still some improvement plans that are not evaluative enough and there is still some in-school variation on the quality of these plans

- There is evidence that whole school PL opportunities are impacting on standards and whole school priorities-including literacy and numeracy skills development, questioning, assessment and data tracking. [DD4 compared to final results]. This is being discussed and identified during Standards Reviews in the Autumn Term.

What do we want to improve?

- Continued focus on developing the consistency of all improvement plans and self-evaluation documentation to ensure whole school consistency.

- Continue to develop and use of a range of data evaluatively and effectively in all quality assurance processes with a clear emphasis on learner progress.

- Ensure that all Standards Review documentation is succinct and evaluative and informs all future improvement planning.

- Revise the format of current PL practices to ensure that all PL activities are evaluated to support the school and national priorities and to ensure that PL impacts on standards and learner outcomes.

What is it like now?

- In school variation on the consistency of IPs/SE documentation - a minority of TLR holders documentation is still not evaluative and in a few cases this includes the effective use and accuracy of data.

- The quality assurance cycle is established and continues to evolve to support thorough and reflective self-evaluation processes at team,departmental and whole school levels.

- Professional Learning activities are focussed on school/national targets linked to the Improvement Plan.

What are the barriers?

- Deficit budget and its possible impact on professional learning.

What will we do?

- SLT responsibilities were amended in the summer term and shared with all staff and these clearly align to the school and national priorities
- Job descriptions for all teaching staff have been reviewed and/or amended and shared with all staff to be signed off in the Autumn term
- Utilise the support of the Breakthrough Leadership Programme for the current Year 11 and adopt three key strategies at a whole school level - Warm Demanders, Horsforth Quadrant and Mock Standard Operating Procedures
- Continue to quality assure all IP/SE documentation and provide further training around writing purposeful and evaluative commentary.
- Inform all staff of the revised format for PL and the school and national priorities [INSET Sept. 1st]

What is our time scale?
- 2025-2026

What resources are needed?

- Inset time - Twilight sessions - Professional Learning Costs
- Line Management meetings - Departmental and Aole meetings
- Support from PR Leadership Coach

How will we know we have been successful ?

- SLT and all TLR holders have a clear vision and strategic approach to improvement planning and self-evaluation processes.
- All plans are beneficial and effective and all stakeholders are aware of the school and national priorities.
- All IPs are consistently good or better. Self-evaluation reports clearly identify strengths and areas for improvement at all levels.
- Professional learning focus clearly on the school's improvement priorities including improving teaching experiences and learner outcomes.
- Standards Review documentation across all departments are accurate and reflective and standards are good when compared to national and family data.

What evidence do we have to prove this?

Improvement plans/self evaluation documents from all TLR holders
Standards Reviews Documentation
Quality Assurance Calendar activities
Professional Learning Evaluations
Performance Management evidence
Inset presentations

Coleg Cymunedol Y Dderwen - **Improvement Planning 2025 / 2026**
Area for improvement: IP 3 - Leading and improving
Priority 7 - Raise standards for all year groups and groups of learners.

What does evaluation tell Us?

Attainment for learners with ALN is inconsistent and individuals progress against intended outcomes is not always celebrated or evaluated robustly

Measure	24/25	23/24	22/23	2024/25 Evaluation
Capped 9	349.6	353.3	352.9	Declining: -3.7 from 23/24. But -1.6 drop from 18/19. Boys performance lower than girls by -8.5.
eFSM APS gap	-82.4	-64	-97.9	Declining from 23/24 but improved on 22/23. Boys eFSM performance lower than girls by 26.2 APS.
Literacy measure	35.7	36.7	36.5	Declining: -1 from 23/24. eFSM declining with APS 27.4 from 30.8. Boys -3.9 APS
Numeracy measure (first)	35.2	33.5	35.5	Improved +1.7 from 23/24. eFSM improved with APS 27 from 26.2. No gender gap
Science measure	35.7	35.4	35.5	Improved +0.3 from 23/24 and improved from 22/23. eFSM slight decline from 27.3 to 27. Boys -5.1 APS
Welsh Bacc APS	39.3	38.1	37.9	Increasing 3 year trend. eFSM gap -8.8. Gender gap -2.8.
5A*/A	11.7%	8.9%	14.5%	Improved +2.8% from 23/24. And +4% from 18/19. With a large gender gap. 22 girls and 4 boys. Only 1 efsm learner achieving.

2.7% (5/6 learners eFSM) left with no formal qualification. This is a deterioration from 1% (2 learners) in 23/24.

Level 3 results were pleasing with an increase on 23/24 in all measures including 3xA*-C up to 62.7%. However ALPS ratings show that 35% of depts are ranked with the bottom 25% of schools. Just over a few (25%) are ranked in the top 25%.

What do we want to improve?

- The range of qualifications that can be offered to learners with ALN
- Improve the schools capped 9 result for all learners, including groups of learners. (ALN, eFSM, MAT, boys)
- Reduce the gap between efsm and nfsm learners for all performance measures
- Continue to improve the 5 A*/A measure with increased focus on boys.
- Ensure no learners leave the school with no formal qualifications.
- Improve the retention rate of learners moving from AS to A2 level.
- Improve the outcomes of all A level and BTEC subjects on offer at key stage 5
- More PL for Teamleaders/Strategic Leads on school data such as Family of schools, sixths comparisons to targets.
- Learners understanding of capped 9.

What is it like now?

- The Capped 9 figure of 349.6 has declined and remains lower than 2018/19.
  There are clear areas that have been identified that if improved will bring the figure in line with the top performing schools within our family. (boys, eFSM and subjects)
- The majority of departments in 2025 have improved outcomes at A*/A, with a minority declining.
- eFSM APS outcomes are below target for most departments.
- Where national data is available (25 dept), a few departments (20%) perform above National average at A*/A, 28% perform higher than national at A*-C and 36% for A*-G. Family data needed for a more accurate picture as CCYD is family 12 from families 7-21.
- Old Level 2 inc measure has declined to 41.3%. Previously 51.5% and 45.5%.

What are the barriers?

- Deficit budget and its impact on and meaningful alternative provisions.
- Further development of staff skills to evaluate evidence and to measure the impact on learner outcomes consistently and effectively.

What will we do?

- Support Departments in delivery of Entry level and other vocational qualifications
- Prepare for the wave 3 qualifications that will offer a broader range
- Evaluate the current curriculum to ensure that there is appropriate value added available to all groups of learners.
- Introduce core subject team leader group meetings with a shared focus on improving outcomes.
- Continue to track and monitor all learners and groups of learners (ALN, eFSM, MAT, boys) for all year groups.
- Introduce data updates in whole school staff meetings - shared focus on improvement and celebrating successes.
- Engage with the Breakthrough Leadership programme (WIG Challenge 380/warm demanders)

What is our time scale?

Ongoing

2025 - 2027

What resources are needed?

PDG
ALN Funding
Any other grant funding
Whole school tracking systems and analysis of data
RAM meetings , Link and Dept minutes, SLT meetings, staff meetings.

How will we know we have been successful ?

- Ensure that all data is used effectively to identify strengths and areas for improvement in learners' performance especially the performance of ALN, MAT and eFSM learners.
- Capped 9 is in line or exceeds the family average in all key indicators
- The gap between eFSM and non eFSM reduces
- Boys performance is in line with the girls.
- The number of 5A*/As continues to improve.
- All learners leave school with formal qualifications
- Improved retention rates in AS and A2
- Improved outcomes at A level and BTEC level 3

What evidence do we have to prove this?

- Improvement plans/self evaluation documents from all TLR holders
- Meeting minutes
- Standards Reviews Documentation
- Quality Assurance Calendar