



Queen Elizabeth High School

Cynllun Datblygu Ysgol

School Development Plan

2022/2023





Queen Elizabeth High School is a mixed, bilingual school for pupils aged between 11-18 years serving Carmarthen and the surrounding area. There are 1339 pupils on roll, which includes 260 in the sixth form, this includes pupils in our highly successful Additional Needs Unit, Canolfan Elfed.

Around 23.3% of pupils are eligible for free school meals, which is in line with the national average of 23.6%. The school is located in 10-30% of the most deprived areas in Wales. However, it is a true comprehensive with a very varied catchment that encompasses equally areas of affluence and significant deprivation. 20 pupils are looked after by the local authority. Most pupils are from white British backgrounds and around 9.5% have English as an additional language. Approximately 30% of pupils are placed on the ALN register; including the LA funded inclusion centre, Canolfan Elfed (CE), with 93 pupils which supports pupils with a wide range of complex needs.

September 2022, 212 pupils joined from 19 different primary schools.

The school received its core inspection by Estyn in January 2014 and was placed in 'Estyn Monitoring'. The school was removed from Estyn monitoring in May 2017. The Headteacher has been in post since April 2021. The Senior Leadership Team has undergone significant changes over the last two academic years.

Data Based on SIMS 20/09/22



Key Stage 3:	2018	2019	2020	2021	2022	2023
English L6+	56.8	57.2			44.8	54-59
Mathematics L6+	64.9	59.9			56.1	54-59
Science L6+	64.7	64.9			56.6	55-60
Welsh 1 st L6+	50.0	63.2			14.6	48-53
Core Subject Indicator L5+*	89.3	82.9			72.4	80-85
Core Subject Indicator L6+	62.2	44.6			33.8	43-48
Performance of boys* compared to girls in core indicator* [B-G]		-5.1 pts			-23.5pts	-5pts



Key stage 4 Pupils:	2018	2019	2020	2021	2022	2023
Achieved at least 5 GCSE grades A* - C or equivalent (Threshold 2)	69.1	69.2	73.5	76.6	79.3	75-80
Achieved at least 5 GCSE grades A* - G or equivalent (Threshold 1)	97.7	97.2	95.0	97.5	91.4	95-100
Achieved the core subject indicator	52.3	52.6	56.6	60.2	62.5	60-65
Leaving full-time education without a recognised qualification.	0	0	1	0	2	0
Achieved Level 2 threshold including Eng/ Maths	54.5	52.6	58.0	60.7	64.2	62-67
Achieved L 2 threshold including Eng/ Maths- eFSM	30.8	28.9	33.3	35.1	40.4	38-43
Performance of boys compared to girls in Threshold 2 including Eng / Maths (B-G)	-9ppts	-3ppts	-15.5 ppts	-4 ppts	-5 ppts	0- -5ppts
CAPPED Points score- Nine	366	387	395.9	413.5	394	385-395
MEAN point score - Literacy	39.8	40.1	40.7	42.7	42.3	39-44
MEAN point score – Numeracy	39.2	39.4	39.5	40.9	38.7	37-42
MEAN point score – Science	39.5	42.3	40.3	41.9	39.3	39-44
MEAN point score - Skills Challenge Cert	34.2	36.0	37.6	38.4	34.8	35-40



Key stage 5 Pupils:	2018	2019	2020	2021	2022	2023
Achieved L3	96.4	95.5	98.9	100.0	100.0	95-100
Achieved at least 3 A2 grades A* -A or equivalent	13.4	13.5	18.6	29.0	23.7	15-20
Achieved at least 3 A2 grades A* - C or equivalent	43.8	45.9	71.6	78.0	80.6	76-81
Wider point score	713.4	658.3			729	695-700

Date of Last Inspection: Jan 2014	Current Performance: Good	Capacity to Improve: Good	Subsequent Monitoring: LA		
Recommendation		Very good progress	Strong progress	Satisfactory progress	Limited progress
		Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation
Recommendation 1: Raise standards in key stage 4, particularly of boys, and increase the number of pupils achieving Welsh first language qualifications			X		
Recommendation 2: Improve attendance				X	
Recommendation 3: Improve the quality of teaching so that it meets the needs of all pupils			X		
Recommendation 4: Improve the quality and impact of assessment		X			
Recommendation 5: Improve the quality of middle leadership and hold them consistently to account for standards			X		



Recommendation 6: Improve the consistency of the link between self- evaluation and improvement planning	X			

School's Three Year Priorities 2020-23				
Key Question 1	Key Question 2	Key Question 3	Key Question 4	Key Question 5
<ul style="list-style-type: none"> To increase the percentage of pupils achieving Level 2 qualifications including eFSM learners. Improve the performance of boys in "literacy" based subjects. To develop 1st language Welsh in line with LA expectations. 	<ul style="list-style-type: none"> To improve whole school attendance in line with WG recommendations To develop the strategies that will reduce the number of fixed term exclusions To invest in strategies to promote staff and pupil wellbeing 	<ul style="list-style-type: none"> To produce curriculum models that support the principles underpinning Curriculum for Wales . To continue systems that promote the sharing of best practice and reduce levels of 'in school variation'. Further develop personalised learning pathways that maximise individual pupil attainment. To develop the Welsh dimension and increase the use of incidental and conversational Welsh in all areas of the school. To develop and create tracking systems across the whole school that measures the impact of rigorous assessment during assessment weeks. 	<ul style="list-style-type: none"> Review and refine the curriculum to promote personal development. To improve the tracking of ALN learners across the school. 	<ul style="list-style-type: none"> To evaluate and adjust as necessary, the roles and responsibilities of the SLT. To further develop the role of learner voice in all aspects of school life. Ensure that the school budget and resources are used effectively to improve learner experience.

RAG RATING EXPLANATION

RAG rating must be read in conjunction with previous SDP documents. The RAG rating is based on the sub targets set not the overall priority. The priority might be carried over two years with new sub targets added to strengthen the provision.

	NOT COMPLETED
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Orange	SOME SUB TARGETS MET
Yellow	MOST SUB TARGETS MET
Green	ALL SUB TARGETS MET



Priority 1	SER /Estyn link Inspection area 1: Learning	1.1 standards and progress in learning and skills					
Accountability to GB: <u>IMPROVEMENTS, STANDARDS & ATTENDANCE COMMITTEE</u>		Success Criteria – What will success look like?					
Improve the learning experiences for all FSM learners resulting in improved performance in key indicators. (CARRIED OVER FROM 2021/2022)		<ul style="list-style-type: none"> The school will develop their own FSM initiatives that have a positive impact on school. The FSM gap at KS4 will reduce. This will continue to reduce as initiatives become more embedded across the school. Largest impact should be seen in 4 years time when current year 8 reaches year 11. Impact will be seen in year 7 data as FSM pupils perform higher. 					
Strategies Actions – How?	Monitoring	Timescale	Success Criteria	Cost	RAG / Sept 2022 Progress Check	RAG / Jan 2023 Progress Check	RAG / April 2023 Progress Check
<ol style="list-style-type: none"> Train staff on the school FSM initiatives Uplift of year 7 data in line with RADY requirements Introduce initiatives into the careers program at KS3/4 to raise aspirations of FSM students Ensure proportional representation of FSM pupils in all wider curricular activities. This will be monitored through pupil panels. Regular departmental agended item- monitor and track FSM pupils progress Individual action plans created for all FSM pupils 	<p>All staff GR</p> <p>NJ/LR</p> <p>SLT/HoL</p> <p>SLT/SL</p> <p>AB/VB</p>	<p>Dec 2022</p> <p>Nov 2021/Nov 2022</p> <p>Throughout the year</p>	<ol style="list-style-type: none"> Staff across the school will be confident with FSM initiatives Data will be in line with RADY requirements Pupils will have higher aspirations and achieve higher grades. FSM pupils will be proportionally represented in all aspects of school life Departmental minutes will highlight FSM monitoring and tracking. All FSM students will have an individual action plan. 	<p>INSET</p> <p>PPA Time</p> <p>Departmental meetings</p>			



Priority 2	SER /Estyn link Inspection area 1: Learning	1.1 standards and progress in learning and skills					
Accountability to GB: <u>IMPROVEMENTS, STANDARDS & ATTENDANCE COMMITTEE</u>		Success Criteria – What will success look like?					
Improve the learning of literacy, communication and reading skills for pupils resulting in improved performance in key indicators. <u>(ASPECTS CARRIED OVER FROM 2021/2022)</u>		<ul style="list-style-type: none"> • Pupils Literacy scores based on National test data falls within the average score of 1000 • GCSE Literacy scores increase by at least 1 point score to 43 					
Strategies Actions – How?	Monitoring	Timescale	Success Criteria	Cost	RAG / Sept 2022 Progress Check	RAG / Jan 2023 Progress Check	RAG / April 2023 Progress Check
1. Develop a whole school reading strategy that is consistent across all subjects in the school.	IS	Dec 2022	Pupils' reading will develop using consistent and simple strategies. These strategies are tailored and pupil specific in English lessons.	INSET			
2. Develop a range of strategies to improve reading and communication skills in English with targeted classroom intervention which will be based on individual learning pathways.	IS	Dec 2022		DEPARTMENT MEETINGS			
3. Roll out the second stage of Reading Toolkit roll out	IS	Oct 2022	All staff are trained with a range of reading techniques to support pupils across the school.	INSET PPA TIME			
4. Further develop the intervention program to take place for students underperforming in literacy and numeracy. Intervention will have a clear entry and exit criteria based on National test scores.	IS/HH	Oct 2022	Intervention will improve pupil outcomes in National Test scores. Skills coordinators will work closely with the ALN department and FSM coordinator to ensure all pupils' needs are met.				
5. Roll out Taith 360 as the new tracking tool in line with the new curriculum.	IS/HH	Throughout the year	All staff track pupil progress in skills clearly using one system. Pupils' progress is easily measured.	INSET PPA TIME			

Priority 3	SER /Estyn link Inspection area 1: Learning	1.1 standards and progress in learning and skills					
Accountability to GB: <u>IMPROVEMENTS, STANDARDS & ATTENDANCE COMMITTEE</u>		Success Criteria – What will success look like?					
Provide the strategies and provision to support post Covid recovery of Welsh Language across all abilities.		<ul style="list-style-type: none"> • Pupils Welsh 1st Language outcome 6+ improve in line with previous data. • Pupils Welsh 1st Language scores based on National test data falls within the average score of 1000 • GCSE Welsh 1st and 2nd Language results improve. 					
Strategies Actions – How?	Monitoring	Timescale	Success Criteria	Cost	RAG / Sept 2022 Progress Check	RAG / Jan 2023 Progress Check	RAG / April 2023 Progress Check
<ol style="list-style-type: none"> 1. Provide support and collaboration for new leaders in Welsh with support from challenge advisor 2. Train staff on bilingualism and Siarter Iaith to promote the language across the school. 3. Further develop the intervention support in Welsh with a specific focus on pupils in the Welsh 1st Language classes. 4. Develop a range of strategies to improve reading and communication skills in Welsh with targeted classroom intervention which will be based on individual learning pathways. 	<p>RL/ATL</p> <p>SM/ATL</p> <p>SM</p> <p>SM</p>	<p>Sept 2022</p> <p>Sept 2022</p> <p>Nov 2022</p> <p>Oct 2022</p>	<p>Middle leader in Welsh feels supported and develops strategies of improvement that are effective and measurable.</p> <p>Staff are equipped to deliver basic bilingual support during lessons.</p> <p>Pupils are supported in small groups to develop and refine their Welsh 1st Language skills.</p> <p>Pupils outcome improve at all levels and key stages</p>	<p>Training cost</p> <p>INSET</p> <p>Lesson time</p> <p>PPA time</p>			

<p>Priority 4</p>	<p>SER /Estyn link Inspection area 2: Wellbeing and Attitudes to Learning</p>		<p>2.1 Wellbeing 2.2 Attitudes to learning</p>				
<p>Accountability to GB: <u>CURRICULUM, STAFFING & PASTORAL</u></p>			<p>Success Criteria – What will success look like?</p>				
<p>Improve key indicators of wellbeing including- 1. Whole school attendance 2. Exclusion rate <u>(ASPECTS CARRIED OVER FROM 2021/2022)</u></p>			<ul style="list-style-type: none"> School is fully compliant with the legal requirements and statutory guidance relating to both the admissions register and the attendance register. Increase % attendance in each year to impact positively on pupil progress and wellbeing, paying specific attention to the attendance of FSM pupils Provide support packages to engage vulnerable groups of pupils e.g. alternative curriculum Decrease persistent absenteeism by targeting pupils and supporting parents to engage with school using a model of equity for FSM pupils 				
<p>Strategies Actions – How?</p>	<p>Monitoring</p>	<p>Timescale</p>	<p>Success Criteria</p>	<p>Cost</p>	<p>RAG / Sept 2022 Progress Check</p>	<p>RAG / Jan 2023 Progress Check</p>	<p>RAG / April 2023 Progress Check</p>
<ol style="list-style-type: none"> Create an attendance mentoring program to support pupils whose attendance/ engagement levels are reduced and reasons for absences provided are not authorised by providing a key stage pastoral support mentor; use a higher threshold to provide early intervention for FSM pupils HOY to work alongside the attendance officer to effectively use school data to identify target groups. Reduce exclusion rates across the school by appointing a lead support worker for behaviour who will create behaviour plans whilst building relationships with families and delivering preventative measures. Effectively use TAPPAs meetings to address long term absenteeism. Utilise the support of the LAs inclusion team to address school refusal. Ensure school engagement officer offers regular and structured support to pupils who are not attending school. Provide online teaching and learning sessions and utilise DrMz to support the re integration of pupils not attending school. 	<p>SLT LJO HoL Key stage pastoral support</p>	<p>Program to be in place Oct 2022 and to continue throughout the year</p>	<p>Pupils have someone to work with in school specifically to support attendance. All FSM pupils have a go to person who provides the link between school and home.</p> <p>HOY works closely with parents, pupils and external agencies within their targeted groups to support pupils re- engage with school.</p> <p>Exclusion rate will decrease</p> <p>Improve long term absenteeism.</p> <p>Pupils not attending school get support and education to encourage them to return to full time education.</p>	<p>PPA time LM meetings SLT meetings</p>	<p style="background-color: orange;"></p>	<p></p>	<p></p>

Priority 5	SER /Estyn link Inspection area 2: Wellbeing and Attitudes to Learning	2.1 Wellbeing 2.2 Attitudes to learning					
Accountability to GB: <u>CURRICULUM, STAFFING & PASTORAL</u>		Success Criteria – What will success look like?					
Strengthen the whole school wellbeing provision.		<ul style="list-style-type: none"> • Pupils' wellbeing improves based on pupil voice and GL testing outcomes and appropriate programs and support are offered to students in need. • Trauma informed practices become an integral part of the school community. • Behaviour support is implemented effectively in order to see vast improvement through a reduction in exclusions and SIMS behaviour data. 					
Strategies Actions – How?	Monitoring	Timescale	Success Criteria	Cost	RAG / Sept 2022 Progress Check	RAG / Jan 2023 Progress Check	RAG / April 2023 Progress Check
<ol style="list-style-type: none"> The establishment of a wellbeing hub which will serve the increasing wellbeing and emotional needs of students. To appoint a lead wellbeing officer to offer a wide range of wellbeing support to pupils identified. To appoint a lead behaviour officer to provide behaviour support to pupils identified. HOY to refer pupils in for relevant and appropriate support. Ensure that the lead behaviour and lead wellbeing officer work collaboratively via fortnightly meetings. Pastoral support plans established for pupils with high levels of need. Train all staff on trauma informed practice ensuring they instil the 4 key tennents To establish a school to home programme to work with families in supporting their children who experienced trauma 	<p>LJO</p> <p>LJO/DRW</p> <p>SOK/DRW</p> <p>HOY</p> <p>LBO/LWO</p> <p>LBO/LWO</p> <p>LJO</p> <p>LJO/LBO/LWO</p>	<p>Nov 2022</p> <p>Sept 2022</p> <p>Sept 2022</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Oct 2022</p> <p>Oct 2022</p>	<p>Pupils have a safe space place to access wellbeing support.</p> <p>Wellbeing systems, programs and support and implemented effectively across the whole school.</p> <p>Behaviour systems, programs and support and implemented effectively across the whole school.</p> <p>Staff are confident with trauma informed practice and effectively instil the tennents protect,relate,regulate and reflect.</p> <p>Pupils experiencing trauma feel supported and make progress.</p>	<p>FINANCE</p> <p>FINANCE</p> <p>FINANCE</p> <p>PPA TIME</p> <p>PPA TIME</p> <p>INSET</p>			

Priority 6	SER /Estyn link Inspection area 3: Teaching and learning experiences	3.1 The breadth, balance and appropriateness of the curriculum 3.2 Teaching and assessment					
Accountability to GB:CURRICULUM/STAFFING & PASTORAL - IMPROVEMENTS, STANDARDS & ATTENDANCE COMMITTEE		Success Criteria – What will success look like?					
Introduce the New Curriculum for Wales in year 7 <u>(CARRIED OVER FROM 2021/2022)</u>		<ul style="list-style-type: none"> • Staff use PTS to effectively develop resources link to the year 7 curriculum. Pupil voice reflects positively on their experience. • Establish expectations of learning against the four purposes within AoL and with pupils, parents and the wider community. • Create curriculum models that progress the attributes outlined in the four purpose statements, ensuring that FSM pupils are not disadvantaged in their access to the curriculum through lack of experiences 					
Strategies Actions – How?	Monitoring	Timescale	Success Criteria	Cost	RAG / Sept 2022 Progress Check	RAG / Jan 2023 Progress Check	RAG / April 2023 Progress Check
<ol style="list-style-type: none"> 1. Year 7 curriculum is introduced on a trial basis in September linked to the core principles and what matters statements. 2. INSET for joint planning across AoLs to identify strength and areas of development in the curriculum to further develop for September 2023. 3. Staff track pupil progress on Taith 360 4. Primary links established to support implementation of four core purposes to be embedded within revised SOW across AOL 5. Audit all curriculum plans to ensure that FSM pupils can access the planned activities and provide additional support where necessary 	<p>ATL</p> <p>ATL</p> <p>MK ATL</p> <p>AB</p>	<p>Sept 2022</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Dec 2022</p>	<p>Staff are able to collaborate together effectively Staff are aware and understand the statements relating to their AoLE</p> <p>Staff have time to collaborate and create teaching materials Pupil progress is measured on one system.</p> <p>The curriculum will follow through successfully from Primary school</p> <p>The curriculum will be accessible to all and FSM pupils report that they enjoy it and are well supported</p>	<p>PPA TIME</p> <p>INSET</p> <p>DEPARTMENT MEETINGS/ PPA TIME</p> <p>PPA TIME</p>			

Priority 7	SER /Estyn link Inspection area 3: Teaching and learning experiences	3.1 The breadth, balance and appropriateness of the curriculum 3.2 Teaching and assessment					
Accountability to GB:CURRICULUM/STAFFING & PASTORAL - IMPROVEMENTS, STANDARDS & ATTENDANCE COMMITTEE		Success Criteria – What will success look like?					
Embed the PSE and careers provision across all key stages.		<ul style="list-style-type: none"> • RSE is embedded across the school. • Pupils get a wide range of careers and RSE opportunities enabling them to become well rounded individuals. • Health and wellbeing curriculum links directly with the new curriculum with the school highlighted as best practice. 					
Strategies Actions – How?	Monitoring	Timescale	Success Criteria	Cost	RAG / Sept 2022 Progress Check	RAG / Jan 2023 Progress Check	RAG / April 2023 Progress Check
<ol style="list-style-type: none"> 1. RSE is mapped across the school. 2. The school completes SHRN and sport surveys in line with government guidelines. The survey data is used and evaluated to improve the delivery of RSE, Health and Wellbeing and PE. 3. PSE coordinators work closely with the careers officer to provide a range of career opportunities and education in all year groups. 4. PSE coordinators plan and organise a range of external speakers to support the teaching of RSE across the school. 5. The Health and Wellbeing curriculum is evaluated and improved across KS3. 	<p>SOK/LR/NAJ CTH/LR/NAJ</p> <p>LR/NAJ/CS</p> <p>LR/NAJ</p> <p>NAJ</p>	<p>Sept 22</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>Provision is mapped clearly with areas not covered identified and addressed.</p> <p>SHRN and sports survey identify areas of development for the school with delivery covered across the curriculum</p> <p>Pupils get a wide range of career opportunities</p> <p>Pupils get a wide range of RSE opportunities</p> <p>Health and wellbeing provision is improved to link directly with the new curriculum</p>	<p>PPA TIME</p> <p>Lesson Time</p> <p>Lesson Time PPA TIME</p> <p>Lesson Time PPA TIME</p> <p>PPA TIME</p>			

Priority 8	SER /Estyn link Inspection area 4: CARE, SUPPORT AND GUIDANCE		4.1 Personal development 4.2 Safeguarding				
Accountability to GB: <u>IMPROVEMENTS, STANDARDS & ATTENDANCE COMMITTEE</u>			Success Criteria – What will success look like?				
Embed the principles of ALN Transformation in year 7,8,10 and 11 <u>(CARRIED OVER FROM 2021/2022)</u>			<ul style="list-style-type: none"> • The inclusion policy will clearly meet legal requirements that are reflected in the school • Universal provision is readily available and students have access if they meet the entry requirements • Year 7, 8, 10 and 11 pupils have IDPs that are shared with pupils, staff and parents. Pupils have a voice in their IDPs and pupil voice shows they feel supported. • Training and information accessible for relevant stakeholders in line with ALN transformation 				
Strategies Actions – How?	Monitoring	Timescale	Success Criteria	Cost	RAG / Sept 2022 Progress Check	RAG / Jan 2023 Progress Check	RAG / April 2023 Progress Check
<ol style="list-style-type: none"> 1. Update the schools inclusion policy 2. Establish a robust universal provision for all students which promotes inclusion. 3. Year 7,8, 10 and 11 pupils have IDPs in place 4. Teaching staff set subject specific targets for students with IDPs 	<p>LJO VB/LJO</p> <p>VB VB All teaching staff</p>	<p>Jan 2023</p> <p>Throughout the year</p> <p>Sept 2022</p> <p>Throughout the year</p>	<p>Inclusion policy completed and ratified by the Governing body reflecting clearly the schools procedures.</p> <p>Clearly identified list of universal provisions. All universal provisions have clear entry and exit criteria. Learner access to these provisions are mapped.</p> <p>All pupils with ALN needs have IDPs in year 7,8,10 and 11</p> <p>Teaching staff are aware of IDPs and students' needs.</p>	<p>PPA Time</p> <p>Leadership time</p> <p>Leadership time</p> <p>INSET</p>			

<p>Priority 9</p>	<p>SER /Estyn link Inspection area 5: Leadership and management</p>	<p>5.1 Quality and effectiveness of leaders & managers, including the governing body 5.2 Self-evaluation processes and improvement planning 5.3 Professional learning</p>					
<p>Accountability to GB: Finance and General Purpose Committee</p>		<p>Success Criteria – What will success look like?</p>					
<p>Ensure that leaders at all levels share a clear vision across the school to improve teaching, learning and wellbeing.</p>		<ol style="list-style-type: none"> Leaders at all levels understand the strengths and areas of developments within their area allowing them to set measurable targets in order to improve. Areas of Learning in turn improve. Leaders use grant funding appropriately and carry out targeted activities to support pupil wellbeing Standards increase relative to area Teaching and learning is 100% good or excellent and equity in teaching approaches are embedded into their subject area Most pupils make strong progress in their learning in line with their targeted grade. Outcomes to be seen in lesson observations, pupil voice, work scrutiny and outcomes. Strong team ethos with shared values is evident across the school. 					
<p>Strategies Actions – How?</p>	<p>Monitoring</p>	<p>Timescale</p>	<p>Success Criteria</p>	<p>Cost</p>	<p>RAG / Sept 2022 Progress Check</p>	<p>RAG / Jan 2023 Progress Check</p>	<p>RAG / April 2023 Progress Check</p>
<ol style="list-style-type: none"> Senior leaders share a clear vision for school improvement which is communicated effectively with all stakeholders. Staff at all levels track pupils effectively identifying areas of development and implementing effective strategies in order to support pupil progress Middle leaders promote accountability within their areas of responsibility setting appropriate aims, planning and objectives to meet pupil needs, with RADY permeating through all aspects of their work and equity in teaching evident in all lessons Leaders at all levels set high expectations of staff and develop models that promote professional development and strong team ethos. 	<p>SLT</p> <p>All staff</p> <p>SLT/HOL/HOD</p> <p>SLT/HOL/HOD</p>	<p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>Evaluation, monitoring and assessments are robust and appropriate for internal and external purposes</p> <p>Quality assurance shows that clear and appropriate aims, planning and teaching takes place meeting the needs of all learners,</p> <p>Middle leader meetings provide clear communication with a clear vision linked to departmental and whole school self evaluation and development planning, with FSM pupils routinely discussed and prioritised</p>	<p>INSET Meeting Time</p> <p>PPA Time Meeting Time</p> <p>PPA Time Meeting Time INSET</p>			

REVIEW AND MONITORING

<p>Priority 1 SER /Estyn link Inspection area 1: Learning Accountability to GB: IMPROVEMENTS, STANDARDS & ATTENDANCE COMMITTEE Improve the learning experiences for all FSM learners resulting in improved performance in key indicators. <u>(CARRIED OVER FROM 2021/2022)</u></p>	<p><u>PROGRESS 2020-2021</u></p> <ul style="list-style-type: none"> • Introduce and train staff on the RADY projects. Middle leaders were informed in November of the changes that would take place due to RADY. All staff had training during INSET in January on RADY. (Evidence KQ1- RADY) • Uplift of year 7 data in line with RADY requirements was done by GWR in November 2020 all pupils were moved with an uplift of 11 grades. (Evidence KQ1- RADY) <p><u>PROGRESS 2021-2022</u></p> <ul style="list-style-type: none"> • Uplift of year 7 data in line with RADY requirements was done by GWR in November 2021. • It is highlighted in systems of quality assurance within the school that an equal opportunity is given to FSM pupils. • All FSM pupils are being offered spaces on career aspiration events before being opened up to the whole school. • As a school we have further work to fully embed RADY principles across the school as a result this will carry over into 2022-2023 <p><u>PROGRESS 2022-2023</u></p>
<p>Priority 2 SER /Estyn link Inspection area 1: Learning Accountability to GB: IMPROVEMENTS, STANDARDS & ATTENDANCE COMMITTEE Improve the learning of literacy, communication and reading skills for pupils resulting in improved performance in key indicators. <u>(ASPECTS CARRIED OVER FROM 2021/2022)</u></p>	<p><u>PROGRESS 2020-2021</u></p> <ul style="list-style-type: none"> • The tracking system on SIMS has been established to monitor skills across AoLEs in line with National Frameworks. The Autumn tracking is being reviewed and evaluated currently. (Evidence KQ1- Skills tracking) • Whole school strategy QEHS Reading toolkit has been shared with staff during INSET ; to support reading across the curriculum. (Evidence KQ1- Reading Toolkit) • First hand evidence of skills across the curriculum is gathered regularly (work scrutiny and pupil panel) (Evidence KQ1- Skills) <p><u>PROGRESS 2021-2022</u></p> <ul style="list-style-type: none"> • Work Scrutiny and pupil panel have taken place with positive feedback received and collected. (Evidence KQ3-Skills) • Intervention program is up and running and feedback from pupils has been very positive. The data also shows a great impact on a number of pupils who are now performing above the standardised score of 100. • Develop processing support tasks (Numeracy) for subject areas to be used across all subject areas. Evidence has been provided of tasks across AoLE's • Monitor and evaluation the first phase of the Reading Toolkit roll out has taken place. With phase 2 a focus moving into 2022-23. • Tracking system has been evaluated and taith 360 has been developed in line with the new curriculum to track skills. This will be rolled out into year 7 in line with the new curriculum. <p><u>PROGRESS 2022-2023</u></p>

<p>Priority 3 SER /Estyn link Inspection area 1: Learning Accountability to GB: IMPROVEMENTS, STANDARDS & ATTENDANCE COMMITTEE Provide the strategies and provision to support post Covid recovery of Welsh Language across all abilities.</p>	
<p>Priority 4 SER /Estyn link Inspection area 2: Wellbeing and Attitudes to Learning Accountability to GB: CURRICULUM, STAFFING & PASTORAL Improve key indicators of wellbeing including- 3. Whole school attendance 4. Exclusion rate (CARRIED OVER FROM 2021/2022)</p>	<p><u>PROGRESS 2020-2021</u></p> <ul style="list-style-type: none"> Attendance action plan has been reviewed in light of COVID 19. School is following the operational guidance as laid out by SSAT. During lockdown school is making regular contact with vulnerable students and a child care hub has been offered to such pupils. Additionally where pupils have not attended school due to COVID anxiety regular contact has been maintained. The school is working with EWS to re-engage pupils with school during this academic year and national lockdown. Referrals have been made where a lack of contact has been established. Exclusion rate data in the autumn term 2019 compared to autumn term 2020 has decreased by 68.5 days down to 45.5 days fixed exclusions. <p><u>PROGRESS 2021-2022</u></p> <ul style="list-style-type: none"> Heads of Learning have had Edukey training during pastoral meetings and they have started using Edukey as a tracking system. Data is broken down into FSM and non-FSM for analysis across all year groups. Engaged with the Military Preparation school to provide more practical opportunities for identified at risk pupils. Partnership begun in Summer term' 21. A bespoke provision has been set up to check in and provide tutoring and mentoring support for 3 FSM vulnerable pupils at risk of exclusion and to re-engage them in education. This has been running since 10/1/22. There's been a reduction in fixed term exclusions this year from 215 to 185. However, this is still an area for development. We have made significant progress with wellbeing in light of COVID. The school has plans to further develop our wellbeing provision which will be seen in 2022-23. Attendance processes have been strengthened and attendance figures fall in line with the county and national figures. However, EWS processes are being reintroduced fully from September as a result our process for improvement will carry over into 2022-23. <p><u>PROGRESS 2022-2023</u></p>
<p>Priority 5 SER /Estyn link Inspection area 2: Wellbeing and Attitudes to Learning Accountability to GB: CURRICULUM, STAFFING & PASTORAL Strengthen the whole school wellbeing provision.</p>	<p><u>PROGRESS 2022-2023</u></p>
<p>Priority 6</p>	<p><u>PROGRESS 2020-2021</u></p>

<p>SER /Estyn link Inspection area 3: Teaching and learning experiences Accountability to GB:CURRICULUM/STAFFING & PASTORAL - IMPROVEMENTS, STANDARDS & ATTENDANCE COMMITTEE Introduce the New Curriculum for Wales in year 7 <u>(CARRIED OVER FROM 2021/2022)</u></p>	<ul style="list-style-type: none"> • The January 2021 INSET was based on QEHS’s journey towards the New Curriculum. Staff were given time to work in AoLE teams and to prepare some resources. (Evidence KQ3- New Curriculum) • Each Standard Leader/Curriculum manager has had a meeting with SLT to discuss their plans.(Evidence KQ3- New Curriculum) • Links with the Primary Schools have been established and themes shared. (Evidence KQ3- New Curriculum) • Due to the shift in emphasis from WJEC , the INSET days earmarked for new curriculum development was instead devoted to the process of collating and moderating CDG. • The CDG process enabled staff to further develop confidence in aligning tasks with clear rubrics and a close analysis of markscheme and subsequent skill development at KS4/5 • At KS3 , where online learning has been undertaken, staff were able to support pupils in developing new skills and fostering independent learning • Through the journey days , based around trialling and testing out different pedagogical aspects, enabled staff to develop learning experiences in line with the new curriculum design. • The main focus of the latter end of the academic year has centred on supporting pupils in the recovery of skills in a return to face-to-face learning. The restrictions for learning as a result of the Covid pandemic has permitted staff to enable pupils to become independent learners through offering a variety of blended learning styles. • Staff continue to focus on revising current SoW, learning strategies and assessment for learning in line with the new curriculum. <p><u>PROGRESS 2021-2022</u></p> <ul style="list-style-type: none"> • AoLE’s have had dedicated INSET time to plan resources for the new curriculum. These SOW have been collated and checked by SLT. • AoLE’s are expected to deliver and trial their new curriculum resources with the new year 7 September 2022. • Staff in Science and Technology have had the opportunity to link with Bryngwyn school to see best practice in order to develop their SOW. • Staff have been given the opportunity to link with primary school to share ideas. In particular Model school. • The school has not committed to introducing the new curriculum fully in September 2022 as a result this will carry over into 2022-23. <p><u>PROGRESS 2022-2023</u></p>
<p>Priority 7 SER /Estyn link Inspection area 3: Teaching and learning experiences Accountability to GB:CURRICULUM/STAFFING & PASTORAL - IMPROVEMENTS, STANDARDS & ATTENDANCE COMMITTEE Embed the PSE and careers provision across all key stages.</p>	<p><u>PROGRESS 2022-2023</u></p>
<p>Priority 8 SER /Estyn link Inspection area 4: CARE, SUPPORT AND GUIDANCE Accountability to GB: IMPROVEMENTS, STANDARDS & ATTENDANCE COMMITTEE Embed the principles of ALN Transformation in year 7,8,10 and 11</p>	<p><u>PROGRESS 2021-2022</u></p> <ul style="list-style-type: none"> • The school inclusion policy has been updated with the new requirements of the ALN transformation.

<p><u>(CARRIED OVER FROM 2021/2022)</u></p>	<ul style="list-style-type: none"> ● Robust universal provision for all students which promotes inclusion provided. Staff training has been provided to ensure everybody understands that ALN is now everyone's responsibility across the school. ● Year 7 and 10 pupils have IDPs are in place ● Staff training has been provided. ● Parental meetings have been held to ensure they understand the new requirements. <p><u>PROGRESS 2022-2023</u></p>
<p>Priority 9 SER /Estyn link Inspection area 5: Leadership and management Accountability to GB: Finance and General Purpose Committee Ensure that leaders at all levels share a clear vision across the school to improve teaching, learning and wellbeing.</p>	<p><u>PROGRESS 2022-2023</u></p>

Collaboration and Enquiry Projects 2022/23

Collaboration and Enquiry Projects 2021/22

1. ERW New Curriculum- Humanities Blended Learning project (MK)
2. ERW Enquiry: New Curriculum- Taith 360 project (NJ)
3. ERW Transition project (ATL) should be Curriculum for Wales cluster work?
4. NPEP (Does Taith 360 work as an effective assessment tool?) - AL/MK/NAJ Strategic Bilingual study pilot (3 members of staff) - in collaboration with Swansea University (funded by the Welsh Government and the ESRC) - AL/EW/MK/NAJ
5. Partneriaeth empathy working group - AL/SMA
6. Great Teaching Toolkit pilot - ATL/Lead Practitioners
7. Regional support for Modern Foreign Languages(Global Futures) - ATL/EMW supporting feeder schools.
8. New Curriculum: Science and Technology what it looks like for ALN learners (ATH)
9. School to school collaboration with Bryngwn and Glan Y Mor (All)
10. School to school collaboration with Model Primary (MK/ATL)
11. Taf Myrddin 14 to 19 Partnership (GRW)
12. Trauma informed practice (LJO/SJ and Elfed Teachers)
13. STEM EESW Project (SM)
14. RADY ERW Project (LJO)
15. FACE Cluster project - Parental Engagement Project (LJO)

1. Post 16 ERW Enquiry Project - Transition and Wellbeing (BJO)
2. Post 16 ERW Enquiry Project- Assessment Week Impact (BJO)
3. ERW New Curriculum- Humanities Blended Learning project (MK)
4. Assessment Foundation New Curriculum- Progression steps and tracking the new curriculum (BJO)
5. Erasmus- Sustainable Development Goals Impact Across the Curriculum (LJO/BJO)
6. Business2Schools (NC)
7. RADY ERW Project (LJO)
8. Task and Finish Group Welsh Government- Schools support staff (LJO/LTH)
9. VESPA ERW Project (BJO)
10. School to school collaboration with Bryngwn and Glan Y Mor (All)
11. Taf Myrddin 14 to 19 Partnership (GRW)
12. RALD design (ATL)
13. Professional Learning School - partnership with 3 universities (ATL)
14. SWAASH (LTH)
15. ERW Special School Group (LTH)
16. STEM EESW Project (SM)
17. ERW Transition project (ATL)