

**Cynllun Gwella’r Ysgol 2022-25**

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**School Improvement Plan** **2022-25**

**Our Vision**

***‘Dysgu gyda'n gilydd, tyfu gyda'n gilydd***

***Together we learn, together we grow ‘***

***(James Edwards – Year 6, 2022-23. As voted for by students, staff and governors)***

**Our vision**

At Ysgol Llanfyllin our vision is that **together** we will provide the highest quality education and **learning** opportunities to **all** pupils in **all** phases of the school.

Our commitment is to provide highly effective and innovative teaching in order for our young people to **grow** into:

* Ambitious and capable learners
* Enterprising and creative contributors
* Ethical and informed citizens
* Healthy and confident individuals

**Our school is based on these five founding principles:**

We always strive to provide:

* A secure and caring learning environment where the wellbeing of all is paramount
* A forward thinking, innovative and inclusive centre for lifelong learning where we strive for excellence in everything we do
* An all age school with an enterprising, engaging and exciting curriculum which assists all our pupils to fulfil their individual potential and develop a love for learning
* A school community with Culture, Cynefin and Cymreictod at its heart alongside a commitment to promoting and developing the Welsh language. This will give the foundation for our pupils to expand their horizons, knowledge and awareness of Wales' relationship with Europe and the world.

**And most importantly,**

* A happy School with ***‘Teulu’***at its heart.

**The Governor’s vision document can be viewed here**

**Development of the School Improvement Plan**

This document is based on School improvement guidance: [framework for evaluation, improvement and accountability](https://hwb.gov.wales/evaluation-improvement-and-accountability/school-improvement-guidance-framework-for-evaluation-improvement-and-accountability#improvement-priorities-and-school-development-plan:-expectations-for-schools,-local-authorities-and-regional-consortia)

This document arises from the full school Self Evaluation Review (SER) document summer 2022.

This document is a dynamic document and is subject to change as different school priorities arise and develop.

The governing body of Ysgol Llanfyllin have taken account of the following **national priorities** in setting their improvement priorities:

* **Improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience**
* **Reducing the impact of poverty on pupils’ progression and attainment**

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| **Action** | **Date** | **Staff Members and Governing Body** |
| **Planning** | Summer 2022/Autumn 2022 | SLT, School Improvement Advisor & Full Governing Body |
| **Review – Autumn Term 2022** | December 2022 | SLT, School Improvement Advisor & Full Governing Body |
| **Review – Spring Term 2023** | March 2023 | SLT, School Improvement Advisor & Full Governing Body |
| **Review – Summer Term 2023** | July 2023 | SLT, School Improvement Advisor & Full Governing Body |
| **Annual Governors Report to Parents** | December 2022 | Governing Body and SLT |

**Contextual Information**

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| **Key Information 2022-23** | |
| **Number of fte Teachers** | 50.17 FTE |
| **Number of fte Support Staff** | 37.8 FTE |
| **ALN/FSM information** |  |
| **Targets** |  |
| **Grant funding** |  |
| **Quality Assurance Calendar** |  |
| **Self Evaluation Cycle 2022-23** |  |
| **Policy Review cycle 2022-23** |  |

**Ysgol Llanfyllin - school appraisal of the progress with 2021-2022 priorities**

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| **Very good progress** | **Strong progress** | **Satisfactory progress** | **Limited progress** |
| Does not require any further attention to any aspect.  Very good effect on the quality if provision. | Requires attention only to minor aspects.  Positive effect on standards and / or the quality of provision. | Continues to require substantial attention to some important aspects.  Limited effect on standards and / or quality of provision. | Each aspect or many important aspects continue(s) to require attention.  No effect on standards and / or quality of provision. |

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| Priority areas 2021-22 | **Very Good Progress** | **Strong Progress** | **Satisfactory Progress** | **Limited Progress** | **Carry forward to next year's plan?** |
| **Priority 1:** **New Curriculum**: To effectively prepare for implementation of the New Curriculum. |  |  |  |  | Yes, and expand the target beyond the implementation of the CfW |
| **Priority 2: Post pandemic recovery including staff & pupil wellbeing**: To identify and target support for pupils who are underachieving/ with gaps in knowledge due to disruption in learning due to the pandemic and to support and to develop pupils’ confidence and resilience, ensuring they feel safe and secure. |  |  |  |  | No |
| **Priority 3: Self Evaluation and Improvement Planning**: To ensure that leadership establishes effective school improvement processes by July 2022 in order to accurately identify the schools strengths and areas for development. |  |  |  |  | Yes |
| **Priority 4: Siarter Iaith**: To plan purposeful opportunities for pupil and staff to develop the Welsh language skills in formal and informal situations. Increase the use of Welsh across the school and in the community. |  |  |  |  | Yes |
| **Priority 5: Standards (Gender)** : Improve the performance of boys (especially at key stage 4) |  |  |  |  | Yes |
| **Priority 6: Standards (MAAT & ALN)**: Improve the standards and progress / outcomes of more able and talented and ALN pupils across all phases of the school. |  |  |  |  | No |

**Following appraisal of the progress of the 2021-22 priorities, The Headteacher, leadership team and governors have identified the following areas as the main priorities for the 2022-2025 school development plan:** 

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| **2022-25 Priorities** | |
| ***Developing highly effective teaching*** | * Ensure classroom practice is successful in engaging all pupils and developing their skills, knowledge, understanding and experiences to an appropriately high level as they move through the school. * All teachers have a clear understanding of the 12 pedagogical principles. Are they using them successfully to underpin good curriculum and lesson planning? * All teachers’ subject knowledge is expert within the areas of the curriculum that they teach. * All teachers and other practitioners have high expectations of all pupils in all lessons. * All teachers and other practitioners have clear objectives for pupils’ learning and use a range of approaches and resources to engage and support all pupils to achieve as well as they can. * All teachers make their classes stimulating and engaging places in which all groups of pupils, including pupils eligible for free school meals, and the most and least able, can learn productively * All teachers’ and practitioners’ language and explanations are clear, and they support the development of pupils’ skills, knowledge and understanding well. * All teachers and other practitioners manage pupils’ behaviour well and they treat all pupils equally and with appropriate respect. * All teachers use other staff to support pupils’ learning successfully. * Develop and evaluate a revised approach to formative assessment (assessment for progress). * Develop a professional learning model which recognises the importance  of research based practice. * Support and develop Initial Teacher Training colleagues and early career teachers. |
| ***Developing an inspiring curriculum*** | * Fully implement the Curriculum for Wales (from entry to end of year 9). * Refine curriculum planning and timetabling to allow for full implementation of the curriculum for Wales. * Increase the range of subjects and options within the curriculum offer, pre and post 16  (in collaboration with Chweched Powys partners) to positively affect learner retention and progression. * Further embed opportunities for skills progression for all pupils across the curriculum. * Evaluate the curriculum (from entry to end of year 9). Do we have a curriculum which delivers Donaldson’s ‘four purposes’ and is suitable for all learners? * Ensure opportunities exist for the development of cross-curricular skills within each phase of the curriculum. * Evaluate the KS4 curriculum and determine how effectively the needs of all learners are met in preparation for the new ‘Made for Wales’ GCSEs. * Evaluate the KS5 curriculum and determine how effectively the needs of sixth form students are met. * Evaluate our vision for the Curriculum for Wales; is it still fit for purpose? Ensure we are communicating this effectively with the school and wider community. * Continue to evaluate and develop an assessment model which supports the delivery of the Curriculum for Wales (including the ‘four purposes’) |
| ***Developing cross-curricular skills*** | * Ensure the recommendations and actions of the LEA FADE reports are carried out. * Embed and evaluate the roles of the individual Skills Coordinators to ensure continued positive impact on individual learner’s progress. * Embed process and strategies for the improvement in individual learner skills (Literacy, Llythrenedd, Numeracy & Digital Competency). * Embed the role of Progress Managers in the tracking of learner progress, specifically in skills. * Review timetabling and curriculum management and planning to ensure sufficient time allocation for skills development across the curriculum. |
| ***Developing effective self-evaluation*** | * Continue to review and improve effective school improvement processes throughout each academic year to ensure positive pupil progress. * Ensure there remains a clear focus on progress of different groups of learners (ALN, Boys/Girls, eFSM, MAT etc). * Further refine the documentation used for Self Evaluation within the school * Further refine the methodology for collecting, storing and analysing Quality Assurance evidence * Further strengthen the involvement of the Governing Body in Quality Assurance activities |
| ***Datblygu'r Iaith Gymraeg*** | * Work towards the school achieving Siarter Iaith silver and then gold Award * Embed the Trochi system through ‘Canolfan Meistri Maldwyn’ * Explore the feasibility of All pupils in Derbyn being taught fully through the medium of Welsh – first step towards fully bilingual education up to the end of Year 2. * Explore the  feasibility of a ‘Trochi’ class for Year 6 or 7 with all stakeholders * Continue to challenge any negative attitudes towards the Welsh Language within the school and wider community, and offer positive opportunities for the development and everyday use of the Welsh language. |

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| **2022-23 – Year 1 Priorities** | | **Detailed Document** |
| **Priority 1** | Improve **teaching** to increase the level of engagement in all lessons so that learners are becoming more effective in their learning | See Below |
| **Priority 2** | Strengthen provision for and monitoring of the progressive development of **pupils’ skills** across the school. | See below |
| **Priority 3** | Ensure that **self-evaluation** focuses on pupils’ progress, particularly in groups of learners, and leads to clear, precise and robust improvement planning. | See below |
| **Priority 4** | Refine and develop an effective progressive **curriculum** at each phase of the school. | See below |
| **Priority 5** | Improve provision for developing pupils’ **Welsh language** skills and the promotion of the advantages of learning Welsh, particularly from Phase 2 upwards. | See below |

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| Ysgol Llanfyllin SDP Accountability Framework 2022/23 | | | | |
| **SDP Priority** | | **SLT Lead and support team** | **Governor Links** | **GB Committee (+Chair Person)** |
|  | 1. Improve **teaching** to increase the level of engagement in all lessons so that learners are becoming more effective in their learning | Ann Roberts  (Sioned Vaughan, Jenna Graham & Dewi Owen) | Progress Phase 1&2 – Tara Harries  Progress Phase 3 – Jenny Ellis  Progress Phase 4 – Graeme Hunter  Post 16 – Lucy Roberts  ALN/MAT – Ann Brookes | Pupils, Performance & Curriculum  Chair: Lucy Roberts |
|  | 1. Strengthen provision for and monitoring of the progressive development of pupils’ skills across the school. | Sioned Vaughan  (Ann Roberts & Dewi Owen) | Literacy/Llythrenedd – Graeme Hunter & Bethan Page  Numeracy – Aled Davies  Digital Competency- Tara Harries | Pupils, Performance & Curriculum  Chair: Lucy Roberts |
|  | 1. Ensure that self-evaluation focuses on pupils’ progress, particularly in groups of learners, and leads to clear, precise and robust improvement planning. | Dewi Owen  (Ann Roberts and Rhiannon Molyneux) | Chair of Governors – Graeme Hunter  Lynne Walters | Pupils, Performance & Curriculum  Chair: Lucy Roberts |
|  | 1. Refine and develop an effective progressivecurriculum at each phase of the school. | Llyr Thomas  (Ann Roberts & Dewi Owen) | Comms & Literacy – Graeme Hunter  Cyfarthrebu & Ieithoeth – Bethan Page  Maths & Numeracy – Aled Davies  Expressive Arts – Ann Brookes  Humanities – Darren Mayor  Science – Lynne Walters  Health & Wellbeing – Peter Lewis  Technology – Tara Harries | Pupils, Performance & Curriculum  Chair: Lucy Roberts |
|  | 1. Improve provision for developing pupils’ Welsh language skills and the promotion of the advantages of learning Welsh, particularly from Phase 2 upwards. | Sioned Vaughan  (Llyr Thomas & Dewi Owen) | Siarter Iaith – Bryn Davies  Cyfarthebu & Ieithoedd -Bethan Page | Gweithlu y Gymraeg  Chair: Bryn Davies |

**Further Objectives for consideration – 2022-25**

* Establish a near live-feed into the SDP so that Priorities, Objectives and Impact can be viewed in near real-time, amended and refined as circumstances change or success achieved.
* Establish a near real-time reflective process for pupils to access their progress and feedback on their views, concerns and ambitions.
* Establish a single access point through the SDP for aims, objectives, targets, data and intervention strategies.
* Establish an access priority protocol that allows the whole school and stakeholders to access appropriate levels of SDP information and data.

**Monitoring Procedures**

To monitor progress made with each objective the school uses a robust system of Quality Assurance (See self-evaluation cycle above). Additional examples of the processes we use are as follows:

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| * Minutes of Link meetings * Minutes of SLT meetings * Minutes of AOLE meetings * Minutes of SIG meetings * Minutes of Governors meetings * Minutes of Cluster meetings * Support Visit feedback * Minutes of Challenge Advisor meetings * Whole school QA Activities * AOLE QA Activities | * Learner Voice * Staff Voice * Parental Voice * Analysis of external outcomes (exams & tests) * Analysis of tracking data * Analysis of pastoral data (attendance, behaviour etc) * Performance Management Objectives * Minutes of meetings with external bodies * Area Improvement plans |

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| **Priority 1** Improve **teaching** to increase the level of engagement in all lessons so that learners are becoming more effective in their learning  **Key Question and Quality Indicator: ESTYN IA1 & IA3** | | | | | | | | | | **Success criteria in terms of standards or quality:**   * Teaching develops learners well through a range of suitable processes to realise the four purposes of the curriculum * Classroom practice is successful in challenging and engaging all pupils e.g. ALN, MAT, FSM etc. and developing their skills, knowledge, understanding and experiences to an appropriately high level as they move through the school. * All teachers will have a sound understanding of the 12 pedagogical principles and how they underpin good curriculum and lesson planning. * All pupils make good/ excellent progress in nearly all lessons. * Most learners to develop their breadth and depth of knowledge and skills within and across areas of learning * Most learners respond successfully to high but achievable expectations from teachers * Nearly all learners are becoming more effective in their learning * All teachers select the most suitable teaching approaches to support learners to progress. | | | | | | | | |
| **Internal Accountability: AR**/ SV/JG | | | | **Governing Body:**  Pupils, Performance & Curriculum  Chair: Lucy Roberts  Progress Phase 1&2 – Tara Harries  Progress Phase 3 – Jenny Ellis  Progress Phase 4 – Graeme Hunter  Post 16 – Lucy Roberts  ALN/MAT – Ann Brookes | | | | | |
| **Rationale – why is this important to Ysgol Llanfyllin?**  This priority is important here at Ysgol Llanfyllin because if lessons are planned effectively, and the level of engagement is increased in lessons then the impact on the level of learning will also increase. This will mean that pupils will have the opportunity to make good/ excellent progress in nearly all lessons. | | | | | | | | | | | | | | | | | | |
| **Actions** | | | | | | **Who?** | | **Milestone Term 1** | | | **Milestone Term 2** | | | **Milestone Term 3** | | **Professional Development Needs** | | **Source of Finance and Cost** |
| **1.** | Develop, communicate and embed a planning checklist for engaging lessons for all staff to follow with clear expectations to include:   * planning of interesting/ engaging sessions * planning for skill development i.e. oracy skills, extended writing skills, digital competency skills, numeracy skills etc * planning for independent learning * planning effective questioning * problem solving tasks evident? Independent learning evident? * plan activities carefully to meet pupil's needs and ensure progress * plan for clear challenge and extended tasks * planning for effective pace of lesson * plan for accurate use of subject-specific terminology * Checklist created and shared with staff by email and/ or briefing * Creation of microsoft form to ensure all staff have read and understood planning expectations. | | | | | AR/ SLT/ DoLs | | Many lessons are planned to be engaging for pupils in all AoLEs (SLT learning walks and listening to learners) | | | Many lessons are planned to be engaging for pupils in all AoLEs (SLT full observations and listening to learners) | | | Most lessons are planned to be engaging for pupils in all AoLEs (unseen observations/ DoL LW and listening to learners) | | Provided in house and use of Powys repository/ webinars | | N/A |
| **2.** | Provide CPD to support staff to be able to plan engaging lessons  - **Drop-in sessions for effective planning, following on from SLT learning walks in the Autumn Term**  Creation of a CPD timetable and resources for voluntary drop- in sessions /briefings to provide support to enable staff to have all the tools to plan effectively. Focus is on:  Effective Questioning  Effective pace and challenge  Clear skills development  Independent learning  Differentiation  Written Feedback  Peer and self-assessment   * **Introduction of OLEVI Training**   Direct work with OLEVI Institute which offers teacher development and leadership courses. 8 teaching staff will attend the Outstanding Teacher Programme in the Spring Term (details to be planned in the next fortnight)   * **Coaching groups**   Staff to participate in professional learning communities to encourage collaboration through the coaching model during twilight sessions and as part of Monday meetings. Launch was on 6.10.22 and follow up sessions every half term, groups include:  Writing Strategies  Oracy  Numeracy  Digital Competency  Bilingualism  Assessment for Learning  Thinking Skills | | | | | AR/ SLT/ All staff | | Many lessons are engaging based on SLT learning walks and listening to learners.  Sharing of good practice within coaching groups | | | Many lessons are engaging based on SLT lesson observations and listening to learners.  All OLEVI trained staff to actively engage in the programme and collaborate with each other.  Sharing of good practice within coaching groups | | | Most lessons are engaging and will include the 9 planning expectations in unseen observations/ DoL learning walks and listening to learners.  OLEVI trained staff to start to share good practice with other colleagues.  Sharing of good practice amongst all staff in a market place. | |  | | OLEVI Cost - £800 per person +VAT = 6,400+VAT.  Cover costs will be approx £5,600 for 3.5 days per staff member |
| **3.** | From the book Clarity, by Lyn Sharratt, introduction of the idea of the 5 key questions, “Planning with end in mind”, see page 122.  These will form part of the training in the drop-in sessions:  Teachers ask:   1. What are my students expected to know and be able to do and what can they already do? 2. How will I know my students are learning? 3. How will I help my students learn and respond if they are not learning? 4. How will I determine the level of my students’ learning and report on it? 5. How does my evaluation inform my diagnostic next steps for every student? | | | | | SLT/ DoLs | | Many lessons are planned to be engaging for pupils in all AoLEs. Teachers and students are familiar with the 5 questions and give answers confidently (SLT learning walks and listening to learners) | | | Many lessons are planned to be engaging for pupils in all AoLEs. Teachers and students are familiar with the 5 questions and give answers confidently (SLT lesson observations and listening to learners) | | | Most lessons are planned to be engaging for pupils in all AoLEs. Teachers and students are familiar with the 5 questions and give answers confidently (unseen lesson observations and/ or DoL learning walks and listening to learners) | | In house training | | N/A |
| **4.** | Challenge and Support individual staff members, as identified through quality assurance. | | | | | SLT/ DoLs | | Nearly all staff identified as needing support following QA processes and begin required process I.e. formal or informal  Action plan agreed and evaluation through monitoring. Most pupils can then progress | | | Nearly all staff identified as needing support following QA processes and begin required process I.e. formal or informal  Action plan agreed and evaluation through monitoring. Most pupils can then progress | | | Nearly all staff identified as needing support following QA processes and begin required process I.e. formal or informal  Action plan agreed and evaluation through monitoring. Most pupils can then progress | |  | | N/A - unless independent training arises as a result of the process. |
| **MONITORING REPORTS AND EVALUATIONS:**  Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks. The strengths and areas for improvement will be collated by the Relevant senior leader to produce a termly IMPACT ASSESSMENT | | | | | | | | | | | | | | | | | | |
| **Very good progress** | |  | **Strong progress** | | | |  | | **Satisfactory progress** | | |  | | | **Limited progress** | |  | |
| **AUTUMN TERM 2022 – IMPACT ASSESSMENT** | | | | | **SPRING TERM 2023 – IMPACT ASSESSMENT** | | | | | | | | **SUMMER TERM 2023 – IMPACT ASSESSMENT** | | | | | |
| **Overall satisfactory progress has been made in priority 1.**  Expectations in terms of planning engaging lessons have been communicated clearly to all teaching staff and this has been done by developing and communicating a list which many staff have signed up to.  To support staff in their planning, voluntary drop- in sessions have started with the focus being on these expectations to improve engagement.  All full time teaching staff have signed up to coaching groups and the impact of these have initially been seen in our Autumn term SLT learning walks, for example, effective use of assessment for learning in many lessons observed.  There is a continued focus on Lyn Sharratt’s 5 key questions and there is an increasing confidence amongst both staff and pupils when using and answering these questions which can be seen in quality assurance activities, for example, in SLT listening to learners.  Where appropriate, staff have been identified, through QA activities and are being challenged and supported to improve quality of delivery, feedback and engagement in more lessons. | | | | |  | | | | | | | |  | | | | | |

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| **Priority 2:** Strengthen provision for and monitoring of the progressive development of pupils’ skills across the school  **Key Question and Quality Indicator: ESTYN IA1 & IA3** | | | | | | | | | | **Success criteria in terms of standards or quality:**   * Nearly all pupils make progress in their knowledge and skills across the school; literacy, numeracy and digital competency. * Progress is systematically tracked and provision modified where needed * All staff consistently plan and deliver effective lessons for skills development | | | | | | | | |
| **Internal Accountability: AR/** SV / JG | | | | **Governing Body:**  Pupils, Performance & Curriculum  Chair: Lucy Roberts  Literacy/Llythrennedd – Graeme Hunter & Bethan Page  Numeracy – Aled Davies  Digital Competency- Tara Harries | | | | | |
| **Rationale – why is this important to Ysgol Llanfyllin?**  Under the coordination of skills coordinators, to strengthen the planning for, provision, delivery and tracking of pupils’ skills. To change the main focus of learning to be based around skills and the theme/ content to be the vehicle which allows the skills to be developed and this will allow pupils to have the opportunity to make progress in their knowledge and skills across the school. | | | | | | | | | | | | | | | | | | |
| **Actions** | | | | | | **Who?** | | **Milestone Term 1** | | | **Milestone Term 2** | | | **Milestone Term 3** | | **Professional Development Needs** | | **Source of Finance and Cost** |
| **1. Effective time allocated for all Skills Leads**  Timetabling changes to allow skills coordinators weekly time to carry out this role effectively | | | | | | LLT and skills coordinators | | Allocated Management time is beginning to impact the provision for skills | | | The improved provision is beginning to impact on skill development in many AOLEs. | | | The improved provision is clearly impacting on skill development in most AOLEs. | | Skills leads to attend Powys Leadership Team training. | | Cost to cover weekly lessons for LP, LEP and JH |
| **2.** | Embed a consistent approach to aspects of **literacy, numeracy and DC**, across progression steps in the school   * + Creation of action plans   + Creation of handbooks or equivalent   + Half termly monitoring of whole school skills through quality assurance activities/ work scrutiny   + Increased cluster work, starting with the first half termly cluster meeting on 30.1.22 | | | | | JH/ RJ/LEP/ GW /JJ/ SLT | | Handbooks available to all staff to plan a consistent approach to skills | | | Through work scrutiny, listening to learners, observations and half termly scrutiny by skills coordinators, many examples of work demonstrate a consistent and progressive approach to this skill.  An increase in collaboration between secondary and cluster primary colleagues. | | | Through work scrutiny, listening to learners, observations and half termly scrutiny by skills coordinators, most examples of work demonstrate a consistent and progressive approach to this skill.  Reports comment upon progress in this skill across progression steps. | |  | | N/A |
| **3.** | **Personalised assessments used to support progression in pupils’ skills development.**  Ensure the national tests are effectively analysed and used to inform planning for learning. Ensure a targeted intervention programme of support is set up. | | | | | SLT/ DoL/ All Staff | | Intervention programme is positively impacting on many pupil’s progress. Modified planning can be seen to be impacting positively on pupil progress. | | | Intervention programme is positively impacting on most pupil’s progress. | | | Nearly all pupils improve in their national test results. | |  | | N/A |
| **4.** | **Skills tracking**  To develop and implement a system to specifically monitor the standards and provision of skills | | | | | Skills Coordinators and JJ | | Tracking system being trialled and evaluated for effectiveness.  Detailed report produced by skills coordinators following the half termly work scrutiny leads to effective actions for following term. | | | Staff to use new tracking software effectively.    Clear improvement made following previous actions and modified targets for next term set. | | | Staff to use software confidently and report to parents/ carers effectively. | |  | | N/A |
| **5.** | **Skills Opportunities**  Plan more opportunities to develop data handling in DC  More RICH tasks to develop extended writing in literacy  More RICH tasks to develop numerical reasoning tasks | | | | | Skills Coordinators | | Pupils have access to more opportunities to enhance the development of their cross curricular skills. | | | Many pupils have access to more opportunities to enhance the development of their cross curricular skills. | | | Most pupils have access to more opportunities to enhance the development of their cross curricular skills. | |  | | N/A |
|  | Improve Pupils Welsh oracy skills in the Primary Phase with a specific focus on years 3-6. | | | | | LP/ SV | | Implement a consistent approach to ‘Cynllun Clonc’ in all primary phase Welsh medium classes.  Discuss and plan oracy tasks in all AoLE (Cadair goch/ animation/ opportunities to present purposeful class presentations which encourage pupils to develop to the 4 purposes). | | | Listening to learners (Formal and informal) evidence that the standards of many pupils’ Welsh oracy skills are good/ excellent. | | | Listening to learners (Formal and informal) evidence that the standard of most/ nearly all pupils’ Welsh oracy skills are good/ excellent. | | Introduction to Cynllun Clonc (Primary Phase Welsh medium classes). | |  |
| **MONITORING REPORTS AND EVALUATIONS:**  Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks. The strengths and areas for improvement will be collated by the Relevant senior leader to produce a termly IMPACT ASSESSMENT | | | | | | | | | | | | | | | | | | |
| **Very good progress** | |  | **Strong progress** | | | |  | | **Satisfactory progress** | | |  | | | **Limited progress** | |  | |
| **AUTUMN TERM 2022 – IMPACT ASSESSMENT** | | | | | **SPRING TERM 2023 – IMPACT ASSESSMENT** | | | | | | | | **SUMMER TERM 2023 – IMPACT ASSESSMENT** | | | | | |
| **Overall, satisfactory progress has been made in priority 2.**  Skills coordinators have more opportunity to meet regularly, and this ensures a more consistent approach to this priority across the school.  Action plans have been created in all skills areas to measure progress throughout the year and ensure that nearly all pupils have access to skills opportunity in their learning.  Coordinators conduct half termly whole school, work scrutiny. For example, in half term 1 it was identified that writing/ presentation/ literacy corrections were an issue, therefore weekly staff briefings are now being delivered to educate/ remind staff of these expectations and the impact of this will be seen in the next work scrutiny.  Results from Year 4 and 7 CAT tests are being shared with parents so that progress can be enhanced further with parent/ carer input at home to support school. | | | | |  | | | | | | | |  | | | | | |

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| **Priority 3:** Ensure that self-evaluation focuses on pupils’ progress, with a particular focus on the different groups of learners, and leads to clear, precise and robust improvement planning.  **Key Question and Quality Indicator: ESTYN IA5** | | | | | | | | | | **Success criteria in terms of standards or quality:**   * Effective documentation (which has been reviewed and refined) in place and used by leaders at all levels to gather and analyse robust first-hand evidence of standards and provision. * Work scrutiny, listening to learners and learning walks are undertaken by a range of leaders (SLT, Governors, Middle Leaders and visiting advisors) across all phases of the school with particular focus on how our provision impacts on the progress and wellbeing of groups of learners. * Self-evaluation findings, together with other information, are used to devise relevant priorities and actions for improvement at all levels eg. At a senior level, Within AoLEs, and within individual classrooms. * Senior and middle leaders formulate and review the termy impact assessments for their areas of responsibility and synthesize the information and adapt their plans where necessary. * Leaders are able to identify, particularly in groups of learners, where progress is limited. This clearly leads to improvement planning. * Through robust Self Evaluation and precise planning the performance of boys has improved at Progress Step 5 * All staff are involved in self-evaluation, as well as a wide range of partners, including pupils, parents and governors | | | | | | | | |
| **Internal Accountability: DO**/ AR / RM | | | | **Governing Body:**  Graeme Hunter  Lynne Walters | | | | | |
| **Rationale – why is this important to Ysgol Llanfyllin?**  Improving and refining our self-evaluation practices and procedures has been a priority for us since the school opened in 2020. We have included this as a priority again this year as we need to ensure that our systems are robust and that they lead to genuine school improvement. Within Ysgol Llanfyllin there remains a need for us to develop systems which focus on pupil progress and ensure we are focusing on needs of our different groups of learners. | | | | | | | | | | | | | | | | | | |
| **Actions** | | | | | | **Who?** | | **Milestone Term 1** | | | **Milestone Term 2** | | | **Milestone Term 3** | | **Professional Development Needs** | | **Source of Finance and Cost** |
| **1.** | **Quality Assurance Processes and documentation**   * Review and refine all the documentation used for self-evaluation to ensure its relevance and effectiveness (eg. listening to learner pro forma, lesson observation pro forma, stakeholder questionnaires, governor visit reports etc) * Following any QA activity ensure that resulting actions have clear timescales and outcomes eg. Professional conversations with teachers following learning walks which may result in further support and/or professional learning * All quality assurance activities to be clearly focussed on what impact of our provision has on progress. * Conduct specific QA activities for groups of learners eg. Group discussions, listening to learners etc | | | | | AR/SLT/ DoLs  SLT/DoLs | | Use of refined documentation is beginning to have an impact on provision and planning.  Any follow up activities are robust and are planned to have a clear impact.  Underperforming groups of learners are identified and relevant action plans developed. | | | Self-evaluation processes are having a positive impact on learning in most areas identified.  Follow up activities from Term 1 should be reviewed and completed with clear positive impact shown. | | | Self-evaluation processes are having a positive impact on learning in nearly all areas identified.  Gaps between underperforming groups are narrowing. | | Powys Professional Learning team to signpost leaders towards examples of schools with excellent SE/planning for improvement practises.  AR as PL lead to identify CPD opportunities based on SE | | EIG – cover costs to release SLT and Middle leaders |
| **2.** | **Work Scrutiny at all levels**   * Professional learning to be undertaken by leaders to ensure they have the necessary skills to undertake work scrutiny and QA activities in all phases of the school – early years to post 16. * QA in the early years to focus on experiential learning and basic skill development. * New documentation for work scrutiny and listening to learners to be trialled to ensure consistency across all AoLE areas and phases of the school * Clear focus on groups of learners during work scrutiny activitie4s i.e. ALN, Boys v Girls, eFSM | | | | | SIAs/ SLT/  SLT  DoLs | | All leaders are consistent in their approach to work scrutiny/QA activities at all phases of the school and clear robust targets are implemented as a result. | | | Addressed targets are clearly having an impact on pupil progress.  Embed whole school skills coordinators work scrutiny and evaluate impact | | | Consistent work scrutiny and actions have had a positive impact on learning in nearly all cases. | | Support from our SIAs in training all leaders in how to undertake QA activities in phases of the school they may be unfamiliar with. | | SIA’s fortnightly visit to schools to be utilised here |
| **3** | **Self-evaluation processes for skills**  Sharpen self-evaluation and improvement planning processes for numeracy, literacy and digital competency skills across the school.   * Skills coordinators to link areas for improvement to Summer 2022 LEA FADE reports for their areas of responsibility – action plans created * Skills coordinators to conduct half termly skills focussed work scrutiny and listening to learners activities across the age ranges of the school * Skills coordinators to compile reports and detailed action plans from their work scrutiny and listening to learners activities throughout the academic year * Learning walk pro forma to contain specific reference to pupil’s progress in skills within the lesson observed | | | | | AR/SV/Skills coordinators  Skills coordinators | | Opportunities for extended writing tasks seen in curricular areas other than Communication across the school  Older students beginning to take opportunities to read for pleasure  Rich numeracy tasks being seen in some curriculum areas other than Maths & Science  Opportunities for Digital skills to be developed across the curriculum. DC Lead to now identify specific skills for each AoLE to focus on. | | | Opportunities for extended writing tasks seen in many curricular areas across the school  Listening to learners shows older learners knowledge of contemporary authors improving  Rich numeracy tasks in the majority of curriculum areas other than Maths & Science  Different AoLE leads have taken responsibility for developing specific DC skills | | | Extended writing tasks now embedded in most curriculum areas across the school – pupil progress in this area is being positively affected.  Reading for pleasure is now a regular feature of older student's experience  Rich numeracy tasks now embedded in most curriculum areas across the school. Pupil progress in this area is being positively affected.  Pupil progress in DC is clear and pupils are able to articulate their successes in this areaclearly during QA activities | | Skills Coordinators to attend Powys LA collaborative groups (Lit, Num, DC) | | EIG  Cover costs for each coordinator to conduct, learning walks, listen to learners and scrutinise work for whole school  (4 coordinators @ £150 per day x 6 days = £3,600 |
| 4. | **Leadership at all levels**  Ensure leaders at all levels (including the Governing Body) have input and meaningful engagement with all self-evaluation procedures which leads to clear, precise improvement planning | | | | | DO  SLT/ DOLs/ PM/ Governors | | SLT, DoLs, PMs and Skills coordinators have been involved in the process of self-evaluation to date.  AOLE linked governors have played a part in self-evaluation and in producing actions for improvement.  Governor engagement day 1 to take place before Christmas holidays – this day will focus on the benefits of bilingualism within education with clear and precise outcomes | | | SLT, DoLs, PMs and Skills coordinators have gathered and analysed robust first-hand evidence of standards and provision and have begun to devise relevant priorities and actions for improvement  Governor engagement day 2 to take place before Easter holidays – Governors will have undertaken a range of QA activities. Their findings feed into the whole school SE and improvement planning | | | Senior and middle leaders have formulated and reviewed the termly impact assessments for their areas of responsibility. They have synthesized the information to draw up clear and precise improvement plans for next academic year.  Governor engagement day 3 to take place before Summer holidays. Governors to have presentations from SLT and DoLs regarding conclusions drawn from self-evaluation. Governors to agree draft improvement priorities for next academic year. | | Governors to attend LA training on effective self-evaluation and development plan writing.  Professional Learning for DoLs and PMs on effective SE and planning for improvement | | EIG – cover costs to release SLT and Middle leaders |
| 5. | Ensure a broad range of stakeholders are contributing to the self-evaluation and improvement planning process and that these contribution points are clearly mapped out across the academic year.  Ensure that all groups of learners are represented in QA activities across the academic year | | | | | DO  SLT/DoLs/PM/Governors | | By Christmas 2022 all stakeholders have been consulted via ESTYN style questionnaire No 1 and the initial results have been collected and analysed. Clear actions from analysis should be drawn up.  Insert information from last academic year’s stakeholder questionnaires – with measurable impact | | | Winter term questionnaires have been distributed and results analysed by the week before the Easter holidays.  Relevant Action taken and impact evaluated. | | | Summer term questionnaires have been distributed and results analysed by the week before the Summer holidays.  Stakeholder input to the SE process can be seen to affect school policy going forward. | | As above (Point 4) | | As above (Point 4) |
| 6. | Include wider educational outcomes such as the extent and impact of participation in extracurricular programmes for different age groups. Eg. ‘Measuring success beyond exam results in the post Covid era.’ | | | | | SLT/DoLs | | Collect all information from extra-curricular activities – number of activities, participation rates, age ranges etc. Gaps in provision to be identified.  Llais Teulu/Cyngor yr Ysgol have been given time regularly to give their views on the impact and suitability of the school’s extra-curricular offer. Actions taken forward to SLT. | | | Menu of extra-curricular opportunities has been reviewed and gaps in provision have largely been filled.  Llais Teulu/Cyngor yr Ysgol to review and evaluate the extra-curricular provision. Student satisfaction surveys completed and results analysed.  Participation rates to be collected and analysed. | | | The improved provision is clearly impacting on student’s wellbeing.  Participation rates have increased.  Llais Teulu/Cyngor yr Ysgol to provide suggestions for the menu of activities for academic year 2023/24. | | Any relevant PL/CPD for staff regarding running impactful extra-curricular activities | | PDG/EIG |
| 7. | Ensure that pupils and staff mental health and wellbeing is central to all self-evaluation and improvement planning – (linked to SDP priority 6) | | | | | JG  SLT/Governor | | Mental Health and wellbeing surveys (staff and student) have been distributed and initial results analysed with a clear action plan drawn up | | | Actions from the survey are being implemented and are beginning to have a positive impact on staff/pupil wellbeing. | | | The improved provision is having a positive impact on pupil and staff wellbeing in nearly all areas identified in the action plan.  This can be seen in the results of the end of Summer term MH&W survey. | | JG/RM to attend Powys Mental Health wellbeing framework CPD.  JG to complete relevant RADY training | | EIG  4 days cover at £150 per day. |
| 8. | Financial: Ensure regular evaluation and impact assessment of grant funding, delivery of projects within planned budgets, integrated curriculum financial planning, pupil transfer/ enrolments | | | | | DO/SH | | All grant funding action plans have been completed and, where required, published on the school website.  Finance subcommittee to review the plans. | | | The initial impact of the different grant funding streams has been assessed by the Headteacher and the Business Manager. Original action plans have been reviewed for progress, relevance and impact. | | | Final impact assessments of all grant funding have been completed. | | N/A | | N/A |
| **MONITORING REPORTS AND EVALUATIONS:**  Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks. The strengths and areas for improvement will be collated by the Relevant senior leader to produce a termly IMPACT ASSESSMENT | | | | | | | | | | | | | | | | | | |
| **Very good progress** | |  | **Strong progress** | | | |  | | **Satisfactory progress** | | |  | | | **Limited progress** | |  | |
| **AUTUMN TERM 2022 – IMPACT ASSESSMENT** | | | | | **SPRING TERM 2023 – IMPACT ASSESSMENT** | | | | | | | | **SUMMER TERM 2023 – IMPACT ASSESSMENT** | | | | | |
| **Overall, satisfactory progress has been made in priority 3.**  **Strengths:**   * Use of refined documentation is beginning to have an impact on provision and planning. For example, the refined lesson observation pro forma used by SLT during the Autumn term learning walks allowed for a sharper focus on planning for engagement, skills development, pupil progress, pace of T&L and effective questioning. * Following any QA activity any follow up activities are robust and are planned to have a clear impact. For example, two members of teaching staff now being challenged and supported through informal capability procedures. Both members of staff have been given clear and agreed action plans which are monitored and evaluated in a timely way. * SLT, DoLs, PMs and Skills coordinators have been involved in the process of self-evaluation to date. * All stakeholders have been consulted via ESTYN style questionnaire No 1 and the initial results have been collected and analysed. Clear actions from analysis have been drawn up. * All information from extra-curricular activities – number of activities, participation rates, age ranges etc has been gathered and gaps in provision have been identified. DoLS/AoLEs have been challenged on the frequency and range of the extra-curricular menu on offer to students and a revised menu of opportunities drawn up. * Mental Health and wellbeing surveys (staff and student) have been distributed and initial results analysed with a clear action plan has been drawn up.   **Areas to Develop:**   * AOLE linked governors have so far not played as full a part in self-evaluation and in producing actions for improvement as was desired * Governor engagement day 1 was postponed due to unforeseen circumstances. This day is now planned to take place in January 2023. * Opportunities for Digital skill development remain an area for development across the curriculum. DC Lead to now identify specific activities and skills for each AoLE to focus on. * The timely completion of grant funding applications and the resulting impact assessments remain an area for development | | | | |  | | | | | | | |  | | | | | |

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| **Priority 4: Refine and design an effective progressive curriculum at each phase of the school.**  **Key Question and Quality Indicator: ESTYN IA1 & IA3** | | | | | | | | | **Success criteria in terms of standards or quality:**  The curriculum has been refined and developed and:   * enables learners to make progress towards the four purposes * is broad and balanced * is suitable for learners of different ages, abilities and aptitudes * includes the mandatory curriculum components of religion, values and ethics, relationships and sexuality education, Welsh and English * has embed the mandatory cross-curricular skills * incorporates a range of assessment approaches which support learner progression * provides choice for learners in what they study at 14 to 16 (and beyond) * has the four purposes as the driver for our school's curriculum design for each AoLE * identifies the skills, attributes and experiences your children and young people will need to realise the characteristics of the four purposes * the focus is always on the why and purpose of learning with the curriculum content linking back to the statements of what matters. | | | | | | | | | |
| **Internal Accountability: LLT**/ AR / DO | | | | **Governing Body:**  Comms & Literacy – Graeme Hunter  Cyfarthrebu & Iaithoeth – Bethan Page  Maths & Numeracy – Aled Davies  Expressive Arts – Ann Brookes  Humanities – Darren Mayor  Science – Lynne Walters  Health & Wellbeing – Peter Lewis  Technology – Tara Harries | | | | |
| **Rationale**  Why is this important to Ysgol Llanfyllin? The school is in early stages of developing an effective progressive curriculum and as identified in the SER, for example, improvements are needed in: curriculum planning and timetabling for year 7 & 8 , staff competence in planning for progression, understanding around the principles of progression | | | | | | | | | | | | | | | | | | |
| **Actions** | | | | | | **Who?** | | **Milestone Term 1** | | | **Milestone Term 2** | | | **Milestone Term 3** | | **Professional Development Needs** | | **Source of Finance and Cost** |
| **1.** | **Curriculum for Wales**  Review/Consolidate the school's vision of Curriculum for Wales identifying how the characteristics of the Four Purposes will drive the school's curriculum design.   * Reinforce / review / support staff to become familiar with the learning encapsulated within the rationales of the Statements of What Matters. * Improve staff competence in the planning for a progressive curriculum at each phase of the school * To ensure all staff understand the 5 principles of progression:  1. Increasing effectiveness as a learner 2. Increasing breadth and depth of knowledge 3. Deepening understanding of the ideas and disciplines within the Areas 4. Refinement and growing sophistication in the use and application 5. Making connections and transferring learning into contexts  * To ensure all staff understand the principles of assessment: | | | | | All staff  All staff  All staff | | The delivery of new schemes and themes is having a positive impact on progress in the majority of lessons.  Development plans for improvement are completed as a result of curriculum analysis.  Principles of progression are evident in QA activities e.g. the majority pupils clearly understand how they are doing and what they need to do to move to the next level.  Principles of assessment are evident in QA activities. | | | The delivery of new schemes and themes is having a positive impact on progress in the many of lessons.  Principles of progression are evident in QA activities and is having a positive impact on progress in the many of lessons.  Principles of assessment are evident in QA activities and clearly supporting progress. | | | The delivery of new schemes and themes is having a positive impact on progress in most lessons.  Principles of progression are evident in QA activities and is having a positive impact on progress in most lessons.  Principles of assessment are evident in QA activities and a clearly supporting progress in most lessons. | | Whole staff Cluster training  Whole staff Cluster training | |  |
| **2.** | **Groups of learners**  To ensure the progressive curriculum engages all groups of learners, especially boys, by for example:   1. Using pupil voice to drive the curriculum 2. Sharing of excellent practice 3. Early identification of underperforming boys in particular and introducing effective mentoring. 4. Ensuring pupils, especially boys, are fully supported to chose the app | | | | | DOL | | Modified programmes of study are beginning to have a positive affect groups | | | Programmes of study are having a clear impact on groups of learners. | | | Groups of learner attainment are aligned with all pupils within a cohort. | | AOLE focus in meetings | |  |
| **3.** | **Curriculum Planning**   * Curriculum models explored for Year 7, 8 and 9, and analysed for full implementation for CoW. | | | | | LLT/ AR/ SV | | Collaboration research and staff combing completed effectively and Curriculum Plan for 2023-24 in development. | | | A new effective Timetable at Progression Step 4 with different options being further explored. | | | The new timetable is effectively being delivered and pupils are making appropriate progress. | | SLT to work collaboratively with schools across Wales who have already adopted new Curriculum models. | | EIG  Cover costs for staff on visits. |
| **4.** | **Progression step 5**   * To ensure the new curriculum offer is appropriate and engages all pupils * Pupils are supported effectively to choose appropriate option choices | | | | | LLT | | Stakeholder feedback is used successfully when developing a Curriculum Plan. | | | All staff are appropriately trained and competent in preparation for planning. | | | All pupils are engaged and making strong progress in their option choices. | |  | |  |
| **5.** | **Post 16 Curriculum**   * To continue to strengthen the curriculum offer at Ysgol Llanfyllin * To work collaboratively to ensure pupils have an even wider range of subjects to choose from * Effective communication of curriculum offer to all stakeholders. | | | | | LLT / DO | | Effective analysis completed of all subjects offered  First draft of Curriculum Plan complete in response to effective pupil voice.  Successful stakeholders event completed and initial informed choices selected by students. | | | Pupil interviews conducted to check appropriateness of chosen subjects and modifications made accordingly. | | | All pupils are engaged and making strong progress in their option choices. | |  | | EIG  Cover costs for staff meetings. |
| **6.** | **Careers across the curriculum**   * Introduction of Careers across the curriculum from Progression Step 1-3. | | | | | JG, primary phase staff and DoLs | | Effective planning completed by DoLs of at least one opportunity to introduce careers into primary and secondary phase | | | Career focussed guest speakers clearly support pupils in future planning | | | More informed option choices being considered at Progression Step 4. | |  | |  |
| **7.** | **Develop the Outdoor Learning in particular in Progression Steps 1-3** | | | | | SH / SV | | Options assessed and costed and a plan for implementation completed. | | | Work completed on the improved outdoor area and lessons planned to fully utilise the area. | | | Pupil engagement improved and positively impacting on learning. | |  | | PTA funding. |
| **MONITORING REPORTS AND EVALUATIONS:**  Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks. The strengths and areas for improvement will be collated by the Relevant senior leader to produce a termly IMPACT ASSESSMENT | | | | | | | | | | | | | | | | | | |
| **Very good progress** | |  | **Strong progress** | | | |  | | | **Satisfactory progress** | |  | | | **Limited progress** | |  | |
| **AUTUMN TERM 2022 – IMPACT ASSESSMENT** | | | | | **SPRING TERM 2023 – IMPACT ASSESSMENT** | | | | | | | | **SUMMER TERM 2023 – IMPACT ASSESSMENT** | | | | | |
| The delivery of new schemes and themes is having a positive impact on progress in the majority of lessons. Development plans for improvement are completed as a result of curriculum analysis. Principles of progression are evident in QA activities e.g. the majority of pupils clearly understand how they are doing and what they need to do to move to the next level. Principles of assessment are evident in QA activities.  A refined, improved offer has gone out to prospective Yr 12 pupils based on Standards (ALPS scores) and pupil numbers. A very successful Yr 12 Open evening held resulting in high numbers showing interest in returning and external pupils from across the border interested in joining. Current indicative numbers are 60 (representing 63% of our current Yr 11s).  Research conducted on potential Curriculum models for Year 7 and 8 and initial plans for 2023-4 presented to DOLs for feedback.  Pupil survey indicates 7% of secondary phase pupils do not find lessons engaging and 9% too easy. Initial findings presented to DOL for consideration and modifications in AOLE meetings.  Self-evaluation activities indicate a majority of pupils understand and can articulate how they are doing and what they need to do to progress. Initial informal support has begun for staff of groups who could not answer the questions and who did not have AFL evident in books. | | | | |  | | | | | | | |  | | | | | |

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| **Priority 5:** Improve provision for developing pupils’ Welsh language skills and the promotion of the advantages of learning Welsh, particularly from Phase 2 upwards.  **Key Question and Quality Indicator: ESTYN IA1 & IA5** | | | | | | | | | | **Success criteria in terms of standards or quality:**   * The use of Welsh across the school is increasing as a result of a shared and inclusive vision that shows a clear commitment * The use of Welsh outside the classroom and in the community has increased as result of an established culture where learners are encouraged to speak Welsh and standards in Welsh oracy also improve as a result. * Siarter Iaith objectives have had the desired impact. * Effective collaborative work, through engaging with other all-age dual stream schools and networks, can be seen on the development of Welsh and Siarter Iaith objectives. * Activities and opportunities offered for the children to use the Welsh language outside school has improved by the School collaborating with outside agencies e.g. Urdd, Menter Iaith, Papurau Bro * The ‘Criw Cymraeg’ effectively lead, monitor, evaluate the pupil, staff and parent questionnaires (Gwe Iaith Hwb & Microsoft forms) * All school leaders model Headteacher’s vision for Welsh at the school consistently, by actively using Welsh and promoting the Welsh culture and heritage. * The designated governor to conduct a termly listening to learners (Criw Cymraeg) to evaluate impact against the agreed milestones and produce a governor link report to the full GB. * The school in securely on its way achieves the Siarter Iaith silver award by 2024. | | | | | | | | |
| **Internal Accountability: SV**/ LLT / DO | | | | **Governing Body:**  Siarter Iaith – Bryn Davies  Cyfarthebu & Ieithoedd -Bethan Page | | | | | |
| **Rationale – why is this important to Ysgol Llanfyllin?**  Our aim in Llanfyllin is to ensure that learners are confident in using their Welsh language skills, foster positive attitudes towards the language and increase the use of the language in and out of school.  The principles set out in the Siarter Iaith are in line with Curriculum for Wales 2022 guidelines and 'Welsh 2050 Million Speakers' guidelines. | | | | | | | | | | | | | | | | | | |
| **Actions** | | | | | | **Who?** | | **Milestone Term 1** | | | **Milestone Term 2** | | | **Milestone Term 3** | | **Professional Development Needs** | | **Source of Finance and Cost** |
| **1.** | **Leadership at all levels:**   * SLT showing a clear commitment to develop Welsh and Cymreictod at a whole school level as we work toward the Silver Award following pupil questionnaires.      * All stakeholders understand the aims of the Siarter Iaith and committed in their role in implementing the Siarter Iaith. * Governors ensure that the Siarter Iaith is a central part of the school’s plans and support its implementation / action plan. A Governor to be the Siarter Iaith link governor is appointed by the full GB. * Ensure all staff are active role models to meet the WG aim of a million welsh speakers. * The workforce ensure the use of Welsh language across the curriculum (including tutor time) | | | | | HT / SLT  All staff  GB  SV/ BD/ Criw Cymraeg/ All Staff | | The school receives the Siarter Iaith Bronze award.  Siarter Iaith information clearly accessible for all new parents (Reception/ Bl 7/ newcomers) on the website.  The aims and objectives of the Siarter Iaith posters are clearly displayed in all classrooms to remind pupils of the aims.  All new governors to receive training on the aims and objectives of the Siarter Iaith and can support the school’s action plan effectively. (SV to ask at 1st full GB meeting)  SV to create a ‘Cymreictod’ Policy to ensure all staff are consistent within bilingualism across the school.  Policy shared with all staff – including resources for support.  Learning walk completed, baseline established and policy developed. | | | Clear progress is being made towards the Silver Award.  The benefits of bilingualism continually being communicated to all stakeholders.  Siarter Iaith Aims evident through pupil voice during QA activities and are beginning to have an impact and many pupils are clear of the aims.  Governors are actively involved and have an impact on the school’s Siarter Iaith plans by being an integral part of monitoring proceeds.  SV/ Criw Cymraeg/ BD to monitor progress - Learning walks evidence that most lessons include incidental/ fluent Welsh oracy (dependant on language medium of class). | | | Further progress is being made towards the Silver Award.  Siarter Iaith Aims evident through pupil voice during QA activities with most/nearly all able to talk about the aims of the siarter. Impact will see more positivity when talking about cymreictod.  SV/ Criw Cymraeg/ BD to monitor progress - Learning walks evidence that most lessons include incidental/ fluent Welsh oracy (dependant on language medium of class).  Questionnaire evidence progress;   * English medium – Majority/ Most pupils often speak Welsh in class. following baseline result). * Welsh Medium shows an increase of pupils speaking Welsh with their friends. | | Share Cymreictod information/ reminders during 1st Inset day.  SV training for new staff and GB members on the aims and objectives of the Siarter Iaith.  Ensure all Welsh Speaker/ Learner badges are on staff lanyards.  Training/ information for staff about the Language Continuum - DJ | | No cost  No cost  % Cath’s hours/ Eleri Llwyd EIG? |
| **2.** | **Learners and young people take ownership of the Welsh language and understand its relevance to everyday life**   * The workforce able to discuss the language with the learners and young people * Criw Cymraeg is further developed as part of the pupil voice forum and share ideas with School council and GB meetings. * Guidance provided for the Criw Cymraeg on how to discuss the benefits of bilingualism / Welsh language and influence peers etc * Learners / Young people having the opportunity to discuss the language and its relevance to everyday life. * Learners / Young people encourage and support each other to take responsibility for the language. | | | | |  | | New / current learners have been selected to be the Criw Cymraeg and are actively involved in holding fortnightly  meetings to evaluate and develop the Siarter Iaith initiatives.  New Questionnaires to be completed by October 21st and Criw Cymraeg have studied and analysed the data from the most recent Siarter Iaith questionnaire. Results and an action plan are effectively communicated with all pupils and stakeholders.  Criw Cymraeg are leading innovative and exciting  initiatives to increase the use of Welsh in the school and secure a strong Welsh ethos. As a result, many pupils are becoming enterprising, creative contributors. | | | All learners and staff are part of the school’s Siarter Iaith journey and they understand the role of the Criw Cymraeg.  Impact assessment completed and actions updated as necessary to ensure that most/ nearly all targets are met.  Improvement clear in feedback from questionnaires (% progress to be updated) | | | Criw Cymraeg have made an effective presentation to parents on their progress with the language charter. As a result most parents understand the value of the language charter and the benefits of bilingualism(evidenced via a questionnaire)  Monitor targets following questionnaires (% progress to be updated).  New questionnaire with same cohort to monitor progress.  School Council have discussed the Siarter Iaith / Welsh language at least THREE times during the year and progress / impact has been effectively evaluated | |  | |  |
| 3. | **Schools encouraging the learners / young people to use the language outside the classroom and offer Welsh experiences and Welsh across the curriculum.**   * Learners / Young people use the Welsh language in a range of situations in the school. Intorduce ‘ Byddaf yn un mewn miliwm’ (include band/ trac/ rhaglen/ app / patrwm/ idiom y pythefnos. * The workforce ensuring that they use Welsh across the curriculum (English stream) * Rich activities and experiences planned in order to develop the use and the learners’ enjoyment of the Welsh language (see Curriculum Cymreig Appendix from policy). * Workforce encouraging the use of Welsh outside the classroom * Criw Cymraeg / Sports Ambassadors/ Mêts Grêt encourage their peers to increase the use of Welsh outside the classroom (gwobr siarter iaith) | | | | | Criw Cymraeg / School Council  DoL’s  All staff | | Targets agreed and shared by the Criw Cymraeg and these are effectively shared with all learners and stakeholders.  DoL’s book scrutiny to include evidence of Curriculum Cymreig as agreed in Appendix C in new Policy.  Governors understand the school’s data with the Siarter Iaith and have a firm understanding of the school’s targets for improvement. | | | Governors have visited the school to complete monitoring activities and can evidence the progress of the school with their agreed Siarter Iaith targets. | | | Most learners use the Welsh language purposefully with peers, adults, staff and visitors in the classroom, on the corridor, in the dining hall and on the yard.  Most learners can discuss the advantages of bilingualism confidently and effectively. | | School to school collaboration – share good practice. Teams Meetings with other similar schools (dual stream in particular). | |  |
| **4.** | **School staff develop their Welsh language skills and use Welsh with their colleagues and with the learners / young people.**   * A clear commitment in the SDP to improve the Welsh language skills of the workforce * The workforce taking advantages of the opportunities to develop their Welsh language skills, aligned to the professional standards. * Pupils supporting the school’s workforce to develop and use their Welsh language skills. * Learners / Young people use the Welsh language outside of the school   **Resources:**  Ychwanegu | | | | |  | | Information about any professional development is shared with all staff. Encourage and support staff to include Welsh language development within their Performance Management targets.  Parents have been informed about any Welsh lessons in the community.  Criw Cymraeg are actively involved in promoting the use of Welsh by all staff and provide effective support and guidance to staff that lack confidence. | | | The school is making strong progress against the agreed Siarter Iaith targets (Further details in Siarter development plan).  Criw Cymraeg to meet with staff learning Welsh to discuss ways to further develop their Welsh so that many learners feel more confident. | | | Siarter Iaith questionnaire shows strong progress on the language web. Any areas for improvement are effectively identified and targeted ready for 2023-24. | | The school is taking advantage of any sabbatical courses and the 10 hour free online course for teachers and support staff to further their Welsh language skills.  <https://learnwelsh.cymru/work-welsh/work-welsh-courses/teachers-part-1/> | |  |
| **5.** | **Learners / Young people use the Welsh language outside of the school**   * Guidance given to the learners / young people regarding the opportunities to use the Welsh language outside of the school. * Guidance to parents in order to encourage them to support the use of the Welsh language outside of the school * Encouragement and support for learners / young people to use their Welsh through technology and social media **(secondary schools)** * School community and community partners, including cluster of schools, plan and collaborate to offer activities and opportunities for children and young people to use the Welsh language outside of the school | | | | |  | | Cluster plans an activity to promote the Siarter Iaith (event/ activity to be completed during the year).  The Criw Cymraeg plan activities and share ideas on how to promote the use of Welsh in their community e.g. a survey of the use of Welsh in the local shops/pubs/garage etc and actively support and encourage an increased use of Welsh. | | | The school is making effective use of external agencies such as Menter Iaith / Urdd to increase the use of Welsh in the community. Increase in Urdd Membership and pupils competeing in Urdd competitions. (Sepific focus on Secondary).  As a result, many pupils are confident in using the Welsh language and understand the benefits. | | | Many pupils use Welsh effectively outside the school e.g. in the local shops / participate in community events / arrange concerts / gigs etc in the community to promote the Welsh language  The school is actively on it’s way to gaining the silver accreditation due to the impact on an increased use of Welsh in the community. | | As above – share good practice across schools | |  |
| **Engaging the wider community of the school enrich the priority**   * Invite visitors e.g. authors, singers, artists to lead workshops in the school – Display board/ interactive book to collate evidence). * Regular visits by the designated governor with responsibilities for the Welsh Charter to conduct monitoring visits and talk about the advantages of bilingualism. * Arrange visits to various attractions in Wales and participate in local community and national events e.g. Eisteddfod yr Urdd; St David’s events =; Gwyl Bro Nansi etc * Ensure that current school events have elements of bilingualism (Matilda, open evenings) * Pupils to report about the Siarter Iaith to the Ysgub and Chronicle. * Work collaboratively with other schools in the cluster e.g. observe good practice in a school that has achieved the ‘Silver Award’ and make effective use of the ‘Criw Cymraeg’ to share ideas and to provide capacity for evaluating the school’s impact towards achieving the relevant accreditation | | | | | | | | | | | | | | | | | | |
| **MONITORING REPORTS AND EVALUATIONS:**  Monitoring and evaluation will be conducted termly and will include activities such as listening to learners / wall trawl / learning walks. The strengths and areas for improvement will be collated by the Relevant senior leader to produce a termly IMPACT ASSESSMENT | | | | | | | | | | | | | | | | | | |
| **Very good progress** | |  | **Strong progress** | | | |  | | **Satisfactory progress** | | |  | | | **Limited progress** | |  | |
| **AUTUMN TERM 2022 – IMPACT ASSESSMENT** | | | | | **SPRING TERM 2023 – IMPACT ASSESSMENT** | | | | | | | | **SUMMER TERM 2023 – IMPACT ASSESSMENT** | | | | | |
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