



Radyr Comprehensive School

Ysgol Gyfun Radur

School Development Plan (SDP)

Cynllun Datblygu Ysgol (CDY)



Radyr Comprehensive School

Ysgol Gyfun Radur

Respect ~ Commitment ~ Success

Parch - Ymrwymiad - Llwyddiant

School Development Plan

Strategic Priorities 2023-26

The five overarching priorities for the school over the next three years can be found below. At the centre of our work is a commitment to improving progress and outcomes made by pupils and raising the standard of education at the school.

Priority 1: Pupil progress and achievement

1. Standards of achievement in public examinations will consistently exceed expectations in relation to the Family, Local Authority and Wales.
2. All groups of pupils will achieve high standards over a sustained period of time, in relation to their starting point.
3. Pupils will demonstrate highly effective progress in skills, i.e. literacy, numeracy, digital and Welsh.
4. Any gaps in pupil performance will be significantly less than the Family, Local Authority and national averages.

Priority 2: Well-being and attitudes to learning

1. Pupils will be respected, fairly treated and feel safe and secure.
2. Pupils' standards of behaviour will be considerate when engaging with their peers and staff.
3. Pupils will develop as ambitious, capable learners who are ready to learn and show confidence and resilience.
4. Pupils develop successfully into responsible and caring citizens because of the strong ethos of respect, commitment and success.

Priority 3: Learning & Teaching

1. Teaching will be at least consistently good in all subject areas across the school.
2. Our teaching approaches will be informed by current educational research and staff action enquiry to meet the needs of our pupils.
3. The Radyr Curriculum, our systems of feedback and assessment will support pupils to achieve very high standards.
4. Authentic connections between curriculum subjects will support pupils in developing and applying high-quality skills.

Priority 4: Care, support and guidance

1. Whole school experiences support all pupils' emotional, health and social needs so that they engage positively with and benefit from the opportunities on offer.
2. The care and support package offered is well-considered for pupils' physical and mental health and wellbeing.
3. Pupils will develop shared values such as respect, empathy, courage and compassion in understanding issues relating to equality, diversity and inclusion.
4. Creating a culture of safety by embedding safeguarding into everything we do.

Priority 5: Leadership and Management

1. Leaders model and promote professional values and behaviours that contribute positively to school improvement and effective collaboration.
2. Professional learning will create a positive culture and ethos to promote and support the well-being of our staff.
3. High quality training and professional learning, underpinned by the principles of teacher leadership, will provide our staff with the skills to embed the Radyr Curriculum.
4. Leaders establish productive relationships with families and the wider school community to improve the life chances of all pupils.



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School Development Plan

Priorities 2023-24

Priority Area 1: Standards and progress in learning and skills

Governor Links: David Silver & Tyrone Davies

- a) Further improve the progress pupils make in relation to their starting point;
- b) Continue to raise standards in Key Performance Indicators at KS4 and KS5, with a particular focus on boys, eFSM pupils and late starters to the school.

Priority Area 2: Well-being and attitudes to learning

Governor Links: Kath Morgan & Claire Skidmore

- a) Strengthen the well-being support for pupils;
- b) Improve the standards of pupil behaviour around the school and in lessons.

Priority Area 3: Teaching and learning experiences

Governor Links: Lisa Davies & Natalie O'Neill

- a) Further develop, evaluate and refine the Radyr Curriculum
- b) Continue to develop innovative learning and teaching;
- c) Improve the consistency of feedback to help pupils understand what they are doing and what they need to do to improve.

Priority Area 4: Care, support and guidance

Governor Links: Kath Morgan & Hayley Brady

- a) Further develop the provision of learning support for pupils with additional learning needs;
- b) Promote and support a culture of safety, whether on-site, off-site or online;
- c) Improve the attendance and punctuality rates of pupils with a focus on those in particular groups i.e. eFSM, late starters and those in most need.

Priority Area 5: Leadership and Management

Governor Links: Caroline Taylor & Amanda Bouadana

- a) Further strengthen whole school self-evaluation processes to support leaders in accurately evaluating the school's strengths and weaknesses;
- b) Continue to create a positive culture and ethos to promote and support the well-being and professional learning of all staff.

The School Development Plan should be read alongside specific details related to:

- Pupil Development Grant
- Education Improvement Grant
- Professional Learning Grant
- Faculty/Departmental Development Plans
- Cluster Plan

Progress towards achieving the success criteria linked to each planning priority will be measured, monitored and evaluated in the following ways:

Monitoring

- FGB termly meetings;
- Fortnightly SLT line management meetings;
- Faculty/Dept meetings;
- AOLE meetings;
- Behaviour meetings;
- L & T meetings;
- Pastoral meetings;
- Safeguarding meetings;
- SLT meetings;
- Meetings with parents/carers;
- Multi-agency meetings;
- Parents evenings/Parent info evenings;
- Lesson observations/ learning walks;
- Transition plan;
- Curriculum plan.

Evaluation

- Analysis of externally verified exam results using ALPS
- Analysis of data drops/ comparative analysis of data drops at the beginning and end of each academic year
- CSC Progress Reviews
- Dept and whole-school SER documents;
- Feedback at sub-committee and FGB meetings;
- Analysis of ClassCharts data;
- Analysis of exclusions data;
- Analysis of attendance data;
- Analysis of student, staff and parent voice;
- PSP reviews;
- Analysis of whole-school/dept whole-school evaluation procedures.

The school utilises the main budget and 3 major grants to fund the School Development Plan i.e. EIG, PLG, PDG. The cost for each priority is highlighted in the School Development Plan. A more detailed breakdown can be found in each of the Grant expenditure documents.

Priority Area 1	Standards and progress in learning and skills		
Objective 1a	Further improve the progress pupils make in relation to their starting point;		
Rationale			
The Curriculum for Wales is built upon a progression model with a stage not age approach. Baseline testing of pupils' literacy and numeracy is mandatory, however, progress should be measured from a pupil's individual starting point rather than age-related expectations. Quality assurance activities (whole school review, pupil voice, learning reviews, learning walks) indicate that in some cases, teachers need to develop more precise and inclusive ways to check for understanding to ensure pupils are learning the material and making suitable progress. They also indicate that expectations in relation to skill ability need to be more precise and, where appropriate, pupils should be given suitably challenging opportunities and support to develop skills appropriate to their level of ability. They also indicate that teaching staff need further training and support in using IDPs and knowledge of pupils to differentiate accordingly to provide support and challenge for all. There is also room for AoLEs to celebrate Welsh culture and heritage to a greater extent and for teachers to use incidental Welsh, and encourage pupils to do so, across the school.			
SLT lead	Stacey Thomas (SMT)		
Staff involved	SMT/OW/Directors of Learning (DoLs)/Cross-curricular coordinators (CCC)/ALNCo		
	Key action(s)	Staff involved	Timeline
1a.1	Use results of baseline entry testing/national test results, DCPs to identify pupils with greatest need and offer support and targeted intervention at the earliest opportunity.	OW/EM/MHA/JH/RD/MW/DoLs/HoFs/HoDs	Sept 2023 – July 2024
1a.2	Keep all relevant teaching staff updated as to pupils in receipt of intervention in literacy and numeracy; share intervention strategies with relevant staff.	MHA/EM/JH	Sept 2023 – July 2024
1a.3	Use PLOs to provide staff training on use of baseline testing data including how best to use national test results.	OW	Dec 2023
1a.4	Use skill information evening and resources on website to gain parental support in skill development at home.	EM/MHA/JH/SMT/PJ/EM	Sept 2023
1a.5	Use PLOs and INSET in September to provide staff training on best use of IDPs and how to use Class Charts to develop appropriate teaching strategies for pupils with ALN.	GP	Sept 2023 – July 2024
1a.6	Use PLOs to support staff in developing AFL/Checking for Understanding (CFU) strategies in class to constantly assess and ensure progression.	EJJ/CT	Sept 2023 – July 2024
1a.7	Use PLOs to create working parties to ensure appropriate challenge and consistency in opportunities to develop skills across the curriculum; ensure staff know what skill application looks like in real terms in accordance with national test data.	EM/MHA/PJ/EM	Sept 2023 – July 2024
1a.8	Encourage all AoLEs to make effective use of senior school peer mentors, especially with Y7 pupils.	HoFs/EJ/BW/MB	Oct 2023
1a.9	Staff complete audit outlining where opportunities are offered for pupils to practise and develop their skills; skill coordinators to work with departments in improving provision.	All staff	Oct 2023
Overall resourcing cost		£8,069.48	
Success criteria			
<ul style="list-style-type: none"> QA activities will see most teachers using CFU/AFL strategies to assess pupil progression. SoW across departments and AoLEs will offer suitably challenging opportunities to develop skills where appropriate. Teacher expectations for pupils' skill application will rise. SoW will offer pupils differentiated, meaningful and authentic opportunities to practise and develop their skills. 		<ul style="list-style-type: none"> QA activities will demonstrate that almost all pupils feel they are making progress in lessons. National test results/external exam results will improve. QA activities will demonstrate staff confidently using differentiation strategies and information from ALN department to ensure progression of pupils with ALN. 	

Priority Area 1	Standards and progress in learning and skills		
Objective 1b	Continue to raise standards in Key Performance Indicators at KS4 and KS5, with a particular focus on boys, eFSM pupils and late starters.		
Rationale			
<p>A significant feature of any successful school is the outcomes pupils achieve at the end of key stages during their education career. At KS4, the National data reporting arrangements have moved back to the interim measures that were introduced in 2019. This means qualification outcomes will be reported at a National, Local Authority, Family and School level in the form of the usual key performance indicators. Our tracking system is embedded and ensures all of these measures are rigorously tracked throughout the year. This system allows teachers, middle and senior leaders to provide intervention with pupils of all abilities and organise appropriate mentoring, revision and catch-up programmes. Our outcomes in 2023 were very strong: Capped Points Score (406.6), Literacy (45), Numeracy (43), Science (43) and WBQ (40). However, there are particular groups of pupils who underperformed and these will be our main focus groups in 2023-24. These groups are the eFSM pupils, boys and late starters (those pupils who did not start with us in year 7). In year 11 there are 44 late starters (18% of the cohort). We have used Alps to set aspirational targets of years at KS4 and KS5 and to track value-added performance within subject areas, across year groups and for groups in most need. This forensic use of Alps has been beneficial in improving outcomes for all pupils. At KS5, performance continues to be strong with 2023 outcomes in many indicators and subjects performing better than 2022. WBQ is compulsory at KS5 and results in 2023 were the best on record with, 70% achieving A*A and 99% A*C. To maintain these high standards, we are going to ensure Alps is used to full capacity in all subject areas during 2023-24.</p>			
SLT lead	Owen Woods (OW)		
Staff involved	OW/HoDs/HoFs/SMT/EEJ/MB		
		Key action(s)	Staff involved
1b.1	Full external Summer 2023 performance analysis packs provided to each HoD in September. The analysis of Y10-13 value added performance will be used to identify underperformance and areas of strength.		OW/HODs Sept 2023
1b.2	Annual review meetings to be held with HoD and DHT/HT to discuss performance and strategies for further improvement.		ADW/OW/SMT/HODs Oct 2023
1b.3	Fortnightly SLT line management meeting agenda has a regular focus on current progress and expected performance after each DCP. Middle leader meetings will be used to monitor Year 11 and 13 progress and discuss those pupils who are performing below expectations.		OW/SMT/HODs Sept 2023 – July 2024
1b.4	Develop a tailored curriculum for a target group of KS4 pupils who are at risk of not achieving in some subjects to ensure they have a suitable progression route and pathway post 16.		OW/EEJ Sept 2023 – July 2024
1b.5	Organise and timetable mock exams, walking talking mocks and study days for core subjects prior to examinations within the school calendar.		OW/EEJ/MB Sept 2023 – July 2024
1b.6	Use rigorous tracking of data to update progress boards and identify key marginal pupils. Provide academic mentors for these pupils in KS4/KS5 and develop a systematic approach to intervention.		OW/EEJ/MB Sept 2023 – July 2024
1b.7	Regular communication with parents through standard reporting system, cause for concern letters/phone-calls and other mechanisms such as parental drop-ins, information and support evenings. Produce online support materials for parents to support subject work/revision		OW/EEJ/MB Sept 2023 – July 2024
1b.8	Investigate a motivational master class for eFSM pupils, boys and late starters. Ensure the most engaging effective teaching staff are allocated to the key marginal classes at KS4 and KS5		OW/EEJ/MB Sept 2023 – July 2024
Overall resourcing cost			£27,832.51
Success criteria			
<ul style="list-style-type: none"> Performance of nearly all groups of learners to meet or exceed expectations through rigorous tracking and effective intervention. 		<ul style="list-style-type: none"> eFSM Literacy/Numeracy/Science/WBQ APS will be 35-37/36-38/35-37/33-35 Boys Literacy/Numeracy/Science/WBQ APS will be 43-45/43-45/43-45/42-44 Late Starters Literacy/Numeracy/Science/WBQ APS will be 43-45/43-45/43-45/39-42 	
Key Stage 4		Key Stage 5	
<ul style="list-style-type: none"> Overall Capped 9 Measure will be 405-415 Overall Literacy/Numeracy/Science/WBQ APS will be 45-47/44-46/44-46/43-45 eFSM Capped 9 will be 335-345 Boys Capped 9 will be 395-405 Late Starters Capped 9 will be 355-365 		<ul style="list-style-type: none"> 3+A*A will be 30-35% 3+A*C will be 75-80% 3+A*E will be 98-100% 	

Priority Area 2	Well-being and attitudes to learning		
Objective 2a	Strengthen the well-being support for pupils		
Rationale			
<p>Pupils' well-being was hit particularly hard by the COVID-19 pandemic and this has continued to impact on pupils' education and personal development. Pupils are arriving with lower starting points than previous years and we have found that some are taking longer than usual to settle in and get used to the school routine. The pandemic continues to affect pupils' attendance, mental health and well-being. The lack of structure in their lives has negatively impacted their attitudes to learning resulting in the need for more support. Organised clubs and sports stopped during this time and many pupils found it difficult to get back into these habits. While the situation is improving, older pupils seem to continue to struggle with rules, regulations and the structure of the school day. Attendance rates have not yet returned to the 2019 pre-covid level. In the 2022-23 academic year, the gap between our eFSM and non-eFSM pupils was wider than the national average. Pupil voice activities during the last academic year indicated that while pupils knew who to turn to for support, they sometimes felt overwhelmed with the logistical dynamics of the pastoral offices. The split lunchtimes also made organisation of extracurricular clubs difficult and meant that many pupils could not attend the clubs they wanted to.</p>			
SLT lead	Dan Jay (DRJ)		
Staff involved	DRJ/Directors of School (DoS)/Progress Leaders (PLs)/Well-being Officers (WBOs)		
Key action(s)		Staff involved	Timeline
2a.1	Create and implement new Positive Relationships Policy (PR Policy) including strong QA processes.	DRJ/DoS/PLs/WBOs	Sept 2023
2a.2	Create and monitor clear roles and responsibilities for PLs and WBOs including daily WBO timetable i.e. clear responsibility and accountability for areas of well-being support.	DRJ/DoS/PLs/WBOs	Sept 2023
2a.3	Introduce a new method for tracking well-being for all pupils including reporting to parents / carers.	RJ	Sept 2023
2a.4	Continued development of multi-agency, team around the child approach including a newly created Well-being Hub, Oasis, AO, WBOs, Outside Agencies, Youth Mentor.	DRJ/DoS/PLs/WBOs	Sept 2023 – July 2024
2a.5	Further develop the extra-curricular provision (OHSL programme) – breakfast, lunchtime and after school clubs to engage pupils and encourage attendance and punctuality.	DRJ/DoS/All staff	Sept 2023 – July 2024
2a.6	Specifically target eFSM pupils, late starters, <85% pupils for interventions and support to improve their attendance, punctuality, well-being and engagement in OHSL programme.	DRJ/DoS/PLs/WBOs	Sept 2023 – July 2024
2a.7	Promote and advertise OHSL programme extensively and consistently i.e. Heads Up / Tutor time / Assemblies / Posters / Screens around the school.	DRJ/DoS/PLs/WBOs	Sept 2023 – July 2024
Overall resourcing cost		£49,220.94	
Success criteria			
<ul style="list-style-type: none"> New PR policy is successfully used by all staff on a weekly basis to ensure consistency in approach. There will be clear lines of accountability across the pastoral teams evidenced in new documentation and minutes of line management meetings. Further developed pupil voice will highlight strong well-being and the feeling of being safe in school. 		<ul style="list-style-type: none"> Centrally coordinated weekly OHSL programme provided by staff and promoted and advertised consistently will improve extracurricular participation. Rigorous tracking will see attendance and punctuality improve (see priority area 4 for % details). The impact of mentoring groups will see an improvement in attendance for targeted pupils. 	

Priority Area 2	Well-being and attitudes to learning		
Objective 2b	Improve the standards of pupil behaviour around the school and in lessons		
Rationale			
Schools nationally have seen a decline in the standards of behaviour and increase in exclusion rates, both fixed term and permanent. While school leaders fully appreciate the need for inclusion, it is vital that we have good behaviour and routines for learning and progress to happen. Fixed term exclusion rates in the school increased over the last academic year and for the first time in many years, we were forced to issue two permanent exclusions. The school's rewards and sanctions policy had become complicated and unwieldy and pupil voice activities indicated that it was difficult to understand. Pupil voice activities also indicated that around half of pupils felt that behaviour around the school site was poor and a minority of pupils felt that behaviour was poor in lessons and negatively impacted their learning. Learning walks, lesson observations and pastoral reviews supported these views.			
SLT lead	Dan Jay (DRJ)		
Staff involved	DRJ/DoS/PLs/WBOs/All staff		
Key action(s)		Staff involved	Timeline
2b.1	Create and implement new Positive Relationships Policy including a clear graduated response to behaviour that all staff use consistently.	DRJ/DoS/PLs/WBOs	Sept 2023 – July 2024
2b.2	Ensure suitable training and professional development to further improve a consistent approach to behaviour. Design INSET throughout the year to further develop understanding and expertise including rigorous and robust routines.	DRJ	Sept 2023 – July 2024
2b.3	Introduce and implement the use of ClassCharts by the pastoral team and all staff to track, monitor and improve behaviour including professional development made available to all staff.	DRJ/DH	Sept 2023
2b.4	Review and refine the timetable of activities for tutor time and assemblies.	DRJ/ Form Tutors	Termly
2b.5	Further develop our rewards systems including the use of ClassCharts to promote positive behaviour.	DRJ/MOB	Termly
2b.6	Further improve behaviour outside of lessons through consistent approach to the PR Policy e.g. Meet and Greet, Recognition Boards, End and Send, Duty Rotas.	DRJ/DoS/PLs/WBOs	Sept 2023 – July 2024
2b.7	Further develop our Internal Exclusion including the use of restorative support, strengthened by links with outside agencies.	DRJ	Sept 2023 – July 2024
2b.8	Further develop our Aspire and Revolve areas to improve the behaviour of selected pupils.	DRJ/GW	Sept 2023 – July 2024
Overall resourcing cost		£44,277.98	
Success criteria			
<ul style="list-style-type: none"> New PR policy is successfully used by all staff on a weekly basis to ensure consistency in approach. Learning walks, student voice and staff voice related to tutor time and lessons will evidence an improvement in student behaviour. ClassCharts analytics will evidence an evaluation of positive and negative points leading to an improvement in behaviour. The use of ClassCharts on a daily basis by all staff will improve consistency in dealing with rewards and sanctions. 		<ul style="list-style-type: none"> Internal Exclusion referrals will be reduced. Behaviour graduated response data will evidence an improvement in the consistency in dealing with behaviour. Staff voice regarding PR Policy and INSET training will highlight positive outcomes regarding daily routines aligned to behaviour management. Revolve and Aspire data and tracking will improve reintegration of pupils back into mainstream. 	

Priority Area 3		Teaching and learning experiences	
Objective 3a		Further develop, evaluate and refine the Radyr Curriculum	
Rationale			
<p>In the 2021/2022 academic year, we realised that approaching the Curriculum for Wales (CfW) through a focus on excellent and innovative teaching and learning was crucial. We decided the priority needed to be upskilling staff in AfL principles that would be indistinguishable from everyday teaching in the classroom, agreeing on simple techniques that would allow excellent teaching and assessment of learning to take place continuously. We then developed a shared vision for CfW involving a concept-driven approach which we developed in collaboration with our cluster primary schools. AoLEs agreed on key concepts to teach and departments chose the most pertinent lenses through which to teach them, focusing on providing the best knowledge, skills and experience for our pupils in context, ensuring curricula were designed to ensure natural progression continually building on and using prior knowledge. We launched the Radyr Curriculum with Y7 pupils in the 2022/2023 academic year after trialling and evaluating different approaches and schemes of work in the years leading up to this. Alongside the launch of this, AoLEs were planning, trialling and evaluating Y8 provision. Quality assurance activities have indicated that Y7 pupils have enjoyed the learning offered and feel they are making good progress in their learning. Across the school with all year groups, many teachers are offering fantastic contextual lessons linked to current events and real-life contexts which is at the heart of the CfW. We need to continue to evaluate, refine and adapt provision as we roll it out fully with Y8 and beyond. QA activities indicate there are further opportunities to develop links within and across AoLEs and make links explicitly obvious to pupils. The new Made-for-Wales qualifications will be introduced for first teaching in 2025. As we operate a 3-year KS4, the current Y8 will go through a transition period between the existing system and the roll out of CfW into Yr10 (2025). Faculties/departments must ensure that the subjects starting in September 2024, allow all pupils to make effective progress in line with the Statements of What Matters for each AoLE.</p>			
SLT lead		Stacey Thomas (SMT)/Richard Jenkins (RJ)	
Staff involved		EJJ/EM/PJ/MHA/EM/HoDs	
		Key action(s)	
3a.1	Allow staff more time to work in AoLEs and with primary cluster colleagues (Cluster INSET Friday 6 th October) to ensure meaningful links within and across AoLEs are offered; support staff in ensuring these links are made explicit and signposted to pupils during lessons.	SMT/HoFs/ DoLs/ Skills coordinators	Sept 2023 – July 2024
3a.2	Evaluate new curriculum content and design through pupil voice activities at departmental level.	HoFs	Sept 2023 – July 2024
3a.3	Evaluate Y8 provision through the calendared QA activities.	HoFs/SLT	Sept 2023 – July 2024
3a.4	Continue to develop suitable assessment activities that meet reporting requirements and help pupils take their learning forward.	HoFs	Sept 2023 – July 2024
3a.5	Attend CSC professional learning events supporting curriculum design, and assessment and progression.	HoFs/SMT	Sept 2023 – July 2024
3a.6	Continue to meet with the wider cluster of local comprehensive schools to share best practice.	SMT/OW/RJ	Sept 2023 – July 2024
3a.7	Encourage departmental representatives to attend all PLs offered by Qualifications Wales/WJEC as new summative assessments are designed for Y11 pupils to ensure our curriculum is a progression model that builds towards required end-point learning.	HoFs	Sept 2023 – July 2024
3a.8	Undertake review of existing qualifications and plan for future alignment to CfW and new Made-for-Wales qualifications to provide a suitable foundation to those choosing options in 2024.	RJ/HoFs/HoDs	Oct 2023 – July 2024
Overall resourcing cost		£16,280.41	
Success criteria			
<ul style="list-style-type: none"> Assessment models support reporting requirements and help pupils make progress. Relationships with cluster colleagues at all levels will improve and lead to improved, more successful transition. Staff at all levels will use the language of the new curriculum to assess and report. Curriculum design will allow pupils to move along the progression steps. 		<ul style="list-style-type: none"> Pupils will transfer their knowledge and skills confidently within and across AoLEs. Staff start to prepare for the introduction of the new Made-for-Wales Qualifications from 2025. Effective transition for Y9 (2024) into Y10(2025), with pedagogy building on the strategies employed in Y7 & Y8. 	

Priority Area 3		Teaching and learning experiences	
Objective 3b		Continue to develop innovative learning and teaching	
Rationale			
<p>In the 2021/2022 academic year, we realised that approaching the Curriculum for Wales through a focus on excellent and innovative teaching and learning was crucial. We decided the priority needed to be upskilling staff in AFL principles that would be indistinguishable from everyday teaching in the classroom, agreeing on simple techniques that would allow excellent teaching and assessment of learning to take place continuously. Quality assurance activities indicate that pupils feel they are making good progress in their learning. Across the school with all year groups, many teachers are offering fantastic contextual lessons linked to current events and real-life contexts which is at the heart of the Curriculum for Wales. Most teachers are fully embracing the techniques we have agreed to use as a school to great effect – lesson observations and learning reviews indicate that cold calling, think pair share, and right is right, in particular, and being used effectively and consistently. However, in a few cases, teachers are not offering enough think time when using think pair share and need to develop higher order questioning skills more effectively. In a few instances, pupils are not offered enough opportunities to work independently and are not challenged suitably.</p>			
SLT lead		Stacey Thomas (SMT)	
Staff involved		SMT/DoLs	
		Key action(s)	
		Staff involved	
		Timeline	
3b.1	Continue to work with CSC on developing resources to support teachers across the region, and our own teaching staff, in their use of the Great Teaching Toolkit.	SMT/EJJ	Sept 2023 – July 2024
3b.2	Use PLOs to provide staff training on higher order questioning strategies such as right is right and using think time appropriately.	SMT/EJJ	Sept 2023 – July 2024
3b.3	Use PLOs/best practice sessions to provide staff training on effective self and peer assessment.	SMT/EJJ	Sept 2023 – July 2024
3b.4	Offer coaching to all, targeting NQTs (mandatory – SMT) and those new to posts.	SMT/OLEVI trained staff	Sept 2023 – July 2024
3b.5	Continue to use PQA activities to evaluate provision, target support, and share best practice, encouraging a culture of development and support.	SMT/DoLs	Sept 2023 – July 2024
3b.6	Develop pupil learning ambassadors who will support the T&L team in the evaluation of T&L in the school.	SMT/DoLs	Sept 2023 – July 2024
3b.7	Continue to make use of and develop action enquiry as a key part of performance management, encouraging a wider range of staff to share their findings in the summer term.	SMT	Sept 2023 – July 2024
3b.8	Provide top up training to all staff in the principles of DRICE and how our chosen techniques allow it to be realised.	DoLs	Sept 2023 – July 2024
Overall resourcing cost		£21,115.50	
Success criteria			
<ul style="list-style-type: none"> Almost all pupils will feel they are making progress in their learning Almost all pupils will feel the feedback they receive helps them make progress Almost teachers will develop effective strategies to check for understanding in the classroom and act on the data 		<ul style="list-style-type: none"> Most teachers will ensure high levels of participation and think ratio in their classes Almost all teachers will plan lessons with the principles of DRICE in mind Almost all teachers will engage their pupils by giving the lesson content a real life, authentic purpose and giving the learning a relevance. 	

Priority Area 3	Teaching and learning experiences		
Objective 3c	Improve the consistency of feedback to help pupils understand what they are doing and what they need to do to improve		
Rationale			
<p>When we returned to school post-covid in the 2021-2022 academic year, feedback, both written and verbal, was a concern so became a huge priority for us. PQA activities have demonstrated that while massive improvements have been made, in some cases, particularly in the senior school, pupils sometimes feel it is not as effective as it could be. Since teachers have got back into the habit of circulating the room and constantly assessing pupils' written and verbal contributions, verbal feedback has improved massively and pupils recognise the value of this, especially in subjects such as music, PE and art where they can action changes and make improvements straight away. However, the consistency of written feedback within and across AoLEs/departments still needs improvement. Learning reviews, and current research, indicates that feedback has the biggest impact on pupil progress and our pupils like having written feedback in their books – they find it helps them make progress in their learning. However, some pupils in the senior school find they wait too long for written feedback and that the quality varies between departments. Most pupils recognise that feedback activities occur after work is returned and work scrutiny supports this. However, there are still instances where this is not happening, or where written feedback is not being provided in line with whole school or faculty policy. PQA activities also indicate that in a minority of cases, improvement work is not being checked; pupils like it being checked so that they know they have actioned the feedback appropriately.</p>			
SLT lead	Stacey Thomas (SMT)		
Staff involved	DoLs		
		Key action(s)	Staff involved
3c.1	Staff training via PLO on effective feedback, both written and verbal.		EJJ
3c.2	SMT to update feedback policy and share with staff, hyperlinking to previous INSET training sessions.		SMT
3c.3	Departments to update feedback policies and best practice portfolios so they reflect specific department need and whole school policy where practical.		SMT / HoFs / DOL
3c.4	Learning reviews to take place with all year groups following calendared review weeks where HoDs/HoFs undertake work scrutiny activities and discuss with relevant pupils.		SMT / DOLs
3c.5	PQAs to take place at department level in all cases and reports produced and shared at faculty meetings/SLT link meetings.		HOFs / DoLs
3c.6	Whole school book-look to take place during twilight INSET to assess consistency across school; all staff invited to attend in the T&L room.		SMT / DOLs / All staff
Overall resourcing cost			£22,447.31
Success criteria			
<ul style="list-style-type: none"> Almost all staff will adhere to whole school and/or departmental policy Almost all staff will ensure written feedback takes pupils' learning forward by offering follow up DIRT activity Almost all staff will ensure they check improvement work 		<ul style="list-style-type: none"> Almost all pupils will feel that the feedback they get from teachers helps them to make progress Staff will use literacy code sin line with whole school policy to help pupils make progress in their literacy skills Many pupils will use previous written feedback to help them progress in later learning. 	

Priority Area 4	Care, support and guidance		
Objective 4a	Further develop the provision of learning support for pupils with ALN		
Rationale			
<p>Being a fully inclusive school means pupils are able to access their learning within the classroom with appropriate support and adjustments. In some areas teachers need to develop the skills to prepare and implement more precise and inclusive strategies to remove the learning barriers and to ensure pupils are learning in line with their peers and making progress that reflects their individual potential. All teachers and education staff are educators of children and young people with ALN. Our whole school ALNCo, appointed in January 2023 is the individual who at a strategic level ensures the needs of all learners, with ALN, are met. The school has been actively involved in the ALN reform at all levels. The model is built on providing support through Universal, Targeted or Specialist provision, depending on the individual needs of the learner. The approach is entirely person centred and communication with the pupil, family members and external agencies is key to building the correct package of support. The extra support given to children with ALN to help them learn is called Additional Learning Provision. This must be written into a support plan called an IDP. Staff require further training and support in using IDPs and how to differentiate accordingly to provide support and challenge for all. Students in Year groups 7 and 11 have been converted from a statement to an IDP. The mandatory year groups for Cardiff this academic year are Years 8, 9 and 10. Welsh Government have extended this target to 2025.</p>			
SLT lead	Jen Howlett (JRH)		
Staff involved	GP		
Key action(s)		Staff involved	Timeline
4a.1	Ensure positive use of Provision Maps and ClassCharts to clearly identify learners requiring adjustments in the classroom to support their learning.	GP/All Teaching Staff	July 2024
4a.2	Utilise PLO time and INSET opportunities to ensure all teaching staff have access to training: <ul style="list-style-type: none"> • Best use of IDPs • Teaching young people with ADHD • Working with learners with ASD • Dyslexia training • One Page Profiles 	GP/Teaching Staff	Sept 2023 – July 2024
4a.4	Scrutinise and allocate the new ALN budget in line with the reform expectations and the legal obligation to provide for student ALPs and targeted provision needs.	GP/JRH/ADW	March 2024
4a.4	Use results of diagnostic testing, conducted in the Summer Term of Year 9 to identify all pupils eligible for reasonable adjustments and access arrangements in assessments and examinations.	GP/GW/TAs	June/July 2024
4a.5	Calendar a meet the ALNCo information evening and provide resources on school website to update and upskill parents in supporting a child with ALN.	JRH/GP	Nov 2023
4a.6	Utilise ClassCharts data and scheduled DCPs to monitor progress of pupils with ALN.	GP/Teaching Staff	
4a.7	Continuation of moving learners to new ALN framework, including the IDP process for mandatory year groups.	GP	July 2025
4a.8	Reintroduce interventions such as ELSA, THRIVE, I Can Do It and Talkabout	GP/TAs/WBOs	
4a.9	Set up ALNCo Surgery for staff to raise ALN concerns	JRH/GP	Oct 2023 – July 2024
4a.10	Advertise and appoint additional Grade 3 TA to add capacity to the need of the team.	GP/JRH/ADW	Oct 2023
4a.11	Liaise actively with cluster primary schools and develop positive relationships with Year 5 and 6 learners with IDPs	GP	Oct 2023 – July 2024
Overall resourcing cost		£39,595.99	
Success criteria			
<ul style="list-style-type: none"> • Strategies developed from ADHD training can be observed as consistent practice in lessons with ADHD learners. • Teacher confidence and skills for dealing with ALN learners will improve. • Pupil outcomes will reflect potential of the individual learner with learning barriers removed. • Feedback from parental surveys will reflect pupil positive attitudes and engagement in school. 		<ul style="list-style-type: none"> • Learning walks and lesson observations will evidence good practice of inclusive classroom strategies. • Staff survey and lesson observation will demonstrate staff confidently using differentiation strategies and information from ALN department to ensure progression of pupils with ALN. • IDPs will be written as a collaborative document with cluster primaries. 	

Priority Area 4	Care, support and guidance		
Objective 4b	Promote and strengthen a culture of safety, whether on-site, off-site or online		
Rationale			
<p>Safeguarding is about ensuring that everyone is safe from harm – safe from bullying, safe from people who could abuse, safe from discrimination or harassment – and that we all feel safe in our environment. We are committed to acknowledging the importance of safeguarding and our role in protecting the welfare of young people, and through the general ethos of the school will seek to encourage children in need of support to come forward. We believe that pupils have a right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse, where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. Our Child Protection policy and procedures are in place to ensure the safety and wellbeing of the pupils in our care. We ensure that all staff (including supply staff, volunteers and governors) are aware of these procedures. The school has a positive relationship with external support agencies and will work with multi-disciplinary partners within the statutory frameworks from official guidelines. On occasion, we may need to share information and work in partnership with other agencies when there are concerns about a student's welfare. Where possible, we will ensure that concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that such a move would be contrary to the student's welfare. Safeguarding is rightly a national priority and it is vital that all schools implement robust and effective procedures to continue to promote and protect the safety and well-being of young people. Self-evaluation activities during the 2022-2023 academic year indicated that certain areas relating to the safety of our pupils needed strengthening, namely the overall security of the school site due to the lack of perimeter fencing. While systems and procedures were in place to safeguard our pupils, it became clear that some needed further promotion, tightening and refinement. Teaching assistants, mid-day supervisors, supply staff, administrative and support staff as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact the school or governors. The school has ensured all staff and governors have received up to date level 2 training to appropriately and safely address a concern or disclosure. All staff have at least basic user access to MyConcern to record concerns as they arise. These are followed up by Wellbeing Officers, Progress Leaders and the DSP accordingly. A weekly LMM meeting with all trusted users and the DSP takes place every Friday to ensure all safeguarding cases have been addressed prior to closing for the weekend.</p>			
SLT lead	Jen Howlett (JRH)/Andrew Williams (ADW)		
Staff involved	All staff		
Key action(s)		Staff involved	Timeline
4b.1	Continue to update the school website to provide key information and signpost support within our policies and safeguarding section.	JRH/ADW/ IT Support	Sept 2023 – July 2024
4b.2	Continue to refine and update our Safeguarding Audit and Action Summary.	JRH/SLT	Oct 2023
4b.4	Ensure all mandatory training for staff is completed	JRH/All staff	Dec 2023
4b.4	Ensure all school policies are updated	SLT	Oct 2023
4b.5	Aim to achieve CLA Friendly School Award	JRH	July 2024
4b.6	Enhance security of school site with new fencing around the perimeter and a new signing in system.	ADW/Estates	Sept 2023
4b.7	Safeguarding awareness questionnaire to go out to all stakeholders	JRH / SLT	Nov 2023
4b.8	Review PSHE curriculum to ensure there is a proactive approach to issues involving social media, bullying and discrimination, racism, healthy relationships and self-esteem.	NE/NCL/JRH	Sept 2023 – July 2024
4b.9	Improve links with community through community focused schools programme.	JRH	Sept 2023 – July 2024
4b.10	Engage in SHRN Survey	JRH/NCL	Dec 2023
4b.11	Write stakeholder engagement action plan utilising Radyr 10/10 student voice feedback.	JRH	Sept 2023 – July 24
Overall resourcing cost		£9,017.25	
Success criteria			
<ul style="list-style-type: none"> Student questionnaires to reflect pupils feel safe and supported in school Parent questionnaires to reflect they feel safe sending their child to school and have an awareness of where to access support if required. Staff questionnaire to evidence a secure awareness of safeguarding and procedures. Governor feedback to reflect a secure knowledge of school procedures and key safeguarding staff 		<ul style="list-style-type: none"> School signing in system to record the entry and exit of staff and pupils and visitors. SHRN survey data to provide information for ongoing action plan to actively support learners and keep them safe. Stakeholder engagement plan to clearly reflect student voice across the school. CLA Friendly status achieved. 	

Priority Area 4	Care, support and guidance		
Objective 4c	Improve the attendance and punctuality rates of pupils with a focus on those in particular groups i.e. eFSM, late starters		
Rationale			
Attendance rates declined nationally post-covid and whilst improving, has not returned to a pre-covid level. This is mirrored at Radyr Comprehensive School where attendance in 2022-2023 stood at 90.5%, down on approximately 4% from pre-covid levels. The gap between our eFSM and non-eFSM pupils is an area of huge concern for us with a 10% gap, wider than the national average of 8%. In September 2022, we moved from a 7-form to 8-form entry in years 7-10. This meant during the last academic year, we welcomed approximately 120 additional new pupils across years 8-10. Many of these were disaffected, hard to place pupils who were ever present on the county's hard to place panel. Many were school refusers or had significant emotional or BESD needs. Quality assurance activities such as learner walks and staff voice, as well as SIMS data, indicated that punctuality in lessons was a significant issue; almost all lessons start with retrieval of prior learning needed for the lesson and with many key pupils missing this vital part of the lesson, learning was not able to become embedded. Late arrival to lessons also significantly disrupts the lesson for the majority of learners who were on time.			
SLT lead	Dan Jay (DRJ)		
Staff involved	DRJ/DoS/PLs/WBOs/AO/All staff		
Key action(s)		Staff involved	Timeline
4c.1	Introduce 5 stage approach to attendance (tracking and monitoring) with the pastoral team heavily involved and then all staff involved in different stages	DRJ/pastoral team	Sept 2023
4c.2	Introduce pastoral attendance tracking and monitoring document to be used and updated weekly by the pastoral team	DRJ/DoS/PLs/WBOs	Sept 2023 – July 2024
4c.4	Introduce and implement the use of ClassCharts by the pastoral team and all staff to track, monitor and improve attendance and punctuality	DRJ/DoS/PLs/WBOs/All staff	Sept 2023 – July 2024
4c.4	Specific identified actions to tackle persistent absentees – under 91% (see Pastoral Improvement Plan)	DRJ/DoS/PLs/WBOs	Sept 2023 – July 2024
4c.5	Improved tracking, monitoring and response to poor punctuality to school including rigorous and robust systems to improve punctuality	DRJ/DoS/PLs/WBOs/AO/All staff	Sept 2023 – July 2024
4c.6	Improved tracking, monitoring and response to poor punctuality to lessons including rigorous and robust systems to improve punctuality	DRJ/DoS/PLs/WBOs/AO/All staff	Sept 2023 – July 2024
4c.7	Strategies developed to tackle particular groups poor attendance and punctuality i.e. eFSM, late starters, for example, WBO mentoring	DRJ/DoS/PLs/WBOs	Sept 2023 – July 2024
4c.8	Develop further the extra-curricular provision (OHSL programme) – breakfast, lunch time and after school clubs to engage pupils and encourage attendance and punctuality (see Priority Area 2, Objective 2a for further detail)	DRJ/DoS/All staff	Sept 2023 – July 2024
Overall resourcing cost		£55,522.00	
Success criteria			
<ul style="list-style-type: none"> Improve overall attendance to 95.2% Graduated attendance targets met: Year 7 – 97%, Year 8 – 96%, Year 9 – 95%, Year 10 – 94%, Year 11 – 94% Reduce % difference for attendance between eFSM and non-FSM to below national average ClassCharts analytics used by all staff during tutor time 		<ul style="list-style-type: none"> Improve punctuality to school to 98% Graduated punctuality targets met: Year 7 – 99%, Year 8 – 99%, Year 9 – 98%, Year 10 – 97%, Year 11 – 97% Centrally co-ordinated weekly OHSL programme contributed to by many staff and attended by many pupils 	

Priority Area 5	Leadership and management		
Objective 5a	Further strengthen whole school self-evaluation processes to support leaders in accurately evaluating the school's strengths and weaknesses		
Rationale			
<p>Effective self-evaluation is fundamental in delivering school improvement. In previous years our improvement priorities have been too heavily identified and led by SLT. However, over time we have turned this around to ensure that all stakeholders have a say and priorities are identified through more effective self-evaluation activity. Pupil and parental voice is now more frequent and alongside our learning and teaching quality assurance activity, self-evaluation is more meaningful, directed from the bottom up rather than the top down. During 2022-23 all stakeholders were involved in our self-evaluation processes. A rigorous pupil voice programme was introduced, where all pupils were surveyed and then interviewed in small groups by governors, middle leaders and senior leaders. All staff were surveyed and given INSET time to evaluate the school development plan and suggest areas of development for 2023-24. Parents were also surveyed to enable them to share their thoughts on many aspects of school life. All of these self-evaluation activities built a solid evidence base for senior leaders to accurately identify strengths and areas for development. Middle leaders have been carefully led by SLT to evaluate their own areas and produce self-evaluation reports that are fully driven by first hand evidence. During 2023-24 this work will be strengthened and become further embedded via a rigorous self-evaluation calendar of activities. This will provide timely opportunities to evaluate the impact of our actions and allow us to change direction when required.</p>			
SLT lead	Owen Wood (OW)/Andrew Williams (ADW)		
Staff involved	SLT/HOD/HOF/DoS/Governors		
Key action(s)		Staff involved	Timeline
5a.1	Provide staff and middle leaders with a self-evaluation calendar to ensure these activities are regular and timely.	OW	Sept 2023
5a.2	The school Governors will be invited to carry out some of the self-evaluation activities during the year. For example, pupil voice interviews, learning walks and work scrutiny.	SLT/Governors	Sept 2023 – July 2024
5a.4	Heads of department to analyse and evaluate Summer 23 results to identify strengths and the groups of learners that will be their main focus in 2023-24.	OW/HOD	Sept 2023
5a.4	Strengthen middle leader accountability via the department annual review meeting, MLL meetings and SLT line management meetings.	SLT/HOF/DoS/HOD	Sept 2023 – July 2024
5a.5	The department/pastoral progress review booklet will ensure middle leaders evaluate progress in a timely manner after each QA activity.	SLT/HOF/DoS/HOD	Sept 2023 – July 2024
5a.6	Pupil, staff and parental voice is built into the self-evaluation calendar to ensure these stakeholders all have a say in key areas.	OW/JRH	Sept 2023 – July 2024
5a.7	The school council are actively engaged in school improvement planning through discussions regarding actions in the school development plan.	SLT/NCL	Sept 2023 – July 2024
5a.8	An Inset day during the summer term will be dedicated to self-evaluation to allow all staff to evaluate the school development plan and identify priorities for 2024-25.	All Staff	July 2024
Overall resourcing cost		£6,762.94	
Success criteria			
<ul style="list-style-type: none"> More focussed self-evaluation will lead to more effective school improvement; School improvement priorities will be identified after involving all stakeholders in self-evaluation activities; Middle level leaders will have a greater understanding of their accountability, and be more effective in identifying their strengths and areas of development; 		<ul style="list-style-type: none"> Governors will have first-hand evidence of the workings of the school and use this to hold senior leaders to account; Staff and pupils feel their views are heard and acted upon by senior and middle leaders; The departmental/pastoral progress review booklet alongside SLT line management meetings will ensure that potential problems are prevented and any weak aspects of provision are dealt with swiftly. 	

Priority Area 5	Leadership and management		
Objective 5b	Continue to create a positive culture and ethos to promote and support the well-being and professional learning of all staff		
Rationale			
<p>Staff are our most valuable resource and it is vital that they are supported in their well-being and professional learning needs. Teaching and learning is at the heart of everything in a school and we need staff to feel supported and be given the support and resources to be able to teach excellent lessons consistently. Staff well-being was noted as a concern during the 2022-2023 academic year particularly due to the increasing behaviour issues being presented. In the 2021-2022 academic year, we realised that investing in staff development was essential to our vision for CfW and changed our approach to professional learning. Teachers need to be research-informed so they understand that we're not asking them to engage in gimmicks but tried and tested strategies that lead to improved learning. Staff voice activities have indicated that they find exam board CPD sessions the most impactful on their subject knowledge and practice with exam classes, but many staff are ambitious and want support in seeking promotions and career development. They also feel they need support with the many changes the educational system has gone through in Wales.</p>			
SLT lead	Stacey Thomas (SMT)		
Staff involved	All staff		
Key action(s)		Staff involved	Timeline
5b.1	Reinstate staff fund to celebrate major milestones in their lives.	SMT/WG	Sept 2023
5b.2	Increase hours SLT spend on patrol and rebrand it as 'engagement walks.' Visit almost all classes when timetabled for this to provide staff support. Continue to create a non-threatening culture of support and development.	SLT	Sept 2023 – July 2024
5b.4	Increase presence and visibility in response to staff voice survey and to provide support to staff to enable them to focus on their planning and teaching.	SLT	Sept 2023 – July 2024
5b.4	Assess evaluations from last year's PLOs and survey staff at the start of the year to assess greatest need/want for professional learning.	SMT	Sept 2023
5b.5	Offer passion projects with a small temporary TLR attached to encourage staff agency, development and innovation	SMT/ADW	Sept 2023
5b.6	Offer shadowing opportunities to develop staff members' areas of interest.	SMT	Sept 2023 – July 2024
5b.7	Enable staff to visit other schools for professional learning opportunities and to share best practice.	SMT	Sept 2023 – July 2024
5b.8	Continue to develop the school's approach to action enquiry.	SMT	Nov 23
5b.9	Continue to provide half termly L&T newsletters to encourage innovation and a research-informed approach to learning and teaching.	SMT/DoLs	Sept 2023 – July 2024
Overall resourcing cost		£9,817.95	
Success criteria			
<ul style="list-style-type: none"> Almost all staff will present findings from PLOs during faculty meetings, sharing learning widely and developing leadership skills. A wider range of staff will share findings from action enquiry at the end of the year. Staff voice activities will indicate that they find professional learning valuable and meaningful 		<ul style="list-style-type: none"> Staff will use and evaluate strategies they learn from PLOs in their teaching, leading to improved learning and teaching. Staff voice activities will indicate that staff feel valued and supported in their roles. 	