



School Develop Plan 2022-23

Dear Parents and Carers,

Every year, we use self-evaluation procedures to identify formal school priorities to take the school forward. We have recently been identified as one of the best secondary schools in Wales but our emphasis on continuous improvement and reflection is important.

The whole school priorities must also align with national guidance and are agreed in collaboration with Powys as our Local Authority, using various self-evaluation tools. The priorities enable impact on our students in terms of their learning provision, their overall support and their wellbeing.

School Development Plan – Priorities 2022-23

Priority One	Focus for Improvement
Develop staff and students’ ability to use assessment for learning to improve progression in learning. <i>Estyn Inspection Area: IA1, IA3 and IA5</i>	Use the National Evaluation for Improvement Resource and learner voice to strategically revise approaches to learning and teaching.
	Develop teachers and leaders’ understanding of effective classroom formative assessment practice through the professional learning offer.
	Embed systematic opportunities for learners to develop their skills in evaluating and improving their own and their peers’ learning. Utilise learner voice to facilitate this.
	Introduce whole school ‘Walk and Talks’ to develop systems to monitor the quality of learning and teaching over time.
	Summarise CHS’ approach to learning and teaching ‘on a page’ to enhance practice and embed the 12 pedagogical principles. This will also include embedding DR ICE as more staff are OLEVI trained.
	Ensure that all learners in Years 7 and 8, including those with ALN, develop a One Page Profile so that staff understand how they learn best.
	Update our Assessment Policy in line with Curriculum for Wales (Year 7 and 8) guidance to ensure that teachers and teaching assistants are enabled to stretch and challenge appropriately through the use of assessment and feedback.
	Transition school systems to HWB to ensure that we achieve greater consistency with feedback tools, students' storage and enhance transition through learner journals.
Rationale: Evaluations from 2021-22 and the pandemic period evidence changes in the way that staff teach and assess work, the need to align curriculum and assessment models, more differentiation, the need for more consistency with learner feedback, a clear and consistent framework for teaching and learning and the need to invest in learner voice.	

Priority Two	Focus for Improvement
Refine provision for literacy, numeracy and digital skills across the curriculum to improve individual student skills performance in line with the four purposes. <i>Inspection Area: IA1 and IA5</i>	Individual action plans for literacy, numeracy and digital skills. Share action plans with all staff.
	Regular line management with newly appointed staff: Literacy Coordinator, DCF Coordinator and Numeracy Coordinator. Ensure that staffing allocations and timetabling allows for effective interventions to take place.
	Use learning and teaching briefings to upskill staff on literacy, numeracy and DCF best practice.
	Refine tracking of skills in Go4Schools (ARR system) and effectively identify those in need of further intervention at different levels (Numeracy, literacy, DCF).
	Further embed the four core purposes in to Schemes of Learning to ensure that the curriculum is balanced.
Rationale: Baseline internal benchmark measures have revealed inconsistencies with student skills and also the provision for skills. Whole staff TLR restructure has enabled a member of the Leadership Team to have the oversight of skills with three TLR holders: numeracy, literacy and DCF. The Curriculum for Wales specifies a clear need to focus on these skills.	

Priority Three	Focus for Improvement
Align the 'Health and Wellbeing' curriculum and school systems to provide more comprehensive support for learners post-covid, personally and academically. <i>Inspections Area: IA2, IA3, IA4 and IA5</i>	Ensure that the curriculum addresses risk taking behaviours identified in the Schools Health Research Network (SHRN) survey.
	Use the 2021-2022 SHRN Report to identify key priorities and use this to inform a clear and purposeful action plan, collaborating with multi-agencies.
	Audit the current curriculum to ensure that the SHRN priorities are strategically addressed.
	Improve tracking and attainment of FSM students, promote further uptake for EFSM families and commit to research on hidden poverty.
	Use G4S to monitor and improve the attendance of all learners using the support of the EWO and other stakeholders for the most vulnerable learners.
	Review the Behaviour for Learning Policy including rewards and restorative approaches.
	Use learner voice to review our Anti-Bullying Policy.
Use G4S, data tracking and monitoring to make informed decisions on student pathways through Performance Intervention Meetings with a key focus on ALN and FSM learners.	
Rationale: Evidenced SHRN and behaviour priorities, FSM students attaining less than non-FSM peers, reduction in whole school cumulative attendance post-Covid, an increased number of students requiring more multi-agency support, an increase in cyber bullying reports and a changing national picture.	

Priority Four	Focus for Improvement
Improve performance and outcomes for staff and students' Welsh language skills at all levels leading us towards the national vision of Cymraeg 2050. <i>Inspection Area: IA1, IA4 and IA5</i>	Use the guidance from Cymraeg: 2050 to improve Welsh language development in students and staff.
	Publicise and promote the non-negotiables for Welsh in every classroom.
	Refresh the learning environment and representation of Welsh across the school to ensure they reflect Welsh language, culture and heritage.
	Ensure that the professional learning for staff consists of Welsh language development, with clear expectations for more consistent use of Welsh as part of our daily school life.
	Ensure that there are enrichment activities and residential trips to further promote Welsh culture, language and heritage.
Rationale: Being a Welsh-English border school, there is a risk that the Welsh language does not thrive as much as other catchments and areas of Wales. The Curriculum for Wales and Cymraeg 2050 strongly promote further developments on Welsh language provision, culture and heritage. Staff voice surveys evidence the need to upskill, support and empower staff with their own application of Welsh language. The intention is for this to enhance the provision for learners.	

The above priorities have been identified through the following self-evaluation procedures:

- Schools Health Research Network Survey completed by Years 7 – 13
- Curriculum audit
- Learner Voice & Student Council Meetings
- Parents' Consultation Evenings and Surveys
- Faculty Reviews (work scrutiny, observations and learning walks)
- Governing Body Meetings
- Staff Surveys
- Examination Results
- Local Authority Visits and Reports

The key priorities identified are overarching but there are many other important developments taking place across the school consistently each year. Our relationships and collaboration with you as families makes all the difference and we continue to grow for the better, helping your child(ren) to lead healthy, ambitious and ethically-informed lives.

Yours sincerely,



Claire Jones
Headteacher