Lead	Priorities	Refined Focused	Estyn	Local/ Nat	Stakeholder
MY1	**Leadership** - Improve the quality of leadership and management approaches to reduce in-school variation to ensure many leaders have a strong impact on their responsibility areas, staff and learners.	• Develop leadership capability through a structured leadership development programme focused on accountability, self-evaluation and people management. • Ensure strategic planning, meetings and monitoring activities focus on the impact of provision on learner outcomes and wellbeing. • Strengthen ownership and accountability at all leadership levels, with clear follow-up of actions and measurable impact.		**N4**	**L**
LD 1	**Budget** - Manage the budget deficit ensuring the school provides value for money, receives regulatory school funding streams and remains within the planned budget for 2025/6.	• Maintain financial stability and deliver the Budget Recovery Plan. • Continue to challenge the current funding formula and advocate for fairer funding. • Explore grants, partnerships and external funding opportunities to support school priorities.	**R6**		**G**
AH1	**Performance** - To secure the performance of learners in most subjects so that outcomes are above the expected mean for the family in the key indicators at KS4 and KS5.	• Introduce teacher estimates as a key indicator of learner performance and progress. • Use strategic performance data to identify target learners at GCSE and A Level, informed by faculty and Senedd reviews. • Implement targeted intervention plans with clear responsibilities for staff, learners and parents. • Strengthen tracking systems to evaluate intervention impact.		**N2**	**L**
AH2/ HF2	**Curriculum** - Improve learner outcomes through stronger curriculum, teaching and assessment.	• Ensure all AoLEs have compliant curriculum plans and high-quality schemes of learning. • Strengthen curriculum progression to ensure increasing challenge and appropriate learner development. • Embed effective assessment, moderation and progression arrangements across all subjects.	**R2**	**N4**	**S**
HF1	**Teaching & Learning** - Improve the quality of teaching and feedback to learners through whole school approaches and purposeful quality assurance systems so that most learners make effective short term progress in learning.	• Implement a coherent professional learning model to improve classroom practice. • Strengthen quality assurance and accountability systems at all levels. • Ensure feedback is timely, meaningful and consistently delivered in line with policy, resulting in improved learner progress. • Raise expectations and challenge for all learners through adaptive teaching and effective curriculum delivery.	**R2**	**N4**	**S**
AL1	**Attendance** - To further improve learner attendance accountability approaches so that individual, year group and whole school attendance is above the expected mean for the family (and meet WAG statutory guidance).	• Implement a clear graduated attendance model with defined responsibilities for Form Tutors, Progress Leads, SLT, EWO and support staff. • Improve communication with learners and parents regarding attendance expectations and concerns. • Increase accountability through robust monitoring, intervention and follow-up processes. • Reduce the number of learners on reduced timetables through targeted support and external agency involvement.	R3	**N5**	**L**
HS1	**Wellbeing** - Embed effective wellbeing, safeguarding and support systems to meet the needs of all learners, especially eFSM and improve positive points by 10% on 2025/6.	• Refine pastoral systems to ensure support, intervention and sanctions are timely and proportionate. • Strengthen monitoring and support for vulnerable groups, particularly eFSM learners. • Self-evaluate against the Welsh Network of Healthy School Schemes / WSAEMWB framework and address school priorities.		**N3**	**P**
SK1	**Skills** - Embed a progressive skills curriculum that develops literacy, numeracy, Welsh and digital competence across all subjects along with most learner improving skills outcomes.	• Ensure Literacy, Numeracy, Welsh & DCF skills are mapped progressively across the curriculum and embedded within subject contexts. • Improve the consistency and quality of whole-school skills strategies through professional learning and quality assurance. • Develop intervention and enrichment opportunities through classroom provision and targeted support programmes. • Strengthen curriculum mapping to ensure progression and challenge across all skill areas.	R5	**N2 N6**	**L**
MY2	**Parent & Community Engagement** - – Improve communication and partnership with parents, carers and the wider community, increasing engagement measures by 10% from 2025/26 and securing positive stakeholder feedback.	• Increase parental engagement through consultation, surveys, focus groups and school events. • Strengthen communication systems to ensure parents receive timely, clear and informative updates. • Raise the profile of the school through community partnerships, events and positive promotion. • Develop the strategic use of the website and social media to celebrate success and improve stakeholder engagement.		**N5**	**C**