

CYNLLUN DATBLYGU- YSGOL UWCHRADD CATHAYS HIGH SCHOOL - SCHOOL DEVELOPMENT PLAN 2025-28- Includes grant-funded costings including PDG

Opportunities for All Priorities 2025-26									
Key Area 1 Teaching and Learning									
Priority	Tasks	Person	Time	Success Criteria	Monitoring	Evaluation	Resources (in. PDG and other grants)	Training	Progress Review
<p>Progress and standards in lessons and books (all subjects)</p> <p>1.Ensure that almost all pupils from KS3-5 (and especially those most vulnerable to underachievement) make strong progress in key knowledge and curriculum skills for each area. Specific areas of focus:</p> <p>To further embed effective strategies that support pupil metacognition and independence (1.2)</p> <p>To further develop strategies to enable pupils to explain their ideas successfully using a wide range of</p>	1a. Continue to develop and embed the use of Cathays 5 Strategies through area specific toolkits and to use these as part of the coaching process for all teachers.	1a-e. All class teachers	1a-i. Sep 2025-July 2026	<p>1a-i. QA processes show that most pupils are making strong progress in all subjects.</p> <p>Almost all pupils can recall prior learning as evidenced in books and lessons.</p> <p>Almost all pupils can explain their ideas successfully using a wide range of academic and subject specific vocabulary in lessons and books.</p>	<p>1a-e. RSLs through PM and QA process</p> <p>KH through data analysis</p> <p>SLT through whole school work scrutinies.</p> <p>SDG review - learning walks.</p> <p>SMT meetings to analyse evidence on progress</p>	<p>1a-i. GB through report on progress and outcomes KS3, 4, 5 by KH and T&L SDG leaders</p> <p>Governors through scrutiny of SER and QA reports and data.</p>	1a-k. Membership of Teacher WalkThrus website £618	<p>Professional learning associated time on Inset days, area meetings, SMT meetings, RSL/AL Team meetings</p> <p>SMT Link meetings Area Meetings</p> <p>Evidence based research time</p> <p>Use of the Teacher Walkthrus coaching resources (cost in resources)</p>	
	1b. To further embed the identified Walkthru strategies for a few identified teachers and to develop better use of teacher toolkits & best practice, through coaching process.								
	1c. Ensure that all relevant staff are familiar with GCSE and AS/A Level specs for 25/26.								
	1d. To further develop and embed effective metacognition strategies across area teams.								
	1e. To further embed and refine reading strategies.								
	1f. Further refine QA processes to monitor and evaluate the progress and achievement in lessons and books. To include work scrutiny, learning walks, area meeting book looks, lesson reviews.	1f. HP/ KH	1f-i. SD through 1-1 and SLT meetings						

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academic and subject specific vocabulary	1g. To further refine coaching to support very strong teaching and learning across the school ensuring all pupils are able to access the curriculum.	1g.LH/ KH										
	1h. Identify key subject knowledge and skills in which students need to make progress, in all subjects in Y7-9 embedding and refining assessment and progress processes for the CfW.	1h. GHT/KH										
	1i. To ensure that there is a shared understanding of progression across all areas.	1i. KH/ GHT										
<p>Teaching and Assessment</p> <p>2. To further develop pupil independence and resilience in all pupils by embedding highly effective strategies that support pupil metacognition and reading.</p> <p>3. To improve the use of the assessment for learning strategies such as self-assessment, DIRT, retrieval & questioning for those few teachers</p>	<p>2a, 3a & 4a. Planning and delivering professional learning activities in calendared professional learning opportunities that allow strong development and understanding of:</p> <ul style="list-style-type: none"> ● the Cathays 5 ● evidence informed research ● Self-assessment and DIRT ● opportunities and time for highly effective professional learning ● the development of appropriate Cathays 5 strategies that meet the needs of pupils. <p>2b, 3b, 4b. To ensure that effective strategies are reflected in SoW and resources at KS3, 4 & 5.</p>	2, 3, 4 a & b. HP, CP, LMT, RSLs, ALs	2, 3 & 4a-p. Sept 2025-Jul 2026	2, 3 & 4a--e. Evidence from PM and QA processes identifies consistently strong (or very strong) and effective (or highly effective) teaching and learning in the areas being identified in Action 1.	2, 3 & 4a. RSLs to have a clear professional learning plan for 2024-25	2 & 4 a-g. Evidence from PM and QA processes identifies consistently strong (or very strong) and effective (or highly effective) teaching and learning in the areas being	2, 3 & 4 a-o. HP through review of evidence from QA and PM processes, SMT link meeting & 1-1 LM meetings	2-4. HC (IP) involvement in QA processes	2, 3 & 4a-o. SD & Governors via scrutiny of evidence in evaluative report from HP	10-12 Governors Curriculum, Standards and Student matters committee through scrutiny of feedback reports.	<p>Proportion of DHT salary £24,519 (20%) PDG</p> <p>EIG for use of RSL remitted time to implement and monitor the development of differentiation, questioning, retrieval and metacognition- £35,914 (5%)</p> <p>EIG - £2,500 (OTF training for 3 more ALs/ RSLs) Walkthrus Resources - £500</p>	2-4. Area meetings, SMT link meetings, Area review processes. T&L Group meetings. Professional learning meetings Inset

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<p>where it has been identified as an area for improvement</p> <p>4. To develop more effective teaching and learning strategies for our lower ability pupils to make strong progress from their starting points.</p>	<p>2c, 3c, 4c. To Improve the higher order questioning skills of a few teachers to ensure there is an appropriate level of challenge and to deepen the thinking of all pupils.</p>	<p>2, 3 & 4c. RSLs</p>	<p>identified in action 5a)</p>						
	<p>2d, 3d, 4d. To improve the retrieval skills of a few teachers to ensure all pupils remember and understand prior knowledge.</p>	<p>2, 3 & 4d. LH, RSLs and Coaching Group</p>							
	<p>2e, 3e, 4e. To ensure highly effective and supportive T&L strategies are available to all staff through area toolkits, the T&L Site and professional learning resources.</p>	<p>2, 3 & 4e. KH and LH</p>							
	<p>2f, 3f, 4f. To develop a greater number of effective strategies to improve all students' metacognition through embedding our understanding of working memory and cognitive load/ overload.</p>	<p>2, 3 & 4f. IZH & Reading Group</p>							<p>2 & 3 e-f. Inset, Professional Learning meetings and area meetings are highly effective sessions that provide highly beneficial opportunities for professional learning and development.</p>
	<p>2g, 3g & 4g. To ensure that RSLs & ALs monitor the quality of coaching skills and provide strong coaching (LH), support and challenge to teachers through successful use of the Professional Learning Portfolio (LH), the Walkthrus, collaboration with other staff in professional learning time and the T&L Site.</p>	<p>2, 3 & 4g. IZH, LH</p>							<p>2 & 3g. The T&L Site is accessed regularly by all staff and is highly effective in providing useful professional learning support for all staff.</p>
	<p>2h, 3h, 4h. The Coaching T&L Pod will continue to embed the</p>	<p>2, 3 & 4h. LH, KH</p>							<p>2, 3 & 4h processes demonstrate that</p>

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development of coaching, highly effective professional learning and bespoke staff training that will meet the needs of all staff.			questioning and metacognition strategies are effective and allow all pupils to make strong progress.					
2i, 3i, 4i. Refine the TeachMeet programme to ensure that it is bespoke, responsive and meets the needs of identified staff.	2, 3 & 4i HP		2, 3 & 4i-k. Nearly all teachers can access and have purposefully used the T&L resources (including WalkThrus)					
2j, 3j, 4j. Further embed the use of Walkthrus, for a few new teachers and teachers where it has been identified as an area for improvement, through area meetings, line management meetings and coaching.	2, 3 & 4j. LH and relevant Line Managers							
2k, 3k, 4k. Further embed the lesson review system to ensure a strong, supportive and bespoke approach to professional learning and development through evidence informed research, professional learning and coaching.	2, 3 & 4k. LH, KH							
2l, 3l, 4l. To further embed the implementation of Walkthrus, tracking and impact of evidence-based research strategies within area teams, including the use of best practice.	12, 3 & 4l- KH & LH and the Coaching Group		2, 3 & 4l. Strategies are used effectively by many staff to support strong progress of identified pupils evidenced in LOs and WS.					
2m, 3m, 4m To further improve the quality and accessibility of the T&L professional learning resources to increase staff engagement and impact on professional learning.	2, 3 & 4m. -KH, LH and RSLs		2, 3 & 4m. RSLs work with their teams to deliver beneficial sessions and provide strong professional learning for their teams.					

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	2n, 3n, 4n. To further develop our approach to assessment for learning, for teaching and learning, through the immediate, self/peer-assessment and review feedback approach and create an updated assessment for learning school policy.	2, 3 & 4n. HP, CP and the Assessment SDG group		2, 3 & 4n. The portfolio is effective in supporting the development of strong progress across all areas.					
	2p, 3p, 4p. To work with a few identified teachers that do not use assessment for learning strategies and teacher feedback to support strong pupil progress.	2, 3 & 4p. RSLs and ALs		2, 3 & 4o-p. Immediate, summary and review feedback are strongly evidenced in Lesson Review and Work Scrutiny data. The strategies are used effectively by all teachers and have a beneficial impact upon the progress of all pupils					
KS5 5i. To ensure positive value-added outcomes at AS & A2 5ii. To work towards ensuring a strong level 2 provision to support learner progression to level 3	5a. Identify KM students in each subject at AS & A2; GCSE resit and ESOL.	5a. RSLs	5a. Sept 2025	5a-c 100% A*-E A2 75% A*-C at A2 (in examinations) 95% A-E grades at AS 70% A-C at AS	5a-c KH through data tracking analysis	5a-d. Governors through scrutiny of report on tracking data Governors through report on all outcomes KS3, 4, 5 by KH			
	5b. Refine strategies and interventions to address KM students at E/U, C/D and A*/A students at AS & A2.	5b. RSLs	5b. Oct 2025		RSLs through QA processes				
	5c. Refine strategies and review interventions to address KM students in GCSE resit & ESOL.	5c. RSLs	5c. Dec 2025		5a-d. CP2 (CT) through SLT link meetings and analysis of PPG data				
	5d. Develop and embed the use of strategies to improve the independent study skills and transition into KS5 for AS & A2.	5d-f. RSLs & KS5 teachers	5d-f. Sept. 2025- July 2026		5d-f. KH through data tracking analysis				

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	5e. To review Level 2 provision and identify strong outcomes preparing pupils for level 3.			es for AS & A2		5e-f. CP2 (CT) & SD through KS5 area review			
	5f To ensure that PPGs are accurate in all subjects and regular moderation meetings take place to plan appropriate next steps for KM pupils.			PPG analysis shows improvement from baseline assessments in					
KS4: 6i. To work towards ensuring that all students achieve their target grades or better at the end of KS4. 6ii. To ensure positive VA outcomes in all key indicators compared to the family, LA and Wales.	6a. Identify Key Marginal (KM) pupils in all subjects and those who need additional intervention from extended opps/additional qualifications.	6a. RSLs + Ext-opps team	6a. Sept 2025	6a-f. 20% of Year 11 students in 2026 achieve 9 qualifications at A*/A	6a- f. KH through SMT link meetings, half-term PPG review & Supercore RAP	6a-f. SD & Governors through analysis of KS4 results	6. PDG budget 1xTLR posts <u>£5,946</u> <u>£56,974</u> from PDG for 7.5% RSL remitted time to focus on KM FSM pupils. Cost of GCSE pod software <u>£5,760.</u> Mathswatch <u>£576</u> Spellzone software <u>£838</u>		
	6b. Embed our KS4 attainment target setting process based on NRNT and exam data.	6b. KH, data team, lit and num leads.	6b. June 2026	60% of Year 11 students in 2026 achieve 9 qualifications at C +					
	6c. Coordinate provision for students in year 10 & 11 to ensure they almost all achieving at least 9 qualifications at the appropriate level.	6c. KH	6c. Weekly Supercore RAP Sept 2025- May 2026	100% of Year 11 students in 2026 achieve 9 qualifications at G+					
	6d. Eng, Maths & Sci to develop & embed strategies for KMs to reach target grades particularly at C/D in Eng & Maths & G/U Maths & Science.	6d. LMT/ IZD/ DHB	6d. Sept. to May 2025-26.	APS for Maths & Science to reach 40 points & English to reach 42 points.					
	6e. All areas to achieve strong Average GCSE points score	6e and f Class teachers	6e & f. Sept. 2025- July 2026	APS in SCC to reach 42					
	6f. To ensure that PPGs are accurate in all subjects and regular moderation meetings take place to plan appropriate next steps for KM pupils. This must be in line with the Made-for-Wales GCSE specifications for most subjects.			A*-C Welsh +50%					
			All performance indicators (AWCDS) and subjects have VA+ outcomes						

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7. Improve GCSE outcomes of identified vulnerable groups: CLA/ WB eFSM Czech & Slovak Roma/ Pupils with BESD and complex EHW and ABSA	7a. Identify KMs at GCSE in each of the vulnerable groups at A*/A; C/D and G/U in each subject (WB eFSM - Level 2+ Overall outcomes for CSR pupils).	7a. RSLs/ ALS	7a. Sept 2025	7a-g. Nearly all vulnerable pupils (inc. eFSM) achieve 9 qualifications at G+	7a-g. KH through feedback in SMT Links, PPG analysis and SuperCore RAP meetings	7.&8. SD & Governors through scrutiny of report and evidence on KS4 outcomes for vulnerable groups	7 <u>£56,974</u> from PDG for 7.5% RSL remitted time to focus on PLCs/strategies for eFSM pupils Area budgets EIG <u>£63,587</u> 25% of HLTA/TA time to work with pupils to meet the needs of identified vulnerable students. HLTA salary 25% <u>£10,647</u> to work with vulnerable groups including mid-year transfers PDG budget <u>£27,769</u> 25% AHT's time to develop effective tracking and monitoring system for eFSM and CLA pupils		
	7b. Further embedding of strategies and resources to use with identified vulnerable pupils to ensure they achieve their target grade including the Year 11 intervention programme.	7b. class teachers	7 b, c & 8. Sept- May 2025-26 monitored through half-term tracking analysis	100% of vulnerable pupils (inc. eFSM) achieve target grades achieving 5 or more qualifications at G+ Improved A*-A outcomes for eFSM pupils and 5A*-A boys					
	7c. Ensure targeted vulnerable pupils achieve CFL (Life) & CFFLCS (FCD).	7c. KH/Ex ops Team	7d. Sep 2025- July 2026	Improve L2+ outcomes for eFSM pupils Improve Best Maths A*-C girls					
	7d. Ensure all identified pupils achieve additional qualifications in community languages (if available).	7d. PQ	7e Oct 2025						
	7e. Ensure most vulnerable pupils are prioritised in SCR and link meetings in the first term.	7e.KH/LMT/DH B/IZD/CC	7f. Sep 2025						
	7f. identify early entry for vulnerable pupils in November.	7f. LMT/IZD	7g. Sep 2025						
	7g. Ensure strong outcomes for non-matched pupils that transfer to us during KS4.	7g-b HV, RM, class teachers.							
8. Refine the FSM RAP meetings to review progress of those with the highest vulnerability scores and to provide additional support. Audit via staff feedback t&l strategies that are	8a. Further develop and refine FSM RAP meetings to identify the most effective strategies to support our most vulnerable FSM students	8a. JT with PRP SDG group	8a. Sept 2025- July 2026	8a.FSM RAP meetings identify students who need additional support and plans are put into place to provide this	8a-d. SD through LM meetings	8a.-d Full Gobs through report on progress of vulnerable pupils and analysis of progress	£11,961 10% of DHT salary costed to PDG	8. eFSM RAP meetings Identification & sharing of best practice strategies Development of	

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<p>most effective for pupils who are vulnerable to underachievement and use professional development time to share best practice and develop teachers' skills.</p>	<p>8b. Complete an audit of strategies that are being used by classroom teachers and their effectiveness, starting with students who are not making expected progress and then those that are.</p>	8b. JT	8b. Dec 2025 for less than expected April 2026 for expected	8b-c. Clear identification of successful strategies in working with vulnerable students identified				area toolkits	
	<p>8c. Identify best practice and teachers who have developed the most effective strategies and develop INSET resources to be shared with all colleagues.</p>	8c. JT	8c. April 2026						
	<p>8d. Area Teams to include strategies in their area toolkits (if not already developed) and to share and develop best practice.</p>	8d. RSLs	8d. July 2026	8d. Training resources to be shared with all staff in INSET developed					
<p>Skills - Standards, Progress & Provision</p> <p>Literacy:</p> <p>9i. Further develop a whole-school reading culture to ensure that nearly all pupils become strong independent readers.</p> <p>9ii. Ensure that pupils with the lowest prior attainment develop the ability to comprehend text and vocabulary across the curriculum.</p> <p>9iii. To develop high quality provision</p>	<p>9a. Area teams to continue to identify and develop opportunities for deliberate vocabulary development and accountable independent reading in their curriculum planning.</p>	9a. IZD and Reading SDG RSLs/Area literacy leads and area teams	9a. Sept 2025 to July 2026	<p>9a-g. Evidence of successful progression of independent reading through QA, self-evaluation and performance management processes</p> <p>Evidence of increase in effective provision to support the development of independent reading skills across all area team - through QA processes</p>	9a-g. GHT through analysis of QA and NRT data and meetings with SDG leads.	9a-g. SD and Governors through evaluation of report on development of literacy skills.	<p>9a--b. EIG - cost of the reading book scheme <u>£500.</u></p> <p>9. EIG Budget for relevant Insets (see costings in KQ1.2 above)</p> <p>9. PDG for targeting FSM pupils' literacy and numeracy and Digital skills as proportion of AHT's remitted time. <u>£21,166</u> (20%)</p> <p>9. £1,800 New Curriculum planning</p> <p>CPD for skills training PLP <u>£2,000</u></p> <p>Tutorial reading books - £1,122</p>	<p>Identified Area team meetings</p> <p>INSET sessions and Professional Learning Meetings</p>	
<p>9b. Further develop provision for grey, amber and red readers to successfully develop their reading skills, through implementing strategies designed to help these pupils access the curriculum in all areas.</p>	9b. HV and Skills SDG RSLs/Area literacy leads and area teams	9b. Sept 2025 to July 2026	9b. Improved reading skills of identified pupils evidenced through NRT data and progress in lessons and books.						

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<p>across the curriculum, to ensure pupil progress in identified strands of the literacy framework</p>	<p>9c. Implement cross-curricular skills coaching programme to develop provision for identified strands of literacy framework across all areas.</p>	<p>9c. GHT, KH and Skills and Coaching SDG RSLs/Area literacy leads and area teams</p>	<p>9c. Sept 2025 to July 2026</p>	<p>9c. Positive staff feedback from professional learning opportunities and implementation of effective strategies evident through PM Target 3 coaching and monitoring processes.</p>						
	<p>9d. Refine reading tutorials in Year 7 and embed in Year 8 through further implementation of 'Control the Games' Reading Reconsidered strategies and bespoke professional learning for form tutors.</p>	<p>9d. IZD and Reading SDG Year 7 and 8 Form Tutor teams and HOY</p>	<p>9d. Sept 2025 to July 2026</p>	<p>9d. Improved reading skills of Year 7 and 8 pupils evidenced through NRT data and reading tutorial observations.</p>						
	<p>9e. Skills and Coaching SDG to plan effective professional learning to support the implementation of tasks 9a-9d.</p>	<p>9e. GHT, KH and Skills and Coaching SDG</p>	<p>9e. Sept 2025 to July 2026</p>	<p>9e. Positive staff feedback from professional learning opportunities and implementation of effective strategies evident through PM Target 3 coaching and monitoring processes and reading tutorial observations.</p>						
<p>Numeracy & Digital 10. To ensure that nearly all pupils make progress in numeracy and digital skills across the curriculum</p>	<p>10a. Implement cross-curricular skills coaching programme to develop provision that ensures pupil progression in identified strands of numeracy and digital frameworks, across all areas.</p>	<p>10a. GHT, KH and Skills and Coaching SDG RSLs/Area literacy leads and area teams</p>	<p>10a. Sept 2025 - Jul 2026</p>	<p>10a. Positive staff feedback from professional learning opportunities and implementation of effective strategies evident through PM Target 3 coaching and monitoring processes.</p>	<p>10a-e GHT through analysis of QA and PM and meetings with SDG leads.</p>	<p>10a-d & g. SD and Governors through analysis of report on numeracy and digital skills development</p>	<p>10. EIG Budget for relevant Insets (see costings in KQ1.2 above) CPD for skills training PLP <u>£2,000</u></p>	<p>Identified Area team meetings INSET sessions and Professional Learning Meetings</p>		

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<p>10b. Further develop provision to ensure strong pupil progress in numeracy and digital skills in primary subject areas.</p>	<p>10b. RSLs, Skills Leads and Area Teams (supported by Skills and Coaching SDG where appropriate)</p>	<p>10c. Dec 2025- Jul 2026</p>	<p>10a & b. Evidence of successful progression in pupils' numeracy and digital skills through QA, self-evaluation and performance management processes</p> <p>10a & b. Evidence of increase in effective provision to support the development of numeracy and digital skills across area curricula.</p>					
<p>10c. Skills and Coaching SDG to plan effective professional learning to support the implementation of tasks 10a and 10b.</p>	<p>10c. GHT, KH and Skills and Coaching SDG</p>	<p>10c. Sept 2025 - Jul 2026</p>	<p>10c. Positive staff feedback from professional learning opportunities and implementation of effective strategies evident through PM Target 3 coaching and monitoring processes</p>					
<p>10d. Embed use of skills framework portfolio to share good practice and support the implementation of tasks 10a-10c.</p>	<p>10d. GHT, EW and Skills SDG</p>	<p>10d. Sept 2025 - Jan 2026</p>	<p>10e. Bring together current version of skills framework maps with best practice from old portfolios and new provision for skills coaching.</p>		<p>10d-f. GB C, S & SM through report on progress and scrutiny of QA & SE data</p>			
<p>10e. Develop Learning Step models so that they include a framework for assessing pupil progress in cross-curricular skills.</p>	<p>10e. GHT and KH</p>	<p>10e. Sept 2025 - Jan 2026</p>	<p>10e. All area teams are able to assess progress in relevant cross-curricular skills alongside progress in</p>					

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				subject specific knowledge and skills. Positive staff feedback about assessment processes.					
	10f. Develop the use of the NNT as a diagnostic tool to address pupils' needs.	10f. IZH	10f. Sept-Dec 2025	10f. Clear plan to use NNT data in addressing numeracy	10f. HP through LM meetings				
Further planning and implementation of new curriculum: 11i. Refine and embed curriculum provision for Curriculum for Wales in Years 7-9 - including a strong focus on learning and revisiting core curriculum knowledge in each subject area. 11ii. Implement new curriculum provision for first year of teaching new Qualifications in Year 10 11iii. Plan for successful first delivery of reformed GCSE qualifications in Year 11 and for second-wave subjects	11a. All area teams further refine and embed curriculum provision in Years 7-9.	11a. RSLs, ALs and area teams	11a. Sept 2025 - July 2026	11a & 11b. QA processes provide evidence of strong progress for many pupils & effective provision across all area teams.	11a-d SLT through LM meetings with RSLs, link meetings and evaluation of quality assurance feedback.	11a-h. SD & Governors through scrutiny of reports on curriculum development	Proportion of Standards budget of <u>£6,000</u>	11a-d Identified area meetings and SMT meetings Whole-school INSET. EBR projects 11f-g. WJEC March INSET Area team meetings Whole-school Inset time	
	11b. All relevant area teams to implement, monitor and evaluate provision for teaching new GCSE qualifications in Year 10.	11b. RSLs, ALs and area teams	11b. Sept 2025 - July 2026	Most pupils make strong progress within refined Yr 7-9 tracking processes and in Yr 10 PPGs RSLs clearly identify strengths & AfD					
	11c. Develop and embed the use of knowledge organisers in Years 7-9 as a strategy to develop pupil independence and support pupil progress in core curriculum knowledge retention and retrieval (supported by appropriate area and whole-school professional learning opportunities).	11c. RSLs, ALs and area teams	11c. Sept 2025-July 2026	11c. All areas to have knowledge organisers for each unit of work in Years 7 and 8 and to plan effective strategies to use them to ensure pupil progress.					
	11d. To further develop the CfW at Cathays so it appropriately reflects and celebrates our community and promotes diversity and a sense of "Cynefin".	11d. RSLs, ALs and area teams	11d. Sept 2025 - July 2026	11d. QA identifies Effective provision for cynefin in curricular and OOSH provision					

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<p>starting in September 2026.</p> <p>11iv. Work towards achieving the Silver Siarter Iaith Cymraeg</p>				monitoring through SEVP				
	11e. To more effectively map new curriculum provision in Years 7-9 to support planning for more effective cross-curricular links and learning.	11e. GHT and RSLs	11e. Sept 2025 - July 2026	11e. Effective map of curriculum provision including key knowledge & skills for each Area. Identification of current opportunities for appropriate cross-curricular collaboration to begin development by end of the year.	11e. SD through 1-1 LM and SLT reports			
	11f. Area teams prepare for the second year of teaching of reformed GCSEs into Year 11 and the first year of teaching second wave qualifications, by scrutinising specifications and developing SoW/ resources.	11f. RSLs	11f. Sept 2025- July 2026	11f. Staff voice reports positively on confidence to teach reformed GCSE	11f. GHT & KH through link meeting and 1-1 LM feedback			
	11g. All Area teams to develop professional learning activities to support the teaching of reformed GCSEs from Sept 2025 and second wave of qualifications from Sept 2026.	11g. RSLs	11g. Sept 2025- July 2026	11g. Staff voice reports positively on confidence to teach reformed GCSE	11g. GHT & KH through link meeting and 1-1 LM feedback			
	11h. Identify a clear timeline of assessment opportunities during Year 10 and 11.	11h. KH (with RSLs)	11h. March 25- March 26	11h. Effectively mapping assessment opportunities to support staff and pupils.	11h. KH and GHT through Link meetings and 1:1 feedback			
	11i. All teachers to embed the use of common Welsh language and phrases in lessons and books.	11i. NHD	11i. Sept 2025- Jan 2026	11i. Successful award of Silver Siarter Iaith Cymraeg	11i. JT through 1-1 LM meetings	11i. SD through report from NHD on award	11i. £500 grant award to support Welsh development	11i. Inset & Area meeting input from Lang Team

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New Curriculum Assessment: 12. Finalise assessment and tracking processes in line with the NCFW	12a. Further refine the Learning Steps across all areas and monitor the effectiveness of its impact on pupil progress and QA processes.	12a. RSLs	12a. Oct 2025	12a. Clear identification of strengths & AFD from Area Teams' termly reports. strong collaboration between teams and areas to review QA processes ensuring consistency across the teams	12a-d. KH through review of evidence from QA processes, SMT link meeting & 1-1 LM meetings	12. Governors through reports	12. Proportion of AHT's salary- <u>£27,769</u> (25%)	12. Sharing ideas with other schools WG training opportunities Area meetings, SMT link meetings, SDG Group meetings. Professional learning meetings Inset days	
	12b. Liaise with similar schools in the South Wales Partnership & Cardiff School Improvement group identifying good practice.	12b. GHT/ KH	12b-d Sep 2025-July 2026	12b. Identification of good practice strategies from other settings and across Area teams					
	12c. Plan effective professional learning with partner primaries - to further establish a shared understanding of progression and to support more effective tracking of pupil progress between Year 6 and Year 7.	12c-d teaching staff		12c. strong collaboration with primaries in all areas of learning prior to pupils starting with us and streamlining assessment tracking processes.					
	12d. All areas to successfully review data and identify effective strategies for different groups of pupils ensuring all pupils are making strong progress.			12d. Most pupils achieving expected or above progress in almost most subjects					
Attitudes to learning: 13. Improve the behaviour of a very few identified students in lessons to reduce repeat subject parks & after school reflections.	13a. Continue to embed the positive relationships policy with all staff. At least 1 of 3 priorities will focus on restorative strategies to reduce low level disruption in lessons.	13a-d. NJO with GM	13a-d. Sept 2025 - Jul 2026	13a-d. Most pupils display positive attitudes to learning evidenced through behaviour data & QA evidence	13a- b.SD through monitoring evidence in 1-1 LM & SLT meetings.	13a.-d. GB C, S & SM through the scrutiny of evidence in NJO's reports	13. EIG DHT/ TLR 1b time to track identified pupil groups improvements <u>£21,010</u> 10% to track Thrive pupils	13. IWB Inset activities for all colleagues Half-termly PRP meetings for all staff SDG meetings New Staff training meetings	
	13b. Ensure PRP strategies are used consistently across all staff through learning walks, observations and professional development meetings.			13a-d. Reduction in repeat subject parks & after school reflections for low level disruption.					

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13c. Further develop teaching staff expertise through INSET and tailored professional learning so that appropriate support and challenge is provided in lessons and meets the needs of the most vulnerable learners.				13c. GHT through SDG meetings, work scrutinies, learning walks and observations.			Ongoing classcharts & other relevant training for IWB team
13d. Continue to embed the rewards and reflection process to ensure reflections are highly effective and consistent across the school.				13d. NJO through scrutiny of Classchart data, staff & student feedback			

Opportunities for All Priorities 2025-26

Key Area 2 Wellbeing, Care, Support & Guidance

Priority	Tasks	Person	Time	Success Criteria	Monitoring	Evaluation	Resources (in. PDG and other grants)	Training	Progress Review
1. To improve attendance to at least 92% with specific focus on improving attendance, with particular emphasis on: - CSR - WBFSM - ALN - Key Stage 4	1a. Continue to embed Every Minute Matters & the 5-step response & FPNs consistently across all year groups.	1a-c. GM with HoYs	1a. Sept 2025- July 2026	1a-d. Graduated attendance targets met: <ul style="list-style-type: none"> ● Yr 7 95% ● Yr 8 94% ● Yr 9 94% ● Yr 10 92% ● Yr 11 91% 	1. NJO JT through line management & FSM RAP meetings	1.SD & Governors through analysis of report and evidence from GM, CP2, NJO & JT	LR 1B budget for attendance strategies £1,500	Identified SDG & PRP meetings Further ABSA training with relevant LA professionals for GM, CL & IWB team. Attendance at South Wales Partnership	
	1b. Further refine the 5-step response to attendance & punctuality to ensure timely identification, assessment and effective intervention for all vulnerable groups, including processes for ALN, ABSA & FSM learners who are not making progress.	1b. NJO & JT with GM & HV	1b. Dec 2025				PDG Budget- £121,019 25% remitted time for TLR 1B & HoYsx5 improving attendance of targeted groups. PDG Budget- £51,690 prioritised use 30% of IWBLs		

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- Persistent absentees (sub 80%) - Those with Anxiety Based School Avoidance (ABSA) -Post 16 learners	1c. Further develop effective strategies to improve parental engagement with school attendance processes.	1c. JT & GM with HOY	1c. Jan 2026				PDG Budget- <u>£5,000</u> Attendance rewards for eFSM and LAC	meetings for GM/CL & NJO			
	1d. Continued development of the team around the child approach including parents, outside agencies and community links.	1d. JT & NJO with wider ALN & IWB teams	1d. Sept 2025- July 2026					Attendance at ALNCO forums for CL			
2. To improve punctuality to school to 96%, with particular emphasis on Key Stage 4 and identified learners with poor punctuality.	2a. Refine and embed the current punctuality 5 step process consistently across all year groups, including FPNs.	2a-c. GM with HOY	2a. Sept 2025- July 2026	2a-c. Graduated punctuality targets met: Yr 7- 98% Yr 8- 98% Yr 9- 96% Yr 10- 96% Yr 11- 96% Yr 12/13 – 97% 2a-c. Reduction in minutes late of identified students.	2. NJO through line management meetings	2. SD & Governors through analysis of report and evidence from GM, CP2 and NJO	2. proportion of AHT's salary <u>£21,686 (20%)</u>	Attendance at South Wales Partnership meetings			
	2b. Develop and embed a graduated response process, including use of the Minutes Late data, for improving punctuality of identified students through the PRP SDG.		2b. Jan 2026							Cardiff School Improvement meetings	
	2c. To trial use of "U" code to improve punctuality.		2c. Oct 2025								Identified SDG & PRP meetings
3. To improve behaviour and engagement, in and out of lessons, of very few students to reduce repeat fixed term exclusions.	3a. Refine interventions and alternative curriculum provision for learners on PSPs, those with BESD and complex mental health needs and pupils those with the highest number of behaviour points & those who are at risk of exclusion.	3a. HV with relevant HLTA/TLR holders	3a-b. Sept 2025- Jul 2026	3a-c Improved engagement of targeted pupils, Measured through: -Improved attendance and punctuality to lessons -Improved behaviour -personalised targets set in review meetings. 3a-c. Reduction in repeat fixed term exclusions.	3a-b NJO through 1-1 LM meetings & analysis of data	3. SD & Governors through the scrutiny of evidence in NJO's reports to C, S & SM committee.	3. Social engagement through basketball for potentially vulnerable pupils <u>£9,000</u> <u>£785 Forest school's training costs</u>	3. Ongoing training for staff through INSET & identified meetings	Ongoing training for IWB and LST team through identified meeting time		
	3b. Continued development of multi-agency team around the child approach including IWB team, families & outside agencies.	3b. HV & GM with JT & HOY team								3c. Jan 2026	3c. JT through 1-1 LM meetings
	3c. Develop OOSH provision to target pupils vulnerable to exclusions & underachievement.	3c. EMW									

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4. Support and improve the emotional wellbeing of identified individuals and vulnerable groups of students, particularly those with child protection issues, difficulties with their mental health and anxiety-based school avoidance.	4a. Refine the vulnerability tracker to ensure HoYs lead on identifying most vulnerable pupils and putting effective provision in place.	4a. HOYs	4a. Nov 2025	4a-c Most students, including the most vulnerable, report positively in pupil voice activities to questions about feeling safe in school and the support that they receive.	4a. JT through eFSM RAP meetings GM/ NJO through 1:1 meetings and analysis of survey data	4a-c. SD & Governors through analysis of report and evidence from GM, CL3 and NJO	4. £500 Mental Health FA training 4. PDG Budget- <u>£42,360</u> for Community Ed Coordinator/ Family learning Co-ord not covered by Community Ed grant Thrive subscription costs	4a. HOY professional development in SGD meetings and link meetings	
	4b. Ensure the most effective deployment of resources & staffing to develop capacity for wellbeing support to the most vulnerable learners.	4b-d. GM & HV	4b-d. Sept 2025- July 2026	4b. IWB, ACCESS, LST timetable completed to ensure wellbeing support prioritised effectively.	4b-d. NJO through 1-1 LM meetings			4b. Attendance at ALNCO forums 4b. Attendance at SWP meetings	
	4c. Further refine use of specific interventions for supporting pupils with complex mental health needs & ABSA through ACCESS, Counsellors & ASC SRB.			4c. Resources developed and available in the shared area. 4c. External Agencies tracker updated				4c. Mental Health First aid training for new IWB leaders & Safety TAs 4c. ABSA training for IWB team from LA specialist teams	
	4d. Continued collaboration with outside agencies to ensure timely access to specialist expertise.			4c-d. Intervention progress data & obs feedback show resources are highly effective.					
5. To further refine provision for the most vulnerable pupils with learning difficulties (those with ALN and on the targeted support register), so that they become increasingly independent learners, make good progress & can meet their	5a. Continue to ensure targeted interventions programs, including the Specialist Resource base and internally and externally provided courses, meet the needs of all pupils with a range of ALN.	5a -c. HV with LK	5a-c. July 2025- May 2026	5a-c. Nearly all identified vulnerable pupils accessing targeted intervention programs make strong progress towards academic and personalised targets. 5a-c. Most staff use effective universal strategies consistently, ensuring nearly all pupils with ALN can access learning.	5a-c. NJO through 1-1 meetings, ANR reviews, super core RAP, learning walks, observations & scrutinies.	5a-c. SD & Governors through ALN report by CL3 & outcomes of learning walks, book scrutinies & observations.	Proportion of AHT's salary- <u>£21,686</u> (20%) <u>Outside Ed budget £8,000</u> <u>Proportion of PDG 20% of TLR holders/ G5 STA £40,310 for eFSM pupils' pathways at 14-16</u> Cost of external courses for identified students who are FSM	5a-b Visits to other schools & SRBs with effective provisions 9a-b. Attendance at ALNCO forums - CL3 & LK	
	5b. Further develop the curriculum plan & SOW for Learning Pathways, SRB and Forest Schools for pupils in KS3.			5b. Schemes of work written, resources created and stored on the shared drive and used in lessons, as evidenced in book looks and observations.					

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<p>personalised targets set through IDPs.</p>	<p>5c. To run a calendar of effective professional learning for teaching and support staff to ensure consistency of the universal approach to communication friendly schools (CFS) and support for pupils with ALN, including those with ASC.</p>			<p>5c. All new staff trained in in CFS and ASC</p>			<p>through PDG £10,000 (SDP)</p>	<p>5c. CFS & ALN training for new staff. 5c. INSET and SDG and area meeting time to train all staff in relevant strategies</p>	
<p>6. Continue to ensure the TA team are highly effective both in the classroom & in providing targeted interventions through use of EBR, line management & training.</p>	<p>6a. Continue to use evidence from observations, learning walks, book scrutinies and pupil surveys of pupil resilience, independence and perseverance & further develop systems for tracking and monitoring progress of this for pupils with ALN.</p>	<p>6a-d. HV with LK</p>	<p>6a-b. July 2025- May 2026</p>	<p>6a. Targeted interventions evidence-based & highly effective- nearly all pupils make good lit/ num score progress, improved progress data, improved thrive scores & meeting targets set in PSP/ IDPs.</p>	<p>6a. NJO through 1:1 and progress data analysis.</p>	<p>6a-d. SD & Governors through ALN report by CL3 & outcomes of learning walks, book scrutinies & observations.</p>	<p>Training costs £2,000</p>	<p>6a & c. Ongoing TA training in area/pod meetings & INSET days 6b. Provision Map training for all relevant staff</p>	
<p>6b. Develop the use of Provision Mapping Software to record and review the impact & cost effectiveness of LST interventions.</p>	<p>6b. Provision map software is used to track interventions consistently</p>		<p>6b. NJO through 1-1 meetings with CL3 & LK</p>	<p>Provision map subscription costs £1,749</p>					
<p>6c. Refine & embed the entry/exit criteria for in-class support from TAs so that there is a clear purpose and aim in relation to pupils' individual targets.</p>	<p>6c. LST procedures are updated with new processes</p>		<p>6c. NJO through 1-1 meetings, ANR reviews, super core RAP, learning walks, observations & scrutinies.</p>						
<p>6d. Further refine the TA professional learning programme to build capacity & refine the skills of staff to provide highly effective intervention.</p>	<p>6d. June- July 2026</p>		<p>6d. TA support in lessons is highly effective and identified pupils learn with increasing independence throughout the year as evidenced by learning walks, staff feedback, observations and book scrutiny.</p>	<p>6d. NJO through 1-1 meetings and TA feedback on PL programme</p>					

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7. Further embed the new ALN processes in line with the ALNET Bill & COP, including writing and reviewing IDPs for all pupils with ALN.	7a. Further develop capacity, through staff development, to ensure all identified pupils have accurate & highly effective IDPs and One Page Profiles.	7a-b. HV with LK	7a. July 2025-May 2026	7a. 100% of students have an effective and accurate IDP & OPP, which is reviewed at least annually, and is uploaded to Classcharts.	7a-b. NJO to monitor through 1-1 meetings and scrutinies.	7a-b. SD & Governors through ALN report by HV..	7a.Training to help implement the new ALN bill. Proportion of the cluster ALN funding £1,000	7a-b. Attendance at ALNCO forums - HV 7a-b. Attendance at South Wales partnership meetings - HV	
	7b. Further refine systems for recording, tracking, monitoring pupils on the targeted support register.		7b. June-July 2026	7b. Targeted Intervention register on Classcharts, reviewed at least twice a year.					
8. Continue to ensure Cathays High School is a safe place for all staff, learners and visitors	8a. Conduct our annual review of the safeguarding and CP policies, procedures and supporting materials.	8a-e. NJO	8a. Sept 2025	8a. All classrooms/ offices and website to display new materials 8a. Renewed policy ratified and updated online 8a. Completion of Safeguarding audit.	8a-f. SD through line management meetings	8a-f. Governors through termly update on safeguarding and their scrutiny of the report	8. Proportion of AHT's salary- <u>£21,686</u> (20%)	8. Safeguarding training for identified staff and governors 8. Lockdown process training for all staff	
	8b. Continue to act on feedback of pupil wellbeing surveys in relation to feeling safe in school, bullying and behaviour in lessons and around the school.		8b-c. Sept 2025- July 2026	8b. Pupil voice feedback shows wellbeing scores of most pupils' feelings positive about most aspects of school.					
	8c. Continue to update guidance for staff based on guidance from LA & WG.			8b-c & f. new policy and procedure updates communicated to all staff, parents and governors					
	8d. Continue to ensure all staff have annual update training and new staff to have the safeguarding induction training.		8d. Sept 2025	8d-e. All governors & staff to receive training					
	8e. Ensure the DSP team have access to appropriate training about incidents and relevant Child Protection issues.		8e. Sept 25- July 26						
	8f. Further develop and test the emergency lockdown plan and our processes for communicating with pupils and parents.	8f. SD with NJO, SP, GRT & DF	8f. July- Dec 2025	8f. See 8c above					

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Personal development: 9. Further improve the impact of student leadership on school improvement and to further develop ethically informed citizens through pupil debate and consultation.	9a. Refine the leadership skills of pupils across the school, through further embedding processes for form classes, year councils and the school council. In particular to improve the feedback to year groups from form reps and the school council in a more systematic way.	9a. JS	9a-b. Sept 2025- Jan 2026	9a&b. Student voice survey identifies pupils as having strong views on rights and democracy. Survey reports that most feel they are regularly consulted on key issues. More regular feedback from year reps to form classes.	9a-b. JT through line management meetings	9. SD &/ or Governors through scrutiny of evidence and reports from NJ & JT		9. Training through PRP meetings, IWB meetings, INSET days, external courses relating to pupil voice etc.	
	9b. Develop the leadership capacity of our most vulnerable pupils including representatives from VG on the school council and in other pupil groups, including CSR, WBFSM & ALN.	9b. JS/ LK		9a&b. Pupil voice shows impact on key school issues VG represented in pupil voice groups					
	9c. Further develop the role of form, year and school council to impact on policies, teaching and learning and the curriculum.	9c. JS	9c. Sept 2025- June 2026	9c. Most pupils are aware of the impact of the School Council. Feedback from surveys suggests that most people feel we take their views into account Clear impact on policies, teaching and learning and the curriculum as part of our QA processes	9c. JT - line management with JS				
	9d - Further refine the peer mentors' role to support new arrivals to the school and in supporting students in lunchtime and tutorial sessions.	9c JS/JT	9d. Sept 2025- Dec 2025	9d. Effective peer support for new students arriving to the school via student voice feedback An effective Peer Mentor support provided to Year 7 pupils via weekly tutorials.	9d. JT line management JS				

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	9e. Refine our Community and Sports Council to encourage participation in clubs, healthy eating and good mental health. Also, to consider how the school can be more Eco-friendly.	9e. EMW	9e. Sept 2025-Jan 2026	9e. Pupil voice feedback leads to a more rounded and popular Out of hours offer and helps develop our PSHE curriculum focussing on healthy eating and mental health. A plan for Eco-Friendly Schools developed.	9e. JT through line management of EMW				
	9f. Refine our Rainbow Alliance to give pupils the opportunity to share their views on diversity and fairness and to promote these issues widely in the school.	9f. JT	9f. Sept 2025-April 2026	9f. Group membership increases. The RA provides input into PSHE and assembly resources The RA acts as a focus group for curriculum development (diversity)	9f. SD through line management				
Personal development: 10. To engage community groups more effectively in supporting learners' personal development, the wider curriculum and in providing support and advice for families.	10a. To further refine the support of community groups to impact on pupil development, including the Business Forum.	10a-d JT with JS, CHR & AJW	10a Sept 2025-April 2026	10a. Audit & action plan completed showing community groups and support for school. Clear identification of strengths and areas to develop in terms of community groups' impact on personal development and the curriculum	10a-d.SD through line management with JT	10. SD & Governors through scrutiny of evidence and reports from NJ & JT			
	10b. To continue to develop our strong parent learning group to improve the engagement of parents from our White British FSM, Czech Slovak Roma and Somali communities.		10b-c Sept 2025-May 2026 Review & Evaluation June-July 2026	10b - improved offer for parental learning and increased participation from identified groups To further refine our analysis of PLG data to monitor impact on students in school.					

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	10c. To further develop our School Community Partnership to improve consultation and engagement with the wider community - in addition, for this group to help support our plan for helping families with the cost of living.			10c. - Attendance at the SCP improves over time. Attendance from parents and community members widens to more fully represent our whole community. Feedback from parental consultation identifies good communication and support from school.					
	10d. To develop ways of communicating with parents about key events and issues, pastoral matters and support on dealing with the cost of living via the school website.		10d. Dec 2025	10d. - Website updated with signposts to support, a referral form, etc					
Personal Development 11. To further refine our PSHE provision in Year 11 and to strengthen RSE provision in the new curriculum	11a. To further quality assure Year 11 PSHE lessons through the H&W team.	11a-b CAM, JS	11a Sept 2025- April 2026	11a. - Year 11 PSHE resources are refined for 2025-26 Implemented the recommendations from Year 11 PSHE review Review of PSHE provision in Years 7-10 completed.				Training for H & W staff through area meetings and external specialist where necessary	
	11b. To ensure that new curriculum RSE resources in Years 7-10 have been reviewed and updated and that Professional Learning is provided for colleagues delivering RSE.		11b. Sept 2025-April 2026	11b. - All KS3 RSE resources are reviewed and updated and H&W staff are trained where necessary. Respond to pupil and parent voice regarding development of resources and topics where appropriate					

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Opportunities for All Priorities 2025-26									
Key Area 3 Leading and Improving									
Priority	Tasks	Person	Time	Success Criteria	Monitoring	Evaluation	Resources (in. PDG and other grants)	Training	Progress Review
Quality and effectiveness of leaders and managers 1. To develop the personalised professional learning progression process to improve leadership at all levels.	1a. Identify colleagues (in discussion) whose PL would be best met via ML or leading whole-school programmes via the professional learning review map.	1a. HP (with SLT and RSLs)	1a. Sept 2025	1a. All colleagues mapped to PL opportunities in T&L, ML or SL based on QA evidence	1a. SD through 1-1 LM and SLT meetings	1a. GB F&S committee through report by HP	1a. Leadership Matters subscription £1,068 & books £300	1a. ML and SL modules as part of professional learning programme	
	1b. Development of resources and training programmes for ML and SL professional learning pathways.	1b. SLT	1b. Sept 2025- Dec 2025	1b. Positive feedback from colleagues involved in the programme and identification of areas for development from feedback	1a. Gobs F&S through SD report on progress	1a. GB F&S committee through report by HP	Subscription to Leadership matters <u>£1,068</u>	1a. EML and ESL modules for staff 1a. Use of SWP HT course	
	1c. Review, update and deliver the Middle Leadership programme for identified TLR holder colleagues requiring 1-1 development sessions.	1c. SLT	1c. July 2025-review & update Sept 2025- June 2026 Deliver	1c. Positive feedback from colleagues involved in the programme and identification of areas for development from feedback	1c. SD through 1-1 LM meetings	1c. Gobs F&S through report on programme by SD	1c. Subscription to Leadership matters <u>£1,068</u>	1c. Review of leadership literature and best practice	
	1d. Identification of MLs requiring additional support to develop their QA, SE, DP and LM skills with a programme from 1c.	1d. SLT	1d. July- Sept 2025- identify colleagues	1d. Clear evidence of improvement in carrying out key leadership duties.	1d. SD through 1-1 LM meetings with SLT members	1d. Gobs F&S through report back on anonymised development	1d. Leadership Matters subscription £1,068 1d. Additional Leadership Matters books £300	1d. Identified PL opportunities as part development plan	
2. Ensure that resource allocation is effective in supporting continued school	2a. To ensure resource allocation is effective in supporting the development of new qualifications at KS4.	2a. SD supported by KH, GHT & GRT	2a. April 2025- March 2026	2a. Most students in Y10 make strong progress in KS4 qualifications and in appropriate exam modules	2a & b. GB C, S & SM committee through scrutiny of QA data on new curriculum	2a & b. GB Full Governors through scrutiny of C, S & SM reports and feedback	2a&b. Cover for relevant staff attendance at WJEC Insets	2a. GHT/ KH attendance at SWP meetings	

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improvement and working towards a balanced budget	2b. To ensure that resource allocation effectively supports staff to prepare for new GCSE Wave 2 & 3 teaching from Sept. 2026 and Sept. 2027.	2b. SD supported by KH, GHT & GRT	2b. Sept 2025- May 2026	2b. Staff feedback on preparation for teaching of new GCSEs		with relevant SLT		2b. KH & other staff WJEC/ QW Inset	
	2c. To ensure that effective steps are taken to work towards a balanced budget for 2026-27 financial year.	2a. SD supported by GRT	2c. Sept 2025- April 2026	2c. School able to set as close to a balanced budget as possible	2c. GB F&S through scrutiny of budget plan	2c. Full GB through scrutiny of F&S report		2c. SD attendance at CCSH GRT report to SLT	
Self-evaluation processes and Improvement planning: 3. Implement and embed the refined QA processes across senior and middle leadership teams	3a. Share the QA calendar and updated PM Review process and activities with SMT and discuss process.	3a. HP	3a. June 2025	3a. All team leaders report they understand the new process following further discussion with SLT link	3a-d. SD through 1-1	3a-d. Full GB through report on QA/ SE processes		3a-d. SMT and 1-1 LM meetings	
	3b. Further refine and embed the new QA process according to the calendar, and especially for attendance tracking & recording.	3b. HP/NJO with SLT	3b. Oct 2025- May 2026	3b. QA activities completed successfully with beneficial evidence gathered					
	3c. Review impact of updated processes in Professional Learning, Performance Management and Quality Assurance processes.	3c. HP with SLT	May 2026	3c. Useful strengths and areas for improvements clearly identified					
	3d. Refine and develop processes through 2025-26.	3d. HP with SLT	Oct 2025- July 2026	3d. Worthwhile improvements identified and acted upon					
Self-evaluation processes and Improvement planning: 4. Further develop the purposeful input of parents in the self-evaluation & improvement planning processes.	4a. Further refinement of processes to involve parents more purposefully in the school development planning, (particularly in developing new GCSE curriculum, supporting vulnerable students and responses to cost of living).	4 a. JT	4a. Dec 2025	4a. Effective development of parental input into school development	4a & b. SD through 1-1 LM meetings and scrutiny of self-evaluation and development plans	4a & b. Governors through the scrutiny of evidence and reports resulting from self-evaluation and development planning processes	10% of DHT £11,961 and 20% Family Learning Co-ord £8,472 time against PDG to involve parents in the development process	1. 1-1 LM meeting time is used to QA and coach RSLs on SE processes	
	4b. Further development of the work with School Community Partnership to impact on outcomes from parental feedback.	4b. JT	4b. May 2026	4b. Clear action plan for Parent Community Group to impact on parental feedback					

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5. Continue to develop our curriculum links with partner primary schools to include joint work on assessment of extended writing.	5a. Identify a plan for developing comparative judgement assessment of extended writing with partner primary schools.	5a. GHT	5a. Sept 2025	5a. Clear plan for carrying out comparative judgement of extended writing identified	5a Partnership HTs through meetings 5a. SD through LM meetings	5a. Governors through report at P & C Committees or S, C & SM Committees	5. Share of Primary partnership funding- collaboration grant £6,000	5. School partnerships meetings Identified professional learning opportunities across the partnership	
	5b. Analysis of assessment data from the comparative judgement pilot and identification of next steps for further joint working on assessment and improving extended writing.	5b. GHT	5b. March 2026	5b. Positive Pupil and staff feedback about curriculum development	5b. SD through LM meetings	5b. Governors through reports at P&C and C, S & SM committees			
6. Continue to embed and refine our coaching approaches, with a particular focus on the quality assurance of peer to peer coaching.	6a. Review and refine our coaching approach and structure.	6a. LH, KH	6a-e. Sept 2025- Jul 2026	6a. A streamlined structure that is effective in developing practice	6a-c. KH through 1-1 LM meetings	6. SD & Governors through analysis of QA reports and data	6. Staff development budget of <u>£20,000</u>	Performance management and line management time	
	6b. Develop a quality assurance process for coaching that allows us to identify and share best practice.	6b. LH, KH		6b. Identify best practice coaching strategies using a variety of evidence (staff feedback, QA processes, data)	6a-c. KH (IP) through QA of aspects of professional learning programme				
	6c. Work with the SMT to embed a consistent and effective approach to coaching.	6c. HP & KH		6c. SMT are confident and effective coaches. Practice improves and this has a positive impact on outcomes.					

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Longer-term priorities		
Key Areas	2026-27	2027-28
Key Area 1: Teaching & Learning	<p>Learning: KS5: Most students achieve targeted outcomes and all subjects at AS/ A2 have positive value-added outcomes. KS4: Most pupils achieving aim-high grades or better at the end of KS4 and most subjects have positive value-added outcomes. KS3: Most Y7, 8 & 9 pupils make expected or above expected progress in core knowledge and skills identified in the new curriculum for Wales.</p> <p>Groups of learners:</p> <ul style="list-style-type: none"> Most identified groups of vulnerable learners (CLA, WB eFSM, ALN, ABSA, Czech and Slovak Roma) achieve good or better GCSE outcomes and make strong progress from their starting points evidenced in lessons and books 	<p>Learning: KS5: Nearly all students achieve targeted outcomes and all subjects at AS/ A2 have positive value-added outcomes. KS4: Nearly all pupils achieving aim-high grades or better at the end of KS4 and nearly all subjects have positive value-added outcomes. KS3: Nearly all Y7, 8 & 9 pupils make expected or above expected progress in core knowledge and skills identified in the new curriculum for Wales.</p> <p>Groups of learners:</p> <ul style="list-style-type: none"> Nearly all identified pupils (CLA, WB FSM, ALN, ABSA, Czech and Slovak Roma) achieve good or better GCSE outcomes and make strong progress from their starting points evidenced in lessons and books
	<p>Teaching & Learning Experiences:</p> <ul style="list-style-type: none"> To continue to use pupil data and evidence-informed research to review and refine our implementation of highly effective teaching and learning strategies that support very strong pupil progress. Ensure that the vision for teaching and learning impacts significantly on the design of the new school. Implement our revised assessment and tracking process for the delivery of the new GCSEs starting Sept 2025. To continue to develop a highly effective approach to assessment for learning including a revised assessment policy (to launch in Sept 2026) 	<p>Teaching & Learning Experiences:</p> <ul style="list-style-type: none"> Ensure that the vision for teaching and learning at Cathays effectively supports the realisation of the new build. Evaluate the effectiveness of the assessment and tracking systems for the curriculum Y7-11 To evaluate and further refine the effectiveness of our assessment policy and approach.

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	<p>Standards and progress in skills:</p> <ul style="list-style-type: none"> Most pupils across all key stages make strong progress in literacy (particularly independent reading), numeracy and digital skills across the curriculum 	<p>Standards and progress in skills:</p> <ul style="list-style-type: none"> Nearly all pupils across all key stages make strong progress in literacy (particularly independent reading), numeracy and digital skills across the curriculum
	<p>Breadth & balance of the curriculum:</p> <ul style="list-style-type: none"> Deliver & evaluate Year 10-11 curriculum for reformed GCSEs Ensure the vision for the curriculum impacts significantly on the design of the new school. Ensure high quality provision to develop very strong literacy, numeracy and digital skills are in all areas' curriculum provision. 	<p>Breadth & balance of the curriculum:</p> <ul style="list-style-type: none"> Review and refine the curriculum for reformed GCSEs Ensure that the vision for the curriculum impacts significantly on the design and delivery of the new school. Ensure high quality development of very strong and progressive literacy, numeracy and digital skills are embedded across the curriculum
	<p>Attitudes to learning</p> <ul style="list-style-type: none"> Behaviour of most students is good or better in most lessons Most students report that behaviour in lessons and around the school is positive in student surveys. 	<p>Attitudes to learning</p> <ul style="list-style-type: none"> Behaviour of almost all students is good or better in all lessons Nearly all students report that behaviour in lessons and around the school is positive in student surveys.
<p>Key Area 2: Wellbeing, Care, Support & Guidance</p>	<p>Wellbeing:</p> <ul style="list-style-type: none"> Whole-school attendance at least 93% & punctuality 97%+ Most of our vulnerable pupils' attendance is over 90% Most students report that they feel safe in school and that school deals well with bullying, in wellbeing surveys. 	<p>Wellbeing:</p> <ul style="list-style-type: none"> Whole-school attendance at least 94% & punctuality 98%+ Nearly all of our vulnerable pupils' attendance is over 90% Nearly all students report that they feel safe in school and that school deals well with bullying, in wellbeing surveys.
	<p>Support for vulnerable groups:</p> <ul style="list-style-type: none"> All children with ALN have an IDP in compliance with the Code of Practice for all year groups. TA support is highly effective in most lessons and targeted interventions; and pupils make progress toward individual, academic targets to become increasingly independent 	<p>Support for vulnerable groups:</p> <ul style="list-style-type: none"> Systems for ensuring compliance with the ALN COP are highly effective and efficient TA support is highly effective in almost all lessons and targeted interventions; and pupils make progress toward individual academic targets to become increasingly independent

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	<p>Personal Development:</p> <ul style="list-style-type: none"> • Ensure that all vulnerable children engage in at least one opportunity to develop their sense of “cynefin” • Ensure that the vision for community engagement impacts significantly on the design of the new school. • Ensure that the vision for care, support & guidance systems impact significantly on the design of the new school. 	<p>Personal Development:</p> <ul style="list-style-type: none"> • Most children, identified with vulnerability characteristics, positively identify with the school community. • Ensure that the vision for community engagement impacts significantly on the realisation of the new school • Ensure that the vision for care, support & guidance systems impact significantly on the delivery of the new school.
<p>Key Area 3: Leading & Improving</p>	<p>Quality & effectiveness of leaders & managers:</p> <ul style="list-style-type: none"> • To ensure that all leadership positions in the school are carried out effectively and have a clear succession plan in place with at least one colleague in a strong position to interview for every leadership position • HT and SLT plan effectively for the design stage of the development of the school site and new facilities as the issues around the land develop. • To ensure that effective systems are in place to review resource allocation & the successful delivery of the new curriculum including Wave 2 of the reformed GCSEs • To continue to work towards a balanced budget for 2027-28 	<p>Quality & effectiveness of leaders & managers:</p> <ul style="list-style-type: none"> • To ensure that the design & development of the new school site implements & realises the whole-school & area team vision. • To ensure that the building & realisation of the new school site implements and realises whole-school and area team vision(s) (2027-28) • To ensure that all curriculum teams and support teams are clear about roles to support pupils to achieve target grades in the reformed GCSEs • To continue to work towards a balanced budget for 2028-29
	<p>Self-evaluation processes & improvement planning:</p> <ul style="list-style-type: none"> • To ensure that SE & DP processes are fit for purpose for the evaluation of teaching & learning of the new GCSEs • To ensure that our SE & DP processes are effective tools in the creation of the new school site 	<p>Self-evaluation processes & improvement planning:</p> <ul style="list-style-type: none"> • To develop QA, SE & DP processes to effectively measure pupil progress on Wave 3 of the reformed GCSEs. • To review and develop our processes of QA, SE and DP to ensure we remain able to effectively meet our mission of providing “opportunities for all”.
	<p>Professional learning:</p> <ul style="list-style-type: none"> • To continue to support key staff to learn from colleagues in new build schools to maximise the potential of new facilities to improve T&L, the curriculum, IWB & community focus. • To ensure that coaching is effective in providing strong & bespoke professional learning strategies for most colleagues. 	<p>Professional learning:</p> <ul style="list-style-type: none"> • To further develop a highly-effective, bespoke professional learning offer meeting the needs of all staff. • To further embed a highly-effective coaching and mentoring programme to support the professional learning of all staff.

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