

**CYNLLUN DATBLYGU- YSGOL UWCHRADD CATHAYS HIGH SCHOOL - SCHOOL DEVELOPMENT PLAN
2024-27- Includes grant-funded costings including PDG**

Opportunities for All Priorities 2024-25									
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, in particular being able to:</p> <p>Recall prior learning of key curriculum knowledge effectively</p> <p>Explain their ideas successfully using a wide range of academic and subject specific vocabulary</p>	1a. Continue to develop and embed the use of Cathays 5 Strategies through area specific toolkits and use these as part of the coaching process for all teachers.	1a-e. All class teachers	1a-i. Sep 2024-July 2025	<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-k. 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>	<p>1a-k. Membership of Teacher WalkThrus website £445</p>	<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 each teacher/ TA and developing better use of teacher toolkits & best practice, through coaching process								
	1c. Ensure that all staff are familiar with GCSE and AS/A Level specs for 24/25								
	1d. To 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	1f. HP/ KH			1f-k. SD through 1-1 and SLT meetings				

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	1g. Identify key subject knowledge and skills in which students need to make progress, in all subjects in Y7 developing assessment and progress processes for the NCfW.	1g.GHT/KH							
	1h. To further refine coaching to support very strong teaching and learning across school ensuring all pupils are able to access the curriculum.	1h. LH/ HP							
	1i. To ensure that there is a shared understanding of progression across all areas.	1i. KH/ GHT							
	1j. Use the vulnerability score to identify those students with FSM who are most vulnerable to underachievement.	1j. JT	1j. Oct 2024	1j. Pupils identified in key year groups. Regularly updated with new data and new starters.					
	1k. Create an action plan to support the most vulnerable students in years 8 & 10. Track and monitor their progress.	1k. JT/ KH	1k. Nov 2024	1k. Many pupils with FSM and vulnerabilities make good progress in relation to starting points					
Teaching and Assessment 2. To further develop pupil independence and resilience in all pupils by embedding highly effective strategies that support pupil	2a, 3a & 4a. Planning and delivering professional learning activities in calendared professional learning opportunities that allow strong development and understanding of: <ul style="list-style-type: none"> the Cathays 5 evidence informed research opportunities and time for highly effective professional learning 	2, 3, 4 a & b. LH, IZD, RSLs, ALs	2, 3 & 4a-p. Sept 2024-Jul 2025	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	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	Proportion of HP's salary <u>£21,159</u> (20%) PDG EIG for use of RSL remitted time to implement and monitor the development of differentiation, questioning, retrieval	2-4. Area meetings, SMT link meetings, Area review processes. T&L Group meetings. Professional learning meetings	

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<p>metacognition and reading</p> <p>3. To improve the use of the assessment for learning strategies such as questioning and retrieval for those very few teachers 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>	<ul style="list-style-type: none"> the development of appropriate Cathays 5 strategies that meet the needs of pupils. Area meetings Professional learning meetings Teach Meet sessions 			<p>learning plan for 2024-25</p> <p>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 identified in action 5a)</p>		<p>committee through scrutiny of feedback reports.</p>	<p>and metacognition- <u>£35,914 (5%)</u></p> <p>EIG - <u>£2,500</u> (OTF training for 3 more ALs/ RSLs) Walkthrus Resources - <u>£1,440</u></p>	Inset	
	2b, 3b, 4b. To embed the use of appropriate Cathays 5 area toolkits and their bespoke strategies across all lessons for pupils of all abilities to make strong progress from their starting points.								
	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.	2, 3 & 4c. RSLs							
	2d, 3d, 4d. To improve the retrieval skills of a very few teachers to ensure all pupils remember and understand prior knowledge.	2, 3 & 4d. LH, RSLs and T&L Group							
	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.	2, 3 & 4e. IZD and LH							
2f, 3f, 4f. To develop a greater number of effective strategies to improve all students' metacognition through embedding our understanding of working	2, 3 & 4f. IZD & Reading Group			2 & 3 e-f. Inset, Professional Learning meetings and area meetings are highly effective sessions					

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memory and cognitive load/ overload.			that provide highly beneficial opportunities for professional learning and development.					
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.	2, 3 & 4g. IZD, LH		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.					
2h, 3h, 4h. The Coaching T&L Pod will continue to embed the development of coaching, highly effective professional learning and bespoke staff training that will meet the needs of all staff.	2, 3 & 4h. LH		10h & 11h2, 3 & 4h processes demonstrate that questioning and metacognition strategies are effective and allow all pupils to make strong progress.					
2i, 3i, 4i. Refine the Teach Meet programme to ensure that it is bespoke, responsive and meets the needs of identified staff.	2, 3 & 4i LH, CLS		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 across all teachers through area meetings, line management meetings and coaching.	2, 3 & 4j. IZD, LH							
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, CLS							

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	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-CL3 & 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, IZD and RSLs		2, 3 & 4m. RSLs work with their teams to deliver beneficial sessions and provide strong professional learning for their teams.					
	2n, 3n & 4n To further refine the quality of the Area Sites, their use by teachers in lessons and individually by pupils to support strong or very strong progress.	2, 3 & 4n. RSLs and CLS		2, 3 & 4n. The portfolio is effective in supporting the development of strong progress across all areas.					
	2o, 3o, 4o. To further develop our approach to assessment for learning, for teaching and learning, through the immediate, summary and review feedback approach and create an updated assessment for learning school policy.	2, 3 & 4o. HP, CP and the Assessment SDG group		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					
	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							
KS5 5i. To ensure positive value-added outcomes at AS & A2	5a. Identify KM students in each subject at AS & A2; GCSE resit and ESOL	5a. RSLs	5a. Sept 2024	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 RSLs through QA processes	5a.-d. Governors through scrutiny of report on tracking data	5a-e. <u>£53,871</u> from PDG for 7.5% RSL remitted time to focus on KM FSM pupils.		

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<p>5ii. To work towards ensuring a strong level 2 provision to support learner progression to level 3</p>					5a-d. CP2 through SLT link meetings and analysis of PPG 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 2024						
	5c. Refine strategies and review interventions to address KM students in GCSE resit & ESOL	5c. RSLs	5c. Dec 2024			5c-f. KH through data tracking analysis			
	5d. Develop and embed the use of strategies to develop the independent study skills and transition into KS5 for AS & A2	5d-f. RSLs & KS5 teachers	5d-f. Sept. 2024- July 2025	5d-f WG's FFT & ALPs analysis will show positive value-added outcomes for AS & A2					
	5e. To review Level 2 provision and identify strong outcomes preparing pupils for level 3.			PPG analysis shows improvement from baseline assessments in			3e. CP2 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.									
<p>KS4:</p> <p>6i. To work towards ensuring that all students achieve their target grades or better at the end of KS4.</p> <p>6ii. To ensure positive VA outcomes in all key indicators compared to the family, LA and Wales.</p>	6a. Identify Key Marginal (KM) pupils in all subjects and those who need additional intervention from extended opps/additional qualifications	6a-b. RSLs + E-ops team	6a. Sept 2024	6a-d. 20% of Year 11 students in 2023 achieve 9 qualifications at A*/A 60% of Year 11 students in 2023 achieve 9 qualifications at C + 100% of Year 11 students in 2023 achieve 9 qualifications at G+ Average Capped 9 score of 385 points or more Average point scores for Maths, Science and	6a- d. KH through SMT link meetings, half-termly PPG review & Supercore RAP	6a-d. SD & Governors through analysis of KS4 results	6. PDG budget 1xTLR posts <u>£5,446</u> Cost of GCSE pod software <u>£5,760</u> , Mathswatch <u>£500</u>		

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	6b. Coordinate provision for students in year 10 & 11 to ensure they almost all achieving at least 9 qualifications at the appropriate level		6b. Weekly Supercore RAP Sept 2024- May 2025	English reach 40 points All performance indicators and subjects have positive value-added outcomes				
	6c. Eng, Maths & Sci to develop & embed strategies for KMs to reach target grades particularly at C/D in Eng & Maths & G/U Maths & Science.	6c. LMT/ IZD/ DHB	6c. Sept. to May 2024-25.					
	6d. All areas to achieve strong Average GCSE points score	6d and e Class teachers	6e. Sept. 2024- July 2025				6d. Spellzone software <u>£550</u> MangaHigh costs <u>£500</u>	
	6e. To ensure that PPGs are accurate in all subjects and regular moderation meetings take place to plan appropriate next steps for KM pupils.							
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 and particularly in Eng (boys from these groups), Maths and Science	7a. RSLs/ Als	7a. Sept 2024	7a-f. Nearly all vulnerable pupils (inc. eFSM) achieve 9 qualifications at G+	7a-f & 7. 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>£53,871</u> from PDG for 7.5% RSL remitted time to focus on PLCs/strategies for eFSM pupils Area budgets EIG <u>£54,694</u> 25% of HLTA/TA time to work with pupils to meet the needs of identified vulnerable RM HLTA salary 25% <u>£9,982</u> to work with vulnerable groups including mid-year transfers	
	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 2024-25 monitored through half-term	100% of vulnerable pupils (inc. eFSM) achieve target grades				
	7c Ensure targeted vulnerable pupils achieve FCD and LIFE.	7c. KH/Ex ops Team	tracking analysis					

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	7d. Ensure all identified pupils achieve additional qualifications in community languages (if available)	7d. PQ	7d Sep 2024- July 2025				PDG budget <u>£24,371</u> 25% KH's time to develop effective tracking and monitoring system for eFSM and CLA pupils		
	7e. ensure most vulnerable pupils are prioritised in SCR and link meetings in the first term.	7e.KH/LMT/DH B/IZD/HEM	7e Oct 2024						
	7f. identify early entry for vulnerable pupils in November	7f. LMT/IZD	7f. Sep 2024						
8. Ensure strong outcomes for non-matched pupils that transfer to us during KS4	8a. Identify bespoke provision for vulnerable groups/ transferees to ensure they achieve 9 qualifications at G+, C+ or A+	8a-b CL, COR, class teachers.	8a-b As above	8. Most pupils in vulnerable groups inc. transferees into KS4 achieve positive value-added outcomes at GCSE Most KS4 non-matched pupils achieve 9 qualifications at appropriate G+, C+ and A+	8. As above	8. As above	8. As above		
	8b. Ensure that all teaching staff use effective T&L strategies to support and prepare pupils for their exams.								
Skills - Standards, Progress & Provision Literacy- Reading 9i. Further develop a whole-school reading culture to ensure that nearly all pupils become strong independent readers. 9ii. Ensure that pupils with the lowest	9a. Area teams to identify opportunities and implement strategies to improve all pupils independent reading skills - as part of their curriculum development	9a. RSLs/Area literacy leads and area teams	9a. Sept 2024 to July 2025	9a-g. Evidence of successful progression of independent reading through QA, self-evaluation and performance management processes	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.	9a--b. EIG - cost of the reading book scheme <u>£500-</u> 9. EIG Budget for relevant Insets (see costings in KQ1.2 above) 9. PDG for targeting FSM pupils' literacy and numeracy and Digital skills as proportion of GHT's remitted time. <u>£21,519</u> (20%)	Identified Area team meetings INSET sessions and Professional Learning Meetings	
	9b. Further embed effective reading strategies linked to: <ul style="list-style-type: none"> ● deliberate vocabulary development ● accountable independent reading ● planning for reading ● developing reading fluency ● metacognition 	9b. IZD and Reading SDG RSLs/Area literacy leads and area teams	9b. Sept 2024 to July 2025	Evidence of increase in effective provision to support the development of independent reading skills across all area					

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<p>prior attainment develop the ability to comprehend text and vocabulary across the curriculum.</p>	- in order to ensure all pupils make strong progress in their reading skills			team - through QA processes			9.£1,800 New Curriculum planning		
	9c. 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.	9c. CL and Reading SDG RSLs/Area literacy leads and area teams	9c. Sept 2024 to July 2025	9c. Improved reading skills of identified pupils evidenced through NRT data and progress in lessons and books.			CPD for skills training PLP <u>£2,000</u>		
	9d. Develop further approaches to improving all pupils' reading skills, through professional learning linked to Reading Reconsidered strategies.	9d. IZD and Reading SDG RSLs/Area literacy leads and area teams	9d. Sept 2024 to July 2025	9d and 9f. Positive staff feedback from professional learning opportunities and implementation of effective strategies evident through QA processes.			Tutorial reading books - £1,122		
	9e. Develop the effectiveness of Year 7 reading tutorials, through implementation of 'Control the Games' Reading Reconsidered strategies.	9e. IZD and Reading SDG Year 7 Form Tutor team/HOY7	9e. Sept 2024 to July 2025	9e. Improved reading skills of Year 7 pupils evidenced through NRT data and reading tutorial observations.					
	9f. Reading SDG to plan effective professional learning to support the implementation of tasks 13a-13e (in collaboration with coaching SDG and area teams)	9f. IZD, CL and Reading SDG	9f. Sept 2024 to July 2025	See 9d.					

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	9g. Develop use of NRT as a diagnostic tool to address pupils' needs	9g. RW	9g. Sept-Dec 2024	9g. Continued development of: <ul style="list-style-type: none"> Effective and consistent use of data by all staff to inform planning Possible consistency in transition arrangements with cluster primaries 	9g. LMT through LM meetings	9g. SD & Govs through scrutiny of literacy data			
Numeracy & Digital 10. To ensure that nearly all pupils make progress in numeracy and digital skills across the curriculum	10a. Refine and further develop the curriculum provision in Science and Maths - to ensure all students make excellent progress in their numeracy skills.	10a. AG, JW, and Maths & Science area teams	10a. Sept 2024 - Jul 2025	10a & 14c. Evidence of successful progression in pupils' numeracy skills through QA, self-evaluation and performance management processes	10a-d -g. GHT through analysis of QA and NRT data and meetings with SDG leads.	10a-d & g. SD and Governors through analysis of report on numeracy and digital skills development	10. EIG Budget for relevant Insets (see costings in KQ1.2 above) CPD for skills training PLP <u>£2,000</u>	Identified Area team meetings INSET sessions and Professional Learning Meetings	
	10b. Refine and further develop the curriculum provision in the Creative, H&W and Tech & Digital areas - to ensure all students make excellent progress in their digital skills.	10b. EW, KLM, CAM & relevant area teams	10b. Sept 2024 - Jul 2025	Evidence of increase in effective provision to support the development of numeracy skills across area curricula.	10e-f. SD through LM meetings and SLT report				
	10c. Further develop meaningful provision to support the development of numeracy and digital skills in secondary skill areas, so that all pupils make strong progress.	10c. EW and Skills SDG RSLs, Skills Leads and Area Teams	10c. Dec 2024- Jul 2025	10b & 14c. Evidence of successful progression in pupils' digital skills through QA, self-evaluation and performance management processes Evidence of increase in effective provision to support the development of digital					

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				skills across area curricula.					
	10d. Monitor success of cross-curricular digital and numeracy skill development, through calendared quality assurance processes that focus on opportunities to develop these skills in each area.	10d. EW & Skills SDG	10d. Sept 2024 - Jul 2025	10d. Evidence of effective digital & numeracy skills across the curriculum through QA processes					
	10e. Develop clearer processes for mapping provision that supports pupil progress in all elements of the skills frameworks - across all subject areas.	10e. GHT, EW and Skills SDG	10e. Sept 2024 - Jul 2025	10e. Development of skills portfolios into a wider map of coverage of all elements of skills frameworks.		10e-h. GB C, S & SM through report on progress and scrutiny of QA & SE data			
	10f. Further develop the use of the skills portfolios as a source of good practice to use in coaching and area development processes, to improve the quality of teaching and learning in secondary skill areas.	10f. GHT, EW and Skills SDG (in collaboration with Coaching SDG)	10f. Sept 2024 - Jul 2025	10f. & 10g. Positive staff feedback from professional learning opportunities and implementation of effective strategies evident through QA processes.					
	10g. Skills SDG to plan effective professional learning to support the implementation of tasks 14c-14f (in collaboration with coaching SDG and area teams)	10f. EW and Skills SDG (in collaboration with Coaching SDG)	10g. Sept 2024 - Jul 2025						
	10h. Develop the use of the NNT as a diagnostic tool to address pupils' needs	10h. IZD	10h. Sept-Dec 2024	10h. Clear plan to use NNT data in addressing literacy	10h. HP through LM meetings				
Further planning and implementation of new curriculum:	11a. All area teams refine, deliver and evaluate their reformed curriculum provision for Years 7 and 8.	11a. RSLs, ALS and area teams	11a. Sept 2024 - July 2025	11a and 15b. 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.	15a-g. SD & Governors through scrutiny of reports on curriculum development	Proportion of Collaboration budget of <u>£6,000</u>	11a-d Identified area meetings and SMT meetings	

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	11g. All Area teams to develop professional learning activities for the teaching of reformed GCSEs from Sept 2025	11g. RSLs	11g. Sept 2024- July 2025	11g. Staff voice reports positively on confidence to teach reformed GCSE	11g. GHT & KH through link meeting and 1-1 LM feedback				
	11h. All teachers to embed the use of commission Welsh language and phrases in lessons and books	11h. NHD	11h. Sept 2024- Jan 2025	11h. Successful award of Silver Siarter Iaith Cymraeg	11h. JT through 1-1 LM meetings	11h. SD through report from NHD on award	11h. £500 grant award to support Welsh development	11h. Inset & Area meeting input from Lang Team	
New Curriculum Assessment: 12. Finalise assessment and tracking processes in line with the NCFW	12a. KH to work with RSLs to work towards 1 final Tracking system for all areas	12a-c. RSLs	12a. Oct 2024	12a-d. Clear identification of strengths & AfD from Area Teams' termly reports 16a-d. Identification of good practice strategies from other settings and across Area teams	12a-e. KH through review of evidence from QA processes, SMT link meeting & 1-1 LM meetings	12. Governors through reports	12. Proportion of KH's salary- <u>£26,898</u> (25%)	12. Sharing ideas with other schools WG/ CSC training opportunities Area meetings, SMT link meetings, SDG Group meetings. Professional learning meetings Inset days	
	12b. Areas to clear outline and success criteria for progression.		12b-g Sep 2024-July 2025						
	12c. Area time dedicated to reviewing & evaluating the impact on pupil progress.	12d. KH							
	12d. Liaise with similar schools in the South Wales Partnership group identifying good practice		12e-f teaching staff						
	12e. 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	12f. SD through line management meeting							
	12f. All areas to review data and identify effective strategies for different groups of pupils ensuring all pupils are making strong progress.								
13. Develop, implement and evaluate the new curriculum for KS3	13a. Identify colleagues teaching KS3 & 4 NA interventions	13a. SD	13a. May/ June 2024	13a. Beneficial staffing of NA KS3-4 curriculum	13a. LMT, VAC & RW through scrutiny of staffing	13a-e. Full GB through scrutiny of report into progress of KS3	<u>Budget for any resources required- English team to update</u>	1-1 meetings for staff Inset time to work on and develop	

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& 4 New Arrivals pupils	13b. English leads and NA teachers to develop outline of interventions, curriculum and identification & tracking of NA pupils.	13b. LMT	13b. June/ July 2024	13b. Positive staff feedback on initial plans	13b-d. LMT through QA and 1-1 meetings with VAC, RW and teachers	& 4 NA pupils and plans for further improvement		understanding of the programme	
	13c. Implement the teaching of the NA curriculum	13c. KT, EJT, CMR, PQ, AJ3, RAL	13c Sept 2024- Jul 2025	13c.-d. Strong progress of pupils identified					
	13d. QA pupil progress on NA interventions in KS3 & 4 from progress data, learning walks and work scrutiny	13d. LMT	13d. Jan-Jul 2025						
	13e. Evaluate the NA programme at KS3 & 4 to identify strengths and areas for further development	13e. LMT	13e. May-Jul 2025	13e. Strengths and AfD clearly identified					
Attitudes to learning: 14.Improve the behaviour of a very few identified students in lessons to reduce repeat subject parks & after school reflections.	14a. 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.	14a-d. NJO with GM	14a-d. Sept 2024 - Jul 2025	14a-d. Most pupils display positive attitudes to learning evidenced through behaviour data & QA evidence	14a- b.SD through monitoring evidence in 1-1 LM & SLT meetings.	14a.-d. GB C, S & SM through the scrutiny of evidence in NJO's reports	14. EIG JT/GM time to track identified pupil groups improvements <u>£18,587</u> 10% to track Thrive pupils	14. IWB Inset activities for all colleagues	
	14b. Ensure PRP strategies are used consistently across all staff through learning walks, observations and professional development meetings.			18a-d. Reduction in repeat subject parks & after school reflections for low level disruption.					
	14c. Further develop teaching staff expertise through INSET and EBR so that appropriate support and challenge is provided in lessons and meets the needs of the most vulnerable learners.			14c. GHT through SDG meetings, work scrutinies, learning walks and observations.					
	14d. Continue to embed the reflection process to ensure reflections are highly effective and consistent across the school.			14d. NJO through scrutiny of Classchart data, staff & student feedback					
								Half-termly PRP meetings for all staff SDG meetings New Staff training meetings Ongoing classcharts & other relevant training for IWB team	

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Opportunities for All Priorities 2024-25									
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 91% with specific focus on improving attendance, with particular emphasis on: - CSR - WBFSM - ALN - Key Stage 4 - Persistent absentees (sub 80%) - Those with Anxiety Based School Avoidance (ABSA) -Post 16 learners	1a. Continue to embed the 5-step response consistently across all year groups.	1a-c. GM with HOY	1. Sept 2024- July 2025	1. Graduated attendance targets met: ● Yr 7 94% ● Yr 8 93.5% ● Yr 9 91% ● Yr 10 91% ● Yr 11 91%	1. NJO through line management meetings	1.SD & Governors through analysis of report and evidence from GM, CP2 and NJO	GM budget for attendance strategies <u>£1,500</u>	Identified SDG & PRP meetings Further ABSA training with relevant LA professionals for GM, CL & IWB team. Attendance at South Wales Partnership meetings for GM/CL & NJO Attendance at ALNCO forums for CL	
	1b. Further refine the 5-step response to attendance to ensure timely assessment and effective intervention for all vulnerable groups, including processes for ALN, ABSA & use of FPNs.	1b. NJO with GM, CL & LK					PDG Budget- <u>£124,863</u> 25% remitted time for GM & HoYsx6 improving attendance of targeted groups.		
	1c. Further develop effective strategies to improve parental engagement with school attendance processes.	1c. GM with HOY					PDG Budget- <u>£72,714</u> prioritised use 30% of IWBLs PDG Budget- <u>£5,000</u> Attendance rewards for eFSM and LAC		
	1d. Continue to embed whole school Every Minute Matters strategy to be used consistently by all staff.								

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	1e. Continued development of multi-agency team around the child approach including IWB team & outside agencies.	1d. NJO with GM & CL							
2. To improve punctuality to school to 96%, with particular emphasis on: - Key Stage 4 - Pupils who live within walking distance of the school	2a. Continue to embed the current punctuality process consistently across all year groups.	2a-b. GM with HOY	2a-b. Sept 2024- July 2025	2a-b. Graduated punctuality targets met: Yr 7- 98% Yr 8- 98% Yr 9- 96% Yr 10- 96% Yr 11- 96% Yr 12/13 – 97%	2a-b. NJO through line management meetings	2a-b. SD & Governors through analysis of report and evidence from GM, CP2 and NJO	2a-b. proportion of NJO's salary <u>£19,026 (20%)</u>	Attendance at South Wales Partnership meetings Identified SDG & PRP meetings INSET training for all staff	
	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.			2a-b. Reduction in minutes late of identified students.					
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-b. CL3 with CO & SuJ	3a-c. Sept 2024 - Jul 2025	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.								
	3c. Develop OOSH provision, and especially basketball, to target pupils vulnerable to exclusions & underachievement.	3c. EMW		3c. JT through 1-1 LM meetings					
4. Support and improve the emotional wellbeing of identified individuals and vulnerable groups	4a. Refine the wellbeing tracker to ensure HoYs lead on identifying most vulnerable pupils and putting effective provision in place	4a. HOYs	4a. Nov 2024	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. GM/ CL3/ 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>£37,098</u> for Community Ed Coordinator	4a. HOY professional development in SGD meetings and link meetings	

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<p>of students, particularly those with child protection issues, difficulties with their mental health and anxiety-based school avoidance.</p>	<p>4b. Ensure the most effective deployment of resources & staffing to ensure there is continued capacity for wellbeing support for the most vulnerable learners.</p> <p>4c. Further refine use of specific interventions for supporting pupils with complex mental health needs & ABSA through ACCESS, Counsellors & ASC SRB.</p> <p>4d. Continued collaboration with outside agencies to ensure timely access to specialist expertise</p>	<p>4b-d. GM, CL3 & SuJ</p>	<p>4b-d. Sept 2024- July 2025</p>	<p>4b. IWB, ACCESS, LST timetable completed to ensure wellbeing support prioritised effectively.</p> <p>4c. Resources developed and available in the shared area.</p> <p>4c. External Agencies tracker updated</p> <p>4c-d. Intervention progress data & obs feedback show resources are highly effective.</p>	<p>4b-c. NJO through 1-1 LM meetings</p>		<p>Thrive subscription costs</p>	<p>4b. Attendance at ALNCO forums 4b. Attendance at SWP meetings</p> <p>4c. Mental Health First aid training for new IWB leaders & Safety TAs 4c. ABSA training for IWB team from LA specialist teams</p>	
<p>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 personalised targets set through IDPs.</p>	<p>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.</p> <p>5b. Further develop the curriculum plan & SOW for Learning Pathways, SRB and Forest Schools for pupils in KS3.</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>5a -c. CL3 with CO & LK</p>	<p>5a-c. July 2024- July 2025</p>	<p>5a-c. Nearly all identified vulnerable pupils accessing targeted intervention programs make strong progress towards academic and personalised targets.</p> <p>5a-c. Most staff use effective universal strategies consistently, ensuring nearly all pupils with ALN can access learning.</p> <p>5b. Schemes of work written, resources created and stored on the shared drive and used in lessons, as evidenced in book looks and observations.</p> <p>5c. All new staff trained in in CFS and ASC</p>	<p>5a-c. NJO through 1-1 meetings, ANR reviews, super core RAP, learning walks, observations & scrutinies.</p>	<p>5a-c. SD & Governors through ALN report by CL3 & outcomes of learning walks, book scrutinies & observations.</p>	<p>Proportion of NJO's salary- <u>£19,026</u> (20%)</p> <p><u>Outside Ed budget £8,000</u></p> <p><u>Proportion of PDG 20% of CO/ LK £29,645 for eFSM pupils' pathways at 14-16</u></p> <p>Cost of external courses for identified students who are FSM through PDG <u>£10,000</u> (SDP)</p>	<p>5a-b Visits to other schools & SRBs with effective provisions</p> <p>9a-b. Attendance at ALNCO forums - CL3 & LK</p> <p>5c. CFS & ALN training for new staff.</p> <p>5c. INSET and SDG and area meeting time to train all staff in relevant strategies</p>	

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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.	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.	6a-d. CL3 with LK	6a-d. July 2024- July 2025	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.	6a. NJO through 1:1 and progress data analysis.	6a-d. SD & Governors through ALN report by CL3 & outcomes of learning walks, book scrutinies & observations.	Training costs £2,000 Provision map subscription costs £1,650	6a & c. Ongoing TA training in area/pod meetings & INSET days 6b. Provision Map training for all relevant staff	
	6b. Develop the use of Provision Mapping Software to record and review the impact & cost effectiveness of LST interventions.			6b-c. Provision map software is used to track interventions consistently	6b. NJO through 1-1 meetings with CL3 & LK				
	6c. Refine the criteria for in-class support from TAs so that there is a clear purpose and aim in relation to pupils' individual targets.			6b-c. LST procedures are updated with new processes	6c. NJO through 1-1 meetings, ANR reviews, super core RAP, learning walks, observations & scrutinies.				
	6d. Further refine the TA professional learning programme to build capacity & refine the skills of staff to provide highly effective intervention.			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.	6d. NJO through 1-1 meetings and TA feedback on PL programme				
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. CL3 with LK	7a-b. July 2024- July 2025	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 CL3.	7a. Training to help implement the new ALN bill. Proportion of the cluster ALN funding £1,000	7a-b. Attendance at ALNCO forums - CL3 7a-b. Attendance at South Wales partnership meetings - CL3	
	7b. Further refine systems for recording, tracking, monitoring pupils on the targeted support register.			7b. Targeted Intervention register on Classcharts, reviewed at least twice a year.					

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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 2024	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 NJO's salary- <u>£19,026</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 2024- July 2025	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 2024	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 24- July 25						
	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 2024	8f. See 8c above					
Personal development: 9. Further improve the impact of student leadership on school improvement and to further develop ethically informed	9a. Refine the leadership skills of pupils across the school, through developing the role of form classes, year councils and the school council.	9a. JS	9a-b. Sept 2024- Jul 2025	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. 9a&b. Pupil voice shows impact on key school issues	9a-b. JT through line management meetings	9. SD & 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.	

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citizens through pupil debate and consultation.	9b. Develop the leadership capacity of our most vulnerable pupils including representatives from VG on the school council and in other pupil groups.	9b. JS/ LK		VG represented in pupil voice groups				
	9c. Develop the role of form, year and school council to impact on policies, teaching and learning and the curriculum	9c. JS	9c. Sept 2024- June 2025	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 - Refine the peer mentors' role to support new arrivals to the school and in supporting students in lunchtime sessions	9c JS/JT	9d. Sept- Dec 2024	9d. Effective peer support for new students arriving to the school via student voice feedback	9d. JT line management JS			
	9e. Refine our Community and Sports Council to encourage participation in clubs, healthy eating and good mental health	9e. EMW	9e. Sept 2024- May 2025	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	9e. JT through line management of EMW			
Personal development: 10. To engage community groups more effectively in supporting learners' personal development, the wider curriculum and in providing	10a. To identify additional community groups that can support pupil development, including the Business Forum	10a-d JT with JS, CHR & AJW	10a Oct 2024	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		

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support and advice for families.	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 2024- Jul 2025	10b - improved offer for parental learning and increased participation from identified groups					
	10c. To 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 initiate and develop an action plan to support and advise families on dealing with the cost of living.		10d. Dec 2024	10d. - Action plan in place - to include a range of aspects such as; staff training, identification, tracking and wider support from the school and community.					
Personal Development 11. To further refine our PSHE provision in Year 11 and to strengthen RSE provision in the new curriculum	11a. To respond to this year's QA activities by developing and quality assuring Year 11 PSHE lessons into the curriculum through the H&W team.	11a-b CAM, JS	11a Sept 2024	11a. - Year 11 PSHE resources are refined for 2024-25 PSHE lessons are distributed throughout the year alongside W Bacc provision in Year 11 Respond to pupil voice regarding development of resources and topics where appropriate				Training for H & W staff through area meetings and external specialist where necessary	

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	11b. To ensure that new curriculum RSE resources in Years 7-9 have been reviewed and updated and that Professional Learning is provided for colleagues delivering RSE.		11b. Dec 2024	<p>11b. - All Year 7 and 8 RSE resources are reviewed and updated and H&W staff are trained where necessary.</p> <p>New year 9 RSE resources in place ready for delivery in NC.</p> <p>Respond to pupil voice regarding development of resources and topics where appropriate</p>					
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Opportunities for All Priorities 2024-25									
Key Area 3 Leading and Improving									
Priority	Tasks	Person	Time	Success Criteria	Monitoring	Evaluation	Resources (in. PDG and other grants)	Training	Progress Review

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Quality and effectiveness of leaders and managers 1. To develop the personalised leadership progression process to improve leadership at all levels.	1a. Review, update and deliver the Middle and Senior Leadership programme for colleagues	1a. SD	1a-c. Sept 2024- July 2025	1a. 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. Full GB through report from SD to F&S	Subscription to Leadership matters <u>£445</u>	1a. EML and ESL modules for staff 1a. Use of SWP HT course	
	1b. Identified Senior Leaders undertake the South Wales Partnership Aspiring HTs programme	1b. NJO, HP, JT	1b. Sept 2024- June 2025	1b. Positive feedback from colleagues. 1b. Clear plan for colleagues to identify pathway to headship	1b. SD through 1-1 LM meetings	1b. Gobs F&S through report on programme	1b. Use of SWP programme grant to cover absent colleagues	1b. SWP aspiring HT programme	
	1c. Identification of MLs requiring additional support to develop their QA, SE, DP and LM skills and implementation of informal plan to improve identified areas	1c. Team Leaders/ SLT	1c. Sept 2023- July 2024	1c. Clear evidence of improvement in carrying out key leadership duties.	1c. SD through 1-1 LM meetings with SLT members	1c. Gobs F&S through report back on anonymised development	1c. Cost of PL opportunities	1c. Identified PL opportunities as part development plan	
2. Ensuring that the resource allocation is effective in supporting continued school improvement and working towards a balanced budget	2a. To ensure resource allocation is effective in supporting the development of the new curriculum KS3	2a. SD supported by GHT & GRT	2a. Sept 2024- June 2025	2a. Most students make strong progress in KS3 curriculum Y7-9	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 with relevant SLT	2a&b. Cover for relevant staff attendance at WJEC Insets	2a. GHT attendance at SWP meetings	
	2b. To ensure that resource allocation effectively supports staff to prepare for new GCSE teaching from Sept. 2025	2b. SD supported by KH GHT & GRT	2b. Sept 2024- June 2025	2b. Staff feedback on preparation for teaching of new GCSEs				2b. KH & other staff WJEC/ QW Inset	
	2c. To ensure that effective steps are taken to work towards a balanced budget for 2025-26 financial year	2a. SD supported by GRT	2c. Sept 2024- April 2025	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 CASH GRT report to SLT	
Self-evaluation processes and Improvement planning:	3a. Share the QA calendar and activities with SMT and discuss process	3a. HP	3a. June 2024	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	

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3. Implement and embed the refined QA processes across senior and middle leadership teams	3b. Implement the new QA process according to the calendar	3b. HP with SLT	3b. Oct 2024- May 2025	3b. QA activities completed successfully with beneficial evidence gathered					
	3c. Review impact of process and calendar	3c. HP with SLT	May 2025	3c. Useful strengths and areas for improvements clearly identified					
	3d. Refine and develop process through 2024-25	3d. HP with SLT	Oct 2024- July 2025	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 processes.	4a. Further development of processes to involve parents more purposefully in the school development processes, (particularly in refining the vision, aims & ethos to develop CfW, supporting vulnerable students and responses to cost of living).	4 a. JT	4a. Dec 2024	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 JT £10,497 and 20% CHR £8,018 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 2025	4b. Clear action plan for Parent Community Group to impact on parental feedback					
5. Continue to develop our curriculum links with partner primary schools to include joint and effective evaluation and improvement planning for the new curriculum.	5a. Identify shared priorities (particularly with curriculum progression and assessment) across the partnership of schools with Headteachers	5a. GHT	5a. Dec 2024	5a. Clear shared priorities established	5a Partnerships 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. Further development of joint Inset provision and PL opportunities for cluster staff to impact on curriculum and skills development	5b. GHT	5b. Jan 2025	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			

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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, CLS	6a-c. Sept 2024- Jul 2025	6a. A streamlined structure that is effective in developing practice	6a-c. KH through 1-1 LM meetings 6a-c. KH (IP) through QA of aspects of professional learning programme	6. SD & Governors through analysis of QA reports and data	6. <u>£1,600</u> TLR3 to set up strategy and implement it Staff development budget of <u>£20,000</u>	Performance management and line management time Data, feedback and outcomes suggest the provision for professional learning is strong and effective.
	6b. Develop a quality assurance process for coaching that allows us to identify and share best practice	6b. LH, CLS		6b. Identify best practice coaching strategies using a variety of evidence (staff feedback, QA processes, data)				
	6c. Work with the SMT to embed a consistent and effective approach to coaching.	6c. LH, CLS		6c. SMT are confident and effective coaches. Practice improves and this has a positive impact on outcomes.				
	6d. review the quality of best practice and use this effectively through coaching session with a focus on the T&L site	6d. LH, CLS		6d. Staff feel confident in identifying best practice strategies and this will have a positive impact on T&L and outcomes				

Longer-term priorities		
Key Areas	2025-26	2026-27

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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, 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, 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 (Sept 2025) 	<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 launch, implement and evaluate the effectiveness of our assessment policy and approach.
	<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

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	<p>Breadth & balance of the curriculum:</p> <ul style="list-style-type: none"> ● Deliver and evaluate new 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 92% & punctuality over 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 93% & punctuality over 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 the reformed GCSEs 	<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
	<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 & school development planning 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 and DP processes to effectively measure pupil progress on the new delivery 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 that meets the needs of every member of staff. • To further embed a highly-effective coaching and mentoring programme which supports the professional learning of all staff.

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