



2023 - 2026

School Development Plan

Our purpose is to be an Outstanding Learning Community

Cynllun Datblygu Ysgol

Ein nod yw bod yn Gymuned Ddysgu Ragorol



Our Vision for Elfed High School.

At Elfed High School, we are committed to creating a positive and supportive environment where students and staff feel valued, happy, and inspired. We foster confidence, honesty, integrity, and respect in all that we do, encouraging ambition, self-belief, and a curiosity-driven approach to learning. Through open communication, recognition, and professional learning, we ensure that every staff member is empowered to thrive. Together, we inspire students to reach their full potential, academically, personally, and socially, while cultivating a school community built on mutual respect, integrity, and a shared belief in each other's potential.

Ein gweledigaeth ar gyfer Ysgol Uwchradd Elfed

Yng Nghynllun Ysgol Uwchradd Elfed, rydym yn ymrwymo i greu amgylchedd positif a chefnogol lle mae myfyrwyr a staff yn teimlo eu bod yn werthfawrogol, hapus ac ysbrydoledig. Rydym yn hybu hyder, onestedd, uniondeb a pharch ym mhopeth a wnawn, gan annog uchelgais, credu yn ein hunain a dull dysgu sy'n seiliedig ar chwilfrydedd. Trwy gyfathrebu agored, cydnabyddiaeth a datblygiad proffesiynol, rydym yn sicrhau bod pob aelod o'r staff yn cael eu grymuso i ffynnu. Gyda'n gilydd, rydym yn ysbrydoli myfyrwyr i gyrraedd eu potensial llawn, yn academaidd, personol ac yn gymdeithasol, trwy feithrin cymuned ysgol sy'n seiliedig ar barch, uniondeb a chred ar y potensial mewn each un.

SDP - Overview

How we will ensure we meet this vision at Elfed High School.

1. Standards and Progress

Objective: Strengthen the progressive development of reading, numeracy, digital, and Welsh language skills across the curriculum.

Strategy:

Design and implement experience-rich CfW (Curriculum for Wales) planning that systematically develops students' cross-curricular skills. This will ensure that these key skills are embedded throughout all subject areas and are developed progressively over time.

Success Criteria:

- Students are able to apply their knowledge, skills, and understanding across different subjects effectively.
 - Clear evidence of progress in reading, numeracy, digital, and Welsh language skills through regular assessments and observations.
 - Increased student confidence in applying these skills in real-world contexts.
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2. Well-being and Attitudes to Learning

Objective: Improve attendance rates of pupils eligible for free school meals (FSM). **Strategy:**

- All stakeholders, including staff, students, and parents, will recognise the importance of good attendance.
- Develop a school-wide positive culture around attendance through rewards, communication, and support.
- Provide targeted interventions for FSM students with low attendance, offering support tailored to their individual needs.

Success Criteria:

- Attendance of FSM students will meet or exceed the Welsh average.
 - FSM students show improved attitudes to learning, reflected in increased engagement and participation in school activities.
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3. Teaching and Learning Experiences

Objective: Improve teaching so that all pupils make the progress they are capable of.

Strategy:

- Develop and implement teaching strategies that encourage critical thinking, risk-taking, and independence.
- Provide professional development for teachers on strategies to challenge students, particularly in fostering independent learning.
- Create opportunities for collaborative planning and sharing best practices across departments to ensure consistency in high-quality teaching.

Success Criteria:

- All students make progress in line with their starting points and the Principles of Progression.
 - Evidence of improved student outcomes through assessments, including formative assessments, regular monitoring, and pupil feedback.
 - A greater proportion of students exceed expectations in key skills areas.
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4. Embedding a Whole-School Approach to Mental Health and Well-being

Objective: Implement a comprehensive whole-school approach to mental health and well-being.

Strategy:

- Produce and implement a whole-school action plan that integrates mental health and well-being into all areas of school life, from the curriculum to the environment.
- Ensure that all staff are trained to support mental health and well-being needs, and that resources are available for students and staff.
- Foster an inclusive, supportive school culture that reduces stigma around mental health issues.

Success Criteria:

- All students and staff report feeling supported in their emotional and mental well-being.
 - Increased awareness and understanding of mental health issues across the school community.
 - Measurable improvement in student engagement, behaviour, and overall well-being.
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5. Care, Support, and Guidance

Objective: Strengthen processes to monitor the progress of pupils with additional learning needs (ALN).

Strategy:

- Implement a robust tracking and monitoring system for ALN students that evaluates both academic and emotional development.
- Regular review meetings with ALN students, teachers, and support staff to ensure personalised interventions are effective.
- Ensure that ALN progress is a focus during performance reviews and monitoring cycles.

Success Criteria:

- Progress of ALN students is consistently tracked and interventions are adapted as necessary.
- Leaders can demonstrate a clear understanding of ALN students' progress and respond swiftly to underachievement.
- ALN students show measurable progress across all areas of the curriculum.

6. Leadership and Management

Objective: Refine self-evaluation and improvement processes to focus sharply on teaching and its impact on pupils' learning.

Strategy:

- Ensure that self-evaluation processes specifically evaluate teaching practices, identifying strengths and areas for improvement based on student outcomes.
- Use data to track and monitor teaching effectiveness, ensuring that feedback loops are in place to drive continuous improvement.
- Engage all staff in the self-evaluation process, promoting a collaborative approach to school improvement.

Success Criteria:

- Self-evaluation processes lead to specific, actionable improvements in teaching practices.
 - Evidence of improved student outcomes across the curriculum, reflecting the impact of enhanced teaching methods.
 - Clear link between self-evaluation findings and strategic planning for teaching improvements.
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By focusing on these key areas, Elfed High School will enhance student outcomes, ensure well-being, and develop a culture of continuous improvement in both teaching and leadership. Each success criterion will be regularly monitored and evaluated to ensure the school is on track to achieve its objectives. Staff are encouraged to **Purposefully Plan** to meet the needs of all pupils and all leaders regularly quality assure all aspects of teaching and leadership, ensuring that self-evaluation and improvement are a continual focus. The way in which the objectives will be reached is detailed in full below.



Progress/Impact/Next Steps



Standards and Progress

1. Strengthen the progressive development of reading, numeracy, digital and Welsh language skills across the curriculum

Provision HAS improved.	Progressive development of reading, numeracy, digital and Welsh Lang.	Books reflect learning journey.	Skills are well mapped by Leaders.	Pockets of excellent practice
Advanced writing and reading skills can be seen in literacy heavy subjects namely RVE, Geog and History.	Literacy code is EMBEDDED.	Evidence of progression in oracy and effective questioning strategies used.	Comprehensive numeracy strategy in place	Success criteria supports pupils
	Digital strategy changed and replaced with a disciplined approach	Digital has a detailed and worthwhile vision.	Authentic opportunities to develop skills	



Progress/Impact/Next Steps



Standards and Progress

1. Strengthen the progressive development of reading, numeracy, digital and Welsh language skills across the curriculum

Great focus on use of bilingualism and incidental Welsh across the school

Stronger position than in 2022 as a direct result of drive and promoting Welsh Language

Briefings upskill staff

Tocyn Iaithe a success

Cymraeg campus a positive step forward

Welsh culture celebrated in lots of varied experiences across the year.



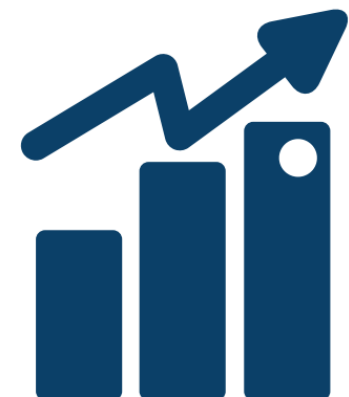
Progress/Impact/Next Steps



Well-being and Attitudes to Learning

2. Improve attendance rates of pupils eligible for free school meals

FSM and non FSM attendance gap has reduced.	In line or above national average consistently.	Clear vision	Robust strategies in place, direct impact.
School Engagement Officer has had a positive impact.	Good reward culture firmly embedded.	Live attendance tracking	The Rise and Futures supports pupils to engage with school and some have returned to mainstream
	Collaborative working across county working with ESW, Social services, LA, EOTAS, Pastoral team and ALNCO.	Pupils tracked and monitored robustly	

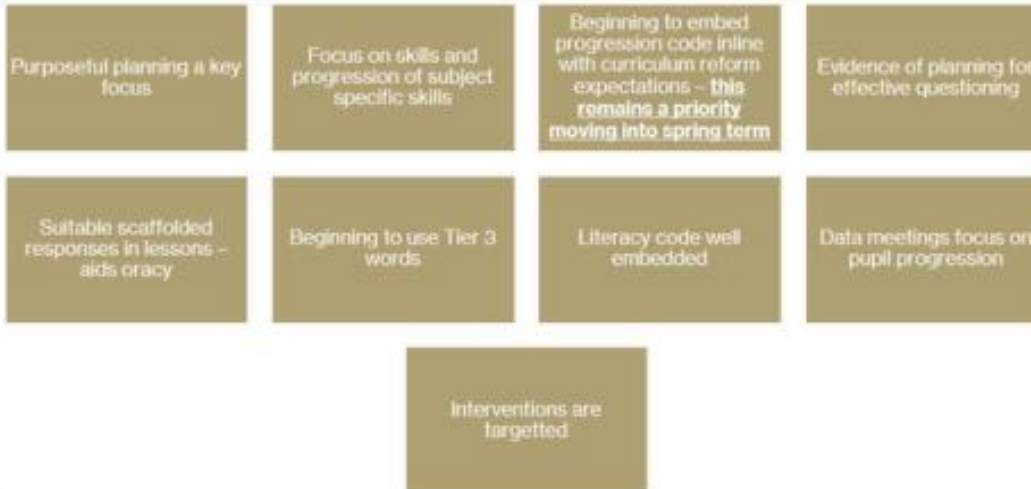


Progress/Impact/Next Steps



Teaching and Learning Experiences

3. Improve teaching so that all pupils make the progress they are capable of



Progress/Impact/Next Steps



4. Embedding a whole-school approach to mental health and well-being



Excellent safeguarding culture



Progress/Impact/Next Steps



Care, Support and Guidance

5. Strengthen processes to monitor the progress of pupils with additional learning needs

Strong ALNCO

Clear vision

Well organised and embedded systems that track ALN pupils

More pupils receiving tailored support

Improved quality of support

Increased learning experiences

Flexible ALN staff, responsive to changing needs of ALN pupils

Hybrid learning successful

Excellent provision map.

Developed, effective, robust tracking and monitoring systems

Strong communication and collaboration



Progress/Impact/Next Steps



Leadership and Management

6. Refine self-evaluation and improvement processes so that they focus sharply on teaching and its impact on pupils' learning

New and rigorous approach to SEF and QA.

Impact on provision and improved planning evident

QA process is purposeful with a definite focus on impact and the evidence of the impact on pupil progress.

QA informs professional development

QA drives departments forward and learning.

Leaders at all levels know how to drive forward school priorities.



Progress/Impact/Next Steps



Next Steps

- Continue to further embed strategies that are having impact on teaching and learning
- Ensure consistency across all AOLE's – share good practice
- Continue to measure impact and evaluate regularly
- Refine overviews
- Refine teaching and learning with a focus on purposeful planning and assessments in line with curriculum for Wales
- Focus on Effective feedback and response
- Ensure suitable challenge for all learners
- Continue to analyse data and support pupil need
- Plan authentic learning experiences
- Further refine strategy to develop reading
- Maintain standards



Support – to ensure continuous improvement

Elfed High School receives support from GwE, the regional school improvement consortium for North Wales, to effectively implement its School Development Plan (SDP). GwE provides expert guidance through school improvement advisors who work closely with leadership teams to refine strategic goals and ensure alignment with national education priorities. The school benefits from professional learning opportunities, enabling staff to develop their teaching practice in line with the Curriculum for Wales. Additionally, GwE facilitates collaboration with other schools through cluster working, allowing Elfed High to share best practices, develop joint initiatives, and improve teaching and learning collectively. The Local Authority (LA) also plays a crucial role by providing financial support, leadership training, and governance assistance to help the school meet its development objectives. Estyn, the education inspectorate, offers further support by evaluating school performance, providing recommendations for improvement, and ensuring high standards are maintained. The school also benefits from funding sources such as the Education Improvement Grant (EIG) and Pupil Development Grant (PDG), which support curriculum development and targeted interventions for disadvantaged pupils. Additionally, Hwb, the Welsh Government's digital learning platform, provides valuable resources to enhance both staff development and student learning. Through this comprehensive support system, Elfed High School continues to drive improvement and deliver high-quality education and ensuring our school is an '*Outstanding Learning Community*'.

