



**2024 - 2027**

# **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 You

"Every student leaves Elfed High School ready to thrive in the wider community."





## 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. This is echoed in our vision for the four purposes. 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, thus creating our 'Outstanding Learning Community'.

### Ein gweledigaeth ar gyfer Ysgol Uwchradd Elfed

Yn Ysgol Uwchradd Elfed, rydym wedi ymrwymo i greu amgylchedd cadarnhaol a chefnogol lle mae disgyblion ac aelodau staff yn teimlo eu bod yn cael eu gwerthfawrogi, yn hapus ac yn ysbrydoli. Rydym yn meithrin hyder, gonestrwydd, uniondeb a pharch ym mhopeth a wnawn, gan annog uchelgais, hunan-gred ac agwedd chwilfrydig tuag at ddysgu. Ceir adlais o hyn yn ein gweledigaeth ar gyfer y pedwar diben. Trwy gyfathrebu agored, cydnabyddiaeth a dysgu proffesiynol, rydym yn sicrhau bod pob aelod o staff yn teimlo'n alluog i lwyddo. Gyda'n gilydd, rydym yn ysbrydoli disgyblion i gyrraedd eu potensial llawn — yn academiaidd, yn bersonol ac yn gymdeithasol — gan feithrin cymuned ysgol sydd wedi'i seilio ar barch at ei gilydd, uniondeb a chred gyffredin yn niwedd potensial pawb, gan greu ein 'Cymuned Ddysgu Rhagorol'.



## 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.



## 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.





### 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.



#### 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.



## 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.



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.



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| <b>SDP progress/impact interim review points</b>  | <b>Sept 2025</b><br><b>February 2026</b> |
| The School Development Plan (SDP) is underpinned by operational plans corresponding to each of the School Priorities. These plans are subject to regular review, are discussed in quality assurance meetings, and are updated as necessary. |  |