



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

A live improvement document. This plan brings together self-evaluation, strategic priorities, operational actions and the school's QA1, QA2 and QA3 review cycle. It is designed to be updated as evidence emerges, rather than read as a static annual plan.

How the plan has evolved

The 2026-27 school improvement cycle is deliberately sharper and more coherent. The previous SDP contained seven separate priority areas. Self-evaluation during 2025-26 showed that these strands increasingly overlapped and that the school would benefit from a smaller number of priorities focused directly on learner experience, progress and leadership impact.

For 2026-27, the school has therefore streamlined its improvement work into four strategic priorities. Existing work has not been discarded: successful actions and statutory responsibilities from the previous plan have been absorbed into the four priorities or moved into operational plans. This allows leaders to maintain continuity while being clearer about what matters most and how improvement will be evaluated.

THE FOUR STRATEGIC PRIORITIES FOR 2026-27

1	Securing high-quality teaching for every learner Purposeful planning • adaptive teaching • challenge • assessment and feedback • independence • visible progression
2	Developing confident readers, communicators and learners through disciplinary literacy Advanced reading • vocabulary • oracy • purposeful discussion • literacy across subjects • reading for pleasure
3	Improving equity, attendance and engagement so all learners can thrive Attendance • disadvantaged learners • ALN • vulnerable learners • engagement • inclusion • pastoral provision
4	Strengthening leadership through effective self-evaluation and improvement planning QA Booklet • Golden Thread • middle leadership • triangulation • accountability • impact evaluation • professional learning

What has changed? Mental health and well-being, ALN, Cymraeg, cross-curricular skills and curriculum development remain important. Where self-evaluation shows established strengths or secure systems, these are now monitored as embedded provision rather than maintained as standalone strategic priorities. Where further improvement is needed, the actions sit within the four priorities above.

1. School vision and improvement story

At Elfed High School, we are committed to creating a positive and supportive environment where learners and staff feel valued, happy and inspired. We foster confidence, honesty, integrity and respect, encouraging ambition, self-belief and curiosity. Through open communication, recognition and professional learning, we seek to ensure that every member of our community is able to thrive academically, personally and socially.

THE STORY OF IMPROVEMENT: 2024 → 2027

Phase	Improvement focus	What this means
2024-25	Establish stronger foundations	Curriculum reform, purposeful planning, a clearer approach to progression, strengthened attendance and inclusion systems, and more regular quality assurance.
2025-26	Strengthen implementation and evidence	More robust QA, professional learning, Plus One, curriculum/unit overviews, sharper work scrutiny and pupil voice, and increased triangulation of evidence.
2026-27	Secure consistency and impact	Move from implementation to impact: ensure high-quality teaching is consistent, pupils understand and can evidence progress, disciplinary literacy is embedded, attendance gaps narrow, and leaders at all levels evaluate impact confidently.

Key developments secured by September 2026

- Quality assurance is increasingly evidence-led, with learning walks, book looks, pupil voice, departmental review and performance information used together rather than in isolation. Leaders are increasingly able to triangulate this evidence to evaluate the impact of provision on pupils' learning, progress and outcomes.
- Professional learning and Professional Development Review (PDR) are increasingly aligned with the school's improvement priorities and the needs identified through self-evaluation and quality assurance. PDR provides the link between whole-school priorities, departmental improvement planning and individual professional growth, ensuring that professional learning is purposeful and responsive to identified need. The Plus One approach, coaching, collaboration and targeted professional learning are beginning to influence classroom practice and professional dialogue. The next step is to strengthen the evaluation of professional learning through the PDR process, so that staff and leaders consider not simply what professional learning has taken place, but what has changed in practice and what difference this has made to learners.
- Curriculum planning and Unit Overviews provide greater clarity around sequencing and progression.
- The EHS progression code is established at lower school and is now being brought visibly into pupil books so that learners can identify their current stage and next steps.
- The school has achieved the Cymraeg Campus Bronze Award. The focus now moves from achieving the award to sustaining and normalising the use of Cymraeg across school life.
- Pastoral and inclusion provision, including RISE, Hafan and Futures, is well established and supports a wide range of learner needs.
- The school now has a QA Booklet and a Golden Thread model that connect expectations, evidence, support, review and impact.
- Learner outcomes remain a key measure of school improvement. In 2026, 69.33% of GCSE entries achieved A*–C, above the national figure of 62.3%, while 97.8% achieved A*–G compared with 96.8% nationally. There were notable improvements at A*–A in Mathematics, English Literature, Geography, History, Physics, Welsh and Ethics & Philosophy. However, the proportion of A*–A grades remains below the national figure and the Capped 9 score has declined. Leaders therefore recognise that improving outcomes for the most able, while securing consistently strong progress for all learners from their individual starting points, remains a key priority.

2. Living self-evaluation: 2025-26 baseline and 2026-27 improvement focus

The 2025-26 self-evaluation provides the baseline for this plan. It recognises significant progress while identifying where practice is not yet consistent enough. The four priorities have been selected directly from this evidence.

Inspection area	Strengths	Areas for development
Teaching and Learning	Purposeful curriculum planning; positive learning environments; increasing understanding of progression; strong engagement in professional learning; effective support and scaffolding.	Greater consistency in teaching; adaptive teaching and challenge particularly at lower school; learner independence; impact of assessment and feedback; disciplinary literacy and advanced reading.
Wellbeing and Attitudes to Learning	Strong culture of care and inclusion; positive relationships; effective pastoral support; strong safeguarding; support for vulnerable learners; calm, purposeful environments.	Improve attendance for all learners; reduce disadvantaged attendance gaps; strengthen engagement and participation; mitigate the impact of poverty and disadvantage.
Leading and Improving	Clear strategic direction; strong professional learning culture; effective QA; increasingly robust self-evaluation; positive staff engagement; emerging Golden Thread.	Strengthen leadership capacity; develop evaluative skills of middle leaders; increase accountability for impact; fully embed the Golden Thread approach.

Overall evaluation

Elfed High School is a caring and inclusive learning community with increasingly effective systems for school improvement. Quality assurance shows positive relationships, purposeful learning environments and strong commitment to learner wellbeing and progress. The next phase is about consistency: ensuring that agreed approaches are evident across classrooms, departments and leadership practice, and that leaders can demonstrate their impact on learner progress and outcomes.

The key shift for 2026-27 The school is moving from “we have introduced the right systems” to “we can demonstrate consistently what difference those systems make for pupils.” This is the central thread running through all four priorities.

ELFED HIGH SCHOOL | KNOWING OUR SCHOOL | SEPTEMBER 2026

Our improvement position: *Moving from "we have introduced the right systems" to "we can demonstrate consistently what difference those systems make for pupils."*

WHAT WE KNOW	SEPTEMBER 2026 BASELINE	WHAT WE WANT TO SEE BY JULY 2027	HOW WE WILL KNOW
Teaching & learning	Generally effective; calm and purposeful. Variation remains in challenge, adaptive teaching, independence, assessment and feedback.	High-quality teaching increasingly consistent; appropriate challenge and support from starting points.	Learning walks • Plus One • books • pupil voice • progress
Learner progression	Progression framework established; pupils' understanding of their own progress and next steps is inconsistent.	Most pupils can explain where they are, evidence progress and identify their next step.	Books • pupil voice • assessment • progress information
GCSE outcomes	2026 A*-C and A*-G outcomes above national figures. A*-A improved in several subjects but remains below national; Capped 9 declined.	Maintain strong A*-C/A*-G outcomes while improving A*-A and progress from individual starting points.	GCSE/LEIF measures • subject analysis • progress data
Literacy	Literacy increasingly visible; advanced reading, disciplinary vocabulary, purposeful oracy and challenging texts are not yet consistently embedded.	Disciplinary literacy embedded across subjects; pupils increasingly confident with demanding texts and subject-specific communication.	Books • learning walks • pupil voice • QMA/task review
Attendance	Attendance remains below school aspirations and is a significant barrier to progress.	Agree and pursue a precise 2026/27 whole-school attendance ambition; reduce persistent absence.	Weekly attendance dashboard created by CAJ reviewed in weekly attendance meetings • PA data • case reviews
Disadvantage	Attendance gap between disadvantaged pupils and peers remains too wide.	Agree a precise gap-reduction ambition; improve engagement, attendance and progress for disadvantaged learners.	Risk dashboard • attendance • progress • pupil profiles
ALN & vulnerable learners	Provision is increasingly established; next step is demonstrating impact of intervention rather than simply provision.	Leaders can demonstrate measurable impact on access, engagement and progress.	IDP reviews • provision mapping • progress • books • pupil voice
Wellbeing & belonging	Strong culture of care, inclusion and positive relationships; pupils generally feel safe and valued.	Maintain this strength while increasing engagement, participation and belonging.	Pupil voice • SHRN • safeguarding/pastoral evidence
Leadership	Strategic direction and QA are stronger; middle-leader evaluation and accountability for impact remain variable.	Leaders confidently triangulate evidence, identify variation, act and evaluate impact.	QA reports • DIPs • leadership meetings • governor scrutiny
Professional learning	PL/PDR increasingly aligned with priorities; next step is demonstrating changes in practice and pupil experience.	PL demonstrably changes practice and responds directly to QA/self-evaluation.	Plus One • PDR • coaching • learning walks • staff/pupil voice
Cymraeg	Bronze Award achieved; focus moves to sustaining and normalising Cymraeg across school life.	Bronze securely embedded and progress towards Silver.	Pupil voice • environment • learning walks • Cymraeg evidence

OUR FOUR STRATEGIC PRIORITIES

1 Securing high-quality teaching for every learner	2 Developing confident readers, communicators and learners through disciplinary literacy	3 Improving equity, attendance and engagement so all learners can thrive	4 Strengthening leadership through effective self-evaluation and improvement planning
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THE QUESTION THAT DRIVES OUR SELF-EVALUATION:

**What do we expect? → What do we see? → What do pupils experience? →
What does the evidence tell us? → What do we improve? → Did it work? →
What does this tell us about our school?**

3. Quality assurance, the QA Booklet and the Golden Thread

Quality assurance is the mechanism through which this SDP remains live. The QA Booklet provides the common framework for collecting and recording first-hand evidence. The Golden Thread ensures that evidence leads to action and that actions are reviewed for impact.

THE ELFED GOLDEN THREAD

	Golden Thread stage	How it is evidenced
1	What we expect	Shared expectations are clear: curriculum, teaching, assessment, literacy, behaviour, progression and leadership.
2	What we see	Learning walks, lesson visits, book looks, data and departmental evidence test implementation.
3	What pupils experience	Pupil voice tests whether intended provision is experienced consistently and supports learning.
4	What the evidence tells us	Leaders triangulate evidence and identify strengths, variation, barriers and priorities.
5	What we improve	Feedback, coaching, professional learning, departmental actions and support are agreed.

6	Whether it worked	A review point is set and the same evidence sources are revisited to test impact.
7	What this tells us about our school	Findings update the living self-evaluation and shape the next SDP / departmental improvement actions.

The QA Booklet

The QA Booklet is the operational companion to this SDP. It standardises the questions leaders ask, the evidence they gather and the language used to evaluate impact. It should prevent QA becoming a collection of isolated activities and should make it easier to track whether improvement actions are changing pupil experience.

- Learning walks / Plus One visits: focus on learning, challenge, independence, adaptive teaching and the agreed whole-school priority.
- Book looks: focus on progression over time, quality of task, response to feedback, disciplinary literacy and visible pupil understanding of progress.
- Pupil voice: tests what pupils can articulate about learning, progress, challenge, support, reading and belonging.
- Departmental QA / 1:1 meetings: triangulate evidence and agree precise next steps.
- Data and progress review: identifies groups or pupils at risk and tests whether intervention changes outcomes.
- Professional learning follow-up: checks whether staff have implemented agreed approaches and whether these have made a difference.

VISIBLE PROGRESSION IN PUPIL BOOKS

During 2026-27, lower school progression tracking will become more visible within pupil books. The purpose is not to create an additional marking burden. It is to help pupils understand where they are in their learning, what progress looks like and what they need to do next.

- Use the EHS progression language consistently: Emerging → Widening → Developing → Securing → Embedding.

- At agreed assessment / review points, pupils record or are shown their current progression stage and a specific next step.
- Book looks test whether the progression information is meaningful: pupils should be able to explain it, not simply point to a code.
- Teachers use the information alongside starting points, assessment evidence and classroom knowledge to adapt planning and challenge.
- Pupil voice and work scrutiny are used together to evaluate whether visible tracking is improving pupil ownership of progress.

WHOLE-SCHOOL QA CYCLE 2026-27

Cycle	Timing	Purpose	Core evaluative question
QA1 - Week 10	Autumn 2026	Implementation and baseline	Are the agreed actions in place? What does early evidence show? Where is variation greatest?
QA2 - Week 20	Spring 2027	Impact and consistency	What is improving? What is still inconsistent? What support or challenge is required?
QA3 - Week 30	Summer 2027	Sustained impact and next cycle	What is secure? What difference has been made to pupils? What must continue into the next SDP / SER?

How the SDP structure works

1. Strategic priority and self-evaluation	Why are we doing this? The SEF and triangulated evidence establish the need and intended improvement.
2. Detailed action plan	How will we deliver it? The staged actions identify ownership, timing, implementation, monitoring and intended impact.
3. Live Review / Next Step	Is it working, and what do we do next? This remains the quick, regularly updated SLT management record.

4. Priority 1 - Securing high-quality teaching for every learner

Link to evidence - [Priority 1 - High Quality Teaching](#)

Why this is a priority?

Self-evaluation shows that teaching is generally effective and that most classrooms are calm and purposeful. Teachers demonstrate secure subject knowledge and increasingly use modelling, questioning and scaffolding effectively this demonstrates that professional learning is embedding. However, consistency remains the key issue. Challenge, adaptive teaching, independence, assessment and feedback do not yet have the same impact in every classroom. In addition, some pupils are not sufficiently clear about how well they are progressing or what they need to do next.

Intended impact by July 2027 High-quality teaching is the norm across departments; pupils experience appropriate challenge and support; assessment informs teaching; pupils can explain their progress and next steps; and professional learning can be linked to measurable changes in classroom practice and learner outcomes.

Improvement action	Lead	Timescale	Evidence / QA source	Success measure / intended impact	Live review / next step
Embed a shared whole-school teaching framework through purposeful planning, Plus One and agreed pedagogical expectations.	RBH / SLT	Ongoing	QA Booklet; learning walks; lesson visits; pupil voice	Most lessons consistently demonstrate the agreed approaches and support strong learner engagement and progress.	
Strengthen adaptive teaching so that planning anticipates need, removes barriers and provides appropriate challenge for ALN, disadvantaged and higher-attaining learners.	RBH / CJ / DLSs	Autumn-Spring	Planning review; book looks; pupil voice; ALN evidence	Most pupils are appropriately supported and challenged from their starting points; fewer pupils remain passive or over-scaffolded.	
Increase purposeful learner independence through Plus One, structured thinking, problem solving and reduced over-scaffolding.	RBH / All staff	Ongoing	Learning walks; pupil voice; work scrutiny	Most pupils sustain thinking, complete increasingly demanding tasks and explain strategies independently.	

Improvement action	Lead	Timescale	Evidence / QA source	Success measure / intended impact	Live review / next step
Improve the consistency and impact of assessment and feedback, including clear success criteria and time for pupils to improve work.	RBH / DLSs / HODs	Autumn-Spring	QMA samples; book looks; pupil voice	Feedback is precise and acted upon; work shows measurable improvement rather than completion of feedback routines only.	
Make progression visible in Lower School books using the EHS progression code and specific next-step language.	RBH / DLSs / HODs	Launch Autumn 2026	Book looks; pupil voice; progress data	Most pupils can identify their current stage (Emerging-Widening-Developing-Securing-Embedding), explain evidence for it and identify a next step.	
Use progress and risk information to identify underperformance early and adapt teaching/intervention accordingly.	SLT / DLSs / HODs / HOYs	Data cycles	Progress data; risk dashboard; intervention review	Pupils at risk are identified promptly; interventions have clear entry/exit criteria and impact is reviewed.	
Evaluate the impact of professional learning through follow-up QA and coaching / triads, not attendance alone.	RBH / Lead coaches	Each QA cycle	PL records; triad evidence; learning walks; staff voice	Professional learning priorities can be linked to visible changes in teaching and pupil experience.	

Ongoing self-evaluation and QA review

Baseline / QA1 2025-26	Purposeful planning and curriculum foundations are established. Work scrutiny shows suitable progress within units, but pupil understanding of progression and consistency in challenge / feedback vary.
QA2 2025-26	Most lessons are calm and purposeful. Subject knowledge, modelling and questioning are generally effective. Formative assessment is well embedded in many areas and Plus One is beginning to influence independence. Development needs: pupil understanding of progress; consistent learning intentions / success criteria; literacy / oracy; precision of feedback, particularly for lower-attaining pupils.
QA3 / End-of-year evaluation 2025-26	End-of-year self-evaluation judges teaching and learning generally effective, with stronger curriculum sequencing and positive learning environments. Remaining priorities are consistency, adaptive teaching, challenge, independence and the impact of assessment / feedback.
September 2026 position	The priority has been sharpened around consistency and impact. Progression tracking is being brought into pupil books and QA will test whether pupils can explain their progress, not simply whether tracking is present.

PRIORITY 1 Action Plan — Securing high-quality teaching for every learner

Purpose of the action plan: To secure greater consistency in teaching, particularly adaptive teaching, challenge, learner independence, assessment and feedback, and pupils' understanding of their own progression.

Stage / Action	Lead	When	What will happen?	Evidence / Monitoring	Intended impact	RAG
1. Establish and communicate expectations for high-quality teaching	SLT / Teaching & Learning Lead	Sept-Oct 2026	Revisit agreed expectations through Purposeful Planning, Plus One and the QA Booklet. Ensure departmental planning reflects agreed approaches to challenge, adaptation, independence and assessment.	Department plans; Unit Overviews; PL; QA1	Staff have a clear and consistent understanding of expected classroom practice.	RAG
2. Embed visible progression in pupil books	SLT / DLSs / HoDs	Autumn 2026	Agree how the EHS progression code - Emerging → Widening → Developing → Securing → Embedding - will be used at appropriate assessment points. Pupils are shown their current stage and a meaningful next step.	Book looks; pupil voice; departmental QA	Pupils increasingly understand where they are in their learning and what they need to do to improve.	
3. Strengthen adaptive teaching and appropriate challenge	DLSs / HoDs / Teachers	Autumn-Spring	Use starting points, ALN information, assessment evidence and learner profiles to ensure planning responds appropriately to different needs, including disadvantaged learners and higher attainers.	Learning walks; books; pupil voice; progress information	Reduced variation in learner experience; pupils receive appropriate support and challenge.	
4. Strengthen assessment and feedback	T&L Lead / DLSs / HoDs	Autumn-Spring	Develop consistent use of success criteria, formative assessment and opportunities for pupils to respond to feedback and improve their work.	Book looks; learning walks; pupil voice	Assessment increasingly informs subsequent teaching and pupils know how to improve.	
5. Develop learner independence through Plus One	T&L Lead / Coaches / DLSs	Throughout 2026/27	Use Plus One, coaching, collaboration and PL to reduce unnecessary dependence on teachers and develop appropriate independence, questioning and problem-solving.	Plus One visits; coaching; pupil voice	Pupils demonstrate greater independence and resilience in their learning.	RAG
6. Identify and respond to underperformance	SLT / DLSs / HoDs / HOYs	Each data / QA cycle	Triangulate progress, attendance, ATL, CAT/starting-point and contextual information to identify pupils/groups at risk of underperformance and agree appropriate intervention.	Risk dashboard; data meetings; intervention records	Earlier identification and more precise intervention led to improved progress from starting points.	RAG
7. Evaluate impact and respond	SLT / DLSs	QA1, QA2 & QA3	Triangulate learning walks, books, pupil voice and progress information. Where inconsistency remains, agree support/coaching, timescale and re-review.	QA Booklet; QA reports; Golden Thread Reviews	By QA3, leaders can demonstrate where teaching has improved, where variation remains and the impact on pupils.	

LIVE ACTION PLAN: Progress will be reviewed through SLT, departmental and QA processes throughout the year. Completion of an action will not in itself constitute success; evaluation will focus on the resulting change in practice, learner experience, progress and/or outcomes. Actions will be adapted where evidence indicates insufficient impact.

5. Priority 2 - Developing confident readers, communicators and learners through disciplinary literacy

Link to evidence - [Priority 2 - Disciplinary Literacy](#)

Why this is a priority

Literacy opportunities are increasingly visible across the curriculum, and there is strong practice in English and examples of effective practice elsewhere such as Humanities. However, higher-order reading, disciplinary vocabulary, oracy and purposeful discussion are not yet embedded consistently across subjects. The next phase must move beyond generic literacy activities so that pupils learn how to read, speak and write successfully within each discipline.

Intended impact by July 2027 Pupils encounter appropriately challenging texts in every area of learning, are explicitly taught how expert readers and communicators work in each subject, and use vocabulary, inference, analysis, synthesis, evaluation and purposeful discussion with increasing confidence.

Improvement action	Lead	Timescale	Evidence / QA source	Success measure / intended impact	Live review / next step
Define and communicate a whole-school disciplinary literacy entitlement: reading, vocabulary, oracy and writing in every subject.	RBH / English DLS	Autumn 2026	Literacy policy; Unit Overviews; department plans	Every department can identify the disciplinary reading, vocabulary, talk and writing approaches pupils need to succeed.	
Embed explicit advanced reading strategies, including inference, deduction, synthesis, analysis, evaluation and reliability where appropriate to the subject.	RBH /DLS/ HODs	Ongoing	Learning walks; book looks; task audit	Most subjects routinely teach subject-appropriate advanced reading rather than expecting pupils to infer strategies independently.	

Improvement action	Lead	Timescale	Evidence / QA source	Success measure / intended impact	Live review / next step
Strengthen purposeful classroom dialogue and oracy through structured questioning, talk protocols and opportunities to articulate reasoning.	RBH / All staff	Autumn-Spring	Learning walks; pupil voice	Many/most pupils explain ideas using subject vocabulary and respond to challenge through sustained discussion.	
Make disciplinary vocabulary explicit in curriculum planning and classroom practice.	HODs / All staff	Ongoing	Unit Overviews; displays/resources; books	Pupils increasingly use Tier 2 and subject-specific vocabulary accurately in speech and writing.	
Ensure QMA's and key tasks include clear literacy / disciplinary success criteria and structured response to feedback.	HODs / All staff	Ongoing	QMA audit; book looks	Pupils understand what high-quality reading/writing looks like in the subject and can improve work against clear criteria.	
Promote reading for pleasure through library provision, tutor/form time / curriculum opportunities and pupil voice.	RBH / JCB / English	Ongoing	Library loans; pupil voice; reading activities	A greater proportion of pupils read voluntarily and report positive attitudes to reading.	
Use QA to evaluate quality and progression in literacy, not simply frequency of literacy tasks.	RBH / DLSs	Each QA cycle	QA Booklet; triangulated reports	QA commentary evaluates depth, challenge and pupil progress in disciplinary literacy and leads to targeted actions.	

Ongoing self-evaluation and QA review

Baseline / QA1 2025-26	Authentic literacy tasks are evident in several subjects and a majority of books show literacy marking. Higher-order reading is concentrated mainly in English; self/peer assessment and success criteria are inconsistent; reading for pleasure is underdeveloped outside English.
QA2 2025-26	QA2 found that the school had begun to strengthen literacy, oracy and advanced reading. Strengths included progressive curriculum planning, appropriate challenge and opportunities for discussion. Development needs were consistency, more challenging texts, higher-order reading, purposeful oracy and clearer pupil understanding of how learning develops over time.

QA3 / End-of-year evaluation 2025-26	End-of-year self-evaluation confirms that reading, vocabulary development and disciplinary literacy are increasingly visible but not yet embedded consistently enough to secure strong literacy skills in all subject areas. Reading for pleasure starting to embed, greater uptake in the library and volunteer programme is successful.
September 2026 position	The priority has moved from "literacy in every lesson" to disciplinary literacy: the quality of reading, vocabulary, talk and writing that enables pupils to think successfully within each subject.

PRIORITY 2 — Developing confident readers, communicators and learners through disciplinary literacy

Purpose of the action plan: To move from literacy being an additional classroom activity towards a consistent disciplinary approach in which pupils learn how to read, write, speak and think successfully within different subjects.

Stage / Action	Lead	When	What will happen?	Evidence / Monitoring	Intended impact	RAG
1. Establish the disciplinary literacy entitlement	Literacy Lead / SLT / DLSs	Autumn 2026	Clarify whole-school expectations for Advanced Reading, disciplinary vocabulary, purposeful oracy and extended communication while allowing appropriate subject-specific approaches.	Literacy strategy; departmental plans; PL	Staff understand both the common entitlement and what disciplinary literacy looks like in their subject.	
2. Identify subject-specific reading demands	DLSs / HoDs	Autumn 2026	Departments identify the reading behaviours pupils need to succeed in their discipline, including inference, deduction, analysis, synthesis, evaluation, source interrogation and use of challenging texts where appropriate.	Department planning; Unit Overviews	Literacy is increasingly rooted in authentic subject learning.	
3. Explicitly develop disciplinary vocabulary	HoDs / Teachers	Throughout	Identify and explicitly teach high-value subject vocabulary, including opportunities for pupils to use vocabulary accurately in speech and writing.	Books; learning walks; pupil voice	Pupils develop confidence and precision in subject-specific communication.	
4. Strengthen purposeful oracy	Literacy Lead / DLSs	Autumn-Spring	Develop planned opportunities for structured discussion, explanation, questioning, reasoning and use of subject-specific language.	Learning walks; pupil voice; departmental QA	Pupils increasingly articulate ideas, justify responses and learn through purposeful dialogue.	
5. Embed Advanced Reading	Literacy Lead / DLSs / HoDs	Throughout	Use challenging, appropriately selected texts and explicit strategies that develop pupils' ability to comprehend, infer, analyse, evaluate and make connections.	Book looks; learning walks; pupil voice	Pupils become increasingly confident when engaging with demanding texts across the curriculum.	
6. Strengthen reading culture and reading for pleasure	Literacy Lead / English / Library	Throughout	Develop opportunities and initiatives that encourage pupils to read regularly and encounter a broad range of texts.	Participation; pupil voice; library/reading evidence	Increased engagement with reading and positive pupil attitudes towards reading.	
7. Evaluate impact rather than frequency	SLT / Literacy Lead / DLSs	QA1, QA2 & QA3	QA evaluates the quality, progression and impact of literacy rather than simply counting literacy activities. Findings lead to targeted PL/support and subsequent re-review.	QA Booklet; pupil voice; books; learning walks	Increasing consistency and demonstrable improvement in pupils' reading, communication and disciplinary literacy.	

LIVE ACTION PLAN: Progress will be reviewed through SLT, departmental and QA processes throughout the year. Completion of an action will not in itself constitute success; evaluation will focus on the resulting change in practice, learner experience, progress and/or outcomes. Actions will be adapted where evidence indicates insufficient impact.

6. Priority 3 - Improving equity, attendance and engagement so all learners can thrive

Link to evidence - [Priority 3 - Equity, Attendance and Engagement](#)

Why this is a priority

Wellbeing, relationships and inclusion are significant strengths. Pastoral systems and provision through RISE, Hafan and Futures demonstrate a strong commitment to vulnerable learners. Attendance, however, remains below the school's aspirations and the gap between disadvantaged learners and their peers is too wide. The strategic focus is therefore on removing barriers to learning while preserving the inclusive culture that pupils value.

Intended impact by July 2027 Attendance improves overall and for disadvantaged pupils; persistent absence reduces; vulnerable pupils are supported through timely, evidence-based intervention; ALN and pastoral provision can demonstrate impact; and more learners participate consistently in learning and wider school life.

Improvement action	Lead	Timescale	Evidence / QA source	Success measure / intended impact	Live review / next step
Maintain a clear whole-school attendance strategy with rigorous weekly tracking, early intervention and named ownership of high-risk cases.	JCB / AR / HOYs	Weekly	Attendance dashboard; case review; letters / plans	Overall attendance improves and persistent absence reduces across year groups.	
Prioritise disadvantaged pupils and narrow the FSM / non-FSM attendance gap through barrier-led individual plans and family engagement.	JCB / Engagement team	Ongoing	FSM attendance gap; case studies; family contact	The FSM gap narrows and more pupils move from persistent absence into sustained improved attendance.	
Use the risk dashboard to combine attendance, attainment/progress, ATL, FSM, ALN and CLA indicators and identify pupils at risk of underachievement.	SLT / DLSs / HOYs	Data cycles	Risk dashboard; intervention logs	Academic and pastoral teams act on the same evidence and interventions are earlier and better coordinated.	

Improvement action	Lead	Timescale	Evidence / QA source	Success measure / intended impact	Live review / next step
Quality assure RISE, Hafan and Futures through clear entry/exit criteria, learner voice and impact measures.	CJ / JCB / AR	Termly	Provision data; pupil voice; reintegration / progress evidence	Alternative and targeted provision shows a clear impact on engagement, attendance, behaviour and/or progress.	
Strengthen monitoring of ALN progress and evaluate the impact of interventions, not simply provision.	CJ / DLSs / HODs	Termly	Provision Map; standardised scores; progress data; book looks	Leaders can explain whether ALN pupils are making progress and adjust support where impact is weak.	
Sustain the school's strong safeguarding, mental-health and wellbeing culture, using SHRN and pupil voice to refine provision.	AR / DSP / Pastoral	Ongoing	SHRN; safeguarding QA; pupil voice	Most pupils continue to report feeling safe, valued and able to access support; provision responds to identified need.	
Sustain the Cymraeg Campus Bronze Award and continue to normalise incidental Welsh, visible bilingualism and celebration of Welsh identity.	TS / All staff	Ongoing	Cymraeg Campus evidence; learning walks; pupil voice	Bronze expectations remain embedded and pupils encounter Cymraeg routinely across school life. Begin to work towards achieving Silver Award.	

Ongoing self-evaluation and QA review

Baseline / QA1 2025-26	The school has a strong culture of care and increasingly established inclusion provision. Attendance remained the key barrier, with disadvantaged pupils attending less well than peers. ALN systems were strengthened but leaders needed clearer evidence of intervention impact.
QA2 2025-26	QA evidence showed calm, purposeful environments and positive pupil engagement in lessons. Attendance and targeted support remained a significant strategic concern. Pastoral provision was increasingly coherent, but evaluation of impact needed to be more systematic.
QA3 / End-of-year evaluation 2025-26	End-of-year self-evaluation identifies wellbeing as a significant strength: pupils generally feel safe and valued, relationships are strong and pastoral systems are effective. Attendance remains below aspiration and disadvantaged gaps are too wide. Yet systems are robust which ensures attendance remains consistent.

September 2026 position

The school enters 2026-27 with stronger provision but a sharper expectation that attendance and inclusion strategies demonstrate measurable impact. GO will also be focusing on tackling the impact of poverty on learner outcomes. Cymraeg Campus Bronze has been achieved and will now be sustained as embedded whole-school practice. Provision mapping is embedding. Progression of ALN pupils is easily mapped. Micro ALN Professional Learning to be driven by staff needs.

PRIORITY 3 — Improving equity, attendance and engagement so all learners can thrive

Purpose of the action plan: To build upon strong wellbeing and inclusion provision by sharpening the evaluation of its impact, improving attendance and reducing barriers to progress, particularly for disadvantaged and vulnerable learners.

Stage / Action	Lead	When	What will happen?	Evidence / Monitoring	Intended impact	RAG
1. Strengthen attendance monitoring and accountability	Attendance / Engagement Lead / HOYs / SLT/AW	Weekly	Track attendance and persistent absence at pupil, year and group level. Identify pupils early and establish named ownership, intervention and review.	Weekly attendance information; case reviews	Attendance improves and persistent absence reduces.	Green
2. Sharpen focus on disadvantage	SLT / HOYs / LDs	Each review cycle	Analyse attendance, progress, engagement and barriers for FSM/disadvantaged learners and identify specific actions rather than treating disadvantage as a single intervention category. Create a lead to support staff to tackle the impact of poverty on attainment	Risk dashboard; data; pupil profiles; PL	The attendance, engagement and progress gap for disadvantaged learners narrows.	
3. Use the risk dashboard to identify pupils at risk	SLT / LDs / HOYs	Half-termly / data cycles	Combine attendance, progress, ATL, FSM, ALN, CLA and starting-point information to identify pupils requiring academic and/or pastoral intervention.	Risk dashboard; intervention plans	Intervention becomes earlier, more coordinated and more responsive to individual need.	Orange
4. Evaluate targeted provision	Wellbeing / ALN Leads	Termly	Strengthen entry criteria, intended outcomes, review points and exit criteria for RISE, Hafan, Futures and other targeted provision.	Provision QA; pupil voice; attendance/progress; case studies	Leaders can demonstrate the difference targeted provision makes rather than simply reporting participation.	Red
5. Strengthen evaluation of ALN provision	ALNCo / SLT / DLSs	Throughout	Monitor progress and learner experience of pupils with ALN and evaluate the impact of provision and classroom adaptations.	IDP reviews; books; pupil voice; progress information	ALN provision increasingly demonstrates measurable impact on access, engagement and progress.	Orange
6. Sustain strong wellbeing, safeguarding and belonging	Wellbeing Lead / DSP / HOYs	Throughout	Continue to use pupil voice, safeguarding information, wellbeing evidence and pastoral intelligence to identify emerging needs and respond appropriately.	Pupil voice; safeguarding/pastoral information; SHRN where appropriate	Pupils feel safe, supported and that they belong within the school community.	Green
7. Sustain and build upon Cymraeg Campus Bronze	Cymraeg Lead / SLT / All staff	Throughout	Move from achieving Bronze to embedding and normalising incidental Welsh, bilingualism and Welsh identity across school life.	Learning walks; pupil voice; school environment; Cymraeg Campus evidence	Bronze expectations are sustained and pupils experience Cymraeg as a normal part of school life.	Orange

Stage / Action	Lead	When	What will happen?	Evidence / Monitoring	Intended impact	RAG
8. Evaluate impact and refine provision	SLT / Pastoral & ALNCo	QA1, QA2 & QA3	Triangulate attendance, progress, pupil voice and provision evidence. Identify what is working, what needs adaptation and where resources should be redirected.	QA / SEF review	Resources and interventions are increasingly directed towards approaches demonstrating impact.	

LIVE ACTION PLAN: Progress will be reviewed through SLT, departmental and QA processes throughout the year. Completion of an action will not in itself constitute success; evaluation will focus on the resulting change in practice, learner experience, progress and/or outcomes. Actions will be adapted where evidence indicates insufficient impact.

7. Priority 4 - Strengthening leadership through effective self-evaluation and improvement planning

Link to evidence - [Priority 4 - Leadership, Self - Evaluation and Improvement](#)

Why this is a priority

Leadership is a growing strength. The school now has clearer strategic direction, increasingly robust quality assurance and a stronger professional learning culture. Leaders are triangulating evidence more effectively and middle leaders are more involved in QA and improvement activity. The next phase is to ensure that evaluative leadership is consistently strong at all levels and that every improvement action is followed through to evidence of impact.

Intended impact by July 2027 Leaders at all levels can evaluate accurately, triangulate evidence, distinguish activity from impact, act on weaknesses promptly and demonstrate whether improvement actions have changed learner experience and outcomes. The QA Booklet and Golden Thread are fully embedded as the school's common improvement methodology.

Improvement action	Lead	Timescale	Evidence / QA source	Success measure / intended impact	Live review / next step
Implement the QA Booklet as the single whole-school framework for learning walks, book looks, pupil voice, departmental review and follow-up.	SJR / RBH	Autumn 2026	Completed QA booklet; QA reports	QA is coherent, evidence is comparable and leaders focus on learning and impact rather than compliance.	

Improvement action	Lead	Timescale	Evidence / QA source	Success measure / intended impact	Live review / next step
Embed the Golden Thread in every QA cycle: identify concern → triangulate evidence → feedback / expectations → support → review period → review impact → secure improvement or escalate.	SJR / SLT / DLSs	Each QA cycle	QA records; action logs; review evidence	Every significant QA finding has an identifiable action and review point; unresolved weakness is not allowed to drift.	
Strengthen middle-leader evaluative skills through training, moderation and supported departmental QA.	SJR / SLT	Autumn-Spring	Training; moderated reports; 1:1 minutes	Middle leaders write sharper evaluations supported by evidence and identify precise improvement actions.	
Use the self-evaluation chain consistently: What we expect → what we see → what pupils experience → what evidence tells us → what we improve → whether it worked → what this tells us about our school.	All leaders	Ongoing	SER; DIPs; QA reports	Self-evaluation is concise, evidence-based and directly linked to improvement planning.	
Align departmental improvement plans (DIPs) and professional learning to the four whole-school priorities while retaining subject-specific priorities.	SLT / DLSs / HODs	Autumn 2026	DIPs; PL plan; QA minutes	There is a visible line from the SDP to departmental action, staff development and pupil experience.	
Evaluate impact at agreed review points and record status as Emerging / Embedding / Secure, with evidence for the judgement.	SLT / DLSs / HODs	QA1/2/3	Review logs; evidence map	Leaders can demonstrate what has changed over time and avoid describing completed actions as evidence of impact.	
Report succinctly to governors on each priority using evidence, impact, risk and next action.	SJR / SLT	Termly	Governor reports; minutes	Governors can challenge progress against priorities and understand where improvement is secure or at risk.	

Ongoing self-evaluation and QA review

Baseline / QA1 2025-26	QA systems were becoming more robust, but evaluation quality varied. Leaders increasingly used work scrutiny, pupil voice and learning walks, though links between findings, follow-up actions and impact were not always explicit.
QA2 2025-26	QA2 evidence demonstrated stronger triangulation and more evaluative focus on learner progress. Middle leaders were increasingly involved. The key next step was to ensure QA findings consistently lead to precise actions, support and re-review.
QA3 / End-of-year evaluation 2025-26	End-of-year self-evaluation judges leadership a growing strength: strategic direction is clear; professional learning and QA are effective; evidence is increasingly triangulated. Development needs are leadership capacity, middle-leader evaluative skill, accountability for impact and full embedding of the Golden Thread.
September 2026 position	The QA Booklet and Golden Thread now provide the architecture for 2026-27. The emphasis is on closing the loop: no QA activity is complete until leaders can say whether the resulting action worked.

PRIORITY 4 — Strengthening leadership through effective self-evaluation and improvement planning

Purpose of the action plan: To ensure that leaders at all levels accurately know the school, act on evidence and can demonstrate the impact of improvement activity on pupils.

Stage / Action	Lead	When	What will happen?	Evidence / Monitoring	Intended impact	RAG
1. Embed the QA Booklet as the common framework	Headteacher / SLT	Sept-Oct 2026	Establish common expectations, processes and recording for learning walks, book looks, pupil voice, departmental review and other QA activity.	QA Booklet; QA calendar	QA becomes coherent and consistently applied across the school.	
2. Embed the Golden Thread	Headteacher / SLT / DLSs	Throughout	Use the agreed sequence: identify concern → triangulate evidence → feedback and expectations → support/coaching → agreed review period → review impact → improvement secured or further action.	QA records; review records	QA leads to action and subsequent evaluation rather than ending with identification of an issue.	
3. Develop evaluative middle leadership	SLT / DLSs / HoDs	Throughout	Provide training, modelling, supported QA and moderation to strengthen leaders' ability to distinguish description from evaluation and activity from impact.	Departmental QA; DIPs; leadership meetings	Middle leaders increasingly make accurate, evidence-based judgements about their areas.	
4. Align departmental improvement with the SDP	SLT / DLSs / HoDs	Autumn 2026 and review cycles	Ensure DIPs respond to relevant aspects of the four whole-school priorities while also addressing subject-specific self-evaluation.	DIPs; departmental reviews	A clear line exists from whole-school self-evaluation to departmental action.	
5. Align Professional Development Review with improvement priorities	Headteacher / SLT / Line Managers	2026/27 PDR cycle	PDR objectives and professional learning reflect school priorities, departmental needs and individual development. Reviews consider changes in professional practice and, where appropriate, impact on learner experience/progress.	PDR documentation; PL records; QA	Professional development becomes increasingly purposeful and linked to improvement.	
6. Evaluate the impact of professional learning	SLT / PL Lead / DLSs	Throughout	Follow up Plus One, coaching, collaboration and other PL through QA and professional dialogue rather than evaluating success through attendance alone.	Learning walks; coaching; PDR; staff voice	Leaders can identify which PL is changing practice and where further support is required.	
7. Maintain the Living Self-Evaluation	Headteacher / SLT	QA1, QA2 & QA3	Update self-evaluation using the chain: What we expect → what we see → what pupils experience → what the evidence tells us → what we improve → whether it worked → what this tells us about our school.	QA1/2/3 evaluations; SEF	The school's self-evaluation remains current, evidence-led and directly informs improvement planning.	

Stage / Action	Lead	When	What will happen?	Evidence / Monitoring	Intended impact	RAG
8. Strengthen governor oversight of improvement	Headteacher / Chair / SLT	Termly	Report succinctly on evidence, progress against priorities, impact, remaining risk and next actions rather than reporting activity alone.	Governor reports / minutes	Governors are better able to challenge, support and evaluate the pace and impact of improvement.	
9. Complete annual evaluation and identify next priorities	Headteacher / SLT / Governors	QA3 / Summer 2027	Determine what is Emerging, Embedding or Secure, identify remaining variation and use this evidence to inform the 2027/28 SEF and SDP.	QA3; outcomes; annual SEF	The next improvement cycle grows directly from evidence rather than beginning as a new exercise.	

LIVE ACTION PLAN: Progress will be reviewed through SLT, departmental and QA processes throughout the year. Completion of an action will not in itself constitute success; evaluation will focus on the resulting change in practice, learner experience, progress and/or outcomes. Actions will be adapted where evidence indicates insufficient impact.

8. Whole-school QA review and ongoing self-evaluation

Priority	September 2026 baseline	QA1 - Week 10	QA2 - Week 20	QA3 - Week 30 / annual evaluation
1. High-quality teaching	Teaching generally effective; consistency in adaptive teaching, challenge, feedback, independence and pupil ownership of progress remains the key issue.	LIVE UPDATE: judgement (Emerging / Embedding / Secure), evidence of impact, risk and next action.	LIVE UPDATE: judgement (Emerging / Embedding / Secure), evidence of impact, risk and next action.	LIVE UPDATE: judgement (Emerging / Embedding / Secure), evidence of impact, risk and next action.
2. Disciplinary literacy	Literacy increasingly visible; advanced reading, vocabulary and purposeful oracy not yet consistent across subjects.	LIVE UPDATE: judgement (Emerging / Embedding / Secure), evidence of impact, risk and next action.	LIVE UPDATE: judgement (Emerging / Embedding / Secure), evidence of impact, risk and next action.	LIVE UPDATE: judgement (Emerging / Embedding / Secure), evidence of impact, risk and next action.
3. Equity, attendance & engagement	Wellbeing and inclusion are strengths; attendance and disadvantaged gaps remain significant barriers.	LIVE UPDATE: judgement (Emerging / Embedding / Secure), evidence of impact, risk and next action.	LIVE UPDATE: judgement (Emerging / Embedding / Secure), evidence of impact, risk and next action.	LIVE UPDATE: judgement (Emerging / Embedding / Secure), evidence of impact, risk and next action.
4. Leadership & self-evaluation	QA and strategic direction strengthened; need to embed Golden Thread, evaluative middle leadership and accountability for impact.	LIVE UPDATE: judgement (Emerging / Embedding / Secure), evidence of impact, risk and next action.	LIVE UPDATE: judgement (Emerging / Embedding / Secure), evidence of impact, risk and next action.	LIVE UPDATE: judgement (Emerging / Embedding / Secure), evidence of impact, risk and next action.

Whole-school measures to review at each QA point

- Quality and consistency of teaching across departments, including adaptive teaching and challenge.
- Pupil understanding of progress and visible progression tracking in KS3 books.
- Quality and impact of assessment, feedback and pupil response.
- Disciplinary literacy: advanced reading, vocabulary, oracy and writing across subjects.
- Attendance overall, persistent absence and FSM / non-FSM gap.
- Progress and engagement of ALN, disadvantaged and other vulnerable groups.
- Impact of targeted provision and intervention.
- Quality of middle-leader evaluation and evidence that QA findings have been followed through.
- Impact of professional learning on classroom practice and pupil experience.
- Sustainability of Cymraeg Campus Bronze expectations and wider Welsh language/culture provision.

Document status This September 2026 version supersedes the longer historic structure as the working SDP. Historic evidence and previous priority detail should be retained as an appendix / evidence archive, while this document becomes the live strategic plan used by SLT, middle leaders and governors.

ANNUAL SELF-EVALUATION QUESTIONS AND REVIEW RECORD

- What has improved for pupils as a direct result of this plan, and what evidence proves it?
- Which practices are now secure and can move into routine monitoring?
- Where does variation remain, for which pupils / subjects / groups, and why?
- Which actions were completed but did not have sufficient impact, and what will we change?
- What should become the strategic priorities for 2027-28?

Review and accountability record

Review point	Date	Reviewed by	Key changes / decisions	Governor oversight
September baseline	September 2026	SLT / leaders	Four priorities agreed; historic strands absorbed into live plan; QA Booklet / Golden Thread established.	Report to FGB
QA1 - Week 10			Record implementation judgement and changes to actions.	
QA2 - Week 20			Record impact judgement, support / challenge and revised actions.	
QA3 - Week 30			Record sustained impact and priorities to carry forward.	

Annual SER / SDP refresh			Confirm what is secure, what remains a priority and what is discontinued.	
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Status/RAG language

Emerging Action is introduced but evidence of consistent implementation / impact is limited.	Embedding Practice is increasingly consistent and evidence of impact is developing.	Secure Practice is consistent, sustained and supported by triangulated evidence of impact.
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9. The living self-evaluation framework

Self-evaluation is not a separate document that is completed once a year. It is the evidence base that drives this SDP and is updated through QA1, QA2 and QA3. At each review point, leaders evaluate what pupils are experiencing, what has changed, whether actions are having the intended impact and what needs to happen next. The annual self-evaluation is therefore the cumulative judgement arising from the year's quality assurance, performance information and stakeholder voice.

**SELF-EVALUATION SPINE/GOLDEN THREAD: What we expect → what we see → what pupils experience
→ what the evidence tells us → what we improve → whether it worked → what this tells us about our school**

Whole-school self-evaluation themes

Theme	Current evaluation - September 2026	Evidence used throughout the year	Key evaluative question	Linked priorities
Curriculum, learning and teaching	Purposeful curriculum planning and positive learning environments are established. Teaching is generally effective, but consistency in adaptive teaching, challenge, assessment/feedback, pupil independence and disciplinary literacy remains the central improvement issue.	Learning walks; book looks; pupil voice; progression information; assessment evidence; curriculum/Unit Overviews; professional learning follow-up.	Are pupils, including those most at risk of underachievement, making the progress they are capable of because teaching is consistently strong?	1 and 2
Wellbeing, inclusion and equity	Care, inclusion, safeguarding and relationships are	Attendance dashboard; persistent absence; FSM/non-FSM gap; risk	Are our attendance, inclusion and intervention strategies	3

Theme	Current evaluation - September 2026	Evidence used throughout the year	Key evaluative question	Linked priorities
	strengths. RISE, Hafan and Futures strengthen provision for vulnerable learners. Attendance, persistent absence and the disadvantaged attendance gap remain significant barriers to equity and progress.	dashboard; provision data; behaviour/ATL; pupil/family voice; ALN progress and intervention evidence.	removing barriers and improving participation, belonging and progress for the pupils who need them most?	
Vision, leadership and management	Strategic direction and professional learning are stronger. QA is increasingly triangulated and evidence-led. The QA Booklet and Golden Thread now provide a common improvement architecture; the next step is to secure evaluative leadership and consistent accountability at all levels.	QA Booklet; departmental reviews; leader 1:1s; DIPs; living SEF; governor challenge; professional learning impact evidence; pupil outcomes.	Can leaders show, with first-hand evidence, what has improved for pupils, what remains inconsistent and what action follows?	4

Termly self-evaluation update record

Review point	What the evidence says now	What has improved for pupils?	What remains inconsistent / at risk?	Action / support / challenge required	Overall judgement
QA1 - Week 10	LIVE UPDATE	LIVE UPDATE	LIVE UPDATE	LIVE UPDATE	Emerging / Embedding / Secure
QA2 - Week 20	LIVE UPDATE	LIVE UPDATE	LIVE UPDATE	LIVE UPDATE	Emerging / Embedding / Secure
QA3 - Week 30 / annual evaluation	LIVE UPDATE	LIVE UPDATE	LIVE UPDATE	LIVE UPDATE	Emerging / Embedding / Secure

10. Review of previous improvement priorities - what has been secured and what carries forward

This section provides the explicit review of the previous year's improvement targets. It prevents the streamlined four-priority structure from losing the evidence trail and shows why particular work has been absorbed into the 2026-27 plan.

2025-26 improvement strand	Extent to which target was met	Evidence / evaluation	2026-27 position
Cross-curricular skills and progression	Partly met / significant progress	Curriculum and Unit Overviews provide clearer sequencing and progression. Strong examples exist in literacy, numeracy and digital practice, but consistency across subjects and pupil ownership of progression remain variable.	Absorbed into Priorities 1 and 2. Progression tracking is made visible in KS3 books and tested through pupil voice/book looks.
Reading / literacy	Partly met / carried forward	Authentic literacy activity is increasingly visible and reading for pleasure has a stronger profile. Advanced reading, vocabulary, oracy and disciplinary literacy are not yet consistent across all subjects.	Becomes Priority 2: disciplinary literacy.
Attendance and disadvantage	Not fully met	Tracking, engagement and intervention systems strengthened, but overall attendance and the FSM/non-FSM gap remain below aspiration.	Becomes a core element of Priority 3.

2025-26 improvement strand	Extent to which target was met	Evidence / evaluation	2026-27 position
Teaching, purposeful planning and professional learning	Substantially met, but consistency remains	Teaching is generally effective; Plus One, modelling, questioning and formative assessment have strengthened practice. Variation remains in adaptive teaching, challenge, independence and impact of feedback.	Becomes Priority 1 with a sharper focus on consistency and impact.
Mental health, wellbeing and inclusion	Substantially met / move to routine monitoring	A caring, inclusive culture, strong relationships and established pastoral provision are strengths. Targeted provision supports a wide range of needs.	Maintained through Priority 3 and routine QA; escalate only where evidence identifies a new improvement need.
ALN progress and provision	Progress made / further impact evaluation required	Provision mapping, support documentation and targeted intervention have strengthened alignment between need and provision. Systematic evaluation of intervention impact is not yet equally secure across all subjects.	Embedded within Priority 3 and the risk/progress review cycle.
Self-evaluation and leadership	Substantially met / further embedding required	QA and triangulation are stronger and self-evaluation is increasingly evidence-based. The Golden Thread and QA Booklet now provide a consistent framework, but evaluative leadership and	Becomes Priority 4.

2025-26 improvement strand	Extent to which target was met	Evidence / evaluation	2026-27 position
		accountability need to be fully embedded.	
Cymraeg and bilingualism	Key milestone achieved	The school has achieved the Cymraeg Campus Bronze Award.	Move from award achievement to sustainability: routine use of Cymraeg, bilingual visibility and Welsh culture are monitored through normal QA.

11. Implementation framework: professional learning, community, staffing and resources

Collaborative improvement and partnership working

Elfed High School recognises that sustainable school improvement is strengthened through collaboration beyond the school. The school will continue to work collaboratively with its cluster schools, CAL:ON, Flintshire schools, the local authority and other partners. Collaboration will support curriculum development, progression and transition, literacy and numeracy, professional learning, moderation and the sharing of effective practice. Learning from collaborative activity will be brought back into the school's improvement cycle and evaluated through departmental planning, professional learning, PDR and quality assurance to determine its impact on provision and learner outcomes.

Priority	Professional learning strategy	Pupils, families and community	Staffing / deployment	Resources / finance
1. High-quality teaching	Plus One; adaptive teaching; challenge; assessment/feedback;	Pupil voice on challenge, feedback and progress; information evenings and	SLT teaching & learning lead; DLS/HOD leadership; protected	Professional learning time; QA Booklet; curriculum/progression

Priority	Professional learning strategy	Pupils, families and community	Staffing / deployment	Resources / finance
	collaborative planning; coaching/triads; moderation and QA follow-up. Professional learning will draw upon expertise within and beyond Elfed, including cluster collaboration, Flintshire curriculum and professional learning networks, CAL:ON and other appropriate external partners. Leaders will ensure that learning from external collaboration is shared, implemented and evaluated through departmental planning, PDR and the school's QA processes.	parent communication about progression and support.	departmental/collaborative planning time; targeted support where QA identifies inconsistency.	materials; cover or release where approved. Costed commitments recorded through school budget processes.
2. Disciplinary literacy	Advanced reading, disciplinary vocabulary, purposeful oracy and writing; subject exemplars; cross-department sharing of strong practice. CAL:ON and other evidence-informed literacy professional learning, with effective	Learner voice shapes reading culture; library/reading promotion; families informed of reading expectations and ways to support reading.	Literacy lead and English expertise used to coach departments; DLSs/HODs accountable for subject-specific implementation.	Library/resources; texts and subject materials; PL time. Any additional purchases recorded against agreed literacy/departmental budgets.

Priority	Professional learning strategy	Pupils, families and community	Staffing / deployment	Resources / finance
	practice shared across departments and partner schools.			
3. Equity, attendance and engagement	Attendance practice; trauma/inclusion where appropriate; ALN/adaptive teaching; use of risk dashboard; evaluating intervention impact. Strengthened cluster transition arrangements and partnership working with families, primary schools and external agencies to support belonging, attendance and engagement	Barrier-led work with families; pupil voice; multi-agency work; community/FE/HE/employer partners where relevant to engagement and pathways. Strengthen learners' sense of belonging, participation and connection to school through positive relationships, pupil voice, enrichment and targeted support. Collaborative transition work with cluster primary schools will support continuity of information, provision and relationships	Engagement team, HOYs, ALNCo, pastoral staff and provision teams deployed according to risk and need; SLT oversight of impact.	RISE/Hafan/Futures and intervention resources; family engagement; attendance systems; provision costs monitored for impact and value.
4. Leadership and self-evaluation	Evaluative leadership; triangulation; writing sharp self-evaluation; use of QA Booklet/Golden Thread; moderation and coaching for middle leaders. Leadership participation in cluster, local authority, Flintshire-wide and national networks, with learning brought back	Pupil/parent/staff voice forms part of triangulated evidence; governors participate in review and challenge; external partners support evaluation where appropriate.	SLT, LDs and HODs have defined QA responsibilities; governor monitoring linked to priorities; capacity reviewed where improvement work requires additional leadership.	QA documentation and data systems; leadership development; external support where commissioned. Spending linked explicitly to improvement need and reviewed for impact.

Priority	Professional learning strategy	Pupils, families and community	Staffing / deployment	Resources / finance
	into Elfed and evaluated through PDR, departmental planning and QA.			

12. What every priority action plan must contain

Action-plan element	Expectation	Where evidenced in this SDP
Self-evaluation rationale	A concise evidence-based explanation of why this is a priority and which pupils / groups are affected.	"Why this is a priority" and the living self-evaluation baseline.
Intended impact / target	Describe the change expected for pupils, not simply the activity to be completed. Where appropriate include measurable milestones.	Intended impact boxes and success-measure columns.
Actions	Specific actions that address the diagnosed cause of the issue.	Strategic action plan under each priority.
Lead and accountability	A named role/person accountable for delivery and review.	Lead column and QA/governance sections.
Timescale and milestones	Clear implementation and review points.	Timescale column; QA1/QA2/QA3 cycle.
Evidence and monitoring	Triangulated evidence that will show implementation and impact.	Evidence/QA source column; QA Booklet; Golden Thread.
Professional learning	What staff need to learn/change in order to deliver the priority.	Section 11 and individual priority actions.

Action-plan element	Expectation	Where evidenced in this SDP
Resources / finance	People, time, systems and approved financial resources required.	Section 11; costed commitments to be added when approved.
Pupil/family/community contribution	How stakeholder voice or partnership helps deliver/evaluate improvement.	Section 11 and QA pupil/family voice.
Live evaluation and next steps	QA updates state what improved, what did not, and how the action plan changes as a result.	Ongoing self-evaluation/QA tables and whole-school review dashboard.
The SDP and self-evaluation are one improvement cycle. The plan is only judged successful where actions lead to demonstrable improvement in pupils' experience, progress, wellbeing, participation or outcomes. Completion of an action alone is not evidence of impact.		

Pre-2026-27 - RECORD

SCHOOL IMPROVEMENT & SELF-EVALUATION EVIDENCE RECORD

Why this section is retained

This section deliberately preserves the detailed improvement evidence from the previous School Development Plan. The school has streamlined its current priorities to four; it has not removed the work, evidence or learning that sat beneath the previous operational strands. This archive provides the audit trail showing how earlier priorities, actions and QA findings informed the current self-evaluation and 2026/27 action plans.

THE PRINCIPLE

Nothing important has disappeared. The front of this document is the live, usable SDP and self-evaluation. The evidence record that follows preserves the detailed historical plan and QA journey so leaders and governors can trace how the school reached its current judgements and priorities.

Crosswalk: previous improvement strands into the four current priorities

Previous SDP strand / evidence	Where it lives now
Previous: cross-curricular skills, literacy, numeracy, digital and Welsh	Priority 2 - Disciplinary literacy and confident communicators; relevant progression, digital and Cymraeg actions also support Priorities 1 and 4.
Previous: attendance	Priority 3 - Equity, attendance and engagement.
Previous: teaching and purposeful planning	Priority 1 - High-quality teaching for every learner.
Previous: mental health and wellbeing	Priority 3 - Equity, attendance and engagement; wellbeing remains a key enabling condition for learning.

Previous: ALN progress and provision	Priority 3 - Equity and inclusion, and Priority 1 - adaptive teaching and progress.
Previous: self-evaluation and improvement processes	Priority 4 - Leadership through effective self-evaluation and improvement planning.

How the evidence archive should be read

The archived material below is retained as evidence of the school improvement journey. Where an historic action or target has been superseded, the current four-priority action plans at the front of this document take precedence. Historic QA1/QA2/QA3 findings remain valuable evidence and should be read alongside the current Living SEF and QA dashboard.

