**Improvement Plan Summary - Ysgol Bro Hyddgen**

**2024 - 2025**

**Priority 1:** Improve GCSE outcomes by raising standards and improving attendance

* Implement a Progress and Attainment tracking system through the Primary sector and ensure support for targeting underachievement, by providing intervention
* Have identified groups of learners in the Primary sector and differentiated the planning and therefore the provision including interventions in the SDP
* Secondary AoLE meetings, twice a term to identify and discuss excellent/underachievement, target learners with consideration of how to adapt the planning to beneficially target groups of learners and provide suitable interventions
* Supporting groups of ALN and FSM learners through RADY principles
* FLP, KS2, and KS3, KS4 and KS5 progress leaders to visit other schools to access good practice e.g. in terms of motivation and underachiever targets (TGO/NW to attend these visits also)
* Staff to plan and deliver challenging lessons for all ability ranges – with the focus on taking responsibility for differentiation – It should be remembered that the SPWG 9 indicator gives all pupils the opportunity to improve and raise the school average
* Set up a mentoring system, to take place during the registration period, to monitor progress, be available to discuss, contact parents as needed. Ensure everyone is clear about what exams they are taking and offer support and advise them on how to create a review schedule
* Support learners to improve their exam technique and revision sills
  + Getting companies such as *Positively Mad* in to work with learners to improve review skills
  + Share *Learner's Voice feedback*  with staff
  + Instruct staff to communicate information with parents about proposed learning/revision experiences
  + Using Class Charts, the contact book and Microsoft TEAMS
* Empower the process of delivering feedback that enables extended/deeper responses to communicate higher expectations and further strengthen understanding.
* Sharpen the self-evaluation (in terms of senior and MDaPh leaders) to identify and prioritise the areas that specifically need attention and will have the strongest impact on the standards
* Interviewing all learners from the target group (under 85% last year)
* Establish a short- and long-term reward system to improve attendance and approach to learning
* All learners to register on Classcharts to be able to monitor their approach to learning and attendance
* Using historical attendance data to identify learners who are likely to be of concern again and intervene sooner
* Adopt RADY principles to improve motivation, progress and attendance of RADY learners

**Priority 2:** Develop an agreed understanding of the expectations and principles of progression in the assessment of AoLEs - Curriculum for Wales (Joint cluster improvement plan and Ysgol Bro Hyddgen improvement plan)

* Consider what the 'Key Concepts/Learning Intentions' are within the higher level planning document
* Use the 'Statements of What Matters to identify the main statement/sentences corresponding to the 'Key Concepts/Learning Intentions'
* Learning intentions: Discuss what elements of the 4 Purposes relate to the “What matters statements”
* Agree as a cluster where the 'journey' begins and where it ends for the specific learning intention
* Deepen understanding of the progression, expectations and how progress on key concepts/learning intentions could be enabled in the AoLE
* Give teachers the opportunity to plan and pilot the co-constructed high-level planning, within the cluster
* Organise visits within the cluster (and beyond) to share good practice in provision of Curriculum for Wales and how this leads to progress

**Priority 3:** Ensure consistency in implementing skills strategies across the school in order to raise standards

**Numeracy**

* Working with the Mathematics and Numeracy AoLE and cluster schools to develop an understanding of progression and progress in Mathematics (Numeracy)
* Further develop the mapping of the Numeracy Framework and identify more opportunities for pupils to apply and develop their numeracy skills
  + Review the mapping that has already taken place with Rhian Arch Rees, Ceredigion Maths and Numeracy Advisor. Identify improvement steps in the mapping.
  + Meet with each of the AoLE leaders and FLP and KS2 leaders to communicate or review mapping. Discuss and search for a range and variety of numeracy tasks or opportunities to discuss numeracy.
  + Add to the numeracy mapping/audit documents.
  + Different AoLE and FLP and KS2 are aware of what they are responsible for in delivering or reinforcing in their lessons in numeracy.
  + Evaluate the mapping to see what was successful in terms of numeracy and identify which elements need to be targeted and improved.
* Strengthen the intervention to target S.I. 85 to 95 pupils
  + Identify learners with S.S. from 85 to 95 in their personal assessments number (procedural or numeracy) who will receive intervention
  + Provide training for relevant intervention programmes to staff who will deliver the intervention
  + Compile tracking spreadsheets
  + Construct an intervention timetable
  + During the first half term conduct baseline tests
  + Monitor the intervention sessions and discuss with staff the success of the provision
  + Redo the tests to compare scores and identify progress
  + Evaluation of Learner voice interviews
* Strengthen the provision in targeting the development of ALN learners' numeracy skills
* Developing the 'Reasoning' aspect within numeracy on the Primary Campus
  + FLP and KS2 staff meeting to discuss and gather examples of reasoning work looking at different types of problem-solving questions relating to sharing
  + Delivering resource training: 'I See Reasoning' by Gareth Metcalfe
  + Monitor the impact of number reasoning in the work of Yr.2 to Fl.6 learners through learning journeys, scrutiny of work and pupil voice.
  + Monitor and track the impact of number reasoning by comparing internal tests and standardized scores at the beginning of the year and then at the end of the educational year.

**Literacy**

* Develop cross-school oracy skills:
* Voice 21 - active in tutor sessions and also in lessons raising learners' oracy standards
* Collaboration with UWTSD - Raising year 7 reading standards by

using the Republic of Ireland's reading learning strategies (second in the latest PISA tests) – planning for the programme to be rolled out in September 2025 to one pilot BL7 class

* Building on the school's Welsh ethos by:
* Reinforcing school language strategies among staff, pupils and the home
* Foster pride and a sense of privilege to be Welsh/Welsh among the pupils
* The “Criw Cymraeg” Committee is aware of the Siarter Iaith strategies and this drives improvement among pupils at the school
* Promote the aim, objectives and values of the Siarter Iaith amongst the homes and wider community.
* Promoting the benefits of bilingualism among pupils' homes

**2024-25**

1. Continue to start all conversations in Welsh and raise awareness of Welsh songs
2. Strive to ensure that all individuals have access to joining the Urdd
3. Ensure award points for speaking Welsh are accredited on Class Charts to yr.7
4. Informing parents about Welsh language learning resources
5. Winning the Silver award – Summer 2025

**Digital Competence**

* Further developing the mapping of the Digital Competency Framework and identifying more opportunities for pupils to apply and develop skills
  + Review the mapping that has already taken place. Identify improvement steps in the mapping
  + Meet with each of the AoLE leaders and FLP and KS2 leaders to present or review the mapping. Discuss and seek out a range and range of opportunities to develop digital competency to ensure continuity and progress
  + Complete the digital competency mapping documents
  + Different AoLE and FLP and KS2 are aware of what they are responsible for delivering or reinforcing the lessons in digital Competence
  + Evaluate the maps to see what was successful and identify which elements need to be targeted and improved

**Priority 4:** Reduce the Budget Deficit

* Termination of agreements with tutors - tutors to be paid directly by parents
* Reduce the supply to PPA in Primary by using Secondary staff
* Reduce travel costs by reducing the number of trips to pre-Covid numbers
* ISR Head and Deputy
* New photocopier deals - cheaper
* New Building will be 'Passive' – heating costs cut
* The school has embarked on a journey to change the school category to be bilingual rather than two streams.
* Receiving a transition grant from Powys while the English stream is being phased out.