**GSIC Spring Report 2024:**

**Progress against Estyn recommendations 1 and 3**

Following the autumn term of ‘Making sense of…’ evaluation activities and improvement planning the spring term has been designated as a period to review progress and to action as outlined in the PIAP and subsequent reports. Indeed this term has been described by staff as the ‘Term of Action’. Consideration has been taken to the short nature of the term of 10 weeks.

***R1: Strengthen leadership, by improving rigour and precision of self-evaluation and the effectiveness of improvement planning in particular***

Estyn Identified that**:**

* *Leaders have not secured sufficient improvements in some important aspects of the school’s work, including the quality of teaching, attendance, and provision for skills, particularly Welsh.*
* *Improvement processes do not focus consistently enough on the core aspects of their work, such as attendance or the impact of teaching on pupils’ progress, learning and skills development*
* *Quality assurance activities do not always focus precisely enough on identifying the specific strengths and areas for improvement in important aspects of its work or evaluate them with sufficient rigour.*

**Strengthen Leadership:**

Strengthening leadership has been at the core of our actions in making progress against our school priorities. Each AoLE Curriculum Leaders and Middle-leaders (wellbeing and/or curriculum) has been linked to a member of SLT and all understand their roles and responsibilities. 76% of staff agree that the school is well lead and managed (this includes all levels of leadership) - Staff survey Review (Appendix 5)

A professional learning programme has been established to support leaders to discharge their roles effectively e.g. ESO ‘Effective Self-evaluation’ training, ESO and SLT Focus workshops, collaborative observations, learning walks and speaking to pupils activities, NAEL middle-leadership course etc. Leaders (at all levels) set high expectation for staff, model and promote professional values and behaviours that are beginning to contribute positively to school and department improvement. A team ethos within departments and across curriculum areas continues to be a strength of the school. A staff survey indicates that 88% agree that leaders trust staff to innovate in ways that meets the needs of pupils (12% stated that the question was not applicable to their role

**Self-evaluation and improvement planning:**

A published QA calendar shared with all staff has improved the regularity of self-evaluation activities across the school. During this term the purpose of the activities has been to ‘Review progress’ in gathering robust first-hand evidence. Maintaining a clear focus on the impact of its provision on pupil progress. Each activity involves a broad range of leaders (at all levels), staff, pupils and school partners e.g. Local Authority Education Support Officers, Governors

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| **Spring Term 2024** |  |
| **Date** | **Meeting** | **PIAP Focus** |
| Monday 8th Jan | Pastoral Middle Leaders Meeting | R2 |
| Wednesday 10th Jan | Year Team Meeting | R2 |
| Monday 15th Jan | Curriculum Middle Leaders Meeting | R1 R3 | SLT Link Meeting:R1 & R3Improvement Planning\* |
| Wednesday 17th Jan | Reviewing Progress - Learning Walk | R3 |
| AoLE/Department Meeting | R1 R3 |
| Monday 22nd Jan | AoLE Curriculum Leaders Meeting | R1 R3 |
| Wednesday 24th Jan | AoLE/Department Meeting Reviewing Progress – Work Scrutiny | R1 R3 |
| Wednesday 31st Jan | AoLE/Department Meeting  | R1 R3 |
| Wednesday 7th Feb | AoLE/Department Meeting | R1 R3 |  |
| ***Half Term*** |  |
| 19th – 23rd Feb | Whole School Observation #2 | R1 R3 |
| Monday 19th Feb | Pastoral Middle Leaders Meeting | R2 |
| Wednesday 21st Feb | YEAR 10 PARENTS EVENING |  |
| Monday 26th Feb | Curriculum Middle Leaders Meeting | R1 R3 |
| Wednesday 28th Feb | AoLE/Department Meeting | R1 R3 | SLT Link Meeting:R1 & R3Improvement Planning\* |
| Wednesday 6th March | AoLE/Department Meeting Reviewing Progress – Work Scrutiny School  | R1 R3 |
| Monday 11th March | AoLE Curriculum Leaders Meeting | R1 R3 |
| Wednesday 13th March | Reviewing Progress - Learning Walk | R1 R3 |
| Wednesday 13th March | YEAR 8 PARENTS EVENING |  |
| Wednesday 20th March | PLC Feedback to all staff | R1 Professional Learning |  |
| Friday 22nd March  | INSET Joint NPT Secondary School - CfW | R1 R3 |
| ***End of Term*** |  |

Each activity has a clear and concise focus from our ‘How I learn – Making Progress: Our lesson essentials’ principles (Appendix 1)

* Visible Progress in Learning
* High Level of Pace and Challenge
* Quality of Questioning
* Development of Skills
* Motivating Learning Environment

Each activity report outlines strengths, areas for improvement and action plan of next steps. 98% of staff agree that they understand their role in achieving the school’s improvement priorities

Impact:

Through our improved systematic approach, increased time to middle -leaders professional dialogue and learning activities there is a growing confidence across leaders, at all levels, in their ability to gather information. Leaders are beginning to use self-evaluation findings to know the school and department strengths and weaknesses and devise relevant priorities and actions for improvement e.g. department improvement planning to work scrutiny.

SLT link meeting focus on department progress against school and department priorities. Meaningful professional dialogue around school and department self-evaluation activities give a clear picture of strengths and weaknesses in provision and learning across the school and at department level. School and departments adapts its approaches where necessary. However, not all action planning set specific, realistic timescales and allocates appropriate responsibility for securing improvement. This remains an areas of continued improvement of middle leader training and a focus of SLT link meetings.

Professional learning and increased management time has enabled most middle-leaders to gain a greater understanding of their role and responsibilities. ESO, SLT and Middle-leaders carry out self-evaluation activities together as a training model to build confidence and capacity. Using this model to build capacity amongst staff has developed a nurturing, team ethos to self-evaluation that enables all staff to feel that they contribute to the school processes- In a staff survey 92% agree that they contribute meaningfully to the school’s self-evaluation processes. A middle leader’s buddy mentor programme has been established to support less effective middle-leaders to support them in their understanding and deployment of their role.

Self-evaluation activities leading to the department/school adapting its approaches have led to a positive impact on pupils’ learning and wellbeing e.g. Behaviour Review, Attendance systems and procedures (R2) including pupil rewards and effective teaching and assessment (R3)

All quality assurance activities, self-evaluation reviews and action planning are stored collectively in the Staff Collaboration Space. This space encourages collaboration and transparency across leaders to share good practice and an accessibility to valuable resources.

**Professional Learning**

Improved self-evaluation and improvement planning have enabled leaders to create a positive culture and ethos to promote and support the professional learning of all staff that is directly linked to school and department priorities. Training engages all staff in purposeful activities that support the development of their professional knowledge, understanding and teaching and leadership skills

Impact:

PLC’s have been used effectively as a tool as a department led action research that will impact directly in their department priorities e.g. Science Department action research on effective assessment and use of pupil feedback DIRT and PLC based activity on Effective questioning. Both projects have been identifies as good practice within the school and shared across the school to ensures that other staff may benefit from it. The Book Look – sharing good practice activity enabled all staff to engage in professional dialogue across all curriculum areas, sharing good practice, motivate and share innovation. Staff feedback was extremely positive – 90% of staff would value the opportunity again.

Whole school professional learning programmes links clearly to self-evaluation and improvement priorities (especially as noted in our ‘Making Sense of’ activities). Through self-evaluation activities the impact of professional learning on the effectiveness of teaching and leadership, and on pupils’ progress and well-being is monitored, reviewed and approach adapted. E.g. Effective teaching programme in developing classroom provision. In a recent staff survey 82% agree that the school ensures that staff access worthwhile professional learning opportunities

80% agree that leaders plan appropriate opportunities for staff to collaborate with others to develop the school’s curriculum and teaching (18% stated that the question was not applicable to their role).

***Collaboration***

During the spring term SLT met with Mrs Sue Hollister and Mrs Sue Hadley to discuss our systems and procedures in our progress against each recommendation. The meeting was very positive. Both felt that the PIAP is ‘sound and comprehensive’, quality assurance and self-evaluation underpins the PIAP and this is applied rigorously and shared with all staff. Tiers of self-evaluation from individual teachers at all levels so they are all considering what went well and even better if to improve teaching and assessment at all levels.

***Next Steps:***

* *Continue ‘Reviewing Progress’ activities throughout the Summer term to enable leaders at all levels (SLT and Middle Leaders) to have a current picture of aspects of the school work and impact of changes*
* *Ensure all staff are familiar with and use the Estyn quantifiers to focus their self-evaluating.*
* *SLT on a termly basis compile common threads of departmental evaluations to identify a manageable number of holistic improvements.*
* *Annual Self-evaluation to inform school and department 2024-25 priorities*

***R3: Improve the effectiveness of teaching and assessment***

Estyn identified that:

* *In a minority of instances, shortcomings in teaching limit the progress that pupils make (pupils are slow to start working and complete little work in their lessons over time).*
* *Where teaching is not effective enough, it is often because teachers do not have high enough expectations of what pupils can do. As a result, they:*
* *plan activities that are insufficiently demanding and,*
* *do not help pupils to develop relevant skills and their understanding of the subject*
* *In a few instances, teachers are too accepting of off-task behaviour and low levels of effort.*
* *Questioning is not used well enough to support pupils’ learning*
* *Although a minority of teachers provide pupils with written feedback that identifies clearly what pupils have done well and how they could improve, too often comments over generously praise work that is incorrect or at best mediocre.*
* *Overall, feedback does not provide pupils with sufficient guidance to help them develop their literacy skills.*
* *Pupil self-assessment activities are not always used judiciously and are often unhelpful and time-consuming.*
* *Pupils do not have enough opportunities to develop the full range of writing skills across the curriculum.*

Effective Teaching and Assessment is the foundation of all staff professional learning this academic year focusing on ‘Does teaching support pupil progress?’

Information gathered from our ‘Making sense of’ self-evaluation activities (Appendix 2) and improvement planning have informed the content of our learning programmes:

1. **Effective Teaching Programme**

**Session 1**

Following a series of leaders training sessions led by LA ESO staff our whole staff Inset 8th December focused upon the importance of developing a shared understanding of progress and supporting teachers to plan for progress. This AoLE led approach empowered our middle-leaders to create a bespoke session that met the needs of their department/AoLE. Training material and supplementary guidance was created by Senior leaders in supporting the continual professional learning of staff.

Impact:

A staff survey indicates that;

* 82% agree that the school ensures that staff access worthwhile professional learning opportunities
* 80% agree that leaders plan appropriate opportunities for staff to collaborate with others to develop the school’s curriculum and teaching (18% stated that the question was not applicable to their role)

Self-evaluation activities indicate that:

* most staff have a clear understanding of progress and found the session helpful in outlining a clear and concise curriculum design tool to help staff plan for progress that identifies key element of progress within CfW – What? Why? How? Assessment and effective questioning. Planning that is linked to a broad learning intention and not activity based.

Although there has been some improvement in the quality of teaching in response to the findings of this terms reviewing progress self –evaluation activities (formal lesson observations, work scrutiny and speaking to pupils with their books) (Appendix 3) significant changes and have been made to the professional learning programmes to address the shortcomings identified;

* To support teachers to plan for progress - plan sequences of suitably demanding activities that build well on each other to enable pupils to deepen understanding and application of skills (cross-curricular, integral and subject specific)
* Challenge – differentiation, pace and engagement

Questioning – develop pupil thinking to support progress and learning

Changes to the programme have been outlined in an action plan of support in agreement with the LA ESO team. The plan outlines support on an individual basis, department and as a staff (Appendix 4)

1. **Effective Assessment**

Session 1:- What is effective Assessment? Supporting learner progression - planning for progress

* Formative Assessment strategies
* Effective questioning

Session 2:

* Quality of written feedback and its impact on pupil progress

Following a series of training sessions senior leaders and AoLE Curriculum leaders devised a programme outlining key elements of effective assessment in supporting middle-leaders and departments to design and implementing a department assessment policy, exemplifying the principles of effective assessment strategies employed within the department and school e.g. formative assessment toolkit, effective questioning strategies and effective feedback strategies and expectations. The effectiveness of the assessment policy in practice will be the focus of the summer school and department term review programme, SLT link meetings and other self-evaluation activities.

Next Steps:

* *Cross-curricular Reviews:*

*Literacy Review#2*

*Focus: Writing accuracy and variety of writing types.*

* *Summer term ‘Reviewing progress’ self-evaluation activities (SLT and Middle-leaders) to monitor progress and evaluate impact of teaching and assessment programmes/ strategies to inform next steps. Organic process.* ***R1 & R3***
* *Formative assessment and teaching when explicit in the classroom facilitates including all learners, impacts on learner progress and impacts on engagement and classroom behaviour*
* *Develop Questioning*
* *Evaluate the impact of Professional learning and staff training programme;*
	+ *Departmental action research Professional Learning Communities (PLC’s) to evaluate progress and inform improvement planning at department level*
	+ *Staff Training programme: Effective Teaching & Effective Assessment programmes*

**Appendix 1**



**VISIBLE PROGRESS IN LEARNING**

* Learners understand ***what*** they are learning, ***why*** they are learning it and ***how*** they can improve
* Learners use a range of skills to apply knowledge and deepen understanding
* Learners are inspired by and engaged in a range of rich learning activities
* Learning is monitored and progressed with positive reinforcement and regular feedback that informs where the learners are in their learning, where they need to go in their learning and what needs to be done for them to get there, taking into account any barriers to learning.

**HIGH LEVEL OF PACE AND CHALLENGE**

* Clear, and consistently high expectations for all our learners, in all of our classes
* Learning enablers, integral skills are key to challenge learners – allow time for problem solving, creativity and innovation and critical thinking.
* Ensure extension and challenge tasks are available along with learning mats, writing frames, chunking of tasks and other resources to support and challenge learners.

**QUALITY OF QUESTIONING**

* Questioning is differentiated to check for depth of understanding and progress
* Questions are used effectively to deepen understanding and allow learners to apply their knowledge
* Learners have the opportunity to ask and answer questions individually, in pairs and in groups

**DEVELOPMENT OF SKILLS**

* Literacy skills: reading, writing and speaking are fundamental to our lessons planning and should follow with our literacy strategies
* All opportunities for numeracy skills explored
* Digital skills are developed, extended and applied to enable learners to contribute positively to the digital world

**MOTIVATING LEARNING ENVIRONMENT**

* Learning environment promotes enquiry and curiosity to encourage independent learning
* Learners are encouraged to talk, share and learn from others

**Appendix 2**

**‘Making Sense of…’**

**Quality Assurance Activities Summary Report**

**Focus:** ‘**Does teaching support pupils to make progress?’**

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| R1: ***Strengthen leadership, by improving the rigour and precision of self-evaluation and the effectiveness of improvement planning in particular*** |
| R3:***Improve the effectiveness of teaching and assessment*** |
| PIAP Activity: A series of ‘Making sense of…’ quality assurance activities led by ESO, SLT, AoLE leaders and Middle-leaders to strengthen the rigour and precision of self-evaluation processes and improve the effectiveness of teaching and assessment. |

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| Evaluation  |
| QA activities indicate that;* The majority of pupils make good progress in their knowledge.
* Most teacher’s plan with clear objectives for the lesson, however the intention is often limited to acquiring knowledge and completing the task.
* When asked the reason for learning in the lesson or speaking to pupils with their books, most pupils were unclear of the overall learning intention and could only comment on the activity, or because their teacher told them to or that they will be examined or tested on it.
* Nearly all pupils are able to identify a piece of work that they were proud of. Most pupils had selected a piece of work that reflected the amount of effort, resilience and discipline that they had personally put into the work rather than the attainment grade.
* Most pupils identified tasks of independent learning as a challenge - the expectation of bringing prior learning, and application of new skills in a different context together.
* Teacher’s subject knowledge is strong, and most lessons require high levels of teacher direction. This often limits pupils’ ability to develop their integral skills such as their ability to plan and organise, to be creative, solve problems and develop their thinking skills.
* There are very strong examples of teachers having high expectations of the progress pupils make e.g. Science pupils have a very clear understanding that they need to make progress in their knowledge of electricity, their ability to collaborate and their ability to plan an investigation. They can clearly articulate why collaboration is important and what good collaboration looks like.
* Where teaching is not as effective teachers plan activities that are insufficiently demanding and do not help pupils to develop and apply relevant skills and their understanding of the subject
* There is a lack of differentiation in the tasks impacting on pupil progress. This reduces pupil engagement and does not help them to be independent in their learning and focus only on content/activity and knowledge.
* Nearly all pupils stated that they received a variety of feedback approaches e.g. verbal, marking codes and written feedback.
* There is useful written feedback that requires pupils to think about their learning and to challenge their thinking, however pupils do not always respond to the comments. In the very few cases where this was effective pupils were given time to act upon the feedback given and this was monitored by staff. Feedback was linked to the learning intentions e.g. subject skill, literacy development and attributes to learning (integral skills).
* The majority of pupils present their work well and complete set tasks. However, it is evident, particularly in lower ability sets, that pupils do not always complete tasks and take little pride in the presentation of their work. ‘Book pride’ is not always challenged by staff e.g. unfinished/incomplete tasks, limited presentation areas such as underlining and doodling in the margin.
* Nearly all pupils could identify opportunities in their learning for developing literacy across the curriculum. The majority of pupils stated that they are often given opportunities to develop their reading, however this was predominantly done in English lessons. There are also opportunities for pupils to develop their oracy skills in MFL, Drama, Welsh and also presenting work in Princes Trust. Nearly all pupils were able to show examples of extended writing. However, there was little evidence of a variety of writing types.
* When prompted around half of the pupils could identify opportunities to develop numeracy across the curriculum e.g. using equations in science, measuring in cooking and drawing graphs in geography. However, pupils did not recognise that the numeracy skills developed in Maths were applicable to other subjects.
* Most pupils were able to identify opportunities where they had used DCF to research. A few pupils gave other examples including file management in WB, Filming in Drama and completing evaluations in PE.
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| **Areas for Development:** |
| 1. **To develop a shared understanding of progress and support teachers to plan for progress:**
* Curriculum Design - Learning Intention
* Challenge
* Cross-Curricular skills
* Quality of Written Feedback to inform next steps and impact on pupil progress
* Peer & Self-assessment
1. **To further strengthen the process of self-evaluation with middle leaders producing evaluations based on first-hand evidence.**
 |

**Appendix 3**

**CULTURE FOR LEARNING: Reviewing Progress**

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| PIAP Focus: **R1:To strengthen the rigour and precision of self-evaluation processes and improve the effectiveness of teaching and assessment*** Leaders have not secured *sufficient improvements* in some important aspects of the school’s work, including the quality of teaching, attendance and provision for skills, particularly Welsh.

***R3. Improve the effectiveness of teaching and assessment***1. Shortcomings in teaching limit the **progress** that pupils make
2. Teachers do not have high enough expectations of what pupils can do. As a result, they:
* plan activities that are **insufficiently demanding** and,
* do not help pupils to develop relevant skills and their **understanding** of the subject
1. Questioning is not used well enough to support pupils’ learning.
2. Pupils do not have enough opportunities to develop the full range of writing skills across the curriculum.
3. Provision to develop their numeracy in other relevant subjects is at an early stage of development.

***Assessment***1. Although a minority (below 40%) of teachers provide pupils with written feedback that identifies clearly what pupils have done well and how they could improve, too often comments over generously praise work that is incorrect or at best mediocre.
2. Overall, feedback does not provide pupils with sufficient guidance to help them develop their literacy skills

Pupil self-assessment activities are not always used judiciously, and are often unhelpful and time-consuming. |
| Monitored by: HOD SLT (Link) ESOQuality Assured by: SLT |

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| Focus for Monitoring:  |
| **Does teaching support pupils to make progress?** |
| Monitoring activities: |
| * Scrutinise Pupil Work
* Observe Teaching and Learning
* Speak to pupils with their work
 |
| **Learning (IA1)** Strengths: What is it that pupils can and cannot do? How many pupils do what and how well? (Remember to use the word **‘However’** if an area needs development) |
| In a majority of lessons, pupils make sound progress in their knowledge, understanding and skills. In these lessons they recall prior learning well and apply this to new situations appropriately, e.g. in RE when discussing the sanctity of life.Pupils are engaged and are active participants in their learning – understanding their strengths and next steps in learning.In too many lessons, pupils do not make suitable progress; they are unclear of the learning intention and purpose of the learning, low challenge and engagement in learning. Pupils develop their integral skills successfully. The majority of pupils work well collaboratively in sharing ideas and giving and receiving feedback e.g. in PE pupils use coaching strategies to support each other’s learning. Many show resilience in sticking with difficulty and developing their creativity through being inquisitive in science.Literacy:A majority of pupils are eager contributors to class discussions. These pupils express their opinions confidently and clearly, explaining their viewpoints sensibly and using subject specific vocabulary accurately for example when discussing modern slavry in History.  A minority of pupils are reluctant to contribute to discussions or respond to questions, or offer brief, underdeveloped answers. Many pupils listen carefully and with respect, but a few do not listen respectfully to staff or each other. When reading, many pupils select information from a range of texts appropriately, for example reading for understanding in History. These pupils apply analysis techniques appropriately, identifying suitable evidence to support their points. A few pupils struggle to annotate texts appropriately and only understand basic meaning when reading. Many pupils organise their writing suitably by using paragraphs and generally write in a logical sequence. A majority write at length in a suitable range of forms and for an appropriate range of audiences. For example, pupils in Year 7 pupils were able to identify successful descriptive writing techniques and apply these skills successfully within their own work. In subjects other than English, pupils benefit from suitable opportunities to write extended pieces, though they do not always develop the range of their writing skills well enough across the curriculum and booklets often hinder their ability to write at length. A majority of pupils have an appropriate vocabulary and write well creatively, showing awareness of the features of effective writing and how to employ writing devices. NumeracyIn mathematics, most pupils develop their subject specific vocabulary well. Although pupils develop their numeracy skills well in mathematics lessons, they have few opportunities to practise or develop these skills across the curriculum. |
| **Teaching & Learning Experiences (IA3)** |
| Nearly all teaching observed is characterised by positive relationships between staff and pupils. These teachers know their pupils well and offer them support and encouragement. In the majority of cases, teaching is effective in helping pupils to make sound progress in developing their knowledge, understanding and skills (cross-curricular, integral and subject specific). Where teaching is effective, teachers plan for progress - plan sequences of suitably demanding activities that build well on each other. They carefully prepare a variety of resources that engage pupils well. These teachers provide clear explanations and model learning effectively. They use a range of formative assessment strategies to monitor pupils’ progress and give pupils useful verbal and written feedback to help them improve. These teachers use skilful questioning to explore pupils’ understanding and develop their thinking e.g. no hands up and /or class charts randomiser to optimise pupil engagement.In too many lessons (around 45%), shortcomings in teaching limit the progress that pupils make:* Teachers do not have high enough expectations of what pupils can do; Teachers are too accepting of low levels of effort; Class routines and systems are not in place; Low-level disruption is not challenged; Work in books is often incomplete and presentation is poor.
* Learner outcomes/intentions are not clear and are not outlined to learners during the lesson. Teachers do not plan for progress – activities do not build well on each other. The purpose of learning is not clear.
* Challenge – activities are insufficiently demanding and do not help pupils to develop relevant skills and their understanding of the subject. Pace is often slow. This reduces pupil engagement and does not help them to be independent in their learning.
* Questioning is not used well enough to support pupils’ learning. They are often closed questions that do not allow pupils to deepen understanding, thinking and problem solving. The majority of questioning technique was ‘hands up’ where only a few pupils in the class engaged.
* In a few lessons formative assessment strategies were not used effectively to identify pupil strengths and next steps in learning.

Literacy across the curriculum:During the observed lessons most teachers provide beneficial provision to develop pupils’ oracy skills e.g. group collaborative tasks and coaching feedback strategies in PE. In general, pupils have suitable opportunities to practise their reading and writing skills. Although there has been an improvement in the opportunities to develop the full range of writing skills this is still a priority for development within curriculum design. Numeracy across the curriculum:Although pupils develop their numeracy skills well in their mathematics lessons, provision to develop their numeracy in other relevant subjects continues to be at an early stage of development. Whilst pupils were required to analyse pie charts in Geography, there was very few other opportunities for pupils to develop their numeracy skills across the curriculum.  |
| **Areas for Development:**  |
| 1. To further strengthen the process of self-evaluation with middle leaders producing evaluations based on first-hand evidence.
2. Teaching & Learning:
* To support teachers to plan for progress - plan sequences of suitably demanding activities that build well on each other to enable pupils to deepen understanding and application of skills (cross-curricular, integral and subject specific)
* Challenge – differentiation, pace and engagement
* Questioning – develop pupil thinking to support progress and learning
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**Appendix 4**

**Effective Teaching – Reviewing progress**

Action Plan ( Summer Term 2024)

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| **Action** | **Expected Outcome** | **Lead Person** | **Resource/****Cost** | **Monitoring/Evaluating progress Activities** |
| SLT/ HOD to give detailed and honest feedback of lesson evaluation to each member of staff observed outline support if needed. | Feedback from HOD & SLT. All staff observed understand the strengths and weaknesses of their lesson. Outlining next steps. | SLT/HOD | Meeting Time | Shared planning sessionsPeer observationsFormal Lesson ObservationsLearning walk |
| SLT Teaching & Learning Support Programme Including ESO 1:1 sessions, peer observations, focus workshops e.g. questioning | Improved provision and outcomes | ESO – ES & MDSLTHOD | Meeting Time | Focus workshopsPeer observationsShared planning sessionsFormal lesson observations |
| AoLE Leads to work collaboratively to devise planning for progress lesson plan – understanding and development of skills (cross-curricular, integral and subject specific skills) and challenge in lessons | A bespoke planning for progress lesson planning tool that can will be used consistently across the school to plan lessons. Lesson will have clear learning intentions, challenge and assessment strategies to allow and monitor progress | SLTAoLE LeadsHOD | Meeting Time | Peer observationsFormal Lesson ObservationsSpeaking to pupils |
| Effective Teaching Programme: session 2AoLE Led (see action above)  | All staff to have a clear understanding of what is and how to use the lesson plan tool to effectively plan for progress in their lessons.Characteristics of effective teaching. | AoLE lead | Inset – Twilght 13th March 3-6.30pm  |  |
| Reviewing Progress – summer term self-evaluation activities: Effective Teaching and Assessment – Does teaching in your department promote pupil progress?-Whole school QA programme-Dept QA programme: Use of department meeting time to share lesson plan and discussions (joint planning)QA activities – Work scrutiny, peer observationsUse of gained time (may-July) | First hand evidence gathered to inform the standard of provision on pupil progress across the school and in each department. Inform improvement planning school and department priorities 2024-25 | SLTHOD | Meeting time | As outlines in school QA calendar:Formal lesson observationsLearning walksBook Look,Speaking with pupilsUse of Year 11 Gained time:Joint planningPeer observationsWork scrutiny |

**Appendix 5**

**‘Reviewing Progress’ Monitoring Report**

**Estyn Staff Survey**

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| Focus: To strengthen the rigour and precision of self-evaluation processes and improve the effectiveness of teaching and assessment | Date: Autumn Term 2023 |
| Monitored by: SLT |

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| Focus for Monitoring:  |
| ***To help leaders gather information to form a picture of the work of the school***  |
| Monitoring will take place through:  |
| Estyn Staff survey |
| Staff Feedback: |
| Staff feedback survey was mostly positive. 51 members of staff completed the survey: 7 Senior Leaders, 12 Middle-leaders, 16 Teachers, 5 Support Staff (teaching), 7 Support Staff (pastoral) and 4 Support staff (administration)Survey Summary:98% of staff are fully aware of the school’s procedures for safeguarding pupils and understand how to apply them100% believe that pupils are safe at this school76% agree that school policies and professional learning support them in dealing with incidents of poor behaviour82% agree that the school ensures that staff access worthwhile professional learning opportunities80% agree that leaders plan appropriate opportunities for staff to collaborate with others to develop the school’s curriculum and teaching.18% stated that the question was not applicable to their role.88% agree that leaders trust staff to innovate in ways that meets the needs of pupils (12% stated that the question was not applicable to their role76% of staff agree that the school is well lead and managed (this includes all levels of leadership)69% of staff agree that leaders take staff workload and wellbeing into account when developing and implementing policies and procedures, and avoid placing unnecessary burden on staff.94% of staff agree that if they experience problems at school, they can speak to leaders about them and receive appropriate support92% agree that they contribute meaningfully to the school’s self-evaluation processes98% of staff agree that they understand their role in achieving the school’s improvement prioritiesAdditional comments:‘Since joining mainstream in September I have felt really welcomed by staff and I was brought up to speed with all policies and procedures really quickly. I feel well supported in school’.‘I am very happy with the support I receive and the autonomy I am afforded as a middle leader at Cefn Saeson. I know if I ever have a concern or query I can see my SLT link or other SLT members and they will do their best to solve my problem’‘I am extremely well supported in both my profession and well being in Cefn Saeson. I am encouraged to be innovative with my teaching and am encouraged to interpret the new curriculum in a way which is beneficial to pupil progress’‘Cefn Saeson is a wonderful school that supports both staff and pupils’ ‘This school puts our pupils first, with the staff working collectively to enhance the learning experience’‘I am concerned about the lack of transparency and poor communication between the pastoral team as a whole and teachers. We do not need to know explicit and specific details, however I do believe that we do need to be made more aware of certain things so we can have empathy and show support to pupils who may need it. I don't believe this is happening currently. The expectation on non-core subjects should be adjusted to take into consideration we see the pupils 3 times a fortnight and not 8. Some non-core teachers also have 4-5 classes in a year group and therefore have 120+ pupils to monitor and report on. SLT presence around the school and corridors is minimal during lessons’‘In class behaviour is not always supported as agreed by SLT link. This is overridden by pastoral leads and results in me feeling overwhelmed in dealing with the most acute behaviours. Whilst trusted to develop new courses and opportunities for learners - facilities and transport is not always available / this is made difficult by other staff’ |
| Next Steps:  |
| To further strengthen the process of self-evaluation with middle leaders producing evaluations based on first-hand evidence:* Behaviour Review systems and procedures
* Monitor impact of professional learning - Estyn Survey, Post - Training surveys etc
 |