



Priorities

1. To further improve the quality of teaching and use of assessment to meet the needs of all pupils and support high quality outcomes.
2. To provide and develop a curriculum that most appropriately meets the needs of all our learners.
3. To strengthen the provision for and coordination of the progressive development of pupils' skills.
4. To embed self evaluation processes and planning for improvement to focus precisely on the areas that require improvement.
5. To improve site security and traffic management and to refine safeguarding processes in line with our Safeguarding Evaluation Report (SER).

Priority 1: Objectives

Improve the academic progress of disadvantaged learners across the school and all learners at KS4, ensuring strong outcomes across all subject areas.

Further embed the continuum and DRICE (Deepening Thinking, Role Modelling, Impact, Challenge and Engagement) strategies, including high quality assessment for learning, in all lessons. To integrate the effective use of cognitive science to strengthen the whole-school teaching and learning and feedback approaches.

To ensure consistent and impactful assessment and feedback, to include the use of curriculum related expectations (CREs) to assess and support pupil progress in years 7 to 9.

Embed awareness and expertise in Universal Provision in classrooms.

Priority 2: Objectives

To further embed the Curriculum for Wales for Years 7, 8 and 9 curricula.

To introduce the new made for Wales qualifications released for 2025 and plan for those that are being released in subsequent years along with the possible skills suite.

To embed assessment and tracking protocols and procedures in supporting delivery of the reformed curriculum.

To embed the wellbeing sessions across the school to ensure high quality personal development provision that meets the needs of learners whilst developing a belonging and community ethos.

To ensure the cross cutting themes are explicit, where appropriate, across the curriculum.

Priority 3: Objectives

Deliver a curriculum in Years 7, 8 and 9 which supports learners to acquire the necessary literacy, numeracy and digital skills to enable them to make progress.

To work with cluster primaries to develop a 3-16 model for improving and consistent teaching of literacy skills.

To ensure that skills provision across faculties is appropriately progressive and challenging.

Priority 4: Objectives

To ensure that leaders at all levels continue to plan for improvement strategically and evaluate the work at regular intervals.

To ensure that leaders at all levels self evaluate robustly and honestly and that these processes (both whole school and at faculty/progress level) focus precisely on areas requiring improvement.

To further develop the role of the SIGs by embedding research and enquiry to strengthen impact and drive evidence informed school improvement.

Priority 5: Objectives

To refine safeguarding practices as part of the safeguarding self evaluation process.

To improve site security and traffic management across the lower and upper school site.