Trellech School Development Plan Overview 2023 – 24

Leadership	Health and Well- Being	Pedagogy & Curriculum	Learning Standards & Progress
Priority Area 1: Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation. Embedding reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.	**Priority Area 2** Ensuring the school environment supports learners' and practitioners' well-being. Being at the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.	**Priority Area 3** Co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.	**Priority Area 4** Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations. Enabling all learners, and in particular those from disadvantaged backgrounds to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.
1.Further develop and strengthen the whole school team inc. the Acting Headteacher, Seconded Deputy Head Teacher access to high quality programmes to support distributed leadership and enhance leadership skills.

Senior leadership programme: NPQH/ NQT

2.Ensure high-quality long-term leadership by appointing a permanent Headteacher in readiness for Academic Year 2024. 25

3. Further strengthen the leadership role of the Governing Body through engagement with the regional GB Self Evaluation Toolkit, enhancing GB involvement in regional training and support programmes including engagement within school linked to the Annual Governor Plan.
4. Ensure that opportunities are built into whole staff PL meetings to regularly review the impact of agreed actions and strategies to improve learning, teaching and leadership and that such reviews are continually impacting on improved outcomes of teaching and learning.

5. Utilise the Impact Pathway model linked to the NR:EI Toolkit as a self-evaluation tool for staff to capture impact on the organisation, practitioners and learners, analysing how effective self evaluation processes are. | 1. Ensure the learning environments promote pupil and learner well being, with effective opportunities to promote independent learning and application of skills. 2. Effectively utilise Thrive and ELSA identified staff to ensure consistent emotional support is provided for those learners requiring it. 3. Establish a school curriculum and community that promotes inclusion and equity for all learners.

To introduce Commando Joes; the development of skills beyond the classroom, ensuring that no child is left behind.

4. To utilise a variety of sources to promote positive Pupil health and Wellbeing e.g. Happen, Thrive, PASS. Analyse the results to support groups of learners as well as individuals through class, group and individual action plans. (Autumn 2023)
Continue to establish systems to promote Staff Well Being inc. Well Being Radar, access to counselling services, Well Being Sessions etc... | 1.To evaluate the effective use of curriculum lead to ensure that all staff implement agreed approaches to C4W delivery; ensuring principles of progression, the pedagogical principles, cross-curricular skills and cross-cutting themes. 2. Engage in the Cluster Digital Project to enable a shared digital vision, all staff to deliver high quality progressive digital skills to support confidence, skill improvement and an understanding of cross curricular responsibility; building a culture of high expectations and work towards excellence. 3. To effectively evaluate a school vision for Expressive Arts. Identifying an AOLE Lead and utilising Arts Council Funding to ensure a range of opportunities for all learners. 4. To enhance the Humanities practitioners' knowledge and understanding of conceptual curriculum design within RVE; plan for progression; produce working examples of progression maps as well as ensuring the fulfilment of statutory requirement for the mandatory elements of RVE. | 1.To ensure the quality of sustained excellent teaching enables the best practices to effectively improve pupils learning. 2. To further develop and promote problem solving and reasoning across all areas of numeracy within the curriculum, ensuring over half of learners achieve a standardised score of 96 and above 3. To ensure the majority of pupils attain a SAS 90 in GL Spelling Assessment 4. To develop pupil and staff oracy skills in Welsh. 5.Sci & Tech: To develop Digital Competency and Application of Skills across all AOLEs throughout the whole school 6. ALN: To ensure equity for all and full compliance of ALN Code |