

SDP: 2023/24 to 2025/26
Revised: 01-Sept-2023

School Development Plan

2023/24



Ysgol Treffynnon

John Weir
Head Teacher

School Vision & Mission Statement

Excellence in Everything

Our school is one that cares about every individual. We understand the impact that physical and emotional wellbeing has on our students' ability to learn effectively and to achieve their full potential as ethically informed citizens of their local and wider communities.

We are a truly inclusive school, committed to working with the community to give our students the best possible start to their lives. We welcome all young people, whatever their religion, ethnicity, or academic ability, and we will provide the environment where students will be nurtured and supported to succeed in their learning, whatever that means for each individual.

Our students will experience the excitement of learning and achievement; they will have their academic, sporting, and creative skills nurtured and developed to their individual potential.

Students will develop the ambition, confidence, and resilience to achieve their dreams and aspirations as we encourage them to reach out and grasp all the opportunities life has to offer.

We are a community that works together, treating each other with patience and understanding. We seek to celebrate our individuality, our cultural diversity and to support and nurture those additional needs that make us all unique.

Rhagoriaeth ym Mhopeth

Ysgol sy'n gofalu am bob unigolyn yw ein hysgol ni. Deallwn yr effaith mae lles emosiynol a chorfforol yn ei gael ar allu ein disgyblion i ddysgu'n effeithiol a chyflawni eu llawn botensial fel dinasyddion moesol gwybodus yn ein cymunedau lleol ac ehangach.

Rydym yn ysgol gynhwysol a roddir pwyslais ar gydweithio â'r gymuned leol i roi'r cychwyn gorau mewn bywyd i'n myfyrwyr. Estynnwn groeso i bobl ifanc yma beth bynnag yw eu crefydd, ethnigrwydd neu allu academaidd. Rhoddir pwyslais ar annog pob unigolyn i lwyddo trwy ddarparu awyrgylch cefnogol sy'n ei gynnal a'i feithrin i gyflawni ei botensial.

Bydd ein myfyrwyr yn profi'r cyffro o ddysgu a llwyddo; rhoddir amser iddynt ddatblygu a meithrin eu sgiliau creadigol, academaidd ac athletaidd. Ein nod yw i annog ein myfyrwyr i ddatblygu dyheuadau, dygnwch ac hyder er mwyn eu harfogi i fanteisio ar bob cyfle mewn bywyd i wireddu eu breuddwydion.

Rydym yn gymuned glos sy'n cydweithio'n dda gan ddangos parch, amynedd a dealltwriaeth tuag at ein gilydd. Ymfalchiwn yn ein hunigolrwydd a'n hamrywiaeth ddiwylliannol ac ymdrechwn i feithrin ein nodweddion ac anghenion arbennig sy'n gwneud pob un ohonom yn unigryw.

Core Values

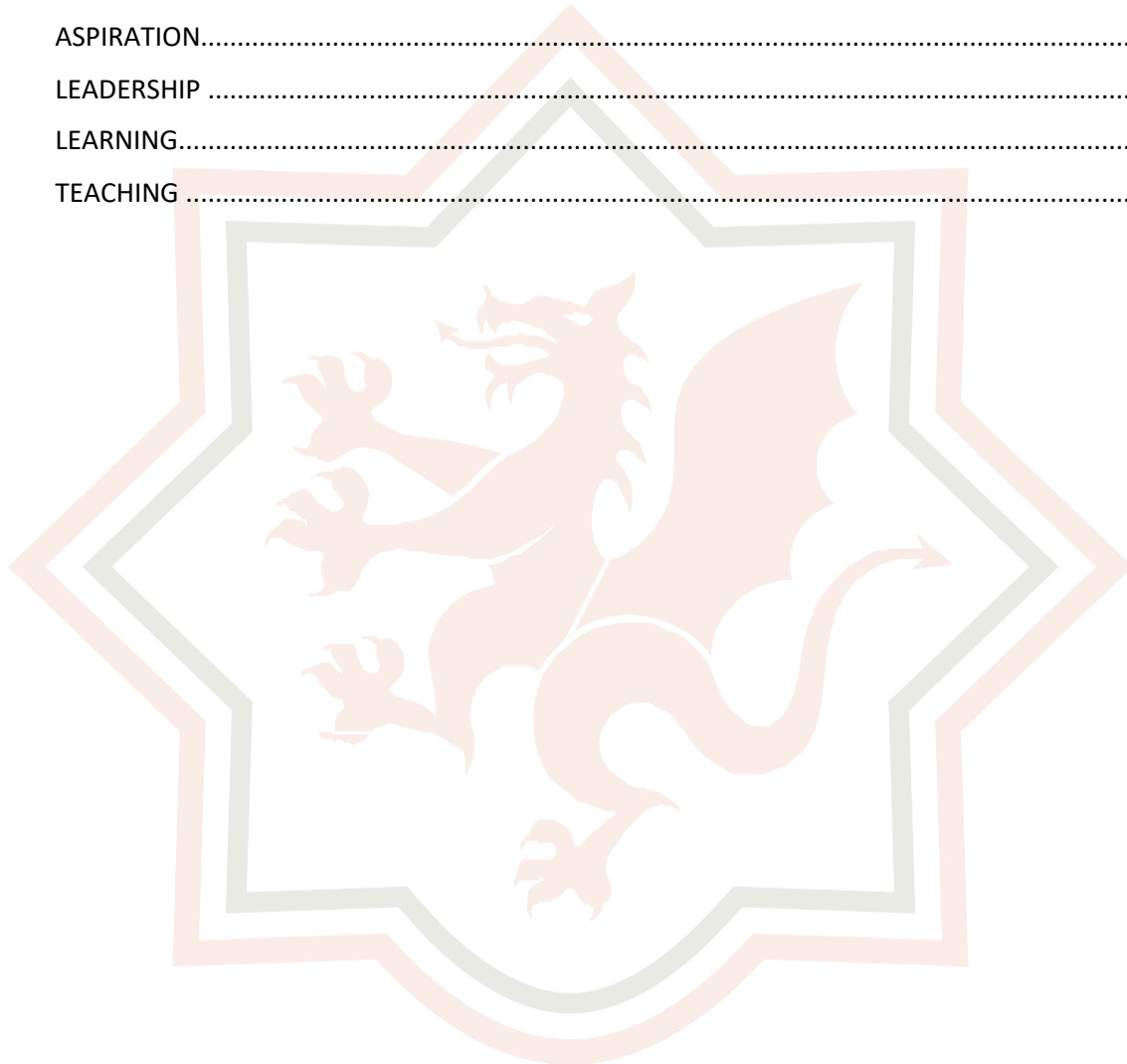
Self-belief	to have the confidence to be the best we can be
Perseverance	to develop our skills and resilience to achieve our dreams
Inspirational	to be a role model for others to follow
Respectful	to treat everyone with kindness and understanding
Integrity	to be fair and always try to do what's right
Trustworthy	to be honest, reliable, consistent, and dependable

Gwerthoedd

Hunan-gred	i fod â'r hyder i fod y gorau y gallwn fod
Dyfalbarhad	i ddatblygu ein sgiliau a'n gwytnwch i gyflawni ein breuddwydion
Ysbrydoliaeth	i fod yn fodel rôl i eraill ei ddilyn
Parchus	i drin pawb â charedigrwydd a dealltwriaeth
Didwyll	i fod yn deg a cheisio gwneud yr hyn sy'n iawn bob amser
Dibynadwy	i fod yn onest, yn ddibynadwy, yn gyson ac yn ddibynadwy

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Curriculum for Wales

At Ysgol Treffynnon, our vision for the Curriculum for Wales is to ensure that all our students have good physical and emotional wellbeing, enabling them to learn effectively and reach their full potential as ethically informed citizens. We want our students to develop ambition, confidence, and resilience, encouraging them to pursue their dreams and seize opportunities. We have engaged with various stakeholders to create a shared vision that promotes an inclusive and challenging curriculum, closing attainment gaps and supporting the four core purposes.

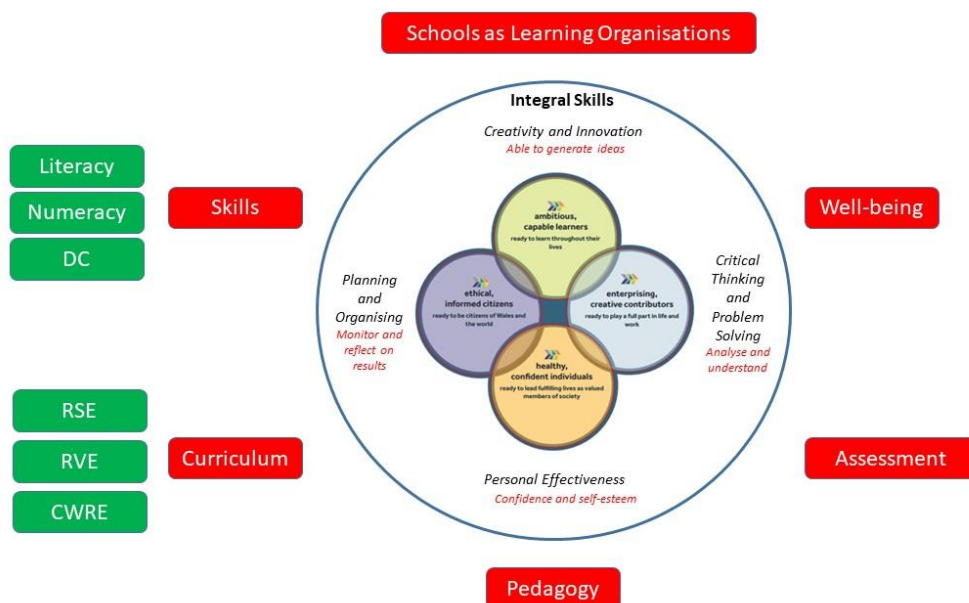
Starting from September 2023, a customized curriculum will be delivered to Year 7 and 8 students, expanding to include Year 9 from 2024. This curriculum aligns with the national aspirations and fulfils mandatory requirements.

In designing our curriculum, we have undertaken extensive research and training, collaborated with primary schools through meetings, collaborative teaching and sharing best practice, considered our school context, and listened to the views of governors, staff, parents, and students via meetings, discussions and questionnaires. Throughout all this we have kept excellent teaching at the heart of our training and planning. Our curriculum will provide a broad and balanced education, develop concepts and ideas, and ensure appropriate progression. It aligns with the mandatory requirements of Curriculum for Wales and integrates important cross-curricular skills. Our teaching and learning approaches prioritize enjoyment, progress, and inclusivity, catering to students with diverse needs, while also challenging our most able students. We strive for academic excellence and provide opportunities for extracurricular participation.

Assessment and progression are integral to our curriculum, with a focus on Assessment for Learning strategies. This allows us to identify learning gaps, provide additional support, and challenge students accordingly. Our assessment process facilitates active engagement and continuous improvement, helping us understand individual strengths and areas for development.

To ensure our curriculum remains effective, we regularly review and evaluate its **impact** on our learners at Ysgol Treffynnon. Self-evaluation activities, collaboration within our school and cluster, and partnership with governors contribute to our ongoing efforts to meet the needs of our students and fulfil our school's vision.

For more information about the changes to the curriculum in Wales, please visit: <https://gov.wales/education-changing>



Context

The school maintains its primary commitment of developing high quality of teaching and learning, which is underpinned by high quality wellbeing provision for all members of the school community. The priorities identified within the plan arise from the school's self-evaluation process, as well as local and national priorities.

3-Year Priorities (WALLT)

Wellbeing	Aspiration	Leadership	Learning	Teaching
Excellent physical and emotional wellbeing allows everyone to reach their full potential.	Ambitious, capable students achieve their dreams and aspirations.	Strong leadership and management at all levels accelerates progress.	Students experience the excitement of learning and achievement.	Enjoyable learning opportunities accelerate progress.

3-Year Priorities

WELLBEING	Excellent physical and emotional wellbeing allows everyone to reach their full potential.
Success Criteria 2022/23 to 2025/26	<p>Mental health & Wellbeing</p> <p>Students and staff are healthy, confident individuals who take advantage of a wide range of support for enhancing mental health and wellbeing.</p> <p>eFSM Experiences</p> <p>Students identified as FSM are healthy, confident individuals who are ambitious, enterprising, and creative. A majority of eFSM students are regularly engaging in experiential activities that broaden their understanding of the wide variety of life-changing possibilities open to them.</p>

ASPIRATION	Ambitious, capable students achieve their dreams and aspirations.
Success Criteria 2022/23 to 2025/26	<p>Wellbeing</p> <p>Students are healthy, confident individuals who have the knowledge and understanding to make positive lasting relationships and to maintain excellent physical, mental and emotional wellbeing.</p> <p>Improve attendance</p> <p>Students better understand the importance of being in school and school attendance improves for all groups of students working towards 92%+ by 2026.</p> <p>Additional Learning Needs</p> <p>Universal provision enables many students identified as ALN to make recognisable progress in their learning within mainstream lessons.</p>

LEADERSHIP	Strong leadership and management at all levels accelerates progress.
Success Criteria 2022/23 to 2025/26	<p>Effective leadership</p> <p>Strong leadership and management at all levels accelerates progress across all areas of school improvement.</p> <p>School-to-school collaboration</p> <p>School-to-school collaborative working strengthens the impact of teaching on students' learning and progress in the classroom.</p> <p>Improvement planning and evaluation</p> <p>Strong and effective self-evaluation and improvement planning accelerates improvement through forensically targeted interventions.</p>

LEARNING	Students experience the excitement of learning and achievement.
Success Criteria 2022/23 to 2025/26	<p>Standards in outcomes</p> <p>Improved standards in outcomes across all key measures for all groups of students working towards 400pts/40pts or greater by 2025/26.</p> <p>Standards and progress in skills</p> <p>Most students are ambitious, capable learners with the appropriate skills to make excellent progress in developing their literacy, numeracy, and digital competency skills and make meaningful use of these skills across a variety of subjects.</p>

TEACHING	Enjoyable learning opportunities accelerate progress.
Success Criteria 2022/23 to 2025/26	<p>School Curriculum and Assessment</p> <p>An engaging new Curriculum for Wales, clearly based on the four core purposes, that meets the changing needs and interests of all groups of students.</p> <p>A robust assessment, monitoring and reporting approach promotes and develops teacher, student and parent understanding of progress within the Curriculum for Wales.</p> <p>Teaching and Learning</p> <p>The use of pedagogical research develops classroom practice and further strengthens the impact of teaching on students' progress in learning.</p>



2023/24 Action Plan

WELLBEING		Excellent physical and emotional wellbeing allows everyone to reach their full potential.			
Success Criteria 2023/24		<ol style="list-style-type: none"> Students and staff have a broader range of support opportunities to strengthen their health and wellbeing. High quality universal provision enables more students to access most of their learning through mainstream lessons. 			
ACTION PLAN					
No.	Actions 2023/24	Lead	Desired Impact for 2023/24	Sources of Evidence	Support Agencies
1	Continue to enhance school-based provision for student and staff mental health and wellbeing in partnership with specialist external providers.	MJ	Students and staff are better informed and supported to recognise and manage their own mental health.	<ul style="list-style-type: none"> SHRN 2023/24 Survey Student voice WSAEMW Staff absence records 	FCC SORTED, CAMHS, Education Support, Care First
2	Continue to strengthen the depth and range of the whole school approach to Universal Provision.	CW	Around a half (45%+) of ALN students are supported to access many (80%+) of their lessons within mainstream.	<ul style="list-style-type: none"> Student voice SMID Data Book Reviews Lesson Obs 	Student Families, EAL, Nurture Support, EP

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ASPIRATION		Ambitious, capable students achieve their dreams and aspirations.			
Success Criteria 2023/24		<ol style="list-style-type: none"> Students have a good understanding of how to make positive peer relationships. Attendance improves to $\geq 87\%$ compared to 2023 (84.8%). 			
ACTION PLAN					
No.	Actions 2023/24	Lead	Desired Impact for 2023/24	Sources of Evidence	Support Agencies
1	Continue improving students' awareness, knowledge and understanding of peer relationships through wellbeing lessons, cross curricular subjects and external agencies.	MJ	<p>Increased student awareness and understanding of healthy peer relationships demonstrated through active participation and positive engagement in wellbeing lessons, cross-curricular subjects, and activities involving external agencies.</p> <p>Students are trained to support each other emotionally and socially through a well organised peer mentoring programme.</p>	<ul style="list-style-type: none"> Student voice Parent voice Staff voice Lesson observations Incident reports H&W Records Peer mentor (PM) training records 	FIYP PM scheme
2	Continue to improve students' attitudes to attendance and improve whole school attendance figures as well for groups of students	MJ	<p>Increased student motivation and positive attitudes towards attendance demonstrated through improved engagement, participation, and punctuality.</p> <p>Achieving and maintaining whole school attendance figures at or above the desired target for 2023/24 (87%)</p> <p>Reduced absenteeism and improved attendance rates for FSM students ensuring equitable access to educational opportunities.</p>	<ul style="list-style-type: none"> Attendance data Student voice Parent voice Staff voice 	LA EWS CFS

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LEADERSHIP		Strong leadership and management at all levels accelerates progress.			
Success Criteria 2023/24		<ol style="list-style-type: none"> 1. Strong leadership and management at all levels accelerates progress across all areas of school improvement. 2. School-to-school collaborative working with partner secondary school/s strengthens the quality and impact of teaching on students' learning and progress in the classroom. 3. School-to-school secondary partnership working strengthens the accuracy of the school's assessment of the quality of the work in books and lessons. 			
ACTION PLAN					
No.	Actions 2023/24	Lead	Desired Impact for 2023/24	Sources of Evidence	Support Agencies
1	Secondary school partnership working strengthens the Ysgol Treffynnon Middle Leadership Development Programme for new and aspiring middle leaders.	JPW	New and aspiring middle leaders are better skilled to undertake additional roles and responsibilities through opportunities to visit and shadow experienced leaders in other secondary schools.	<ul style="list-style-type: none"> • Leader voice • CPD records 	GwE, Secondary partner schools
2	Provide all members of teaching staff with the opportunity to share good practice in the development and implementation of Curriculum for Wales through a joint school-to-school Curriculum for Wales AOLE event.	JPW	The opportunity to share good practice with colleagues from different schools, stimulates creativity and accelerates progress in the development of Curriculum for Wales.	<ul style="list-style-type: none"> • Teacher voice • CPD records 	FCC Secondary Schools
3	Strengthen the accuracy of school leadership's judgements of standards in teaching and learning through collaborative work with partner secondary schools.	JPW	Collaboration with other schools in lesson observations and book reviews strengthens the accuracy of the school's assessment of standards in learning and the quality of teaching.	<ul style="list-style-type: none"> • Lesson observations • Book reviews 	Partner schools, GwE

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LEARNING		Students experience the excitement of learning and achievement.			
Success Criteria 2023/24		<ol style="list-style-type: none"> 1. Y11 outcomes across all key measures for all groups of students sees the school make progress compared to 2022 and 2023 outcomes. 2. Students make excellent progress in their key skills development. 			
ACTION PLAN					
No.	Actions 2023/24	Lead	Desired Impact for 2023/24	Sources of Evidence	Support Agencies
1	A focus on further developing high quality teaching and learning further engages students and improves Y11 GCSE outcomes.	JPW	Y11 outcomes across all key measures for all groups of students sees the school make progress compared to 2022 and 2023 outcomes.	<ul style="list-style-type: none"> • Y11 Mocks 2023/24 • Outcomes August 2024 	GwE
2	Further strengthen and broaden student skills using the following approaches. Literacy: Disciplinary Reading, Professional Voice, Editing & proofreading. Numeracy: Data presentation (accurate graphs, charts and tables). Digital Competency: Substitution Augmentation Modification Re-definition (SAMR).	HF	Students make recognisable progress towards becoming ambitious, capable learners who can: <ul style="list-style-type: none"> • write with appropriate technical accuracy • demonstrate a variety of reading strategies, which supports good progress in learning • contribute well to group and class discussions in a fluent and confident manner • present data accurately 	<ul style="list-style-type: none"> • Books • Lesson Obs • National Tests • Reading Tests 	GwE

TEACHING		Enjoyable learning opportunities accelerate progress.			
Success Criteria 2023/24		<ol style="list-style-type: none"> 1. A forensic approach to faculty level assessment and monitoring enables accurate assessment of progress and effective feedback for improvement. 2. Pedagogical research strengthens the development of classroom teaching strategies. 3. More FSM students take advantage of the opportunities available to them to enhance their extracurricular experiences (e.g., local visits, trips abroad, music lessons, etc.). 			
ACTION PLAN					
No.	Actions 2023/24	Lead	Desired Impact for 2023/24	Sources of Evidence	Support Agencies
1	Develop classroom assessment tasks that effectively interrogate progress, permit rapid feedback with opportunities for making recognisable improvement.	HF	Effective assessment enables students and teachers to identify areas for improvement that enable rapid and recognisable progress in skills development and knowledge.	<ul style="list-style-type: none"> • Teacher and faculty assessment records • Assessment tasks • Student voice • Book reviews 	GwE
2	Continue to focus on strengthening high quality classroom pedagogy (12PPs) through research that supports the school's key strategies of: <ol style="list-style-type: none"> 1. Questioning 2. Mastery 3. Teaching to the Top 4. Collaborative Learning 5. Action Feedback 	HF	Pedagogy accommodates varying abilities, fostering both enjoyment and engagement, resulting in rapid and consistent academic advancements. Students reflect upon their learning experiences, to inform their ongoing progress.	<ul style="list-style-type: none"> • Lesson observations • Learning walks • Student voice • Book reviews • Staff voice 	GwE
3	Continue to encourage and enable all eFSM students to participate in a wide variety of extracurricular activities, subject specific trips, and visits, and to experience a variety of music, sporting, and artistic opportunities to understand the creative opportunities available to them.	HF	The financial barriers to participation in a wide range of experiences (i.e., visits, events, trips abroad, learning of musical instruments, sporting team and individual events) are removed, such that eFSM students are engaging in experiential activities and events to the same extent as their peers from more affluent backgrounds.	<ul style="list-style-type: none"> • Student voice • PASS Report 	N/A

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