



OLCHFA

School Evaluation and Development Plan

2018 – 2021

This document is based on the Welsh Government regulations 155/2014

Timeline	Date	Staff Members and GB
Planning	09/19	HD, MDS, SLT, GB
Reviewing		HD, MDS, SLT, GB (Full)
Reviewing	See Governors' Schedule	HD, MDS, SLT, GB

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Contextual Information

Current National Category		A
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Strategic Overview 2019 - 2020

Workforce Planning: number of fte TEACHERS	93.29
Workforce Planning: number of fte SUPPORT STAFF	55.70

Grant Finance 2019 - 2019

Source of Funding	Purpose	Sum
RCSIG	<ul style="list-style-type: none"> Professional networks Intervention programmes Tracking 	£117,756
Pupil Development Grant LAC PDG	Breaking the link between disadvantage and educational attainment	£93,150 £8000
Pioneer Schools	Curriculum reform	£15,000
MELIA	Devolved funding to provide support for minority ethnic learners	£68,100

2019-2020	Y7	Y8	Y9	Y10	Y11	Total
Eligible for Free School Meals	33	38	31	25	27	154
Looked After Children	2	2	2		1	7
English as an Additional Language						
'A' on the language acquisition model	2	2	2	2		8
'B' on the language acquisition model	2	7	4	3	8	24
'C' on the language acquisition model	8	3	8	13	11	44
'D' on the language acquisition model	17	15	29	40	30	131
'E' on the language acquisition model	60	30	17	25	15	147
Number of latecomers to Welsh						
Special Educational Needs						
School Action	29	10	23	18	14	94
School Action Plus	10	4	5	2	8	29
Statement	4	3	5	6	4	22

Progress since the last Inspection

Date of Last Inspection: February 2018	Inspection area: Standards Wellbeing and attitudes to learning Teaching and learning experiences Care, support and guidance Leadership and management	Judgement: Excellent Excellent Excellent Excellent Excellent	Subsequent Monitoring: None		
RECOMMENDATION					
Recommendation	Excellent progress	Good progress	Adequate progress	Unsatisfactory progress	
	Tackles the recommendation in every way	Tackles the recommendation on the whole	Tackles the recommendation in many ways	Does not satisfy the recommendation	
Definition	Does not require any further attention to any aspect. Very good effect on the quality of provision.	Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision.	Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.	Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision.	
Ensure that all teachers use consistently effective questioning techniques to challenge pupils' thinking and deepen their understanding					

School and Governing Body evaluation 2018/2019

Priority: Standards

Evaluation:

- **Maintain the school's relative position in relation to WG KPIs** (BMQ1 position in key performance indicators including Capped 9; Literacy APS; Numeracy APS; Science APS; A*-A) - performance against modelled outcomes is very strong and this is further supported by AWCDS, ALPS and FFT analysis

	L2+ (inc Lit)	Capped 9	5A*-A	Literacy	Numeracy	Science
% Achieving	77.3	412.7	38.7	46.0	44.4	47.1
% Modelled	65.4	385.1	23.2	43.4	41.1	42.4
Difference	+12.0	+27.6	+15.4	+2.6	+3.3	+4.7

- [All Wales Core Data Sets](#)
- [ALPS REPORTS 2019](#)
- [FFT 2019](#)
- **Continue to focus on improving outcomes for all groups of learners including FSM, EAL and ALN** - the progress of groups of learners is a particular area of strength (see FFT value-added analysis); FFT analysis confirms that we need to continue to focus on the performance of higher attainers and minority ethnic learners
- [FFT 2019](#)
- Performance at key stage 5 is excellent with an ALPS Provider Quality Indicator score of 2 and a three year T score of 3
- [ALPS REPORTS 2019](#)

Priority: Wellbeing

Evaluation:

- **Develop a robust, evidence based model to evaluate 'wellbeing' (measure and define beyond A and E)** - under development
- **Reinforce protocols and procedures to support pupil attendance - review and evaluate current model (95.3%+)** - attendance for the year is 94.5%, 0.3% short of modelled and 0.8% short of school target. Importantly we are in line with the family and above LA.
- **Refine Newid provision so that it continues to support all learners, including those with complex needs, and enables them to effect positive change** - provision in this area of the school continues to evolve and strengthen; the PGW team is managed by a Senior PGW who reports directly to the Assistant Headteacher (Wellbeing) and Deputy Headteacher (Safeguarding); each year group (7-11) has a designated PGW who follows the cohort through the school and they work alongside their respective Learning Leader; Learning Leaders are also supported by Assistant Learning Leaders; in the Sixth Form the PGW works as part of the Sixth Form Team (Key Stage Manager, Learning Leaders X2, Assistant Learning Leaders X2, Assistant Headteacher); this team is also supported by the ALN team, the Pupil Welfare Officer and the Educational Welfare Officer. PGWs are a key point of contact for parents and external agencies who support our learners. This level of provision marks a step change in the level of wrap around care we provide to learners, particularly those with complex needs, but represents excellent value in terms of pupil wellbeing and outcomes.
- **Review new Behaviour and Ethos policy and procedure** - in September 2018 we introduced a new policy and accompanying procedures which marked a significant cultural shift in terms of community wide attitudes and engagement. Adopting the 'five pillars' of Pivotal practice presented some challenges to pupils and, in particular, staff. However, a focus on effective yard/corridor/classroom management has paid dividends, particularly when the principle of calm, consistent adult behaviour is applied. When necessary, restorative follow up in the form of 'call backs', has shifted the focus from punitive punishment to actually addressing the issue of the behaviour itself. Very good progress has been made on this community wide priority.

Priority: Teaching and Learning

Evaluation:

- **Evaluate the iLearn curriculum; ensure that we have a curriculum which delivers Donaldson's 'four purposes' and is suitable for all learners** - as a result of successful monitoring, evaluation and review, the school has continued to expand its curriculum reform programme; all key stage 3 pupils experience our integrated iLearn model of delivery through the six learning areas. Our current Y10 pupils are the first cohort of learners to experience the 'new' curriculum from Y7 to Y9 (GCSE PPG data will be available at the beginning of December). However, the curriculum has continued to evolve with refinements and amendments being made year on year; in most learning areas, schemes/programmes of delivery have been revised.
- **Develop an assessment model (+ Pioneer Schools) which supports the delivery of the new curriculum (including the 'four purposes')** - progress in this area has been excellent: at KS3 123 data has been refined in line with WG guidance, delivered via whole school inset and through learning area meetings so that staff understand the ethos underpinning this area of assessment; this has provided clarity in relation to both attitude to

learning and pupil progress (formative assessment - national and school priority); reporting and parents' evenings processes and procedures have been reviewed and amended to better support assessment at KS3 - the dialogue with parents and pupils clearly focuses on progress (AoLE) and next steps - there is explicit coherence between these two points of feedback. The increased focus on formative assessment is underpinned by school based research (2 year project on assessment).

- [LA info on Assessment and Reporting Nov 2019](#)
- **Embed and extend the DCF** - under the direction of the Digital Literacy Coordinator, the DCF has been mapped at both school level and individual learning area level (all staff have access to this resource through the staff site); digital leads in each learning area are responsible for populating the evidence drop box with resources that support the DCF strand/sub element for each learning area as detailed in the map. Progress was hampered by very significant network issues (restrictions on bandwidth); this problem has now been addressed. Following the departure of the DLC, the decision was taken to appoint Digital Literacy Leads in each learning areas with a view to accelerating progress in this area during 2019-20.
- <https://sites.google.com/olchfa.org.uk/staff/dcf?authuser=0>
- <https://sites.google.com/olchfa.org.uk/staff/dcf/icomunicate-dropbox?authuser=0>
- **Extend the use of Welsh in activities across the school community and aim to achieve the Bronze Siarter Iaith Award** - under development

Priority: Care, support and guidance

Evaluation:

- **Tracking, monitoring and the provision of learning support**
- **develop bespoke tracking system for iLearn** (Progression steps and 4Ps) - 123s (see reference above) track attitude and progress - we are adhering to the principle that achievement outcomes should not be used to produce a summative assessment - not tracking against an end product; significant progress has been made in this area, outlined in the document below:
- [LA info on Assessment and Reporting Nov 2019](#)
- **develop bespoke wellbeing tracking system** (not exclusively attendance and behaviour - how do the different elements mesh?) - 'Tracking Wellbeing Intervention and Support' monitors support for pupils in their respective year groups; this is the first time a bespoke tracking system on this scale has been developed at school level and the ability to reference and cross-check specific interventions is particularly useful for pastoral team members and senior staff who have ready access to live information:

- [Tracking Wellbeing Intervention and Support 2019.20](#)
- **Further develop parental engagement systems and programmes** - a combination of the application of new technology (SchoolComms/EventBrite) and bespoke engagement sessions has enabled the school to communicate more directly with parents than ever before; this work includes engagement with prospective parents from our feeder primary schools and has enabled us to build meaningful relationships which strengthen our understanding of pupils' and parents' needs; the work of the School Advisory Board continues to evolve and parental representation is key to the continued success of this forum.
- **Personal development - ensure iLearn supports holistic education at learning area level; continue to develop pse provision which compliments and builds on learning area provision** - evidence from learning area self-evaluation, lesson observations and reviews of learners work identifies that iLearn schemes/programmes better support the holistic development of pupils because it is underpinned by the four purposes; in many instances, pse provision compliments this work but a wider review is underway which should bring even greater cohesion to this area of learning experience.
- **Safeguarding - continue to refine a system which ensures that all children are safe; develop the 'culture of safety' across the school and wider community** - the extension of the pastoral support system (including Newid), termly whole staff training and the adoption of myconcern has further strengthened our ability to keep children safe; multi-agency links continue to develop; information sharing between providers has improved.

Priority: Leadership and Management

Evaluation:

- **Further develop a professional learning model which enables teachers to demonstrate sustained highly-effective practice** - [The Olchfa Approach to Developing Professional Expertise](#) is at the heart of a school wide approach to professional learning which focuses on identifying and sharing excellent practice in order to improve the consistency of pupils' classroom experience; the activities undertaken in each DPE cycle form part of a cohesive system of evaluation, reflection, research and improvement planning. This has been an area of strength in the school for a number of years but the importance of the migration from a compliance model to an open and honest climate where collaboration and support are the drivers cannot be understated.
- The embedding of a research culture at the school, together with international evidence about the importance of research, led to a major investment (£100k+) in a research team from September 2017. The research team has been focused on supporting pedagogical developments in iLearn at school level, but has also contributed to the work of the wider educational community at both local and national level.
- Athrofa - we are a lead school working with five other providers and UWTSD supporting 27 students as they work towards their PGCE
- **Restructure leadership and TLR model to better reflect and support the current developmental school priorities** - 2 additional senior leaders have been seconded onto the leadership team to provide resilience in key areas (attendance/transition/stakeholder engagement).
- **Reimagine the improving quality programme so that it reflects and supports the core work of the school as a learning community** - [The Olchfa Approach to Developing Professional Expertise](#)

Olchfa's Three Year School Development Priorities 2018 – 2021

Development Priority Areas	2018-2021
Standards	<ul style="list-style-type: none"> ● Maintain the school's relative position in relation to key performance indicators including Capped 9; Literacy APS; Numeracy APS; Science APS; A*-A) ● Continue to focus on maintaining positive progress (value-added) for all groups of learners including FSM, EAL and ALN
Wellbeing and attitudes to learning	<ul style="list-style-type: none"> ● Develop a robust, evidence based model to evaluate wellbeing (measure and define beyond A and E) ● Reinforce protocols and procedures to support pupil attendance (95%+) ● Continue to refine Newid provision so that it continues to support all learners, including those with complex needs, and enables them to effect positive change ● Review and evaluate the impact and efficacy of Behaviour and Ethos policy and procedure
Teaching and learning experiences	<ul style="list-style-type: none"> ● Evaluate the iLearn curriculum; ensure that we have a curriculum which delivers Donaldson's 'four purposes' and is suitable for all learners ● Develop an assessment model (+ Pioneer Schools) which supports the delivery of the new curriculum (including the 'four purposes') ● Embed and extend the DCF ● Extend the use of Welsh in activities across the school community and aim to achieve the Bronze Siarter Iaith Award ● Identify how the collaborative learning culture in Olchfa has improved learning experiences for pupils; continue to develop a professional learning model which recognises the importance of research based practice; accelerate our partnership work with other schools and education providers
Care, support and guidance	<ul style="list-style-type: none"> ● Tracking, monitoring and the provision of learning support - develop bespoke tracking system for iLearn (Progression steps and 4Ps); develop bespoke wellbeing tracking system (not exclusively attendance and behaviour) ● Further develop parental engagement systems and programmes ● Personal development - ensure iLearn supports holistic education at learning area level; continue to develop pse provision which compliments and builds on learning area provision ● Safeguarding - continue to refine a system which ensures that all children are safe; develop the 'culture of safety' across the school and wider community
Leadership and management	<ul style="list-style-type: none"> ● Further develop a professional learning model which enables teachers to demonstrate sustained highly-effective practice ● Restructure leadership and TLR model to reflect and support the current developmental school priorities ● Review and evaluate the improving quality programme to establish the extent to which it supports the core work of the school as a learning community