



**OLCHFA**

## **School Development Priorities and Delivery Plan Summary**

**2024 – 2025**

Contents	Page
<a href="#">School Vision</a> , <a href="#">School Context</a> and the <a href="#">Context of the School Development Plan</a>	3 - 6
<a href="#">Curriculum for Wales</a> and <a href="#">Our National Mission</a>	7 - 8
<a href="#">Grant Finance</a>	9
<a href="#">Summary of Olchfa Priorities 2023-2024</a>	10

## School Vision

	<i>We are proud to be an English language state school where:</i>
<b>Children</b>	we put the needs of children at the centre of all we do;
<b>Welshness</b>	we are a distinctly Welsh community that serves and builds communities, locally, nationally and globally;
<b>Belonging</b>	we celebrate diversity, inclusivity, individuality and equality, where they strengthen our community;
<b>Success</b>	we are high achieving and aspirational, celebrating success in all its forms;
<b>Joy</b>	we see wider life, skills and experiences as going hand in hand with academic success;
<b>Care</b>	we expect, support and challenge everyone to build resilience, develop wellbeing and to care for others;
<b>Respect</b>	we take our core values of 'Ready, Respectful and Safe' seriously;
<b>Positivity</b>	we build positive relationships based on mutual respect, manners, integrity and kindness;
<b>Leadership</b>	leadership is visible and where everyone is a leader of themselves and others;
<b>Creativity</b>	we are innovative, purposeful, creative, supported and supportive;
	<i>and we work hard every day to achieve these goals.</i>

## School Context

Olchfa is a large, English medium, 11-18 mixed comprehensive school situated in a suburban area to the west of Swansea. The school's intake is from a varied social background, with 12.02% of pupils between Years 7 and 11 receiving free school meals. There are 1912 pupils on roll with 469 pupils in the Sixth Form. There are currently 182 on roll in Year 13. Olchfa was last inspected in 2018, achieving 'excellent' from Estyn in all categories of the framework in use at the time.

### **Vision, Leadership and Governance:**

Olchfa has effective self-evaluation and development processes that have contributed to continuous improvement in all aspects of the school's work. [1, 2]

The evaluation criteria are aligned with the Welsh Government framework and encompass various aspects of the school's work. [3, 4]

There has been a comprehensive review of school priorities to ensure alignment with current educational trends, needs, and societal changes. [3, 4]

Senior and middle leader development plans reflect the current school priorities. [3, 4]

The school has reviewed and refined the Developing Professional Expertise (DPE) policy for 2023-2024. [3, 4]

The Professional Development Review Cycle is set up and running, with positive feedback from staff. [3, 4]

Olchfa has reviewed staffing structures and resource allocation to support its priorities. [3, 4]

The school engages with external validation of the self-evaluation process. [3, 4]

### **Curriculum, Teaching and Learning:**

Olchfa acknowledges that curriculum development, evaluation, and refinement are ongoing processes. [5, 6]

The school recognises the importance of scrutinising curriculum content, order, and purposes to support how learning happens. [5, 6]

Olchfa believes that improving learners' skills is essential to ensuring they can access the curriculum and opportunities beyond school. [5, 6]

The school emphasises providing authentic experiences as part of the curriculum to contribute significantly to developing learners in the ways described by the Four Purposes. [5, 6]

Olchfa has developed individual strategic curriculum plans in collaboration with relevant leaders. [5, 6]

The school has a shared understanding of progression, which is articulated in the Cluster Progression plans (Phase 1-3). [7, 8]

There is ongoing evaluation of curriculum design and assessment practices to gather evidence of progress. [7, 8]

Olchfa has implemented a strategic plan for assessment to effectively identify, capture, and reflect on individual learner progress. [7, 8]

### **Wellbeing, Equity and Inclusion:**

Olchfa believes in inclusive education principles to ensure that all pupils have access to common opportunities and fully belong to the school

community. [9, 10]

The school has developed an inclusive curriculum, improved staff awareness of inclusive learning and equality issues, and ensured that all children have access to appropriate education. [9, 10]

Olchfa values the views and contributions of parents/carers, and pupils. [9, 10]

The school recognises that attendance post-pandemic is a significant issue nationally and that attendance has fallen from pre-pandemic levels. [11, 12]

Olchfa understands the link between high attendance and positive pupil outcomes. [11, 12]

The school has a whole-school approach to mental health and emotional wellbeing. [11, 12]

Olchfa has made progress in promoting race, gender, and wider equalities issues, as well as anti-discrimination activity. [11, 12]

Safeguarding arrangements for learners are appropriate and form an integral part of ongoing evaluation and development activities. [11, 12]

Olchfa has a strong track record of ensuring that all learners, particularly those disadvantaged by background or circumstance, are included equally in all aspects of school life. [11, 12]

## Context of the School Development Plan

The School Development Plan has been created within the guidelines of the [Framework for Evaluation, Improvement and Accountability](#). Information and Evidence for 'development planning' has been gathered and evaluated through honest, robust, evidence-based self-evaluation arrangements. The 3 main purposes for the use of this information is for:

- Improvement – for the learner
- Accountability – for governance purposes
- Transparency – for the wider citizen – telling them how well the school is doing

This Plan was written after consultation and input from pupils, parents or carers of pupils, school staff and any such other persons as the governing body considers appropriate. The consultation was carried out through INSET days, questionnaires and school council meetings. Due regard is given to the school's comparative data and pupil outcomes when creating the plan.

The plan is formulated as part of the school's self-evaluation procedures. The duration of this plan is from September 2023 to July 2026. All grant funding referred to in this plan is to be spent by March 31 2025 (unless grant provider allows carry forward).

Progress against the plan is reported through the work of the various governor committees. The plan is reviewed and updated annually. A summary of the plan is published on the school website.

## Curriculum for Wales: The context for improvement

Learner Progress is central to the Curriculum for Wales, so progression needs to have similar importance within evaluation and improvement activities, and accountability processes. The School Improvement Guidance suggests that schools use the following 2 questions as a starting point for their improvement activities:

1. **Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes?**
2. **Is the pace of learners' progress in line with the expectations of teachers and the curriculum?**

The new 'national priorities' which schools must have regard to when setting their improvement priorities, will be:

- **improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience**
- **reducing the impact of poverty on learners' progression and attainment**

To support schools to navigate this new context, 8 contributory factors have been set out describing key attributes that schools that are successfully realising the curriculum will possess:

1. **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.**
2. **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.**
3. **Ensuring the school environment supports learners' and practitioners' wellbeing.**
4. **Supporting practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.**
5. **Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.**
6. **Embedding reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.**
7. **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.**
8. **Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations.**

## Our National Mission

Objective	Evidenced in SDP		Reference to strategic priority
Learning for life (cross-curricular skills, qualifications reform, Taith, CWRE, post-16 curriculum review)	Yes	No	Theme 1: Priority 1 + 2 Theme 2: Priority 3 + 4
Breaking down barriers (cross-curricular skills, integral skills, Pupil Development Grant, ALN reform, BAME curriculum development, post-16 outcomes)	Yes	No	Theme 2: Priority 3 Theme 3: Priority 5 + 6
A positive education experience for everyone (RSE,EHW, CAHMS)	Yes	No	Theme 2: Priority 3 Theme 3: Priority 4 + 5
High-quality teaching and leadership (workload, National Professional Learning Entitlement, shared understanding of learner progression and attainment, school improvement guidance, Attainment Champions, NPQH, NAEL)	Yes	No	Theme 1: Priority 1 + 2 Theme 2: Priority 3 + 4
Community-based learning (family engagement, Community Focused Schools, attendance and engagement)	Yes	No	Theme 1: Priority 1 Theme 2: Priority 3 Theme 3: Priority 4 + 5
Cymraeg belongs to us all (Framework for Welsh in English-medium education)	Yes	No	Theme 1: Priority 1 Theme 2: Priority 3

## Grant Finance

Source of Funding	Purpose	Sum
School standards: <b>Education Improvement Grant</b>	EIG in Wales is designed to enhance educational outcomes for all learners and mitigate the effects of deprivation on student achievement.	£229,605
School standards: <b>Post-16 LRP</b>	<a href="#">The Post-16 Learner Recovery Plan in Wales aims to support learners and practitioners in recovering from the disruptions caused by the COVID-19 pandemic.</a>	£50,229
Equity: <b>Pupil Development Grant</b>	<a href="#">Pupil Development Grant (PDG): overview</a>	£190,354
Equity: <b>Pupil Development Grant Looked After Children</b>	<a href="#">PDG-LAC</a>	£8,671
Equity: <b>Family Engagement Officer</b>	<a href="#">Developing family engagement in Community Focused Schools</a>	£13,539
Equity: <b>Minority Ethnic &amp; Gypsy Roma Traveller</b>	<a href="#">MEGRT Grant in Wales aims to improve educational outcomes for minority ethnic and Gypsy, Roma, Traveller learners.</a>	£45,920
Reform: <b>Professional Learning</b>	<a href="#">National approach to professional learning</a>	£50,609
Reform: <b>Post-14 SEBD</b>	TBC	£37,449
Reform: <b>ALN Implementation</b>	To improve the support and provision for learners with additional learning needs	£28,980
Cymraeg 2050:		
<b>Revenue Maintenance</b>	To maintain essential services	£34,057
<b>Period Dignity</b>	To tackle period poverty and ensure that everyone has access to free period products	£9,545

## Summary of Olchfa Priorities

Priority	Theme			UNCRC Article
<b>1. Strategic vision <span>In progress</span></b> Our shared vision for the school community enables us to develop a strong sense of <i>cynefin/curriculum/teaching and learning/wellbeing, equity and inclusion</i>	Vision, Leadership and Governance	Curriculum, Teaching and Learning	Wellbeing, Equity and Inclusion	1/2/28/29/24/31/12/13/14
<b>2. Self-evaluation and development planning <span>In progress</span></b> There is a highly effective culture of evaluation and improvement with all members of the school community	Vision, Leadership and Governance	Curriculum, Teaching and Learning	Wellbeing, Equity and Inclusion	28/29/12/13/24
<b>3. Improving pupils' knowledge, skills and experiences <span>In progress</span></b> The <i>lived experience</i> of all pupils enables them to advance their knowledge, skills (literacy, numeracy and digital competence) and experiences	Vision, Leadership and Governance	Curriculum, Teaching and Learning	Wellbeing, Equity and Inclusion	28/29/12/13/24
<b>4. Improving teaching and assessment <span>In progress</span></b> There is a shared understanding of Progression and Assessment (CfW) which supports all learners in achieving their full potential	Vision, Leadership and Governance	Curriculum, Teaching and Learning	Wellbeing, Equity and Inclusion	28/29/12/13/24
<b>5. Inclusion <span>In progress</span></b> We provide excellent educational opportunities for all learners which enables them to achieve successful outcomes	Vision, Leadership and Governance	Curriculum, Teaching and Learning	Wellbeing, Equity and Inclusion	28/29/12/13/24
<b>6. Wellbeing <span>In progress</span></b> We are committed to supporting the emotional health and wellbeing needs of our school community	Vision, Leadership and Governance	Curriculum, Teaching and Learning	Wellbeing, Equity and Inclusion	24/31/2/29/12/13