

SDP: 2024/25 to 2025/26
Revised: 13-Sept-2024

School Development Plan 2024/25



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.

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Introduction

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.

School Context

Location & Capacity:

- Located in Holywell Central
- 11-16 comprehensive school
- Enrolment: **507** students (**31%** increase since 2015)
- Capacity: 600 students

Welsh Index of Multiple Deprivation (WIMD):

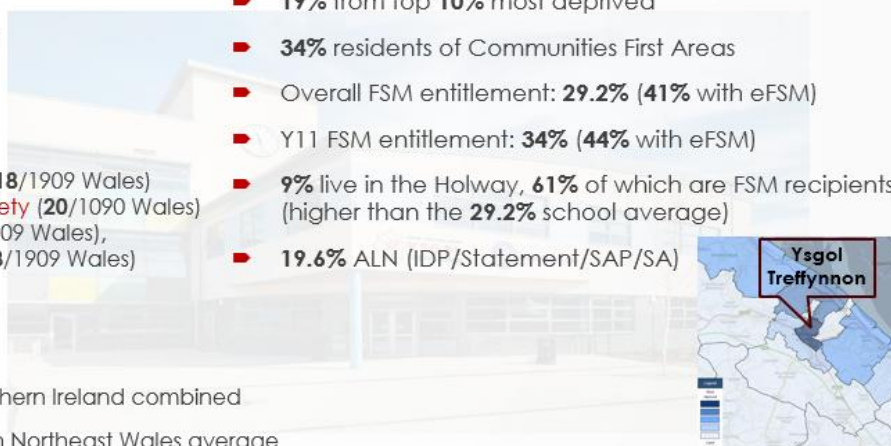
- School located in **lowest 10% WIMD**
- Overall: **152/1909** LSOAs in Wales
2/92 LSOAs Flintshire)
- 1/92** Flintshire LSOAs for **Employment** (**118/1909** Wales)
- 1/92** Flintshire LSOAs for **Community Safety** (**20/1090** Wales)
- 2/92** Flintshire LSOAs for **Income** (**142/1909** Wales),
- 7/92** Flintshire LSOAs for Education* (**138/1909** Wales)

Crime Rate in Holywell (2023):

- 69% higher** than Wales average
- 67% higher** than England, Wales & Northern Ireland combined
- Anti-social behaviour is **89% higher** than Northeast Wales average

Student Demographics:

- 62.6%** from top **40%** most deprived regions in Wales
- 43%** from top **30%** most deprived regions in Wales
- 25.9%** from top **20%** most deprived regions in Wales
- 19%** from top **10%** most deprived
- 34%** residents of Communities First Areas
- Overall FSM entitlement: **29.2%** (**41%** with eFSM)
- Y11 FSM entitlement: **34%** (**44%** with eFSM)
- 9%** live in the Holway, **61%** of which are FSM recipients (higher than the **29.2%** school average)
- 19.6%** ALN (IDP/Statement/SAP/SA)



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. |

| Wellbeing | Excellent physical and emotional wellbeing allows everyone to reach their full potential. |
|--|---|
| Success Criteria 2022/23 to 2025/26 | Mental health & Wellbeing <p>All groups of students and staff are healthy, confident individuals who take advantage of a wide range of support for enhancing mental health and wellbeing. They have the knowledge and understanding to make positive lasting relationships and to maintain excellent physical, mental, and emotional wellbeing.</p> |

| Aspiration | Ambitious, capable students achieve their dreams and aspirations. |
|--|--|
| Success Criteria 2022/23 to 2025/26 | Post 16 Experiences <p>All groups of students are provided with the career related experiences and information to better understand what they need to do to achieve their dreams and aspirations.</p> <p>Improve attendance. <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>Universal provision enables many students identified as ALN to make recognisable progress in their learning within mainstream lessons.</p> <p>Extracurricular Experiences <p>All students are ambitious, enterprising, and creative. They have regular opportunities to engage in experiential activities that broaden their understanding of the wide variety of life-changing possibilities open to them.</p> </p> </p></p> |

| Leadership | Strong leadership and management at all levels accelerates progress. |
|--|---|
| Success Criteria 2022/23 to 2025/26 | Effective leadership <p>Strong leadership and management at all levels accelerates progress across all areas of school improvement.</p> <p>School-to-school collaboration <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>Strong and effective self-evaluation and improvement planning accelerates improvement through forensically targeted interventions.</p> </p> </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 English and Welsh 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, which 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> |

Estyn Recommendations

| Priority | Recommendation | Link to SDP | SLT Lead |
|----------|---|-------------|----------|
| R1 | Reduce the rate of fixed term exclusions | Aspirations | MJ |
| R2 | Work with the local authority to eliminate the deficit budget | Leadership | GB |
| R3 | Improve the provision for the progressive development of pupils' numeracy and Welsh language skills | Learning | HF |
| R4 | Improve teaching in a minority of instances so that pupils engage fully with the work and develop their independent learning skills | Learning | HF |

2024/25 Action Plan

Half-termly Evaluation Criteria

| | | | | |
|--|--|--------------------------------------|--|---|
| Too early to evaluate progress made towards desired impact | Significant progress made towards desired impact | Progress made towards desired impact | Limited progress made towards desired impact | No progress made towards desired impact |
|--|--|--------------------------------------|--|---|

| | |
|--------------------------|--|
| Wellbeing | Excellent physical and emotional wellbeing allows everyone to reach their full potential. |
| Success Criteria 2024/25 | 1. High-quality universal provision, underpinned by trauma-informed practices embedded within the school's ethos, promotes greater student engagement, enhances inclusion and delivers outcomes tailored to each student's individual needs. |

| ACTION PLAN | | | | | |
|-------------|---|------|--|--|------------------|
| No. | Actions 2024/25 | Lead | Desired Impact for 2024/25 | Sources of Evidence | Support Agencies |
| 1 | Integrate trauma-informed practices into the school curriculum and daily routines, ensuring that these principles are embedded in the school's culture. PIAP R1 | MJ | The school is a compassionate, safe environment prioritising emotional wellbeing, where staff understand trauma's impact, fostering resilience and empowerment in every student. | <ul style="list-style-type: none"> Student voice Staff voice Parent voice | FCC LA |
| 2 | Advance the SHRN action plan (food & fitness, substance use and misuse and emotional health & wellbeing). | MJ | Students have the knowledge and understanding to make the right decisions leading to healthier and safer lifestyle choices. | <ul style="list-style-type: none"> SHRN 2024/25 Survey Student voice | FCC SORTED HSN |
| 3 | Provide identified peer mentors with the appropriate training to support their peers. | MJ | Trained peer mentors support their peers emotionally and socially through a well organised peer mentoring programme, leading to a reduction in social issues amongst students. | <ul style="list-style-type: none"> Student voice Training Programme | FCC LA |

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|----------------------------------|
| Wellbeing Evaluation |
| Autumn Term 2024/25 |
| Autumn Term Attachments 2024/25 |
| Spring Term 2024/25 |
| Spring Term Attachments 2024/25 |
| Summer Term 2024/25 |
| Summer Term Attachments 2024/25 |
| Potential priorities for 2025/26 |
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| Aspiration | | Ambitious, capable students achieve their dreams and aspirations. | | | |
|---------------------------------|--|--|--|--|--|
| Success Criteria 2024/25 | | <div><div>1.</div><div>Reduced rate of fixed term exclusions (R1).</div></div> <div><div>2.</div><div>Increased success for ALN and non-ALN lower ability and disengaged students, through the effective use of the alternative curriculum to improve engagement, attainment, and post-16 progression.</div></div> <div><div>3.</div><div>Improved GCSE outcomes for ALN and FSM Y11 students.</div></div> <div><div>4.</div><div>Whole school attendance improves to $\geq 90\%$ compared to 2024 (89.2%).</div></div> | | | |
| ACTION PLAN | | | | | |
| No. | Actions 2024/25 | Lead | Desired Impact for 2024/25 | Sources of Evidence | Support Agencies |
| 1 | Increase inclusion staffing capacity. PIAP R1 | MJ | An increased inclusion staffing capacity enables earlier intervention and provides students who exhibit challenging behaviours with support better tailored to their individual needs. | <div><div>•</div><div>Costed staffing structure</div></div> | LA |
| 2 | Increase pastoral & ALN resource and provision capacity. PIAP R1 | MJ | Increased rooming capacity enables more personalised interventions and dilutes the numbers of challenging students in anyone base. | <div><div>•</div><div>Provision map</div></div> <div><div>•</div><div>Cost analysis</div></div> <div><div>•</div><div>FTE records</div></div> | LA |
| 3 | Expand the alternative curriculum and better target provision to the individual needs of students who display challenging behaviours. PIAP R1 | MJ | A more individualised alternative curriculum offer more effectively engages students who display challenging behaviours. | <div><div>•</div><div>Alternative curriculum</div></div> <div><div>•</div><div>FTE records</div></div> <div><div>•</div><div>Cost analysis</div></div> | Student Families, EAL, Nurture Support, EP |
| 4 | Introduce additional small group sessions in literacy and numeracy for more disengaged Y11 students to complement the school’s alternative curriculum. | MJ | Disengaged students will show measurable improvement in literacy and numeracy skills, leading to increased confidence and engagement in their alternative curriculum courses. This will result in improved performance at GCSE. | <div><div>•</div><div>GCSE mocks & outcomes</div></div> <div><div>•</div><div>Literacy tests</div></div> <div><div>•</div><div>Numeracy tests</div></div> | N/A |
| 5 | Continue to improve students’ attitudes to attendance and improve whole school attendance figures as well for groups of students. | MJ | <div>Increased student motivation and positive attitudes towards attendance demonstrated through improved engagement, participation, and punctuality.</div> <div>Achieving and maintaining whole school attendance figures at or above the desired target for 2024/25 (90%).</div> <div>Reduced absenteeism and improved attendance rates for FSM students ensuring equitable access to educational opportunities.</div> | <div><div>•</div><div>Attendance data</div></div> <div><div>•</div><div>Student voice</div></div> <div><div>•</div><div>Parent voice</div></div> <div><div>•</div><div>Staff voice</div></div> | LA EWS CFS |
| Aspirations Evaluation | | | | | |
| Autumn Term 2024/25 | | | | | |
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| Autumn Term Attachments 2024/25 | | | | | |
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| Spring Term 2024/25 | | | | | |
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| Spring Term Attachments 2024/25 | | | | | |
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| Summer Term 2024/25 | | | | | |
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| Summer Term Attachments 2024/25 | | | | | |
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| Potential priorities for 2025/26 |
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| Leadership | | Strong leadership and management at all levels accelerates progress. | | | |
|----------------------------------|---|--|--|---|----------------------|
| Success Criteria 2024/25 | | <div>1. Continue to work closely with the local authority to reduce the deficit budget (R2).</div> <div>2. Strengthen middle leadership ability to effectively assess standards of students’ academic progress.</div> <div>3. Secondary school-to-school partnership working further strengthens the accuracy of the school’s middle leadership in assessing the quality of students’ work in books and lessons.</div> | | | |
| ACTION PLAN | | | | | |
| No. | Actions 2024/25 | Lead | Desired Impact for 2024/25 | Sources of Evidence | Support Agencies |
| 1 | Work with the local authority to eliminate the deficit budget. PIAP R2 | GB | The school will secure financial stability, enabling resources to be directed towards improving teaching, support services, and facilities. This will enhance student outcomes, wellbeing, and provide a stronger foundation for future growth. | <div>• Financial records</div> <div>• Reduction in supply costs</div> | LA |
| 2 | Focus on improving the consistency of middle leadership in evaluating standards. | JPW | Strengthening middle leadership through professional development will improve leadership consistency and enhance overall standards and Y11 outcomes. | <div>• Lesson observations</div> <div>• Book reviews</div> <div>• Student voice</div> | Partner schools, GwE |
| 3 | Strengthen middle leadership’s collective effectiveness in evaluating and understanding the ongoing progress of standards in academic and pastoral development. | JPW HF | Through dropdown days, middle leadership will collaboratively evaluate and monitor academic and pastoral progress, enhancing collective effectiveness, ensuring consistency, and driving continuous improvements in student achievement and wellbeing. | <div>• Records of meetings</div> <div>• Student outcomes/progress</div> | N/A |
| Leadership Evaluation | | | | | |
| Autumn Term 2024/25 | | | | | |
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| Autumn Term Attachments 2024/25 | | | | | |
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| Spring Term 2024/25 | | | | | |
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| Spring Term Attachments 2024/25 | | | | | |
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| Summer Term 2024/25 | | | | | |
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| Summer Term Attachments 2024/25 | | | | | |
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| Potential priorities for 2025/26 | | | | | |
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| Learning | | Students experience the excitement of learning and achievement. | | | |
|----------------------------------|---|--|--|--|------------------|
| Success Criteria 2024/25 | | 1. Y11 outcomes across all key measures for all groups of students sees the school make progress compared to 2019 and 2024 outcomes. 2. Further development in students' numeracy and Welsh language skills, by addressing staff shortages and enhancing teaching strategies in these areas (R3). | | | |
| ACTION PLAN | | | | | |
| No. | Actions 2024/25 | Lead | Desired Impact for 2024/25 | Sources of Evidence | Support Agencies |
| 1 | Develop a whole-school strategy to improve Year 11 outcomes, combining tailored support for individual students with a broader, cohesive 'umbrella' support framework for the entire cohort. | HF | Success will be evident through APS scores exceeding 2019 and 2024 in key performance indicators. Students receiving tailored support will meet or exceed targets, with more achieving predicted grades in core subjects. Attainment gaps, particularly for disadvantaged students, will narrow. | <ul style="list-style-type: none">Classroom assessmentsMock resultsOutcomes 2024 | GwE LA |
| 2 | Develop and implement targeted strategies to strengthen students' understanding and application of numeracy concepts across the curriculum. [Multiplication tables, frequency and speed, rounding and approximation, time-analogue, place value 'size of numbers', percentages, fraction and decimals, multiply/divide by 10/100/1000, Words for number (e.g. Thousand = 1k = 1000), converting weights and measurements] PIAP R3 | HF | Strengthened numeracy skills will lead to better academic performance across subjects, equipping students with essential and transferrable problem-solving abilities. | <ul style="list-style-type: none">Numeracy tracking documentBook reviewsStudent voiceY11 Mocks 2024/25Outcomes August 2024 | GwE |
| 3 | Secure a suitably qualified teacher of Welsh. [Welsh teacher has returned from sickness absence] PIAP R3 | JPW | Welsh lessons are delivered without disruption, with increased student engagement. | <ul style="list-style-type: none">Staffing structure | N/A |
| 4 | Strengthen Welsh language skills by providing consistent, structured lessons that focus on practical language use, supplemented with conversation practice and cultural activities to build confidence and fluency, utilising available resources effectively. PIAP R3 | HF | Successful Welsh teaching and learning fosters confident, fluent communication, active student engagement, and cultural appreciation, with lessons that progressively build language skills through interactive, real-world contexts and consistent practice. | <ul style="list-style-type: none">Student feedbackY11 Mocks 2024/25Outcomes August 2024 | GwE LA |
| Learning Evaluation | | | | | |
| Autumn Term 2024/25 | | | | | |
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| Autumn Term Attachments 2024/25 | | | | | |
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| Spring Term 2024/25 | | | | | |
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| Spring Term Attachments 2024/25 | | | | | |
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| Summer Term 2024/25 | | | | | |
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| Summer Term Attachments 2024/25 | | | | | |
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| Potential priorities for 2025/26 | | | | | |
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| Teaching | | Enjoyable learning opportunities accelerate progress. | | | |
|----------------------------------|---|---|---|---|--------------------------------------|
| Success Criteria 2024/25 | | <div><div>1.</div><div>A forensic approach to faculty level assessment and monitoring that more effectively targets individual students’ learning needs, improves Y11 GCSE outcomes for all groups of students.</div><div>2.</div><div>Greater opportunities for developing independent learning enhances students’ critical thinking and self-reliance (R4).</div></div> | | | |
| ACTION PLAN | | | | | |
| No. | Actions 2024/25 | Lead | Desired Impact for 2024/25 | Sources of Evidence | Support Agencies |
| 1 | Implement a rigorous, faculty-level assessment and monitoring system that identifies and addresses individual learning needs, ensuring targeted interventions and tailored teaching strategies to improve GCSE outcomes for all Year 11 student groups. | HF | By precisely addressing individual learning needs through enhanced assessment and monitoring, majority Year 11 student groups will improve GCSE outcomes, achieving an APS of 40 points or higher. | <div><div>•</div><div>Y11 tracking spreadsheet</div><div>•</div><div>Y11 Mocks</div><div>•</div><div>Y11 Results</div></div> | N/A |
| 2 | Develop teaching practices that promote independent learning skills through differentiated instruction and individual feedback. PIAP R4 | HF | By developing teaching practices that emphasise differentiated instruction and individual feedback, students' independent learning skills will improve thus reducing their dependence on teacher guidance; fostering greater autonomy and self-reliance in their educational journey. | <div><div>•</div><div>Learning walks</div><div>•</div><div>Student voice</div><div>•</div><div>Book looks</div></div> | GWE |
| 3 | Work in collaboration with other secondary schools to develop students’ independent learning, numeracy skills and Welsh. PIAP R3 & R4 | HF | All collaborating schools make progress in the development of numeracy skills and Welsh literacy. Students become more independent learners. | <div><div>•</div><div>Book reviews</div><div>•</div><div>Lesson Obs</div><div>•</div><div>Staff voice</div><div>•</div><div>Student voice</div><div>•</div><div>Y11 Results</div></div> | PHS EH FCC Alliance schools |
| Teaching Evaluation | | | | | |
| Autumn Term 2024/25 | | | | | |
| | | | | | |
| Autumn Term Attachments 2024/25 | | | | | |
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| Spring Term 2024/25 | | | | | |
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| Spring Term Attachments 2024/25 | | | | | |
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| Summer Term 2024/25 | | | | | |
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| Summer Term Attachments 2024/25 | | | | | |
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| Potential priorities for 2025/26 | | | | | |
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Appendices

National Performance Measures: Data Analysis Evaluation 2023/24 Outcomes*

(Colours indicate difference to August 2022)

| | | | | |
|--------------------------|------------|---------------|------------|--------------------------|
| Significantly Above 2023 | Above 2023 | Equal to 2023 | Below 2023 | Significantly Below 2023 |
|--------------------------|------------|---------------|------------|--------------------------|

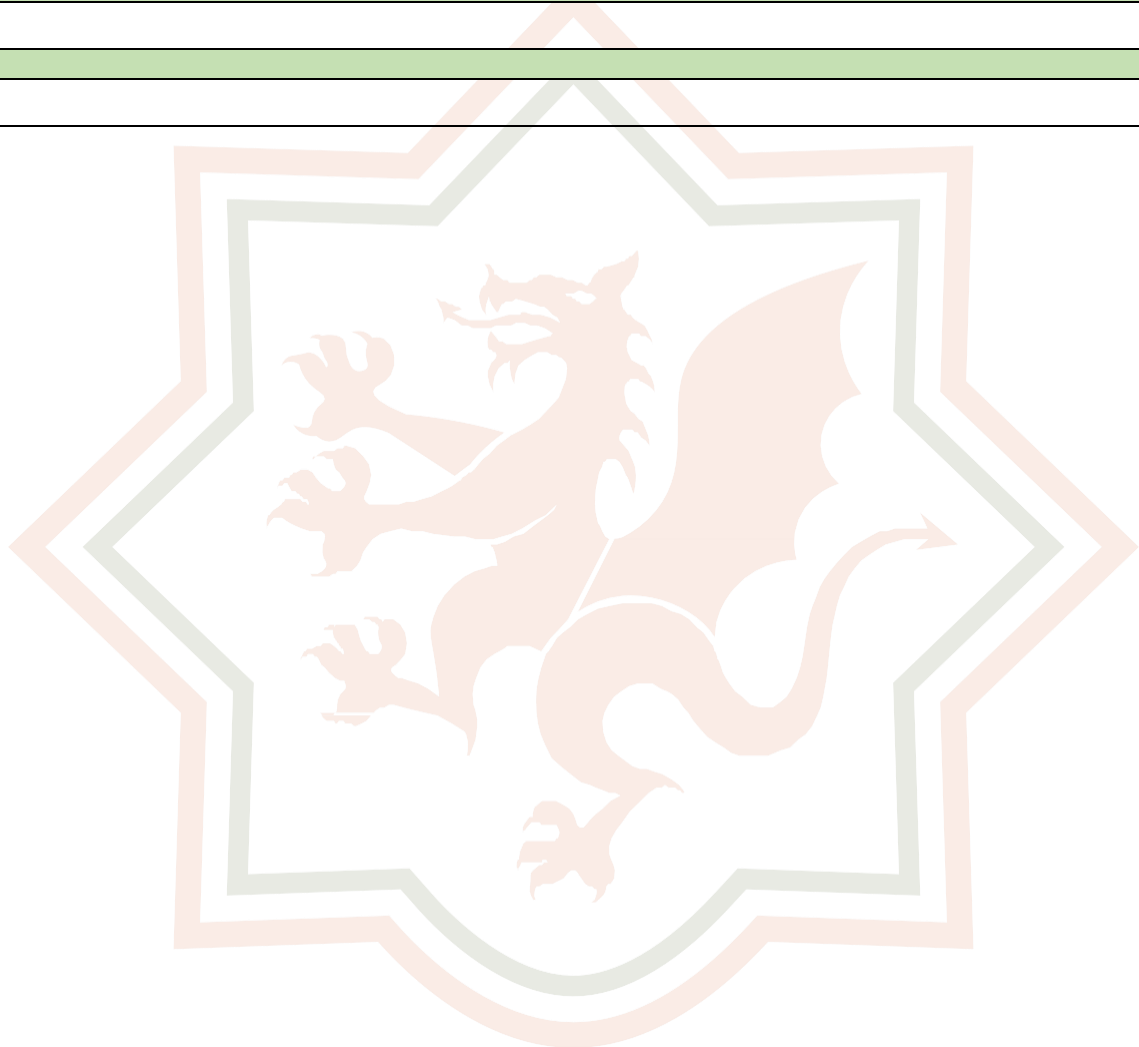
| KPI | Units | Evaluation by key groups of students | | | | |
|-------------------------------|-------|--------------------------------------|------|-------|------|------|
| | | All | Boys | Girls | eFSM | nFSM |
| Interim Capped 9 OVERALL | Pts | | | | | |
| Interim Capped 9 UPPER | Pts | | | | | |
| Interim Capped 9 MIDDLE | Pts | | | | | |
| Interim Capped 9 LOWER | Pts | | | | | |
| Average Points Literacy | Pts | | | | | |
| Average Points Numeracy | Pts | | | | | |
| Average Points Science | Pts | | | | | |
| Average Points Skills | Pts | | | | | |
| Skills Challenge National | % | | | | | |
| Skills Challenge Foundation | % | | | | | |
| Welsh Bacc National | % | | | | | |
| Welsh Bacc Foundation | % | | | | | |
| Level 2 Inclusion (incl. Lit) | % | | | | | |
| Level 2 Threshold | % | | | | | |
| Level 1 Threshold | % | | | | | |
| 5xA*/A | % | | | | | |

*Outcomes generally show an increase in performance compared to 2022

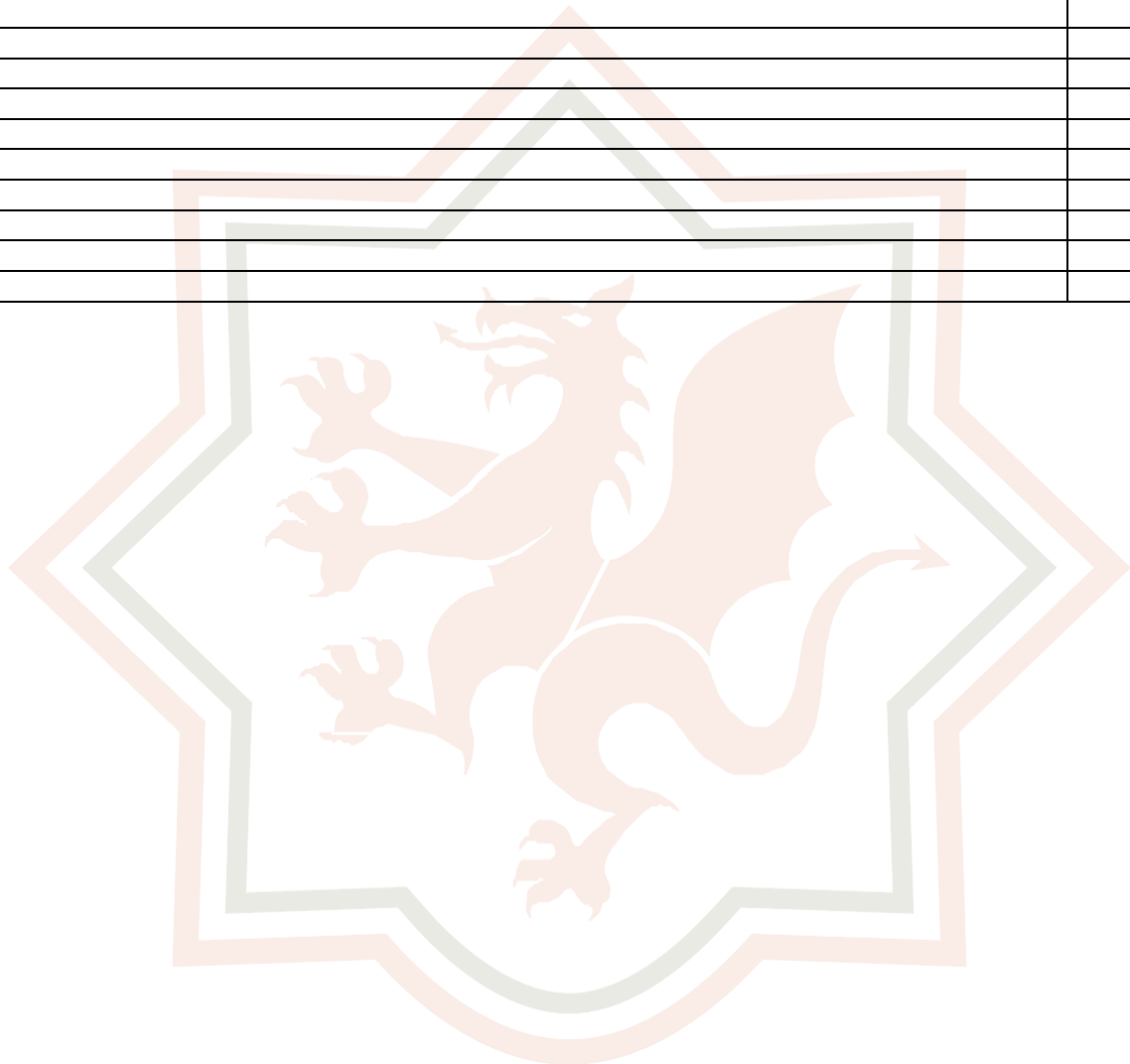
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2023/24 Evaluation Summary

| Summary of SDP Progress 2024/25 |
|---------------------------------|
| Outcomes Summary |
| |
| Wellbeing |
| |
| Aspirations |
| |
| Leadership |
| |
| Learning |
| |
| Teaching |
| |



Priorities from 2024/25

[illegible]

Core Values

| | |
|-----------------------|--|
| S elf-belief | to have the confidence to be the best we can be |
| P erseverance | to develop our skills and resilience to achieve our dreams |
| I nspirational | to be a role model for others to follow |
| R espectful | to treat everyone with kindness and understanding |
| I ntegrity | to be fair and always try to do what's right |
| T rustworthy | to be honest, reliable, consistent, and dependable |

Gwerthoedd

| | |
|-----------------------|--|
| H unan-gred | i fod â'r hyder i fod y gorau y gallwn fod |
| D yfalbarhad | i ddatblygu ein sgiliau a'n gwytnwch i gyflawni ein breuddwydion |
| Y sbrydoliaeth | i fod yn fodel rôl i eraill ei ddilyn |
| P archus | i drin pawb â charedigrwydd a dealltwriaeth |
| D idwyll | i fod yn deg a cheisio gwneud yr hyn sy'n iawn bob amser |
| D ibynadwy | i fod yn onest, yn ddibynadwy, yn gyson ac yn ddibynadwy |

Curriculum for Wales Vision

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.

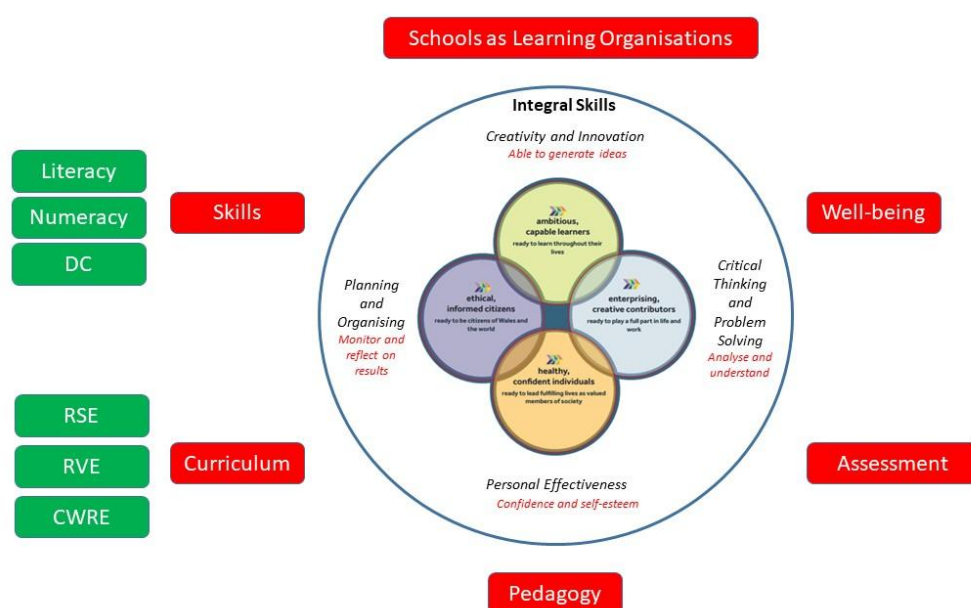
Starting from September 2023, a customised curriculum will be delivered to Year 7 and 8 students, expanding to include Year 9 from 2024. This curriculum aligns with the national aspirations and fulfils mandatory requirements.

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 prioritise 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>



The school improvement targets for 2025/26:

(These are 2024/25 and will be updated after the evaluation of 2024/25 is completed)

Wellbeing:

- Building on the school's strong mental health provisions and promoting staff and student wellbeing through external support, while continuing initiatives like free fruit and exercise classes.

Aspiration:

- Maintaining strong inclusion practices, ensuring continued progress in ALN Universal Provision, and working on maintaining flexibility in alternative provision to support student engagement.
- Reducing the rate of fixed term exclusions.

Leadership:

- Strengthening middle leadership effectiveness through continuous professional development and collaboration, building on Estyn's recognition of strong senior leadership.
- Reducing the deficit budget.

Learning:

- Further development in students' basic numeracy skills and standards of Welsh language skills, by addressing staff shortages and enhancing teaching strategies in these areas.

Teaching:

- Strengthen the quality of students' independent learning.

Expected outcomes 2024/25

(These are 2024/25 and will be updated after the evaluation of 2024/25 is completed)

Wellbeing

- **Increased staff and student participation** in wellbeing initiatives, including free fruit and exercise classes.
- **Positive feedback** through regular surveys on the impact of mental health provisions and external support services.
- **Reduced instances** of staff and student absences related to stress or mental health issues.

Aspirations

- **Improved engagement** in ALN Universal Provision, with clear evidence of progress in supporting diverse student needs.
- **Flexible alternative provision** systems are effectively reducing disengagement and improving student outcomes.
- **Fixed-term exclusions** show a measurable decline, evidenced by behaviour tracking reports.

Leadership

- **Middle leaders** demonstrate enhanced skills through CPD and collaboration, leading to improvements in departmental performance.
- **Strong financial management** results in a steady reduction of the school's deficit, while maintaining high-quality education.

Learning

- **Improved numeracy** and **Welsh language skills** across the student body, evidenced by assessments and lesson observations.
- **Effective strategies** are in place to address staff shortages and develop teaching approaches, ensuring student progress in these areas.

Teaching

- **Strengthened independent learning** skills in students, with increased engagement in self-directed tasks.
- **Higher levels of student achievement** in independent work, demonstrated through classroom assessments and external benchmarks.

Strategy for achieving targets 2025/26

Our strategy to achieve these targets will centre on three pillars:

1. **Collaborative Working:** We will actively pursue partnerships with external providers and other schools to enhance provision, share best practices, and validate our assessments.
2. **Continuous Professional Development:** Our staff will be provided with opportunities to engage in high-quality training, research-informed strategies, and peer reviews.

- Inclusivity:** We are determined to ensure every student, regardless of their circumstances, has equal access to all opportunities we provide.

The school improvement targets for 2026/27 and 2027/28

(These are 2024/25 and will be updated after the evaluation of 2024/25 is completed)

Wellbeing:

- Excellent physical and emotional wellbeing allows everyone to reach their full potential.*
- Potential priorities for 2025/26 & 2026/27:** Refine and enhance support mechanisms based on the SHRN 2023/24 Survey, student voice feedback, and staff absence records.

Aspiration:

- Ambitious, capable students achieve their dreams and aspirations.*
- Potential priorities for 2025/26 & 2026/27:** Address any challenges identified in student, parent, and staff voice feedback concerning peer relationships and attendance. Use attendance data trends to implement strategies for consistent improvement.

Leadership:

- Strong leadership and management at all levels accelerates progress.*
- Potential priorities for 2025/26 & 2026/27:** Strengthening leadership development programs for middle leaders based on leader voice and CPD records. Enhance collaboration with partner schools for ongoing curriculum development and ensuring the accuracy of teaching and learning standards.

Learning:

- Students experience the excitement of learning and achievement.*
- Potential priorities for 2025/26 & 2026/27:** Focus on areas of improvement identified in Y11 2024/25 mocks and Outcomes August 2025. Further enhance teaching approaches targeting literacy, numeracy, and digital competency based on findings from books, lesson observations, and test results.

Teaching:

- Enjoyable learning opportunities accelerate progress.*
- Potential priorities for 2025/26 & 2026/27:** Develop more targeted classroom assessment tasks based on faculty assessment records and student feedback. Strengthen classroom pedagogy with a focus on areas like questioning, mastery, and collaborative learning, drawing insights from lesson observations, student feedback, and book reviews. Expand opportunities for eFSM students in extracurricular activities and evaluate the success of these initiatives using the PASS Report.

National Priorities and the SDP 2025/26: Cross Referenced

| National Priorities | 2024/25 SDP Reference |
|--|---|
| Objective 1: Learning for life | Learning: Focuses on Y11 outcomes and skill development, making sure students are ready for real-world challenges. |
| Objective 2: Breaking down barriers | Wellbeing: Providing support for student and staff mental health. Teaching: Focus on eFSM students to enhance their extracurricular experiences. |
| Objective 3: A positive education experience for everyone | Aspiration: Working to improve peer relationships among students and enhancing school attendance. Wellbeing: Implementing a whole-school approach to universal provision. |
| Objective 4: High-quality teaching and leadership | Leadership: Training and development of strong leadership and management at all levels. Teaching: Implementation of high-quality pedagogy. |
| Objective 5: Community-based learning | Leadership: Collaborative working with partner primary and secondary schools, and with local community businesses and organisations. Teaching: Encouraging community-based learning through extracurricular experiences. |
| Objective 6: Cymraeg belongs to us all | Learning: Welsh literacy focus on oracy is a priority for developing the use of the Welsh language across school and in partnership with the local community. |

Professional development strategy

In the 2024/25 academic year, the governing body of Ysgol Treffynnon has strategically designed a robust plan to enhance the professional development of our staff, directly aligned with our ambitious school improvement targets. Central to this strategy is the commitment to harnessing both formal and informal opportunities for continuous staff growth.

Training Days have been earmarked as crucial platforms for intensive learning. These dedicated days allow our educators to delve deep into areas such as mental health and wellbeing provisions, ensuring they are adept at fostering both student and their personal resilience in today's challenging educational landscape.

After-school Teaching and Learning (T&L) Development Sessions serve as another pivotal avenue. These sessions are carefully curated to focus on our school's emphasis on teaching excellence, particularly in the sphere of classroom pedagogy. We have prioritised a research-backed approach to teaching, emphasising strategies such as 'Questioning', 'Mastery', and 'Collaborative Learning'.

Furthermore, our partnerships with secondary schools form an integral component of our professional growth strategy. As part of the Middle Leadership Development Programme, aspiring leaders from Ysgol Treffynnon have the opportunity to shadow and learn from seasoned leaders in our partner institutions. This cross-collaborative learning ensures our leaders are fortified with best practices from across the educational sector.

Moreover, the push towards enhancing digital competency among students has catalysed the need for our staff to be up to date with digital pedagogies like the SAMR model. Regular training ensures they are not just familiar, but proficient, in these contemporary teaching methodologies.

Our professional development strategy is a blend of structured training, hands-on experiences, and collaborative learning, ensuring our staff is well-equipped to lead our students towards academic excellence.

Working with the community summary

Holway working group: Intergenerational work through garden projects, warm hubs, and events such as Christmas lunch and afternoon teas. The working group is made up of a number of organisations ranging from Housing, Health, Street Scene, the Police, Well-Fed, etc. and the aim is to support and strengthen the community environment, social aspects and financial, using the 'Clear, Hold, Build' tactic.

Family Engagement: Our annual suite of events encompasses various events and activities, including Parents' Evenings where teachers and families meet for a collaborative dialogue on students' progress. For families new to the secondary school setting, our Year 7 Settling-in Evenings offer an orientation that smooths this crucial transition phase. Understanding the importance of curriculum familiarity, we host Curriculum for Wales Evenings, aimed at demystifying the new national educational structure and to update families on what we are doing and to seek their opinions on reporting and feedback of progress. As students approach their GCSE years, we offer GCSE Evenings to provide comprehensive guidance on the nature of the learning challenges and expectations their children face as students in Y10 & 11.

Moving from primary to secondary education is supported through a comprehensive transition programme that includes Year 6 Transition Evenings to enable Y6 students and parents to meet form tutors, pastoral leaders, and other key school personnel. Year 11 Graduation Prom and Ceremony brings families and school together to celebrate the completion of formal education in a relaxed and rewarding evening. We also host Rewards Evenings to celebrate and recognise exceptional performance in academics and extracurricular activities.

Recognising that education is not everything, we also offer focused engagement opportunities including Attendance Meetings and Pastoral Support Meetings listen and help families and children who are struggling with a variety of life challenges. We also engage in ALN (Additional Learning Needs) Support Meetings to provide bespoke support for the families and as well as the individual student who has significant needs that require support beyond the mainstream curriculum. These are conducted by senior and middle leaders in collaboration with Education Welfare Officers (EWO), Additional Support Officers (ASOs), and other specialised professionals.

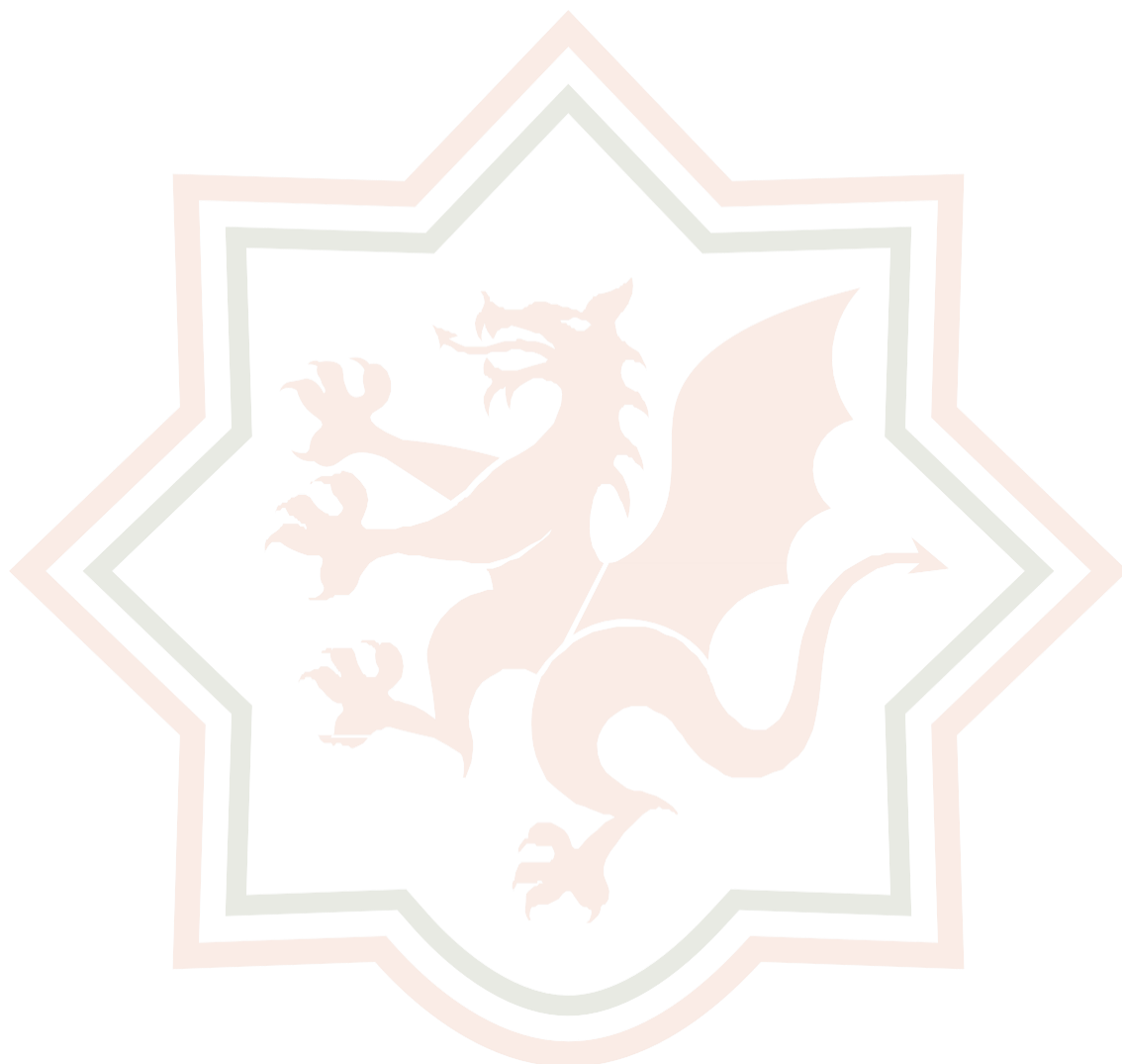
New this academic year are Community Focused School Events, like Halloween discos, which aim to strengthen the sense of community among our families, thereby enhancing the overall educational experience for our students.

Alternative curriculum: Engages students that are becoming disengaged in the mainstream education through courses and work experience placements outside the school. Local companies are being used to delivered courses and qualifications such

as Paint Me Pretty - Hair and Beauty course (Greenfield), Goodwood - Joinery course (Holywell), Aura Sport - Sports course (Holywell), Coleg Cambria - Northop College - small animal care, Work experience placements with local companies such as Lyon's Den (Bagillt), P&O Lloyd Bus Company (Bagillt), Up A Yard (Greenfield), MOS Heating (Mostyn), AJ & Sons Joinery (Holywell), Craig Vel Electrics (Holywell) and Maes Y Felin Primary School (Holywell).

Community Focussed Schools (CFS): CFS engage with the community on various levels, working with parents and students, intergenerational work, transition activities for Primary school students, etc. CFS have only just started working with the school, this will develop as the year progresses.

Other agencies: Other partners the school collaborates with in the local and wider community include Flintshire SORTED, Flintshire Integrated Youth Service (FIYP), Local church, Rotary, CAMHS, Police, Youth Justice Service (YJS).



School staff and school resources and finance summary

1. Use of Staff:

- There are leading multiple initiatives to enhance student and staff wellbeing, leadership development, and curriculum.
- There are a wide variety of initiatives related to teaching and learning, indicating efficient use of staff roles and responsibilities.

2. Resources:

- There is an emphasis on collaboration with specialist external providers for student and staff mental health and wellbeing.
- The school is involved in sharing good practices in the development and implementation of the Curriculum for Wales through school-to-school events.
- The action plan includes strategies to further develop high-quality teaching and learning to improve student outcomes.
- Resources in the form of training and pedagogical research are being used to strengthen classroom teaching strategies.

3. Funding:

- The initiative aimed at encouraging and enabling all eFSM students to participate in a wide variety of extracurricular activities illustrates the financial support being channelled into economically disadvantaged students to ensure equal access to the opportunities outlined in the plan.

Funding resources to deliver the SDP for the next 3-years:

| Funding Source | Value | Code |
|-----------------------------|-------|------|
| School Budget | | SB |
| School Standards Grant | | SS |
| Student Deprivation Grant | | PDG |
| ALN Grant | | ALN |
| Professional Learning Grant | | PLG |
| Grants Total | | |

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Progress against previous targets statement

(This will be drafted after the evaluation of 2024/25 is completed)

Glossary

| Abbreviation | Definition |
|--------------|---|
| AP | Assessment Point |
| BM | Business Manager |
| CfW | Curriculum for Wales |
| CoP | Code of Practice (ALN) |
| CLP | Creative Learning Programme |
| DA | Development Area |
| DCCo | Digital Competency Coordinator |
| DHT | Deputy Head Teacher |
| DoL | Director of Learning (Senior Middle Leader and TLR 1 Holder) |
| EWS | Education Welfare Service |
| HoF | Head of Faculty |
| LT(CSG) | Lead Teacher for (Care, Support & Guidance) |
| NQT | Newly Qualified Teacher |
| PSO | Pastoral Support Officer |
| QA | Quality Assurance |
| SDT | School Development Team (Joint MLT & SLT School Improvement Team) |
| SoWs | Schemes of Work |
| SVCo | Student Voice Coordinator |
| WG | Welsh Government |

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