



Ysgol Gymunedol **Llangatwg** **Llangatwg** Community School

Main Road | Cadoxton | Neath | SA10 8DB

Strategic Plan 2013 - 2016

Inspire, Aspire, Succeed

Ysbrydoli Dyheu Llwyddo

Mission Statement

Datganiad o Fwriad

At Llangatwg we support, celebrate and promote learning for all; working together as a community to achieve excellence and ensure success for life.

School Aims

- We encourage and support parents to take an active role in their child's education
- We aim to establish an inclusive school community that fosters a sense of belonging within a positive, supportive environment
- We aim to develop the ability of all colleagues, through the sharing of professional knowledge and investment in innovative new skills
- We aim to provide an inspiring, engaging and supportive environment in which students feel secure and motivated to learn
- We aim to have positive relationships from every member of our community by promoting an ethos of personal responsibility, respect and value for all
- We aim to provide a nurturing and safe environment that puts the child's health, happiness and welfare first, whilst ensuring the wellbeing of all members of our community
- We are committed to offering a broad range of extra-curricular opportunities to inspire our young people to explore their talents, skills and interests
- We aim to equip the members of our community with the confidence and skills to meet the challenges they will face in a rapidly changing world

- We aim to establish a culture of continuing improvement wherein every individual strives to be better

This plan sets the strategic direction of the school for the next three years. It is focused on delivering our aims as a school. It ensures that, at Llangatwg, we provide an appropriately challenging and high quality learning experience for all pupils that builds each pupil's learning capacity, enabling all pupils to become effective and independent life long learners.

The plan takes into consideration the specific needs and priorities of the pupils and the school. It is also set in the context of local and national priorities, including the 'National Purpose for Schools' and the 'School effectiveness Framework'.

A National Purpose for Schools

As part of the Framework, the Welsh Assembly Government and its partners (including representatives of local authorities and head teachers) have developed a statement of national purpose for schools. It describes the purpose of schools as being to:

- enable all children and young people to develop their full potential by acquiring skills, knowledge, understanding and attitudes, including personal, social and emotional skills, to enable them to become economically, socially and personally active citizens and lifelong learners;
- promote a culture of social inclusion and respect for diversity, particularly through developing the wellbeing of learners and personalising their learning;
- establish strong professional learning communities in schools where practitioners can develop and share their professional knowledge on learning and teaching;
- offer children and young people a curriculum that engages and motivates them to learn and to achieve their potential;

- provide a learning community for all engaged in school life, with children and young people and their families at the centre, and including governors, teachers, other school staff and adults training to work in schools;
- be a key player with other schools and partner service providers in planning and delivering integrated services for children and young people to improve their well-being; and
- provide or facilitate education so that schools contribute to meeting the needs of the community and engage the community as partners to ensure that all schools are community focussed.

Strategic Aim	Rationale	Estyn KQ/Quality Indicator	Estyn Aspect	Expected Impact
1. Focus on developing standards of attainment across the school for all pupils and individual groups of learners (FSM, LAC, EAL, Gender)	Learning is our core purpose and is central to the school's ethos. Addressing variation and ensuring all learners develop the skills necessary to maximise their potential will enable us to improve outcomes for all pupils	KQ1 :Outcomes 1.1 :Standards	1.1.1 : Results and trends in performance 1.1.2: standards of groups of learners 1.1.3: achievement and progress in learning	<ul style="list-style-type: none"> • Improved standards of attainment and value added when compared to national averages and similar schools/family of schools • Variation in performance between subjects and groups of pupils is reduced • Thorough analysis of data is used effectively to set challenging targets and track the progress of subject areas, individual pupils and key groups of pupils e.g. boys/girls • Systematic target setting and tracking processes embedded
2. Further develop and support strategies for improving attendance, promoting pupil wellbeing and safeguarding	Promoting attendance and pupil wellbeing will lead to all learners maximising their potential and better outcomes for all learners through the creation of a safe learning environment	KQ 1: Outcomes 1.2: Wellbeing KQ2: Provision 2.3: Care, support and guidance	1.2.1: attitudes to keeping healthy and safe 1.2.2: participation and enjoyment in learning 1.2.3: community involvement and decision making 1.2.4 social and life skills 2.3.1: provision of health and wellbeing 2.3.2: specialist services, information and guidance 2.3.3: safeguarding arrangements	<ul style="list-style-type: none"> • Pupils are confident, independent learners and feel able to take risks in a safe and secure learning environment • Positive attitudes and self-esteem are evident in surveys e.g. Kirkland Rowell • Improved attendance and punctuality • School council involved in decision making • School and community work in collaboration to improve outcomes for all learners • The school actively promotes health and wellbeing and pupils are encouraged to make informed, healthy and safe life choices

Strategic Aim	Rationale	Estyn KQ/Quality Indicator	Estyn Aspect	Expected Impact
<p>3. Further develop the school's ability to provide for pupils with Additional Learning Needs, including those identified as More Able and Talented</p>	<p>All pupils of all abilities have access to high quality provision which enables them to become confident lifelong learners with the skills necessary for a successful life and future career</p>	<p>KQ1 :Outcomes 1.1 :Standards 1.2: Wellbeing KQ2: Provision 2.2: Teaching 2.3: Care, support and guidance</p>	<p>1.1.1 : Results and trends in performance 1.1.2: standards of groups of learners 1.1.3: achievement and progress in learning 2.2.1: range and quality of teaching approaches 2.3.2: specialist services, information and guidance 2.3.4: additional learning needs</p>	<ul style="list-style-type: none"> • Pupils have access to well trained staff who are able to put into place strategic appropriate strategic interventions • School has the appropriate capacity to put appropriate interventions into place • Pupils of all abilities perform to the full potential and make appropriate progress when measured against appropriate benchmarks and data • Data is used consistently to identify pupils with ALN and measure impact of rigorous and consistent intervention programmes
<p>4. Further enhance and develop the quality and range of learning experiences and opportunities afforded to pupils</p>	<p>Pupils will be encouraged to become effective and happy lifelong learners. They will have the skills and knowledge required to be active and responsible citizens and will be able to access a range of employment opportunities through the acquisition of transferable and adaptable skills</p>	<p>KQ 1: Outcomes 1.1: Standards KQ2: Provision 2.1: Learning Experiences 2.2: Teaching</p>	<p>1.1.3: achievement and progress in learning 1.1.4: skills 1.1.5: Welsh language 2.1.1: meeting the needs of learners 2.1.2: provision for skills 2.1.3: Welsh language provision 2.2.2: range and quality of teaching approaches</p>	<ul style="list-style-type: none"> • Pupils experience a range of appropriate and quality learning opportunities including the Welsh Baccaureate and increasing use of Emerging Technologies • The development of literacy and numeracy skills is embedded and coherent across subject areas and the key stages • Welsh identity is promoted and celebrated in all aspects of the school including the use and promotion of incidental Welsh • Bilingualism and Cwriculwm Cymraeg permeate the curriculum and opportunities to learn through the medium of Welsh and bilingually are enhanced • Learning opportunities are enhanced through collaboration and partnership working and the introduction of the Welsh Bacc.

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5. Embed the Literacy and Numeracy Framework into all aspects of the curriculum	Good Literacy and Numeracy skills are fundamental prerequisites for successful lives and careers. All pupils therefore should experience an education that is underpinned by the promotion and development of these skills.	KQ1 :Outcomes 1.1 :Standards KQ2: Provision 2.1: Learning Experiences 2.2: Teaching	1.1.3: achievement and progress in learning 1.1.4: skills 2.1.1: meeting the needs of learners, employers/community 2.1.2: provision for skills 2.2.1: range and quality of teaching approaches	<ul style="list-style-type: none"> • The development of literacy and numeracy skills is embedded and coherent across subject areas and the key stages • Pupils have a consistent experience across the curriculum of addressing and promoting literacy and numeracy • Standards of literacy and numeracy are raised as a result of consistent approach and appropriate interventions
6. Enhance the range and quality of teaching methodologies to ensure that Assessment for Learning is firmly embedded and assessment of learning and for learning inform effective planning for pupil progress.	Teachers, who critically review their practice, use assessment outcomes for planning and are supported to extend their repertoire and take risks will develop a range of innovative teaching methodologies that will inspire learners to maximise their potential for success	KQ 2: Provision 2.2: Teaching	2.2.1: range and quality of teaching approaches 2.2.2 assessment of and for learning	<ul style="list-style-type: none"> • Pupils experience a wide range of appropriate teaching methodologies which engage pupils and lead to improved outcomes • Teaching promotes equality of access for all learners. • Pupils are responsive and independent learners and have the transferable skills necessary to meet the needs of employers and the wider community and progress as successful lifelong learners • The development of skills is embedded and coherent across subject areas and the key stages • Teaching enables pupils to make sense of what they have learned and to apply their learning in different contexts

Strategic Aim	Rationale	Estyn KQ/Quality Indicator	Estyn Aspect	Expected Impact
7. Developing a culture of leadership at all levels and capacity to improve (Systems leadership)	Building leadership capacity, particularly systems leadership at all levels will ensure leaders have the knowledge and skills required to lead and manage change and play a key role in school improvement.	KQ3: Leadership 3.1: Leadership	3.1.1: strategic direction and impact of leadership 3.1.2: governors 3.1.3: meeting national and local priorities	<ul style="list-style-type: none"> • Leaders at all levels are proactive and take responsibility for improving outcomes for pupils • Leaders at all levels have the knowledge and skills to lead and manage change and drive school improvement • Governors are well informed and offer appropriate support and challenge • Local and national priorities inform strategic planning • Staff access appropriate career development opportunities, including performance management focused on delivering the school's aims and priorities • Systems and procedures support effective working
8. Further develop self-evaluation processes and planning for improvement	Where self-evaluation is embedded in the day to day work of the school and where there is a self-critical ethos, members of the school community at all levels make open and honest judgements about the quality and impact of their work which leads to planned improvements in all aspects of the school's performance	KQ3: Leadership 3.2: Improving quality 3.3: Partnership working	3.2.1: self-evaluation 3.2.2: planning and securing improvement 3.2.3: involvement in networks of professional practice 3.3.1: strategic partnerships	<ul style="list-style-type: none"> • Self-evaluation based on first hand evidence • Professional learning communities facilitate the sharing of good practice and develop knowledge and skills • The opinion of different stakeholder groups, including Governors, informs improvement planning • Strategic development plans provide clear direction and vision for the school and are based on self-evaluation outcomes as well as addressing local and national priorities • The School Self-Evaluation document is an informed and accurate assessment of the schools' strengths and areas for development

Strategic Aim	Rationale	Estyn KQ/Quality Indicator	Estyn Aspect	Expected Impact
9. Continue to ensure appropriate systems and structures are in place for the efficient and effective deployment and management of staff and resources	The ability to deliver school improvement and the school's strategic aims will depend on the efficient, effective management of the available resources to ensure maximum value for money	KQ3: Leadership 3.4: Resource Management	3.4.1: management of staff and resources 3.4.2: value for money	<ul style="list-style-type: none"> • Resources are prioritised and targeted to deliver the SSP, SDP and DDPs • Systems are in place which ensure maximum value for money and make best use of limited resources • Staff are deployed to maximise and develop their skills • Roles and responsibilities are clearly defined and support school improvement • ICT resources meet the needs of pupils and enhance learning and teaching • Health and Safety systems and procedures ensure the school is a safe learning and working environment
10. Continue to develop and enhance the school's community focus and community use, its site and its resources	Further developing the school's community focus and community use of the school will ensure that Llangatwg remains at the heart of the local community, playing a key role in promoting community learning and cohesion	KQ1: Outcomes 1.2: Wellbeing KQ2: Provision 2.1: Learning experiences 2.4: Learning environment KQ3: Leadership 3.3: Strategic partnerships	1.2.3: community involvement 2.1.1: meeting the needs of learners and community 2.4.2: physical environment	<ul style="list-style-type: none"> • Community links strengthened and new links continue to be forged • School events promote links with the local community and enhance the synergy between the school and its community <ul style="list-style-type: none"> • The use of the school as an out of hours resource for members of the school and local community is further enhanced • Opportunities for community learning are further enhanced • Learning is seen as the core purpose of the school by pupils, staff and members of the local community • Collaboration and strategic partnerships are enhanced
11. Staffing, resources and accommodation create a purposeful learning ethos and are directed at celebrating, promoting and developing an inclusive learning community	A stimulating learning environment and learning ethos not only ensures that pupils maximise their potential, but also demonstrates that learners are engaged, valued,	KQ2: Provision 2.4: Learning environment KQ3: Leadership 3.4 Resource management	2.4.2: physical environment 3.4.1: management of staff and resources	<ul style="list-style-type: none"> • The school has an inclusive ethos where staff and pupils respect diversity and individuality and celebrate each other's achievements. • The physical learning environment, resources and display are used to promote individual learning

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