

How were the priorities determined?

- The school follows a set evaluation cycle which includes three specific monitoring weeks in which everybody plays a part.
- Our monitoring weeks allows for scrutiny; from lessons to books, questionnaires, data to discussions. Everything is collated and analysed before deciding on any action.
- The priorities feed into our School Development Plan and Departmental Development Plans.
- We will review these plans regularly and amend / add to the priorities, as necessary.

Evaluation of the 2025-26 Development Plan

- The new GCSE courses have been successfully introduced. Further courses will start in September 2026 and preparation is required towards the Wave 3 qualifications starting in September 2027.
- Attention was given to different aspects of teaching and learning in 2025-6. We'll need to continue sharing good practices in some areas, such as differentiation. We have decided to focus once more on Literacy as a whole-school priority.
- Appointing an attendance officer has improved the organisation of our attendance systems. More support is required for ALN students.
- Following the Wrexham Eisteddfod, promoting the use of the Welsh language was a priority. A lot of work has been done, for example looking at our reward systems, and we'll need to continue this even though it won't be a priority in the Development Plan.

School Priorities for 2026-27

TEACHING AND LEARNING / LEADERSHIP AND IMPROVEMENT

- ☐ **To continue to broaden effective practices in teaching and learning.**

- This will include good practices in lesson structure, evaluating, questioning, differentiation, and sharing resources.

TEACHING AND LEARNING / LEADERSHIP AND IMPROVEMENT

- ☐ **To continue to improve skills standards.**

- The main focus will be on literacy, which includes writing, reading, and speaking Welsh. It will also include a focus on numeracy.

TEACHING AND LEARNING / LEADERSHIP AND IMPROVEMENT

- ☐ **To prepare towards the Wave 3 qualifications (Sep 2027)**

- Confirm our VCSEs and Skills Set offer. Ensure that we meet the requirements of the 'Right to Learn' framework.

WELL-BEING, CARE, SUPPORT AND GUIDANCE / LEADERSHIP AND IMPROVEMENT

- ☐ **To promote high standard of behaviour**

- Promote good classroom behaviour; set clear expectations; behaviour on the corridor and staff roles

WELL-BEING, CARE, SUPPORT AND GUIDANCE / LEADERSHIP AND IMPROVEMENT

- ☐ **To develop provision and support for ALN / Neurodivergent pupils**

- Develop staff mentality and policies. Ensure the best support for learners.

How will these priorities be implemented?

- The School Development Plan and Departmental Improvement Plans include clear action steps for each priority. Details regarding school finances, revision milestones, responsibilities, and training needs have been set out in the plans.
- The Senior Leadership Team will review the SDP every fortnight and departments will review their own plans during departmental meetings.
- Each plan will be evaluated and updated following the third monitoring week.

Professional Development

- Every member of staff follow the Performance Management procedure which sets out the type of training they will need to complete to fulfil these priorities.
- Inset days and various workshops are used to provide staff training on all aspects of the School Development Plan.

Support

- We will receive support from the Local Authority when implementing our priorities and will collaborate with other schools where possible.

Accountability

- The Governing Body has approved the Plan and holds us accountable for its implementation. This is mostly done at meetings of the Standards Sub-committee every half term.
- Estyn will regularly inspect the school. A copy of the October 2022 report is available on the school website as well as the Interim Visit from February 2025.