



**Pontypridd High School**

# **Strategic Equality Plan 2022 - 2024**

*'Learning and achieving together'*  
*'Dysgu a chyflawni gyda'n gilydd'*

## Strategic Equality Plan

<b>Date of policy:</b>	December, 2022
<b>Adopted:</b>	Adopted : 15 <sup>th</sup> February 2022, Staffing Committee Meeting  Reviewed : 14 <sup>th</sup> December 2022, Full Governing Body Meeting
<b>To be reviewed:</b>	Summer 2024
<b>Member of staff responsible:</b>	Headteacher
<b>Committee Responsible:</b>	Staffing

**This school policy is presented with consideration for the RCT advice and guidance on Strategic Equality Planning and the model policy provided for RCT schools.**

**The review period gives consideration for the closure of Pontypridd High School on August 31<sup>st</sup>, 2024 before the opening of a new 3-16 school on our site from September 1<sup>st</sup>, 2024**

## Contents

Section	Information	Page(s)
1.	Foreword	
2.	Introduction	
3.	Our School Context	
4.	Integrating Equality into other Statutory and Non Statutory Policies	
5.	Aims of the Strategic Equality Plan	
6.	Equality Act 2010 Public Sector Equality Duties	
7.	Roles and Responsibilities	
8.	Engagement	
9.	Data Analysis and Evaluation	
10.	Equality Impact Assessments	
11.	Staff Professional Learning	
12.	Equality Objectives	
13.	Gender Pay Objective	
14.	Publishing and Monitoring Results	
15.	Strategic Leadership	
<b>Appendix 1</b>	Strategic Equality Plan	

## Section 1

At Pontypridd High School we fully recognise our duties and responsibilities to eliminate discrimination and promote equality for all learners, employees, members of the school community and service users regardless of protected characteristics.

We fully support the requirements of the Equality Act (2010) and the need for protection from discrimination, harassment and victimisation of individuals with protected characteristics as set out in the 2010 Act.

Our Strategic Equality Plan has been informed by the views of our learners, parents/carers, staff, governors and wider community so that we ensure that it robustly addresses priorities for improvement and that equity and equality underpins everything that we do as an education provider and an employer. This Plan sets out our Equality Objectives for a four-year period from 2022 – 2026 and the actions we will take to reduce identified inequalities, improve outcomes and to foster good relations within school and beyond the school gates. As a community school, ensuring that everyone associated with the school is treated with care, respect and dignity is at the core of everything we do.

The school and governing body, will collect, analyse and publish information about our progress in achieving our Equality Objectives as outlined in the Plan, and the three aims of the 2010 Equality Act. These will be shared and published so that there is transparency and accountability. We will also aim to engage with our school community and wider partners to ensure that our Plan and the actions we take make a difference to the lives of individuals with protected characteristics in our school and to members of our school community.

Signed :  Headteacher

Signed :  Chairperson of the Governing Body

Date : December 7th, 2022

## Section 2

At PHS we recognise the importance of diversity and strive to promote an inclusive culture and ethos in which all learners, parents/carers, staff and members of the school and wider community are welcomed and supported to fulfil their potential, irrespective of their background or protected characteristics (e.g., age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation).

Our school mission of 'Learning and Achieving Together' and striving for excellence in all that we do is aligned with the principles of the Equality Act (2010) and ensures that diversity is celebrated in our community school.

Furthermore, our school values support the development of equality for all due to its strong focus on supporting the wellbeing and achievement of all learners and where all members of the school community are treated fairly and with respect and dignity.

PHS ensures that difference is valued and there is a widely held belief that permeates across our policies, actions and behaviours that diversity enriches our lives and experiences. As a school community we are committed to identifying and overcoming any barriers to learning and engagement, and to ensuring that all members of our school community achieve their potential.

This Strategic Equality Plan highlights our Statement of Intent that as a school we do not tolerate any forms of unlawful and unfair discrimination or bullying and harassment in any form. We are committed to championing equality and to ensuring that necessary adjustments are made to ensure the active participation of all learners in the life of our school.

It is our firm belief that all learners should be able to learn and develop fully in a truly diverse and inclusive environment and should be supported to achieve their potential, in order to support our own mission and the local authority's mission of 'Achieving Equity and Excellent in Education and enhanced wellbeing for all'.

## Section 3 : Our school context

PHS is a mixed 11-18 school maintained by the Local Education Authority (LEA), Rhondda Cynon Taff. There are xxxx students on roll, xxx females and xxxx males, including xxx in the Sixth Form. There are xx full-time equivalent teaching staff, and xx full-time equivalent support staff at the school together with xx full-time equivalent catering and cleaning staff, the majority of which are female in all groups.

Nearly all of teaching and non-teaching staff are white Welsh / British. We have a very few who are first language speakers from xxx. A majority of our staff are female and a minority our staff are male. A very few (less than x%) of our staff are fluent Welsh-speakers.

The school serves several distinctive communities in, and to the north of Pontypridd. These include former coal mining communities as well as Glyncoch, a large local authority housing area established in the 1960s and now designated a 'Communities First' area that also includes Ynysybwll, another large part of the schools' catchment. Students come mainly from seven partner primary schools although a significant number each year (average of 30) come from outside the catchment area. Some areas are socially and / economically disadvantaged.

The School is located on one site of the former Albion Colliery. There are three main buildings on site. A new STEM teaching and learning block, an Upper block and separate Sports Hall. The school buildings themselves have been well maintained since opening in 1984 and all spaces are well utilised to provide the right provisions for all students and for staff to work effectively.

As part of the RCT plans for school reorganisation in the Pontypridd area, the present site and school will change from September, 2024. At this time the school will become a new 3-16 school. As part of this the present Cilfynydd primary school provision will close and be relocated onto the new site, all forming one new, 3-16 school.

The school's intake covers the whole ability range with those entitled to eFSM making up 30% of the total school role. The percentage of compulsory age pupils on the ALN register is being reviewed with the new Code of Practice but historically is around 27% of the total school role.

Nearly all pupils speak English as their first language.

Very few, less than 4% come from ethnic minority backgrounds (though this figure is increasing) and the vast majority would consider themselves as White, Welsh/British.

We comply with the Local Authority Online Recruitment Policy and Procedure

All of these people, their faiths, cultures, communities and languages, the school values equally. Our mission statement is, 'Learning and Achieving Together'.

## **Section 4 : Integrating equality into statutory and non-statutory policies**

Our commitment to equality underpins all school policies, processes and procedures. There are a number of key statutory and non-statutory policies that strongly reflect the requirements of the Equality Act (2010) and where there is significant alignment with this Policy and Plan. These include the: Pupil Discipline/Anti-Bullying Policy; SEN/ALN Policy; Safeguarding Policy; Curriculum Policy; and the Complaints Policy.

## **Section 5 : Aims of the Strategic Equality Plan**

All schools are required to have a detailed Strategic Equality Plan to ensure that the legal requirements of the Equality Act (2010) and the Public Sector Equality Duties in Wales are met.

The purpose of the Strategic Equality Plan is to fulfil the duties to provide equality for individuals with protected characteristics and to ensure that fairness and equality is at the heart of everything we do at all levels within our school and community.

## **Section 6 : Equality Act (2010) and public sector equality duties in Wales**

The Equality Act (2010) outlines the requirement of all schools to meet three key aims which includes:

- Eliminating discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
- Advancing equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- Fostering good relations between persons who share a relevant protected characteristic and persons who do not share it.

In order to fulfil these three key aims, we are required by law to produce a Strategic Equality Plan and Equality Objectives every four years. To ensure compliance with the requirements of the Act, our school will:

- Collect, analyse and publish information about the progress we have made in achieving the three aims of the 2010 Equality Act,
- Self-evaluate effectively and decide on specific and measurable Equality Objectives that we are published and actively pursued over four-year interval to secure positive outcomes; and
- Engage with all key stakeholders, including learners, parents/carers, staff and the wider community to shape, inform and evaluate the effectiveness of our Strategic Equality Plan.

The Public Sector Equality Duty came into force in April 2011 (s.149 of the Equality Act 2010) and requires schools to take action to improve outcomes for learners with different protected characteristics. It is a legal requirement, under the 2010 Act, which schools in Wales must follow. The effective and consistent delivery of our Strategic Equality Plan will enable our school to positively contribute to a fairer society by promoting equity, equality and positive relationships between all members of the school community irrespective of their protected characteristics.

Furthermore, we will also aim to remove or minimise any disadvantage experienced by individuals due to their protected characteristics and ensure that appropriate steps are taken to overcome any barriers, particularly if participation in aspects of school life is disproportionately low. We will also aim to develop positive relations by tackling prejudice and discrimination, and by promoting understanding between individuals who share a protected characteristic and those who do not.

## **Section 7 : Roles and responsibilities**

The following members of school staff will be responsible for ensuring the effective implementation of the Strategic Equality Plan.

### **7.1 : Governing Body**

The governing body has set out its commitment to equality and diversity in our Education Strategic Plan and it will continue to do all it can to ensure that the school is fully inclusive of learners, and responsive to their needs based on the various protected characteristics.

The governing body:

- Seeks to ensure that people are not discriminated against when applying for jobs at our school;
- Takes all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make communications as inclusive as possible for parents, carers and learners; and
- Ensures that no individual is discriminated against whilst in our school.

In order to meet its reporting responsibility, the governing body will report on the progress of the Strategic Equality Plan annually, as part of its Annual Report to Parents/Carers.

### **7.2 : Senior Leadership Team**

Senior Leaders in our school promote equality and eliminate discrimination by:

- Implementing the school's Strategic Equality Plan, supported by the governing body in doing so;
- Ensuring that all staff are aware of their responsibilities under the Act and are fully informed of our school's Strategic Equality Plan and Equality Objectives;



- Ensuring that all appointment panels give due regard to the Strategic Equality Plan, so that no one is discriminated against when it comes to employment or training opportunities;
- Promoting the principle of equal opportunity when developing the curriculum, and promoting respect for other people and equal opportunities to participate in all aspects of school life;
- Treating all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, according to the local authority and school policies; and
- Ensuring that all staff are aware of the Strategic Equality Plan.

### **7.3 : Teaching and Support staff**

The school regards equality as everyone's responsibility.

All members of staff contribute to ensuring that our school is a fair, just and cohesive community by:

- Ensuring that all learners are treated fairly, equally and with respect, and will maintain awareness of the school's Strategic Equality Plan;
- Striving to provide material that gives positive images based on the protected characteristics and challenges stereotypical images;
- Challenging any incidents of prejudice, racism or homophobia, and record any serious incidents as prescribed in the local authority and school's policies, e.g., reporting of racial incidents; and
- Supporting the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

## **Section 8 : Engagement**

Engagement with stakeholders has been important in ensuring that we have a clear view of what actions are deemed important to tackle inequalities and discrimination in our school setting. Active engagement with stakeholders has also been an effective means of reviewing the impact of the current Strategic Equality Plan and for identifying any further areas for improvement.

Successful engagement requires information gathering and interaction with a range of different groups, whilst also remaining sensitive to the needs of individuals with different protected characteristics. Meaningfully securing the voices of learners, and their families and carers, is critical to understanding the needs of our learners and families, particularly the most vulnerable.

An extensive range of different engagement activities have been undertaken to inform strategic plans. These include:

- An analysis of the survey responses or focus groups feedback on equality issues from a range of stakeholders including learners, parents/carers, staff, governors

and the wider community. Some consideration was given to the analysing information according to protected characteristics to inform strategic planning;

- Learner voice activities and school council feedback;
- An analysis of school complaints;
- Feedback provided from parental consultation events and workshops;
- Feedback from annual review processes; and
- Outcomes from community cohesion events and activities.

When consulting, important consideration has been given to the most effective and reliable means of gathering information. Interpretation facilities have been put in place for those for whom English is an additional language or are newly arrived in this country. Modified materials have also been used to ensure accessibility for those with disabilities or ALN.

## **Section 9 : Admissions, attendance, behaviour, discipline and exclusion**

In line with WG guidance, the Local Authority has responsibility for admissions and for ensuring that the process is monitored by a range of equality indicators to ensure that it is administered fairly and equitably to all students.

Comprehensive information regarding students' ethnicity, home language, religion, physical needs, diet, known allergies is included in all admission forms

The school's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. However it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions as agreed within the whole school behaviour policy statement.

Exclusions and attendance are robustly monitored and effective action is taken in order to reduce gaps between different groups of pupils. Absence is always followed up by appropriate personnel in compliance with agreed procedures stipulated within the whole school attendance statement. Those involved in this work are aware of and sensitive to community issues.

Students, staff and parents / carers are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable. The appropriate policies (Positive Relationships, Appropriate Use of IT and Mobile Devices, Anti-bullying and Race Equality) are all linked to this Strategic Equality Plan.

Appropriate provision is made for leave of absence for religious observance for students and staff.

## **Section 10 : The School curriculum**

Curriculum planning takes account of the needs of all pupils and considers them in relation to the various equality strands. The school monitors and evaluates its

effectiveness in providing an appropriate curriculum experience for students of all backgrounds.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

- boys and girls;
- students who are disabled;
- students learning English as an additional language;
- students from minority groups; pupils who are more able and talented;
- students with special educational needs;
- students who are looked after by the local authority and who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all students. The Year 7 and Year 8 curriculum embraces the four core purposes and is centred on selected themes that broaden and improve knowledge, understanding and the application of skills.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and challenge prejudice and stereotypes.

Extra-curricular activities and special events e.g. school concerts and community events cater for the interests and capabilities of all students. Teaching and curriculum development are monitored to ensure high expectations of all students from all groups.

## **Section 11 : Attainment, progress and assessment**

Staff have high expectations of all students and they continually challenge them to reach higher standards. The school recognises and values all forms of achievement and celebrates this regularly such as through the annual Awards Ceremony.

The monitoring and analysis of student performance by disability, special educational needs, gender, ethnicity and other social/cultural indicators enables the identification of groups of students where there are patterns of underachievement. The school ensures that action is taken to counteract this.

Self-evaluation and peer assessment provides all students with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress, giving all students full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process.

## **Section 12 : Partnerships with parents / carers and the community**

The school endeavours to provide information materials for parents / carers in accessible, user-friendly language and formats. Where appropriate, the school will endeavour to provide information in community languages and alternative formats upon request.

Progress reports to parents / carers are provided in a range of formats in order to ensure that they all have the opportunity to participate in the dialogue.

All parents / carers are encouraged to participate at all levels in the full life of the School.

Information and meetings for parents / carers are made accessible for all. Parent and carer involvement is monitored to ensure their participation from all groups whose children are at the school. Actions are included in the schools Strategic Equality objectives to address any inconsistencies. When appropriate the school will take steps to encourage the involvement and participation of under-represented groups of parents / carers and sections of the community.

The school works in close partnership with parents / carers and the community to address specific incidents and to develop positive attitudes to diversity. Informal events are designed to include the whole community and, at times may target minority or marginalised groups.

The school's premises and facilities are available for use by all groups within the community. The school endeavours to address accessibility difficulties. The school recognises that it has a responsibility to promote equality through its procurement and commissioning activities and endeavours to ensure the services it uses are aware of its equality objectives

### **Section 13 : Data analysis and evaluation**

The school's self-evaluation and school improvement planning processes have also informed the Strategic Equality Plan. A comparison of the school's data, with local or national data (where available) has also been taken into consideration and includes:

- Pupil attainment and progress data relating to different vulnerable groups and protected characteristics;
- An analysis of curriculum access and choices according to vulnerable groups and protected characteristics;
- Attendance, exclusion and bullying/harassment data analysed according to vulnerable groups and protected characteristics where appropriate;
- Engagement levels in enrichment activities according to vulnerable groups or protected characteristics;
- Data on the recruitment, development and retention of employees; and an
- Evaluation of historical actions and outcomes in relation to equality.

### **Section 14 : Equality impact assessments**

The school has well established equality impact assessment processes in place.

Impact assessments have included the review of all current and proposed plans and policies in order to help us act to promote equality and to ensure that no person is disadvantaged by school activities through discrimination. Impact assessments are an

on-going process to ensure that the school's plans and policies are developed in an increasingly inclusive and equitable way.

As part of the school's compliance with the specific duties of the Act, we will continue to undertake impact assessment of all new policies and plans prior to them being implemented. Similarly, we will impact assess our existing policies and plans whenever they are reviewed. As such, impact assessments are incorporated into the school's planned review and revision of every policy. Where impact assessments have been done, they will influence changes to policy and the review of the Strategic Equality Plan itself.

## **Section 15 : Staff professional learning**

It is a statutory requirement to promote knowledge and understanding of the general duty amongst staff and to identify and address training needs in this area during the performance management process. This routinely undertaken on an annual basis and outcomes contribute to our professional learning plans in the school.

## **Section 16 : Equality objectives**

Our Strategic Equality Plan and Equality Objectives are set in light of stakeholder engagement, data analysis and self-evaluation (e.g., issues arising as a result of our analysis of our attainment data of boys v. girls; eFSM v non-eFSM, etc.).

Appendix 1 includes details of the Strategic Equality Plan for 2022-2024 and the prioritised Equality Objectives for our school as informed by engagement activities, self-evaluation and local/national priorities.

The actions detailed in Strategic Equality Plan align with our School Improvement Plan.

The Strategic Equality Plan has clearly identified:

- Equality Objectives and specific actions;
- Expected impact and indicators of achievement (success criteria);
- Clear timescales;
- Lead responsibilities for identified actions;
- Resource implications; and
- Specified dates for impact assessment and review.

The Strategic Equality Plan will be routinely reviewed and annual reports provided to the governing body for parents / carers.

## **Section 17 : Gender Pay Objective**

The legislation requires that a gender pay objective is developed where a gender pay difference is identified, this will require statistical analysis of pay data and comparisons between male/female staff.

In our school, we have not been able to identify a pay difference as the staff group is too small to make statistical analysis appropriate.

## **Section 18 : Publishing and Monitoring results**

The school annually provides a report detailing the Strategic Equality Plan and its evaluation of it to the governing body on an annual basis. Information is also detailed in the Governors' Annual Report to Parents/Carers. The Plan and its evaluation will be shared with parents/carers.

All data collected has been used for the purpose of analysing trends by protected characteristic in performance, engagement and satisfaction with the support and provision offered by the school, whilst also being mindful of data protection requirements and legislation.

Please see Appendix 1 for further information on our Strategic Education Plan. This plan will be monitored by the governing body and all new plans will be submitted to the local authority.

## **Section 19 : Strategic Leadership**

The lead for the PHS Strategic Equality Plan is the Headteacher

## **Appendix 1 : Protected Characteristics under the Equality Act 2010**

- Age\*
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race • Religion or Belief
- Sex • Sexual Orientation

\* Schools do not have to consider the protected characteristic of Age when providing education to pupils or when providing benefits, facilities or services to them. This exception does not apply in relation to other functions, for example when acting in its capacity as an employer.

## Appendix 2 : PHS Equalities Summary Statement

At Pontypridd High we aim to be a caring, well-ordered and successful community in which all individuals who come to learn and work here are able to develop their maximum potential. We are committed in our aims to:

- develop personality, cultivate social skills, and prepare pupils for lifelong learning.
- provide the highest standard of care for everyone and expect a standard appropriate to a civilized community.
- provide, through the curriculum and other activities, for the spiritual and moral development of students.
- value all members of the school community equally and to provide equality of opportunity for all, irrespective of race, gender, ability, disability, sexual orientation, family circumstances or any of the other protected characteristics
- be a well-run, happy and successful school which values its role in the local community, and is held in high regard by the local community
- provide an education environment in which all pupils can achieve at their highest possible level. This will include a commitment to ensuring full and appropriate access and support to examinations in line with Equality legislation and the requirements of JCQ and individual examination boards.

We believe that we can create an environment where every individual, regardless of ability or background, is able to participate and is valued fully as a member of the school community. Being opposed to all forms of discrimination and prejudice, we promote a positive attitude towards differences and expect respect for people of all backgrounds. Our expectation is to be a caring, well ordered and successful community in which all individuals who come to learn and work here are able to develop their maximum potential.

Stereotyped thinking is the result of ignorance and may result in low self-esteem and limited aspirations. The school values and encourages involvement of people from all sections of the local community and through this involvement aims to provide positive images, which challenge stereotyped thinking.

Any language or behaviour which is racist, sexist, homophobic, disablist or potentially damaging to any group will not be tolerated and will be challenged and monitored.

Information derived from monitoring will be used to plan whole-school strategies to combat incidents. Information on identity based incidents and bullying will be shared regularly with the governing body for our own use and the Local Authority.



## Appendix 3 : Central South Consortium - Enabling Equity and Excellence

### Foreword

*This CSC document sets out an ambitious agenda for achieving equity in schools, making a real difference to learners' lives. It is an agenda based on valuing every learner and the knowledge and experience that they bring to school as the starting point for developing inclusive teaching.*

*The document has the ingredients to achieve worthwhile change. This is by genuinely listening to learners' experiences as a rich source of knowledge about our schools; by careful scrutiny of research to help inform inclusive teaching; by recognising the importance of relevant professional learning; and by supporting leaders to create and sustain school environments where all learners and practitioners can thrive.*

*The document prompts leaders and practitioners to ask challenging questions about everyday experience in schools and classrooms and take action to change the things that need changing. All learners deserve the benefits that this document can bring.*

*Caroline Daly, Professor of Teacher Education, UCL Institute of Education.*

### Rationale

*'We are committed to the success and well-being of every learner, regardless of background or personal circumstance. Equity and excellence go hand in hand, and we cannot have one at the expense of the other.'*  
(Welsh Government, 2017)

*Education Wales: our national mission (2017), declares that we need, 'strong and inclusive schools committed to excellence, equity and well-being'.*

This regional document for Enabling Equity and Excellence offers clear approaches for school improvement to realise this national ambition for all learners. In Central South Consortium we believe that we need to take positive recognition of learners' needs and backgrounds and what their view of the world is. All schools must ask:

- Do we know every learner well ?
- How do we know about them ?
- What experiences, knowledge and skills do they bring ?

### The use of this document

Each school has its individual context and staff and pupil demographic. This document promotes and supports sustainable school improvement and learning leadership in order that schools make informed choices and decisions around equity and excellence. It also recognises that all schools will be at different points of their improvement journey.

The 'Enabling Equity and Excellence' document aims to promote thought and discussion amongst a school community, to ask pertinent questions as to how equitable the organisation is and how effective it is in transforming policy into practice to ensure excellence for all learners.

It is vitally important that the school community understands the challenges and barriers faced by individuals and groups of learners. These include learners with protected characteristics and vulnerable and disadvantaged learners. Different solutions and targeted support must be planned for and provided to ensure all learners reach their potential and thrive. The intention of this document in referring to 'all learners' is a fully inclusive term meaning every individual learner. This document does not promote a deficit view of any learner, or group of learners. It values every learner in our schools and communities. We recognise that there is excellent practice in our region and this document seeks to celebrate that.

*"I'm fortunate to lead a setting where there is a diverse range of learners; the experiences they bring to each other, our staff, our school and community provide a rich learning environment. Our staff are fortunate to be part of a symbiotic relationship where teachers learn from the experiences learners bring and learners thrive with excellent teachers."*  
Headteacher, Central South Consortium

This document challenges all schools to aspire to excellence and offers support to those schools most in need of improvement. It promotes understanding of learning leadership. Furthermore, it supports school leaders in robust self-evaluation with a specific focus on the quality of the provision and practices for inclusion and teaching, and the impact these have on the well-being and outcomes of all learners.

*"My teacher knows me and they are interested in my identity and experiences inside and outside of school. They try to use this in my learning too. I feel heard, understood and valued."*  
Learner, Central South Consortium

It is not a tick list of expectations and should not be used as such. Rather, the document should be used to support improvement of an aspect of a school's provision through the use of self-evaluation models, e.g. adaptive capacity and the school improvement and evaluation model, to gain a more accurate understanding of practice and provision. The principles of this document align in supporting schools on their journey of education reform in Wales.

The Central South Consortium (CSC) school improvement team support school leaders and practitioners in the evaluation and improvement of provision and practice. CSC works in collaboration with Local Authorities to ensure that all schools are provided with high quality professional learning and support to achieve equity and excellence. We recognise that it is through high quality professional learning that provision is meaningfully improved or changed.

### **Shared language and understanding**

School leaders and practitioners must ensure equity for all learners, planning for and implementing a high-quality curriculum, consistent approaches to teaching, learning and well-being. To support this, schools must work in partnership with all stakeholders, both within and beyond their school community. This requires clear communication facilitated by a shared language that is known and understood by all.

The following terms are suggested for use across our region. These have been agreed by a working group of stakeholders from across the region using a variety of sources, including Curriculum for Wales:

### **Child development**

Entails the biological, psychological and emotional changes that occur in human beings between birth and the conclusion of adolescence, as the individual progresses from dependency to increasing autonomy. It is a continuous process with a predictable sequence yet has unique course for every child.

### **Cognitive science**

An interdisciplinary science that draws on many fields (such as psychology, artificial intelligence, linguistics, and philosophy) in developing theories about human perception, thinking, and learning.

### **Curriculum**

Includes all the learning experiences and assessment activities planned in pursuit of agreed purposes of education.

### **Diversity**

Difference between groups including the protected groups. In CSC, we believe it is important to acknowledge that within groups there will be as much difference between individuals as there is across groups.

### **Enquiry**

Usually undertaken by professionals within their workplace as a way of identifying problems, finding solutions, evaluating practice and achieving improvement. In CSC, we recognise that enquiry is an effective way for teachers to develop their practice, it is a powerful mechanism for transformational teacher learning.

### **Equality**

The state of being equal, especially in status, rights, or opportunities.

### **Evidence-based**

Drawing on the best of existing practice within Wales and from elsewhere and on sound research.

### **Experiences**

The combination of knowledge and skills in a learning environment to further progress learners towards curriculum purposes.

### **Inclusive pedagogy**

How we teach in inclusive schools.

### **Inclusive practice**

How the concept of inclusion acquires meaning in practice.

### **Knowledge**

Facts, information and skills acquired through experience or education; theoretical or practical understanding of a discipline

## **Learning**

The acquisition of knowledge or skills through study, experience, or being taught.

## **Pedagogy**

Is about more than 'teaching' in the narrow sense of methods used in the classroom. It represents the considered selection of those methods in light of the purposes of the curriculum and the needs and developmental stage of the children and young people. It combines theoretical and practical knowledge and skills with fine judgement about what is required to promote effective learning in particular contexts.

## **Protected characteristics**

Age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation, (Welsh Government, 2010).

## **Research**

A process of academic investigation leading to new knowledge that is published so that others can learn from it and critique it. If it is to be viewed as being of high quality, it should be significant and rigorous.

## **Skills**

The ability to undertake activities that require application of knowledge, increasing in expertise and competence

## **Teacher agency**

Teachers demonstrating capacity to act to solve pedagogical problems and/or challenges and the way they actively contribute to shaping their work and its conditions. This does not mean that teachers have complete autonomy over their work as the interests of other stakeholders (learners, parents, government policy) should also be taken into consideration when planning for the education of learners.

## **Vulnerable and disadvantaged learners**

Includes, but not limited to, learners that are in one or more of the following groups:

- learners with special educational needs (SEN)
- learners from minority ethnic groups who have English or Welsh as an additional language (EAL/WAL)
- care-experienced children, including looked after children
- learners educated other than at school (EOTAS)
- children of refugees and asylum seekers
- Gypsy, Roma and Traveller children
- learners eligible for free school meals (eFSM)
- young carers and children at risk of harm, abuse or neglect.

Being identified as a vulnerable or a disadvantaged group according to the WG definition should not automatically assume a learner deficit. In CSC we recognise that not all learners who are identified in these groups will be vulnerable or disadvantaged but they will bring many strengths to a school that should be identified, shared and celebrated.

## What do we mean by equity in education?

*‘Geography, deprivation or childhood experiences should not prevent learners from reaching their potential. Our learners will be resilient, imaginative, compassionate and ambitious – they will aim high and achieve their goals. To do that, we will require a high quality education workforce that is vibrant, engaged and committed to continuous learning for all.’*

*(Welsh Government, 2017, p2)*

Equity requires that we ensure that the system, at school, local and national level takes account of and responds to the unique opportunities and challenges that present themselves to individuals and groups of learners and the unique opportunities this provides. In Central South Consortium we believe that we need to recognise the richness, opportunity and positive contribution each learner brings. All schools must continue to ask:

- Do we know every learner well ?
- How do we know about them ?
- What experiences, knowledge and skills do they bring ?

*“The learners in my school community never cease to inspire me. It is because of their experiences that they enrich our school.”*

*School leader, Central South Consortium*

The OECD defines equity in education as having two dimensions. The first is fairness, which implies ensuring that personal and social circumstances – for example gender, socio-economic status or ethnic origin – should not be an obstacle to achieving educational potential. The second is inclusion, in other words ensuring a basic minimum standard of education for all – for example that everyone should be able to read, write and do simple arithmetic. The two dimensions are closely entwined: tackling school failure helps to overcome the effects of social deprivation which often causes school failure.

Education therefore is more than a question of equality. Education must be fair to every individual, but it cannot be the same. Within an education setting this requires putting in systems and processes to make sure that every child has an equal chance of success. This depends on knowledge of individuals and developing an appreciation of the unique challenges and barriers that learners face, and then securing support to overcome such barriers. Equity is about ensuring that all learners are provided with the resources they specifically need to have access to the same opportunities, to thrive and be successful. This involves considering issues that might put particular groups or individual learners at a disadvantage.

This does not automatically mean that this will lead to equal outcomes, but simply recognises that all efforts should be made to ensure that every child has an equal opportunity to succeed. Or put another way, the difference in learner outcomes should be unrelated to their background, economic or social circumstance over which learners have no control.

There is a recognition that to achieve the national mission there is a need to create strong and inclusive schools that are committed to equity and excellence. UNESCO (2017) states a central message in that 'every learner matters and matters equally'. Inclusion in education is about equity for all learners whatever their identity, attainment, additional learning need, language and background. It ensures particular attention to the provision made for, and the achievement of individuals and different groups of learners within the school.

Inclusive education is about the meaningful participation and achievement of all learners. In fully inclusive schools, all learners are engaged and achieving through being present, participating and learning.

Therefore, inclusive practice and inclusive pedagogy are essential to achieve equity. Inclusive practice stands for how the concept of inclusion acquires meaning in practice and inclusive pedagogy is how we teach in inclusive schools.

### **Reflections on what we mean by 'EQUITY' in education**

- How does your school know and respond to the diversity of your learners?
- What information does your school gather about learners so that all staff can accept, understand and attend to all learners' physical, social, linguistic, cognitive, and academic differences?
- How do you positively use the opportunities presented by learners in your school?
- Does your learning environment, not just the physical environment but ethos, behaviours and routines, in your school support and represent the needs of all learners?
- How effective is your school's Strategic Equalities Plan (SEP)?
- How does your school increase participation and decrease exclusion from the curriculum?
- How can your school utilise support from the expertise that exists within your Local Authority and from the CSC School Improvement Team?

When considering the answers to the questions above, we also encourage the follow up questions:

- How do you know ?
- What evidence do you have to support your responses?
- Which areas need further development and what are your plans for this?

### **What do we mean by excellence in education?**

*'It takes hard work, strong leadership, clear vision and relentless commitment to achieve excellence.'*

*(Estyn, 2020)*

The term excellence, whilst widely used, is not clearly defined across educational services and sectors. Also, its meaning is compromised by the subjective nature of the term, both in outcomes, and in how it is achieved. Rather, there are suggestions on creating the schools that our children need to develop the wellbeing, knowledge and skills and dispositions for success in their future lives.

*Dylan Wiliam (2018, p. 2) Creating the Schools Our Children Need, stated:*

*'In education at least, what works is generally the wrong question, because most ideas that people have had work in some contexts but not in others. Put bluntly, everything works somewhere and nothing works everywhere.'*

*However, much research recognises that high-quality teaching is essential in achieving excellence in schools: 'The quality of an education system can never exceed the quality of its teachers,' (OECD, 2016).*

In Central South Consortium we believe that excellent practitioners, who consistently seek to improve their practice and engage with professional learning are the key to excellence in education. These teachers ask themselves:

- Do I know every learner well ?
- How do I know about them ?
- What experiences, knowledge and skills do they bring ?

*"As a teacher I never think I am the finished article. I engage with professional learning to constantly improve and refine my practice."*

*Teacher, Central South Consortium*

### **Reflections on what we mean by EXCELLENCE in education**

- How does your school define excellence?
- What does excellence look like at a learner, teacher, middle leader and senior leader level?
- How are the talents of the whole school community recognised and developed to achieve excellence?

When considering the answers to the questions above, we also encourage the follow up questions:

- How do you know?
- What evidence do you have to support your responses?
- Which areas need further development and what are your plans for this?

### **What do we mean by wellbeing in education?**

The term well-being, again whilst widely used, is not clearly defined across services and sectors and its meaning is compromised by the subjective nature of the term. A comprehensive literature review on defining well-being concluded:

There is considerable ambiguity around the definition of wellbeing and words and phrases such as happiness, quality of life, life satisfaction are used interchangeably to mean well-being. There is consensus however in agreeing that these may well represent elements of wellbeing but individually do not reflect everything that well-being entails. Therefore, it would be fair to say that although not all agree on the meaning of the word, it is widely agreed that well-being is a multi-dimensional concept that different factors interact with, influence and shape.

In CSC, we believe well-being of learners is critical. All schools must ask:

- Do we know every learner well ?
- How do we know about them ?
- What experiences, knowledge and skills do they bring ?

*"Well-being in our school is not about a quick fix, or a strategy. We take time to know our learners and respond to them as individuals."*

*Leader, Central South Consortium*

One of the factors that undeniably affects the well-being of children and young people is education. Education is one of the clearest indicators of life outcomes such as employment, income and social status, and is a strong predictor of attitudes and well-being. A seminal longitudinal study undertaken by Clark et al (2018), concluded that a child's well-being at the age of 16 is the strongest predictor of adult life satisfaction. Teachers and schools have a tangible and significantly greater impact on learner well-being than previously estimated.

We must recognise as an education system that it is leaders, practitioners and learners that will bring improvement and change. This is part of our core business.

*"My teacher notices when I am not feeling myself. I know I can talk to them. My school cares about me."*

*Learner, Central South Consortium*

*'The strongest factor predicting a happy adult life is not children's qualifications but their emotional health. There is also powerful evidence that schools have a big impact on children's emotional health, and which school a child goes to will affect their emotional well-being as much as it affects their exam performance'.*

*(Lord Layard et al, OECD Conference, 2016)*

*The Welsh Government in its Framework on Embedding a Whole-School Approach to Emotional and Mental Wellbeing (2021) defines an emotionally and mentally healthy school as:*

*'... one that adopts a whole-school approach to well-being; this helps children flourish, learn and succeed by providing opportunities for both them and the adults around them to develop the strengths and coping skills that underpin resilience. A mentally healthy school sees positive mental health and emotional well-being as fundamental to its values, mission and culture.'*

### **Reflections on what we mean by WELLBEING in education**

*'Isolated efforts to make a difference, no matter how well intentioned are not enough to make a lasting difference in our complex education systems. Teamwork is essential, and it is building a wider network of inquiry-minded people to deepen and spread the learning. Research shows that big changes begin to take hold when they are supported by a rich web of networks and partnerships'.*

*(OECD 2015).*

- How does your school contribute to a sense of belonging for all ?
- How does your school ensure that all staff are aware of the well-being needs of all learners and colleagues ?
- Are all practitioners in your school committed to the education and well-being of all learners ?
- What is in place to ensure all learners are asked regularly (not only through school council) what school is like from the viewpoint of the learner
- Is the school prepared to listen when answers are received that are difficult to hear?
- Has your school developed a culture where rather than asking 'what's wrong with the learner' when progress is less than expected, to 'what



needs to be improved or changed in the learning environment pedagogical approaches, materials, activities etc'?

When considering the answers to the questions above, we also encourage the follow up questions:

- How do you know?
- What evidence do you have to support your responses?
- Which areas need further development and what are your plans for this?

### **Why is learner wellbeing and high-quality teaching key to equity and excellence?**

Well-being and learning are intrinsically linked, and schools play an essential part in supporting the well-being of children and young people. High-quality provision gives learners the knowledge, skills, competencies and experiences to succeed in life in ways that matter to them. Learning supports well-being and well-being supports learning.

Research confirms that where learners feel valued, respected and nurtured as an individual and have a strong sense of belonging and connectedness they are more likely to engage meaningfully in learning. The curriculum, teaching and learning must therefore be inclusive and engaging where teachers have expectations of high achievement and provide plentiful opportunities for success for all learners.

In CSC we believe positive learner teacher relationships are critical. All schools must ask:

- Do we know every learner well ?
- How do we know about them ?
- What experiences, knowledge and skills do they bring ?

*“What really made a difference in my classroom was the moment I realised that I had to understand the well-being of my learners, and that, combined with my teaching, unlocked so much potential.”*

*Teacher, Central South Consortium*

### **In 2017 UNESCO stated:**

*‘Developing school policies that are inclusive and equitable requires the recognition that students’ difficulties arise from aspects of the education system itself including: the ways in which the education system is organized currently, the forms of teaching that are provided, the learning environment, and the ways in which students’ progress is supported and evaluated.’*

It is widely accepted, and has been cited in much educational research, that the most powerful lever in raising learner attainment is the quality of teaching. The Education Endowment Foundation (2020) stated, ‘Alongside targeted interventions, improving the quality of teaching is the strongest lever schools have to improve pupil outcomes, particularly for disadvantaged students’.

High quality teaching is not a formula built of a set of advocated strategies and methods. High quality teaching is:

- Built on a clear understanding of pedagogy from leaders and practitioners that is suited to the school context
- Developed through continual reflection on and refinement of practice for effectiveness

- Grounded in an understanding of why particular strategies are trialled or are used
- Consistently applied across the school
- Based on decisions that are directly linked to learner needs
- Continually evaluated and revisited for effectiveness
- Research informed and evidence engaged
- Linked to a clear and shared school vision which staff are empowered to realise.

For practitioners, knowing who learners are and their view of the world is the most powerful mechanism for shaping high-quality teaching. Learning is not a passive 'done to' experience and all learners must be fully involved in their learning.

To support high quality teaching, a number of educationalists have provided models. Models can be useful in providing a framework for a school to ensure consistency of approaches to teaching; however, they carry the risk of over simplification of complex material or a surface level understanding of the principles that underpin them thereby losing their original intention.

This regional document promotes secure school improvement processes that allow schools to make informed pedagogical decisions. It aims to provide a focus for school leaders and practitioners in understanding how these decisions impact on learners and learning. Also, the need for practitioners to develop a repertoire of teaching strategies and to select those appropriate to a given context and the needs of their learners to secure the best outcomes for all.

*The school-wide culture of learning helped to suture and sustain their passion, cultivating shared energy and hope within the team. And this energy, passion and hope were harnessed to a shared sense of what they were striving to create together: a school environment in which everybody's learning could flourish, free from the damaging effects of ability labels and ability-focused practices.*

*'Swann, M., Peacock, A., Hart, S., and Drummond, M.J. (2012)*

### **Reflections on TEACHING and LEARNING and equity and excellence in education**

- Does your school have an accurate view of the quality of the teaching of all teachers? Is it informed by first-hand evidence?
- How well does your school meet the needs of all learners in lessons ensuring that learning is accessible to all? How does the school know?
- How does the school capture the opinions of learners about their experiences of learning and how is this used to inform improvements?
- Are all staff provided with the time and space to become engaged with professional learning and research and what impact has this has on improving standards of teaching, learning and well-being?
- Do teachers engage in transformational professional learning through enquiry?
- Does the school have a culture where all staff feel empowered to trial and evaluate new approaches in the classroom, to build a repertoire of teaching strategies and know what works for their learners?
- How well do staff collaborate and share and how is this impacting on the quality of teaching?

When considering the answers to the questions above, we also encourage the follow up questions

- How do you know ?
- What evidence do you have to support your responses?
- Which areas need further development and what are your plans for this?

### **Why is effective leadership essential for achieving equity and excellence?**

Strong leaders foster a positive and motivating culture for staff and a high-quality experience for learners. They have a moral purpose to make a difference to the lives of the learners in their care. They establish and communicate a clear vision that focuses on high expectations for all. Furthermore, effective leaders foster a sense of collective ownership and create the conditions for distributed leadership in which all members of the school community understand their roles, responsibilities and accountability. Effective leadership ensures that all staff are leaders of learning and have the knowledge and skills to ensure that well-being, learning & teaching strategies meet the needs of all learners.

In CSC, we believe that strong leaders continually ask:

- Do we know every learner well?
- How do we know them?
- What experiences, knowledge and skills do they bring?

*‘The function of leadership at all levels, or distributed leadership, is to build the organisational conditions that foster high quality teaching and generate improvements in learner outcomes.’ Leithwood, K. et al., (2019)*

The seven dimensions of the ‘Schools in Wales as Learning Organisations’ approach provides leaders with a model to support continuous development.

### **Reflections on LEADERSHIP and equity and excellence in education**

- What is the vision for curriculum, learning and teaching? How has this vision been developed and shared?
- Do leaders in your school have the knowledge, skills, experience and capacity to secure continuous improvement and change in the drive to secure equity and excellence for all learners? How do you know?
- Do all leaders demonstrate a strong moral purpose in achieving equity and excellence for all learners? If not, what needs to be done to improve this?
- Is there clarity about the relationship between leadership, teaching, assessment and the impact on standards and wellbeing?
- How well do school leaders school manage the performance and professional development of staff to help to improve their practice? How is underperformance addressed?

When considering the answers to the questions above, we also encourage the follow up questions:

- How do you know?
- What evidence do you have to support your responses?

- Which areas need further development and what are your plans for this?

### **Curriculum for Wales**

The Curriculum for Wales framework and guidance (2020) sit within a broad series of education reforms across the Welsh education system. Achieving equity and excellence for all learners and developing the attributes and characteristics of the four purposes in our young people drive all decisions made across the three tiers of education in Wales. These aims are crucial to the Central South Consortium's (CSC) Strategy for Equity and Excellence and inform the support CSC gives to schools.

*'A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.'*  
(Welsh Government, 2020)

The 'why' is the shared vision and aspiration for all learners in Wales – that is the 'four purposes'. It is also the school's vision for their curriculum.

The 'what' is the specific knowledge, skills and experiences that a school selects and sequences in their curriculum development and design in order that learners make progress in the statements of what matters.

The 'how' is the pedagogy and the planning of schemes of learning.

Schools should ensure practitioners have a deep and thorough understanding of child development, cognitive science and teaching to plan the what and the how of their curriculum.

School leaders and practitioners need to enquire into and evaluate the impact of the curriculum and pedagogy.

### **Reflections on CURRICULUM provision**

- Is there strategic planning for the school's journey to curriculum roll-out?
- Does the staff know and understand all learners' experience of the current curriculum?
- Do all staff understand the definition of curriculum and a purpose-led curriculum?
- Have all staff been afforded time and space to ensure preparedness for the implementation of curriculum reform?
- What further professional learning and support does your school need from the CSC Improvement Team?
- Have opportunities been created to engage all stakeholders in the school community in developing the curriculum?

When considering the answers to the questions above, we also encourage the follow up questions:

- How do you know?
- What evidence do you have to support your responses?
- Which areas need further development and what are your plans for this?

## Roles and responsibilities

<b>CSC school improvement team</b>	<ul style="list-style-type: none"> <li>• To signpost a regional document that enables equity and excellence.</li> <li>• To work in partnership with Local Authorities to ensure high-quality provision and practice for inclusion, well-being and teaching, and improve the outcomes and well-being of all learners.</li> <li>• To support school leaders and practitioners in curriculum design and development.</li> <li>• To work alongside school leaders to monitor and evaluate their provision and practices, including the quality of well-being, teaching and learning.</li> <li>• To work in partnership with Local Authority officers to provide schools with appropriate levels of support to achieve equity and excellence within a self-improving system. This includes brokering school to school support, signposting to the professional learning offer and other resources available on the CSC Website. This may also involve brokering support from the expertise of Local Authority officers.</li> <li>• To ensure school staff and governors receive consistent and clear messaging on equity, well-being, teaching and learning.</li> </ul>
<b>Central South Wales Challenge (CSWC)</b>	<ul style="list-style-type: none"> <li>• The Central South Wales Challenge (CSWC) is the partnership of all schools and settings across the CSC region working together to develop a self-improving system.</li> <li>• To provide professional learning opportunities to ensure high-quality provision and practice for inclusion, well-being and teaching, and improve the outcomes and well-being of all learners.</li> <li>• To support collaborations within and across schools that enable equity and excellence for all.</li> <li>• To promote research-informed joint practice development within across schools.</li> </ul>
<b>Local authority</b>	<ul style="list-style-type: none"> <li>• To work in partnership with CSC to support schools to improve standards of well-being, leadership, teaching and learning for all learners and to ensure that Local Authority staff understand their role in supporting schools to become equitable and excellent organisations.</li> <li>• To ensure that the 'Enabling Equity and Excellence' document is promoted at all levels in the Local Authority including Elected Members so that it is seen as a key document to affect change.</li> <li>• To support schools in increasing their capacity to meet the well-being and learning needs of learners through appropriate resourcing and access to specialist Local Authority staff, services and expertise.</li> <li>• To support well-being, teaching and learning by offering professional learning to schools to ensure that learning opportunities are accessible to all learners.</li> </ul>

	<ul style="list-style-type: none"> <li>• To work in partnership with stakeholders, including the CSC Improvement Team, to support the identification of practice to share and to promote school to school working.</li> <li>• To provide support and guidance to schools on promoting community cohesion, creating an inclusive learning environment and cultural and linguistic diversity.</li> <li>• To improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners' needs, views and wellbeing at the heart of the process.</li> <li>• To focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.</li> <li>• To promote inclusive practices by supporting schools to consider the wider ALN needs and global community, not just those represented in their school or setting.</li> <li>• To support schools to ensure that all learners with ALN are supported to overcome barriers to learning.</li> </ul>
<b>Headteacher</b>	<ul style="list-style-type: none"> <li>• To work intelligently to bring coherence, clarity and a shared commitment of the whole school community in developing and realising a vision for curriculum and the learning &amp; teaching that supports it.</li> <li>• To ensure high standards and well-being for all learners.</li> <li>• To lead the school in developing inclusive provision and practices and to evaluate the impact such practices have on the well-being and outcomes of all learners.</li> <li>• To ensure that senior and middle leaders develop, promote and ensure the consistent implementation of the school policies for inclusion, well-being teaching and learning.</li> <li>• To know and respond to the diversity of learners.</li> <li>• To ensure that leaders and practitioners know and understand learners' differences.</li> <li>• To evaluate the impact that these have on the well-being and outcomes of all learners through the implementation of robust improvement and evaluation systems and processes to evaluate.</li> <li>• To ensure all practitioners have access to high-quality professional learning opportunities in line with the National Approach to Professional Learning (NAPL), the Professional Standards for Teaching and Leadership/Professional Standards for Assisting Teaching.</li> <li>• To support teachers to engage in enquiry as a core professional learning tool.</li> </ul>
<b>Governing body</b>	<ul style="list-style-type: none"> <li>• To ensure school leaders bring coherence, clarity and a shared commitment of the whole school community in developing a curriculum vision that reflects highly effective learning &amp; teaching.</li> </ul>

	<ul style="list-style-type: none"> <li>• To hold school leaders to account to ensure the consistent implementation of the school policies for inclusion, well-being, teaching and learning.</li> <li>• To ensure that leaders and practitioners know and understand learners' differences.</li> <li>• To support the school in developing inclusive provision and practices, ensuring high standards and wellbeing for all learners.</li> <li>• To ensure that the school evaluates the impact inclusive provision and practices have on the well-being and outcomes of all learners.</li> </ul>
<b>Senior/Middle leader</b>	<ul style="list-style-type: none"> <li>• To develop, promote and ensure the consistent implementation of the school policies for inclusion, teaching, learning and well-being.</li> <li>• To lead evaluation activities as part of the school improvement and evaluation systems and processes.</li> <li>• To engage with relevant reading and research and use this to inform the development of school policies and practice for inclusion, teaching, learning and well-being.</li> <li>• To signpost relevant reading and research to other practitioners in the school.</li> <li>• To identify, facilitate, deliver and undertake professional learning that supports the development of inclusive provision and practices, and high-quality learning &amp; teaching across the school.</li> <li>• To undertake professional learning to develop the leadership skills needed to fulfil this role.</li> </ul>
<b>Practitioner (including teaching assistants)</b>	<ul style="list-style-type: none"> <li>• To promote and implement the school policies for inclusion, well-being, teaching and learning.</li> <li>• To participate in evaluation activities as part of the school improvement and evaluation systems and processes.</li> <li>• To know and respond to the diversity of learners.</li> <li>• To accept, understand and attend to children's physical, social, linguistic, cognitive, and academic differences. See ALN Regional Guidance</li> <li>• To engage with relevant reading and research and use this to inform own and others' practice in inclusion, well-being, teaching and learning.</li> <li>• To participate in professional learning that supports the development of inclusive provision and practices, and high-quality learning, teaching and standards of well-being.</li> </ul>

## School improvement and evaluation

To achieve equity and excellence, school improvement and evaluation must be a robust, cyclical and ongoing process. School leaders must know the school's strengths and weaknesses through analysis of first-hand evidence. For the purposes of this document, this should focus on the quality of the provision and practices for inclusion, well-being and teaching, and the impact these have on the outcomes and well-being of all learners.

**Figure A is a suggested model for school improvement and evaluation.**



In addition to the WG model, CSC advocates the following:

- The schools's vision must be developed and shared by the whole school community. A school's vision must drive and shape all decision making
- Leaders should create the climate for teacher agency and promote a culture of enquiry that ensures the vision is realised through high quality curriculum , learning and teaching
- The cycle of school improvement should be underpinned by high-quality professional learning.
- Serious account should be taken of who learners are, what they think and the experiences, knowledge and skills they bring.

**Table 2 details the processes and key questions related to the model.**

Process	Key Questions
<b>Stage 1: Self-evaluation of current practice</b> School self-evaluation should form the starting point for any changes to school policies in either a class, department or whole school. It should take serious account of who learners are, what they think and the experiences, knowledge and skills they bring. From evaluation, we are able to ascertain what is working and what might need to be refined for a group of learners or across the school as a whole. From this self-	<ul style="list-style-type: none"> <li>• What does the data (both qualitative and quantitative) tell us about how well learners achieve and their well-being?</li> <li>• Does the raw data align to what we see from our self-evaluation processes?</li> <li>• Is this true for all learners?</li> <li>• Does the school need to undertake further evaluative activities to better understand what is working well and what could be improved for all learners?</li> <li>• What are the areas of improvement that our data suggests would be best to focus on?</li> </ul>



<p>evaluation, we make assumptions about what we could change, the impact that changing might have and create a climate of teacher agency to bring about the desired improvement or change.</p>	<ul style="list-style-type: none"> <li>• Do the provision and practices for inclusion achieve equity for all?</li> <li>• Are the current well-being and learning &amp; teaching policies, models and strategies achieving equity and excellence for all?</li> <li>• Are changes made to practice based on the best available evidence?</li> </ul>
<p><b>Stage 2: Strategic planning</b> From understanding the impact of provision and practices for inclusion, teaching and learning in school, the next step must be to consider additional evidence. Raw data and trends should never be the end point, it should form the beginning and support us to ask questions about the practice in school. The data used will (and should) take a variety of forms. There will be first-hand evidence gathered as part of the self- evaluation process, but this should be coupled with research about what works and also allow for reflection on experiences and observations in own and other schools. Research, observation and reading should be used to challenge assumptions, not just confirm them.</p> <p>Once equity and excellence, well-being, inclusion, curriculum and learning &amp; teaching are fully considered, practitioners should have opportunities to use and practise the agreed approaches and strategies, and critically to collaborate. Some collaboration will be internal and some external. Internal collaboration can formal or informal, whilst external collaboration could be through programmes, bespoke support or networks that seek to develop practice. When collaborating, ideas can be developed and challenged. Enquiry questions can be generated around practice and collaboration provides an opportunity for comparing and</p>	<ul style="list-style-type: none"> <li>• Does the school have sufficient knowledge about the area they are improving?</li> <li>• What research is available about the area identified?</li> <li>• Is there research that both supports and challenges an approach or strategy that can be considered?</li> <li>• What professional learning is available about the area being developed?</li> <li>• What examples of practice are in the system?</li> <li>• What are the changes that could be made that would likely make a positive difference to learners?</li> <li>• What are the potential benefits and risks to any given approach? Does the school have a deep understanding of the theory and principles behind the strategy or approach?</li> <li>• What professional learning needs to take place so that all staff have a secure knowledge of inclusion and learning and teaching and the skills to enact it?</li> <li>• How are staff and learners engaged with the process of using and developing inclusive provision and practices, and pedagogical approaches?</li> <li>• How are all practitioners given opportunities to collaborate and engage the provision and practices for inclusion?</li> <li>• How are all practitioners given opportunities to collaborate and engage with the pedagogical approach?</li> <li>• Is collaboration formal or informal?</li> <li>• Is the collaboration internal or external?</li> <li>• Has the school used, or considered using enquiry to support the</li> </ul>

<p>sharing and shaping experiences and knowledge.</p> <p>When making decisions about practice, practitioners should be informed by the previous investigative steps. 'Facts' about well-being, inclusion and teaching will rarely lead to unambiguous conclusions about what should be done. The decisions made should be informed by a combination of research, experience and context – all of these are relevant and cannot be viewed in isolation. The learning should be about making informed choices, investigating critically and forensically – schools should always consider is this the right thing for us? Practice should never be a clone of what has worked in another setting. The decisions that are made should be clearly communicated to all stakeholders including the rationale for the change.</p>	<p>development of well-being, inclusion, teaching and learning?</p> <ul style="list-style-type: none"> <li>• Based on research and collaboration, what change will be made?</li> <li>• What is the anticipated impact of making changes?</li> <li>• What are the agreed success criteria for this?</li> <li>• How will progress be monitored?</li> <li>• What has been learned from looking at practice within the system?</li> <li>• What is the unique context of the school?</li> <li>• Has the intended impact been considered for all learners?</li> <li>• How might any provision, practice, model, or approach need to be embedded (including any adaptation) to meet the needs of the school considering staff and learners?</li> </ul>
<p><b>Stage 3: Making improvements/action</b></p> <p>Changes made to practice must be deliberate considered decisions. They should be complemented by appropriate professional learning for practitioners to ensure they are equipped to enact any changes and have had the opportunity to ask questions and feed into decisions. High quality professional learning is a permanent part of school improvement. Furthermore, enquiry should be considered a core professional learning tool. Clear communications and regular check ins through formal and informal evaluation are imperative in taking any inclusion or pedagogical decision to scale. Once a decision is made it should be consistently applied but should also be adapted as needed, if ongoing evaluation</p>	<ul style="list-style-type: none"> <li>• How are any changes being communicated?</li> <li>• How will staff and learners be engaged in any changes?</li> <li>• What are the professional learning considerations for the school? What opportunities are there for the impact of any changes to be checked?</li> <li>• What opportunities are there for staff and learners to feedback their experiences of any changes?</li> <li>• Does ongoing work show a correlation of positive impact towards the agreed success criteria?</li> <li>• What (if any) changes need to be made to the original planned changes?</li> </ul>

identifies that the intended outcomes are not being achieved then the decision should be reviewed and revised as needed. Effective leadership will be a key driver for implementing change successfully.	
<p><b>Stage 4: Reviewing impact</b></p> <p>Any decision and subsequent change to provision and practice should be with the goal of improving well-being and outcomes for learners. Evaluation of any new initiative should focus on what the impact of the change is on learners. This should be considered in the short, medium and longer term. Provision and practice are never 'done' and a continuous cycle of evaluation should seek to continue to refine, informed by research.</p>	<ul style="list-style-type: none"> <li>• What has been learned about the area being developed?</li> <li>• How is ongoing engagement planned for and managed?</li> <li>• What has the impact of the change been on teaching and provision?</li> <li>• What has the impact of the change been on learners and learning?</li> <li>• Has the change met the agreed success criteria?</li> <li>• Have all learners benefitted from the changes?</li> <li>• What opportunities are there to share the process and product of the changed?</li> <li>• What is the next area to be considered and developed?</li> </ul>

### **CSC Adaptive Capacity Model**

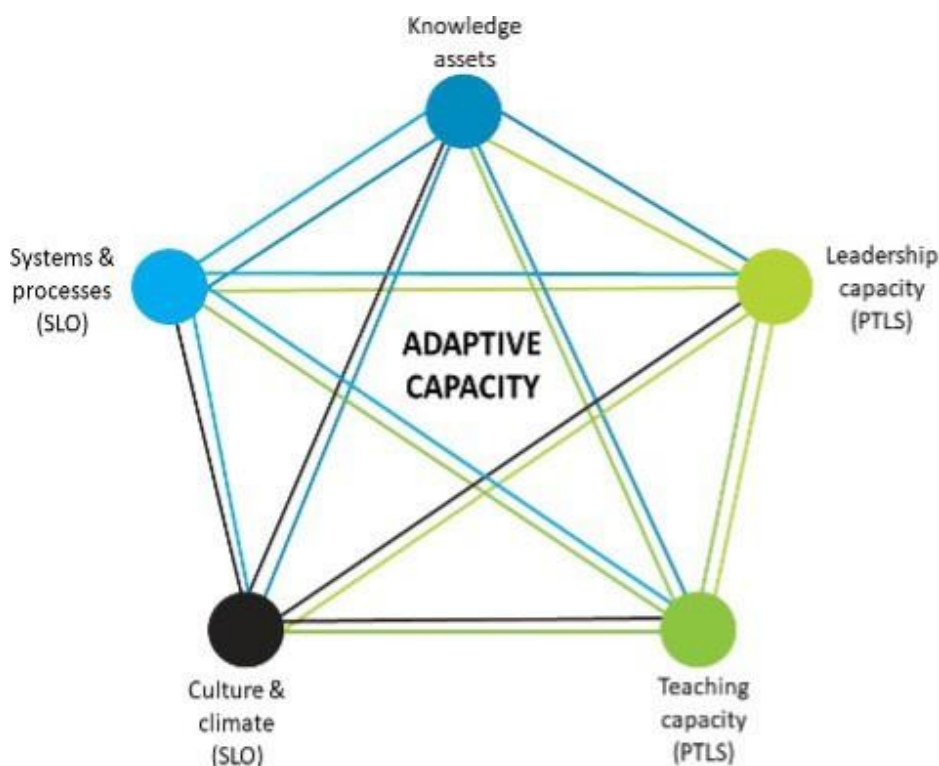
The CSC adaptive capacity model is designed to support school improvement conversations. It is not designed to be used as a measure, or an assessment.

Adaptive capacity is the capacity of a school to adapt to changes that are both planned and unplanned. It is based on the premise that within every school there will be areas of expertise where making iterative changes to policy and practice are executed confidently due to the available capacity.

It is likely there will also be areas that are less developed where the school may have less capacity to bring about those changes. It does not create an extra framework or layer as it uses existing models in the system.

The CSC Adaptive Capacity Model (see Figure B) provides a framework for a school improvement conversation focused on a specific area.

**Figure B: CSC Adaptive Capacity model**



This model is not binary. It does not see the school as having capacity or not. It considers an improvement area and asks the following questions...

**Knowledge assets:**

- Does the school have the knowledge base to evaluate their current performance and bring about any changes needed?
- What professional learning is available to support the further development of knowledge in this area?
- What reading and research can be accessed to further support the further development of knowledge in this area?

**Leadership capacity:**

- Does the school have a lead for the area being developed who has the skills to lead improvement?
- Are there robust systems and processes to allow for information sharing?

**Teaching capacity:**

- Do all teachers know their role within the area being developed?
- Are there professional learning opportunities for teachers to engage with the area being developed?

**Culture and climate:**

- Does the culture and climate of the school allow and support development in this area?

### **Systems and processes:**

- Are there systems and processes in school to allow and support development in this area?

### **Conclusion**

The Central South Consortium document 'Enabling Equity and Excellence' is research informed and was co-constructed by a range of schools and local authority officers from each local authority in the region.

It provides a shared language and terminology, identifies roles and responsibilities for key stakeholders and gives suggested models of school improvement and evaluation. Positive communication, collaboration, and practitioner and learner well-being are at the heart of this document. It is designed to empower schools to achieve equity and excellence for all.

<b>Provision for Equity</b>		
<b>Evaluative question</b>	<b>Evidence to support your answer</b>	<b>Areas for further development and related actions</b>
<b>How does your school know and respond to the diversity of your learners?</b>		
<b>What information does your school gather about learners so that all staff can accept, understand and attend to all learners' physical, social, linguistic, cognitive, and academic differences?</b>		
<b>How do you positively use the opportunities presented by learners in your school?</b>		
<b>Does your learning environment, not just the physical environment but ethos, behaviours and routines, in your school support</b>		

and represent the needs of all learners?		
How effective is your school's Strategic Equalities Plan (SEP)?		
How does your school increase participation and decrease exclusion from the curriculum		
How can your school utilise support from the expertise that exists within your Local Authority and from the CSC School Improvement Team?		

Provision for Excellence		
Evaluative question	Evidence to support your answer	Areas for further development and related actions
How does your school define excellence?		
What does excellence look like at a learner, teacher, middle leader and senior leader level?		
How are the talents of the whole school community recognised and developed to achieve excellence?		

Provision for Wellbeing		
Evaluative question	Evidence to support your answer	Areas for further development and related actions

<b>How does your school contribute to a sense of belonging for all ?</b>		
<b>How does your school ensure that all staff are aware of the well-being needs of all learners and colleagues ?</b>		
<b>Are all practitioners in your school committed to the education and well- being of all learners ?</b>		
<b>What is in place to ensure all learners are asked regularly (not only through school council) what school is like from the viewpoint of the learner</b>		
<b>Is the school prepared to listen when answers are received that are difficult to hear?</b>		
<b>Has your school developed a culture where rather than asking 'what's wrong with the learner' when progress is less than expected, to 'what needs to be improved or changed in the learning environment pedagogical approaches,</b>		

<b>materials, activities etc’?</b>		
------------------------------------	--	--

<b>Provision for Teaching and Learning</b>		
<b>Evaluative question</b>	<b>Evidence to support your answer</b>	<b>Areas for further development and related actions</b>
<b>Does your school have an accurate view of the quality of the teaching of all teachers? Is it informed by first-hand evidence?</b>		
<b>How well does your school meet the needs of all learners in lessons ensuring that learning is accessible to all? How does the school know?</b>		
<b>How does the school capture the opinions of learners about their experiences of learning and how is this used to inform improvements?</b>		
<b>Are all staff provided with the time and space to become engaged with professional learning and research and what impact has this has on improving standards of teaching, learning and well-being?</b>		
<b>Do teachers engage in transformational professional learning through enquiry?</b>		



Does the school have a culture where all staff feel empowered to trial and evaluate new approaches in the classroom, to build a repertoire of teaching strategies and know what works for their learners?		
How well do staff collaborate and share and how is this impacting on the quality of teaching?		

Provision for Leadership		
Evaluative question	Evidence to support your answer	Areas for further development and related actions
What is the vision for curriculum, learning and teaching? How has this vision been developed and shared?		
Do leaders in your school have the knowledge, skills, experience and capacity to secure continuous improvement and change in the drive to secure equity and excellence for all learners? How do you know?		
Do all leaders demonstrate a strong moral purpose in achieving equity and excellence for all learners? If not,		

what needs to be done to improve this?		
Is there clarity about the relationship between leadership, teaching, assessment and the impact on standards and wellbeing?		
How well do school leaders manage the performance and professional development of staff to help to improve their practice? How is underperformance addressed?		

Provision for the Curriculum		
Evaluative question	Evidence to support your answer	Areas for further development and related actions
Is there strategic planning for the school's journey to curriculum roll-out?		
Does the staff know and understand all learners' experience of the current curriculum?		
Do all staff understand the definition of curriculum and a purpose-led curriculum?		
Have all staff been afforded time and space to ensure preparedness for the implementation		

<b>of curriculum reform?</b>		
<b>What further professional learning and support does your school need from the CSC Improvement Team?</b>		
<b>Have opportunities been created to engage all stakeholders in the school community in developing the curriculum?</b>		

## Appendix 4 : PHS Strategic Equality Plan, 2022/24

### Equality Objective 1

To reduce gaps in attendance between students from protected groups

### Engagement / Self evaluation

Post-pandemic, Attendance is up to 10% lower than our expectations for 2021/22. Poor attendance has an impact on mental health, the development of social skills and academic achievement.

Those students entitled to free school meals have seen the largest decline and this must be a priority moving forward.

Year 9 moving into Year 10 have the most learners below 50% attendance (12%) and the lowest overall attendance (also highest FTE incidents and days lost).

### Success Criteria

1. Whole school eFSM attendance > 82%
2. To improve punctuality / reduce lateness and truancy
3. Decrease the number of learners under 80% from 24% (141) to 15% (82)
4. Decrease the number of learners under 50% to 5 pupils from 25 pupils.

Actions	Description	Resources	Lead Officer	Start Date	End Date
1.1	<b>Attendance team</b> <ul style="list-style-type: none"> <li>➤ Confirm staff roles and responsibilities, adapted to meet evaluation of data</li> <li>➤ Consistent use of attendance graduated response.</li> <li>➤ Weekly tracking and monitoring meetings</li> <li>➤ Form tutor mentoring and incentives</li> <li>➤ Raising the profile of attendance across the school-progress meetings and use of Classcharts</li> </ul>	Attendance Team AWS  Classcharts Incentives	KO, CL, CLJ	Through 2022/23	July, 2023

1.2	<b>Punctuality and truancy</b> <ul style="list-style-type: none"> <li>➤ Late gate duty daily- clear graduated response to be followed in the event learners are late</li> <li>➤ Clear and consistent communication with parents/carers on lateness</li> <li>➤ Form tutor role in checking punctuality</li> <li>➤ Punctuality trackers to be used to check and monitor lesson punctuality</li> <li>➤ Consistent use of clear sanctions for persistent lateness which is consistently applied through the schools positive relationships policy.</li> </ul>	FEO funding with RCT  Form tutors  Classcharts	FW, Wellbeing Team	Through 2022/23	July, 2023
1.3	<b>Specific to protected groups</b> <ul style="list-style-type: none"> <li>➤ Produce EBSA resources to be used with all persistent absentees. Shared with relevant staff. Whole school training on EBSA</li> <li>➤ Regular contact with parents and close working relationships with multi agencies</li> <li>➤ Clear roles and responsibilities linked to specific groups of learners</li> <li>➤ Utilising amended timetables to encourage learners back into school, bespoke approach</li> <li>➤ Parents/Carers of all persistent absentees to be contacted fortnightly with an update.</li> <li>➤ Key worker approach</li> <li>➤ RAIS mentoring/strategies to be used through group interventions</li> </ul>	Time for contact with parents and carers	CL, KO, IA, KR, HY	Through 2022/23	July, 2023

## **Equality Objective 2**

To reduce gaps in attainment between students from protected groups

### **Engagement and Self-evaluation**

#### **Literacy**

Literacy levels nationally have been significantly impacted by COVID-19. Research consistently indicates that progress in skills underpins achievement across all subject areas and can be a powerful tool to overcome social disadvantage. Our curriculum in Years 7 (and 8 from 2022/23) has specific themes that improve knowledge and understanding. These give students excellent learning opportunities that focus on improving skills in literacy, numeracy and digital competency. Our curriculum also ensures those students who need it are provided with additional literacy support to improve the standard of skills and accelerate progress.

The detailed evaluation of the year 7 Cohort has outlined specific key actions for the Year 8 cohort 2022/23. The underlying aim is to accelerate the progress of all students but in particular to improve the progress of skills for students eligible for free school meals / those that are more disadvantaged in Year 8. In year 7 detailed analysis will take place at the start of the autumn term to identify priorities and set clear targets.

#### **Numeracy**

Numeracy standards nationally have been significantly impacted by COVID-19. Research consistently indicates that progress in skills underpins achievement across all subject areas and this can be a powerful tool to overcome social disadvantage. Our curriculum in year 7 (and Year 8 from 2022/23) has specific themes that improve knowledge and understanding but most importantly give students excellent learning opportunities that focus on improving skills in literacy, numeracy and digital competency. Our curriculum also ensures those students who need it are provided with additional support to accelerate progress.

The detailed evaluation of the Year 7 Cohort (2021/22) has outlined the priorities and actions for Year 8 cohort 2022/23. The underlying aim is to accelerate the progress of all students but in particular to improve the progress of skills for female students. In year 7 detailed analysis will take place at the start of the autumn term to identify priorities and set clear targets.

### **Success Criteria**

#### **Literacy**

1. Increase the percentage of year 8 students eligible for free school meals working in the exceeding category. **(8% July 2022)**

2. Accelerated progress and reduction in the attainment gap between those identified as concerns and others.
3. Year 8 students eligible for free school meals to achieve an average standardised score **> 90** in national reading test.
4. Decrease the number of year 8 students eligible for free school meals working in the emerging category. **(Year 8 -68% July 2022)**

### Numeracy

1. Increase the percentage of year 8 female students in year 8 working in the exceeding category. **(13% July 2022)**
2. Accelerated progress and reduction in the attainment gap between those identified as concerns and others.
3. Year 8 Female cohort to achieve an average standardised score **> 94** in national testing, (Procedural)
4. Increase the percentage of female students scoring **> 114** in national testing. **(5% in July 2022)**

Actions	Description	Resources	Lead Officer	Start Date	End Date
1.1	<b>CAT testing to identify skills deficit and priorities</b> <ul style="list-style-type: none"> <li>➤ Year 7 to complete CAT testing in September.</li> <li>➤ Year 7 and 8 to complete round 1 National tests in Autumn term.</li> <li>➤ Year 7 and 8 to complete round 2 National tests in Summer term.</li> </ul>	CAT tests	RI, KS, KP	Through 2022/23	July, 2023
1.2	<b>Literacy and numeracy in the classroom</b> <ul style="list-style-type: none"> <li>➤ Skills leader to provide high quality professional learning relevant to Literacy skills in year 7 and 8 Continue to ensure Literacy skills are integral to collaborative planning in and across Literacy champion AOLEs.</li> <li>➤ Skills TA to provide targeted intervention.</li> </ul>	Staff professional learning programme	GH, RI, RE  TA support	Through 2022/23	July, 2023
1.3	<b>Literacy and numeracy support</b> <ul style="list-style-type: none"> <li>➤ Monitor and support eFSM/more disadvantaged students to ensure targets are mostly met</li> </ul>	Staff meeting structure	CE, RI, RE	Through 2022/23	July, 2023

	<p>➤ Students highlighted in Faculty meetings. Faculty improvement plan to identify strategies for improvement.</p>				
1.4	<p><b>Arrangements for review and evaluation (based around evidence such as assessments, SIMS, Classcharts, surveys, comparative data)</b></p> <p>➤ Termly SIP priority review and evaluation meetings Year 7 and 8 Cycle Data Response 1- WB 12<sup>th</sup> December – 23<sup>rd</sup> December. Data Response 2 – WB 26<sup>th</sup> June – 7<sup>th</sup> July.</p> <p>➤ Leadership Team and Heads of Faculty meetings ➤ Leadership Team and Leaders of Learning meetings ➤ Faculty meetings ➤ Performance management review meetings ➤ Team meetings – Heads of Faculty ➤ Team meetings – Leaders of Learning ➤ Meetings with PHS staff and external partners / agencies ➤ Governing Body meetings</p>	<p>Classcharts applications</p> <p>Staff time</p>	<p>RI, KS, KP</p> <p>All staff as appropriate</p>	<p>Through 2022/23</p>	<p>July, 2023</p>



**Equality Objective 3**

To improve engagement and outcomes for those students requiring alternative curriculum approaches post-covid

**Engagement and self-evaluation Findings**

Evidence that includes attendance, progress with skills such as reading ages and mental health issues which manifest themselves through poor, challenging behaviour require additional support. This has become more and more apparent since September, 2021.

**Success Criteria****STEP 4**

1. 100% of Year 11 learners to achieve 9 qualifications and exceed their target points score
2. > 80% attendance for all learners on this provision
3. 0 fixed term exclusions for all learners
4. 100% of Year 11 learners have a clear post-16 pathway

All Year 9&10 learners on target to achieve 9 qualifications

**SEBD 2**

1. 50% of Year 8 learners within the SEBD 2.0 provision to improve their reading age from Summer 2022 to Spring 2023.
2. 100% of learners to receive ELSA- reduction in negative classcharts points
3. 50% of learners to participate and engage in off-site learning.
4. > 80% attendance for all learners in this provision.
5. Reduce exclusions from 13 and 25.5 day's in 2021/22 to <8 and 15 day's for 2022/2023.

**Wellbeing**

1. 100% of alternative curriculum learners to receive ELSA.
2. Reduce the number of pupils on a reduced day
3. 100% of Alt Curriculum learners to have a one page profile, positive handling plan, PERMA & Boxall profile

100% of learners should be receiving a PSP

Actions	Description	Resources	Lead Officer	Start Date	End Date
1.1	<b>STEP 4 offsite</b> <ul style="list-style-type: none"> <li>➤ Identify key learners to access the provision</li> <li>➤ Attend bi-weekly Standards meeting to ensure all pupils are on target to achieve C9 score</li> <li>➤ Regular meetings with key staff</li> <li>➤ Multi agency working, robust graduated response</li> <li>➤ The majority of learners have access to work based learning</li> </ul>	STEP 4 funding  School Car and Abercynon LC	KO, KP  Standards team	Through 2022/23	July, 2023
1.2	<b>SEBD 2</b> <ul style="list-style-type: none"> <li>➤ Identify key learners to access the provision, working closely with all families to ensure all parties are working collaboratively</li> <li>➤ Robust graduated response and all learners accessing the provision should have input from an external agency (EP/BSS/LSS)</li> <li>➤ All learners within the provision are working towards achieving 9 qualifications</li> <li>➤ Literacy &amp; Numeracy intervention to improve areas such as reading ages</li> <li>➤ Emotional support through: ELSA, Play therapy, off site learning</li> <li>➤ All learners should have a school IDP</li> </ul>	STEP 4 funding   PDG / CLA  PDG	KO, CL, KP  KP   KP, RI, RE   KP	Through 2022/23	July, 2023
1.4	<b>Key action(s): Wellbeing &amp; Equality provision</b> <ul style="list-style-type: none"> <li>➤ Launch new wellbeing &amp; equality room for learners requiring extra wellbeing support</li> </ul>	PDG / EIG	KO, KP, CL	Through 2022/23	July, 2023

	<ul style="list-style-type: none"> <li>➤ Group ELSA sessions established</li> <li>➤ Arrange multi-agency meetings for all learners accessing this provision.</li> <li>➤ Two more staff to be ELSA trained- collaborate with CF</li> </ul>	Staff training	Team meetings		
--	---	----------------	---------------	--	--

## Equality Objective 4

### Engagement and Self-evaluation findings

In 2019/2020, AtL criteria were reviewed and introduced because for an increased number of students the school day had become more about managing behaviour than learning. Attitude to Learning replaced 'Effort' in our monitoring and reports as we needed to change our ethos and how learners and staff engaged with Attitudes to Learning. We needed a response to the effects of Home Learning where it was clear some children struggled more than others, as did parents and carers. Supporting staff development was and is crucial as they need support and a structure to allow them to be confident enough to trial changes within their classroom practices.

In 2021/22 the trial of the Attitudes to Learning Intervention saw 31 pupils receive the targeted intervention across two cycles in the school year.

#### **Intervention Cycle One Pupils:**

- **20%** of pupils 'Graduated' following Cycle One  
(5 pupils in total – Average C grade AtL in report; increased positive achievement points; decreased negative behaviour points)
- **15%** of pupils moved to Alternative Provision

#### **Intervention Cycle Two Pupils:**

- **17%** of pupils 'Graduated' following Cycle Two  
(4 pupils in total – Average C grade AtL in report; increased positive achievement points; decreased negative behaviour points)
- **9%** of pupils moved to Alternative Provision

### Success Criteria

#### **A to L**

1. Increase the amount of learners targeted for the intervention to at least 40 pupils across the year.
2. Increase the amount of learners making significant progress (average AtL of a grade) following one cycle of intervention to at least 50%.
3. Reduce the amount of pupils with an average AtL grade of a D across years 8, 9 and 10 to **<15% per year group**.

**ClassCharts monitoring**

1. Increase the number of positive achievement points that are given for AtL. Teaching staff Strive target is to award a minimum of 20 positive achievement points per week.
2. Reduce the number of negative behaviour points given for Attitudes to Learning Criteria. Teaching staff giving more than 25 negative points per week will be directed to Professional Learning for creating Positive Attitude Classrooms and Building Positive Relationships.
3. Complete termly Class Charts Attitudes to Learning Criteria Analysis and action plan for the term ahead.

**Professional learning**

1. Develop Professional Learning Programme for teaching staff to attend and engage with across 5 meetings in 2022/23 focusing on:
  - Developing Attitudes to Learning.
  - Restorative Approaches at PHS.
2. Develop Professional Learning Programme for teaching staff engage with across dedicated INSET time across 2022/23 focusing on:
  - Creating Positive Learning Environments.
  - Building Positive Relationships.
3. 100% of teaching staff in the Professional Learning Programme Groups to engage in purposeful and evaluative Peer Observation.
4. 25% of teaching staff in the Professional Learning Programme Groups to share best practice at a whole school level.

<b>Actions</b>	<b>Description</b>	<b>Resources</b>	<b>Lead Officer</b>	<b>Start Date</b>	<b>End Date</b>
<b>1.1</b>	<b>A to L support</b> <ul style="list-style-type: none"><li>➤ Launch Intervention with pupils across year 8, 9 and 10.</li><li>➤ Complete 3 cycles of AtL Intervention.</li><li>➤ Organise fortnightly timetabled meeting.</li><li>➤ Adapt Intervention Cycle to include mentoring sessions with FV and Pupil Voice.</li><li>➤</li></ul>	FEO post	KO, RE	Through 2022/23	July, 2023

1.2	<b>ClassCharts monitoring</b> <ul style="list-style-type: none"> <li>➤ Develop the use of Class Charts with all staff members and include on STRIVE criteria.</li> <li>➤ Direct staff with higher negative points ratio to Professional Learning.</li> </ul> <p>Complete termly analysis of Class Charts AtL data.</p>	Cost of Classcharts applications	Wellbeing team	Through 2022/23	July, 2023
1.3	<b>Professional learning</b> <ul style="list-style-type: none"> <li>➤ Restorative Approaches</li> <li>➤ Positive Attitudes to Learning and positive classrooms</li> <li>➤ Understanding Needs (ACEs)</li> </ul> <p>Create IRIS group for staff to access clips of successful approaches in lessons.</p>	<p>Training time</p> <p>Staff meeting structure</p>	KO, CL, RE	Through 2022/23	July, 2023

**Equality Objective 5 :**

To improve the impact of decision making by the school community

**Engagement and Self-evaluation findings**

Ensuring participation across all areas of school life is vital to ensuring that Pontypridd High School is successful. We aim to ensure that all stakeholders feel that their voices are heard, valued and are used to bring about a positive change.

With regard to learner voice our aim for 2022/2023 is to ensure that activities are completed by the maximum number of learners and that it is calendared to ensure that dedicated time is given to focus areas and we will adopt the 'You Spoke, We Listened' poster strategy across the school. In 2022/2023 we will aim to expand the school council and ensure that all learners across all year groups are fully represented. We are aware that a number of parents and carers have not attended parent / carer progress meetings since September, 2021. We also know that some households have difficulty accessing information electronically and that some families lack certain skills to understand and respond to information that is often sent out and confirming receipt of such information is often difficult

**Success Criteria****Whole school**

1. For >90% of learners to take part in whole school learner voice surveys.
2. For >95% of learners who access Alternative Provision to take part in specific learner voice.
3. For a minimum of 10% of learners to engage in follow up smaller scale group learner voice each term.

**Learning and teaching**

1. For >90% of learners to take part in Faculty learner voice for each year group.
2. For a minimum of 10% of learners to engage in follow up smaller scale group learner voice to influence actions taken by faculties.
3. For feedback via You Spoke We Listened Model to take place no later than one week after learner voice takes place.

**Student Council**

1. For all year groups to feel represented in the school council.

2. Minutes of weekly meetings to be accurate and centrally stored.
3. For School Council to engage with their peers on a termly basis via form time and/or assembly.

### Parents and Carers

1. For >90% of parents and carers to access progress meetings regarding their child(ren)
2. For >90% of 'significant few' parents and carers to access progress meetings

Actions	Description	Resources	Lead Officer	Start Date	End Date
1.1	<b>Whole school</b> <ul style="list-style-type: none"> <li>➤ Complete termly whole school Wellbeing surveys to gather learner views.</li> <li>- Complete termly small focus group Learner Voice from the data gathered in whole school surveys in the areas of Wellbeing, L&amp;T and Standards.</li> <li>➤ Complete termly Learner Voice for Alternative Curriculum Provisions.</li> <li>➤ Complete immediate follow up and feedback using the You Spoke We Listened model.</li> <li>➤ Re-launch of 'Bulling Boxes'</li> <li>➤ Launch of Wellbeing Check in QR code.</li> <li>➤ Share updated policy (2022)</li> </ul>	<p>Form tutor time</p> <p>Leaders of Learning</p> <p>Form tutors</p>	CL, KO	Through 2022/23	July, 2023
1.2	<b>Learning and Teaching</b> <ul style="list-style-type: none"> <li>➤ Provide opportunities for all learners to share their views about the subjects they study across the year.</li> </ul>	Faculty meeting time	RE Leaders of Learning	Through 2022/23	July, 2023



	<ul style="list-style-type: none"> <li>➤ Use a range of survey style and small group sessions to gather views and opinions.</li> <li>➤ Complete immediate follow up and feedback using the You Spoke We Listened model.</li> <li>➤ Analysis and reflect on findings and actions twice per year in FIP/LoL Evaluations.</li> </ul>		LT		
<b>1.3</b>	<b>Student Council</b> <ul style="list-style-type: none"> <li>➤ Continue to develop the school council to ensure that all year groups feel represented.</li> <li>➤ Meet weekly and keep accurate meeting minutes.</li> <li>➤ Provide opportunities for learners to raise issues/suggestions with school council representatives.</li> <li>➤ Provide opportunities for school council representatives to feedback to their peers.</li> </ul>	Meeting time SC budget allocation	CL	Through 2022/23	July, 2023
<b>1.4</b>	<b>Parents and carers</b> <ul style="list-style-type: none"> <li>➤ Identify parents and carers to key staff in wellbeing team</li> <li>➤ Discuss range of communication types and most preferred style</li> <li>➤ Ensure appropriate technology available</li> </ul>	IT appliances as appropriate	OC, CL, KP, KO, NP	Through 2022/23	July, 2023

	➤ Adapt progress meetings to enable maximum engagement from all parents and carers				
--	--	--	--	--	--