



Newbridge School/Ysgol Trecelyn
Development Plan
2024-2027

Newbridge School – Vision and Values

- 1. The highest standards in all we do**
- 2. A community school valued by all**
- 3. Pupils who are cared for and listened to**
- 4. Teaching which stretches and inspires pupils to excel**
- 5. Extensive opportunities for all pupils to develop as young adults**

NEWBRIDGE SCHOOL DEVELOPMENT PLAN

The school development plan is the overarching document which enables all stakeholders to see the strategic direction of the school on an annual basis, and is a common reference point for all staff and governors in reflecting upon and improving their work. Each strategic area within the SDP is supported by a detailed SLT action plan, regular evaluation activities and evidence documents, and department and area action plans which are written in conjunction with the SDP and in line with school priorities. All plans are evaluated and adjusted on a termly basis, or more frequently as required.

OVERARCHING SCHOOL DEVELOPMENT PRIORITIES

The school's priorities align with the national mission for education in Wales:

Objective 1: learning for life

Objective 2: breaking down barriers

Objective 3: a positive education experience for everyone

Objective 4: high-quality teaching and leadership

Objective 5: community-based learning

Objective 6: Cymraeg belongs to us all

Newbridge School – Key Stage 4 Targets 2025

Capped 9	369.41
Literacy	38.25
Numeracy	37.75
Science	37.18
Skills Challenge	39.54
5A*/A	24%

Strategic Area – Leading and Improving	
Staff responsible:	<i>Andrew Thompson</i>
Priority 1	Continuous improvement and high standards – ensuring the pursuit of excellence across all areas of the school
Priority 2	Sharpen self-evaluation processes – evaluating for impact on learning and timely progress checks
Priority 3	Strengthen strategic planning – ensure planning is tightly-focused on required improvements, especially Welsh, attendance and coordination of well-being

Rationale: Evidence from evaluation activities tells us:

- Self-evaluation activities, while regularly-planned and broadly targeted across all key areas of the school, do not always focus closely enough on learning and other important outcomes.
- Sometimes there is inconsistency in the accuracy of evaluation findings and/or the regularity in the evaluation of the impact of activities.
- As a result, strategic planning can lack impact, especially in the key areas of pupils’ welsh language skills, raising attendance and the coordination of school wellbeing services.

Priority	Objective
Continuous improvement	<p>Continue to develop as an outward-facing school, with local and regional links strengthened and a focus on community.</p> <p>Develop leaders at all levels for greater autonomy and stronger levels of self-evaluation, including appropriate support and PL for middle leaders, as well as regular challenge.</p> <p>Strengthen systems of governance.</p>
2025-26	<i>Ongoing improvement is strong across the school. Culture of the school is that this is expected. Middle leaders can be self-supporting. Governance is improved.</i>
2026-27	<i>Continuous improvement is the default position. All teams are self-supporting and seeking further progress. Leadership, including governance, is a clear strength of the school.</i>

Priority	Objective
Sharpen self-evaluation processes	<p>Ensure all self-evaluation processes are integrated to the SDP and clearly tracked across terms.</p> <p>Ensure impact on learning is clearly at the centre of all evaluation processes.</p> <p>Ensure progress is tracked regularly and used to drive improvement planning at all levels.</p>
2025-26	<i>Self-evaluation is clearly focused on learning and feeds into planning. Positive impact of self-evaluation on learning and other pupil outcomes is evident at all levels</i>
2026-27	<i>Self-evaluation is a notable strength of the school and has a clear positive impact on planning across the school. As a result, the impact on learning and other pupil outcomes is a clear strength.</i>

Priority	Objective
<p>Strengthen strategic planning</p>	<p>All leaders to use self-evaluation accurately and with a focused approach, to ensure that strategic planning is targeted for clear and direct improvements in key areas.</p> <p>Use support and challenge at all levels to improve planning and its impact.</p> <p>Improve planning in the development of pupils' welsh language skills, raising attendance and the coordination of school wellbeing.</p>
<p>2025-26</p>	<p>Strategic planning is effective at driving key improvements across the school. Links between self-evaluation and planning are clear and have impact. Planning for key areas is strong.</p>
<p>2026-27</p>	<p>Strategic planning is a clear strength of the school and has a significantly positive impact on learning and other pupil outcomes in key areas.</p>

Strategic Area – KS4 Standards and Assessment, Recording and Reporting

Staff responsible:	<i>Marcel Guillou</i>
Priority 1	Maximise pupil outcomes at Key Stage 4 against all key performance measures – ensuring high standards against school expectations, family and national data, particularly within core subjects’ points scores and across all pupil groups including MAT, eFSM and boys
Priority 2	Raise outcomes in underperforming subjects and pupil groups from summer 2024 – use analysis from summer 2024 results to identify underperformance and use challenge and support to help departments (and Progress Leaders as appropriate) raise this
Priority 3	Prepare the school for new KS4 qualifications – work closely with SLT, HODs and other stakeholders to plan strategically for the successful delivery of new qualifications from 2025

Rationale: Evidence from evaluation activities tells us:

- Results in 2024, whilst broadly pleasing, showed some fluctuations both against expectations/targets, and also between departments
- Points scores in Literacy, Numeracy and Maths were slightly down on 2019
- A few departments underperformed significantly against expectations
- Poor/reduced attendance of pupils at the lower levels of achievement were a concern, and may need a more bespoke/nuanced approach

Priority	Objective
Maximise pupil outcomes at Key Stage 4 against all key performance measures	<p>Analyse 2024 outcomes against all national and local data streams, especially AWCDS to identify clear expectations in line with school targets</p> <p>Work with HODs to develop clear and effective action plans and monitor these closely through the year against pupil data captures.</p> <p>Review and strengthen target-setting model and other systems of ARR to maximise impact on pupil progress and outcomes.</p>
2025-26	<i>Ensure all school ARR models are operating in an effective and joined-up manner, creating a highly positive impact on pupil progress and outcomes.</i>
2026-27	<i>Continue to evaluate school systems and analyse pupil outcomes to further improve systems, to ensure very strong progress is made by most pupils across all key stages.</i>

Priority	Objective
Raise outcomes in underperforming subjects and pupil groups from summer 2024	<p>Analyse pupil outcomes for subjects and separate pupil groups which require significant improvement and ensure department and whole-school action plans are targeted and specific to the improvements required.</p> <p>Plan for provision at the lower end of pupil attainment, focusing on pupils with lower and intermittent attendance, working with staff at all levels to ensure they have opportunities to make progress.</p> <p>Ensure pupil progress and outcomes in core subjects and indicators is above family and national expectations.</p>
2025-26	<i>Improvements in under-performing subjects and pupil groups should show significant improvement.</i>
2026-27	<i>Previously under-performing subjects and pupil groups should attain in line with expectations, or exceed them.</i>

Priority	Objective
<p>Prepare the school for new KS4 qualifications</p>	<p>Prepare HODs and teaching staff for the delivery of new qualifications from 2025.</p> <p>Review and amend curriculum planning time to ensure appropriate levels which are effective at maximising pupil outcomes and pupil experiences.</p> <p>Work with SLT and other staff to ensure the full requirements of the Successful Futures curriculum are met at 14-16, creating links with KS3 and between AOLEs as appropriate.</p>
<p>2025-26</p>	<p>Departments and staff are ready to deliver high-quality qualifications to all learners as appropriate. Requirements of the SF curriculum are clearly met, ensuring high-quality pupil experiences.</p>
<p>2026-27</p>	<p>All qualifications are being delivered successfully. Evaluation and amendments to the curriculum ensure a high-quality experience for all pupils.</p>

Strategic Area – Teaching and Learning	
Staff responsible:	<i>Rhys Ivins</i>
Priority 1	Support all staff and develop Professional Learning to further improve teaching and learning across the school - ensuring lessons are clearly planned for learning, and feedback is consistent and effective.
Priority 2	Improve evaluation of teaching and learning activities - ensuring that there is always a clear focus on learning and that evaluation is consistent across the school
Priority 3	Develop pupils' skills across the school – particularly focusing on key areas in literacy such as punctuation and spelling, and the development of pupil's digital skills

Rationale: Evidence from evaluation activities tells us:

- The embedding of the Newbridge Principles of Excellent Learning over the last three years has improved the consistency of teaching and learning. However these improvements are not yet always fully consistent across all subject areas and all teachers and a more personalised approach is required to further develop specific aspects.
- Feedback ('Amser i wella') is regular and used across all departments, but its impact on learning remains inconsistent
- Planning for learning needs to be more explicit and have more impact on pupil progress.
- Most pupils' skills are at least in line with expectations. Numeracy is a strength and reading is often well-developed, but for a minority of pupils some basic areas of writing remain in need of improvement. Digital skills are underdeveloped.

Priority	Objective
Improve teaching and learning across the school	<p>Develop whole-school Professional Learning programmes to give staff individualised improvement options and continue to embed the NPEL.</p> <p>Ensure planning is focused sharply on pupil learning, and feedback is used consistently and effectively.</p> <p>Develop the Leaders of Learning team model to drive improvement through coaching, mentoring and Professional Development.</p>
2025-26	<i>Improvements in T&L will continue to strengthen and staff consistency will improve further.</i>
2026-27	<i>Professional Learning will be seen as a key strength of the school, with high levels of consistency leading to high-quality learning experiences.</i>

Priority	Objective
Improve evaluation of teaching and learning activities	<p>Review and implement improvements for the school's MER activities.</p> <p>Ensure evaluation is highly-focused on learning at all levels.</p> <p>Develop and lead staff in changes to ensure a consistent approach.</p>
2025-26	<i>Improvements in evaluation will continue to strengthen and staff consistency will improve further.</i>
2026-27	<i>Evaluation of T&L will be seen as a key strength of the school, with high levels of consistency leading to high-quality learning experiences.</i>

Priority	Objective
<p>Develop pupils' skills across the school</p>	<p>Work with staff to ensure improvements to a minority of pupils' incorrect use of punctuation and spelling.</p> <p>Work with staff to improve provision for and pupils' skills in digital work.</p> <p>Work with staff to analyse pupils' scores from national test data and use this to evaluate and develop the provision for skills across the school.</p>
<p>2025-26</p>	<p><i>Pupil skills will be at least in line with expectations for most pupils and provision will be developing.</i></p>
<p>2026-27</p>	<p><i>Further developments in provision will mean that most pupils' literacy, numeracy and digital skills are strong and continuing to improve.</i></p>

Strategic Area – Safeguarding, KS3 Attitudes to Learning and Welsh language use

Staff responsible:	<i>Karen James</i>
Priority 1	Ensure all safeguarding processes and systems are highly effective - utilising best practice to evaluate and improve as necessary, ensuring pupils feel and remain safe in school.
Priority 2	Develop KS3 registration time - maximising this time to create the highest impact on pupil attitudes across all form classes.
Priority 3	Improve Welsh language use across the school – working with the Welsh department and other staff to evaluate and improve whole-school language use.

Rationale: Evidence from evaluation activities tells us:

- Safeguarding is a strength of the school and most pupils feel safe at Newbridge School. There is a sound culture of safeguarding and rigorous procedures to ensure pupils are safe and well cared for.
- Use of KS3 registration time needs improvement in a minority of cases. Activities are varied but the effective delivery of these requires regular review and sometimes further support.
- The use of Welsh language across the school is limited and requires improvement. Whilst the majority of pupils make appropriate progress in their Welsh reading and writing skills, most do not develop their Welsh speaking skills well enough.

Priority	Objective
Ensure all safeguarding processes and systems are highly effective	Review current safeguarding processes and systems.
	Ensure local authority best practice is followed through ongoing updates and improvements.
	Use pupil voice activities to ensure most pupils always feel safe at school and know where to seek help.
2025-26	<i>Safeguarding will continue to be viewed as an important strength of the school.</i>
2026-27	<i>Safeguarding will continue to be viewed as an important strength of the school.</i>

Priority	Objective
Develop KS3 registration time	Review and implement improvements for DACW, monitoring its impact on pupil engagement and development of attitudes to learning.
	Ensure nearly all pupils bring the right equipment for school.
	Work with other staff to review and implement improvements for pupil work in literacy and numeracy.
2025-26	<i>Pupils and form tutors will report a higher level of satisfaction with registration activities. Activities will be seen to have a growing positive impact on pupil attitudes to self and school.</i>
2026-27	<i>Registration activities will be highly effective at continually raising pupil attitudes to self and school.</i>

Priority	Objective
<p>Improve Welsh language use across the school</p>	<p>Work with welsh department staff to plan a range of effective pupil activities across the school which engage a majority of pupils and raise interest in the welsh language.</p> <p>Work with welsh department staff to promote the staff use of welsh language across the school.</p> <p>Evaluate work done and seek further improvements.</p>
<p>2025-26</p>	<p><i>Use of the welsh language across the school will be seen to be developing.</i></p>
<p>2026-27</p>	<p><i>Use of the welsh language across the school will be seen to be growing in strength and enthusiasm, and will be broadly in line with national expectations for similar schools.</i></p>

Strategic Area – Wellbeing, Inclusion and Behaviour

Staff responsible:	<i>Lisa Morgan</i>
Priority 1	Coordinate the strategic planning and evaluation of wellbeing support and inclusion services - ensuring this is joined up, proactive and is highly effective at meeting most pupils' needs.
Priority 2	Develop KS4 registration time - maximising this time to create the highest impact on pupil attitudes across all form classes.
Priority 3	Review and improve whole-school behaviour systems – ensuring evaluation is regular, high-quality and effective at improving individual and whole-school behaviour

Rationale: Evidence from evaluation activities tells us:

- The school has wide range of valuable support to promote pupils' wellbeing and their personal and social development.
- However, aspects of these are not always coordinated strategically enough or led proactively enough to maximise their impact.
- Use of KS4 registration time needs improvement in a minority of cases. Activities are varied but the effective delivery of these requires regular review and sometimes further support.
- Pupils' behaviour is generally very good. Leadership has had a particularly strong impact on pupils' good behaviour in lessons and around school and their positive attitudes to learning.

Priority	Objective
Coordinate the strategic planning and evaluation of wellbeing support and inclusion services	Review current wellbeing and inclusion processes and systems.
	Plan for a clearer and more integrated approach for these systems.
	Evaluate and review improvements for effectiveness, utilising all appropriate school data, best practice from other providers and pupil voice.
2025-26	<i>Effective, joined-up and proactive services will be clearly visible and available to all the school community as appropriate.</i>
2026-27	<i>Wellbeing and inclusion will be a strength of the school, with positive impact on attendance, behaviour and exclusion rates.</i>

Priority	Objective
Develop KS4 registration time	Review and implement improvements for DACW, monitoring its impact on pupil engagement and development of attitudes to learning.
	Ensure nearly all pupils bring the right equipment for school.
	Work with other staff to review and implement improvements for pupil work in literacy and numeracy.
2025-26	<i>Pupils and form tutors will report a higher level of satisfaction with registration activities. Activities will be seen to have a growing positive impact on pupil attitudes to self and school.</i>
2026-27	<i>Registration activities will be highly effective at continually raising pupil attitudes to self and school.</i>

Priority	Objective
Review and improve whole-school behaviour systems	<p>Review and evaluate current behaviour systems for potential improvement.</p> <p>Develop clearer systems of evaluation of behaviour to allow for quicker and closer tracking of individual and whole-school issues</p> <p>Seek options for ‘hard-to-reach’ pupils, including inclusion and alternative services as appropriate.</p>
2025-26	<i>A clearer evaluation of school behaviour systems will be evident. Improvements will continue.</i>
2026-27	<i>Evaluation and corresponding use of school behaviour systems will be strong, creating positive impacts on attendance, exclusion, teaching and learning.</i>

Strategic Area – Curriculum for Wales and Pupil/Parent Voice

Staff responsible:	<i>Anna Parfitt</i>
Priority 1	Curriculum Design and Development at KS3 – continue to review and develop, ensuring appropriate coverage of all key areas and a high-quality pupil experience across all AOLEs.
Priority 2	Progression and Assessment - review current systems and processes and develop new ideas following best practice and educational theory.
Priority 3	Prepare for KS4 SF curriculum – working with all staff and external advisors as appropriate to create pathways and links which ensure a high-quality pupil experience throughout the all school years.

Rationale: Evidence from evaluation activities tells us:

- The school has a clear vision for Curriculum for Wales based on developing subject knowledge, understanding and skills, while reinforcing relevant links within areas of learning. This is evident across all AOLEs.
- Staff receive valuable opportunities to collaborate, plan and implement the Curriculum for Wales.
- Programmes of learning and cross-curricular themes are mapped appropriately. Leaders regularly review curriculum experiences through a range of quality assurance processes and with reference to recent research. As a result, they refine and improve the provision in a few relevant areas.
- Opportunities across the curriculum for pupils to develop their understanding of the history and experiences of Black, Asian and Minority Ethnic communities and LGBTQ+ people are underdeveloped.
- There is a common approach to assessment using a centralised set of school criteria. However in a minority of cases this is not applied to a consistent standard.

Priority	Objective
Curriculum Design and Development at KS3	Plan and implement a high-quality curriculum for Year 9.
	Evaluate and improve existing Year 7 and 8 delivery, ensuring appropriate coverage of all key areas and a high-quality pupil experience across all AOLEs
	Strengthen cluster transition links across the curriculum through AOLEs and whole-school processes.
2025-26	<i>A highly-effective curriculum will be operating across KS3, with excellent provision and pupil experiences.</i>
2026-27	<i>The curriculum will be kept under constant review and will improve in line with outstanding educational thinking.</i>

Priority	Objective
Progression and Assessment	Ensure a shared understanding of progression both across the school and across the cluster.
	Review and improve current assessment models and ARR processes against school needs and expectations.
	Seek new, best practice, assessment models and ARR processes to move the school forward
2025-26	<i>Progression and assessment will be clearly understood and school models used consistently across the staff.</i>
2026-27	<i>Registration activities will be highly effective at continually raising pupil attitudes to self and school.</i>

Priority	Objective
Prepare for KS4 SF curriculum	Work with SLT and other staff to ensure the full requirements of the Successful Futures curriculum are met at 14-16, creating links with KS3 and between AOLES as appropriate.
2025-26	<i>An effective approach to the KS4 SF curriculum will be planned and being developed.</i>
2026-27	<i>The KS4 SF curriculum will be advanced and will map across the school for highly-effective pupil experiences.</i>

Strategic Area – Raising Attendance

Staff responsible: *Ian Ratcliff*

Priority 1 **Implement systems and processes across the school to raise attendance for all pupil groups.**

Rationale: Evidence from evaluation activities tells us:

- Attendance, although in line with national averages, requires improvement.

Priority	Objective
Raise attendance for all pupil groups	<p>Review current systems and processes.</p> <p>Engage key staff and external advisors to plan improvements to the whole-school approach to attendance.</p> <p>Monitor and evaluate attendance very regularly, with specific focus on key pupil groups, making improvements to systems and processes in a timely and highly focused manner.</p>
2025-26	<i>Attendance will be rising and will be at least in line with national averages. Key groups will show improvements.</i>
2026-27	<i>Attendance will be continue to rise, exceeding national averages, including all pupil groups.</i>

Strategic Area – Tackling the impact of poverty on attainment

Staff responsible: *Euan Tippings*

Priority 1 **Implement systems and processes across the school to tackle the impact of poverty on pupils’ experiences of school, raising attainment and wellbeing.**

Rationale: Evidence from evaluation activities tells us:

- Pupils eFSM perform well across the school, against national and family averages.
- However, a growing number of pupils are impacted by poverty in their daily school life. This negatively affects their attainment and general school experiences.

Priority	Objective
Tackle the impact of poverty	<p>Review current systems and processes.</p> <p>Engage key staff and external advisors to plan improvements to the whole-school approach to tackling poverty.</p> <p>Monitor and evaluate attendance very regularly, with specific focus on key pupil groups, making improvements to systems and processes in a timely and highly focused manner.</p>
2025-26	<i>The impact of poverty on the majority of affected pupils’ lives will be seen to be reducing.</i>
2026-27	<i>The impact of poverty on most affected pupils’ lives will be seen to be reducing.</i>

USE OF GRANT FUNDING

Funding streams are used for school development purposes and to meet the objectives outlined above in different ways. Of these funding streams, the allocation for 2024-25 is as follows:

PDG funding - £250,700

£41,264 allocated to:

Strategic Area – Teaching and Learning	
Priority 3	Develop pupils’ skills across the school – particularly focusing on key areas in literacy such as punctuation and spelling, and the development of pupil’s digital skills

£33,117 allocated to:

Strategic Area – Raising Attendance	
Priority 1	Implement systems and processes across the school to raise attendance for all pupil groups.

£132,582.50 allocated to:

Strategic Area – Wellbeing, Inclusion and Behaviour	
Priority 1	Coordinate the strategic planning and evaluation of wellbeing support and inclusion services - ensuring this is joined up, proactive and is highly effective at meeting most pupils’ needs.
Strategic Area – Tackling the impact of poverty on attainment	
Priority 1	Implement systems and processes across the school to tackle the impact of poverty on pupils’ experiences of school, raising attainment and wellbeing.

£31,221 allocated to:

Strategic Area – Teaching and Learning	
Priority 1	Support all staff and develop Professional Learning to further improve teaching and learning across the school - ensuring lessons are clearly planned for learning, and feedback is consistent and effective.

EIG funding - £162,751

£82,751 allocated to:

Strategic Area – Leading and Improving	
Priority 1	Continuous improvement and high standards – ensuring the pursuit of excellence across all areas of the school
Strategic Area – Curriculum for Wales and Pupil/Parent Voice	
Priority 1	Curriculum Design and Development at KS3 – continue to review and develop, ensuring appropriate coverage of all key areas and a high-quality pupil experience across all AOLEs.
Priority 2	Progression and Assessment - review current systems and processes and develop new ideas following best practice and educational theory.
Strategic Area – Safeguarding, KS3 Attitudes to Learning and Welsh language use	
Priority 3	Improve Welsh language use across the school – working with the Welsh department and other staff to evaluate and improve whole-school language use.

£80,000 allocated to:

Strategic Area – KS4 Standards and Assessment, Recording and Reporting	
Priority 1	Maximise pupil outcomes at Key Stage 4 against all key performance measures – ensuring high standards against school expectations, family and national data, particularly within core subjects’ points scores and across all pupil groups including MAT, eFSM and boys
Priority 2	Raise outcomes in underperforming subjects and pupil groups from summer 2024 – use analysis from summer 2024 results to identify underperformance and use challenge and support to help departments (and Progress Leaders as appropriate) raise this
Strategic Area – Teaching and Learning	
Priority 1	Support all staff and develop Professional Learning to further improve teaching and learning across the school - ensuring lessons are clearly planned for learning, and feedback is consistent and effective.