IDRIS DAVIES SCHOOL 3-18

School Improvement Plan

2026 -2029

Idris Davies School 3-18 2026-29 School Development Plan

Our mission is simply to provide every pupil with every opportunity every day. We will provide all of our learners with an education of excellence. An education which will prepare them academically, socially, and personally for the opportunities, responsibilities and experiences of adult life. We will promote an ethos of high expectations, striving for the best possible outcomes for all members of our community, setting clear values and continuous improvement within a caring, equitable, orderly and supportive community. We will continue to work as a school at the centre of its community, using the experience and expertise of our community to enhance our provision for mutual benefit for all.

The key features of our vision are:

Achievement and Attainment	Wellbeing and Ethos
All pupils regardless of background or ability should be inspired and enabled to achieve the best possible outcomes. Specifically we aim to: • Promote a culture of high aspiration, achievement, effort, and excellence throughout the whole of the school. • Set targets that refuse to accept the negative impact of disadvantage can have on success. • Be a self-evaluating school that seeks continuous, sustainable improvement through effective planning, high quality assurance and evaluation. • Promote a culture and climate that leads and embraces change and is willing to respond to the needs of the society in which we live.	Every child is of equal value and importance to our school community and will be cared for as an individual. We want all pupils to be safe, happy and feel valued so that they enjoy coming to school to learn. Specifically we aim to: • Provide a learning environment that is restorative, caring, tolerant, disciplined and fair to all and one. • Ensure that every child's academic, spiritual, moral and physical development is fosters.
Provision	**Values and Attitudes**
As a school we will provide a high quality learning environment and a rich variety of experiences in the classroom and beyond for all our children. Specifically we aim to: • Provide a curriculum that is ambitious, broad, balanced, differentiated and relevant to meet the needs of every pupil and one that promotes a culture of high aspiration, achievement, effort, and excellence in all aspects if school life.	We believe in developing caring, ambitious, resilient young people with a love of learning who understand their Welsh culture and are able to participate fully as responsible global citizens. Specifically we aim to: • Provide a community that encourages a sense of commitment, loyalty and belonging, encouraging the development of positive, supportive relationships based on mutual respect and with a sympathetic understanding of other individuals, races, religions and ways of life. • Create a school community in which all key stakeholders work in partnership to ensure that our children's needs are catered for.

Regional and National Priorities for School Development

Our national mission is to achieve high standards and aspirations for all by tackling the impact of poverty on educational attainment and supporting every learner. (Jeremy Miles 2023)

CCBC Education Priorities 2025/26

Pursuing excellence together/Dilyn rhagoriaeth gyda'n gilydd

	Objective
1	Develop effectiveness of leadership at all levels with particular focus on the role of Governing Bodies.
2	Implement a programme of effective Professional Learning (PL) to schools and other education settings.
3	Maximise support to schools and settings to enable leaders to effectively self-evaluate and implement improvement.
4	Improve pupil attendance and reduce exclusions.
5	Improve support for vulnerable learners with particular emphasis on pupils attending EOTAS settings.
6	Improve support for disadvantaged learners mitigating against the impact of poverty.
7	Ensure robust financial management across all schools and education settings.

AIMS AND OBJECTIVES

School Aims

- Idris Davies School aims to be an outstanding school where young people enjoy learning, achieve highly, and enter into the adult world with confidence.
- We aim to produce an environment that encourages each learner to develop qualities of self-discipline, organisation, motivation, and the enjoyment of working hard that makes them confident and competent members of society.
- We aim to develop the positive ethos and learning culture throughout the school community with a commitment to continual improvement and meeting the very highest expectations.

- We aim to encourage a strong and effective partnership with parents and the local community.
- We will continue to develop the literacy, numeracy, digital literacy, creativity and communication skills necessary for learners to access the curriculum and take a full part in society as ambitious, capable learners.
- We will take every opportunity to reward learners and enhance their self-esteem whilst supporting one another in demanding the highest academic and social standards.
- We will offer a broad and balanced curriculum which evolves to reflect the needs of learners and the demands of modern society.

School Objectives

To develop in each learner:

- Self-esteem and a feeling of self-worth.
- A healthy lifestyle and physical and mental well-being.
- Care and respect for people and the environment in a context of social, moral, multi-cultural and spiritual awareness.
- The ability to work as part of a team, developing a sensitivity to other people's needs and points of view.
- A responsibility for their own learning and actions.
- An awareness of the modern world, and to ensure a sustainable environment.
- The ability and confidence to communicate effectively. This includes development of the key skills of literacy, numeracy, and ICT.
- The ability to apply knowledge and skills to solve problems.
- A creative and enquiring mind committed to life-long learning.

School Contextual Information 2026-27

Executive Headteacher	Mrs C A Owen	School Improvement Partner	Mr H Lloyd
School Category	N/A	Estyn Category	N/A

2026-27	N	R	Yr.1	Yr.2	Yr.3	Yr.4	Yr.5	Yr.6	Yr.7	Yr.8	Yr.9	Yr.10	Yr.11	All Years
Cohort	23	26	31	33	27	27	26	39	120	102	114	117	138	823
Male	15	13	13	16	16	16	13	20	69	54	52	56	67	420
Female	8	13	18	17	11	11	13	19	51	48	62	61	71	403
FSM		2	12	12	16	10	7	17	51	50	46	46	49	318
CLA		1				1	2	2	3		7	2	4	22
MAT		1	1	4	6	1	2	2	8	26	28	29	30	138

Performance Measure	Actual 23/24	Actual 24/25	Actual 25/26 (-5)	Target 26/27
KS4 English Lit/Lang (APS)	35	33	30 (31)	34
KS4 Maths/Numeracy (APS)	33	30	26 (27)	32
KS4 Science (APS)	29	24	22 (23)	30
Capped 9 Inc. (APS)	351	353	339 (352)	350
Y Nant Attendance	89.23%	89.3%	92.0%	93%
Yr Afon Attendance	86%	86.8%	90.5%	91%
Whole School Attendance				

Idris Davies School 3-18 is a mixed 3 to 18 community school maintained by Caerphilly local authority. It has 807 learners on roll.
The current Executive Headteacher took up the post in September 2024. The Senior Leadership Team consists of the Executive Headteacher, two Deputy Headteachers,three Assistant Headteachers, three associate Assistant Headteachers, a primary phase Assistant Headteacher and the school business manager.

Estyn Report Recommendations

Idris Davies School 3 to 18 – Estyn Report 2023	
Recommendation	
R1	Improve attendance and reduce the levels of persistent absenteeism
R2	Strengthen the planning for the progressive development of pupils' literacy, in particular writing and advanced reading skills
R3	Address the specific areas for improvements in teaching and assessment identified in the report
R4	Ensure sufficient time for personal and social education in key stage 4

The schools response as to how they will address the Estyn recommendations are embedded throughout the SDP.

Provision for Staff Development & Professional Learning 2026 - 27

At Idris Davies School 3-18 we strive to provide the professional learning for our staff that is explicitly aimed at improving students' learning and we link this to the wider school priorities. We believe that the most effective professional learning opportunities for teaching and support staff are those that have a clear relevance to everyday experiences and needs.

6 whole school INSET days have been calendared this academic year. These days will be used to provide training for all staff on school and national priorities.

6 x 1-hour Coaching/Consultation Meetings for all staff have also been calendared. These sessions will be used to provide professional learning for teaching staff on areas identified as part of the professional development review (PDR) process and school priorities. These sessions will be delivered by staff for staff, enabling us to share, use and build on the excellent practice that exists in school.

6 x 1-hour Collaborative working party meetings (JPDs) for all staff which are focused on developing Skills, Relationships and Behaviour and Feedback and Assessment.

September 2026 sees the continuation of our whole school professional learning programme focused on developing a common and consistent approach around teaching and learning (The IDS way).

Professional learning areas that will be covered during the 2026-27 academic year will ensure all staff:

- Embed consistently high levels of challenge and ambition in learning and teaching to deepen thinking, promote independence and maximise progress for all learners
- Plan effectively for the progressive development of pupils' literacy, in particular writing and advanced reading skills
- Strengthen the use of probing and higher-order questioning to deepen pupils' thinking, reasoning and understanding.
- Monitor learners in sessions closely to ensure that pupils make worthwhile progress

- Embed a whole-school approach to success criteria so that all pupils understand what successful learning looks like and how to improve their work
- Improve pupils' response to teacher feedback to accelerate progress and achievement.
- Provide opportunities for pupils to think critically, solve problems and take greater ownership of their learning are incorporated into lessons
- In Yr Afon undertake the relevant professional learning to support them in developing curriculum provision for Year 10 & 11 pupils in line with the new qualifications

Review of SDP 2025/26

Priority One	Focus for improvement	Final
To further enhance and develop standards and progress in skills for all pupils across the school (IA1) (R2) (R4)	1.1 Monitor the outcomes and success of the newly introduced extended writing strategy delivered by CAJ in the Quality assurance cycle	
	1.2 Development of provision across the school with reading including VIPERS and W/T in Autumn 2 for deeper reading strategies (reciprocal reading)	
	1.3 Embed and enhance curriculum storyboarding across all Areas of Learning and Experience (AOLEs), aligning with the requirements and progression of Phase 1 and Phase 2 of the reformed GCSEs.	
	1.4 Improve pupil outcomes in GCSE Science by enhancing curriculum delivery, strengthening assessment practices and providing targeted support for all	
	1.5 Continue to review and refine the planning for the progression of Welsh language skill skills development across all phases of the school. Continue to develop provision across the school that supports pupils in becoming increasingly bilingual with a strong grasp of other languages – Cymraeg 2050. Support the new Head of languages and deputy head in the new substantive posts.	

Priority Two	Focus for improvement	Final
To improve the quality and consistency of teaching and learning experiences across the school (IA1) (R3)	2.1 Continue to develop the quality of teaching across the school using quality assurance procedures to inform professional learning programmes and identify best practice for dissemination.	
	2.2 Continue to develop curriculum provision in line with the requirements of new 14-19 qualifications. Support departments with the implementation of the wave 1 qualifications and prepare other departments for the wave 2 bank of qualifications due for introduction to the curriculum in September 2026.	
	2.3 Continue to develop and embed assessment systems and procedures to track pupil progress effectively in CFW.	
	2.4 Continue to develop Teaching & Learning strategies to challenge all MAT learners in all lessons and to further develop opportunities to enhance the provision for MAT pupils (JPD) (Led by DTL)	

Priority Three	Focus for improvement	Final
To further develop the Wellbeing, Care, Support and Guidance systems and procedures to ensure that the needs of all learners are catered for and that the school is fully inclusive (IA2) (R1)	3.1 Continue to further develop the systems and procedures in place to enhance pupil attendance and reduce the levels of persistent absenteeism including the Implementation of EBSA strategies	
	3.2 Full implementation of new ALN reform, ensuring that knowledge and understanding of existing and new staff is addressed and ensure that universal and targeted provision effectively meets the needs of identified pupils	
	3.3 Further develop RADY approaches incorporating the findings of the NPEP study (Led by DTL)	
	3.4 Extend the provision of parental and community links currently in the primary phase to secondary school parents	
	3.5 Enhance the provision of extra curricular opportunities to support the development of positive relationships	
	3.6 Undertake a full review of the Restorative Practices programme within the school and ensure that all recommendations are acted upon in a timely manner	
	3.7 Further enhance the work with the Community Focussed Schools Team to ensure that the cluster approach to enhancing attendance is effectively delivered	

Priority Four	Focus for improvement	Final
To continue to develop effective and sustainable leadership at all levels across the school (IA3)	4.1 Undertake a full staffing restructure	
	4.2 Ensure SLT hold middle leaders to account positively and rigorously	
	4.3 Provide all leaders with an effective Professional learning programme that is bespoke to their role	
	4.4 Further develop ‘distributed leadership’ programme	
	4.5 Further develop GB opportunities and involvements in self evaluation and school improvement as the role of critical friend	

ESTYN Inspection Framework

IA1 Teaching & Learning

How effectively does the school's curriculum, teaching and assessment support all pupils, including those at risk of adverse outcomes, for example those pupils affected by poverty, with ALN or other identified barriers, to make progress, to:

- learn and make progress?
- develop their knowledge, skills and understanding?
- develop positive attitudes to learning?
- develop their Welsh language skills?

IA2 Wellbeing, care, support & guidance

How effectively does the school ensure that all pupils, including those at risk of adverse outcomes, for example those pupils affected by poverty, with ALN or other identified barriers to progress:

- are safe and secure?
- attend school regularly?
- are respected and fairly treated?
- develop leadership skills and take on responsibility?
- receive the guidance and support they require for the next steps in their development?

IA3 Leading & Improving

How effectively do leaders:

- ensure that all pupils learn and make progress? (This includes those at risk of adverse outcomes, for example those pupils affected by poverty, with ALN or other identified barriers to learning.)
- develop a culture, inclusive ethos and strategic direction that support the progress and well-being of all pupils?
- identify and address areas for improvement, including addressing previous recommendations?
- address national priorities, including improving the quality of teaching and the development of the Welsh language?
- ensure that professional learning improves the quality of teaching, supports school improvement and equips all staff to carry out their roles?
- manage the school's resources?

IDS Main Priorities 2026/27

1. To further enhance and develop standards and progress in skills for all pupils across the school (IA1) (R2)

- Implement a consistent whole-school approach to handwriting and presentation to improve the quality and pride pupils take in their work.
- Further develop and embed high-quality reading provision across the school, building on established whole-school reading approaches through the consistent implementation of VIPERS and reciprocal reading strategies, to deepen pupils' comprehension, inference, analysis, vocabulary development and critical thinking skills across the curriculum.
- Strengthen collaboration between phases and Areas of Learning to ensure a coherent progression model for literacy
- Raise attainment and improve learner outcomes in GCSE Mathematics and Numeracy by implementing a problem-solving framework, targeting the transition from procedural to context based GCSE-style questions informed by a diagnostic intervention strategy across older age groups.
- Raise attainment and improve learner outcomes in GCSE Science through high-quality curriculum delivery, effective assessment practices and targeted intervention that meets the needs of all learners.
- Strengthen the progression of Welsh language skills across the 3–18 curriculum and further develop opportunities for pupils to use Welsh purposefully, supporting the school's contribution to the Cymraeg 2050 vision of a bilingual Wales.
- Develop pupils’ employability, enterprise and leadership skills, ensuring they are well prepared for further education, employment and life beyond school

2. To improve the quality and consistency of teaching and learning experiences across the school (IA1) (R2 & 3)

- Continue to develop the quality of teaching across the school using quality assurance procedures to inform professional learning programmes and identify best practice for dissemination.
- Embed a whole-school approach to success criteria so that all pupils understand what successful learning looks like and how to improve their work.
- Improve pupils' response to teacher feedback to accelerate progress and achievement.
- Further Reduce within-school variation to a minimum by embedding consistently high-quality learning, teaching, assessment and feedback across the school.
- Embed consistently high levels of challenge and ambition in learning and teaching to deepen thinking, promote independence and maximise progress for all learners.
- Strengthen teachers' use of probing and higher-order questioning to deepen pupils' thinking, reasoning and understanding.
- Ensure opportunities for pupils to think critically, solve problems and take greater ownership of their learning are incorporated into lessons
- Share and sustain effective pedagogy through professional learning, coaching and collaborative enquiry.
- Continue to develop curriculum provision in line with the requirements of new 14-19 qualifications. Continue to support departments with the implementation of the wave 1 & 2 qualifications and prepare other departments for the wave 3 bank of qualifications due for introduction to the curriculum in September 2027.

3. To further develop the wellbeing, care, support & guidance systems and procedures to ensure that the needs of all learners are catered for and that the school is fully inclusive (IA2) (R1)

- Continue to reduce persistent absenteeism through the consistent implementation of proactive attendance strategies, effective partnership working and evidence-informed EBSA approaches.
- Strengthen engagement with parents/carers and learners so barriers to attendance are reduced and attendance expectations are understood clearly
- Review & refresh the current reward strategies in consultation with stakeholders to ensure they are having a positive impact on learner attendance and promote improved attendance for all learners, particularly those with historically low attendance
- Further Enhance partnership working with the Community Focused Schools Team to implement effective cluster-wide strategies that improve attendance and engagement.
- Embed ALN Reform through the development of staff expertise and the delivery of high-quality universal and targeted provision that effectively meets the needs of all identified learners.
- Successfully establish and embed three new Local Authority Specialist Resource Bases (SRBs), ensuring that pupils with additional learning needs receive high-quality, inclusive provision that enables them to thrive academically, socially and emotionally within the Idris Davies School community.
- Strengthen the implementation of RADY approaches to maximise the impact of feedback on pupil progress.
- Strengthen parental, family and community engagement across the 3–18 school by extending effective primary-phase practice into the secondary phase and working towards achieving the Heart of the Community Award.
- Build on existing strengths by further enhancing extracurricular opportunities that promote positive relationships, wellbeing, belonging and engagement across the 3–18 school.
- Further develop a consistent whole-school culture of restorative practice through the effective implementation of the ‘Remind, Restore, Remove’ behaviour framework.
- Establish and embed a responsive intervention model that uses real-time data to identify changing pupil needs and provide targeted support, including alternative curriculum provision where appropriate.

4. To continue to develop effective and sustainable leadership skills at all levels across the school (IA3)

- Further develop the strategic capacity of senior leaders so they focus more effectively on school improvement and on holding others to account
- Lead the development and delivery of an evidence-informed attendance programme as a CCBC Lead Practice School, supporting improved attendance outcomes across the local authority.
- Strengthen leadership at all levels through targeted professional learning that is responsive to individual development needs and supports school improvement.
- Further embed distributed leadership across the school by providing appropriate support, development and accountability for staff undertaking leadership responsibilities.
- Develop safe, purposeful and effective use of Artificial Intelligence to improve learning, inclusion, professional practice and school efficiency
- Strengthen governors' understanding, monitoring and challenge so governance contributes more effectively to leadership accountability

Raising the Achievement of Disadvantaged Youngsters - Golden Thread to run through all identified priority areas of SDP. All strategic planning to be undertaken with a focus on ensuring that all of our families are supported through the cost-of-living crisis.