

# 2018-19 SCHOOL IMPROVEMENT PLAN

## WHOLE SCHOOL PRIORITIES 2018-19

1. To continue to improve learning and teaching through collaboration and consistency so that best practice becomes standard practice. **[UNCRC Article 28:Your right to learn and go to school]**
2. To use Restorative Approaches to raise expectations across the school with regard to attendance, behaviour and attitude to learning. **[UNCRC Article 6: Your right to life and to grow up to be healthy: Article 12: Your right to say what you think should happen and be listened to: Article 15: Your right to meet with friends and join groups and clubs]**
3. To continue to improve pupil outcomes by:-
  - increasing the percentage of pupils achieving their potential in KS3, 4 and 5
  - using 'closing the gap' strategies to raise the performance of boys, eFSM pupils and vulnerable learners**[UNCRC Article 29: Your right to become the best that you can be]**
4. Increase accountability of leadership at all levels by:-
  - using clear Standard Operating Procedures and a robust quality assurance calendar
  - ensuring that leaders at all levels are familiar with the revised Common Inspection Framework
  - reviewing the school's staffing structure**[Article 3: Everyone who works with children should always do what is best for each child]**



### Senior Leadership Team:

S.Evans (Headteacher)

D.Mead (Deputy Headteacher)

H.Latham (Assistant Headteacher)

H.Dowden (Assistant Headteacher)

L.E.Mackie (Assistant Headteacher)

C.Long (Acting Assistant Headteacher)

## Whole School priorities

1	To continue to improve learning and teaching through collaboration and consistency so that best practice becomes standard practice. <i>To address within department and within school variability and to achieve the whole school PM target of consistency with differentiation and challenge</i>
2	To use Restorative Approaches to raise expectations across the school with regard to attendance, behaviour and attitude to learning. <i>To address poor attendance and to establish consistency with sanctions and rewards</i>
3	To continue to improve pupil outcomes by:- <ul style="list-style-type: none"> <li>➤ increasing the percentage of pupils achieving their potential in KS3, KS4 and KS5</li> <li>➤ using 'closing the gap' strategies to raise the performance of boys, eFSM pupils and vulnerable learners</li> </ul> <i>To raise standards for all pupils through a focus on Welsh Government priorities</i>
4	Increase accountability of leadership at all levels by:- <ul style="list-style-type: none"> <li>➤ using clear Standard Operating Procedures and a robust Quality Assurance Calendar</li> <li>➤ ensuring that leaders at all levels are familiar with the revised Common Inspection Framework</li> <li>➤ reviewing the school's staffing structure</li> </ul> <i>To improve leadership and support leaders to improve consistency of practice across the school</i>

KEY:

PDG SPEND



EIG SPEND



Priority 1	Strategies	Staff	Outcomes/ Success Criteria	Training / resource needs	Timescale	Evidence
1. To continue to improve learning and teaching through collaboration and consistency so that best practice becomes standard practice.	<b>1.1 Improving consistency in teaching and learning</b>					
	<p>'Lesson Study' co-coaching model to facilitate collaboration on key whole school T&amp;L priorities in Autumn term;</p> <ul style="list-style-type: none"> <li>• Triads used within departments/areas of learning to develop T &amp; L strategies and share good practice – Donaldson Pedagogy 12 (<b>see Teaching and Learning Action Plan</b>). Triad work to focus on DIRT, pupil collaboration and DCF, based on Continua evaluations</li> <li>• Iris used for one observation per triad.</li> <li>• Triads to include an element of action research.</li> <li>• Pupil outcomes to be evaluated.</li> <li>• Use of Directed Time and Twilight sessions for Teaching and Learning discussions/support for triad working.</li> <li>• Resources/strategies developed showcased in whole staff INSET and shared via the Teaching Continua Newsfeed.</li> </ul>	LEM	Increased consistency of approach to key T&L foci across departments. Improved quality of teaching and learning through increased reflection of performance by staff and good examples to share best practice.	£ 1500 supply cover for teachers to observe each other	Jan 2019: Directed time 17 <sup>th</sup> Sept, 1 <sup>st</sup> Oct, 12 <sup>th</sup> Nov, 17 <sup>th</sup> Dec, 14 <sup>th</sup> Jan	Triad records/ resources T & L Action Plan Lesson Observations IRIS resources / recordings Teaching Continua Newsfeed and Portfolios
	Use of 'Teaching Continua' performance wheels to help staff reflect on individual strengths and areas for development.	LEM	Improved T&L reflection and needs focused training to address areas for development.	Whole school training plan	Sept 2018	Completed wheels across all teaching staff Training plan
	Upskill staff through OTP (Outstanding Teacher Programme) to facilitate in house collaboration and support for colleagues on Teaching and Learning strategies.	LEM JM/HP/ LS	Increased number of staff trained on OTP to facilitate in house training/support for colleagues.	Training time/ Cover costs	April 2019	Training plan

	Pupil Teaching and Learning Group to be established to contribute to curriculum planning.	LEM	Increased pupil reflection on their own learning and increased collaboration between staff and pupils on curriculum.	N/A	January – July 2019	Minutes from meetings
	Secure and embed departmental LNF assessments; <ul style="list-style-type: none"> <li>Establish standardisation and moderation procedures for LNF assessments termly</li> <li>Store and review assessments annually in Google Drive.</li> </ul>	LEM /seconds in Core/ HoDs	Consistent standards of Literacy and Numeracy Assessments across the curriculum established through initial planning and ongoing monitoring.  Consistent approaches to developing Literacy and numeracy skills being employed across the curriculum.	Departmental meeting time	July 2019: Tracking analysis deadlines Dec 3rd, Feb 11 <sup>th</sup> , 29 <sup>th</sup> April	Quality Assurance calendar  LNF assessments  Minutes of LNF meetings/dept minutes
	Embed whole school literacy strategy: - <ul style="list-style-type: none"> <li>Using NRT and STAR test scores, identify pupils for targeted intervention with Literacy Coach <b>(See MACS Provision for Success document and whole school Literacy Action Plan)</b>.</li> <li>Launch cross-curricular Accelerated Reader with Year 7 Science and then follow a rolling programme to introduce other subjects (DT, Geography, History, RS) to develop pupils' reading skills.</li> <li>Embed whole school Literacy starters, with a focus on accuracy in writing.</li> <li>Embed fortnightly writing challenges with KS4 and extend across KS3.</li> <li>Develop vocabulary strategies through CSC project in order to further support pupils' writing skills and help them to increase the variety of language used across all subjects.</li> </ul>	LEM/KS/ JH/EJ	Improved performance in Reading tests – increased number of pupils achieving a score of 85 or above (in all year groups).  Improved performance of FSM pupils in Reading tests.  Improved performance of Boys in year 8 and 9 in order to reduce the gender gap.  Improved stamina and performance in writing across the curriculum.  Improved KS3 levels in English and improved outcomes in GCSE English Language (Writing).	Planning time  EIG: £52k staffing costs  Accelerated reader: £4.2k	July 2019	Whole School Literacy Action Plan  MACS Provision for Success  Writing in pupils' books  School newsletter Social media – e.g Twitter

	<p>Develop robust whole school Numeracy strategy that mirrors Literacy strategy: -</p> <ul style="list-style-type: none"> <li>• Ensure all SOL at KS3 in Maths, as well as other numeracy rich subjects, incorporate procedural and reasoning test style questions.</li> <li>• Analyse item level data for KS3 and work closely with Second in Maths to develop strategies to improve specific year group weaknesses.</li> <li>• Using NNT scores, identify pupils for targeted intervention with Numeracy Coach (<b>See MACS Provision for Success document and whole school Numeracy Action Plan</b>).</li> <li>• Implement differentiated numeracy booklets in registration time.</li> <li>• Reward pupils for numerical achievements – Numeracy Ninjas.</li> <li>• Ensure KS3 SOL has built in revision period for National tests.</li> <li>• Introduce differentiated challenges for KS3 pupils.</li> <li>• Colour coded differentiated numeracy booklets to be rolled out across KS3</li> </ul> <p><b>Literacy</b> Continue to increase the percentage of pupils achieving a score of 85 and above in all year groups</p> <p>To challenge and support eFSM pupils to reduce the gap between eFSM/nFSM pupils</p> <p>To challenge and support boys in Year 8 and 9 to reduce the gender gap</p> <p><b>Numeracy</b> Continue to increase the percentage of pupils achieving a score of 85 and above in all year groups</p>	<p>LEM/LS/ SM</p>	<p>Improved performance in Numeracy tests – increased number of pupils achieving a score of 85 or above (in all year groups).</p> <p>Improved performance of FSM pupils in Numeracy tests.</p> <p>Improved performance of Boys in year 8 in order to reduce the gender gap.</p>	<p>Planning time</p> <p>EIG: £28k staffing costs</p>	<p>July 2019</p>	<p>Whole School Numeracy Action Plan</p> <p>MACS Provision for Success</p> <p>Numeracy booklets/activities</p> <p>School newsletter Social media – e.g Twitter</p>
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	Continue to increase the percentage of pupils achieving a score of 115 and above in all year groups					
	To challenge and support eFSM pupils to reduce the gap between eFSM/nFSM pupils					
	To challenge and support boys in Year 8 to reduce the gender gap					
	To review homework policy and explore the introduction of 'prep' for 2018/19	DM	Improved homework strategy to better meet the needs of all learners	Meeting time	July 2019	Pupil, staff and parent questionnaires New policy
	<p>Improve consistency with Bilingualism/ use of incidental Welsh across school through continuing to use a range of strategies around school:-</p> <ul style="list-style-type: none"> <li>• Providing staff with signs for dates/classwork in Welsh for use on the board.</li> <li>• Phonetic key words list to support staff pronunciation.</li> <li>• Friday lunchtime drop in to support staff queries/run training.</li> <li>• Tocyn Cymraeg initiative to reward pupils for their use of incidental Welsh.</li> </ul>	RE	<p>Increased staff use of incidental Welsh</p> <p>Improved incidence of pupil responses in Welsh across school and within lessons.</p> <p>Improved consistency of key terms/words to build staff and pupil confidence.</p>	<p>Resources/ staff time to create resources £500</p> <p>Meeting time</p>	July 2019	<p>Tocyn Cymraeg records</p> <p>Pupil exercise books</p> <p>Classroom displays</p>
<b>1.2 Monitoring quality in T&amp;L</b>						
Extend use of learner voice for departmental self-evaluation; learner voice to help inform departments of strengths and areas for development.	HD	<p>Effective analysis and feedback to departments</p> <p>Evidence in departmental DiPs and Self Evaluation</p>	SLT leadership time	<p>Nov19th-23<sup>rd</sup>,</p> <p>Jan 28<sup>th</sup>-Feb 1<sup>st</sup></p> <p>April 1<sup>st</sup>-5<sup>th</sup>, June 17<sup>th</sup>-21<sup>st</sup></p>	Pupil Voice	

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	<p>Extend use of parent voice through increasing range of opportunities to speak/link with parents:-</p> <ul style="list-style-type: none"> <li>• Parent coffee mornings</li> <li>• Meet the SLT meetings</li> <li>• Questionnaires</li> </ul>	HD	Regular feedback from parents throughout the year to feed into whole school and departmental self-evaluation	SLT leadership time	Sept 25 <sup>th</sup> , Half termly thereafter	Parent voice
	<p>Increase opportunities for staff voice to evaluate effectiveness of policies/systems through:-</p> <ul style="list-style-type: none"> <li>• Staff voice meetings</li> <li>• Questionnaires</li> </ul>	HD	Effective analysis and feedback at whole school and departmental level	SLT leadership time	October 4 <sup>th</sup> , half termly thereafter	Staff voice
	<p>Develop SLT book scrutiny to review books with pupils. Increase monitoring and evaluation by developing systems to follow up action where areas for improvement have been identified – introducing thorough triangulation</p>	LEM	Rationalised books scrutiny/pupil voice	SLT leadership time	Nov 26 <sup>th</sup> Feb 18 <sup>th</sup> June 10 <sup>th</sup>	Book Scrutiny
	<p>Develop more effective quality assurance procedures and robust documentation via CVC partnership to support T&amp; L at KS5:-</p> <ul style="list-style-type: none"> <li>➤ Meetings</li> <li>➤ Tracking data</li> <li>➤ Reports</li> <li>➤ Parents evenings</li> </ul>	DM	<p>Improved quality of T &amp; L across consortium Improved outcomes for pupils Higher satisfaction rates from questionnaires with pupils/parents</p>	Meeting time termly	July 2019: Sept 26 <sup>th</sup> , Oct 17 <sup>th</sup> , Nov 29 <sup>th</sup> , Jan 29 <sup>th</sup> , Reports – March 8 <sup>th</sup> , April 4 <sup>th</sup> , July 3rd	Pupil/parent questionnaires CVC documentation Pupil reports, tracking data
<b>1.3 Developing DCF/ICT Across the Curriculum</b>						
	<p>Develop a strategic vision and plan to develop ICT provision and usage:-</p> <ul style="list-style-type: none"> <li>• Phased staff training plan (Aspire2B)</li> <li>• Whole school mapping of DCF led by SLT extended leadership secondee</li> <li>• Develop the role of Digital Leaders</li> <li>• Purchase of Chromebooks for pupil use.</li> <li>• Develop DCF expert group of staff to work collaboratively with staff on upskilling and demonstrating new Apps/packages/i pads</li> </ul>	LEM/LC	<p>Improved strategic plan for development of DCF/ICT across the curriculum and improved value for money. Develop a cohesive and comprehensive Action plan/training plan for staff and pupils.</p>	<p>Planning time Cover costs for LCS</p> <p>£14k ICT/DCF costs</p>	July 2019	DCF audit Staff Training Plan DCF Plan

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	<p>To work with Aspire to Be to deliver Google Level 1 training to staff (2 more cohorts of staff to be trained on Google for Education Level 1); to work with pupils to develop Digital Leaders</p> <p>To develop creativity in STEM subjects through Lead Creative Schools Year 2 project</p>	LEM/LS				
	<p>Increase in the number of staff trained and confident in using IPAD technology.</p>	LC	<p>Digital Competency staff group to develop skills in using ipads to cascade and model to other staff Individual PM objectives/ triad focus to reflect ICT skills development where appropriate for some staff.</p>	<p>DC Meeting time PM meeting time Directed time – triads</p>	July 2019	<p>Minutes of meetings Triad reflections Training plan</p>
<b>1.4 Developing leadership and facilitating professional development</b>						
	<p>Increase opportunities for high performing middle leaders to share best practice with other middle leaders;</p> <ul style="list-style-type: none"> <li>• Create more opportunities for sharing good practice in INSET/ school meetings.</li> <li>• Extend opportunities for high performing middle leaders to further develop their leadership skills through course such as 'Leading from the centre'.</li> <li>• Extend number of teachers trained on the Outstanding Teacher Programme to improve the quality of T&amp;L across the school.</li> </ul>	LEM	<p>Improved consistency across middle leadership in terms of day to day practice and documentation.</p>	<p>INSET/ Directed time  £1000 training/ supply costs</p>	<p>July 2019: INSET time; 3<sup>rd</sup> Sept, Nov 26<sup>th</sup>, Feb 4<sup>th</sup>, April 8<sup>th</sup></p>	<p>DERs/DIPs Standards reviews Training Plan</p>
<b>1.5 Leading self-evaluation and whole school improvement</b>						
	<p>Develop training for PMs needed to improve consistency in data analysis and tracking pupil progress/ monitoring attendance:-</p> <ul style="list-style-type: none"> <li>• PM handbook to be issued</li> <li>• Form Tutor handbook to be issued</li> <li>• In year training/ meeting time to be planned</li> <li>• Data analysis guidance for PMs</li> </ul>	HD/HL	<p>Increase PM focus on attendance and pupil progress Improved scrutiny of data and earlier identification of underachievement of pupils</p>	<p>Meeting time £1k cover costs</p>	July 2019	<p>Minutes/ Action plans/points Data analysis summaries</p>

1.6 Preparing for the new 'Curriculum for Wales'						
	<p>Audit and establish a focus on developing Donaldson's Successful Futures pedagogies through:-</p> <ul style="list-style-type: none"> <li>the T&amp; L group</li> <li>the Lead Creative Schools Project (STEM focus 2018/19).</li> </ul>	DM/LEM	<p>Increased knowledge and understanding of Donaldson's 4 purposes and pedagogies amongst staff.</p> <p>Increased creativity in lessons.</p>	<p>Time for visits/ pupil projects/ meetings/ Cover costs £8k (LCS grant)</p>	July 2019	<p>LCS documentation</p> <p>Minutes T&amp;L group</p>
	<p>Begin to plan for the new KS3 curriculum due for completion in 2022:-</p> <ul style="list-style-type: none"> <li>Visits to other schools, including our primary clusters, to observe good practice and to ensure effective progression takes place from KS2 to KS3</li> <li>Visit 'Pioneer' schools to identify examples of good practice.</li> <li>Further develop links between departments following the suiting of subjects into AOLE; for example Science and Maths (e.g through STEM activities) and other AOLE in line with Donaldson's Successful Futures</li> </ul>	DM	<p>Ideas from other school to feed back into CWG meetings</p> <p>Attendance by DM/LEM at Pioneer launch events across the year</p>	<p>Meeting time</p> <p>Cover costs</p>	July 2019	<p>Notes from visits</p> <p>Minutes in SLT meetings/ CWG meetings</p>
	<p>Task Teaching and Learning Group to develop ideas for a 'Donaldson' style curriculum for year 7. Aim to build links between subjects e.g Expressive Arts, Science/Technology</p> <p>Ideas to be facilitated by : 1. Regular updates from Lead Creative schools projects; 2. Feedback from Digital Competency staff training; 3.Triad work.</p>	LEM	<p>Increased confidence in eFSM pupils</p> <p>Increased oracy skills amongst pupils</p> <p>Increased Digital Competency skills for pupils and staff.</p>	<p>Meeting time/planning time</p>	July 2019	<p>T&amp;L group minutes/ DC group work/ Triad feedback</p> <p>Lead Creative School Evaluation</p>
	<p>Remove RS Short Course from the KS4 curriculum to enable Year 10 pupils to receive fortnightly mentoring sessions alongside their compulsory RS elements</p>	DM			Sept 2018	Curriculum Plan
	<p>Develop resources for pupils across to engage in activities/ discussions based around the 4 purposes of the curriculum</p>	HW	<p>Activities/ resources developed for implementation in 2018/19</p>	<p>Meeting/plan ning time</p>	July 2019	<p>Plans/ pupil resources</p>

Priority 2	Strategies	Staff resp.	Quantifiable Success criteria / targets	Training / resource needs	Timescale	Evidence
To use Restorative Approaches to raise expectations across the school with regard to attendance, behaviour and attitude to learning	<b>2.1 Restorative Approaches</b>					
	RAIS training, paid for by LA to be rolled out in Autumn term 2018. INSET days Sept 4 <sup>th</sup> and Oct 26 <sup>th</sup> 2018	SE	Reduced exclusion rates Increased use of restorative approaches to address behaviour issues	2 days INSET	July 2019	INSET records Exclusion/ behaviour logs
	<b>2.2 Wellbeing Strategies</b>					
	Develop further strategies/ links with external agencies to support Mental and Emotional Wellbeing:- <ul style="list-style-type: none"> <li>• Healthy Schools Award – Phase 6</li> <li>• Support for CLA/vulnerable learners</li> <li>• Mindfulness for pupils</li> <li>• Fighting Chance programme (anger management support)</li> <li>• Thrive training</li> <li>• Lego Therapy</li> <li>• Sensory room</li> <li>• Whole staff training on ACE</li> </ul>	CL	Embed features of Phase 5 Healthy Schools Award – Mental and Emotional Wellbeing. Increased awareness across the school (staff and pupils) of wellbeing issues and support available for pupils	Planning time PDG: Staffing £51k	July 2019	Intervention logs Pupil tracking/ attendance data
	Review and revise school curriculum to address skills development/ wellbeing / enrichment further:- <ul style="list-style-type: none"> <li>• Refine PSE programme</li> <li>• Introduce fortnightly mentoring sessions with form tutors to address 4 purposes/ skills needed for WBQ</li> <li>• Enrichment such as music tuition/ Schools' Shakespeare Festival/ Hay trip</li> </ul>	CL	Improved range of activities/ topics for pupils through PSE programme/ curriculum	Planning time PDG: Tuition £24k EIG: Trips/activities £1k	July 2018	PSE plan Calendar
Embed the use of Classcharts across the school:-	HD	Classcharts in use and increasing confidence by staff using new system	INSET Meeting time	July 2019	SIMS/Class charts logs	

	<p>Embed positive behaviour strategies :-</p> <ul style="list-style-type: none"> <li>• Whole staff restorative training (RAIS)</li> <li>• Introduce restorative discussions</li> <li>• Develop graduated response strategies</li> <li>• Pastoral team to work more closely with ALNCo</li> </ul>	HD/ HL	<p>Reduced exclusion rates Increased use of restorative approaches to address behaviour issues Increased evidence of graduated response being used across school by key staff</p>	<p>PDG: £1k costs</p> <p>Photocopying costs (£250)</p> <p>INSET/ training with key personnel</p> <p>PDG: Staff costs £47k</p>	<p>INSET: Sept 4<sup>th</sup>, Oct 26<sup>th</sup> 2018</p>	<p>INSET records Policies</p>
<b>2.3 Learner Support Strategy</b>						
	<p>Review and revise the range of wellbeing interventions/ develop links with parents</p> <ul style="list-style-type: none"> <li>• Reintroduce coffee morning for support and developing reading skills at home</li> </ul>	CL	Improved links with parents	Staff time	July 2019	NRT data
	<p>Embed Alternative curriculum programme to support disengaged learners more effectively to</p> <p>Ensure that pupils can maximise their points score in the Capped 9</p>	HL	<p>Improved pupil outcomes Reduced exclusion rates</p>	<p>PDG: Staff time/costs £45k</p>	July 2019	<p>Examination, attendance and exclusion data Minutes of Line meetings</p>
<b>2.4 Raising Attendance</b>						
	<p>Monitor attendance of all pupils closely, with appropriate and swift interventions provided when required (see Attendance Action Plan):-</p> <ul style="list-style-type: none"> <li>• Review new initiatives to increase profile of attendance with pupils and staff</li> <li>• Ensure Progress Managers and form tutors monitor and increase focus on attendance on weekly basis via assembly (guidance in handbooks for form tutors and Progress managers)</li> <li>• Establish new whole school system to reward good/improved attendance, including</li> </ul>	HD/HL	<p>Improved attendance data impacting positively on pupil outcomes</p> <p>Improved consistency in monitoring of attendance across school at all levels; Attendance clerk, form tutors, PMs, whole school</p> <p>Effective leadership of attendance Increasing numbers of pupils rewarded for good attendance</p>	<p>AWO/PM meeting time</p> <p>PDG: Staffing costs £60.5k</p> <p>PDG: Uniform £500</p>	July 2019	<p>Attendance data AWO/PM meeting minutes Form tutor/ Progress Manager handbook. Assemblies/meetings Data on achievement</p>

	<p>development of attendance leagues for form groups/ year groups</p> <ul style="list-style-type: none"> <li>Improve monitoring of and focus on attendance at all levels. Attendance to be item on all agendas</li> </ul>					points/ records of rewards/postcards home
	<p>Continue to improve communication with parents regarding attendance via early intervention and regular contact.</p> <p>Attendance letters to go out each half term</p>	HD/ HL	Improved communication with parents on attendance issues	£1000 posters/letters/ rewards Staff time	Each Half term	Letters Contact Parents voice
	<p>Improve use of website/ social media to raise profile and importance of attendance</p>	HD/HL	<p>Improved communication with parents on attendance issues</p> <p>Improved understanding of parents on attendance issues</p>	Time	July 2019	Website
<b>2.5 Raising expectations / aspirations</b>						
<b>2.5.1 Marketing/promotion</b>						
	<p>Improve marketing of school through a range of strategies:-</p> <ul style="list-style-type: none"> <li>Continue to promote use of SCHOOP/ website to communicate with parents</li> <li>Ensure that termly parental newsletter is developed and sent home with pupils to showcase events/ celebrate life at MACS</li> <li>Develop closer links with local newspapers and local media stations.</li> <li>Develop closer links with local businesses</li> </ul>	CJ	<p>Improved links/ communication within the school community</p> <p>Improved links with parents.</p> <p>Stronger links with local businesses.</p> <p>Sponsorship for rewards/attendance from local business</p>	£1000 costs	July 2019	<p>Schoop records</p> <p>School Newsletter</p> <p>School displays</p> <p>Twitter feeds</p> <p>Newspaper articles</p>
	<p>Improve presentation/quality of school prospectus</p>	JD	<p>New prospectus</p> <p>Improved marketing and publicity of MACS in local area and nationally</p>	<p>Staff time</p> <p>Photocopying costs £500</p>	Autumn term 2018	New prospectus

	<p>Senedd group to work towards RRS Gold Award</p> <p>Develop closer links between Senedd and Governor link</p> <p>Global citizenship group to reassess priorities and work towards Green Flag status</p>	HD	Increased awareness of RRS/ UNCRC articles and improved relationships	Meeting time £300 per pupil group	July 2019	RRS documentation  Senedd minutes
<b>2.5.2 Internal marketing/promotion</b>						
	Ensure better use of TV screens around school to share notices and information and celebrate success	SE	Public areas of school used to celebrate success and inform pupils of important events.	Staff time	Jan 2019	Operational TV screens
	Establish rolling programme to update internal displays / celebrate success	SE	Public areas of school used to celebrate success and inform pupils of important events.	Staff time: £1k Resources £500	Autumn term 2018	Updated school displays
<b>2.6 Rewarding achievement and attendance</b>						
<b>2.6.1 Whole School Attendance</b>						
	<p>Embed new whole school rewards system to establish consistent processes for celebrating pupil attainment and achievement at whole school, departmental and year group levels:-</p> <ul style="list-style-type: none"> <li>• A1- 3 achievement system embedded</li> <li>• Attendance reward system for 100% attendance e.g fast passes for break/lunch, certificates, prize draw</li> <li>• Attendance league tables and link to rewards such as “hot chocolate club”</li> </ul>	HD/HL	<p>Comprehensive whole school rewards system linked to achievement and effort</p> <p>Increased number of pupils with 100% attendance Improved levels of attendance across all year groups</p>	Planning time £1k fund	July 2019	<p>Whole school rewards system</p> <p>Rewards records School newsletter/ twitter</p>

2.6.2 Literacy / Numeracy Reward Scheme						
	Embed KS3 Accelerated Reader Literacy Reward Scheme/ Numeracy Reward Scheme.	LEM	Increased numbers of pupils gaining rewards in Literacy and Numeracy. Positive pupil voice feedback on reading/ rewards and numeracy.	Planning time £500 fund	July 2019	Rewards records  Literacy/ Numeracy rewards system  School newsletter/ twitter

Priority 3	Strategies	Staff resp.	Quantifiable Success criteria / targets	Training / resource needs	Timescale	Evidence
To continue to improve pupil outcomes	<b>3.1 Increasing the percentage of pupils achieving their potential in KS3, KS4 and KS5</b>					
	Embed Standards Review Meetings with HoDs/Progress managers to evaluate pupil outcomes:- <ul style="list-style-type: none"> <li>examination performance and KS3 data 2018 (Meeting 1) ;</li> <li>evaluation of departmental planning processes/ DIPs (Meeting 2)</li> <li>discussion of progress towards agreed targets (Meeting 3).</li> </ul> Ensure that all HoDs are closely tracking pupil progress across the year through more focused Line Management meetings each half term	DM/SLT/HoDs	Improved pupil outcomes through effective tracking of progress to targets via Reports to Governors, SLT meetings, SIF meetings, Standards Review Meetings and CSI meetings Increased accountability for middle leaders through focused discussions on data/ pupil progress and/or underachievement	Meeting Time Leadership Time Cover costs	Sept 24 <sup>th</sup> -Oct 5 <sup>th</sup> ; Dec 3 <sup>rd</sup> – 14 <sup>th</sup> ; March 11 <sup>th</sup> -22 <sup>nd</sup>	Minutes of Standards Review Meetings
	Increase the percentage of pupils making two levels of progress in all subjects at KS3 through close monitoring of pupil progress:- <ul style="list-style-type: none"> <li>post tracking analysis by HoDs 4 times a year to be discussed in line meetings</li> <li>Focused interventions/departmental strategies for pupils failing to make expected progress, following each tracking data capture</li> <li>Standards review meetings</li> <li>Pupils discuss progress with form tutors</li> <li>Review moderation and standardisation procedures at KS3 to improve accuracy of KS3 levels and conversion rates of L5/6 to GCSE Grade C</li> <li>Ensure that all departments are providing sufficient opportunities for pupils to attain higher levels (L6+ 7 L7+)</li> </ul>	DM/HD/SLT/HoDs	Greater number of pupils making 2 levels of progress across KS3. Improved monitoring of pupils on track throughout KS3 to make 2 levels of progress by Year 9	Standards/ Line/ Departmental meetings  Pupil progress meetings	July 2019: Dec 3 <sup>rd</sup> , Feb 11 <sup>th</sup> , April 29 <sup>th</sup>	Tracking data  Minutes of Line meetings  Data reports

	<ul style="list-style-type: none"> <li>Develop strategies to reverse the decline in L5+ performances in IT, Music and PE, L6+ performance in D&amp;T, IT and Music. PE is a particular concern at L5+ and IT and Music at L6+</li> <li>Ensure that all HoDs are closely tracking pupil progress across the year.</li> </ul>					
	<p>Improve L1, L2, L2+, WBQ and Capped 9 through implementing a range of strategies linked to QA calendar:-</p> <ul style="list-style-type: none"> <li>Continue to narrow the gap between Maths, English and Science through Heads of Core meetings/forensic focus on key pupils</li> <li>Ensure progress to targets are reviewed regularly in discussions with HoDs as per QA calendar with increased accuracy of target setting, using FFT 50 estimates</li> <li>SIF meetings</li> <li>Develop a range of strategies to ensure that more pupils achieve L2+ to enable them to go on to future pathways</li> <li>Develop strategies to further improve the L2 performance in Maths and Numeracy therefore improving school performance in L2+ and CSI</li> <li>Further streamline tracking system to focus on Capped 9 point score</li> <li>New maths classes to be established following November examination results to target key marginal students</li> <li>Increase the percentage of pupils achieving the Skills Challenge Certificate at National level to align more closely with LA and Wales averages</li> </ul>	HoDs/SLT	<p>Increased focus on pupil progress throughout the year with all middle leaders. Balance discussions in PM meetings to ensure focus also on underachievement/ concerns.</p> <p>Data reports from Line Managers following Data tracking 2 onwards</p> <p>Progress to targets demonstrate quartile 1 or 2 in all key performance indicators:</p> <ul style="list-style-type: none"> <li>NRT and NNT quartile 1 or 2 for scores &gt;115</li> <li>KS4 targets: 52% L2+</li> </ul>	<p>Line Meetings Cover costs Guidance documents/ targeted questions for HoDS</p> <p>Meeting time – leadership/ Line/directed time</p> <p>Heads of Core meetings</p>	Aug 2019	<p>School KS4/5 Targets</p> <p>Tracking data</p> <p>Minutes of Line meetings</p> <p>Data reports</p> <p>NRT/NNT data</p> <p>Minutes of Heads of Core meetings</p>

	<ul style="list-style-type: none"> <li>Continue to work with HoDs of Non-Core subjects to ensure that performance is sustained (and in some cases improved) in 2019 to more closely align with FFT 50 estimated performance</li> <li>Closely monitor the performance of pupils studying GCSE IT at each whole school data capture to ensure that performance more closely matches expectations in 2019</li> <li>Sustain improvement in ALL performance measures whilst maximising pupils' Capped 9 points score. Key marginal students will need to be closely monitored and Assertive mentoring programme will be essential in engaging pupils and parents</li> </ul>					
	<p>Work with CSC partners to ensure that performance in sustained in 2019:-</p> <ul style="list-style-type: none"> <li>English (J.Horton) and Maths (J.Coll)</li> <li>D.Jones (Challenge Advisor)/ B.Whittingham (School Improvement)/ H.Thomas (Accelerated progress Lead and with wider team in SIF meetings to monitor progress to targets</li> <li>Ongoing evaluation and review of school and departmental actions</li> </ul>	<p>SE/DM/SLT JH/DW JH/JC DJ/BW/HT</p>	<p>Improved pupil outcomes in Core subjects Positive feedback from CSC partners from monitoring and evaluation processes</p>	<p>Meeting time – leadership/ Line meetings/ Directed time</p>	<p>July 2019: SIF dates; Oct 23<sup>rd</sup>, Nov 27<sup>th</sup>, Dec 18<sup>th</sup>, Jan 29<sup>th</sup>, Feb 21<sup>st</sup>, Mar 26<sup>th</sup>, May 7th June 18th</p>	<p>CSC reports SIF minutes</p>
	<p>Further improve tracking of progress of boys at KS4 to address gender gap, with particular focus on closing the gap in English and Science</p> <p>Introduce MACS Provision for Success: Further refine KS4 tracking to maximise Capped 9 points scores and link to a set of colour coded graduated interventions</p>	<p>All staff</p> <p>SLT</p>	<p>Improved pupil outcomes through effective tracking of progress via SLT meetings, SIF meetings, Standards Review Meetings and Heads of Core meetings</p> <p>Increased accountability for middle leaders through focused discussions</p>	<p>Meeting time</p>	<p>May 2019: Standards meetings</p>	<p>Post tracking data analysis</p> <p>Minutes of line meetings/stand ards meetings</p>

			on boys data, progress and/or underachievement			
			Improved pupil outcomes through effective tracking of progress and targeted support			
	<p>Embed the use of ALPS as a target setting tool (see Sixth form Action Plan)</p> <p>Improve the monitoring/tracking of KS5 pupils following each whole school data capture in order to :</p> <ul style="list-style-type: none"> <li>Significantly improve the percentage of students achieving 3 or more A level grades A*/A or equivalent</li> </ul> <p>Introduce strategies to improve standards in English Literature, Sports Studies and Geography, ensuring that pupils match or exceed their minimum expected ALPS grades. In Sports Studies, particular attention needs to be afforded to pupils whose minimum expected grade in D*/D</p>	DM/CG/SLT/ HoDs	<p>Effective tracking using end of Year and End of Key Stage targets and progress tracked on SIMS at 4 key data entry points</p> <p>Effective tracking of progress against targets by all pupils with grades and progress recorded in planners and books/files.</p> <p>Improved pupil self-assessment through calendared one to one interviews with form tutors (during Pupil Progress Weeks) to discuss progress against targets and to identify areas to improve</p>	SIMS/FFT CG Time  Meeting time Directed time	Tracking: Nov 8 <sup>th</sup> , Jan 17 <sup>th</sup> , March 20 <sup>th</sup> , May 16 <sup>th</sup>	Data/ Targets  Standards review meetings  Standards meetings
	<p><b>Monitoring/evaluation/review</b> SLT/ HoDs and Progress Managers to identify underachievement from tracking data analysis.</p>	Subject tutors/ HoDs/Form Tutors/ DM	<p>Early identification of pupil underachievement</p> <p>SLT more involved in pupils' progress/ contact with parents</p> <p>Improved delivery/support of exam revision techniques.</p>	Time Planners	July 2019: Dec 3 <sup>rd</sup> , Feb 11 <sup>th</sup> , April 29 <sup>th</sup>	Tracking data SLT, SIF, CSI, Line and Dept minutes

3.2 Using 'closing the gap' strategies to raise the performance of boys, eFSM pupils and vulnerable learners						
	<p>Further improve identification and tracking of progress of groups of learners using all relevant data including KS2/3 expected levels of progress and FFT Aspire (FSM, ALN, Middle ability, LAC, gender)</p> <p>Closing the gap between eFSM/ nFSM pupils remains a key priority for the school, especially in Science at L5+. This will contribute to an improvement in the CSI</p> <p>Introduce strategies to close the gap between eFSM/nFSM pupils. Need to focus on :-</p> <ul style="list-style-type: none"> <li>• Geography, PE and ICT at L5+</li> <li>• All subjects at L6+ especially History, ICT and Welsh. Increasing the L6 performance if eFSM pupils must be a key focus area</li> <li>• Art and History at L7+</li> </ul> <p>Introduce strategies to close the gap between eFSM/nFSM pupils in all KS4 performance measures and in English and Science.</p> <p>Ensure that eFSM pupils improve at the same rate as nFSM pupils in Maths to sustain/reduce the eFSM.nFSM gap in 2019</p>	DM/HL/HD/ Progress Managers	<p>Improved accuracy of data tracking through clarity of targets and tracking against targets across each year group/Key stage</p> <p>Improved progress of learners Successful conversion of L5/6 at KS3 to A*-C grades at GCSE</p>	<p>Meeting time</p> <p>EIG: Interventions £2.5k</p> <p>PDG: Staffing £15k</p>	<p>July 2019: July 2019: Dec 3<sup>rd</sup>, Feb 11<sup>th</sup>, April 29<sup>th</sup> July 2019: Dec 3<sup>rd</sup>, Feb 11<sup>th</sup>, April 29<sup>th</sup></p> <p>July 2019</p> <p>July 2019</p>	<p>Data tracking Pupil planners Pupil tracking sheets in exercise books Post Tracking overviews</p>

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	<p>Implement specific actions/interventions to improve pupil performance following data analysis/ professional discussions (attendance, literacy, numeracy, departmental, wellbeing, ALN)</p> <p>Developed more structured Guided Reading strategies in Literacy interventions to improve comprehension skills</p> <p>Collaborate with the Maths department to improve the consistency of numeracy interventions</p>	<p>DM/SLT/HoDs</p> <p>LEM/KS</p> <p>LEM/SM</p>	<p>Effective programme of interventions established and pupil progression tracked</p>	<p>Meeting time</p> <p>EIG: Interventions £2k</p>	<p>July 2019</p>	<p>Notes from meetings Letters to parents</p>
	<p>Specific strategies to be used by Core subjects to :-</p> <ol style="list-style-type: none"> <li>1. Address eFSM/nFSM gap at KS3 and</li> <li>2. reduce the gap between eFSM/nFSM at L5, especially in English and Mathematics;</li> </ol> <ul style="list-style-type: none"> <li>• Maths to monitor revised KS3 SOL and introduce new assessments</li> <li>• English to embed Writing Challenge activities within KS3 to develop writing stamina and review SOL for Year 9 to introduce more GCSE style questions</li> </ul> <p>Introduce strategies to close the gender gap in English at L7+</p> <p>Science department needs to review provision for ALN pupils to bring performance in line with English and Maths</p>	<p>HoDs Core</p> <p>HP/MW</p>	<p>Improved outcomes for pupils</p> <p>Improved pupil performance</p> <p>Greater number of pupils able to complete more of the English examination past papers by KS4</p>	<p>Meeting time</p> <p>Staffing</p>	<p>July 2019</p>	<p>SoL Writing Challenge tasks/pupil work</p>
	<p>Introduce strategies to improve the performance of boys at L6+ in non Core subjects, especially in History, Art and Welsh</p>	<p>HoDs Art, History, Welsh</p>	<p>Improved pupil performance</p>	<p>Meeting time</p>	<p>July 2019</p>	<p>SoL</p>
	<p>Effective support for KS3 pupils (e.g. eFSM, LAC, MA,ALN) for appropriate intervention/support from tracking data e.g. Literacy and Numeracy Data used by teaching staff during lesson planning for appropriate differentiation and pupil groups.</p>	<p>LEM/KS CL/Learning Support Team</p>	<p>Improved reading ages for all targeted pupils</p> <p>Improved access to the curriculum for targeted pupils</p>	<p>Meeting time/ Registration time</p> <p>Staff time</p>	<p>July 2019</p> <p>July 2019</p>	<p>NRT/NNT outcomes AR tracking data Lesson plans Parent letters</p>

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	<p>Analyse and track pupil progress of eFSM pupils in Literacy and numeracy:-</p> <ul style="list-style-type: none"> <li>• Specific intervention groups set up for eFSM pupils.</li> </ul>	LEM/KS/SM	<p>AR tracking of pupils 4 times a year to show improved reading ages.</p> <p>Reduced gap between eFSM learners and nFSM learners pupils achieving their potential moving closer to Welsh averages (Literacy and Numeracy)</p>	<p>Admin time</p> <p>Planning time</p>	<p>July 2019: Dec 3<sup>rd</sup>, Feb 11<sup>th</sup>, April 29<sup>th</sup></p>	SIMS information
	<p>Review provision for MAT students:-</p> <ul style="list-style-type: none"> <li>• across all subjects including the identification of pupils' pedagogical approaches and rigorous tracking and monitoring to continue to improve the percentage of pupils achieving a score of 115 or above in the NNT tests in Year 8</li> <li>• new Brilliant Club cohort Summer term 2019</li> <li>• First Campus project giving pupils a university taster experience (Year 9 MAT pupils)</li> </ul>	LEM/LM/LS	Improved pupil performance	<p>Planning time</p> <p>EIG: Brilliant Club £2k</p>	July 2019	NNT outcomes
	<p>KS5 subjects to improve the performance of girls to reverse the current pattern. AT LA and Wales level, girls out-perform boys at every performance measure.</p> <p>Review pedagogy in Advanced Skills Challenge Certificate to improve the performance of boys</p>	DM/SR	Improved pupil performance			

Priority 4	Strategies	Staff resp.	Quantifiable Success criteria / targets	Training / resource needs	Timescale	Evidence
Increase accountability of leadership at all levels	<b>4.1 Using clear Standard Operating Procedures</b>					
	Introduce and monitor the implementation of Standard Operating Procedures to increase consistency across and within departments on day to day activities :- <ul style="list-style-type: none"> <li>Starts/ ends to lessons</li> <li>Registration routines</li> <li>Attendance/behaviour systems/RAIS strategies (see guidance)</li> </ul>	SE	Increase in consistency of practice across the school in day to day procedures/protocols Positive ethos within school	INSET and Line meeting time	Sept 3rd	INSET agenda/ departmental agendas/minutes of meetings
	Use Standard Operating Procedures/ standardised documentation to increase consistency across and within departments	SE	Adoption of standard documentation for leadership including standard agenda items, self-evaluation and improvement planning documentation	Leadership time	Sept 2018	DERs/DIPs Departmental agendas/minutes of meetings
	<b>4.2 A robust Quality Assurance calendar used consistently by leaders of all levels</b>					
	Support middle leaders and wider staff body with robust Quality Assurance calendar and clear expectations/ follow up of self-evaluation processes	DM	Creation of new QA calendar and processes	Meeting time	Sept 2018	QA calendar Standards meetings
	Provide opportunities for discussion/support on self-evaluation and review across the QA calendar to:- <ul style="list-style-type: none"> <li>move middle leaders forward in fully evaluating and reviewing departmental performance/planning</li> <li>ensure that senior and middle leaders prepare a sound evidence base from the QA work to drive standards</li> </ul>	DM	Robust evidence base for self-evaluation Improved quality of self-evaluation / analysis	Leadership time	July 2019	Line meetings
Refine Line meeting arrangements to reduce number of meetings but sharpen focus in line with QA calendar	DM	New Line meeting arrangements and focussed agendas	Meeting time	Sept 2018	Line meeting arrangements	

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Upskill middle leadership through:- <ul style="list-style-type: none"> <li>working with CSC Leading from the Centre programme</li> <li>Portal ILM Leadership and management Level 4 training</li> <li>Provide opportunities for staff on middle leadership courses to cascade strategies to colleagues in Directed time/INSET across 2018/19</li> </ul>	SE	Increased number of middle leaders to facilitate in house training/support for colleagues	Meeting time Course costs £300  Cover costs:		
Develop communication between Governors and HoDs through link Governor roles	SE	Improved links with Governing body and departments	Meeting time	July 2019	Governor/HoDs meetings Governor reports to Governing body
<b>4.3 ensuring that leaders at all levels are familiar with the revised Common Inspection Framework</b>					
Support all leaders within school with training on the new CIF to prepare for a school inspection	SE	Increased awareness of new inspection framework and processes	£200 training costs for provider	Dec 2018	Training plan
Develop greater consistency in self-evaluation and improvement planning through:- <ul style="list-style-type: none"> <li>QA calendar and exemplar documentation</li> <li>sharing of good practice through further collaboration at middle leadership level</li> </ul>	SE	Increased consistency self-evaluation and improvement planning documentation	Meeting time /INSET	July 2019	SER/SIP/DERs/ DIPs/ evaluation of data
Support Deputy Headteacher with training to prepare for role of Nominee in next school inspection	SE	Increased awareness of new inspection framework and processes	Meeting time with nominee from another school	Dec 2018	Training plan
<b>4.4 reviewing the school's staffing structure</b>					
Review existing school staffing structure to meet current needs of the school and for Successful Futures/ new curriculum change/ new ALN Bill.	SE	Creation of, consultation upon and implementation of new staffing structure in readiness for academic year 2019/20	Planning and Meeting time	July 2019	New staffing structure

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	Monitor school budget closely	SE/CJ/ Governors	Targets on budget deficit reduction to be met	Meeting time	April 2019 (end of financial year)	Budget plan Out-turns
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