Mountain Ash Comprehensive School
Revised School Improvement Plan incorporating Post-Inspection Action Plan
January 2019

Estyn Recommendation 1:
Improve the progress that all pupils make in lessons, including the development of their literacy and numeracy skills

[However]
- **Improve pupils' understanding of prior learning (also see R3)**
- **Improve pupils' skills (oracy, writing, numeracy, digital competency, inference, deduction) and their accuracy in these skills, especially writing (SPG)**
- **Improve pupils' grasp of concepts**
- **Develop pupils' creativity and thinking skills (also see R3)**

PIAP on a page
- develop an interactive lesson planner
- improved literacy and numeracy interventions;
- closer monitoring of skills development in KS3;
- further develop use of tracking data especially for vulnerable learners;
- further challenge for MAT pupils;
- improved use of MACS provision for success;
- embed standards reviews with HoD's and PM;
- focused half termly LM meetings on progress;
- staff training for literacy, numeracy and DCF

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Action	Staff	Outcomes/ Success Criteria	Training/ Resource Needs	Timescale	Evidence/ Monitoring
Develop a MACS interactive lesson planner:- Develop a MACS interactive lesson planner to help teachers understand what makes an effective lesson and increase teacher expectation.	LEM/Teaching and learning group	• Increased confidence amongst staff when planning lessons. • Spring/Summer lesson observations demonstrate an improvement in lesson planning. • Spring/Summer lesson observations and learning walks demonstrate improved levels of challenge; pace; engaging activities to develop thinking and problem solving skills; improved questioning techniques.	Meeting time	January – May 2019	Interactive lesson plan Lesson observations
Improved literacy interventions:- Develop more structured Guided Reading strategies in Literacy interventions to improve comprehension skills	LEM/KS	Improved reading ages for all targeted pupils - increased number of pupils achieving a	EIG: Interventions £2.5k	Completion July 2019	Guidance strategies

		score of 85 or above (in all year groups).			
Improved numeracy interventions:- New numeracy lead to facilitate collaboration with the Maths department to improve the consistency of numeracy interventions	LEM/ANO	Planned programme of numeracy tasks across KS3 to support pupils' numeracy skills development	PDG: Staffing £15k	July 2020	Revised numeracy intervention booklets/SOL
Closer monitoring of skills development in KS3:- Specific strategies to be used by Core subjects to :- ● Address eFSM/nFSM gap at KS3 and reduce the gap between eFSM/nFSM at L5, especially in English and Mathematics; ● Maths to monitor revised KS3 SOL and introduce new assessments ● English to embed Writing Challenge activities within KS3 to develop writing stamina and review SOL for Year 9 to introduce more GCSE style questions ● Introduce strategies to close the gender gap in English at L7+	HoDs Core	Improved access to the curriculum for targeted pupils Improved tracking of groups of learners	Meeting time EIG: Interventions £2k		Tracking data analysis Line management meetings SoL Writing Challenge tasks/pupil work
Further develop the use of tracking data:- Science department to review provision for ALN pupils to bring performance in line with English and Maths	HP/MW	Improved tracking of groups of learners Reviewed SOL/assessments	Meeting time	July 2019	SoL Tracking data
Further develop the use of tracking data:- Effective support for KS3 pupils (e.g. eFSM, LAC, MA,ALN) for appropriate intervention/support from tracking data e.g. Literacy	LEM/KSCL/Learning Support Team	Improved access to the curriculum for targeted pupils Improved tracking of groups of learners	Meeting time	July 2019	NRT/NNT outcomes AR tracking data Lesson plans

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and Numeracy Data used by teaching staff during lesson planning for appropriate differentiation and pupil groups		Improved outcomes for pupils in intervention groups			
Further develop the use of tracking data:- Analyse and track pupil progress of eFSM pupils in Literacy and numeracy:- ● Specific intervention groups set up for eFSM pupils.	LEM/KS	Improved tracking of groups of learners	Meeting time/ Registration time Staff time	July 2019	NRT/NNT outcomes AR tracking data
Further challenge for MAT pupils:- Review provision for MAT students:- ● 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 ● new Brilliant Club cohort Summer term 2019 ● First Campus project giving pupils a university taster experience (Year 9 MAT pupils)	SLT/LM	Improved range of curriculum opportunities to meet the needs of MA pupils Improved tracking of groups of learners	Planning time EIG: Brilliant Club £2k	July 2019	NRT/NNT outcomes AR tracking data Parent letters
Improved use of MACS provision for success:- Appoint a Whole-School Literacy Lead to promote the development of pupils literacy skills in lessons and across the school, via a whole school literacy strategy: - ● Using NRT and STAR test scores, identify pupils for targeted intervention with Literacy Coach **(See MACS Provision for Success document and whole school Literacy Action Plan).** ● Launch cross-curricular Accelerated Reader with Year 7 Science and then follow a rolling programme to introduce	LEM/KS/ANO LEM/HoDs	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.	Planning time EIG: £28k staffing costs	April 2019 - July 2020	Whole School Literacy Action Plan MACS Provision for Success Writing in pupils' books

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other subjects (DT, Geography, History, RS) to develop pupils' reading skills. ● Embed whole school Literacy starters, with a focus on accuracy in writing. ● Embed fortnightly writing challenges with KS4 and extend across KS3. ● 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. ● Develop oracy strategies through Oracy Project in order to further support and develop pupils' oracy skills	English team English team LEM/JH/ English team	Improved stamina and performance in writing across the curriculum. Improved KS3 levels in English and improved outcomes in GCSE English Language (Writing). Improved oracy skills in lessons			School newsletter Social media – e.g Twitter Pupils' books Book scrutiny SOL Lesson obs INSET/training records
Improved use of MACS provision for success:- Appoint a Whole-School Numeracy Lead to promote the development of pupils numeracy skills in lessons and across the school, via a robust whole school Numeracy strategy that mirrors Literacy strategy: - ● Ensure all SOL at KS3 in Maths, as well as other numeracy rich subjects, incorporate procedural and reasoning test style questions ● Analyse item level data for KS3 and work closely with Second in Maths to develop strategies to improve specific year group weaknesses.	LEM/SM/ ANO	Improved performance in Numeracy tests – increased number of pupils achieving a score of 85 or above (in all year groups). Improved performance of FSM pupils in Numeracy tests. Improved performance of Boys in year 8 in order to reduce the gender gap.	Planning time	April 2019-July2020	Whole School Numeracy Action Plan MACS Provision for Success Numeracy booklets/activities School newsletter Social media – e.g Twitter

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● Using NNT scores, identify pupils for targeted intervention with Numeracy Coach **(See MACS Provision for Success document and whole school Numeracy Action Plan).** ● Implement differentiated numeracy booklets in registration time. ● Reward pupils for numerical achievements – Numeracy Ninjas. ● Ensure KS3 SOL has built in revision period for National tests. ● Introduce differentiated challenges for KS3 pupils. ● Colour coded differentiated numeracy booklets to be rolled out across KS3.					
Embed Standards reviews with HoDs and PMs:- Embed Standards Reviews with HoDs and Progress Managers to ensure that pupil progress is monitored robustly	SE/DM	Improved monitoring of pupil progress and detailed analysis of progress against targets at key points throughout the year	Meeting time Cover costs for HoDs/PMs	July 2019	Standards review timetable, minutes
Focused half termly meetings with Line Managers:- Increased accountability and focus in Line meetings through:- ● Use of detailed proforma for HoDs to complete prior to meeting to analyse progress of pupils against targets ● clear identification of underachievement ● identified strategies and interventions ● ongoing self-evaluation and cycle of improvement planning		Improved monitoring of pupil progress and detailed analysis of progress against targets at key points throughout the year	Meeting time Leadership time	July 2019	Line meeting minutes Data analysis reports

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Staff training for literacy, numeracy and DCF:- Develop a strategic vision and plan to develop ICT provision and usage:- ● Increased staff training plan (Aspire2B) ● Whole school mapping of DCF led by SLT extended leadership secondee ● Develop the role of Digital Leaders ● Purchase of Chromebooks for pupil use. ● Develop DCF expert group of staff to work collaboratively with staff on upskilling and demonstrating new Apps/packages/i pads/ chromebooks	LEM/LC	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.	£14k ICT/DCF costs	July 2020	DCF audit Staff Training Plan DCF Plan

Estyn Recommendation 2: Improve pupils' resilience in learning, and their behaviour in lessons and around the school

[However]
- **Improve pupils' resilience in lessons**
- **Improve pupils' behaviour and respect for others in lessons and as they move around the school**

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● **Improve opportunities for pupils to undertake leadership roles; pupil Governors, Senedd and committees**	

PIAP on a page:
- develop RAIS strategies to improve resilience and pupil behaviour;
- embed standard operating procedures across the school;
- consistency in applying behaviour policy:-
- refine curriculum;
- increase range of wellbeing interventions;
- increase leadership opportunities for pupils
- improved use of pupil voice
- embed and refine strategies for improving attendance;

Action	Staff	Outcomes/ Success Criteria	Training/ Resource Needs	Timescale	Evidence/ Monitoring
Develop RAIS strategies to improve resilience and pupil behaviour:- Hold assemblies to focus on Building-Maintaining-Repairing relationships and to address corridor behaviour.	WRAP team	Improved behaviour in lessons, in corridors and around the school. Increased amounts of A1s, A2s and A3s. Reduction in B1s, B2s and B3s. Reduced Exclusions Improved attendance	RAIS training funded by CSC: ● RAIS training for staff. ● Awareness sessions for parents.	February 2019	Pupil Voice Behaviour and Achievement data Exclusion data Attendance data

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Develop RAIS strategies to improve resilience and pupil behaviour:-	HD, HL and Pastoral Team	Pupils more aware of each others' needs and are more respectful towards others.	RAIS Training	WRAP training on vertical tutoring/needs 14th March – Strategies to be rolled out after Easter for registration and September 2019 for PSE days	Pupil voice
Introduce vertical tutoring once a fortnight during registration period with Years 7 to 10, using circle time to build relationships between pupils in all year groups. Focus on pupils ideas for improving behaviour in lessons and around the school.		Improved relationships between pupils within and across year groups.	Staff Time		Staff voice
Develop RAIS strategies to improve resilience and pupil behaviour:- Complete the needs activity with each tutor group. Use the Senedd to identify the top 5 needs at MACS and distribute across the school.	Form Tutors Senedd	Pupils self-regulate their own behaviour and meet each others' needs.	RAIS Training	As above	Pupil voice Staff Voice
Develop RAIS strategies to improve resilience and pupil behaviour:- Develop vertical tutoring in PSE days from September 2019. Focus on resilience in learning.	HD/HL PSE Lead Staff	Pupils display greater resilience in learning	Staff PSE time	From September 2019	PSE plan Lesson observations Learning walks
Develop RAIS strategies to improve resilience and pupil behaviour:- Set up and use Google Docs to share best practice for staff and pupils from exemplar collaborative circles videos.	LEM	Staff more aware of best practice and using circle time more effectively	Staff time	From September 2019	Best practice videos

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Develop RAIS strategies to improve resilience and pupil behaviour:-	HL	RAIS Lead better equipped with restorative strategies	Staff time	Summer term 2019	Behaviour/ relationships policy
Visit Eastern High School to see RAIS strategies in action.					
Develop RAIS strategies to improve resilience and pupil behaviour:- Conduct twilight sessions with staff to model RAIS strategies such as mixed groupings and circle time.	WRAP team	Staff more aware of best practice and using circle time more effectively	Staff time	7th May 2019	Staff voice
Develop RAIS strategies to improve resilience and pupil behaviour:- WRAP to conduct circle time with groups of pupils to film as good practice; evidence to be shared in the interactive lesson planner.	WRAP team	Staff more aware of best practice and using circle time more effectively	Staff time	14th March 2019	Lesson observations Learning walks
Develop RAIS strategies to improve resilience and pupil behaviour:- WRAP to hold awareness raising sessions with parents.	WRAP team	Parents more aware of restorative approaches and using them at home Parental voice indicating improved behaviour and relationships.	Staff time to accompany sessions	July 2019	Parent voice
Develop RAIS strategies to improve resilience and pupil behaviour:- Appoint a peer mediator lead and train a group of pupils to become 'peer mediators'.	WRAP team HD DD	Peer-led conflict resolution at breaktimes and lunchtimes to problem-solve and repair relationships.	RAIS training for peer mediators.	Interviewed 18th February 2019	Logs of break and lunch time incidents

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Develop RAIS strategies to improve resilience and pupil behaviour:- Identify a group of staff to become RAIS champions and to drive restorative approaches across the school.	SLT RAIS Steering Group	Restorative approaches embedded across the school and being led effectively by a highly trained team of staff	Cost of cover for staff involved. Two cohorts for 3 days training	Group 1: 21/22/27th March 2019 Group 2: 9/10/30th April (HOYs,Tutors,LSAs, SLT)	Behaviour logs Staff voice Pupil voice
Develop RAIS strategies to improve resilience and pupil behaviour:- Introduce staff voice to assess impact of RAIS strategies.	HD	Staff voice indicating improved behaviour and relationships.	Staff time	Summer term 2019	Staff voice
Develop RAIS strategies to improve resilience and pupil behaviour:- Use ClassCharts to change seating plans in all classes every fortnight to help build relationships and resilience in learning.	LEM and all teaching staff	Pupil voice questionnaires and forums indicating improved behaviour and relationships. Increased pupil resilience in lessons.	Staff time	Summer term 2019	Lesson observations Learning Walks Pupil voice
Develop RAIS strategies to improve resilience and pupil behaviour:- Develop a 5 step plan for pupils to use when facing challenges with their work; plan to be developed collaboratively with pupils.	LEM	Increased pupil resilience in lessons.	Staff time	Summer term 2019	Lesson observations Learning Walks Pupil voice

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Develop RAIS strategies to improve resilience and pupil behaviour:- Transition Lead to meet with WRAP to plan transition week. Introduce restorative approaches in Year 6 transition days to develop classroom relationships in advance with their future form tutor using the needs exercise.	JG/RAIS staff	Improved classroom relationships through early intervention.	Staff time	14th March 2019 24th-28th June 2019	Transition plan Pupil voice
Embed standard operating procedures across the school:- Ensure that all staff adhere to SOPs at lesson changeover and when monitoring corridor behaviour	SE	Improved behaviour in lesson transitions and in corridors	Staff time	July 2019	Patrol logs Behaviour logs Pupil voice Staff voice
Consistency in applying the school's positive behaviour policy:- Continue to monitor and support staff to apply the school's positive behaviour policy consistently:- ● PMs to monitor and share concerns in end of day meeting ● HoDs to monitor application of policy across curriculum area ● Increased focus on rewarding pupils through A1s/ A2s/A3s	HL	Improved behaviour in lessons, in corridors and around the school. Increased amounts of A1s, A2s and A3s. Reduction in B1s, B2s and B3s. Reduced Exclusions	Meeting time/leadership time	July 2019	Behaviour logs Achievement logs Dept improvement plans
Refine curriculum:- Review and revise school curriculum to ensure that it: ● develops pupils in line with the four purposes, creating: 　o ambitious, capable learners who are ready to learn; 　o enterprising, creative contributors; 　o ethical, informed citizens; 　o healthy, confident individuals.	DM, LEM and faculty leads	Pupils are more ambitious, enterprising, creative and confident. Improved literacy, numeracy and digital competency skills.	Planning Time	Starting Summer Term 2019	Lesson Observations Learning Walks Faculty SoL

● addresses skills development (literacy, numeracy and digital competency); ● caters for the needs of all learners by introducing a tiered options structure at KS4.		Broader curriculum offer at KS4 Improved resilience in learning. Improved attendance		September 2020	Book Scrutiny Pupil Voice Staff voice Attendance data
Refine Curriculum:- Continue to develop pupils' creativity through the Lead Creative Schools programme, with a focus on Numeracy this year.	LEM, LS, Maths Dept.	Improved resilience in learning and creativity and numeracy skills. Improved resilience in learning.	Funded by Arts Council for Wales Training for new Staff Lead, Leader of Learning: Personal Development, Health & Wellbeing and whole staff	January – July 2019	Lesson Observations Learning Walks Faculty SoL Book Scrutiny
Increase the range of wellbeing interventions:- Identify a member of staff to lead on 'growth mindset' strategies. Increase the range of wellbeing interventions:- Develop strategies to improve emotional resilience in learners (growth mindset).	Staff Lead, LoL: PD, H&W, form tutors, whole staff	Improved resilience in learning. Improved attendance	Training for new Staff Lead, Leader of Learning: Personal Development, Health & Wellbeing and whole staff	September 2020	Pupil Voice Staff Voice Attendance data

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Increase the range of wellbeing interventions:- Develop further strategies/links with external agencies to support mental and emotional wellbeing: ● Healthy Schools Award Phase 6; ● Support for CLA/vulnerable learners; ● Mindfulness for pupils; ● Fighting Chance programme (anger management support); ● Thrive training; ● Lego Therapy; ● Sensory room; ● Whole staff training on ACEs.	CL	Phase 6 Healthy Schools Award embedded. Increased awareness of wellbeing issues and support available for pupils. Improved behaviour, attendance and resilience of vulnerable learners. Improved mental and emotional wellbeing of vulnerable learners.	Planning time PDG staffing 51k	January – December 2019	Intervention logs Pupil tracking / attendance data Behaviour logs Pupil voice Staff voice
Increase leadership opportunities for pupils:- ● Senedd to continue to work towards RRS Gold Award. ● Pupil Governors to join the Governing body ● Sixth form consultation to develop post-16 leadership opportunities	HD, Senedd SR	Pupils more aware of each others' needs and are more respectful towards others. Pupils represented on Governing body Greater range of opportunities for pupils to develop their leadership skills	Planning/meeting time	Ongoing	RRS evidence folder Governing body minutes Pupil forum outcomes

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Improved use of pupil voice:- ● Continue to use pupil voice week to elicit pupil views on a range of school matters ● Develop the use of pupils as part of the new book looks ● Develop pupil forums to gauge pupil opinion each term	SLT	Greater input into school improvement planning and review Positive feedback through pupil voice on pupil consultation across the school	Meeting time Cover costs		Pupil voice outcomes Book scrutiny outcomes Pupil forum outcomes

Other School Improvement Priorities: ATTENDANCE

Embed and refine strategies for improving attendance:- Embed new whole school rewards system to establish consistent processes for celebrating pupil attainment and achievement at whole school, departmental and year group levels:- ● A1- 3 achievement system embedded ● Attendance reward system for 100% attendance e.g fast passes for break/lunch, certificates, prize draw	HD/HL	Comprehensive whole school rewards system linked to achievement and effort Increased number of pupils with 100% attendance Improved levels of attendance across all year groups	Planning time £1k fund	July 2019	Whole school rewards system Rewards records

● Attendance league tables and link to rewards such as "hot chocolate club"					School newsletter/ twitter
Embed and refine strategies for improving attendance:- Monitor attendance of all pupils closely, with appropriate and swift interventions provided when required (see Attendance Action Plan):- ● Review new initiatives to increase profile of attendance with pupils and staff ● 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) ● Establish new whole school system to reward good/improved attendance, including development of attendance leagues for form groups/ year groups. Improve monitoring of and focus on attendance at all levels. Attendance to be item on all agendas	HD/HL	Improved attendance data impacting positively on pupil outcomes Improved consistency in monitoring of attendance across school at all levels; Attendance clerk, form tutors, PMs, whole school Effective leadership of attendance Increasing numbers of pupils rewarded for good attendance	AWO/PM meeting time PDG: Staffing costs £60.5k PDG:Uniform £500	July 2020	Attendance data AWO/PM meeting minutes Form tutor/ Progress Manager handbook. Assemblies/ meetings Data on achievement points/ records of rewards/ postcards home
Embed and refine strategies for improving attendance:- Continue to improve communication with parents regarding attendance via early intervention and regular contact. Attendance letters to go out each half term	HD/HL	Improved communication with parents on attendance issues	£1000 posters/letters/ rewards Staff time	Each half term	Letters/ phone call records or notes Parent voice

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Embed and refine strategies for improving attendance:- Improve use of website/ social media to raise profile and importance of attendance	HD/CJ	Improved communication with parents on attendance issues Improved understanding of parents on attendance issues	Time	July 2019	Website information
Embed and refine strategies for improving attendance:- Implement new Attendance Action Plan, following audit February 2019 to include:- - An Attendance Officer who works **solely** on attendance. Aim to make more pre-emptive phone calls and home visits. - Targeted phone calls to parents – each PM / Pastoral team member to target 3 pupils every day. Names to be agreed at end of day meeting (pupils in the blue / bronze zones). Staff to report back briefly the following day. Create a 'crib sheet'. - Rejig registration groups in Year 9 & Year 11. Targeted pupils to move into that group. Circle time activities based on attendance. Rewards system to be used to encourage improved attendance. - PMs to target 15-20 pupils in the blue zone. Meet with PM every week – attendance tracked on new spreadsheet. - Form Tutors to target 3 pupils from the bronze zone - attendance tracked on new spreadsheet for defined period of time. - Spreadsheet for each year group to be scrutinised by PM / SLT and actions agreed weekly. - Each member of SLT to take a year group. They will attend the PM / form tutor meetings on Tuesdays, for monitoring of	HD/HL/ PMs/ Attend. Team	Improved attendance in all year groups. Increased monitoring of attendance by SLT Improved communication with parents on attendance issues	Staff time Postage costs Telephone calls	July 2019	Attendance data Phone records Form group lists PM attendance groups/ spreadsheets Governor attendance groups

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attendance procedures and SOPs. Feedback to PM and Attendance Leads. SLT to check planners to ensure pupils are discussing their attendance weekly and also recording it weekly, after the meeting. Feedback to be given to form tutors. ● Governor attendance panels once a half term. Red zone pupils to be targeted. AWS to attend. ● DARTs as frequently as possible – dependent on AWS. ● Parents' Evenings – attendance stand / staff to discuss attendance with key parents at sign in table. ● Track new pupil attendance – user-defined group.				

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Estyn Recommendation 3: Improve the quality of teaching

- **Improve the quality of teaching and reduce within school and within department variation**
- **Increase high levels of pupil challenge and engagement in lessons through developing the use of highly effective teaching techniques across the school**
- **Improve the quality and impact of feedback to pupils**
- **Increase opportunities for teacher self-reflection and collaboration to develop pedagogy**

PIAP on a Page:
- **develop opportunities for collaboration through triad working;**
- **extend opportunities for sharing good practice;**
- **develop the use of IRIS;**
- **develop a MACS interactive lesson plan;**
- **refined book looks;**
- **raise the importance of T&L across the school**
- **extend the use of pupil voice across the school**
- **improve MER processes**

Action	Staff	Outcomes/ Success Criteria	Training/ Resource Needs	Timescale	Evidence/ Monitoring
Develop opportunities for collaboration through triad working:-	LEM to lead	• Teaching staff working collaboratively, sharing good practice	£1500 supply cover for peer observations.	May 2019	Triad records/ resources

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Develop and embed collaborative triads working within and across departments focusing on whole school teaching and learning priorities; DIRT, Collaboration and Digital Competency.	All teaching staff	and learning from each other in line with the new Professional Teaching Standards. ● Resources/strategies developed to improve quality of teaching. ● Many lessons (70%) judged good or better in Spring/Summer Term lesson observations.	Visits to other departments/ schools to share good practice and exposure to high quality teaching within their own subject area		T & L Action Plan Lesson Observations IRIS resources / recordings Teaching Continua Newsfeed and Portfolios
Develop opportunities for collaboration through triad working:- Share good practice via the Teaching Continua Newsfeed, personal portfolios and a Market Stall activity during a Twilight session to reduce in school variation.	LEM to lead All teaching staff	● Resources/strategies developed to improve school teaching and learning priorities and quality of teaching. ● Many lessons (70%) judged good or better in Spring/Summer Term lesson observations.	Photocopied documents for Twilight session. Teaching Continua programme.	July 2019	Completed wheels across all teaching staff Training plan
Extend opportunities for sharing good practice:- Departments to work with Teaching and Learning Link to implement strategies in relation to key priorities as identified in the Estyn Core Inspection (November 18) ● activating prior knowledge ● developing skills and new concepts	T&L Link HODs	● Many lessons (70%) judged good or better in Spring/Summer Term lesson observations. ● DIRT, collaboration and DCF opportunities	Time for joint book scrutinies with T&L Lead and HODs.	January – July 2019	Lesson observations Book scrutinies Pupil voice data

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● verbal contribution and class discussion ● questioning techniques ● effective teacher feedback and pupil response to it.		evident in SOL and pupils' books. ● Pupil voice data improved in relation to the three priorities.			
Extend opportunities for sharing good practice:- Improve use of Teaching Continua as a self-reflection and sharing good practice tool for teachers – link to triad agendas to improve accuracy of reflection.	LEM to lead all teaching staff	● 100% of teaching staff using Teaching Continua to reflect on their teaching and to evidence good practice. ● Staff more aware of their strengths and areas for improvement and able to deliver consistently good/excellent lessons. ● Staff fully aware of the components of effective teaching. ● Reflection wheels following Triad process to show improvement in area of focus. ● Many lessons (70%) judged good or better in Spring/Summer	Teaching Continua programme costs (£3k). Time for staff to complete self-reflection wheels.	January – July 2019	Teaching Continua Data Lesson observations Book Scrutiny Pupil voice

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		Term lesson observations.			
Extend opportunities for sharing good practice:- LEM to link up with Teaching and Learning Lead in Pen Y Dre High School to share good practice and establish school to school working focused on improving teaching and learning.	LEM / T&L Lead Pen Y Dre High School	● Good practice from both schools shared leading to improvements in pupil outcomes, books and teaching. ● HODs from both schools linked and sharing good practice in teaching and learning.	Time to visit link school.	January –July 2019	Book scrutiny Lesson Observations Tracking data
Develop the use of IRIS:- Develop the use of IRIS technology to support the development of teaching to ensure all teachers understand what high quality provision looks like.	LEM to lead All teaching staff	● Increased usage of IRIS by teaching staff. ● Collation of high quality CPD training videos on T&L priorities for use with wider staff. ● Many lessons (70%) judged good or better in Spring/Summer Term lesson observations.	Planning time Photocopied documents for Twilight session.	July 2019	Teaching Continua Data Lesson observations Book Scrutiny Pupil voice

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Develop a MACS interactive lesson plan:-	Teaching and Learning group	• Increased confidence amongst staff when planning lessons. • Spring/Summer lesson observations demonstrate an improvement in lesson planning. • Spring/Summer lesson observations and learning walks demonstrate improved levelsof challenge; pace; engaging activities to develop thinking and problem solving skills; improved questioning techniques.	Interactive lesson planner using Google Suite.	January – March 2019	Lesson Observations Learning walks Pupil voice Book Scrutiny
Task Teaching and Learning group to take ownership of creating a MACS interactive lesson planner to help teachers understand what makes an effective lesson and increase teacher expectation.					
Extend opportunities for sharing good practice:- Use Twilights and Directed Time for Teaching and Learning workshops focused on teaching and learning priorities delivered by OTP trained teachers and our 'Excellent' teachers.	OTP teachers / Excellent teachers / all teaching staff	• Differentiated CPD programme for staff catering for individual needs. • Many lessons (70%) judged good or better in Spring/Summer Term lesson observations.	Photocopies of resources form CPD.	January –July 2019	Twilight agendas INSET evaluation forms CDP Plan Lesson Observatons

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Extend opportunities for sharing good practice:- Utilise the Lead Creative Schools project to help equip teachers with the skills to develop pupils' creativity in Maths and DT initially.	LEM/SA/JD/ SP/LS/ External Practition ers	• Strategies to develop creativity skills evident in SOL and pupils' books in Maths and DT. • Pupil voice data improved in relation to opportunities for pupils to develop their creativity. • Improved performance amongst year 8 pupils on the Numerical Reasoning test. • On-site forest revision trail utilised by staff and written into SOL	Lead Creative School Grant to cover cost of external practitioners and resources.	January –July 2019	Maths SOL Pupil voice LCS Data Book Scrutiny Lesson Obs
Refined book looks:- Refine calendared 'Book Looks' by: • including pupil forums for pupil voice • ensuring they are a collaborative process between SLT and HODs to improve consistency and accuracy of judgement.	LEM/SLT/ HODs	• 'Book Look' data used to monitor teaching and learning and inform future planning. • Accurate judgement of teaching amongst SLT and HODs. • pupils responding purposefully to teachers' feedback.	Cover costs for joint 'Book Looks'.	January –July 2019	Book scrutiny data

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Raise the importance of T&L across the school:-					
Raise the importance of T&L across the school:- Ensure Teaching and Learning is high priority on all meeting agendas, including Line Management meetings, Standards meetings, Department meetings and Standards Reviews.	SLT HODs All teaching staff	● Teaching and Learning seen as top priority amongst all teaching staff. ● Teaching and Learning monitored closely using the QA calendar agreed by leaders and discussed in line management meetings regularly.	Common agendas	July 2019	Line Management minutes Standard Review minutes Department Meeting minutes
Raise the importance of T&L across the school:- Ensure departmental and individual support plans are in place when necessary, and are monitored closely by line managers.	Line managers	● Departments and individuals supported and aware of next steps in order to improve teaching and learning. ● Judgement of teaching improved from 60% good or better to 70% by July 2019.	Time for review meetings	July 2019	Support Plans Lesson Observations Pupil voice data Book scrutiny data
Raise the importance of T&L across the school:- Arrange training for SLT and HODs on effective classroom practice to improve consistency and accuracy of judgement. Teachers to be fully supported by establishing a strong		● Accurate judgement of teaching amongst SLT and HODs. ● HODs equipped to cascade training to	Time for training Directed time	April 2019	Lesson Obs data Book Scrutiny data

culture of coaching within the school.			staff in their departments.		
Raise the importance of T&L across the school:- Update SIP/PIAP and DIPs with a tighter focus on monitoring Teaching and Learning.	LEM/HoDs	● Shared vision across the school with clear steps on how to improve teaching and learning.	Time in standards meetings and line meetings to work with HODs	SIP/PIAP- Feb 2019 DIPs- summer term 2019	SIP/PIAP DIPs
Raise the importance of T&L across the school:- Increase Teaching and Learning communication with all stakeholders with a wow wall for staff, Teaching and Learning bulletin (half termly) and Teaching and Learning update in the Headteacher's newsletter to parents.	LEM/SE	Teaching and Learning seen as top priority for all stakeholders.	Board for WOW wall	January –July 2019	Wow wall T&L newsletter Headteacher's newsletter
Raise the importance of T&L across the school:- Secure and embed departmental LNF assessments to drive up standards; ● Establish standardisation and moderation procedures for LNF assessments termly. ● Store and review assessments annually in Google Drive. **Literacy** Continue to increase the percentage of pupils achieving a score of 85 and above in all year groups		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.	EIG: £52k staffing costs Accelerated reader: £4.2k	July 2019	LNF assessments Minutes of LNF meetings/dept minutes

To challenge and support eFSM pupils to reduce the gap between eFSM/nFSM pupils

To challenge and support boys in Year 8 and 9 to reduce the gender gap

Numeracy
Continue to increase the percentage of pupils achieving a score of 85 and above in all year groups

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

Raise the importance of T&L across the school:- To review homework policy and explore the introduction of 'prep'	SLT	Improved homework strategy to better meet the needs of all learners	Meeting time	Summer term 2019 for implementation Sept 2019	Pupil, staff and parent questionnaires New policy
Raise the importance of T&L across the school:- Improve consistency with Bilingualism/ use of incidental Welsh across school through continuing to use a range of strategies around school:-	RE	Increased staff use of incidental Welsh Improved incidence of pupil responses in Welsh across school and within lessons.	Resources/ staff time to create resources £500 Leadership time/	July 2019	Tocyn Cymraeg records Pupil exercise books

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Providing staff with signs for dates/classwork in Welsh for use on the board. Phonetic key words list to support staff pronunciation. Friday lunchtime drop in to support staff queries/run training. Tocyn Cymraeg initiative to reward pupils for their use of incidental Welsh.		Improved consistency of key terms/words to build staff and pupil confidence.	Meeting time		Classroom displays
Extend the use of pupil voice across the school:- Extend use of learner voice for departmental self-evaluation; learner voice to help inform departments of strengths and areas for development.	HD/HODs	Effective analysis and feedback to departments Evidence in departmental DiPs and Self Evaluation	Leadership time	July 2019	Pupil voice surveys DERs/DIPs
Extend the use of pupil voice across the school:- Develop book scrutiny to review books with pupils and HoDs. Increase monitoring and evaluation by developing systems to follow up action where areas for improvement have been identified – introducing thorough triangulation	LEM/SLT/ HoDs	Rationalised book scrutiny/pupil voice	Leadership/meeting time	July 2019	Book scrutiny feedback
Improve MER procedures and processes:- Develop more effective quality assurance procedures and robust documentation via CVC partnership to support T& L at KS5:- Meetings Tracking data Reports Parents evenings	DM/SR	Improved quality of T & L across consortium Improved outcomes for pupils Higher satisfaction rates from questionnaires with pupils/parents	Meeting time	July 2020	Pupil/parent questionnaires CVC documentation Pupil reports, tracking data

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Estyn Recommendation 4: Improve the quality and impact of self-evaluation and improvement planning

[However]
- **Improve Quality Assurance processes to ensure that leadership has a positive impact on standards**
- **Ensure that all leaders across school improve the quality of teaching, through robust monitoring, evaluation and review processes**
- **Improve the consistency and quality of the evaluation of teaching and learning across leadership**
- **Further develop processes to evaluate the impact of professional learning on standards**

PIAP on a Page:
- quality assurance calendar supports self-evaluation process (lesson observations, book scrutiny and pupil voice);
- Standardised documents across all subject areas;
- focused line management meetings with clear action points;
- up-skill middle leaders on gathering first hand evidence;
- robust MER processes to evaluate effectiveness of teaching and of professional learning.

Action	Staff	Outcomes/ Success Criteria	Training/ Resource Needs	Timescale	Evidence/ Monitoring
Quality assurance calendar supports self-evaluation process:-	DM	Improved implementation of self-evaluation/improvement	Meeting time		QA Calendar

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Support middle leaders and wider staff body with robust Quality Assurance calendar and clear expectations/ follow up of self-evaluation processes Provide opportunities for discussion/support on self-evaluation and review across the QA calendar to:- ● move middle leaders forward in fully evaluating and reviewing departmental performance/planning ● ensure that senior and middle leaders prepare a sound evidence base from the QA work to drive standards Refine Line meeting arrangements to reduce number of meetings but sharpen focus in line with QA calendar	DM DM	planning processes across school Wider range of data/evidence used by HoDs in MER processes Improved quality of departmental documentation/evaluations More focused line meetings with clear, common agendas and outcomes/actions.	Leadership time Meeting time	From September 2019 6x per year following tracking periods	Dept Self-evaluation folders Minutes of standards meetings Minutes of line meetings
Standardised documents across all subject areas:- Further develop Standards Reviews to:- ● increase support/challenge from Governors through link Governor roles ● ensure standard profoma/documentation to support QA process across all subjects	SE/DM	Governors more informed of pupils' progress and departmental issues	Meeting time	September 2019	Minutes of meetings Staff voice
Standardised documents across all subject areas:- Embed Standards Review Meetings with HoDs/Progress managers to evaluate pupil outcomes: ● examination performance and KS3 data 2018 (Meeting 1).	SE/DM	Improved pupil outcomes through effective tracking of progress to targets via Reports to Governors, SLT/ SIF/	Leadership time	Sept 24th-Oct 5th; Dec 3rd – 14th; March 11th-22nd July 2019:	Minutes of Standards Review Meetings

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		Standards Reviews and CSI meetings. Increased accountability for middle leaders through focused discussions on data/ pupil progress and/or underachievement			
● evaluation of departmental planning processes/ DIPs (Meeting 2). ● discussion of progress towards agreed targets (Meeting 3).					
Focused Line management meetings with clear action points:- Ensure that all HoDs are closely tracking pupil progress across the year through more focused Line Management meetings each half term. Implement focused interventions/departmental strategies for pupils failing to make expected progress, following each tracking data capture.	DM	Detailed post tracking analysis by HoDs 4 times a year to be discussed in line meetings, leading to improved pupil outcomes Improved pupil outcomes	Staff time Staff time	6x yearly in line meetings Ongoing	Minutes of line meetings Tracking data analysis Dept self-evaluation folders
Upskill middle leaders on gathering first hand evidence:- Increase the percentage of pupils making two levels of progress in all subjects at KS3 through close monitoring of pupil progress:- ● post tracking analysis by HoDs 4 times a year to be discussed in line meetings ● Focused interventions/departmental strategies for pupils failing to make expected progress, following each tracking data capture	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: Tracking deadlines: Dec 3rd, Feb 11th, April 29th	Tracking data Minutes of Line meetings Data reports

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• Standards review meetings • Pupils discuss progress with form tutors • Review moderation and standardisation procedures at KS3 to improve accuracy of KS3 levels and conversion rates of L5/6 to GCSE Grade C • Ensure that all departments are providing sufficient opportunities for pupils to attain higher levels (L6+ 7 L7+) • Develop strategies to reverse the decline in L5+ performances in IT, Music and PE, L6+ performance in D&T, IT and Music. PE is a particular concern at L5+ and IT and Music at L6+ • Ensure that all HoDs are closely tracking pupil progress across the year.					
Robust monitoring, evaluation and review processes to evaluate effectiveness of teaching and professional learning:- Improve L1, L2, L2+, WBQ and Capped 9 through implementing a range of strategies linked to QA calendar:- • Continue to narrow the gap between Maths, English and Science through Heads of Core meetings/forensic focus on key pupils • 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 • SIF meetings • Develop a range of strategies to ensure that more pupils achieve L2+ to enable them to go on to future pathways • Develop strategies to further improve the L2 performance in Maths and Numeracy therefore improving school performance in L2+ and CSI	HoDs/SLT	Increased focus on pupil progress throughout the year with all middle leaders. Balance discussions in PM meetings to ensure focus also on underachievement/ concerns. Data reports from Line Managers following Data tracking 2 onwards Progress to targets demonstrate quartile 1 or 2 in all key performance indicators:	Line Meetings Cover costs Guidance documents/ targeted questions for HoDS Meeting time – leadership/ Line/directed time Heads of Core meetings	Aug 2019	School KS4/5 Targets Tracking data Minutes of Line meetings Data reports NRT/NNT data Minutes of Heads of Core meetings

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● Further streamline tracking system to focus on Capped 9 point score ● New maths classes to be established following November examination results to target key marginal students ● Increase the percentage of pupils achieving the Skills Challenge Certificate at National level to align more closely with LA and Wales averages. ● 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 ● 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 ● 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		● NRT and NNT quartile 1 or 2 for scores >115 ● KS4 targets: 52% L2+			
Robust monitoring, evaluation and review processes to evaluate the effectiveness of teaching and of professional learning:- Work with CSC partners to ensure that performance in sustained in 2019:- ● English (J.Horton) and Maths (J.Coll) ● 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	SE/DM/SLT JH/DW JH/JC DJ/BW/HT	Improved pupil outcomes in Core subjects Positive feedback from CSC partners from monitoring and evaluation processes	Meeting time – leadership/ Line meetings/ Directed time	July 2019: SIF dates; Oct 23rd, Nov 27th, Dec 18th, Jan 29th, Feb 21st, Mar 26th, May 7th June 18th	CSC reports SIF minutes

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● Ongoing evaluation and review of school and departmental actions					
Robust monitoring, evaluation and review processes to evaluate the effectiveness of teaching and of professional learning:- Further improve tracking of progress of boys at KS4 to address gender gap, with particular focus on closing the gap in English and Science 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	All staff SLT	Improved pupil outcomes through effective tracking of progress via SLT meetings, SIF meetings, Standards Review Meetings and Heads of Core meetings Increased accountability for middle leaders through focused discussions on boys data, progress and/or underachievement Improved pupil outcomes through effective tracking of progress and targeted support	Meeting time	May 2019: Standards meetings	Post tracking data analysis Minutes of line meetings/standards meetings
Robust monitoring, evaluation and review processes to evaluate the effectiveness of teaching and of professional learning:- Embed the use of ALPS as a target setting tool (see Sixth form Action Plan) Improve the monitoring/tracking of KS5 pupils following each whole school data capture in order to :	DM/CG/SLT/ HoDs	Effective tracking using end of Year and End of Key Stage targets and progress tracked on SIMS at 4 key data entry points Effective tracking of progress against targets by all pupils with grades and progress	SIMS/FFT CG Time Meeting time Directed time	Tracking: Nov 8th, Jan 17th, March 20th, May 16th	Data/ Targets Standards review meetings Standards meetings

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● Significantly improve the percentage of students achieving 3 or more A level grades A*/A or equivalent 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		recorded in planners and books/files. 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			
Robust monitoring, evaluation and review processes to evaluate the effectiveness of teaching and of professional learning:- SLT/ HoDs and Progress Managers to identify underachievement from tracking data analysis.	Subject tutors/ HoDs/For m Tutors/ DM	Early identification of pupil underachievement SLT more involved in pupils' progress/ contact with parents Improved delivery/support of exam revision techniques.	Time Planners	July 2019: Dec 3rd, Feb 11th, April 29th	Tracking data SLT, SIF, CSI, Line and Dept minutes

Estyn Recommendation 5: Improve communication and engagement with parents

- **Increase opportunities to communicate and engage with parents more effectively**
- **Improve parents' knowledge and understanding of school improvement strategies and key policies**

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PIAP on a Page:

- Extend use of parent voice through increasing range of opportunities to speak to/link with parents;
- ensure parents understand the school's anti-bullying policy;
- improve communication with wider community through range of strategies
- ensure parents feel confident to approach leaders with concerns and suggestions for improvement;
- improve website and new prospectus to inform parents

Action	Staff	Outcomes/ Success Criteria	Training/ Resource Needs	Timescale	Evidence/ Monitoring
Extend use of parent voice through increasing range of opportunities to speak/link with parents through:- ● Parent coffee mornings ● Meet the SLT meetings ● Questionnaires ● PTA ● Parent forum	HD	Regular feedback from parents throughout the year to feed into whole school and departmental self-evaluation	SLT leadership time	July 2020	Parent voice Questionnaires
Ensure parents understand the school's anti-bullying policy:- ● Develop website Frequently Asked Questions on anti-bullying policy ● Work with school community on a definition of bullying which everyone understands and share this through information leaflets/posters	HD	Improved understanding of policy by parents Clear shared definition of bullying across the school and school community	Meeting time Planning time	May 2019	FAQ page on website Minutes of Senedd meetings Leaflets/posters

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• Use school's Senedd to produce information for parents on anti-bullying policy					
Improve communication with wider community through a range of strategies:- • Continue to promote use of SCHOOP/ website to communicate with parents • Ensure that termly parental newsletter is developed and sent home with pupils to showcase events/ celebrate life at MACS • Develop closer links with local newspapers and local media stations. • Develop closer links with local businesses	CJ and SLT	Improved links/ communication within the school community Improved links with parents. Stronger links with local businesses. Sponsorship for rewards/attendance from local business	£1000 costs	July 2019	Schoop records School Newsletter School displays Twitter feeds Newspaper articles
Ensure parents feel confident to approach leaders with concerns and suggestions for improvement:- Increase number of formal and informal opportunities for parents to visit school/ make contact with school to discuss their child's/children's progress:- • Coffee mornings each month • Year 11 individual pupil/parent meetings • Assertive mentor parent updates • Post tracking SLT/ Progress manager drop-ins	SLT/PMs	mproved links/ communication within the school community Improved links with parents.	£1000 - Cover costs/ leadership time/ refreshments	July 2019	Parent voice Questionnaires Schoop/ parental letters/school newsletter Records of meetings/discussions
Improve website and new prospectus to inform parents:- Improve quality of information on website:-	CJ/SLT		Leadership time	July 2019	Parent voice Questionnaires

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● Set up a Frequently Asked Questions section on the website for parents ● Share regular teaching and learning updates on website ● Link Twitter feeds to website ● Improve amount of information on policies/procedures/processes for parents ● Improve curriculum information for parents		Improved understanding of key school processes, policies and procedures by parents Improved links/ communication within the school community Improved links with parents.		Website pages/links Reports to Governors on website improvements Termly progress reports on PIAP

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Estyn Recommendation 6: Manage finances robustly to address the budget deficit

- **Ensure that school leaders monitor the budget effectively**
- **Ensure that there is an effective and robust deficit recovery plan in place to address the deficit budget**

PIAP on a page:
- review staffing structure;
- work closely with LA finance team to agree a deficit budget;
- align budget to revised school improvement plan/ ensure appropriate use of grants to raise standards;
- monitor school budget closely
- maintain buildings and learning environment;

Action	Staff	Outcomes/ Success Criteria	Training/ Resource Needs	Timescale	Evidence/ Monitoring
Review staffing structure:- 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	May 2019	New staffing structure Job descriptions Governing body minutes

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Work closely with LA finance team to agree a deficit budget:- School Bursar to link closely with Finance officer to plan deficit recovery plan and to monitor the school budget closely by:- ● regular contact ● ensuring accuracy of income and spending plans ● monitoring and reporting any changes/unexpected costs ● amending staffing costs as staff profile changes	CJ	Robust deficit recovery plan Regular reports to LA and Governing body	Meeting time Planning time	Ongoing	Budget deficit recovery plan Monthly out-turns Governing body minutes Staffing and curriculum plans
Align budget to revised school improvement plan/ ensure appropriate use of grants to raise standards:- ● Plan costings against school priorities ● Specify staffing costs/ training costs where appropriate on SIP/PIAP ● Include PDG/EIG plan within new PIAP	SE/CJ	Fully costed plan	Meeting time Planning time	April 2019	SIP/PIAP
Monitor school budget closely by:- ● Monthly tracking of spend ● Fortnightly budget meetings between Headteacher and Bursar ● Regular meetings with Finance sub committee	SE/CJ/ Governors	Improved and more regular scrutiny of spend and budget management	Meeting time	Ongoing	Outturns Line management meetings Governing body minutes
Maintain buildings and learning environment:- ● Prioritise spending to meet the needs of the school ● Work closely with LA officers to maintain and improve buildings and learning environment	SE/CJ/Go vernors	Improved learning environment Well maintained buildings Positive health and safety record/reports	Leadership time Meeting time	July 2019	Building development plan

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					Headteacher's termly report to Governors Health and safety records/reports
● Ensure regular updates/reports on premises/buildings are given to Governing body Premises committee and/or Full Governors					

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