

*School Single Improvement Plan
Schools Challenge Cymru*

2014-2015

Ysgol Uwchradd Caergybi

YSGOL UWCHRADD CAERGYBI 2014-2015

SINGLE SCHOOL DEVELOPMENT PLAN

JULY 2014

INTRODUCTION AND RATIONALE

Our improvement journey will continue successfully if we:

- Define clearly the vision and strategic direction of the school and our expectations that **all** pupils will reach or exceed their full potential
- Establish and maintain a culture and aspirational ethos where improving standards is the main priority of the school
- Develop the school's inclusive ethos and further improve the performance of disadvantaged, disengaged and FSM pupils, and that closing the gap between FSM and non-FSM pupils is seen as a fundamental step to improve standards
- Implement a consistent and sustained focus on improving pupils' literacy, numeracy and thinking skills
- Make sure that leaders at all levels and all staff, fully develop the skills for their responsibilities and are fully accountable for outcomes
- Make improving teaching, assessment and feedback to pupils the key processes to improve standards
- Deliver a curriculum that fully meets the needs of all pupils, including transition from primary school and a wide range of learning options at key stage 4 and post-16, together with partner institutions
- Provide governors with clear, understandable and honest analyses of how well the school is performing and encourage them to support and challenge the school to do better

We need to ensure that everyone who works in our school is aware that:

- our school has many strengths but also some important priorities for improvement
- our school has been selected as a 'Pathways to Success' school as part of the Schools Challenge Cymru strategy
- in return for significant investment in our school and our staff, the Welsh Government expects us to make improvements
- the Single School Development Plan outlines our aims, objectives and targets and the processes by which we will make improvements
- we need to have high expectations and work together consistently and focused to achieve high standards for all of our children and young people
- we will share our plan and progress, with the Governors, so they can support and challenge our progress

- we will share and discuss our plan, in an appropriate format, with our pupils so that they are aware of what we are doing for them and what we expect from them

Context:

Ysgol Uwchradd Caergybi is situated in one of the most deprived socio-economic areas in Wales. The school has a three year trend of 23% pupils receiving free school meals and nearly 40% of our catchment is situated in four Community First wards which are in the 20% of the most deprived areas in Wales. Although pupil performance has improved over the last 3 years, the school knows that there is potential for further improvement, and seeks to break the link between deprivation and low educational achievement and aspiration.

In 2012 Estyn judged the school's performance to be Unsatisfactory and its prospects for improvement as Adequate. The result was that the school was placed in a category of needing significant improvement. It was given 7 recommendations and given 12 months to demonstrate progress. In April 2013 Estyn re-visited the school and was judged to have made sufficient progress against the recommendations to be removed from a monitoring category. The school, however, remains in a category of close monitoring within the Local Authority.

During the last 5 years the school has increased in pupil numbers but has had to lose several members of staff due to financial constraints. The school carries a current deficit of £720,000. A recovery plan has been agreed with the Local Authority which will enable the school to pay back the deficit over the next five years.

As a consequence of financial constraints, our PTR has steadily increased from 16.5 in 2009 to 19.4 in 2013 and is considerably above the LA and Wales averages. Despite this increase, the school has improved standards significantly over this period. However, in order to raise standards further, our SSDP identifies the need to increase staffing capacity in the short term to allow for in-depth development and sustainable improvement work. The plan specifically adds capacity for staff development and improvement in the key areas of leadership and teaching and learning and is therefore sustainable since the increased capacity will no longer be required once this is achieved. It also allows the school to focus specifically on improving the performance of disadvantaged, disengaged and FSM pupils thus closing the gap. It aims to develop the school's inclusive ethos and to improve attendance, behaviour, aspirations and participation in learning including out-of-hours learning, and more effective parental and community engagement laying the foundations for sustainable long term development and improvement.

The school's capacity to improve the learning environment has also been limited in recent years. The need to manage a significant deficit has prevented capital investment in key areas. As a result, certain areas of the learning environment, particularly for the core subjects, require significant improvement because of long term neglect, to bring them up to par with the best. Refurbishment of the core subject classrooms will support the positive learning ethos which has begun to embed in the school through the improved standards achieved in all key stages. Our successful application for additional capital funding as part of the SCC project contains further detail.

The school has had an Acting Headteacher in post since September 2013 since the previous headteacher's retirement. His Assistant Head's post is currently being back-filled by an internal secondment to the post of Acting Assistant Headteacher. The Headteacher's post will be re-advertised in September for a permanent Headteacher to be in post in January 2015.

In 2013-14, the school gave significant priority and time to improving standards in Key Stage 4. Partnership work with London Challenge advisers for Maths and English and some visits to other schools in Wales brought very clear benefits. However, there has been some slippage in sustaining the improvement work that accounted for the school's success when Estyn removed the school from the SI category and the improved performance in 2013. The plan addresses this by focusing on developing leadership skills and ensuring a high level of accountability at all levels.

Performance

Key Stage 3

In 2013, at key stage 3 at L5+, the school's overall performance showed significant improvement, placing the school in the top 25% of schools in the CSI, English and Science, in the top 50% in Maths and in the bottom 50% in Welsh, when compared with similar schools in terms of free school meal entitlement. Performance in the CSI at L5+ exceeded modelled expectations in 2013. There was also an upward trend in the percentage of pupils achieving level 6+ for English, Welsh first language, mathematics and science. The school's performance in the non-core subjects showed clear improvement in almost all subjects. In 2014, performance in the CSI improved by a further 4%.

In 2014 both boys and girls improved their performance in most indicators but, overall, girls are improving at a much faster rate than boys. In 2013, the gap between FSM and NFSM pupils' performance in the CSI narrowed significantly to 7 percentage points and was smaller than the local authority, national and family averages. In 2014 it has increased to 23 percentage points. The performance gap between girls/boys and FSM/NFSM becomes wider at L6+ and L7 in English, Maths and Science.

Key Stage 4

In 2013, the school made very significant improvements in the Level 2 threshold (in top 50% of similar schools) and Level 1 threshold and the ACPS (both in the top 25% of similar schools). The ACPS was well above modelled expectations. Predictions for 2014 performance show these improvements should be maintained. The 2012 improvement in the percentage of pupils gaining the Level 2 threshold including English/Welsh and Maths was halted in 2013 and the school's performance fell to 37.5%, placing the school in the bottom 50% of similar schools in terms of free school meal entitlement for this indicator. Performance continued to be below modelled expectations. The estimate for 2014, based on tracking pupils' most likely final grades, is 41%.

In 2013, performance in English at Level 2 showed a 1% improvement on 2012 performance and the subject remained in the bottom 50% of schools. Performance in Maths at Level 2 saw an increase of 6% on 2012 and the subject moved into the top 50% of schools. Performance in Welsh at L2 fell from 67% to 5%. Performance in Science at L2 continued to demonstrate a significant upward trend with performance in the top 25% of similar schools in 2013

and the highest in the family and LA. There was, and there continues to be, variation in the performance of individual pupils across the core subjects. Estimates for 2014 performance at L2 in the core subjects are currently: English: between 51-59% (2013 was 52.3%); Maths: 54.3% (2013 was 53.9%); Welsh: 57.9% (2013 was 5%).

In 2013, boys performed better than girls in the L2+ threshold and in Maths L2 and just above in English L2. In the L2 threshold and the ACPS, girls performed better than boys. There is undue variation in the performance of boys and girls across subjects and key performance indicators.

In 2012, the gap between FSM and NFSM pupils was reduced, close to the family average and narrower than the local authority and national gap. Performance in 2013 shows that a very significant improvement in the performance of FSM pupils in the L2 threshold and ACPS but no improvement in the Level 2+ threshold.

Year 10 progress tracking of the 2014-2015 Year 11 Cohort shows a significant gap between teachers' assessment and the school's targets. There is currently a significant gap of 14% between the targets and teacher assessments for FSM/NFSM pupil performance at L2 in Maths. The gap between FSM and NFSM target in English is -2.1%. There is too much variation in the performance of FSM pupils in English and Maths. Unless this is corrected, the L2+ gap between FSM and NFSM in 2015 could be 24% and wider than expected.

Attendance

In 2013-2014, following significant improvement in 2012-2013 to 91.7% , there was a 0.3% drop in attendance and an increase of 1% in unauthorised absence. In recent years, boys' attendance has been better than girls' attendance. Since 2011 there has been a significant improvement in the attendance of FSM pupils but it needs to be narrowed further.

In 2013, the Welsh Government designated Ysgol Uwchradd Caergybi as a Band 2 school.

Our Priorities

Current status of the Single School Development Plan

This version of our SSDP outlines our priorities and the strategic actions planned and some operational detail. We will complete the plan in August and September when:

- we will complete our analysis and evaluation of performance for 2013-14 and set targets for the next two years
- each member of the Senior Leadership Team responsible for priorities will complete an operational plan showing precisely how we shall implement our planned work and dates will be synchronised into a whole school SSDP calendar for the plan's priorities
- we will finalise our plans and timetable for professional development related to our priorities
- middle leaders' will complete improvement plans aligned to the SSDP priorities

Further plans

Senior and middle leaders will produce specific and detailed improvement plans to:

- improve attendance
- Improve GCSE results in Mathematics.
- Improve GCSE results in English.
- Improve outcomes in the TL2+.
- Improve KS3 numeracy test results
- Improve KS3 literacy test results

Targets, expected outcomes and further work

In September 2014, we will present our proposed targets for performance and attendance, together with quantifiable success criteria for each of our priorities, to the SCC Adviser and Accelerated Improvement Board (AIB) for challenge and approval. We are aware that we also need to confirm the plans with our partner schools and further details will be added in collaboration with them.

Key features of the Single School Development Plan

Capacity for improvement

We need in the short term to increase:

- senior leadership capacity for line management and accountability, and skills for realigned priorities and responsibilities
- senior leadership capacity to lead on inclusion and pastoral support, thus allowing the capacity for all senior leaders to improve their leadership skills
- the capacity and skills of subject leaders, particular for English, Maths and Welsh, for improving their leadership skills and making sustainable improvements in their subjects
- the capacity and skills of pastoral leaders for their enhanced responsibilities for standards and wellbeing
- the capacity of all middle leaders for leadership of quality assurance and planning for improvement
- the capacity to put into place joint working with primary schools to improve provision and standards from an early age
- high quality staff development, at all levels, in line with our five priorities

By specifically using the increased capacity in the short term for staff development, and especially in relation to their leadership skills, it will lead to sustainable long term development and improvement and the increased capacity will no longer be required once this has been achieved.

In addition to the posts that SCC have already approved, the SSDP proposes and seeks funding for the appointment of:

- an Attendance Support Worker to manage the school's attendance data (Priority 4)
- a Cluster Progress Manager (0.5 secondment of a senior primary teacher) (Priority 5)

Working with 'Leading' Schools and practitioners

In 2012-2013, the school benefitted from work with other schools in respect of data and tracking systems, line management and quality assurance work. This practice contributed to the significant improvement in standards in 2013 because it enabled staff to see and adopt good practice from others schools. Although this principle was difficult to sustain in practice in 2013-2014, the school has worked with other schools to look at SISRA (with the headteacher of Ysgol Emrys ap Iwan) and to look at good practice in literacy across the curriculum and marking and self and peer assessment (with Ysgol Dyffryn Conwy) . A very beneficial partnership has already started with Ysgol Bryn Elian for support and development work with their English department.

YUC plans to establish formal partnerships with the following schools with 'leading' schools and to seek their help to accelerate its improvement programme:

- **Ysgol y Moelwyn:** leadership skills including self-evaluation and planning for improvement; ethos and curriculum, including extra-curricular learning; performance and wellbeing of disadvantaged pupils, including FSM pupils, whole school attendance and behaviour
- **Ysgol Bryn Elian:** English and literacy
- **School [to be confirmed]:** Mathematics and numeracy
- **Ynys Môn Schools:** as part of the school to school developments on the island

Implementing our Single School Development Plan

- Everyone has a responsibility for implementing the plan and achieving our targets according to their roles and responsibilities.
- The Acting Headteacher/Headteacher has the overall responsibility for making the planned improvements and is accountable to the Accelerated Improvement Board.
- Members of the Senior Leadership Team each have responsibility for a specific priority. They will each be accountable to the Acting Headteacher/Headteacher for their priorities and will provide reports to the Accelerated Improvement Board on the implementation of improvement strategies and the rate of progress being made.

- Senior line managers will monitor, support and challenge subject and pastoral leaders for the progress they are making through line management meetings.
- All middle leaders will work with their teams to implement the improvement strategies and make progress in achieving targets and goals.
- Performance Management targets for all staff will include specific targets related to achieving the SSDP targets.

Priorities Overall responsibility for implementing strategies, achieving improvement and reaching targets	Lead AW
1. IMPROVE STANDARDS IN PERFORMANCE To raise standards in L2+, CSI, English, Welsh and Mathematics and improve the standards of pupils' literacy and numeracy skills, with a specific focus on narrowing the gap in performance between FSM/non FSM pupils and between boys and girls throughout the school and accelerating the performance of MAT pupils	NWR
2. STRENGTHEN LEADERSHIP To increase capacity for leadership and develop leadership skills at all levels.	PN
3. IMPROVE THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT To improve the quality and consistency of teaching, learning and assessment, including the teaching of literacy and numeracy skills, with a specific focus on improving feedback to pupils including self and peer assessment	MS
4. FURTHER DEVELOP AND IMPROVE THE SCHOOL'S INCLUSIVE ETHOS AND EQUALITY OF OPPORTUNITY FOR ALL PUPILS <i>To improve attendance, behaviour, aspirations and participation in learning, including out-of-hours learning, and more effective parental and community engagement with a specific focus on disadvantaged, disengaged and FSM pupils</i>	SD
5. IMPROVE CROSS PHASE CONTINUITY AND PROGRESSION To improve pupil progression and standards through collaborative working with the family of primary schools on standards, teaching, learning, assessment and numeracy and literacy initiatives.	NWR with Cross phase coordinator

PRIORITY 1: IMPROVE STANDARDS IN PERFORMANCE

To raise standards in L2+, CSI, English, Welsh and Mathematics and improve the standards of pupils' literacy and numeracy skills, with a specific focus on narrowing the gap in performance between FSM/non FSM pupils and between boys and girls throughout the school and accelerating the performance of MAT pupils

- A. Continue to raise standards and improve performance in particular L2+, CSI, English, Maths and Welsh
- B. Increase capacity within the English and Maths departments specifically to support and monitor the progress made by FSM pupils and to provide capacity for improvement initiatives
- C. Work with target groups of pupils including FSM pupils to support them in reaching or exceeding their potential
- D. Improve standards in the national Reading and Numeracy tests and improve standards of extended writing including accuracy
- E. Improve the use of data to track and accelerate progression through levels of progress using SISRA
- F. Provide guidance and support to staff who will be affected by changes in the National Curriculum 2015
- G. Plan and refine the school curriculum based on the current staffing model to provide an effective platform for the teaching of the new National Curriculum

PRIORITY 2: STRENGTHEN LEADERSHIP

To increase capacity for leadership and develop leadership skills at all levels.

- A. Rationalise, clarify and distribute evenly the leadership responsibilities of the Senior Leadership Team
- B. Internally appoint an Assistant Head for a two years secondment from September to lead and implement a whole school programme to support disadvantaged pupils including FSM and non-FSM
- C. Strengthen further the skills and accountability of all subject leaders for the quality assurance of the work of their departments with a specific focus on improving standards, progress and creating advantage for all FSM and disadvantaged pupils
- D. Develop the role of Heads of Year and tutors as progress managers to ensure that all pupils are fully supported in an inclusive environment
- E. Formalise partnerships for Core Subject Leaders to work with 'Leading' schools in the core subjects

PRIORITY 3: IMPROVE THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

To improve the quality and consistency of teaching, learning and assessment, including the teaching of literacy and numeracy skills, with a specific focus on improving feedback to pupils including self and peer assessment

- A. Further strengthen the teaching of literacy and numeracy across the curriculum to further develop pupils' skills at all ages and ability levels
- B. Develop a collaborative model of peer observations and coaching to ensure that the quality of teaching and learning mirrors the best practice in the school and that all lessons provide an appropriate level of challenge to meet the needs of pupils of all abilities
- C. Further improve the frequency and quality of feedback to pupil of classwork and homework across the school and ensure that homework completion is monitored effectively by middle leaders
- D. Improve the quality of the learning environment in core subject classrooms and ensure that these classrooms are appropriately equipped for effective teaching and learning.

PRIORITY 4: FURTHER DEVELOP AND IMPROVE THE SCHOOL'S INCLUSIVE ETHOS AND EQUALITY OF OPPORTUNITY FOR ALL PUPILS

To improve attendance, behaviour, aspirations and participation in learning, including out-of-hours learning, and more effective parental and community engagement with a specific focus on disadvantaged, disengaged and FSM pupils

- A. Identify and implement strategies to narrow the FSM (plus 10%)/non FSM gap
- B. Strengthen intervention strategies to improve whole school attendance in order to move to the top quartile and to engage poor attenders
- C. Ensure that the recently adopted Revised Behaviour Strategy is applied consistently by all staff across the school and exclusions decrease
- D. Provide a rich range of after school activities, clubs, master classes and learning activities
- E. Improve the way we communicate and engage with parents and families and the community to harness their support for their children's learning
- F. Ensure that pupils learn in a stimulating and appropriate learning environment that reflects the high standards the school wants from pupils

PRIORITY 5: IMPROVE CROSS PHASE CONTINUITY AND PROGRESSION

To improve pupil progression and standards through collaborative working with the family of primary schools on standards, teaching, learning, assessment and numeracy and literacy initiatives.

- A. Formalise the means of working together more closely on curriculum, learning and assessment in order to improve transition for pupils.
- B. Work together to help all pupils to achieve better standards in core subjects and in Welsh as a second language
- C. Work jointly on the National Literacy and Numeracy programme and on developing extended and accurate writing and reasoning skills
- D. Raise standards by making better use of information about pupils' achievements and learning needs when they transfer to secondary school, particularly for pupils on intervention programmes and for more able pupils, and work together to overcome disadvantage
- E. Provide a primary school base and learning observation centre (Capital Funding)
- F. Appoint a Cluster Progress Manager

Context and need

Although there has been a significant trend of improvement in most indicators at KS3 up to 2014 and in the L2 and L1 thresholds and ACPS at KS4 up to 2013:

- Performance in English and maths at KS4, although improving, requires further significant and sustainable improvement
- There is undue variation in boys' and girls' performance. Performance of boys at KS3 is below girls' performance, particularly in English. At KS4, in 2013, boys performed better than girls in English, the L2+ threshold and CSI but below in the L2 threshold.
- There is a mismatch between targets and progress in Year 10 (2015 GCSE cohort) particularly across English and Maths FSM/non FSM performance
- Performance of FSM pupils is improving overall but still significantly below NFSM pupil performance
- A high percentage of pupils transfer with RA well below FRA
- Percentage of pupils achieving 5+ GCSE grades A*-A is below national average and below expectations
- Performance in the national Reading and Numeracy Tests in the 2013 shows variation and a poor quartile profile overall, particularly for FSM pupils.
- SEN School Action pupils have not performed as well as other pupils

Action to be taken	When	By whom
Complete a full analysis and evaluation of school performance for KS3 and KS4	July/August 2014	AW and NWR
Head and SCC Adviser to set performance targets	September 2014	AW and AJ
All middle leaders to complete their evaluation of performance and progress in 2013-14 All subject leaders to complete improvement plans for 2014-15 aligned to SSDP priorities and targets All subject leaders to set improvement targets for their subject including improving FSM performance, narrowing the gender gap and improving the performance of MAT pupils to achieve whole school target	September 2014	NWR and Middle leaders
Ensure English and Mathematics Departments produce detailed and robust improvement plans in a bid to raise standards and improve GCSE results and that they are successfully implemented [see individual Departmental Improvement Plans for details]. EN and MA improvement plans include action to embed successfully implemented 'London Challenge' initiatives	September 2014	NWR and Head of English and Maths
Target groups in English and Maths established for pupils on C/D borderline, MAT pupils and FSM pupils (See also 1c below) Assistant Head (priority 5) to lead on mentoring C/D borderline pupils whose attendance and progress demonstrates slippage Heads of EN and MA to manage the programme	September 2014	NWR and Head of English and Maths SD
Calendar revision programmes for exam preparation including revision skills and techniques learned from London challenge work. Share with pupils and parents well in advance	November February	NWR

[See individual Departmental Improvement Plans for further details]		
Literacy co-ordinator to work with target groups to improve their literacy levels according to previous test results	Daily from September	NWR with SJ
ROCSI (Raising of the Core Subject Indicator Group) to meet as in 2013-14	September and monthly	AW and NWR Heads of EN, MA and SC
SLT Line managers 'Support and Challenge' Meetings with Heads of Maths, English and Welsh to monitor, support and challenge progress in implementing their improvement plans	September and fortnightly	SLT line managers with Head of MA, EN and WE
SLT Line managers 'Support and Challenge' Meetings with Heads of non-core subjects and Science to monitor, support and challenge progress in implementing their improvement plans	September and monthly	SLT line managers with Head of non-core subjects
SLT line manager for pastoral leaders to meet Heads of Year to monitor, support and challenge progress in implementing plans and Priority 5	Weekly and training time	SLT line Manager Heads of Year

Monitored by:

Date:

Progress against action - 29/09/14

- Analysis and evaluation of school performance for KS3 undertaken following the release of AWCDS.
- Initial analysis of school performance for KS4 undertaken but more detailed analysis to be completed following publication of AWCDS on Oct 10th, 2014.
- Some target setting has been undertaken using FfT D and aspirational targets but further refinement required following guidance from AJ on Friday, Sept 26th. Revised realistic targets relating to 'Most Likely Final Grade' to be sent to AJ on October 3rd by AW
- Nearly all middle leaders have completed their evaluation of performance and progress in 2013-14
- Further work required by some subject leaders to complete improvement plans and align to SSDP priorities and targets
- Further work required by most subject leaders to set improvement targets for their subject including improving FSM performance, narrowing the gender gap and improving the performance of MAT pupils to achieve whole school target. To be completed by Oct 3rd
- English/Maths target group identified and established for pupils on C/D borderline
- English/Maths MAT pupils and FSM pupils have also been identified
- Assistant Head has identified C/D borderline pupils whose attendance and progress demonstrated slippage at end of Yr10. Pupils to be tracked weekly and intervention plans to be implemented following the appointment of a new EWO on Oct 2nd
- Heads of EN and MA using additional time to manage the programme
- Maths calendar of revision programmes for exam preparation including revision skills and techniques has been produced and shared with pupils.
- Head of English and Maths are hosting and additional Parents Evening for Yr11 groups to be held on Oct 14th (subject to rescheduling due to GMB union action)

- Accelerate Literacy Co-ordinator has started working with target groups to improve their literacy levels according to previous test results. Dyfal Donc sessions with 4 Yr8 boys have started. ALC supporting 17 pupils in Yr9 Welsh 1st Language group - nine pupils receiving intensive intervention to move from below 85 to above 85
- ALC working with approximately 50 pupils in Yr8 and about 55 pupils in Yr9. About twenty pupils receiving support with written accuracy
- ROCSI (Raising of the Core Subject Indicator Group) currently meeting weekly until robust plans and targets are secure, then will revert to bi-monthly meetings from October
- 'Support and Challenge' Meetings with Heads of Maths, English and Welsh to start in October to monitor, support and challenge progress in implementing their improvement plans to secure progress and pre-empt any slippage
- SLT line manager for pastoral leaders is meeting weekly with all Heads of Year to monitor, support and challenge progress in implementing plans and Priority 5 to pre-empt slippage. However, the school has been without and EWO since the start of term and it appears that interviews will be held on Oct 2nd. On Sept 24th the LA stated that a temp EWO would be working with the school

B. Increase capacity within the English and Maths departments specifically to support and monitor the progress made by FSM pupils and to provide capacity for improvement initiatives

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Additional English and Maths staffing to reduce class size in EN, MA, SC and WE to provide focused attention to FSM pupils.	From September 2014	AW	Improved progress and standards by FSM pupils in all years [see set targets]	Progress tracking data	MA £12,418 EN £15,168 WE £12,418 SC £13,893	PDG

See Priority 2 and Priority 3 for the means of increasing leadership and staffing capacity for this task in English and Maths and for training and professional development

TRACKING: MONITORING AND EVALUATION

<p>Monitored by: Date:</p> <p>Progress against action - 29/09/14</p> <ul style="list-style-type: none"> • Additional English and Maths staff appointed to reduce class size in EN, MA, SC and WE to provide focused attention to FSM pupils 	<p>Evaluation of impact</p>
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C. Work with target groups of pupils including FSM pupils to support them in reaching or exceeding their potential (see also Priority 4)

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding
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						source
Accelerated Literacy Co-ordinator to support literacy group sessions in Years 7-9 with underachieving and FSM pupils with lower than Chronological Age reading skills and poor writing skills.	Continuous programme Sept 2014 July 2015	NWR and SD	Measurable progress by individual pupils on individual programmes in line with targets to reach at least chronological age in reading. Improved school and pupil standardized scores and improved quartile performance in NRN Tests	Performance data and pupil tracking	£24,260 As identified in Priority 1A	SEG
See also EN/MA and SC support for FSM pupils as in Priority 2					-	-
Provide a teacher to work with target groups of pupils including FSM pupils and school refusers to support them in reaching or exceeding their potential (Access Centre) and improve historically poor attendance	Sept 2014- August 2015	NWR	All pupils integrate back into main stream education/classes and a normal timetable. Pupils achieving their full potential and targets	Performance data and pupil tracking	£20,330	SEG
Strategically deploy the newly appointed Family Engagement Worker to support specific pupils (See also Priority 4) WG Targets for cluster: 170 pupils supported (153 FSM)	August 2014 – March 2015	NWR and Asst Head (FSM)	Improved attendance, participation and performance of supported pupils.	Performance data and pupil tracking	Match funded Community First & PDG £30,000	PDG with Ynys Mon matched funding
Further refine existing mentoring programme to ensure that all FSM pupils have priority access to a mentor	Sept 2014	Asst Head (FSM)	Identified needs met Improved FSM performance [see targets]	Performance data and pupil tracking	-	-
Use a Learning Coach for Key Stage 5 to support pupils who have decided to stay on in the sixth form but require additional Literacy and Numeracy skills support to aid success.	Sept 2014	ER	Measurable progress made by FSM pupils in the sixth form.	A Level modular results A Level examination results.	HH £19,670	PDG
Use a Learning Coach for Key Stage 4 to support pupils with coaching and mentoring and engaging with parents to reduce the possibility of slippage in attainment and progress.	Sept 2014	CO	Measurable progress made by FSM pupils.	Modular results GCSE examination results.	SD/CO £22,470	PDG
TRACKING: MONITORING AND EVALUATION						

Monitored by: Date: Progress against action - 29/09/14 <ul style="list-style-type: none"> • Support for target pupils has been implemented • EN & MA have identified target groups for intervention and support has been timetabled • FEW employed and working with target pupils and families 	Evaluation of impact
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D. Improve standards in the national Reading and Numeracy tests and improve standards of extended writing including accuracy

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
<p>Analyse the 2014 National Numeracy and Reading test results for Year 7, 8 and 9 with question and skill level analysis. Identify pupils in need of immediate intervention work.</p> <p>Provide professional development for all staff in teaching reading, numeracy and extended writing skills. (For further detail see Priority 3 and Priority 5).</p> <p>School will produce a detailed improvement plan with strategies to improve performance in national reading and numeracy tests.</p>	<p>August/September 2014</p> <p>INSET OCTOBER 15TH</p>	<p>NWR with and Literacy and Numeracy co-ordinators</p> <p>MS</p>	<p>Register of individual pupils and planned work to improve reading, numeracy and writing skills in line with individual needs.</p> <p>Lesson observations and work scrutiny show that teachers are developing these skills according to pupils' needs.</p> <p>The standard of pupils' literacy and numeracy skills shown in their work has improved significantly.</p> <p>Improvement in national reading and numeracy tests in 2014-15 in line with targets set in early September.</p>	<p>Improvement plan and evaluation of impact</p> <p>Tracking of progress in developing these skills</p> <p>Lesson observations and book scrutiny show improved reading and numeracy skills and improved length and accuracy of writing</p>	<p>£600 (potential use of external expertise)</p>	<p>School Funds</p>

TRACKING: MONITORING AND EVALUATION

Monitored by: Date: Progress against action - 29/09/14 <ul style="list-style-type: none"> • NRT analysis undertaken and immediate intervention work has been implemented including support for 21 Welsh 1st Language pupils • October 15th INSET Day for all island staff through CAMU group. Final programme to be completed on Oct 8th and shared with Island Heads on Oct 10th. Professional development for all staff in teaching reading, numeracy and extended writing skills including developing 	Evaluation of impact
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<p>staffs' skills in Welsh language</p> <ul style="list-style-type: none"> • Draft detailed improvement plan in progress with strategies to improve performance in national reading and numeracy tests - plan includes support for pupils and parents through FEW, 6th Form Literacy and Numeracy Leaders identified and will undertake training and accreditation sought from Sports Leaders' Programme, Children's Poet Laureate for Wales coming in to school on Oct 6th to discuss intervention strategies to engage boys effectively with language, Book Fair in Open Evening held on Sept 25th • Information re NLT and NNT available from AWCDS but very sketchy at the moment - this was raised with CfBT NSP link on Sept 19th • Awaiting report following meeting with NSP Link 	
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E. Improve the use of data to track and accelerate progression through levels of progress, particularly at KS3, using SISRA

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Purchase SISRA to produce data that can be used to track pupil progress from KS2 to KS4 Embed the use of SISRA as normal practice by SLT and Middle Leaders with training in Autumn Term for all staff Use SISRA to set targets for each pupil's expected progress Refine the progress monitoring calendar with clearly defined tracking points	August 2014 Autumn Term 2014 Sept/Oct 2014 August/Sept 2014	AW AW and NWR AW and NWR NWR	Pupils to make three levels of progress between KS2 and KS4	Pupil progress tracking	£2,000	SEG
Train the School data manager, SLT and Middle leaders and all staff in SISRA	Sep/Oct 2014	AW and SISRA	All staff understand and use SISRA accurately to ensure pupils reach their SISRA targets Pupil progress tracking and underperforming pupils identified and supported to catch up	Accurate and reliable use of data and improved performance	Online & Internal training	-
Year 10 targets to be identified and tracking points put into school calendar.	July 2014	NWR	Quick and effective use is made of tracking information to address pupil underperformance	Target document	-	-

Revise the target setting and tracking process in line with SISRA analysis and provide clear clarification to all staff of the changes.	Sept 2014	NWR	Updated document for all staff on the school's target setting and tracking progress Consistent practice in target setting and reliable and accurate progress tracking throughout the school	Reliable and accurate pupil progress tracking	-	-
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TRACKING : MONITORING AND EVALUATION

<p>Monitored by: Date:</p> <p>Progress against action - 29/09/14</p> <ul style="list-style-type: none"> SISRA has been purchased but not currently operational. Training session was to be held on Spet 24th but trainer fell ill and was unable to attend. New date scheduled for October Year 10 targets identified using FFtD data initially - these to be revised following first assessment point and implementation of SISRA 	<p>Evaluation of impact</p>
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F. Provide guidance and support to staff who will be affected by changes in the National Curriculum 2015

G. Plan and refine the school curriculum based on the current staffing model to provide an effective platform for the teaching of the new National Curriculum

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Provide time and support for quality planning for New National Curriculum requirements	Autumn term	PN	Key members of staff to attend training and conferences to receive WG information. All staff have an understanding of the proposed new indicators at KS4 The school reviews its current curriculum and its fitness for purpose, amending according to its findings	Appropriate curriculum and timetable	£2500	SEG
Provide support and training for staff in PISA style questioning for proposed changes at GCSE and implement now in Key Stage 3 Agree on number and quality of expected units of work, key tasks and resources to be amended/written to include	November 3rd	MS	PISA approaches are used by staff. Units of work, key tasks and resources are amended/written to include PISA style tasks High quality units of work, key tasks and resources to be amended/written to include	Lesson Observations and book scrutiny Units of work, key tasks and resources	£2500	SEG

PISA style tasks to be produced			PISA style tasks are produced [exactly what is expected needs to be specified here once agreed with departments].			
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TRACKING : MONITORING AND EVALUATION

<p>Monitored by:</p> <p>Date:</p> <p>Progress against action - 29/09/14</p>	<p>Evaluation of impact</p>
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PRIORITY 2: STRENGTHEN LEADERSHIP

To increase capacity for leadership and develop leadership skills at all levels.

- A. Rationalise, clarify and distribute evenly the leadership responsibilities of the Senior Leadership Team
- B. Internally appoint an Assistant Head for a two years secondment from September to lead and implement a whole school programme to support disadvantaged pupils including FSM and non-FSM
- C. Strengthen further the skills and accountability of all subject leaders for the quality assurance of the work of their departments with a specific focus on improving standards, progress and creating advantage for all FSM and disadvantaged pupils
- D. Develop the role of Heads of Year and tutors as progress managers to ensure that all pupils are fully supported in an inclusive environment
- E. Formalise partnerships for Core Subject Leaders to work with 'Leading' schools in the core subjects

Context and need

In 2013-4, following a prolonged period of absence on health grounds and the retirement of the Headteacher, an assistant headteacher became Acting Headteacher, and a successful middle leader was internally seconded to the vacant post of acting Assistant Headteacher.

The school had a high quality SIP for 2013-14 but did not make as much progress in meeting its priorities as it had in 2012-13. There was slippage in consolidating the good leadership practices and systems that had been put into place in the previous year, partly because of changes to designated areas of SLT responsibility and an uneven workload across SLT as a whole. In particular, it has proved difficult to sustain the previous significant gains in use and analysis of data, line management, improving attendance and in securing capacity to move forward with work to break the link between deprivation and attainment.

In 2013, Estyn removed the school from the category of INSI judging that senior leadership was sound and that there had been significant improvement in the quality of middle leadership and accountability, However, there are still a minority of middle leaders who do not focus sufficiently on pupil outcomes and progress in lessons.

There is a lack of capacity of English and Maths departments to make sustainable improvements.

Why is this a priority?

At senior leadership level, we need to restore stability and capacity with an even distribution of senior leadership responsibilities for school priorities and designated leadership of the deprivation and ethos agenda. We need to provide support and training in new SLT areas of responsibility

Line management structures and systems need to be consistently in place to enable the school's SSDP priorities to be effectively driven forward through SLT line management of subject and, in particular, pastoral leaders, and their teams. Middle leaders need to work consistently on meeting the priorities of the SSDP.

The school needs to provide further training, coaching and support to develop middle leaders, so that they have the skills and accept responsibility for leading work to improve standards and the quality of provision in their areas without dependence on the SLT.

In particular, senior and middle leaders need to work together to ensure that pupils from disadvantaged backgrounds realise their potential.

English and Maths departments need more internal capacity to make improvements and access to expertise and excellent practice in these subjects in other schools.

What impact will this have on school standards?

Highly effective leadership and the further development of leadership skills will impact on standards across the school.

The sustainable development of leadership behaviours at all levels of leadership will ensure capacity building within the staff.

Standards will be impacted upon positively by an increased use of QA data to inform areas for improvement, particularly with an increased focus on underperforming and disadvantaged pupils and an enhanced responsibility of pastoral leaders for standards.

Consistent and rigorous systems for tracking, monitoring and evaluation should ensure earlier, more targeted and more effective provision to address the causes of pupil underperformance.

- A. Rationalise, clarify and distribute evenly the leadership responsibilities of the Senior Leadership Team**

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Advertisement and interviews to appoint a Headteacher 29/09/14 - AW appointed on Sept 23rd, 2014	July/September 2014	Governing Body	Permanent Headteacher appointed for January 2015	-		School budget
Clarify the specific leadership roles and responsibilities of the senior leadership team for the priorities of the SSIP and routine school functions, including designated leadership of the deprivation and ethos agenda 29/09/14 - AW provided with SLT Roles and Responsibilities, for further discussion with AJ on Sept 30th	July – September 2014	AW	Clear statement of the specific leadership roles and responsibilities of the senior leadership team	Clear statement of respective SLT roles and responsibilities understood by all staff.		
Rationalise and distribute responsibilities evenly and clarify lines and systems for the accountability of all senior leaders to the Acting Headteacher /Headteacher and Accelerated Improvement Board. 29/09/14 - discussion held at SLT meetings	July – September 2014	AW	Clear accountability for, and progress in, SSDP priorities	Progress reports to AW, SCC adviser and AIB		
Ensure capacity for increased challenge, support and accountability of Middle Leaders and closer monitoring of departmental progress.	September 2014	PN	Increased challenge, support and accountability for Middle Leaders	Notes, follow up and outcomes of Support and Challenge meetings	Covered by increase capacity Maths& Eng	SCC
Provide SLT with time to develop their leadership skills and enable them to work more collaboratively across subjects and schools. Provide SLT members with training and guidance to develop their own leadership skills	2014-15	PN	School to school support and working in partnership becomes an integral part of development and improvement Sustainable development and improvement in leadership skills of senior leaders	SLT CPD needs met	TBC	GwE SCC Capacity Funding
TRACKING : MONITORING AND EVALUATION						
Monitored by: Date: Progress against action - 29/09/14			Evaluation of impact			

B. Internally appoint an Assistant Head for a two years secondment from September to lead and implement a whole school programme to support disadvantaged pupils including FSM and non-FSM						
Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
<p>Appoint internally an Assistant Headteacher on a two year secondment to take responsibility for: Improving the provision for, and performance and wellbeing of disadvantaged pupils, including FSM pupils, Whole school attendance and behaviour and ethos. This post holder will take responsibility for Priority 4 of the SSDP.</p> <p>Ensure that the short term increased capacity provides SLT with time to develop their leadership skills [see Point A above].</p> <p>29/09/14 - SD appointed to role and started in post on Sept 1st, 2014</p>	w.e.f. September 2014	AW and Governors	<p>Improved provision and performance of disadvantaged pupils, including FSM pupils</p> <p>Improved attendance</p> <p>Reduction in exclusions</p> <p>Sustainable development and improvement in leadership skills of senior leaders</p>	Increased challenge, support and accountability for subject and pastoral leaders	<p>Current Salary TLR2 (MID) £49,920</p> <p>Ass Head pt 12: Year 1</p> <p>Ass Head pt 13: Year 2: 1Yr = £12,408</p> <p>2yr=£12,408</p> <p>Max cost 2 yrs = £24,816</p>	<p>SCC revenue</p> <p>First year approved (July 2014)</p>
<p>Employ a teacher to backfill the temporary vacancy caused by the secondment and to provide additional capacity for cover for improvement initiatives and staff development.</p> <p>29/09/14 - KW (NQT) appointed to role and started in post on Sept 1st, 2014</p>					<p>As top of scale would remain constant over the period of the grant (excluding rise in inflation)</p> <p>£45,629</p> <p>1yr=£45,629</p> <p>2yr=£45,629</p> <p>Max cost 2yrs = £91,258</p>	<p>SCC First year approved (July 2014)</p>
TRACKING : MONITORING AND EVALUATION						

Monitored by: Date: Progress against action - 29/09/14	Evaluation of impact
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C. Strengthen further the skills and accountability of all subject leaders for the quality assurance of the work of their departments with a specific focus on improving standards, progress and creating advantage for all FSM and disadvantaged pupils

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
All Middle Leaders to receive a 'Roles and Responsibilities Handbook' which clearly identifies their contribution to school improvement in line with school priorities, deadlines and headteacher's expectations.	October 2014	PN	Clarity amongst middle leaders of expectations and responsibilities Consistently high quality middle leadership Increased level of accountability Improved system of evaluating progress at key points in the school calendar.	'Roles and Responsibilities Handbook'	£200	School Fund
Increase capacity for middle leader and staff development by appointing and additional English specialist to: <ul style="list-style-type: none"> provide cover time for Head/2nd in EN to be trained and skilled to lead the departments strategically provide cover time for Head/2nd in EN to be trained and skilled to lead the teaching and learning and further develop the teaching staff and improve their classroom performance provide cover time for Head/2nd in EN to enable enhanced work on lesson observations and feedback, book scrutiny and pupil focus groups enable closer monitoring of departmental progress and accountability of Head of Department through regular challenge and support sessions provide cover for EN teacher time to work on improvement initiatives provide cover for other Middle Leaders to be developed provide additional teaching capacity in English by 	From September 2014	AW	Improved leadership and implementation of improvement priorities. Sustainable development and improvement in leadership skills of middle leaders School to school support and working in partnership becomes an integral part of development and improvement. Increased challenge, support and accountability and closer monitoring of departmental progress. Improved evaluation and planning for improvement. Sharing of good practice in relation to teaching and learning and leadership skills. Pupils will be better supported and targeted	Improved provision and standards as evidenced through SLT monitoring and evaluation of impact of these activities EN Improvement Plans and monitoring impact Pupil progress tracking Work scrutiny Lesson observations	Top scale 1yr=£45,629 2yr=£45,629 Max cost 2yrs = £91,258	SCC (First Year approved July 2014)

<p>provide cover for additional leadership time for Head/2nd of EN for improvement work including working with 'Lead' Partner school</p> <ul style="list-style-type: none"> provide extra targeted support to improve performance in examinations and controlled assessments target improvement in the performance of extended writing and accuracy compared to previous KS performance and cohorts focus on narrowing of the gap between achievement of FSM v Non-FSM pupils including their Literacy and Numeracy skills 			<p>leading to improved performance in examinations and controlled assessments.</p> <p>Improvement in the quality of pupils extended writing.</p> <p>Improved progress and standards by FSM pupils.</p>			
<p>Increase teaching capacity in Maths/Science by appointing an additional subject specialist to :</p> <ul style="list-style-type: none"> provide additional leadership time for the Head/2nd in MA to lead improvements in the classroom teaching of MA and other improvement initiatives, including working with 'Lead' Partner school provide cover time for Head/2nd in MA to be trained and skilled to lead the departments strategically provide cover time for Head/2nd in MA to enable enhanced work on lesson observations and feedback, book scrutiny and pupil focus groups enable closer monitoring of departmental progress and accountability of Head of Department through regular challenge and support sessions provide cover for MA teacher time to work on improvement initiatives provide cover for other Middle Leaders to be developed provide additional capacity for work with target groups of pupils in MA in areas of need, including exam preparation to support FSM pupils in MA and SC (the largest gap between FSM and NFSM is in SC at the highest levels) 	<p>From September 2014</p>	<p>AW</p>	<p>Improved leadership and implementation of improvement priorities</p> <p>Sustainable development and improvement in leadership skills of middle leaders</p> <p>School to school support and working in partnership becomes an integral part of development and improvement.</p> <p>Increased challenge, support and accountability and closer monitoring of departmental progress.</p> <p>Improved evaluation and planning for improvement.</p> <p>Sharing of good practice in relation to teaching and learning and leadership skills.</p> <p>Pupils will be better supported and targeted leading to improved performance in examinations.</p> <p>Improved progress and standards by FSM pupils.</p>	<p>MA/SC Improvement Plans and monitoring impact</p> <p>Pupil progress tracking</p> <p>Work scrutiny</p> <p>Lesson observations</p>	<p>Top scale 1yr=£45,629 2yr=£45,629 Max cost 2yrs = £91,258</p>	<p>SCC (approved July 2014)</p>

Provide a programme of further training for middle leaders to develop leadership skills for: <ul style="list-style-type: none"> • use of data and tracking progress using SISRA • rigorous self- evaluation and precise improvement plans that are directly linked to whole school priorities • improving teaching, learning and assessment • strategies to support the learning of FSM and disadvantaged pupils • quality assurance • tackling staff underperformance 	2014 – 15	PN /AW and external trainer	Consistently high quality and effective middle leadership resulting in improved standards and provision in line with SSDP priorities Sustainable development and improvement of middle leaders.	Outcomes and progress towards targets Monitoring through Support and Challenge meetings with senior line managers.	Trainer costs £2000	SEG
Performance Management Targets to include a 'Leadership' target for middle leaders, and targets related to SSDP targets for all staff	2014-15	MS	Performance Management targets met Sustainable development and improvement of middle leaders	PM records	-	-
Put school-to-school support arrangements in place and establish partnership with Ysgol y Moelwyn to develop leadership skills and self-evaluation and planning for improvement Finer details of actions to be taken need to be added once agreed with partner schools in early Autumn Term.	September 2014	AW	Good practice in partner schools adopted by YUC [Further expected outcomes need to be added once agreed with partner school in early Autumn Term]	Self-evaluations and improvement plans Observation and monitoring of subjects and pastoral leaders	-	-
TRACKING : MONITORING AND EVALUATION						
Monitored by: Date: Progress against action - 29/09/14 <ul style="list-style-type: none"> • Performance Management documents prepared and staffing finalised. • Exemplar Objectives shared based on SSDP. 			Evaluation of impact			
D. Develop the role of Heads of Year and tutors as progress managers to ensure that all pupils are fully supported in an inclusive environment						
Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source

Define clearly the expectations of Heads of Year and form tutors for the work expected of them in line with the priorities of the SSDP.	September 2014	SD	Pastoral leaders have an enhanced role and their work focuses on SSDP priorities as defined and developed by SD	From planned observation and monitoring of the work of pastoral leaders	-	-
Develop the responsibility of Heads of Year for pupils' progress and standards as a key aspect of their role through monitoring pupils' progress across the curriculum and their involvement in intervention strategies. Provide training to develop these skills Provide a programme of further training for Heads of year and form tutors in: <ul style="list-style-type: none"> • use of data and tracking progress using SISRA • strategies to support the learning of FSM and disadvantaged pupils Develop a structured tutor mentoring system for all form tutors and provide training for Heads of Year and form tutors in mentoring techniques.	Jan 2015 March 2015	SD	Training programme for pastoral leaders Improved progress and standards Sustainable development and improvement of Heads of Year.	QA and pupil progress tracking	£2000	SEG
Develop an electronic based mapping profile of pupil progress to include 'key point interventions' and identified barriers to learning' which extend beyond level/grade predictions, to provide a holistic approach to pastoral support, informing teachers and other agencies of the support needs of all identified pupils.	Autumn Term	SD	Clearly identified need of individual pupils are met	Better targeted provision and accelerated progress as a result	-	-
Provide support, challenge and coaching for Heads of Year through line management meetings with their senior line manager.	From September 2014	SD	Consistency in quality of leadership by Heads of Year. Improved challenge, support and accountability.	Consistent approaches and practice by all Heads of Year	-	-
TRACKING: MONITORING AND EVALUATION						
Monitored by: Date:						

Progress against action - 29/09/14	Evaluation of impact Role of the form tutor and head of year were clearly defined and training to staff was given on the inset on 02.09.14. Heads of Year line manage form tutors, with tutor duties outlined in line with the SSDP. Weekly meetings between HOY and pastoral manager are in addition to the weekly inclusion meeting and aim to ensure consistency in dealing with poor behaviour
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E. Formalise partnerships for Core Subject Leaders to work with 'Leading' schools in the core subjects
[Finer details of actions to be taken need to be added once agreed with partner schools in early Autumn Term]

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Partnership established with Ysgol Bryn Elian as a 'Leading' school for English and literacy. YUC Head of English and second in English department to work with Deputy Head and Head of English at YBE on schemes of work, planning for progression and skill development and assessment.	TBC	AW (Lead) SS (YUC) and MH (YBE)	Good practice shared to assist YUC in its improvement work and improved provision and outcomes [Further expected outcomes need to be added once agreed with partner schools in early Autumn Term]	Progress against agreed priorities for joint working	TBC	GwE SCC Capacity Funding
Partnership to be established with school to be confirmed a 'Leading' school for Maths and numeracy. YUC Head of Maths and second in Maths department to work with senior staff and math and numeracy leaders at partner school on schemes of work, planning for progression and mathematical skill development and assessment. Ensure increased internal capacity to work with partner schools [see above for details of staff appointments to increase capacity. Finer details of actions to be taken need to be added once agreed with partner schools in early Autumn Term.	TBC	AW (Lead) GS (YUC) and XX (XXX)	Good practice shared to assist YUC in its improvement work and improved provision and outcomes [Further expected outcomes need to be added once agreed with partner schools in early Autumn Term]	Progress against agreed priorities for joint working	TBC	GwE SCC Capacity Funding

TRACKING : MONITORING AND EVALUATION

Monitored by: Date: October 3 rd , 2014	
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Progress against action - 03/10/14

- Meeting held to establish brief and work plan. SS to provide YBE with paperwork by Friday, Oct 10th 2014

Evaluation of impact

PRIORITY 3: IMPROVING THE QUALITY AND CONSISTENCY OF TEACHING, LEARNING AND ASSESSMENT

To improve the quality and consistency of teaching, learning and assessment, including the teaching of literacy and numeracy skills, with a specific focus on improving feedback to pupils including self and peer assessment

- A. Further strengthen the teaching of literacy and numeracy across the curriculum to further develop pupils' skills at all ages and ability levels
- B. Develop a collaborative model of peer observations and coaching to ensure that the quality of teaching and learning mirrors the best practice in the school and that all lessons provide an appropriate level of challenge to meet the needs of pupils of all abilities
- C. Further improve the frequency and quality of feedback to pupil of classwork and homework across the school and ensure that homework completion is monitored effectively by middle leaders
- D. Improve the quality of the learning environment in core subject classrooms and ensure that these classrooms are appropriately equipped for effective teaching and learning.

Context and need	Why is this a priority?	What impact will this have on school standards?
<p>The school has continued to strengthen the successfully implemented intervention strategies with target groups to improve reading standards. It has secured funding for a reading project through The Reaching Wider Programme</p> <p>It has identified the need to improve <u>the quality and length of writing including accuracy.</u></p> <p>There have been delays, beyond the school's control, in implementing the National Support Programme for implementing the NLF. Some of the school's own work has been shared with other Ynys Mon schools as good practice. Work on Literacy is more developed than Numeracy though work is planned to raise standards of Numeracy in 2014-15 and primary schools have contributed funding for cross-phase numeracy development work.</p> <p>Lesson observations confirm Estyn's judgement that teaching is good in the majority of lessons but also confirm that Estyn's Recommendation to 'Ensure that all lessons provide <u>an appropriate level of challenge</u> to meet the needs of pupils of different abilities' is still a priority. .</p> <p>This year's work scrutiny programme has identified the need to improve the use of assessment for learning approaches and feedback to pupils and the use of pupil's self and peer assessment. Also the need to make optimum and consistent use of homework to reinforce learning.</p> <p>The learning environment and facilities for teaching in the core subjects are unsatisfactory and are not conducive to setting high expectations or stimulating learning.</p>	<p>Why is this a priority?</p> <p>We need to improve the teaching of literacy and numeracy skills and standards, particularly for disadvantaged and FSM pupils.</p> <p>We have 30% of pupils on School Action and School Action Plus, many with a deficit in basic skills. In 2013, this was the highest percentage for many years. (See proposed action in Priority 5 also)</p> <p>We need to embed the teaching of literacy and numeracy skills within teaching across the curriculum. There is more needed to strengthen this practice.</p> <p>We need to ensure that all staff are aware of the LNF and their role in implementing it and make up last ground in the National Support Programme work.</p> <p>We need to take action to address the areas for improvement identified through the 2013-14 lesson observation and book scrutiny programmes.</p> <p>We need to provide high quality classrooms for the core subjects for the reasons set out in our Capital bid for SCC Capital funding. Teachers need to ensure that their classrooms are stimulating with displays and resources that demonstrate high standards.</p>	<p>What impact will this have on school standards?</p> <p>The development of literacy and numeracy skills will ensure that pupils are able to achieve higher levels of attainment and rates of progression across the curriculum.</p> <p>Improved standards in writing will ensure that pupils are able to achieve higher standards and have more pride in their written work.</p> <p>Improving the level of challenge to pupils, according to their needs, should raise expectations, better match tasks to ability, improve pupils' rates of progress and improve standards in line with potential.</p> <p>. Research tells us that feedback to pupils is the most powerful practice to improve progress and outcomes.</p> <p>There is evidence that refurbishment of accommodation can raise aspirations, expectations and standards of work.</p> <p>We need to improve standards in English, Maths, Welsh and in the National Reading and Numeracy Tests.</p>

A. Further strengthen the teaching of literacy and numeracy across the curriculum to further develop pupils' skills at all ages and ability levels						
Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Continue with the successfully implemented reading intervention programmes in Key Stage 3	Sep 2014 – August 2015	NWR and SJ	Improved reading standards in intervention programmes in line with individual pupil targets Higher standards in Numeracy and reading Tests in line with targets to be set in September 2014	Reading assessments	-	-
Introduce writing intervention programmes for pupils, including extended text writing, for pupils with poor basic skills and writing skills.	Autumn 2014	NWR and SJ	Improvement in extended writing and accuracy of pupils on these programmes	Work scrutiny	-	-
Accelerate the implementation and use of the National Literacy and Numeracy Framework . CfBT to provide training for all staff (Whole county initiative) on aspects of the LNF	15 October 2014	CfBT	Continued departmental collaboration with Anglesey schools in PLC work Further development in action research work in line with CAMU agenda.	CAMU evaluation Curriculum resources	-	-
Set up a rolling programme of PLCs to develop and demonstrate effective practice relating to: (Building on LA CAM work) Literacy Numeracy Teaching and learning Stretching MAT pupils Narrowing the Gap	October 2014 – June 2015	MS	Continued departmental collaboration with Anglesey schools in PLC work Further development in action research work in line with CAMU agenda Sustainable staff development and improvement	CAMU evaluation Curriculum resources	-	-
All departments to ensure planning for literacy and numeracy within schemes of work is complete, that units of work identify rich tasks to develop and demonstrate reading, writing and number skills, as appropriate to the subject. Lessons have literacy/numeracy objectives and feedback to pupils relate to these objectives.	March 2014	NWR	Literacy and numeracy standards improve as a result of the planned action and lessons and pupils' work demonstrate improvement in literacy and numeracy skills. Pupils read with understanding, can write at length and accurately and use number in relevant tasks	Schemes of work Lesson Observations Book scrutiny	-	-

Literacy and Numeracy co-coordinators provided with additional time to work with individual departments to develop challenging tasks.	Sep 2014- August 2015	NWR and MS	All departments show they are developing pupils' literacy and numeracy skills and that these skills show improvement between September 2014 and April 2015. Pupils' work in specific tasks show clear progression in line with the criteria of NLF end-of year expectations Sustainable staff development and improvement	Sharing of good practice Book Scrutiny Notes from meetings with departments	Cost covered by extra staffing capacity	SCC
Literacy and Numeracy co-ordinators to produce a toolkit on literacy and numeracy teaching strategies with examples of good practice and pupils' work	From Sep 2014	MS	Sharing of good practice in relation to teaching and learning of Literacy and Numeracy skills. Confidence and consistency in teaching literacy and numeracy across all subjects	Tool Kit Pupils' work and progress	-	-
Develop a tracking document for literacy and numeracy at KS3 to monitor progression across the LNF in line with NLF expectations	From December	NWR	Improved evaluation and planning for improvement. Accelerated progression in line with NLF defined expectations	Tracking Document Pupils' work and progress	-	-
Look at effective practice in developing Literacy and Numeracy skills in Ysgol Bryn Elian and other partner school [to be confirmed] to develop further practice in YUC	Autumn Term and 2014-15	NWR with EN and MA subject leaders and Literacy and Numeracy co-ordinators	Successful practice adopted in YUC Improved literacy and numeracy skills	Schemes of work Lesson Observation Work scrutiny	TBC	GwE SCC Capacity Funding

TRACKING : MONITORING AND EVALUATION

<p>Monitored by:</p> <p>Date:</p> <p>Progress against action - 29/09/14</p> <ul style="list-style-type: none"> • Continue with the successfully implemented reading intervention programmes in Key Stage 3 - Actioned • Introduce writing intervention programmes for pupils, including extended text writing, for pupils with poor basic skills and writing skills - Actioned • Through working collaboratively with CAMU we have arranged the INSET day for the 15th 	<p>Evaluation of impact</p>
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<p>of October. All staff will be trained by CfBT in oracy and numerical reasoning as well as having sessions on Gloywi iaith and Closing the gap.</p> <ul style="list-style-type: none"> • PLCs are yet to be formed. A calendar of meetings and documentation are yet to be produced. • Literacy and numeracy co-ordinators have been allocated extra time due to increased capacity to work with departments • Meeting scheduled on Oct 3rd with personnel from YBE 	
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B. Develop a collaborative model of peer observations and coaching to ensure that the quality of teaching and learning mirrors the best practice in the school and that all lessons provide an appropriate level of challenge to meet the needs of pupils of all abilities

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Provide further training for SLT and all Middle Leaders on lesson observation and coaching techniques for feedback	TBC	MS and AH	<p>Agreed success criteria for all lesson reports</p> <p>Consistency in evaluating teaching and learning</p> <p>Consistency in coaching and feedback techniques</p> <p>All lessons reports are of a high standard.</p> <p>All lessons reports include challenging and useful and specific action points</p> <p>Report to SCC team confirms that 80% of action points have been successfully implemented</p> <p>Sustainable staff development and improvement</p>	<p>Lesson observation reports</p> <p>Tracking of improvements in quality of teaching</p>	TBC	GwE SCC Capacity Funding
Timetable joint lesson observations over the year by a senior and a middle leaders (with a sample of external verification) including the specific focus on the level of challenge provided to meet pupils' specific needs.	2014-15	MS, SLT and MLs with external verification	<p>Improved level of challenge in lessons</p> <p>Improved match of task and teaching to pupils' abilities and learning needs</p> <p>Improved pupil achievement and quality of teaching</p> <p>Observation reports note quality of teaching is at least good in 80%+ of lessons</p>	<p>Lesson observation reports</p> <p>Tracking of improvements in quality of teaching</p>	-	-

Develop a system to track improvements, share good practice and to inform CPD and individual support (using Ysgol Rhosnesni good practice in tracking quality of teaching)	Sept 2014	MS	An effective tracking system to provide further support and coach for individual teachers according to needs to accelerate improvements	Tracking system shows improvement trend in % of Excellent and Good teaching using Estyn criteria	-	-
Introduce learning walks within and across subjects to share good practice and to establish a culture where talking about improving teaching and learning is part of the culture of the school. Involve pupils in work to improve teaching and learning	January 2015	MS	A culture where it is the norm to focus on improving teaching and learning - the Cardiff High School approach and culture is adopted by all staff	Staff attitudes and practice	-	-
Investigate practice in 'Leading' partner schools and involve staff from these schools in external verification process	2014-15	MS	Consistency in evaluating teaching and learning	Partner school involvement and advice	TBC	SEG

TRACKING : MONITORING AND EVALUATION

<p>Monitored by:</p> <p>Date:</p> <p>Progress against action - 29/09/14</p> <ul style="list-style-type: none"> Lesson observation are calendared on the whole school calendar based on 2013-'14 analysis. Staff who were satisfactory in teaching have been prioritised in the calendar. Staff have been given lessons which are suitable for lesson observation by using the added capacity in the school. This allows for middle leaders and assistant learning leaders to observe with MS. The middle leaders sit in during the first observation whilst giving input but also listening to the types of questions an observer should ask a teacher during feedback. This coaching will then support them when they give their feedback during their next observation. This is an ongoing process throughout the year. A tracking system is now in place to identify individual staff needs in terms of teaching and learning and also to identify whole school areas for development. The colour coding system allows the SLT to monitor progress made from previous observations and to identify CPD needs. A CPD tracking system is also in place (this includes none teaching staff). A programme for focussed learning walks has been produced along with documentation to track the actions and outcomes after the learning walks. These are linked to the school 	<p>Evaluation of impact</p>
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priorities. Dates are yet to be confirmed.						
C. Further improve the frequency and quality of feedback to pupil of classwork and homework across the school and ensure that homework completion is monitored effectively by middle leaders						
Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Provide further training on marking, Assessment for Learning and self and peer assessment for middle leaders and all staff, with examples of good practice.	Sep – Oct 2014	MS	Consistent and high quality marking Consistent and effective use by teachers of Assessment for Learning approaches Pupils can assess their own work and that of others effectively Sustainable staff development and improvement	Book scrutiny at intervals throughout the year	Max £500	SEG
Timetable book/work scrutiny for SLT, subject leaders and heads of year.	September 2014 as part of school QA calendar	AW and MS	A comprehensive programme of work scrutiny	improved marking and assessment that has an impact on progress in subsequent work	-	-
Provide training for middle leaders on quality assurance of marking and feedback.	October 15 th November 3 rd INSET	MS	Consistent use of QA of marking and feedback with improvements planned and achieved within and across subjects Sustainable staff development and improvement	Middle leaders' scrutiny at intervals throughout the year	-	-
Track the improvement in quality and frequency of marking by individual teacher, share good practice and provide further support and training for individual staff.	Through work scrutiny programme for 2014-15	MS	By December 2014, tracking will show that all aspects of marking and feedback of 90% of teachers will be at least good. By April 2015, all aspects of marking and feedback of all teachers will be at least good Improvements will be made where necessary There will be no wide variation in the quality of marking feedback Sustainable staff development and	Middle leaders' scrutiny at intervals throughout the year	-	-

			improvement			
Develop a new homework policy with clear guidelines on expected practice.	Autumn Term???	MS	Homework is used to support learning consistently across the school according to the policy	All teachers follow expected policy and practice.	-	-
SLT, subject leaders and Heads of Year to give high profile to the importance of homework and its completion and monitor the use of homework, its quality and completion.	From Sept 2014	MS	Homework is used to support learning consistently across the school according to the policy	Whole school and ML work scrutiny	-	-
Provide a daily after-school homework club in the library to support the development of pupils' research, writing, reading and organizational skills.	From September 2014	MS	Pupils who attend improve the quality of their work	Number of pupils attending and the quality of their work	-	-
Consider and adopt good practice developed at Ysgol Dyffryn Conwy and Ysgol Botwnnog and from 'Leading' partner schools.	From September 2014	MS with staff	All teachers have examples of marking that demonstrate effective feedback and self and peer assessment		-	-

TRACKING : MONITORING AND EVALUATION

<p>Monitored by:</p> <p>Date:</p> <p>Progress against action - 29/09/14</p> <ul style="list-style-type: none"> • Training on marking and feedback was given in April 2014 which was revisited as a reminder on 2nd Sept. Packs of exemplar feedback was given. • A timetable of book/work scrutiny has been produced with clear deadlines. This programme includes departmental scrutiny, SLT/HOY scrutiny and cross curricular book scrutiny. This is to ensure there is a consistent approach and quality. The cross curricular scrutiny will allow opportunities for coaching and peer coaching between learning leaders and assistant learning leaders. • A tracking system is now in place to identify individual staff needs in terms of marking and feedback and also to identify whole school areas for development. The colour coding system allows the SLT to monitor progress made from previous scrutiny and to identify CPD needs. • Using data from 2013-14 4 areas for whole school development have been identified and these will be the main focus of the scrutiny this term. This data has also identified the 	<p>Evaluation of impact</p>
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<p>teachers who need to make the most improvement.</p> <ul style="list-style-type: none"> • A new homework policy has been produced and shared with all staff. Within the policy are clear guidelines on expectations of homework and how it will be monitored. The document clearly states the role of the teacher, slt, hoy, pupil and parents of homework. There are also clear guidelines on the types of homework which is acceptable. A parent/guardian's guide to homework has also been produced and set home to parents. • A homework club has been set up (mon –thurs 3.20pm-4.30pm) in the school library. This is currently supported by LSAs and the Literacy Co-ordinator. The club has been strongly promoted by bilingual posters, HOY, SLT and Assemblies. A register is kept of all pupils who attend and the support they receive. The club currently has about 10 pupils a day – mainly from KS3. However, the pupils who attend are pupils who need support. These sessions have already opened opportunities for discussions with parents and classroom teachers. 6th formers are to be trained on supporting these youngsters as they will be supporting LSAs in the programme. 	
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D. Improve the quality of the learning environment in core subject classrooms and ensure that these classrooms are appropriately equipped for effective teaching and learning

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
As in SCC Capital Funding (approved July 2014)	July - August 2014	AW	Improved learning environment conducive to raising pupil expectations and standards High quality teaching and learning in appropriately equipped classrooms	Quality of display, resources and learning ethos of classrooms	EN £38,200 MA £69,728 SC £14,350 WE £44,650	SCC Capital
Provide staff with guidance and training on producing high quality display in classrooms that is subject specific and related to the teaching of literacy and numeracy skills.	Autumn Term asap	AW	Classrooms are stimulating and display supports teaching, learning and motivation. In the subject Pupils' work demonstrates the standards expected	Quality of display, resources and learning ethos of classrooms that has an impact on the quality of pupils' work		
Upgrade the library for homework and literacy initiatives	July – Sept 2014	AW	The library becomes a first class literacy resource base and learning environment (see Priority 5F below) Frequent use by pupils who would prefer privacy	Stimulating environment with literacy resources and displays of pupils' work Improved facilities	£4,620	SCC Capital

			Improved numbers staying behind for homework club.	Quality of display, resources and learning		
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PRIORITY 4: FURTHER DEVELOP AND IMPROVE THE SCHOOL'S INCLUSIVE ETHOS AND EQUALITY OF OPPORTUNITY FOR ALL PUPILS

To improve attendance, behaviour, aspirations and participation in learning, including out-of-hours learning, and more effective parental and community engagement with a specific focus on disadvantaged, disengaged and FSM pupils

- A. Identify and implement strategies to narrow the FSM (plus 10%)/non FSM gap
- B. Strengthen intervention strategies to improve whole school attendance in order to move to the top quartile and to engage poor attenders
- C. Ensure that the recently adopted Revised Behaviour Strategy is applied consistently by all staff across the school and exclusions decrease
- D. Provide a rich range of after school activities, clubs, master classes and learning activities
- E. Improve the way we communicate and engage with parents and families and the community to harness their support for their children's learning
- F. Ensure that pupils learn in a stimulating and appropriate learning environment that reflects the high standards the school wants from pupils

Context and need	Why is this a priority?	What impact will this have on school standards?
<p>In 2013-14, the SLT did not have the capacity to maintain the high level of intensive Inclusion work that accounted for improvements in 2012-13. Nor did it have the capacity for the much needed enhanced focus on improving performance and attendance of disadvantaged and FSM pupils.</p> <p>As a result,</p> <ul style="list-style-type: none"> • Successful intensive tracking and monitoring of attendance in 2012-13 proved to be unsustainable in 2013-14. • 0.4% drop in attendance and an increase of 1% in unauthorised absence in 2013-14 • Although there continues to be a downward trend in exclusions, further reduction is required • There are inconsistencies in the way pastoral staff deal with incidents of poor behavior • There are Inconsistencies in the way teaching staff deal with behaviour • There is a perception that not all year groups behave expected as others <p>We will appoint internally an Assistant Headteacher on a two year secondment to take responsibility, from September 2014, for improving the provision for, and performance and wellbeing of</p>	<p>We need to give priority to breaking the link between deprivation and attainment as well as to making our work to improve attendance and behaviour as effective as it was in 2012-13.</p> <p>We need to set challenging targets to achieve :</p> <ul style="list-style-type: none"> • sustainable improvement in attendance (in the top quartile) • consistently high attendance in each NC year • minimal school and classroom exclusion • increased motivation of pupils for learning • increased participation in out-of-school learning • a rapid narrowing of the gap in performance between FSM and NFSM pupils • improved standards in reading, writing and number skills • Improved performance in the key indicators (see priority 1) <p>To do this, we intend to set targets for the above:</p> <ul style="list-style-type: none"> • widen the range of learning activities • work more closely with parents and families 	<p>The Assistant Head will prioritise tackling poverty and planning strategically to raise the performance of disadvantaged pupils including FSM</p> <p>The Assistant Head will establish a coherent whole-school strategy and plan for supporting disadvantaged pupils including FSM and non-FSM.</p> <p>We expect that improved attendance, behaviour and attitudes to learning and a richer range of activities to incentivise attendance and participation will improve standards.</p> <p>In addition, we aim to:</p> <ul style="list-style-type: none"> • move to the upper quartile for attendance and compare favourably with the other secondary schools in the LA • reduce exclusions by early intervention and structured post exclusion protocol • embed target group support for vulnerable and disadvantaged pupils to improve attendance, motivation and behaviour • improve standards in reading, writing and number skills • Improve performance in the key indicators including performance of disadvantaged and FSM pupils

<p>disadvantaged pupils, including FSM pupils, whole school attendance and behaviour and ethos. This post holder will take responsibility for this priority and will also work with Ysgol y Moelwyn as a 'Leading' school.</p> <p>This post provides capacity at a time when 4 of the 5 senior leaders are undertaking relatively new responsibilities or seconded roles. It will provide developmental capacity for this important priority and for putting into place necessary and secure systems and processes, many of which should become sustainable through the development of an enhanced role for Heads of Year and form tutors. In the longer term, it will be necessary to review the sustainability of having an extended SLT of this size. An expected increase in pupil numbers may allow the post to be made permanent. The new Headteacher will provide an exit strategy for this additional post for August 2016.</p>	<ul style="list-style-type: none"> • maximise inter agency working on a 'Team round the Child' approach • engage more fully with Community First initiatives 	
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ATTENDANCE

	Whole School Attendance	Year 7 Attendance	Year 8 Attendance	Year 9 Attendance	Year 10 attendance	Year 11 Attendance
2010/11	88.0%	92.4%	89.5%	87.4%	86.5%	83.6%
2011/12	90.4%	93.3%	90.6%	91.1%	89.5%	87.1%
2012/13	91.7%	93.1%	92.2%	91.4%	90.8%	90.9%
2013/14	91.4%	94.3%	90.7%	91.4%	90.1%	90.6%
2014/15	93.5%	95.8%	93.5%	93.5%	93.5%	91.4%
2015/16	Targets to be set with SCC adviser and AIB in early September for Attendance/unauthorised absence/boys and girls/FSM and NFSM					

EXCLUSION FIGURES TO BE PROVIDED IN SEPTEMBER

School will produce a detailed improvement plan with strategies to improve attendance

A. Identify and implement strategies to narrow the FSM (plus 10%)/non FSM gap (see also Priority 1)

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Establish a coherent whole-school approach and plan for supporting disadvantaged pupils including FSM and non-FSM.	September-October 2014	SD	Higher expectations, improved provision, progress, standards and wellbeing for disadvantaged pupils	A clear strategy and plan in place to raise the performance of	-	-

<p>Ensure that all year pupils in September 2014 follow a suitable curriculum and suitable option courses.</p> <p>Ensure all pupils in Year 11 2014-2015 have completed all controlled assignments to a good standard.</p> <p>Ensure that no Year 11 pupils in 2014-2015 are allowed to opt out or drop courses, and all staff are well aware of this in September 2014.</p> <p>Ensure that all year 11 pupils who are at risk of not attending examinations have been provided with additional support such as:</p> <ul style="list-style-type: none"> meeting (multi agency) with parents to go through exam timetable and recognise and deal with any difficulties school to phone all parents/pupils at risk during the previous afternoon and on the morning of the exam to remind, praise and confirm attendance 			<p>Improved FSM performance in all key indicators as set out in the school's targets to be finalised in September. A rapid narrowing of the gap between attendance of FSM and NFSM pupils as set out in the school's targets to be finalised in September</p> <p>All Year 11 pupils attend every examination.</p>	disadvantaged pupils		
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TRACKING : MONITORING AND EVALUATION

<p>Monitored by:</p> <p>Date:</p> <p>Progress against action - 29/09/14</p>	<p>Evaluation of impact</p> <p>Staff made aware of the importance of pupils staying in their option choices during the training on the the inset in September</p>
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B. Strengthen intervention strategies to improve whole school attendance in order to move to the top quartile and to engage poor attenders

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
<p>All staff and parents to understand the importance of attendance and consistency of school procedures through reissuing of school documentation on the importance of attendance and impact of absenteeism. Clarify the school's expectations of parents and pupils.</p>	<p>September 2014</p>	<p>SD</p>	<p>Consistency of focus on improving attendance</p> <p>Improved attendance in all years</p>	<p>Documentation</p>	<p>-</p>	<p>-</p>

Implement the LA's new Attendance Policy and Procedures	September 2014	SD	Compliance with policy and procedures	Consistent practice	-	-
Devise a co-ordinated approach to improving attendance at YUC through joint working of Assistant Head, Heads of Year with LA staff and agencies	September 2014	SD	A consistent trend of improvement in attendance and top quartile position.	Attendance data	-	-
Appoint an Attendance Support worker (term time only) to manage the school's attendance data under the guidance of seconded Assistant Headteacher and to provide accurate data for intervention strategies.	September 2014	SD	Improved whole school attendance and a narrowing of the gap in the attendance of FSM and NFSM pupils	Attendance data	Y1 £15,000 Y2 £15,000 Max costs 2 years £30,000	SCC revenue
Create specific target groups of pupils in different attendance bands (particularly 90-95%) for support, challenge and intervention and systematically track and plan improved attendance.	September 2014	SD Heads of Year	Improved and sustained attendance by target groups	Attendance data	-	-
Incentivize attendance with published progress tracking and devise reward system for good and improving attendance.	September 2014	SD	Improved attendance in line with targets	Whole school weekly attendance publicity Reward system	£2,000	SEG
Meet with senior staff in Ysgol y Moelwyn to consider successful practice in achieving excellent attendance and adopt similar strategies in YUC. School will produce a detailed improvement plan with strategies to improve attendance.	September 2014	SD	Improved attendance in line with targets	Attendance data	TBC	GwE SCC Capacity Funding

TRACKING : MONITORING AND EVALUATION

<p>Monitored by:</p> <p>Date:</p> <p>Progress against action - 29/09/14</p>	<p>Evaluation of impact</p> <p>Letters addressing punctuality and patterns of poor attendance are being sent out as soon as needed. Form tutors lead on this. Letter from the authority regarding holidays sent to parents early September. Through assemblies, morning registration the importance of attendance is reinforced with all tutor groups following an attendance tracking system that is utilised during morning registration</p>
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C. Ensure that the recently adopted Revised Behaviour Strategy is applied consistently by all staff across the school and exclusions decrease

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Training for all staff on managing disruptive behaviour Sharing of successful techniques with specific pupils, including ALN pupils	3 Sept 2014	SD/CH	Improved staff confidence in behaviour management techniques Sustainable staff development and improvement	Improved patterns of behaviour on pupils' monitoring cards	-	-
Remind staff of Behaviour strategy and importance of consistent following of the strategy. Arrange data training sessions to ensure that behaviours are logged appropriately Monitor the use of the strategy to ensure consequences are used fairly and consistently Regularly review data collected to identify patterns of behaviour and staff referrals to provide support to pupils and staff to prevent disaffection.	2 September September 2014	SD	Consistent whole school approach to managing pupil behaviour. Intervention strategies are applied as early as possible to address concerns	Behaviour logs	-	-
Devise behaviour tracking system (following attendance tracking template format)	September 2014	SD	Early attention to problems Improvement in behaviour Reduction in exclusions	Behaviour tracking records	-	-

TRACKING : MONITORING AND EVALUATION

<p>Monitored by:</p> <p>Date:</p> <p>Progress against action - 29/09/14</p>	<p>Evaluation of impact</p> <p>During the inset in September staff were provided with training on implementing behaviour policy consistently, recording in SIMS, identifying patterns of poor behaviour and interventions to bring about improvement.</p> <p>Tracking system for 124 calls and internal/external exclusions has been devised and in the early stages of intervention.</p>
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D. Provide a rich range of after school activities, clubs, master classes and learning activities

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Acting Head and Assistant Head to visit Ysgol y Moelwyn to look at provision of after school learning and activities and their impact on pupil motivation and participation in learning. Acting Head and Assistant Head to draw up proposals for extending the range of learning opportunities and activities	September 2014	AW and SD	A rich range of after-school and extra-curricular activities relevant to the needs of pupils that will promote participation and engagement	Proposals for extending the range of learning opportunities and activities	TBC	GwE SCC Capacity Funding
Clarify and formalize school-to school support with the Headteacher of Ysgol y Moelwyn, and request support and shared expertise from the school where there is outstanding practice Finer details of actions to be taken need to be added once agreed with partner schools in early Autumn Term	September 2014	AW	Formal partnership contract. [Further expected outcomes need to be added once agreed with partner schools in early Autumn Term]	YUC has practices that are as good as YyM	Costs to be agreed by YyM and GwE	GwE SCC Capacity Funding
Implement a programme of after school and out of school hours learning and extra-curricular activities, including homework clubs, focus coursework groups, masterclasses and on occasions invite clubs in to run programmes e.g. Archery, sport clubs, photography.	November 2014	SD and PN	Improved pupil motivation Increased participation in learning Enriched learning experiences Improved behaviour and attendance Maximum involvement of pupils in after school activities Targeted pupils demonstrate progress in areas where additional subject support provided Good attendance of FSM pupils	Range of activities to be offered and relevance to pupils' interests and needs. High number of pupils attending Homework completion rates Improved progress, motivation and attendance at school	£30,000	PDG

TRACKING : MONITORING AND EVALUATION

<p>Monitored by:</p> <p>Date:</p> <p>Progress against action - 29/09/14</p>	<p>Evaluation of impact</p>
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	Homework club running Mon-Thurs until 4.30 and well attended. However FSM groups need to be targeted.
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E. Improve the way we communicate and engage with parents and families and the community to harness their support for their children’s learning

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
In partnership with the newly appointed catchment Family Engagement Officer, devise a parental engagement strategy to involve parents in the life of the school, to engage their support for their children’s learning, progress, achievement, attendance and behaviour, with a particular focus on ‘hard to reach’ parents,	October 2014	SD	Improved participation and progress of all pupils, particularly disaffected or disengaged pupils.	Attendance data Progress tracking Behaviour records Reduced exclusions	-	-
Increase the involvement of community groups and businesses in learning activities that benefit pupils	October 2014	SD	A wider range of learning opportunities and activities	Increased participation of pupils in enrichment activities	-	-
Provide a designated area and facility for: <ul style="list-style-type: none"> meetings with parents and carers that would support a positive relationship between parents and the school in a non-threatening and inclusive environment; and Community First projects that deliver educational programmers and support work 29/09/14 - ROOM IDENTIFIED AND WORK TO START FOLLOWING COMPLETION OF SCIENCE BLOCK	August – September 2014	AW	Parental feedback Attendance figures of parents	Parental usage Improved outcomes for their children Increased Community First projects in school that have benefits for pupils and families	£14,164	SCC Capital

TRACKING : MONITORING AND EVALUATION

Monitored by: Date: Progress against action - 29/09/14	Evaluation of impact
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F. Ensure that pupils learn in a stimulating and appropriate learning environment that reflects the high standards the school wants from pupils

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
See plans to improve core subject classrooms in priority 3 above 29/09/14 - WORK SCHEDULE IN PROGRESS	July – Sept 2014	AW	High quality accommodation Stimulating learning environment Appropriate resources High quality teaching Clearly demonstrated improvement and engagement and attitudinal change	Work scrutiny and lesson observation Nationals reading test scores Progress and outcomes of reading intervention programmes	EN £38,200 MA £69,728 SC £14,350 WE £44,650	SCC Capital [already accounted for - see above]
Provide a room for pupil and parental engagement and community initiatives as in Priority 4E above 29/09/14 - ROOM IDENTIFIED AND WORK TO START FOLLOWING COMPLETION OF SCIENCE BLOCK	July – Sept 2014	AW	Pupils and parents aware of the standards and ethos of the school and the school's expectations Improved standards in reading and writing Improved National Reading Test scores [see targets]	Standards of extended writing and accuracy as evidenced in work scrutiny monitoring	£14,164	SCC Capital [see above]
Upgrade the library for homework and literacy initiatives The intention is that the library becomes a first class literacy resource base and learning environment. The school will promote this enhanced facility and support through NWR's leadership and the work of the Literacy coordinator to improve standards in the National Reading Tests and standards of writing (see Priority 1D above) Staff will encourage and ensure that pupils attend homework clubs 29/09/14 - LIBRARY UPGRADE IN PROGRESS	July – Sept 2014	AW NWR and Literacy coordinator	Improved completion and quality of homework		£4,620	SCC Capital [see above]

PRIORITY 5: IMPROVE CROSS PHASE CONTINUITY AND PROGRESSION

To improve pupil progression and standards through collaborative working with the family of primary schools on standards, teaching, learning, assessment and numeracy and literacy initiatives.

- A. Formalise the means of working together more closely on curriculum, learning and assessment in order to improve transition for pupils.
- B. Work together to help all pupils to achieve better standards in core subjects and in Welsh as a second language
- C. Work jointly on the National Literacy and Numeracy programme and on developing extended and accurate writing and reasoning skills
- D. Raise standards by making better use of information about pupils' achievements and learning needs when they transfer to secondary school, particularly for pupils on intervention programmes and for more able pupils, and work together to overcome disadvantage
- E. Provide a primary school base and learning observation centre (Capital Funding)
- F. Appoint a Cluster Progress Manager

Context and need	Why is this a priority?	What impact will this have on school standards?
<p>In April 2014, the Acting Head made improving primary- secondary transition an improvement priority. He met with the Chair (Ysgol y Tywyn) and Secretary (Kingsland) of the Primary Heads' Group and half termly meetings with primary school headteachers are now planned. The intention is to work more closely with primary schools and already there has been a sharing of YUC's priorities with primary colleagues. The Acting Head is urging sharing of data with primary schools, using INCERTS, for example, to improve progression on the KS2 – KS3 continuum and wants to work with primary heads on YUC SSDP for 2014-15.</p> <p>Good examples of recent collaborative working include:</p> <ul style="list-style-type: none"> • YUC and Caergybi primary schools have secured £30k for Family Engagement Worker • The primary schools have agreed to contribute matched funding for the time of a Maths teacher from YUC to work on numeracy tasks. <p>We do not have the capacity to manage this work so this plan includes a bid for funding for a 0.5 secondment for a Cluster Progress Manager to lead and co-ordinate cross-phase cluster initiatives, with a particular responsibility for supporting the transition of disadvantaged pupils.</p> <p>Currently our transitional work in our catchment requires our teachers to visit 11 schools. Creating a specific Primary Base in YUC where primary and secondary colleagues can observe, share, reflect and plan will enable productive work to take place with our catchment schools.</p>	<p>Although there are appropriate arrangements for pupils to make the social transition confidently from their primary school to YUC, there is no statutory transition plan in place to enable YUC and its partner primary schools to formalise their arrangements to work together more closely on curriculum, learning and assessment.</p> <p>The desired outcome is to improve transition between key stage 2 and key stage 3 and to develop high quality, effective and sustainable partnership and cluster working. In particular we want to:</p> <ul style="list-style-type: none"> • share information on individual pupils' attainment and learning needs so we can meet individual learning needs better when they transfer to YUC • work together to improve progression, skills and standards in English, Maths and Welsh as a first and second language • improve the development of pupils' literacy and numeracy skills through working together on the National Literacy and Numeracy Framework • secure better consistency in teacher assessment and in particular in the standardisation and moderation of pupils' work at KS2 and 3 • work together on the wellbeing and deprivation agenda to ensure that we know and support appropriately pupils at risk of not making progress, including FSM pupils and poor attendees, when they transfer to YUC. 	<p>With designated leadership, working collaboratively on a common improvement agenda with primary schools should improve continuity and progression by removing the Year 7 'dip' when pupils transfer to YUC.</p> <p>It should improve YUC's knowledge and understanding of each pupil's needs before they transfer so that Year 7 staff can plan to meet pupils' needs more exactly from the start of the autumn term.</p> <p>Working together on literacy and numeracy priorities should allow for more consistent approaches to teaching and developing these skills as pupils move from KS2 to KS3.</p> <p>Working together on sharing schemes of work and moderation of work should make transition more seamless and avoid repetition, duplication and better challenge in Year 7.</p> <p>There will be an improvement in the pupils' literacy and numeracy skills from an early age to transition through working together on the National Literacy and Numeracy Framework.</p>

	<ul style="list-style-type: none"> take into account the views of pupils, parents or carers 	
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A. Formalise the means of working together more closely on curriculum, learning and assessment in order to improve transition for pupils.

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
<p>Primary and secondary headteachers to draw up a Transition Plan that sets out the joint programme of work for 2014-15 and 2015-16 to achieve the desired outcomes Further details to be added</p>	October 2014	AW and DW and Cluster Progress Manager with primary heads	A coherent plan with set priorities and targets which clearly define the areas which require improvement. [Further details to be added]	A clear strategy and plan in place to raise the performance of all pupils including disadvantaged pupils		

TRACKING : MONITORING AND EVALUATION

<p>Monitored by: Date:</p> <p>Progress against action - 29/09/14</p> <ul style="list-style-type: none"> Meeting scheduled for October 1st, 2014 	Evaluation of impact
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B. Work together to help all pupils to achieve better standards in the core subjects and in Welsh as a second language

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Through a phased programme, Heads of English, Maths and Welsh (or subject staff with designated responsibility for this work) meet with primary school subject co-ordinators to work together on improvement priorities. e.g. extended writing, and to carry out work scrutiny of Year 6 and Year 7 work to agree consistency of expectations.	To be phased	Heads of Core subjects with Primary subject co-ordinators	Improved extended writing and accuracy Improved cross phase assessment	Pupils' work Consistency and accuracy of assessment and identifying improvement priorities	TBC	GwE SCC Capacity Funding

TRACKING : MONITORING AND EVALUATION

<p>Monitored by:</p> <p>Date:</p> <p>Progress against action</p>	<p>Evaluation of impact</p>
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C. Work jointly on the National Literacy and Numeracy programme and on developing extended and accurate writing and reasoning skills

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
<p>Continue with planned work with primary schools on the NLF as part of the National Support Programme</p> <p>The school will complete this with NWR and primary headteachers. This information is not currently available to insert here.</p>	TBC	NWR to add	[Further details to be added]	NWR	TBC	TBC
<p>Employ a Maths teacher to continue work already started with primary colleagues for:</p> <ul style="list-style-type: none"> • Teaching mathematical techniques in lessons • Providing support and expertise in teaching mathematical reasoning skills across KS2 & KS3 through the out of class mathematical reasoning programme with Stena <p>Continue in developing our current experiential learning programme in partnership with Stena.</p> <p>Ensure that primary colleges are skilled and developed so that this work is embedded sustainably, that there is an exit strategy and an external evaluation of the impact and sustainability of this work.</p>	September 2014	AW	<p>Improvement in pupils' Maths, numeracy and reasoning skills</p> <p>Reduced gap in achievement of boys and girls by engaging boys in practical Maths.</p> <p>Permanent improvement in the teaching and learning of these skills</p>	<p>Achieving target s to be set in the Primary Headteachers Transition Plan</p> <p>Classroom observation, pupils' work and external evaluation</p>	<p>2014-15 7/12 £15,769</p>	PDG

TRACKING : MONITORING AND EVALUATION

<p>Monitored by: Date:</p> <p>Progress against action - 29/09/14</p> <ul style="list-style-type: none"> • NSP Link to arrange Cluster Meeting • Maths teacher appointed and has already attended a meeting with primary colleagues to discuss Maths programme involving Hull University • NWR to meet with WO to outline work plan - further meeting to be arranged following Cluster Meeting on Oct 1st to agree targets and timelines 	<p>Evaluation of impact</p>
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D. Raise standards by making better use of information about pupils' achievements and learning needs when they transfer to secondary school, particularly for pupils on intervention programmes and for more able pupils, and work together to overcome disadvantage

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Establish a comprehensive cluster database of key management information on pupils' attainment, attendance and needs Ensure that all staff know and use this information to act effectively according to pupils' learning and pastoral needs i.e. to plan appropriate teaching and pastoral support.	November 2014	Heads and Cluster programme manager	A data base that provides management information on pupils' prior attainment, attendance and needs to inform better planning for Year 7 to meet pupils' needs Teaching and pastoral support that is effectively matched to pupils learning and wellbeing needs	Cluster database for improvement planning and accelerating progression	TBC	SEG
Assistant Head for Inclusion to work with primary headteachers to identify pupils 'at risk' of underperformance and disengagement so as to take appropriate action, and arrange interventions and support to ensure equality of progress and wellbeing with advantaged pupils at YUC.	Autumn Term	SD	Better knowledge and support for 'at risk' pupils before they arrive in Year 7.	<ul style="list-style-type: none"> • Progress monitoring • Attendance and behaviour monitoring • Weekly monitoring with pastoral team • SLT line management meetings with subject leaders 	-	-

TRACKING : MONITORING AND EVALUATION

Monitored by: Date: Progress against action	Evaluation of impact
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F. Provide a primary school base and learning observation centre (Capital Funding)

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Provide a fully equipped primary school classroom (with viewing area) in YUC for primary teachers and their pupils and secondary teachers for collaborative training, teaching, observations and cross phase initiatives. Currently our transitional work in our catchment requires our teachers to visit 11 schools. Creating a specific location where primary and secondary colleagues can observe, share, reflect and plan will enable productive work to take place with our catchment schools.	August – September 2014	AW in discussion with primary headteachers	Improved continuity in teaching techniques Improved quality of teaching in Year 7 Joint planning to meet the needs of pupils in the cluster together	Classroom	£14,164	SCC Capital Approved July 2014

TRACKING : MONITORING AND EVALUATION

Monitored by: Date: Progress against action	Evaluation of impact
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G. Appoint a Cluster Progress Manager

Action to be taken	When	By whom	Expected Outcomes	Evidence	Cost	Funding source
Second a primary teacher on a 0.5 two-year secondment as a Cluster Progress Manager to lead and co-ordinate	Asap	AW and primary headteachers	Effective leadership and management of the cross phase work outlined above	Transition Plan	1yr=£22,815 2yr=£22,815	SCC Revenue

cross-phase cluster initiatives, with a particular responsibility for supporting the transition of disadvantaged pupils			[Further details to be added]		Max cost 2yrs =£45,629	
Draw up job description and person specification for consideration by primary headteachers	August 2014	AW				

TRACKING : MONITORING AND EVALUATION

<p>Monitored by:</p> <p>Date:</p> <p>Progress against action</p>	<p>Evaluation of impact</p>
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