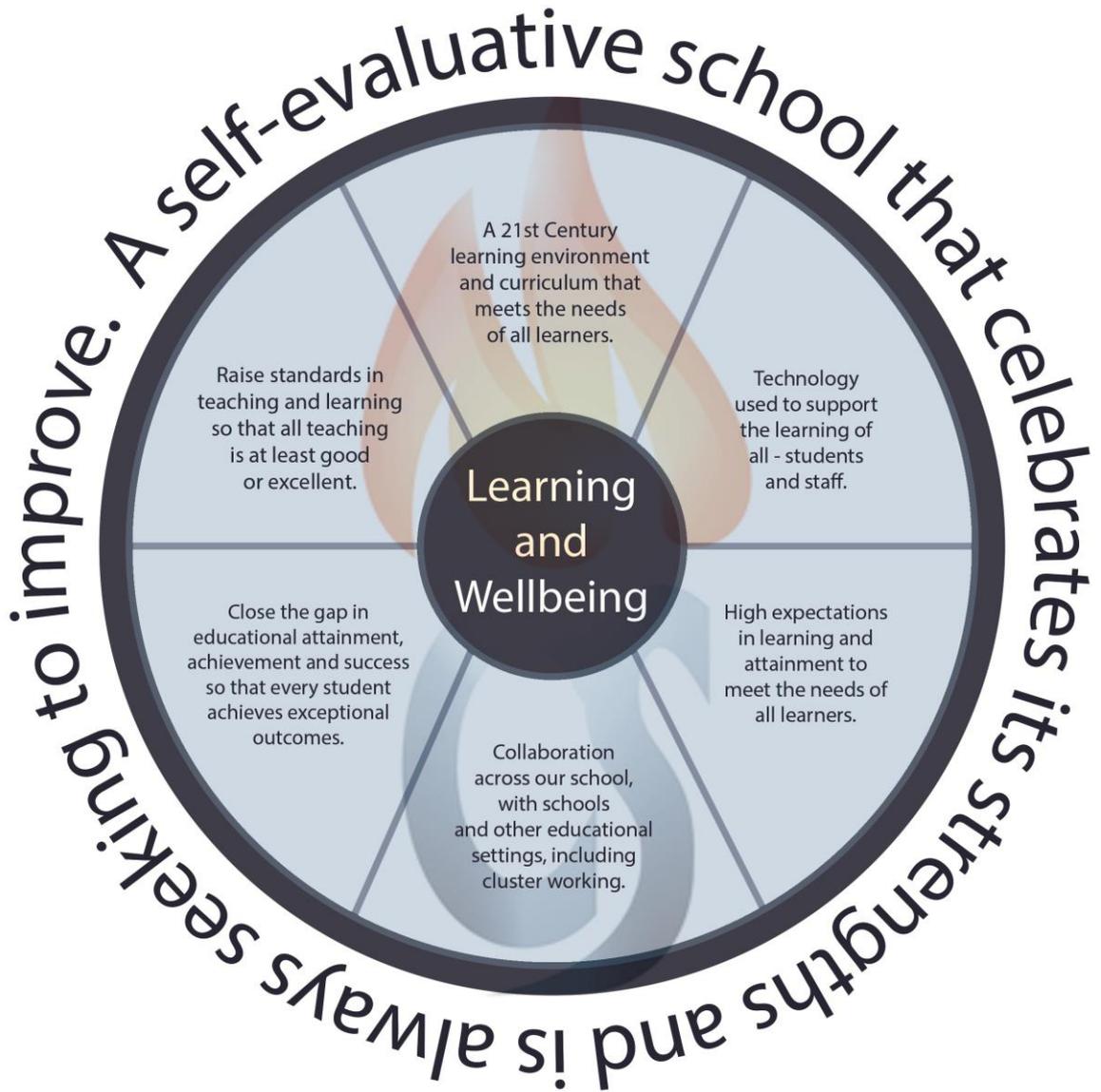




**Monmouth** | Ysgol Gyfun  
Comprehensive School | **Trefynwy**

*"Learning to Lead our Lives"*  
*"Dysgu Trwy Arwain"*

**Monmouth Comprehensive School**  
**School Annual Action Plan 2015-2016**  
*Learning to Lead our Lives*





## SCHOOL ACTION PLAN 2015-2016

Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
<p><i>Use the information given in our Strategic Plan and Annual Action Plan, Self-Evaluations and Strategic Prompts to determine what these developments are for the next year.</i></p> <p><i>Be specific and precise. Include quantifiable measures</i></p>	<p><i>Steps to be taken.</i></p> <p><i>Include Costs</i></p> <p><i>What?</i></p> <p><i>When?</i></p> <p><i>Why?</i></p> <p><i>How?</i></p>	<p><i>How will I know? How will others know?</i></p> <p><i>Evidence used to monitor, review and evaluate success: assessment data, lesson evaluation, listening to learners, performance review, review of exercise books, lesson obs, meetings with students, tracking, etc.</i></p> <p><i>Use School Self-Evaluation schedule to identify Key Review points, such as Learning Reviews, Work Scrutiny and Mid-Year Reviews.</i></p>
<p><b><u>Outcome 1 –</u></b></p> <p><b>Learner Well-Being and Standards. (KQ1)</b></p> <p><b><u>Linked to Priority One ‘Closing the Gap’ on School Three Year Strategic Plan. 2015-2018.</u></b></p> <p><b>Specifically – Standards</b></p> <p>Attendance percentage is to rise to 96.1% in 2015 -16. It was at 95.4% in 2014- 2015. The gap between EFSM and non-FSM students narrowing to 2.9%. Reduce the number of students who are persistently absent to 21 from 31..</p> <p>The number of students who access the Support Centre for Social and Emotional</p>	<p><b><u>Action 1</u></b></p> <p>To be achieved by : July 2016 Led by: AW with Pastoral team. Costs – to be met from current staffing model. There is a grant fund for £61,000.00</p> <p>To further refine consistency of practice in managing attendance by producing a new Form Tutors Handbook that promotes sharing attendance figures with students on a regular basis – Sept 15. To be produced by Progress Leaders</p> <p>Provide CPD for FTs on SiMS and Motivational Interviewing - Monthly from Sept to July. Run by Progress Leaders.</p> <p>Refine students tracking their own attendance on a weekly basis to increase levels of accountability and responsibility.</p> <p>Use our Learner Voice groups with a particular profile to hear their thoughts and views about raising attendance.</p>	<p>Progress Leader Meeting with AW fortnightly.</p> <p>Visit (SLT) Form Groups weekly to assess progress and assess consistency of approach. Review at PL meetings every fortnight. Evaluation by AW.</p> <p>Year Group Bulletins – Weekly to provide review and monitoring data for tutors.</p> <p>One to One line management meeting minutes with PLs – SLT minutes (U drive)</p>



Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
<p>referrals drops by 10% from</p> <p>Increase the amount of students who take part in extra-curricular activities that promote health and wellbeing by 10%</p> <p>90% of lessons observation show clear and consistent language and focus on using RA.</p> <p>Exclusion figures at the school drop to 20 days lost from 21 last year (2014-15) and the number of students excluded remains in single figures.</p>	<p>Develop with Progress Leaders and EWO ways of engaging and working with parents and families where attendance is causing concern – 92% attendance</p> <p>Develop a process whereby we can scrutinise the absentee line calls before 8:30am with Attendance Officer– every day and assess patterns weekly – call parents daily using a rota of staff. (We have identified through our evaluation 2014-15 that this is an area that will lead to improved attendance.)</p> <p>From Sept 15, 2015, School Council and respective Year Councils will devise a questionnaire on wellbeing and healthy relationships in conjunction with University of Wales Cardiff, the Healthy Schools Network and link schools across Wales.</p> <p>Work alongside PE Faculty and Sports Development Officer _ Fortnightly meetings from Sept 15 to identify students who do not take part in extra-curricular activities and meet with identified students to hear barriers and promote activity – triangulate information with other interventions e.g. Health and Wellbeing Centre.</p> <p>Join Health Centre with Support Centre to create a consistent and joined up approach to supporting students in a new Health and Wellbeing Centre. Re-Locate Health Centre (cost to be met by LA)</p> <p>To continue to refine our processes of students selecting pathways and using this to build the option blocks for timetabling.</p> <p>Establish a Wellbeing PLC in addition to the Behaviour Research Group to assess and promote good practice and share understanding.</p> <p>Provide CPD for all staff on Safeguarding annually and provide electronic updates throughout the year every term to ensure all staff have updated and accurate information on Safeguarding.</p>	<p>EWO minutes. Reviewed every month to check against last year’s figures and projected data. Letter to parents – review of data every two weeks.</p> <p>School Council and Year Council minutes – reviewed every month and progress checked monthly.</p> <p>Sports Wales Core Data Set and analysis review – July 15. Review points to be established every month.</p> <p>Centre opening Sept 15. Tracking data analysed every two weeks throughout the academic year. Information given to Faculty and Year Groups every month.</p> <p>Minutes of meetings (see meetings schedule) – review of progress at beginning of each meeting.</p> <p>Lesson Observation sheets and teacher discussions. Child Protection and Child in Need referrals analysed monthly.</p> <p>Exclusion figures produced monthly. Review cases every fortnightly in PL meetings. EAS Term Reports and Governors Reports</p>



Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
<p><b><u>Outcome 2</u></b></p> <p><b>A Self- evaluative school that knows itself well by being able to identify strengths and areas for development. (KQ3)</b></p> <p><b>Linked to Priority Four ‘School Evaluation’ on School Three year Strategic Plan 2015 – 2018.</b></p> <p><b>Specifically – Standards</b></p> <p>Evaluating the impact of actions on outcomes becomes a continuous process, from assessment on students’ work through to whole school SER.</p> <p>Evaluations- at individual, team and school level are focused on whole school actions to raise standards</p> <p>Meeting Records identify impact of actions towards whole school objectives and targets.</p> <p>The schedule of self-evaluation accurately identifies progress and where further impact is required.</p> <p>The process of self-evaluation includes the whole school community in helping the school identify strengths and areas of development.</p>	<p><b><u>Action 2</u></b></p> <p>To be achieved by : August 2016 Led by : DV with SLT and Middle Leaders and School Governing Body Costs: Built into current structure – through meeting schedule.</p> <p>Whole School Strategic Plan and Annual Action plan published by September 2015, after the publication of provisional Ffynnon and DEWI data.</p> <p>Whole School Meeting schedule published at the start of the Year to provide clarity about how actions are monitored, measured and evaluated. The meeting schedule supports the whole school outcomes.</p> <p>Whole School Evaluation Cycle monitors impacts of actions and progress to success.</p> <p>September/ October 2015 Team Evaluation, Action Plans and Individual PM Records link to whole school priorities based on whole school review of 2015 outcomes. (See Predicted Learning Outcomes)</p> <p>Refine the February Mid-Year review process of actions, impact and outcomes. Make sure a Governor attends at Least one Team Meeting and all reviews have a Governor present.</p> <p>Meeting Records to show the impact of actions and trace the development towards outcomes. Meeting Records to be reviewed at SLT Meetings to collaborate on progress.</p> <p>Term reviews of how far we have moved towards achieving our outcomes to be published to the whole school and in the Headteacher’s report to Governors.</p> <p>SLT to review agenda items for LINK Meetings (Monthly) so that actions and improvements are monitored.</p> <p>The work of self-evaluation draws evidence from - Lesson Observations,</p>	<p>Whole School Three Year Strategic Plan. Reviewed Annually with Governors. Sept 2015</p> <p>Annual School Action Plan reviewed termly with whole school and Governors. Sept</p> <p>Team SERs and Mid-Year Reviews Team Action Plans and PM records- Sept/ October 2015.. February 2016</p> <p>Whole school evaluation cycle –see school evaluation toolkit.</p> <p>Impact of actions measured against outcomes from SAP – term reviews. Published to all staff every term</p> <p>Full Governors’ meeting – Headteacher’s report. (see Governors’ meeting dates)</p> <p>SLT meetings, Faculty/ team meetings records- see meeting schedules. (see calendar)</p> <p>EAS Term Reports – Term meetings with Challenge Advisor. Once a term.</p>



<b>Outcomes to be achieved during 2015/2016</b>	<b>Actions with dates and costs as well as lead professional</b>	<b>Monitoring, review points and evaluation (include dates)</b>
	<p>Work Scrutiny, Learning Reviews and Tracking data, Whole school reviews, Learner Voice Sessions, School Council, Headteacher's Lunch, Parent Questionnaires, EAS reviews etc.</p> <p>The ESTYN SER measures impact. Evaluative comments are supported with evidence. The SER will have hyperlinks within MONSECURESHARE to evidence.</p> <p>Central filing system to be created (2015) to store all meeting records so impacts can be evaluated by SLT at meetings.</p>	



Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
<p><b><u>Outcome 3</u></b></p> <p><b>A 21st Century Learning environment and curriculum that meet the needs of all learners. (KQ2)</b></p> <p><b>Linked to Priority Five ‘21<sup>st</sup> Century learning Environment’ on School Three year Strategic Plan 2015 – 2018.</b></p> <p><b>Specifically – Standards</b></p> <p>A curriculum model that meets the purposes of Successful Futures.</p> <p>A timetable and staffing structure that is flexible and responsive (e.g. 2 hour lessons, Paired teaching, teaching across areas of learning)</p> <p>The Implementation of Youth Service and CWOL programmes</p> <p>Comprehensive, shared plans for our new learning environment.</p>	<p><b><u>Action 3</u></b></p> <p>To be achieved by : July 2016  Led by : TB with 21<sup>st</sup> Century Learning Team Monmouthshire and School Governing Body  Costs: £15,000. / £50,000 – for training and purchase of Hardware.</p> <ul style="list-style-type: none"> <li>• The Curriculum Review group will review the curriculum in November 2015 to continue to align our curriculum with the developing Successful Futures agenda.</li> <li>• To register as a Pioneer School, through the EAS, to support the Welsh Government in the development of a new national curriculum. September 2015.</li> <li>• To develop a sustainable model for vocational education, prior to and in preparation for the new school.-March 2016</li> </ul> <p>To further develop collaboration across faculties in line with Learning Experiences through staffing structures and timetabling in February 2016.  Potential learning areas and themes:  Humanities and English.  STEM -Science and Maths, Science and Technology, Computing and STEM.</p> <p>To ensure that both programmes work collaboratively with school Pastoral and Support and Guidance teams in reducing the indicators of ‘neetness’ in our most vulnerable students-October 2015</p> <p>Develop a full engagement and consultation programme in September 2015 to include:</p> <p style="text-align: center;">All Students  All Faculties and Pastoral Teams  All learning coordinators  Administrative Teams  Parents and Governors.</p>	<p>Curriculum mapped against Successful futures – see Curriculum Review minutes.</p> <p>Qualification Measures 2016-2017 included in Curriculum Review – see minutes.</p> <p>14-16 and 16-19 vocational programmes is costed against PDG funding.</p> <p>Curriculum plans to be in place in March 2016.</p> <p>Evidence located within reviews, improved learning data within Year Group Learning Reviews.</p> <p>See reports to Governor Premises and Health and Safety subcommittee.</p> <p>See engagement and consultation schedule – September/October 2015.</p>



Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
	<p>Review and further develop plans, including room plans, for the new school to ensure that the environment supports and extends learning, achievement and relationships. From September 2015.</p> <p>Work with the MCC 21<sup>st</sup> Century Team to develop ICT strategic plans that promote the development of a sustainable, flexible and aspirational learning environment. –February 2016.</p> <p>Further develop community involvement in, and ownership of the new build process.-January 2016</p> <p>Develop a fully phased, timed and actionable ‘decamp’ schedule in September 2015 to be operative for February 2016.</p> <p>Develop staff resourcing and budget plan that meet learning and curriculum needs and are balanced within the 2015-16 budget.</p> <p>Review budget and learning needs with Finance Manager and Headteacher – weekly from September 2015</p> <p>Align curriculum and budget models so that a balanced budget is set. – April 2016</p>	<p>See fully developed decamp schedule and plans.</p> <p>See weekly Curriculum and Finance Meeting Records.</p> <p>See staffing budget and allocations April 2016.</p> <p>A budget that is balanced and secure.</p> <p>Governors Reports</p> <p>EAS Term Reports</p>



Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
<p><b><u>Outcome 4</u></b></p> <p><b>All students and staff are able to use technology proficiently and explicitly to support Learning. (KQ2)</b></p> <p><b>Linked to Priority Five '21<sup>st</sup> Century learning Environment' on School Three year Strategic Plan 2015 – 2018.</b></p> <p><b>Specifically –</b></p> <ul style="list-style-type: none"> <li>• Students are confident users of technology in appropriate and authentic contexts.</li> <li>• Staff are confident in the use of new technologies to support learning, assessment, teaching and sharing.</li> <li>• School MIS are used to support assessment, analysis and tracking of learning from KS1-KS5.</li> <li>• Digital Competency- (Successful Futures) is embedded within the integrated Curriculum.</li> <li>• Computer Science learning programmes are implemented from KS3 – KS 5 and developing in KS2.</li> </ul>	<p><b><u>Action 4</u></b></p> <p>To be achieved by : July 2016  Led by: TB with Digital Competency Coordinator and E-Learning Co-ordinator.  Costs: £3,000.00 – for TLR 3 e-learning.</p> <ul style="list-style-type: none"> <li>• SoW are reviewed by July 2016 to ensure that the use of technology to support learning is explicit within learning programmes.</li> <li>• Collect learner voice as part of Year Council action research projects. See Year Council Meetings. TB/AW</li> <li>• A CPD training programme is developed by TLR holder for Digital Competency and E –Learning TLR 3 holder that responds to need. DW</li> <li>• Assessment Coordinator is working across the cluster to support the development of common tracking systems and analysis processes. Use of SIMS in MCC is further developed to include the tracking of outcomes and trends over time. –January 2016. Debbie Hayes</li> <li>• A Digital Competency Coordinator is in place; precise Action Plans are developed to support the integration and development of this skill. –September 2015</li> <li>• A Computer Science Coordinator is in place; precise Action Plans are developed to support the integration and development of this skill.- September 2015</li> <li>• Our cluster has been supported to evaluate their use of technology in</li> </ul>	<p>Observed during annual cycle of learning reviews. (see schedule for dates)  Positive student voice during Year Council action research. (see meeting schedule)</p> <p>Use of technology and learning packages are explicit in SOW. July 2016</p> <p>Training is in place to support current and future developments. (dates of training to be organised and recorded on CPD data base)</p> <p>SIMS is used across our cluster to track and analyse learning and achievement. (Dependent on provision of SIMS across Cluster)</p> <p>Digital Competency outcomes in KS 2, 3, 4 and 5 (through the WBQ) are above national benchmarks. July 2016.</p> <p>Computing and Computer Science outcomes are above FFTD modelled estimates. July 2016</p>



Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
<ul style="list-style-type: none"> <li>• Technology is being used to support specific learning needs and local and national priorities.</li> <li>• HWB+, and other technologies are being used within our community to learn, share and communicate.</li> <li>• A multi-platform device strategy is developing that allows learning to continue from anywhere at any time.</li> <li>• Parents and the wider community are engaged in, and supported through digital learning strategies.</li> </ul>	<p>learning; common digital learning strategies are developing across the cluster.</p> <ul style="list-style-type: none"> <li>• WriteonLine (, specific software to support writing is introduced across all areas of the curriculum; ALN Teams utilise the software to support individual learning plans. –September 2015.</li> <li>• TLR3 to support Learning With Technology, specifically Hwb+ is in place for September 2015. CPD programme developed to meet needs. Hwb + impacting on learning. –September 2015.</li> <li>• A multi device strategy will have been developed and trialled; partners developed to support multi device leasing or procurement. – April 2016</li> <li>• Engagement, consultation and training events are held for parents to support the use of technology in learning.</li> </ul>	<p>Apps and software are being used across the curriculum to support specific learning skills, attitudes and attributes. Reviewed at Learning Reviews and Lesson Observations. (See school evaluation cycle)</p> <p>Hwb+ is being used in ‘pioneer’ areas of the curriculum to share, assess and develop learning. (reviewed through School Evaluation cycle)</p> <p>At Parents Evening (see Assessment schedule), parents and the wider community have been given the opportunity to share in and respond to the digital learning strategies.</p> <p>Governors Reports</p> <p>EAS Term Reports</p>



Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
<p><b><u>Outcome 5</u></b></p> <p><b>Increase expectations in learning and attainment to meet the needs of all learners. (KQ1)</b></p> <p><b>Linked to Priority Three, 'Raising Standards of Teaching and Learning with high expectations of learner attainment' on School Three year Strategic Plan 2015 – 2018.</b></p> <p>Specifically- Standards</p> <ul style="list-style-type: none"> <li>• See local targets in outcomes 7</li> <li>• Design and Technology to raise outcomes in Graphics and Resistant Materials into BMQ 2. At KS3 and KS4.</li> <li>• Business Studies to raise outcomes above school, local and national averages.</li> <li>• Modern Foreign Languages at KS4 to above school and national averages.</li> <li>• To raise standards in Teaching and Learning so that 85% of teaching is Good or Better.</li> <li>• Teachers have a greater awareness of what is excellent teaching and learning and is able to apply consistently in practice.</li> <li>• Greater student ownership of their own learning and progress through</li> </ul>	<p><b><u>Action 5</u></b></p> <p>To be achieved by : July 2016          Led by RG, CH with the Learning Core Group and Learning Co-ordinators. Faculty Team support led by TB, DV and SLT.          Costs : Training Costs £12,000.00          IRIS technology - £5,600.00          Alumni - £2,000.</p> <p>Led by TB, SLT Link - Design and Technology courses in Graphics and Resistant Materials to be a school focus at KS3, 4. (See Department Annual Action Plan for detailed actions). The school will :</p> <ul style="list-style-type: none"> <li>• Review tracking sheets and introduce Fine Levelling against examination ground boundaries</li> <li>• Develop an examination success strategy with the team building on best practice from within the school and form schools identified as having success with D&amp;T.</li> <li>• Review Teaching and Learning in Oct/ Nov with team and the Challenge Advisor (£1,000 – supply and training costs)</li> <li>• Review assessment schedule and ensure that all students have accurate and regular feedback to make progress against examination criteria.</li> <li>• Monthly review of progress with SLT.</li> </ul> <p>Led by TB, SLT Link, Business Studies at KS4 and KS5. (see Department Action Plan for detailed actions)</p> <ul style="list-style-type: none"> <li>• Review tracking sheets and introduce Fine Levelling against examination ground boundaries</li> <li>• Change examination and attend training courses with examination board</li> <li>• Develop an examination success strategy with the team building on best practice from within the school and form schools identified as having success with Business Studies</li> </ul>	<p>Design and Technology – fortnightly with TB and GS.</p> <p>Monthly Review with SLT.</p> <p>Business Studies – fortnightly with TB and EB</p> <p>Monthly with SLT</p> <p>MFL – Fortnightly with DV and CH</p> <p>Monthly Review with SLT.</p> <p>During PLC meetings (Teaching and Learning, Knowing All Students Well, MAT, ALN, Literacy and Feedback) the consistency and effectiveness of all approaches will be evaluated.</p> <p>Lesson observation will focus on these components, work scrutiny and learner voice discussions.</p> <p>(See school evaluation schedule)</p> <p>Self –Evaluation of Whole School attainment, End of KS Levels and External Examination outcomes.</p>



Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
<p>tracking sheets</p> <ul style="list-style-type: none"> <li>Work scrutiny, lesson observation and student voice will demonstrate greater consistency across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Review Teaching and Learning in December with team and the Challenge Advisor (£500– supply and training costs)</li> <li>Review assessment schedule and ensure that all students have accurate and regular feedback to make progress against examination criteria.</li> <li>Monthly meeting with SLT to review progress.</li> </ul> <p>Led by SLT link, DV, MFL. (see Department Action Plan for detailed actions)</p> <ul style="list-style-type: none"> <li>Review tracking sheets and introduce Fine Levelling against examination ground boundaries</li> <li>Attend Examination courses and training with the WJEC</li> <li>Develop an examination success strategy with the team building on best practice from within the school and form schools identified as having success with MFL. EAS to provide support.</li> <li>Review Teaching and Learning in December with team and the Challenge Advisor (£500– supply and training costs)</li> <li>Review assessment schedule and ensure that all students have accurate and regular feedback to make progress against examination criteria.</li> <li>Monthly meeting with SLT to review progress.</li> </ul> <p>Create <b>‘Key Components of Learning’</b> with all staff and are shared and exemplified with all staff during INSET days. They will be introduced to students during IC in September 2015 and developed across the curriculum.</p> <p>Visual student friendly representations of the <b>‘Key Components of Learning’</b> to be created and displayed in all classrooms (Sept 2015) and will be referred to in all lessons. This will further support students in taking an active part in their learning.</p> <p>To refine and review with the Learning Core Group the collaborative SoW to support all staff to develop their practice in the Integrated Curriculum.</p> <p>To write new SoW, IC KS3 with a renewed focus on Literacy Framework,</p>	<p>(See Assessment schedule)</p> <p>KS3, KS4 and Link Team Meetings. (see Meeting schedule)</p> <p>The use of level criteria and student tracking sheets will be evaluated during lesson observation, work scrutiny and student voice discussions</p> <p>Monitoring and evaluation of Student Full written report and Planner scrutiny to Q/A The process.</p> <p>Governor Report</p> <p>EAS Term Report</p>



Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
	<p>Numeracy Framework, Digital Competency Framework and PSE Framework which will develop the practice of teachers and the skills of students.</p> <p>To continue to embed the process of tracking student progress with the Literacy Framework, Numeracy Framework, Digital Competency framework and PSE Framework.</p> <p>Further refine and develop the role of the Literacy, Numeracy and Digital Competency Coordinators so they inform practice and drive up standards for learners.</p> <p>To further refine and develop the tracking of MAT students. MAT Co-ordinator to work with Middle leaders in developing their tracking of MAT students.</p> <p>MAT Coordinator in Lessons on 'Teaching to the Top' and scaffolding learning for all to the reach the very highest levels of success.. MAT Co-ordinator to achieve NACE Award July 2016</p> <p>Further support for all teachers in developing their practice using the '<b>Key Components of Learning</b>' will be provided through a variety of INSET opportunities including: Whole School Inset, New to School Programme, Working Parties, Middle Leader, Faculty, Departmental and Year Meetings.</p> <p>To review and develop our triadic model of lesson or part lesson observation to Q/A Learning within the Year group and to share good practice within the Year Team. This will involve a focus as determined by the Year Team, using school evaluation cycle.</p> <p>To embed further the work on assessment approaches so that students are more 'examination ready'. Focus on assessment opportunities that allow students to track their own progress. Develop a Student tracking sheets at the front of all exercise books and portfolio work to support student monitor their own progress. July 2016</p> <p>Work with Teaching Staff to develop strategies that allow students to review prior learning on a regular basis. July 2016</p> <p>To work with the Assessment Group to look at 'Fine Grading' to make sure all students succeed, especially vulnerable learners. July 2016. This action is as a result of the review of Grade Boundaries using Chance Graphs on SIMS.</p>	



Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
<p><b><u>Outcome 6</u></b></p> <p><b>To build collaboration across our school, with schools and other educational settings including Cluster Working. (KQ3)</b></p> <p><b>Linked to Priority Two, ‘Collaborate across our school, with schools and other educational settings, including Cluster working’ on School Three year Strategic Plan 2015 – 2018.</b></p> <p><b>Specifically -</b>            Additional opportunities for staff to collaborate with cluster Primary schools            To increase opportunities for staff to explore teaching and learning provision linked to whole school priorities.</p> <p>To further promote a culture of sharing best practice.</p> <p>To work with schools to develop and share practice.</p>	<p><b><u>Action 6</u></b></p> <p>To be achieved by :            Led by: RG, DV, TB            Costs : £22,500</p> <p>Cluster Working:</p> <p>(The Cluster has created a Cluster Action Plan (2015) to work collaboratively. The Action Plan focuses on the following areas:- Teaching and Learning, Shared data collection to prioritise resources and practice, ALN – a cluster approach sharing practice and resources, shared facilities management, and the Cluster Governors’ meeting to develop practice.)</p> <ul style="list-style-type: none"> <li>For 2015 – 2016. The Action Plan is to further develop these areas. Teaching and Learning – Literacy and Numeracy Co-ordinators, Digital Competency Co-ordinator, Welsh, Science and MAT Co-ordinator to review SoW and raise expectations. Moderation and standardisation meetings to focus on raising standards. (See Cluster Action Plan for and Meeting records for schedule of meetings). Shared training on Nov 2<sup>nd</sup> to explore key components of learning. Use of technology to support learning. Digital Competency Co-ordinator to work with Cluster in developing skills and knowledge of e-learning. Shared data collection and use. – To continue the work set up the by Cluster on sharing data so we can track the progress of learners across all phases. This will allow for the use of resources to be shared. ALN – Cluster Approach. Service Level Agreements with six cluster primary schools to support the work of the ALN Co-ordinator. The work will allow the Cluster to share best practice and work collaboratively to support pupils with ALN.</li> </ul> <p>Shared Facilities Management – JB, Site facilities Manager to</p>	<p>Cluster Headteacher meetings – once every two weeks to review progress with Cluster Action Plan.</p> <p>Literacy and Numeracy Co-ordinator Meetings, once every half-term. See Cluster schedule for meetings.</p> <p>Assistant Headteacher Meetings with Literacy and Numeracy Co-ordinators every two weeks.</p> <p>Site and Facilities Management meeting with Headteacher (weekly).</p> <p>SLT Meetings to review work with other schools.</p> <p>Impact of collaborative groups to be monitored through the meetings and meeting records.</p> <p>Governor Reports</p> <p>EAS Term Reports</p>



Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
	<p>continue to work with Cluster on Catering and Cleaning contracts. Cluster Governor Meetings to continue to support the work of Heads in collaborating on all aspects of provision and practice.</p> <p>Cluster Peer Review.</p> <p>In June 2015, the Cluster conducted a peer review at MCS led by the EAS Challenge Adviser. For 2015 – 2016, the aim is to continue with Peer Review across the Cluster, engaging with more staff in the process. Usk Primary School in November 2016.</p> <p><b>Work with other schools to share best practice in raising standards.</b></p> <p>Tredegar Comprehensive School. – Bring together the School Councils from both schools to discuss what makes for effective learning. The research to be used to develop practice and collaborate on training and provision.</p> <p>Through the Challenge Advisor EAS, forge links with schools that can support the school with raising standards at Level 2+.</p> <p>Continue to link with two schools in our Family of schools, Stanwell and Bassaleg to share practice.</p> <p>Restorative practices – to work with other schools in developing restorative practices. (see AW for separate plan).</p> <p>Building networks of professional practice. (within school see Outcome 5 and 8 linked to working parties – Behaviour Research Group, ARR Group, Teaching and Learning Core Group, E- learning Coordinator)</p> <p>Set up links teams with other teams in other schools by building on established connections..</p> <p>Through the EAS apply to become a Pioneer School in working with other schools (see outcome 3)</p> <p>Two Assistant Heads this year to be put forward for NPQH.</p> <p>Deputy Headteacher (Curriculum, Staffing and Resourcing) to train as a Peer Inspector with ESTYN.</p>	



Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
<p><b><u>Outcome 7</u></b></p> <p><b>To continue to close the Gap in educational attainment, achievement and success so that every student achieves exceptional outcomes. (KQ1)</b></p> <p><b>Linked to Priority One, 'Closing the Gap' on School Three year Strategic Plan 2015 – 2016.</b></p> <p><b>Specifically – Standards</b> Key Stage Three Local Targets;</p> <ul style="list-style-type: none"> <li>• FSM students to reduce the gap at CSI with the whole cohort to 14% in 2016 from 17% this year.</li> <li>• To increase attainment at Level 6+ across all subjects in line with the Family Average.</li> <li>• To reduce the gap in boys level 5+ writing from 15% to the mean of the other Attainment Targets.</li> </ul> <p>Key Stage Four Local Targets</p> <ul style="list-style-type: none"> <li>• To reduce the gap between L2+ eFSM with Non -FSM to 23% from 30% in 2015</li> <li>• To reduce the gap between the L2+ and L2 thresholds to below 23% from 30% in 2015.</li> </ul>	<p>To be achieved by : Led by: CH with the Leads for Mathematics, English, Science and ALN. Costs: EIG - £87,811.00 / PDG £93, 450.00.</p> <p>For 2015-16, EiG and PDG will be spent as follows. Also refer to spending plans on EAS MySiD.</p> <p>EIG <b>-£87, 811.00</b></p> <p><b>Bespoke literacy Interventions at KS4 - £27,000.</b></p> <p>A range of literacy interventions will be used with students who have been identified through 'Fine Tracking' that are not achieving in line with expectations. The interventions would be from one-to- one support, mentoring of progress, a bespoke programme of needs, engagement of parents to support and encourage.</p> <p>Training for intervention teachers KF, CW to support literacy interventions.</p> <p>This provision is for 57 students in Years 10-11/ 2015 /2016.</p> <p><b>Bespoke numeracy Interventions at KS4 – £27,000.00</b></p> <p>A range of numeracy interventions from one to one support, mentoring, working with parents, small group interventions and flexible groupings (Tracking will identify on at least every half term who access interventions, interventions measured very half term)</p> <p>Training for JH, SG, RE (provided by EAS) to support with specific numeracy interventions.</p> <p>Providing daily mentoring and skills base practice for examinations with Maths Team led by Faculty Lead to students identified through Fine Tracking.</p> <p>This provision is for 60 students in both bands over two years to provide extra</p>	<p>Whole School Attainment points (twice a year for each Year group). December and March for Year 11)</p> <p>Progress Leader Learning Reviews to include vulnerable groups (Year 9 November, Year 11 December)</p> <p>Exam data (January, March, August) Breakdown of Mock National Tests (Half Termly).</p> <p>KS3/4 Outcomes, Annual Student Outcomes document (Prediction July, Outcomes October). All Wales Core Data sets, Family and BMQ data (September and January).</p> <p>Faculty and Subject tracking data and intervention lists.</p> <p>Feedback and reflection in exercise books and student tracking sheets in all subjects (Book Scrutiny and Self Evaluation)</p> <p>Weekly Meeting s with Faculty Leads for Maths and English organised by Assistant head to check read across.</p> <p>Monthly meetings with Headteacher, Assistant Headteacher and leads for English and Maths to review progress and attainment.</p>



Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
<ul style="list-style-type: none"> <li>To increase the percentage students who achieve 5 A*/A at GCSE to 16%, 14% for 2015.</li> </ul> <p>Other Targets</p> <ul style="list-style-type: none"> <li>The gap between boys and girls at L2+ and English Language GCSE will narrow to the family average (currently 6.9% for Level 2+ and 14.8% for English Language).</li> <li>The gap between the attainment of eFSM students compared to non FSM students will fall below the family average in all Whole School KS4 measures (currently 33% in L2+).</li> <li>There is no gap between eFSM and nonFSM students in the outcomes of the National Reading and Numeracy tests.</li> <li>All students are aware of their current attainment and know how to improve through well supported reflection.</li> <li>eFSM students attend school as frequently as non FSM.</li> </ul>	<p>support and teaching to achieve success.</p> <p>Master Classes within Integrated Curriculum to prepare and refine student examination skills so that they are more strategic in their revision and have continuous practise with examination questions.</p> <p><b>Early Intervention with Numeracy through support, tracking and mentoring at KS3 .£17,000.00</b></p> <p>Provide basic numeracy skills classes for students who have been identified as having gaps in their knowledge and understanding as they have progressed from KS2. The groups will work on individual programmes of support and intervention.</p> <p><b>Early Literacy Intervention, through mentoring, tracking and individual programmes. at KS3/ 4 – £16, 800.00</b></p> <p>Fresh Start training provided by trained HTLA Level 7 to team to provide bespoke interventions to students.</p> <p>Interventions for students who have still not met the standard of 'C' grade with their basic literacy skills - This programme is run throughout the Year. Providing support for the completion of preparation work for the Controlled Assessments to give students the very best possible chances at GCSE – Language.</p> <p><b>Other actions not supported by the EIG.</b></p> <p><b>Boys writing and achievement to reduce the gap at KS3 and KS4. (The gap at KS3, Level 5+ between Boys and Girls for writing is 15%. At KS4, the gap in English Language between Boys and Girls is 19%) - £21,000.</b></p> <p>Support and mentoring for boys at KS3 who are reluctant writers and this is causing a barrier to learning and underachievement. To develop links across literacy subjects using the LNF and teaching approaches to improve boys' writing.</p>	<p>Attendance and punctuality data.</p> <p>Governor Reports</p> <p>EAS Term Reports</p>

Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
	<p>Purchase Write on line – a digital writing package to support students in writing accurately and competently to secure better attainment at KS3 and KS4. Package costs £2,000.00. Training, £1,000.</p> <p>PDG – 2015-16</p> <p>£93, 450 .00.</p> <p>Mentoring and engagement with students and parents to increase attendance, attainment and well –being for students on FSM by providing bespoke pathways of learning that motivate and encourage students and play to students learning enthusiasms -£23, 000.00 (10 FSM students at KS4).</p> <p>Individual mentoring of students to closely track attainment, attendance and well -being and provide flexible learning approaches. £38'850</p> <p>Learning Support Interventions provided to students on FSM who are underachieving in literacy, numeracy and accessing the curriculum. £16,600 (overall there are 107 students on FSM, 30 at KS4 and 77 at KS3 )</p> <p>Specific individual vocational learning programmes to build motivation and self-esteem; leading to qualifications and access to future pathways. £15,000</p> <p>To review and write new Schemes of Work in Mathematics and English in Year 9 to raise the challenge for all pupils by developing GCSE skills and aptitudes alongside the National Curriculum criteria and LNF. Student achieve Targets set at L5+ and L6+.</p> <p>To refine with the Mathematics/ English and Science teams the process for reviewing of question by question analysis of both internal and external</p>	



<b>Outcomes to be achieved during 2015/2016</b>	<b>Actions with dates and costs as well as lead professional</b>	<b>Monitoring, review points and evaluation (include dates)</b>
	assessments CH/RO/NJ/LS/JN	



Outcomes to be achieved during 2015/2016	Actions with dates and costs as well as lead professional	Monitoring, review points and evaluation (include dates)
<p><b><u>Outcome 8</u></b></p> <p><b>To raise standards in Teaching and Learning so that all teaching is Good or Better. (KQ2)</b></p> <p><b>Linked to Priority Three, ‘To raise standards in Teaching and Learning so that all teaching is at least good or excellent’ on School Three year Strategic Plan 2015 – 2018</b></p> <p><b>Specifically - To raise standards in Teaching and Learning so that 85% of teaching is Good or Better.</b></p> <p><b>CPD is focused on school priorities and impacts on outcomes.</b></p> <p><b>Coordinators share and develop whole school practice across teams.</b></p> <p>Many staff are involved in working parties to raise standards and learner outcomes.</p>	<p><b><u>Action 8</u></b></p> <p>To be achieved by : July 2016 Led by : DW Costs: CPD and training Costs. £15,000</p> <p><b>Further promote opportunities to share and develop individual staff practice linked to Whole School Strategic plan and Performance Management Objectives.</b></p> <p>To further refine and develop the process with Middle Leaders using the Performance Management Policy, Records and PM Cycle to scrutinise the quality of teaching and support staff to consistently deliver teaching that is well planned, delivered and reviewed.</p> <p>To make sure that staff use a range of data to analyse their performance – lesson obs, work scrutiny, and learning data on progress, impact of interventions etc,</p> <p>To embed and develop the use of IRIS through the IRIS Pathfinders working party. They will explore strategies to develop specific areas of Teaching and Learning (in line with their PM Objectives and School Strategic Plan), review and disseminate with IRIS Pathfinder colleagues and possibly wider with colleagues within their respective faculty area.</p> <p>At whole school Inset and twilight sessions develop the use of ‘Teachmeet’ opportunities in sharing good practice. INSET days 2015-16: Tuesday 1<sup>st</sup> September Wednesday 2<sup>nd</sup> September Monday 2<sup>nd</sup> November Friday 12<sup>th</sup> February Thursday 24<sup>th</sup> March</p> <p>Co-ordinate the training and work of Working Parties w - Feedback, Teaching and Learning, Assessment, Professional Development, MAT, Literacy, Numeracy Champions, Bilingualism, ALN, Behaviour Research Group and Twenty First Century Schools) to raise standards through sharing of best practice. July 2016.</p>	<p>Working Party scheduled dates – see School Calendar</p> <p>Middle Leaders Meetings– see School Calendar</p> <p>ITT fortnightly meeting and ITT SER (July 2016)</p> <p>IRIS Pathfinders programme – misc. dates throughout the year</p> <p>New to School Programme and SER (July 2016)</p> <p>Performance Management Cycle (November 2015, March 2016, September 2016) and SER</p> <p>Teaching and Learning and Peer Reviews (December 2015/June 2016)</p> <p>Governor Reports</p> <p>EAS term reports.</p>