Monmouth Comprehensive School | Ysgol Gyfun Trefynwy

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

Monmouth Comprehensive School

Three Year Strategic Plan (SDP) 2015-2018

Learning to Lead our Lives

INTRODUCTION

The 2015-2018 School Strategic Plan (SSP) sets out the key priorities and actions for the school's future development and includes the contribution the school will make to achieving local and national priorities. This plan has been drawn up following consultation with staff, students, parents, school partners and other stakeholders during the Summer term of 2015 and uses evidence from the on-going school's self-evaluation processes. School Leaders and the Governing Body have used this evidence and stakeholder views to identify the key strengths of the school and the areas which need to improve so that the school meets its aims and objectives.

Monmouth Comprehensive School has 5 strategic priorities which are intended to provide the framework for our planning over the next 3 years. The 1 year School Action Plan (SAP), 2015/16, provides an overview of whole school outcomes and the key actions to be taken in the current year. In addition, each member of our senior leadership team and each team leaders have their own action plans which are reviewed at line management meetings.

The 1 year SAP will be evaluated by the Governing Body and school leaders on a termly basis. It is intended to be a 'live' document that enables the school to fulfil its aims and secure ambitious yet sustainable improvement. The 3 year strategic plan will be evaluated on an annual basis by the Governing Body, the school community and wider stakeholders.

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Learning to Lead our Lives

In our School, we encourage everyone to have the highest expectations of themselves and each other as together we learn to lead our lives.

Our Goals

We want our students to :

- Achieve and develop the skills they need for the future
- Show respect for themselves and others
- Be emotionally and physically healthy with a strong sense of self-worth
- Be responsible, caring and ready to make a positive contribution to their communities
- Be intellectually curious lifelong learners
- Be able to adapt to different circumstances, being independent or collaborative as the situation requires.

The key strategic priorities for 2015 - 2018 are:

1. **Close the Gap in educational attainment, achievement and success so that every student achieves exceptional outcomes.** Embed consistently high expectations in learning and attainment to meet the needs of all learners.

2. **To collaborate across our school, with schools and other educational settings, including Cluster working so that we are a confident and secure community, which celebrates individuality and success.** Further develop collaboration across the school and with schools, as well as other educational settings, including Cluster Working.

3. **To raise standards in teaching and learning so that all teaching is at least good or excellent with high expectations in learning and attainment to meet the needs of all learners.**

4. **To embed our self-evaluation processes, constantly celebrating our strengths and seeking to improve**

5. **To provide a 21st Century Learning environment and curriculum that meets the needs of all learners.** All students and staff will be able to use technology proficiently and explicitly to support learning.

These priorities will be reviewed annually using the school evaluation schedule and processes.

The total predicted costs of delivering this plan with the school staff is £1 million. This includes grant money EiG and PDG.

Summary of Expected outcomes for each priority over three years

Strategic Priorities		Expected Outcomes 2015-16	Expected Outcomes 2016-17	Expected Outcomes 2017-18
1. Close the Gap in educational attainment, achievement and success so that every student achieves exceptional outcomes. Also refer to the school Target Setting Summary sheet which provides the narrative and comparators for Standards.				
At MCS this means that all students achieve irrespective of barriers to learning and receive support in attaining the very highest levels of success.	**L2 Threshold inc English & Maths**	73	75	77
	L2 Threshold	96	91	94
	L1	99	100	100
	CSI KS4	70	70	71
	English	82	82	83
	Maths	80	80	81
	Science	84	80	81
	FSM L2+	48	56	60
	ALN L2	95	85	90
	KS3 CSI L5+	94	95	96
	KS3 CSI L6+	60	62	64
	National Numeracy Tests (85+)	96	97	98
	National Reading Tests (85+)	96	97	98
	Attendance	96.1%	96.5%	97%
	Attendance gap for FSM and Non FSM	2.9%	2%	1.8%
	Persistent Non Attenders	31 students	25 students	21 students

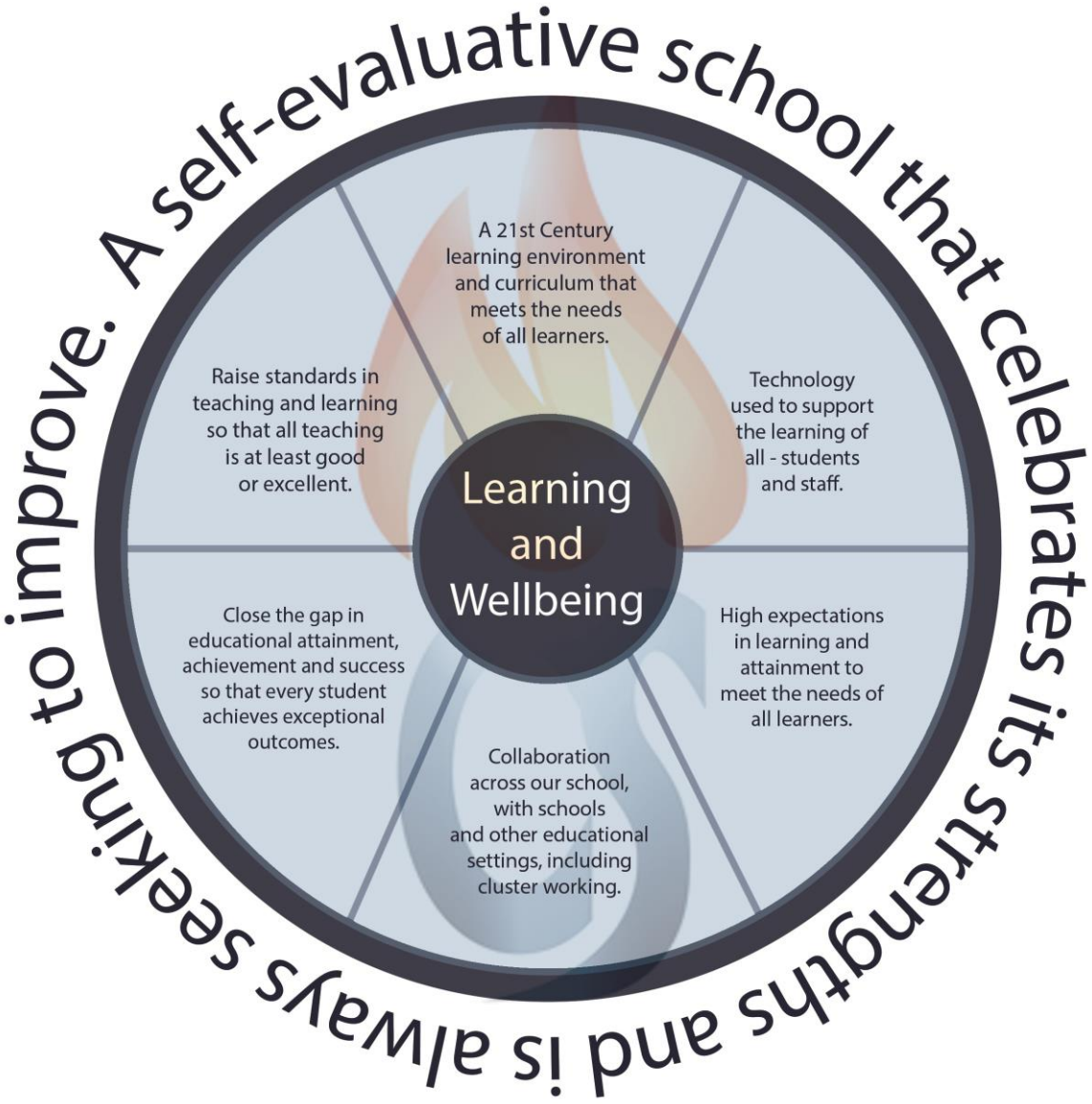
Strategic Priorities		Expected Outcomes 2015-16	Expected Outcomes 2016-17	Expected Outcomes 2017-18
2. To collaborate across our school, with schools and other educational settings, including Cluster working so that we are a confident and secure community which celebrates individuality and success				
At MCS this means we have a culture of sharing and learning from each other, which is shared with other schools and other educational establishments. We work with our community to celebrate the lives of our students to raise expectations.	Opportunities to celebrate the lives of students	Number of success assemblies and celebratory events increases Alumni Organisation established	The Literary festival, Awards Evening and Success assembly include more people from across our Community Alumni work as mentors across the school	Regular celebratory events held in conjunction with the community Alumni firmly established in mentoring, raising aspirations and working alongside students.
	The school increases its level of collaboration with other schools.	To increase links with our Family schools on sharing best practice. Increased Cluster working to share and collaborate Links with other learning providers to support the learning of all students To work with other schools across Wales on areas of development.	Established links with our Family of schools Systems and process to share resources and practice to raise outcomes Links with external providers is sustained and embedded Increased links with other schools to support development	Embedded practice from sharing with our Family Evaluate the systems and process and impact on learner outcomes and resources shared across Cluster. Links with external providers produces exceptional outcomes for all learners. Established links with other schools in developing practice.
	Referral to Support Centre.	300 referrals	225 referrals	164 referrals
	Healthy Eating up-take	Most of the school population	Many of the school population	Majority of the school population

Strategic Priorities		Expected Outcomes 2015-16	Expected Outcomes 2016-17	Expected Outcomes 2017-18
3. To raise standards in teaching and learning so that all teaching is at least good or excellent with high expectations in learning and attainment to meet the needs of all learners.				
At MCS this means that the school is identified as having innovative excellent pedagogy to support all learners in leading their lives A teaching staff that excel in their practice and are curious and ambitious to learn and research more about pedagogy.	Lesson Observations for Performance Management	85% of lessons are good or excellent as measured by PM process	88% of lessons are good or excellent as measured by PM process	90% of lessons are good or excellent as measured by PM process.
	Participation in working parties from across the teaching staff	Many staff are involved in one working party group to share and develop practice	Most staff are involved in at least one working party group to share and develop practice	Nearly all staff are involved in one working party group to share and develop practice.
	Good/ Excellent use of the Components of Excellent Learning in exercise books and portfolios.	From work scrutiny, lesson observation by staff and students, many examples are seen of excellent practice	From work scrutiny, lesson observation by staff and students, There are a variety of many excellent practices evidenced across all faculties	From work scrutiny, lesson observation by staff and students, the components are embedded and well established in every lesson.
	NR/N/R test results for each Year Group will be in quartile 1 and at least 2.	7 test out of the nine are in quartile 1 or 2	8 tests out of the nine are in Quartile 1	9 tests out of nine are in Quartile 1.
	Student Ownership and responsibility of learning	Learner Voice sessions, lesson observations show that many students show independence in learning.	Learner Voice sessions and Lesson Observations show that most students show independence in learning	
	Extra –Curricular take-up	68%	70%	75%
	Fixed Term Exclusion	20 days	15 days	9 days
	Parent Questionnaire - Q1. Overall I am	97%	98 %	99%

Strategic Priorities		Expected Outcomes 2015-16	Expected Outcomes 2016-17	Expected Outcomes 2017-18
	satisfied with the school. (97%)			
	Learner Satisfaction with learning and well –being approaches	Many students are satisfied with approaches	Most students are satisfied with learning	Nearly all students are engaged with learning
	Restorative approaches	Many staff are secure with using approaches	Most staff are secure with using approaches	Nearly all staff are secure with using approaches.
4. To embed our self-evaluation processes, constantly celebrating our strengths and seeking to improve				
At MCS this means that we are a school that constantly evaluates our progress and practice to make sure we can provide the very best for all our students in learning to lead their lives.	School Evaluation toolkit	Many teachers use the evaluation tool kit successfully to review and reflect on practice to assess impact of actions in raising standards	Most teachers use the evaluation tool kit successfully to review and reflect on practice to assess impact of actions in raising standards	Nearly All teachers use the evaluation tool kit successfully to review and reflect on practice to assess impact of actions in raising standards
	Team Meeting Records make sure that actions impact on outcomes	Meeting Records are used accurately to measure the impact of actions. Evaluated at SLT meetings.	The process of measuring impacts from actions at meeting shows the progress. Term Review Points	The school clearly links all actions with impacts based on action planning to achieve excellent outcomes.
	Action Plans	All Link Meetings with SLT review Action Plans to support all staff in using the plan to monitor progress and developments	The use of Actions plans and reviews of actions is led by Middle Leaders and impacts are clearly seen across the school	
	Strategic Plan Evaluation	Strategic Plan Evaluation shows progress schools has made against Key Indicators is very strong	Strategic Plan Evaluation shows progress against Key Indicators is secure and sustained	Strategic Plan Evaluation shows progress against Key Indicators is excellent.

Strategic Priorities		Expected Outcomes 2015-16	Expected Outcomes 2016-17	Expected Outcomes 2017-18
5. To provide a 21st Century Learning environment and curriculum that meets the needs of all learners making the best possible use of technologies to support learning.				
.At MCS this means that we have created a learning environment that will support the future generations in achieving success for all in learning to lead their lives.	Reduction in number of RED and AMBER students identified in KS4 through the YEF.	Below15% of Year group	Below 13% of Year Group	Below 10% of Year group
	Increase in number of students gaining A* - C in new graded National Baccalaureate Skills Certificate	95% attain current non-graded Baccalaureate	90% A* - C in first graded National Baccalaureate Skills Certificate	95% A* - C in first National Baccalaureate Skills Certificate
	A broad and inclusive curriculum that meets the KS4 and KS5 Learning Measures	Learning Measures met	Learning Measures Met	Learning Measures Met.
	A new learning environment that supports wellbeing, achievement and learning	Measured through a decrease in gap between eFSM and Non FSM attendance, achievement of the L2+ measure and the % of good or excellent lessons. (see above in Priority 1)		
	Increasing levels of student satisfaction and competency when using technology to support learning	80% of feedback is mostly positive through learner voice.	90 % of feedback is mostly positive through learner voice	100% of feedback is mostly positive through learner voice
	Digital Competency outcomes in KS3, 4 and 5 continue to	Level 6 outcomes in KS3 are at 80%, 95% gain the Level 2 or 3 IT Essential Skills in KS4 or 5.	Level 6 outcomes are at 83%, 90% pass the Digital Competency	Level 6 outcomes are at 86%, 95% pass the Digital Competency component of the new National

Strategic Priorities		Expected Outcomes 2015-16	Expected Outcomes 2016-17	Expected Outcomes 2017-18
	increase above national benchmarks measured through IT outcomes at KS3, Essential Skills and Digital Competency Outcomes in KS4 and 5.		component of the new National and Advanced Baccalaureate	and Advanced Baccalaureate


A self-evaluative school that celebrates its strengths and is always seeking to improve.
Learning and Wellbeing
A 21st Century learning environment and curriculum that meets the needs of all learners.
Technology used to support the learning of all - students and staff.
High expectations in learning and attainment to meet the needs of all learners.
Collaboration across our school, with schools and other educational settings, including cluster working.
Close the gap in educational attainment, achievement and success so that every student achieves exceptional outcomes.
Raise standards in teaching and learning so that all teaching is at least good or excellent.

Outcomes to be Achieved by 2018 (Linked to National/ Local and School Priorities).	**Led By**	**To achieve these outcomes by 2018 we will:** **(initials identify the person/s to lead on Action)**	**Monitoring/ Review Points**	**Resources/ Costs**
1. Close the Gap in educational attainment, achievement and success so every student achieves exceptional outcomes **What this will look like?** • The success of all students is recognised and celebrated. • The gap between boys and girls outcomes at KS3 will narrow at Levels 6-EP until the gap is lower than the family average for each subject. • The gap between boys and girls at L2+ and English Language GCSE will narrow to the family average • 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 at L2+ and L2. • E-FSM outcomes will be above National Set Bench marks for school categorisation for the following three years – 30%, 32% and £$% at L2+ • There is no gap between eFSM and nonFSM students in the outcomes of the National Reading and Numeracy tests • There is no gap between attainment at ALN and the whole school. • The gender gap is below Family Average in all measures. • All students are aware of their current attainment and know how to improve through well supported reflection. • Efsm students attend school as frequently as non FSM. **How will we know?** • Whole School Attainment points (twice a year for each Year group) using the measures above. • Progress Leader Learning Reviews to include vulnerable groups. • KS3/4 Outcomes (Annual Student Outcomes document) • Faculty and Year Group annual SER- comparative data and modelled expectations. • ALN students monitored and reviewed through whole school	CH	Ensure that accuracy of tracking and assessment data, achieved through well-developed moderation and standardisation processes, allows for effective intervention. (Each year 2015 -2018 systems will be evaluated and developed to make sure that we are consistent and accurate in our tracking) Middle leaders. CH Challenge is provided in all lessons to ensure that all students make progress. Use of target setting sheets by students to track their own progress. RG Review students work to evaluate level of challenge and progress. Level and Grade criteria are shared with all students to develop success criteria, identify progress and evaluate their outcomes. CH with Assessment Working Party Mentoring Intervention groups created in each Year by the Progress leader to support those students who are not achieving in line with targets. CH – EiG / PDG Effective use of PDG funding to support flexible groupings, bespoke interventions and mentoring within m KS3 /KS4 to allow students to follow the most appropriate pathway in the core subjects. See PDG/ EIG Plan. CH Bespoke support, provided in a flexible way to individual students. Year Group Learning Reviews provide effective	Whole school Self-Evaluation cycle. KQ1, 2 Learning Reviews (see Assessment Schedule). Annual School Action Plan Term reports. Governors reports termly All Wales Core data sets. EAS School Secure data systems. Learner Voice (see Schedule of school evaluation) Student Council (See meetings schedule) Parent Questionnaire (annual) Attendance Review points weekly.	EiG/ PDG funding over three Years. 2015 -2016 £180K 2016-2017 £200K 2017-2018 £200K The funding increases over three years because school census data shows an increase in e-FSM.. Funding is used to remove the barriers to learning, provide bespoke support through mentoring and tracking, as well as programmes of study to achieve qualifications. See MySid EAS for spending plans as well as SAP for each year of the Three Year Strategic Plan.

systems. • All Wales Core Data sets (Family and BMQ data). • Student destination information at end of Key Stages. • Faculty and Subject tracking data and intervention lists. • Feedback and reflection in exercise books and student tracking sheets in all subjects. • Attendance and punctuality data .		information to the whole school to allow for timely and consistent intervention for all students. CH and HP The assessment of all students is measured against expected outcomes across all subjects to ensure that all meet their expected potential. Use of Fine Grading at KS4 and KS3. CH/ RG with Middle leaders. Provide all students with the opportunity to develop their own curriculum to ensure that provision meets the needs of all learners. (2016-2018) TB Develop and refine the use of peer mentors (VI Form) to work with students to help them overcome barriers to learning. AW/ DE Motivate and engage all students through a variety of learning relationships across the school, form example peer mentoring, alumni and members of the local community. (2015-2018) AW and Progress Leaders Develop systems which allow for the celebration of the success of all students by Year teams and faculties. (2015-2018) AW Run training and guidance for Form Tutors so that they can build excellent working relationships with parents, keeping in regular contact with parents of students who have lower than expected attendance/ outcomes.AW/ DW		

Outcomes to be Achieved by 2018 (Linked to National/ Local and School Priorities)	**Led By**	**To achieve these outcomes by 2018 we will:**	**Monitoring/ Review Points**	**Resources/ Costs**
2. To collaborate across our school, with schools and other educational settings, including Cluster working so that we are a confident and secure community which celebrates individuality and success. (KQ2, 3) **What will this look like?** • Consistent practice shared across the school and the Cluster. • Sharing and discussing of practice regularly through lesson observations, book scrutiny, training, meetings, conferences and on-line seminars. • Confident and resilient staff that actively enquire and evaluate learning, through working parties, such as BRG, ARR. • Collaborative networks of sharing practice that raise standards of teaching and learning. • Innovation and creativity developed by sharing practice and learning from others with others. (Pioneer Schools) • School appears in best practice guides and documentation. • A culture of inclusion/ all learners involved in the learning that celebrates diversity. • A shared language of optimism and learning across the school and between schools. • Students/ Staff and the community who look for opportunities to celebrate others. • Coherent and effective support from across agencies that support young people. • Engagement with parents to support learner outcomes. • A culture of Equality and Equity. **How will I know?** • Feed-back from Learner Voice, School Council, Year Council. • Well-being survey for students and staff – bi-annually. • All evaluations of practice and Quality Assurance will show consistency across the school in teaching and Learning and outcomes. • Networks of collaboration exist across the school, with other schools, the Cluster and the wider communities	DV/RG/ AW	School evaluation and Quality Assurance processes will identify best practice and share practice across the school and Cluster. Each year the quality of evaluation will improve so that impacts and outcomes are overt and best practice is shared. DW Use the school evaluation cycle looking at peer review – lesson Observations, Book Scrutiny, to become much more consistent in our approach and collaborative. RG In year one of one our plan work with Teams where standards have to rise significantly Build ALN as a Cluster Model across the Cluster. Each year training plans based on annual priorities. DV – See Cluster Action Plan Through the EAS and similar bodies, the school can draw on best practice from other schools. Conferences and meeting with other schools to share practice. (2015-2018) DW The school will request that it can become a PIONEER school for Curriculum areas of IT and Welsh Baccalaureate. TB Embed ESTYN guides and WG guide and the DYSG website s to inform best practice and build consistent approaches across the school and Cluster. At whole school events and training use and refer to Best practice Guidance. DV The triad approach of groups of teaching	School Self-evaluation cycle. KQ 3. CPD/Training schedules Lesson Observations show consistency of practice PM records Learner Voice organised in line with Assessment schedule. Primary Cluster Meetings and Review of Primary Cluster Action Plan. Parents Evenings' Attendance. Weekly attendance Reviews with PL/ EWO. Governors Reports Challenge Adviser to report on school evaluation systems	Cost of Cluster Action Plan. ALN support across the Cluster for 2015 -2016 is £15,500. Projected costs for three years - £16,000. Total cost over three years £47,000.00 Tracking of pupil data across Cluster to support effective use of resources - £15,000.00 over three years (£5,OOO per year) Training Costs. 5 TLR Co-ordinators to meet in Cluster three times a year £2,500.00, over three years £7,500.00 Extra-curricular activities to provide extended learning for students – £66, 000.00 over three years.

• Improved efficiency and effectiveness of resource that can be used throughout the Cluster and the school. • Systems and structures for collaboration and cluster working – facilities, data management, ALN, Lit and Numeracy, Relationships. • The school is connected with other schools as being a lead for teaching and learning. (Pioneer School) • Reduced fixed term exclusion figures – from 21 days to 9 days by 2018. • Records of incident data concerning relationships collected by the Health and Well –being Centre. • Learners achieve well against Key Indicators. • High Levels of parent satisfaction • Outcome data collected from the Strategic Equality Plan		supporting through Peer review to be extended and evaluated across the school to build consistent practice. DW Each year refine, evaluate and develop the opportunities to celebrate success and motivate all students, especially those for whom self-esteem is a barrier to learning. AW The work of the Multi – Agency group develops practices that support learners who for pastoral and well- being concerns are able to access school and succeed with their learning.AW Embed, develop and refine workshops for parents about learning and well-being to be held on Parents' Evening to maximise the opportunity. Link with our Friends Association. DV Explore different technologies to communicate and celebrate the success of our students. TB/AW Evaluate routines at the start of the day to promote use of attendance data by Form Tutors for Early Intervention. AW Encourage and promote student self-tracking of attendance. RG/ CH with Progress Leaders Attendance App to be developed to help support students with low attendance. AW		

Outcomes to be Achieved by 2018 (Linked to National/ Local and School Priorities.	**Led By**	**To achieve these outcomes by 2018 we will:**	**Monitoring/ Review Points**	**Resources/ Costs**
3. To raise standards in teaching and learning so that all teaching is at least good or excellent with high expectations in learning and attainment to meet the needs of all learners. (KQ2) **What will it look like?** • All lessons are considered good or excellent • Training in new technologies to support Learning (HWB+) • Higher levels of consistency within and across Faculties and Year Teams in learning, relationships, support, provision and outcomes. • All staff are consistent in delivering best practice (Best Practice based on research through conferences, collaboration, ESTYN and WG guidance • Across the school there will many opportunities to discuss and explore pedagogy – working groups. • High level of engagement by all learners within an inclusive curriculum – MAT, ALN, FSM, LAC • High level of attainment and progress in learning by all learners. • MSC Components of an excellent lesson will be embedded within all lessons and part of everyday practice. • Confident learners who can take risks and share their learning. • School Categorisation moves to Green from yellow. **How will we know?** • 100% of all performance management lesson observations are judged to be good or better. • A community of curious, reflective practitioners who actively seek out opportunities to further develop practice. • All staff are secure and comfortable within a culture of sharing good practice with other colleagues with regular formal and informal lesson observations. • Staff and students who are responsible and accountable for their learning. • Lesson observations will measure characteristics of good or excellent	DW RG	Shared approaches to developing practice across the school and with other schools. (RG) To continue to refine and develop Schemes of work so that they clearly raise the challenge of learning and quality of pedagogy. (RG/ DW with Middle Leaders.) All KS3, KS4 and KS5 Courses to achieve above local and National Averages and are in BMQs 2 and 1. The Focus for 2015 -2016 is Design and Technology, Business Studies and Modern Foreign Languages. (see SAP) (SLT) Greater incorporation of PISA-style questions/texts into S.o.W./day-to-day assessments so that all students have the opportunity to apply high order thinking skills and apply knowledge and understanding. Prepare for the new specifications in 2017, 2018 at KS4. (RG) Embed into practice 'quick review' of learning assessments so that students receive regular opportunities to learn work from the previous week. (RG) To refine and develop Homework and Independent work so that it is effective in raising standards and attainment. Homework is consistent across the school. (RG) To develop, embed and further the work of our MAT co-ordinator to make sure we are meeting the needs of the More Able and talented. By the end of three years we would have the NACE Award and the number of students accessing the Sutton group of universities has increased. RG To further embed, refine , and develop closer	School Evaluation Cycle – KQ 2 PM Schedule CPD training schedule linked to outcomes. Lesson Observations PLCs. Whole school Self-Evaluation cycle. KQ1, 2 Learning Reviews. Annual School Action Plan Term reports. Governors reports All Wales Core data sets. EAS School Secure data systems. Learner Voice Student Council Parent Questionnaire.	Training budget, for three years - £40,000 for training and development of staff Cost of IRIS technology. – £5, 600 over three years. Use of Alumni Organisation over three years £5,000

teaching (Performance Management, Peer Review and CPD). • Learner Voice will gather information about the quality of learning across the school. • Book scrutiny will provide evidence of good or better practice. • Training records indicate that staff are engaged in opportunities and understand the impact of training on outcomes • Evaluation of the use of HWB+ through engagement with staff, students and parents. • All Faculties use HWB+ to share resources and outcomes with students. • Key Indicators of student success • **High expectations in learning and attainment to meet the needs of all learners.** **What will this look like?** • Successful implementation of new Specifications at KS4 and 5. • Evidence of PISA style questions – planning, delivery and assessment built into Curriculum. • Performance management and self-evaluation processes reflect the higher level of challenge built into KS3/ 4/5. • Greater number of Year 7 students achieve L6+. and beyond, placing school in Quartile 1. • Increased outcome in Year 9 at 6+. • Level 2+ Threshold to increase to 77%/ Prepared for new measures in 2017 /2018 and capped point score. • Students on ALN register attain in line whole school attainment • Our curriculum and pedagogy supports, challenges and extends the learning experience of our MAT students (incl NACE). • Increase attainment at A and A* (currently at 15% at KS4/5) • Meet the challenges and expectations for the new N.C. requirements (Successful Futures) and LNF Framework. • Numeracy Framework will be used authentically across the school in IC and particularly Science/DT and Geography. (STEM) • The Literacy framework used authentically in IC, History, RE and Drama (oracy) • Student are empowered to take ownership of assessment and progress (Donaldson – Progression Steps) • Curious and enquiring mind-set that is empathetic. • ALUMNI working regularly with the school to inspire and motivate		working with the STEM and Geography Teams so that they have a common understanding of numeracy and SoW will be aligned. (RG) English, History, RE and Drama will develop literacy consistently through common approaches within SOW. (RG) Create more opportunities at INSET to use the TEACHMEET approach as a way of collaboration to share Best practice to develop all teaching staff. (DW) Embed and develop with our Challenge Advisor ways to work with successful subject teams across the EAS to raise standards of teaching and learning. (DW) Greater opportunity for Team Leaders to meet to share experiences, outcomes, planning, leading a team through our meeting cycle. (DV) Continued use of ESTYN framework and other Best practice evidence, Sutton Trust to develop teaching and learning. (RG) Continued sharing of good practice in feedback through work scrutinies, self-evaluation and opportunities to collaborate with colleagues.(RG) Further opportunities to support staff to become excellent teachers of literacy, numeracy and digital competency by running regular training through the Co-ordinators . (RG with Learning Core Group of teachers.) Extra-curricular activities that incorporate skills/knowledge from across STEM subjects. TB		

students. • Bi-lingualism supports a Welsh Qualification for All. • Attendance to be above 96% a lower % persistent non-attenders • A dynamic and exciting extra-curricular programme that build on the learning and talents of students. **How will we know?** • Qualification Measures 2015-2018 (Outcome Document for Governors) All Key Indicators to show a top achieving school (see above) • Whole School Attainment Points (Bi annual) • Faculty tracking sheets support the highest attainment with accurate interventions. (See Learning review documents) • Use of Level and Grade criteria in books and student tracking sheets. • Annual Year Group Learning Review and update (to include lesson observation feedback, work scrutiny, learner voice, vulnerable group and ALN/MAT). • Middle Leader SER and Mid-Year Reviews to show progress in learning and attainment. • Faculty Action Plan and Performance Management Reviews show a clear relationship between action – impact – outcome. • Student Voice to show engagement and knowledge of where they are in their learning. • Consistency of challenge across Faculties within Topic Overview sheets and Schemes of Work • Greater consistency in the use of bilingualism across the school. (Measured through lesson observations) • Attendance Records of extra-curricular clubs and activities.		ALUMNI come into school to mentor and aspire students at different stages in their learning, especially those we have identified in requiring support to get over barriers to learning. (DV with Governing Body) Learning Core Group and Progress Leaders to ensure that IC SoW and assessments are fit for purpose and develop the LNF and whole school learning skills. (RG) . Student voice – learner feedback completed after assessment points to support team development and planning in team meetings. (RG, AW) To work with Progress Leaders and all staff to make sure that the learning review process and documentation supports effective interventions and measures progress of those interventions. (CH) Develop, embed and refine Student ownership of their own progress through tracking sheets, using level and grade criteria to improve. (RG) Market research through the School and Year Council what students want in terms of extra-curricular. (AW) Track and monitor up-take and evaluate provision through learner voice. (AW, TB)		

Outcomes to be Achieved by 2018 (Linked to National/ Local and School Priorities.	**Led By**	**To achieve these outcomes by 2018 we will:**	**Monitoring/ Review Points**	**Resources/ Costs**
4. To embed our self-evaluation processes, constantly celebrating our strengths and seeking to improve. (KQ3) **What will this look like?** • A shared clarity and ownership about what the school wants to achieve and why. (Linked to National and Local Priorities) • A culture of appreciative, curious enquiry led by peers that is about raising standards • All Plans and Performance Targets are evaluated against outcomes in the strategic Three Year Plan across the school • Distributed Leadership (Students/ Staff) with objectives and targets to support all in achieving outcomes • Continuous and rigorous self-evaluation processes that evaluate the impact of actions to achieve strategic outcomes. • Regular communication with staff and students about the extent to which outcomes have been achieved. **How will I Know?** • Three Year Strategic Plan Outcomes and Annual Action Plans Outcomes have been achieved. • Comparative School Data shows that we are achieving above median and aiming for being the best school nationally. • National / Local and School priorities have been met • All Plans and Individual Performance Records are focused on school outcomes • Regular and continuous processes for evaluating actions to achieve outcomes • A culture of constant improvement based on enquiry and reflection exists throughout the organisation • Clear evidence of outcomes in Standards, Teaching and Learning and Leadership. • Efficient and effective systems and processes that are cost effective – balanced three year budget.	DV	By 2018 have reviewed and evaluated our Three Year Strategic Plan.(DV and Governors) Develop Annual Action Plans based on Three Year Strategic Plan with outcomes reviewed against Three Year Strategic Plan. DV / SLT , Governors and Middle Leaders) At SLT meetings and Link Meetings (see meeting schedule) ensure Self-Evaluation schedules are completed to make sure that the school's analyses and evaluation of impact supports planning and learning. (DV with SLT). Review Meeting Schedules Records to make sure they focus on School Action Plans and self-evaluation. (DV) Assistant Head leading on PM to refine the Our Annual cycle of Performance Management and make sure our data base tracks actions and outcomes to support performance. (DW) Through teams, provide further training on the work of self-evaluation to impact on actions and outcomes. (DV , Governors and SLT) With the support of our Challenge Advisor work alongside other schools to share their practices in using self-evaluation processes. (DV , EAS Challenge Advisor) Use Peer Inspector training with ESTYN to support the school in becoming much more evaluative in its approach to assessing provision and practice. (DV) Communicating with all stakeholders about how the school has made progress towards its objectives and targets.(DV and Governors)	Whole School SEC, KQ3. Meeting Schedule. Mid-Year Review. Term Reviews of Action Plans Self-Evaluation toolkit and schedule. Governors meetings.	

Outcomes to be Achieved by 2018 (Linked to National/ Local and School Priorities.	**Led By**	**To achieve these outcomes by 2018 we will:**	**Monitoring/ Review Points**	**Resources/ Costs**
5. To provide a 21st Century Learning environment and curriculum that meets the needs of all learners making the best possible use of technologies to support learning. (KQ2, 3) **What will this look like?** • A curriculum model that meets the purposes of 'Successful Futures'. (Purposes / Learning Experiences/ Cross Curricular themes/ Progression Steps/ • A timetable and staffing structure that is flexible and responsive (e.g. 2 hour lessons, Paired teaching, teaching across areas of learning) • A new learning environment • Clear and consistent Teaching and Learning that is good or better. • Confident, independent and resilient learners that are able to work collaboratively to support all. • Meets the needs of learners – ALN, MAT, LAC, FSM • Students embrace change and innovation in 21st Century. • Resourcing and budget (three year model) that achieves the best for all. **How will we know?** • Curriculum mapped against Successful Futures • Attendance/ Retention/ NoR • Qualification Measures 2017 /2018 • No student leaves us as NEET • Budget that is balanced and secure. • Teaching and Learning is good or better in all lessons. • The successful completion of a new school • Fixed term Exclusion figures have reduced to below current (5 students per annum) • Increase in the amount of collaboration across school and other schools (pioneer School) • We will measure confidence, independence and resilience through leaner	TB And 21st Century Learning Team at LA. Governors	Embed 'Successful Futures' by reviewing the curriculum annually through the Curriculum Review group. (TB) ALN Coordinator to review Curriculum Plans to make sure we provide an inclusive curriculum that meets the needs of all learners. (HP/ TB) Develop collaboration across faculties in line with Learning Experiences of 'Successful Futures ' through staffing structures and recruitment.(TB) Each year the Staffing and Curriculum group revise and review staffing with governors to ensure we can deliver 'Successful Futures'. (TB, LW, CW) Utilise the annual cycle of Learning Reviews, including ALN, to provide information in support of wellbeing, training/ development and progress.(AW/ HP) Develop an annual programme of consultation and engagement involving all stakeholders to inform the structure, function and organisation of our new school.(TB) Align curriculum and budget models so that a balanced budget is set for the next three years. (CW/ TB/ DV / Governing Body).	Curriculum Review Meetings. Staffing/ Finance and Curriculum Meeting (weekly) Link Meetings with Faculty/ Team and Year Links. Annual Parent Questionnaire SEC – KQ2	Three year staffing budget predicted on Curriculum costs. Teaching staff – over three years £15 million For Support Staff over three years £3 million.

voice. • Outcomes for ALN, LAC, FSM, MAT are in line with whole school. • Data on learning Relationships – Behaviour Logs. • Learning Co-ordinators for LNF and Digital Competency.				
All students and staff are able to use technology proficiently and explicitly to support Learning. (KQ2) **What will this look like?** • All students are confident users of technology in appropriate and authentic contexts. • All staff are confident in the use of new technologies to support learning, assessment, teaching and sharing. • School MIS are used to support assessment, analysis and tracking of learning from KS1-KS5. • Technology has a positive impact on Well-Being (Health, safety, security) • Digital Competency- (Successful Futures) is embedded within the curriculum. • Computer Science learning programmes are implemented from KS2 – KS 5 • Technology is being used to support specific learning needs and local and national priorities. • HWB+, and other technologies are being used across our community to learn, share and communicate. • A multi-platform devise strategy is fully embedded that allows learning to continue from anywhere at any time. • Parents and the wider community are engaged in, and supported through digital learning strategies. **How will we know?** • Observed during annual cycle of learning reviews. • Positive student voice during Year Council action research. • Use of technology and learning packages are explicit in SOW. • Training is in place to support current and future developments. • SIMS is used across our cluster to track and analyse learning and achievement. • Digital Competency outcomes in KS 2, 3, 4 and 5 (through the WBQ) are above national benchmarks.	TB	Embed, refine and develop the use of the digital competency framework and IT by reviewing SOW annually to ensure that the use of technology tis used support learning. (TB with e-learning coordinator, Digital Competency Co-ordinator.) To generate learner voice feedback on the impact of technology on learning to assess how it is raising outcomes. (TB) Develop CPD training programmes that respond to staff training needs as we embed new technologies across the curriculum. (DW) In 2015, support the further development of Digital Competency through the introduction of a TLR and associated Action Plan. Review the work of the TLR post over three years to assess impact on delivering the digital competency framework. (TB) In 2015 -2016 Support the further development of Computing and Computer Science through the introduction of a TLR and associated Action Plan. In 2016 – 2018, further develop and refine the role to achieve successful outcomes at Level 2/ Level 3. (TB) Over the next three years, triangulate learning data, student need and curriculum to determine specific software and technologies to support individual achievement Utilise Learning Reviews to evaluate Digital	Lesson Observations School Reviews of Learning. Annual Attainment data on ICT Qualifications. Training schedules. IC Reviews Faculty reviews Attainment data for IT. KQ 2.	ICT Budget – Over three years - £150, 000.00 over three years to invest in training and hardware to develop ICT across the school. TLR – e-learning £9,000 over the three years.

• Computing and Computer Science outcomes are above FFTD modelled estimates. • Apps and software are being used across the curriculum to support specific learning skills, attitudes and attributes. • Hwb+ is being used in all areas of the curriculum to share, assess and develop learning. • A range of devises are being used across the school, all members of the community are able to use their device at the same time. Software is in place that allows for the access of files from any location. • Parents and the wider community have been given the opportunity to share in and respond to the digital learning strategies.		Competency and Computing skills against FFTD models and national benchmarks. (TB) Work over the next three years with the Cluster to evaluate their use of technology in learning and develop digital learning strategies across the whole cluster. (TB, DV) Develop a range of strategies and partners to support a multi devise strategy. Engage parents and the wider community in regular information, training and consultation sessions.(TB)		