

Our Improvement Priorities for 2016-17

Standards:

1. Raise expectation and outcomes at KS4 for L2+, L2, L1 and new Welsh Government Key Performance Indicators
2. Raise expectation and outcomes at KS5 with all subjects above the ALPS median and increased in A*-B
3. Raise expectation and LNF outcomes at KS3
4. Further refine strategies to 'Close the Gap' between Free School Meals (FSM) and non-FSM learners at KS3 and KS4
5. Improve whole school attendance and behaviour

Provision:

1. Further develop appropriate Learning Pathways for all learners in all Key Stages
2. Further improve the quality of Teaching & Learning, including effective marking and feedback

Leadership and Management:

1. Improve whole school leadership capacity
2. Improve whole school self-evaluation and improvement planning

Estyn recommendations:

- R1. Raise standards at key stages 3 and 4, including the quality of pupils' written work and the general standards achieved by pupils in class
- R2. Improve attendance and reduce persistent absenteeism
- R3. Improve the quality of teaching and assessment
- R4. Improve the quality of leadership across the school
- R5. Improve the aspects of the building that are in poor condition

The school will address Recommendation 1 through the plans for the 4 other recommendations



Key School Performance Targets

	2016	2017	2018
Level 2+	71%	72%	73%
English L2	76%	76.9%	78.6%
Mathematics L2	77%	76.9%	79%
Science L2	94%	94.9%	79%
Level 2 threshold	89%	91%	93%
Level 1 threshold	98.5%	98.4%	98.3%
Capped Points Score	380	384	388
A*-A points measure	26%	27%	28%

FSM	2016	2017	2018
Level 2+	55%	55%	57.1%
English L2	57.5%	57.5%	65.7%
Mathematics L2	57.5%	57.5%	65.7%
Science L2	82.5%	82.5%	65.7%
Level 2 threshold	80%	80%	80%
Level 1 threshold	95%	95%	94.3%
Capped Points Score	351	354	357
A*-A points measure	10%	11%	12%

KS3 for 3 years	2015/16	2016/17	2017/18
English	99.2%	99.2%	99.2%
Mathematics	95.4%	95.5%	96.2%
Science	95.4%	95.5%	96.2%
Core Subject Indicator	93.7%	93.9%	93.6%
KS5 Level 3 threshold	100%	100%	100%

National tests at KS3	2015/16 >85 Eng, Proc, Reas	2015/16 +115 Eng, Proc, Reas	2016/17 >85 Eng, Proc, Reas	2016/17 +115 Eng, Proc, Reas	2017/18 >85 Eng, Proc, Reas	2017/18+115
Year 7	90%, 94%, 94%	22%, 23%, 22%	91%, 95%, 95%	23%, 24%, 23%	92%, 96%, 96%	24%, 25%, 24%
Year 8	92%, 93%, 94%	23%, 24%, 23%	93%, 94%, 95%	24%, 25%, 24%	92%, 93%, 94%	25%, 26%, 25%
Year 9	90%, 92%, 96%	25%, 23%, 25%	91%, 93%, 97%	26%, 24%, 26%	90%, 92%, 96%	27%, 25%, 27%

Exclusions	2015/16	2016/17	2017/2018
Number of FTE per 1000 pupils	60	55	50
Number of days per 1000 pupils	100	95	90
Attendance	95%	95.5%	95.8%
Pers absenteeism as a % of total	20%	17.5%	15%

The school will address recommendation1 through the plans for the 4 other recommendations

R2. Raise standards by improving attendance and reduce persistent absenteeism

Lead responsibility: Mrs J Pearce

Link Governor: Mrs E Taylor

Targets:

1. Improve attendance to 95% for 2015/16, 95.25% for 2016/17 and 95.5% for 2017/18
2. Reduce persistent absenteeism to less than 20% of absence for 2015/16
3. All pupils will understand the link between high attendance and high achievement and will know their individual target

Action	Who?	Budget/ Resources & source (EIG/PDG/other)	Timescale	Expected change/impact	Evidence source	RAG Status
<p><u>Improve attendance strategies</u></p> <p>Ensure that the 5 Step Plan for Attendance meets the needs of the school and implement this plan effectively.</p>	DH AHI YTL Tutor teams	Attendance reward scheme £2,000 - Governors Community fund	March 2016 ongoing	Improved attendance at KS4 and therefore overall Improved attendance of e-FSM pupils	Weekly attendance checks	
Set challenging Performance Management targets for SAO to include reduction in PNA	DH SAO		March 2016	Reduction in PNA	Attendance reports – SIMS	
<p>Create Attendance Provision Maps for each year group that are updated weekly. Identify pupils with attendance concerns and ensure provision to address need</p> <p>Below 80 managed by Attendance Committee:</p> <ul style="list-style-type: none"> • 80-85 managed by EWS/SAO/AH • 85-90 managed by YTL • 90-95 managed by FT 	AHI SAO YTLs		Weekly and ongoing	Facilitate focused identification of pupils at risk and focused matching of provision to need. Impact – improvement in attendance to 95.25%	Attendance provision maps School Attendance	
<p>Termly VAP returns for all pupils below 85%. RAG pupils Green – temporary issues Amber – additional support from school provision Red – request for LA support via EIG referrals to Youth Service/Careers Wales Activate programme</p>	AHI SAO Youth mentor		Termly and ongoing	Facilitate focused identification of pupils at risk and focused matching of provision to need. Impact – improvement in attendance to 95.25%	VAP returns School Attendance	

Develop Llanishen Tuition Pilot Scheme providing 5 hours of tuition per week for pupils: a) Whose health prevents them from attending b) Who are too anxious to attend	AHI HSLO 1 x TA	From the BESD budget		Improved engagement with learning and improved attendance		
Ensure that all staff, particularly SLT, make the positive link between good attendance and achievement to parents and pupils through programme of assemblies and parental communication	SLT YTL All staff		March 2016 ongoing	All pupils will know their personal attendance target (96%+). All pupils will understand the link between good attendance and achievement. Displays in every classroom and around the school.	Attendance reports – SIMS Assemblies	
Re-launch the Attendance Reward Scheme so that it has credence with pupils and demonstrates impact	AHI YTLs Tutor teams		April 2016	All pupils will know their personal attendance target (96%+) and understand the link between good attendance and achievement	Attendance reports - SIMS	
Further improve Skills for Life Programme for identified learners at key stage 4 so that learners at SA and SA+ are fully engaged. Develop a Pathway ½ programme of study that meets the needs and engages pupils of low average ability including those at SA and SA+	SLT		Sept 2016 Jan 2017	Improved attendance at KS4 and therefore overall	Attendance reports- SIMS	
Ensure that all pupils on the extended KS4 outreach programme achieve the L1 threshold by extending the time available and improving provision	AHI AHCCS HSLO		Sept 2016	Vulnerable pupils are able to access full curriculum and provision	Outreach tracker and Attendance report for pupils on the provision	
Improve the curriculum for the KS4 pupils on the Outreach Programme by providing good quality English and mathematics provision, and improve tracking	AHI AHCCS HSLO	PDG – salary of HSLO £20,000	Ongoing	Vulnerable pupils are able to access full curriculum and provision	Outreach tracker and Attendance report for pupils on the provision	
Investigate changing school day to improve attendance and punctuality	HT		Sept 2016	Improved attendance and punctuality at all key stages	Attendance reports – SIMS Lates tracking	
Improve the KS5 provision by:	HT Timetabler SLs		Sept 2016	Improved engagement and attendance at KS5	Careers Wales destinations report	

<ul style="list-style-type: none"> Embedding Law at AS and plan for progression into A2. Do likewise for L3 Diploma in Health and Social Care; Offering Computer Science at AS for 2016 start, Investigate why pupils transfer to other post 16 providers 	LOL 16-19			Improved retention into Years 12 and 13			
Improve the provision in KS3: <ul style="list-style-type: none"> Improve literacy and numeracy (see R3) Improve writing (see R3) 	SLT Lof Lit/Num		Ongoing	Improved literacy and numeracy skills allow all pupils to learn more effectively and will improve motivation.	Listening to learners Lesson observations Book scrutiny WG test scores		
Reduce the impact of staff absence on quality of teaching and learning: <ul style="list-style-type: none"> Take tight control of cover diary - HT to act as gate keeper Rigorously apply all CCC policies in relation to staff sickness absence and leave of absence Introduce minimum expectations/proforma for cover work and monitor work provided SL to monitor quality of internal cover provision and address concerns SLT to observe all external long term supply staff within first fortnight 	HT SLT Cover Manager All supply staff SLs		Sept 2016	Reduction in number of lessons covered by supply staff/internal cover Improved provision of work in the absence of regular teacher Improved continuity of learning Improved engagement and behaviour and outcomes Staff supported with early intervention to minimise time away from school	Monitoring of sickness absence triggers and staff attendance Monitoring of cover diary		
Total			£22,000				
Evaluation Summer 2016	Whole school self-evaluation completed September 2016 and submitted to Estyn						
R3. Raise standards by improving the quality of teaching and assessment							
Lead responsibility: Mr R Wilson and Mr L Humphreys			Link Governor: Mrs R Crowder				
Targets:							
<ol style="list-style-type: none"> Teaching to be judged good or better (95%+) Judgements made on the quality of teaching are consistent Improve behaviour in all classes so that the number of "reports" are down by 50% in Y1 and 30% in Y2 All subject leaders provide accurate reports on the quality of teaching, quality of work in pupils' books, quality of marking and feedback and standards Improved subject knowledge of all teachers 							

	2017
Level 2+	72%
English L2	76.9%
Mathematics L2	76.9%
Science L2	94.9%
Level 2 threshold	91%
Level 1 threshold	98.4%
Capped Points Score	384
A*-A points measure	27%

FSM	2017
Level 2+	55%
English L2	57.5%
Mathematics L2	57.5%
Science L2	82.5%
Level 2 threshold	80%
Level 1 threshold	95%
Capped Points Score	354
A*-A points measure	11%

Action	Who?	Budget/ Resources & source (EIG/PDG)	Timescale	Expected change/impact	Evidence source	RAG Status
Improve the quality of engagement and Inclusion through addressing barriers to learning						
Improve the whole school 'Engagement in Learning monitoring weeks' to maximise the presence of SLT/MLT, challenge adviser and Governors in challenging high expectation and challenge for all	HT SLT MLT Governors CA		June 2016 Sept 2016 Jan 2017 March 2017 May 2017	Increased positive behaviour for learning and decrease in low level disruption	SLT and Governors half termly monitoring of behaviour data	Green
Track progress of SA and SA+ at each data entry – ALNCO to report to SLT on the performance of all groups of learners.	ALNCO DH		Half termly	SA and SA+ pupils progress in line with targets	Reports on FFT Aspire	Yellow
Evaluate all provision for SEN and literacy/numeracy catch up to ensure that the school provides good value for money (PDG). SLT Inclusion to report to GB and SLT	ALNCO AHI Lit/Num Co-ordinators		June 2016 June 2017 June 2018	Improved literacy and numeracy skills allow all pupils to learn more effectively and will improve motivation	WG test outcomes L1, L2 and L2+ for SEN pupils	Red
Develop robust plans to start developing provision to implement recommendations of Donaldson report	HT SLT		Ongoing	Curriculum challenges and motivates	Curriculum plans for 2017 onwards	Yellow
Ensure that all staff are aware of the changes in the KS4 curriculum which include: CPS will be based on 9 rather than 8 qualifications. 5 of the 9 will be: GCSE English	HT DH AHCCS		Ongoing	Curriculum is adapted for relevant pupils	2017 and 2018 outcomes – KPI SSSP 2017	Green

Language, GCSE Maths Numeracy and GCSE Mathematics, best 2 science qualifications (from 2018 – best 2 science GCSEs). The other 4 will be the learners' best (highest grades) in other qualifications There will be a limit of 40% contribution of non-GCSEs to L1 and L2 but no limit on the contribution to the new capped points score						
In light of changes to the KPIs and core curriculum at KS4, carry out a full review of the curriculum and full consultation on moving to a 2 year KS3 and 3 year KS4.	AHT SLT SLs		Autumn 2016/Spring 2017	Curriculum is broad and balanced and allows learners to retain 3 option choices at KS4	Curriculum Plan 2017/18	
Ensure that no learner is removed from any course without authorisation from SLT	HT DHT SLs		ongoing	All pupils to achieve their potential Curriculum is adapted for relevant pupils	2017 and 2018 outcomes – KPI SSSP 2017	
Introduce TLR3 post to drive a personalised curriculum for any pupil at risk of missing L1 or becoming NEET (IFS, SWEET, Workskills, Nut&Health). Prioritise e-FSM pupils.	TLR post holder	£1,200 for TLR 3 payment – from school budget	June 2016	All pupils to achieve their potential Curriculum is adapted for relevant pupils	2017 outcomes and NEETs report	
Ensure all subject leaders are prepared for examination changes at GCSE, AS and A level for September 2016 start (from Sep 2016, centres in Wales will HAVE to use WJEC for the majority of courses)	HT SLs	WJEC INSET - £5,000 from PM budget	July 2016 onwards	Curriculum is adapted for relevant pupils		
Improve the quality of Literacy and Numeracy provision and standards						
Improve preparation of KS3 pupils for WG Lit and Num tests (Walking, talking, mocks/diagnostic marking/RAGGING) to increase confidence/familiarity	AHCCS Lit and Num co-ordinators		May 2017 May 2018	Improved performance in WG tests for Y7, Y8 and Y9. Achieve greater correlation between national test outcomes and end of KS3 TA Positive impact on literacy and numeracy skills across the curriculum	WG test data NC KS3 Data	

Carry out a full review of the KS3 curriculum to develop discrete provision for literacy and numeracy	AH Lit and Num Co-ordinators		Jan 2017 for September 2017 start	Improved performance in WG tests for Y7, Y8 and Y9.	Curriculum Plan 2017-18	
Improved focus on reasoning and procedural skills in KS3 SofW – practical activities	SLs		Ongoing	Improved performance in WG tests for Y7, Y8 and Y9.	WG test data NC KS3 Data	
Breakdown days for KS3 prior to test day in May	AHCCS Lit and Num co-ordinators		May 2017 May 2018	Improved performance in WG tests for Y7, Y8 and Y9. Achieve greater correlation between national test outcomes and end of KS3 TA Positive impact on literacy and numeracy skills across the curriculum	WG test data NC KS3 Data	
Ensure that Lit/Num champions identified for all departments cascade good practice throughout department. SL to monitor the impact of the practice and report to SLT – HT to monitor the work of SLT.	HT SLT	EIG – Literacy and Numeracy TAs £42,020 Alfie – Lit and Num tracker £900 – EIG April 2016	Sept 2017 Sept 2018	Improved performance in WG tests for Y7, Y8 and Y9. Achieve greater correlation between national test outcomes and end of KS3 TA Positive impact on literacy and numeracy skills across the curriculum	WG test data NC KS3 Data	
Develop effective lit/num activities for KS3 registration	AHCCS Lit and Num Co-ordinators YTLs		Ongoing	Improved performance in WG tests for Y7, Y8 and Y9. Positive impact on literacy and numeracy skills across the curriculum	WG test data NC KS3 Data	
Re-audit all departments to assign accountability for primary and secondary strands of LNF - further improve provision where weakness is shown	AHCCS Lit and Num co-ordinators		Sept 2016 Sept 2017 Sept 2018	Fewer weaknesses identified in analysis of Literacy and Numeracy data.	WG test data	
Provide further training for all staff on developing a literacy and numeracy rich lesson which improves performance of the pupils	AHCCS Lit and Num co-ordinators		Sept 2016 onwards	Fewer weaknesses identified in analysis of Literacy and Numeracy data. Improvement in the quality of teaching	WG test data	

Extend support programmes for pupils with a literacy and numeracy standardised score of less than 85	ALNCO AHI AHCCS Lit and Num co-ordinators		Ongoing	Improved performance in WG tests for Y7, Y8 and Y9. Positive impact on literacy and numeracy skills across the curriculum	WG test data	
Improve the quality of teaching and consistency of lesson observation						
Ensure that all staff are observed teaching at least once during the year. The observer will triangulate what they see in the lesson, information from book scrutiny and standards achieved by pupils. Teachers will be graded with a higher weighting given for standards, then book scrutiny and then the lesson observation	AHT&L Observation team (SLT and MLT)		Sept 2016	Quality of Teaching and Learning to be enhanced. Lesson observation process will lead to a greater degree of reflection, challenge and success	Outcomes of 5 School Reviews	
The observer will be calibrated by the challenge adviser or qualified Estyn Inspector to ensure consistency	HT CA Observation team		Sept 2016 onwards	Judgement will be consistent with CSC and Estyn findings	Electronic records of lesson observations	
Improve the quality of teaching						
Timely good quality feedback will be provided which will reflect on, enhance and challenge performance moving teachers from adequate to good and from good to excellent.	AHT&L Observation team (SLT and MLT)		Sept 2016 onwards	Lesson observation process will lead to a greater degree of reflection, challenge and success Greater proportion of lessons will be excellent	Electronic records of lesson observations	
Ensure that those identified as excellent teacher or who may be consistently good or better will be identified to share good and effective practice to colleagues or departments where the quality of teaching is not good enough	AHT&L Observation team (SLT and MLT)		Sept 2016 onwards	Lesson observation process will lead to a greater degree of reflection, challenge and success	Quality of teaching database	
Develop a 6 weeks support period for those identified as “adequate” or “unsatisfactory”. This support must be be-spoke for the member of staff	AHT&L SLs		Sept 2016 onwards	Fewer lessons to be judged as adequate or worse and staff will be moved to good.	Quality of teaching database	

Work with volunteers to further develop the work on improving teaching through self-reflection and peer support using the IRIS system/Teaching Continua. Work with Fitzalan and Llantwit to develop the use of IRIS. Incorporate TC into PM process.	AHT&L IRIS team	IRIS Connect £15,000 Governors Funding	Ongoing	Increase in teachers working with IRIS/Teaching Continua project. Increased reflection across staff	Quality of teaching database	
Develop good practice film clips with explanation notes to help develop reflective practice and share the practice	AHT&L IRIS team		Ongoing	A wide range of good quality teaching clips available for all staff to see.	Quality of teaching database	
Introduce the Teaching Continua programme to develop teachers' self-reflection and improve teaching. The programme will focus on: improved planning so that it challenges learners; has high expectations and improves behaviour	AHT&L HT All staff	£6,000 for 3-year licence - EIG	Sept 2016 onwards	Lesson observation process will lead to a greater degree of reflection, challenge and success Greater proportion of lessons will be excellent	Teaching Continua database	
Improve the Peer Mentoring programme so that all members of staff observe colleagues teaching with a focus on: Feedback; AfL; and Literacy and numeracy. Staff are to be coached on how to provide constructive and challenging feedback on what they observed	AHT&L		Sept 2016 – April 2017	Improved AFL and feedback will improve the quality of learning and raise standards.	Quality of teaching database	
Ensure that all teachers take responsibility for the behaviour of pupils in their classroom and follow the school policy appropriately. Remind teachers of their responsibility termly. Carry out regular and scheduled learning walks to monitor engagement. Continued analysis of data for ER and IER.	HT AHI		Sept 2016 Jan 2017 April 2017 etc	Reduced call outs of SLT. Reduced reports on the system. Improved learning.	SLT and Governors half termly monitoring of behaviour data	
Develop a range of forums so that pupils can provide feedback on their experience of teaching and learning. Consult student focus groups on Curriculum development and the whole school marking review	AHT&L SLs		January 2017 – July 2017	Improved intelligence regarding the quality of teaching. Greater involvement of pupils in their learning	Outcomes of pupil voice surveys	
Develop a range of forums so that parents can provide feedback on their experience of	HT		Sept 2016 onwards	Improved intelligence regarding the quality of teaching.	Outcomes of parental feedback	

teaching and learning, including the Estyn parental questionnaire.				Graeter involvement of parents in their pupils learning		
Further improve Assessment for Learning by providing good quality professional development and support. With a particular focus on: Questioning, Feedback and marking; book reviews	DH AHT&L SLs		Sept 2016	Useful feedback consistently informs pupils of what they need to do to improve their learning and progress	Outcomes of half termly formal book scrutiny weeks	
Ensure that feedback and marking is consistently conducted and communicated to all pupils through effective monitoring and evaluation by SL. This in turn is checked by SLT and then HT. Carry out full review of the school marking policy in the spring and summer of 2017.	AHT&L SLT SLs HT Working Group		Sept 2016 Spring 2017	Useful feedback consistently informs pupils of what they need to do to improve their learning and progress	Outcomes of half termly formal book scrutiny weeks	
Review current provision for homework and carry out L2Ls exercise. At KS3 plan joint project based homeworks to develop literacy and numeracy and investigate the use of Hwb as a digital learning platform for homework. Promote a clear understanding to parents, including guidance on how they can support their child.	SLT, CLs SLs Lit and Num Co-ordinators		Summer 2017	Extension of learning and development of independent learning skills. Consistent and appropriate homework set. Parents further engaged in child's learning	Parental surveys Book scrutiny L2Ls feedback Monitoring against hw timetable	
Improve tracking						
Ensure that SL provide accurate pupil progress data for all subjects at L2i, CPS, L1, L2, A*/A every half term. Make sure that this information identifies groups that are vulnerable to underachievement (FSM/SEN/LAC/EAL) as well as individuals that may be at risk	DH SLs		Ongoing	Improved knowledge of the schools' current performance. Improved intervention strategy – target areas at need	Half termly data drops and progress reports to Governors and CSC	
Ensure that good quality provision is being provided by tracking within subjects by classroom teacher, SL and member of SLT	DH SLs		Ongoing	Improved teaching		
Data entry half termly followed by link standards meetings to agree actions for all underperformance	DH All SLT and SLs		Ongoing	Improved knowledge of the schools' current performance.	Half termly data drops and progress reports	

				Improved intervention strategy – target areas at need.	to Governors and CSC	
Ensure that all staff are made aware of the school's half termly performance through a simple data dashboard in the staff room that shows how the school is performing at L2+, L2, L1, English and mathematics (Non-FSM and e-FSM).	DH AHCCS AHI		Sept 2016	All staff to be aware of the current performance of the school's Y11 and to know what part they play in the overall performance thermometer	Dashboards in staffroom	
Track L2i at every data entry – target all who pass English and Mathematics to pass at least 3 other GCSEs or equivalents. Use of warboard to identify target groups	DH ELT – Maths SL English		Ongoing January 2017	Improved performance at L2i, English and mathematics	Half termly data reports to Governors and CSC	
Implement fine grading at KS4 for C and D to improve accuracy of assessment	DH		Ongoing	Improved performance in all KPI		
Close tracking of pupils on Positive Outlook, Extended Opportunities and Outreach Programme to secure L1/L2 and implement personalised curriculum – timetable weekly specialist provision for English and Maths to OP	AHCCS DH HSLO		Ongoing	Improved performance	Outcomes in KPIs	
Improve monitoring of Y10 as the first cohort through new English and mathematics specifications by tracking and review by CSC English Specialist.	DH ELT Maths SL English		Sept 2016 onwards	Improved performance	Outcomes in new qualifications	
Ensure that the level of challenge and detailed analysis of data at key stage 4 is mirrored at key stage 3 and 5 to achieve consistency around 'best performance'. For example, close tracking, challenge and support for KS5 pupils targeted to achieve 3A*-A	DH SLs LoL 16-19		Sept 2016	Improved performance	End of KS3 TA Outcomes in 3A*-A's	
Analyse August 2016 outcomes against summer 2 data entry to identify where teacher assessment is robust and where inaccurate – address through PM. Regular update of Departmental dashboards/health checks to monitor the progress of departments.	DH SLs		Sept 2016	To know how accurate departments and individual staff are in relation to assessment and to address where required	SSE DSEs	

Increase use of exam board itemised marks to inform planning and intervention. Ensure interventions focus on the needs of the individual pupil to improve performance.	DH SLs		Ongoing	Improved targeting of resources to ensure interventions go to the right pupils	Improved outcomes in KPIs	
Improve provision for and tracking of pupils e-FSM						
Implement robust departmental progress trackers for e-FSM pupils at KS3 and KS4, ensure that staff act on the analysis and provide e-FSM visual thermometer in staff room to identify and track progress	AHCCS DH AHI FSM mentors	PDG budget: £57,956 for FSM mentors	Sept 2016	Impact on national test outcomes for Years 7, 8 and 9 Impact on KS3 levels across curriculum Further close the gap and improve performance of e-FSM pupils at L2i, L2 and L1	Half termly data reports to Governors and CSC	
KS3 - focus tracking of e-FSM pupils at L5, 6 and L7+ - ensure that staff act on the information provided to them	DH SLs All staff		Ongoing	Impact on national test outcomes for Years 7, 8 and 9 Impact on KS3 levels across curriculum	Half termly data reports to Governors and CSC	
KS4 – focus tracking and refine intervention of e-FSM mentors to secure improvement in pupil progress and performance	FSM mentors		Ongoing	Further close the gap and improve performance of e-FSM pupils at L2i, L2 and L1	Half termly data reports to Governors and CSC	
Specifically identify and track e-FSM pupils for the 5 A*/A performance indicator	DH		Ongoing	Improve performance of 5A*/A Ensure that staff have high expectations of all pupils.	Half termly data reports to Governors and CSC	
Provide base pack for all e-FSM pupils to ensure they have everything they need to access curriculum	AHI AHCCS		Ongoing	Improve performance of e-FSM pupils	Improved outcomes in KPI	
Parental contract to ensure good attendance and specify reward	YTLs		Sept 2016	Improved attendance, punctuality and behaviour		
Total		£128,076				
Evaluation Summer 2016	Whole school self-evaluation completed September 2016 and submitted to Estyn					

R4. Improve the quality of leadership across the school

Lead responsibility: Mrs S Parry

Link Governor: Mr J Caddick – Vice Chair of Governors

Targets:

1. Quality of leadership to be judged good or better
2. Impact on improved outcomes in KPIs and attendance:

	2016	2017
Level 2+	71%	72%
English L2	76%	76.9%
Mathematics L2	77%	76.9%
Science L2	94%	94.9%
Level 2 threshold	89%	91%
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FSM	2016	2017
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Exclusions	2015/16	2016/17
Number of FTE per 1000 pupils	60	55
Number of days per 1000 pupils	100	95
Attendance	95%	95.5%
Pers absenteeism as a % of total	20%	17.5%

Action	Who?	Budget/ Resources & source (EIG/PDG/other)	Timescale	Expected change/impact	Evidence source	RAG Status
Improve leadership capacity						
Instigate formal 18-month partnership arrangement with Llantwit Major School and Partner Headteacher including accountability and PM for both PHT & HT	Governing Body PHT HT		March 2016	Greater capacity added to SLT to move school forward. Greater capacity added to key school improvement priorities. Effective CPD for strong middle leaders	Formal partnership arrangement	

SLT job descriptions revised to place line management responsibility as the first priority	HT		April 2016	Greater consistency in line management from SLT to MLT and from MLT to their teams. Greater capacity added to key school improvement priorities. Effective CPD for strong middle leaders	SLT job descriptions	
Revise SLT/MLT line management structure to increase the consistency and rigour at all levels of leadership. This includes the transfer of the rigour applied to English and mathematics to the non-core subjects	HT		April 2016	Greater consistency in line management from SLT to MLT and from MLT to their teams. Effective CPD for strong middle leaders	Line management structure	
HT to meet fortnightly with each member of senior team to review progress against PM targets and on the progress of the departments they line manage	HT SLT		April 2016 onwards	Greater consistency in line management from SLT to MLT and from MLT to their teams. Greater capacity added to key school improvement priorities. Effective CPD for strong middle leaders.	Minutes of fortnightly meetings	
PHT to line manage the 6 th form	PHT LoL 16-19		March 2016 – Aug 2017	Challenge and support provided for 6 th form to raise standards in 3A*-A's	Improved outcomes in 3A*-A's	
Second two middle leaders onto the SLT to provide effective CPD whilst adding capacity to key improvement priorities	HT		March 2016 onwards	Greater capacity added to key school improvement priorities. Effective CPD for strong middle leaders	Impact on outcomes in KPI, attendance	
Arrangements for backfill for Deputy Headteacher to include TLR3 positions to strengthen capacity in priority areas	HT	3x £1,200 1x £2,400	March 2016 onwards	Greater capacity added to key school improvement priorities	Impact on outcomes in KPI, attendance	
Line management link meetings and link standards to be formal and all actions minuted with a focus on standards, pupil progress, performance of vulnerable groups, quality of teaching and quality of leadership.	HT SLT SLs		Ongoing	Greater consistency in line management from SLT to MLT and from MLT to their teams Clear lines of accountability for all staff	Impact on outcomes in KPI, attendance	

Re-organisation of leadership posts						
Propose model/s for TLR restructure to better reflect and support direction of travel	HT SLT		Summer 2017	More efficient deployment of staff to lead school priorities	Staffing structure School budget	
Review all JDs and update in line with SDP and direction of travel.	DH HT		Summer 2017	More efficient deployment of staff to lead school priorities	Staffing structure School budget	
SLT job descriptions revised to place line management responsibility as the first priority – all staff to sign off.	HT		Sept 2016	More efficient deployment of staff to lead school priorities	Staffing structure School budget	
Externally advertise and appoint Directors of Mathematics and English to drive standards. Both will form part of the extended leadership team	HT DHT Govs		Jan 2016 – Sep 2016	More efficient deployment of staff to lead school priorities	Staffing structure School budget	
Increase rigour of Performance Management						
Further improve PM to ensure that targets set for all staff are challenging and based on FFTD+/ALPS predictions and at least 2 levels of progress at KS3. If FFT Aspire is available targets will be based on the most ambitious estimate.	HT SLT SLs All staff		Sept 2016 to July 2017	All teachers have quantifiable and challenging PM targets linked to pupil outcomes	Electronic records of PM School Review SOFs Half termly data tracking PM reviews	
Quality Assurance to be increased through Governors Pay Review Panel	HT Governors Pay Review Panel		Sept 2016 to July 2017	All teachers have quantifiable and challenging PM targets linked to pupil outcomes	Outcomes of Governors Pay Review Panel	
Headteacher to be more rigorous in the checking/monitoring of PM targets to ensure that all PM targets are robust and ambitious	HT		Sep 2016 – July 2017	All teachers have quantifiable and challenging PM targets linked to pupil outcomes	Electronic records of P PM reviews	
Increase School to School working to enhance leadership capacity at all levels. Partnership working to include:						

Full engagement of core SLs with PiXL progression strategies and with our PiXL associate (HT of Barry Boys School)	HT DH Core SLs	PiXL members hip £3000	Ongoing	Greater capacity added to core Sharing of good practice and resources	Impact on outcomes in KPI, attendance	
Continued attendance and engagement in SIG meetings for English, mathematics, attendance, digital literacy and close the gap marking	HT DH Core SLs		Ongoing	Greater capacity added to core Sharing of good practice and resources	Impact on outcomes in KPI, attendance	
Improve working relationships with Llantwit Major School targeted at improving teaching to raise standards.	PHT HT		Ongoing	Greater capacity added to core Sharing of good practice and resources	Impact on outcomes in KPI, attendance	
Work with Central South Consortium through:						
Cont'd engagement with Qualified for Life/CSC to develop schemes of learning for new core exam specifications	SLT Core SLs		Ongoing	Greater capacity added to English and maths teams	Impact on: L2 English L2 mathematics, L2+	
Improve consistency and quality of self-evaluation and improvement planning						
Build on current student and parental voice by bringing into reflective MER cycle. Use survey monkey or google docs to carry out Estyn survey at each parents' evenings	HT SLT LofDL		Sept 2016 Sept 2017 Sept 2018	Improved participation in the SER by stakeholders	Whole school self evaluation document Departmental self evaluation documents	
All MLT evaluation and improvement planning to be in a consistent format and based on robust evaluation of key performance data. SLT to address any inconsistency with MLT and all DSE and DIPS to be submitted to SLT for approval.	HT DH SLs		Ongoing	Improved SER processes	DSE file DIP file MLs use data accurately to inform planning	
All DSE and DIPs to be monitored through half termly SLT review days by SLT and HT	HT SLT		Ongoing	Improved SER processes. DSE is consistent in presentation and in analysis of outcomes in order to inform more robust improvement planning	DSE file DIP file MLs use data accurately to inform planning	

Improve target setting to ensure it is ambitious and challenging						
Set challenging targets in line with FFTD (SE) at KS4, ALPS at KS5 and 2 levels of progress at KS3 – the highest targets in FFT Aspire will be used when available. (For individuals and cohorts)	HT DH CA Governors		July 2016 – Sept 2017	Accountability at all levels Improved outcomes for pupils educated off site Improved performance at L2i, CPS, L1, English and mathematics	Impact on outcomes in KPI, attendance	
Ensure that challenging targets are set for all pupils taking into account those vulnerable to underachievement to ensure that staff are ambitious for all pupils	HT DH AHI		July 2016 – Sept 2017	Accountability at all levels Improved outcomes for pupils educated off site Improved performance at L2i, CPS, L1, English and mathematics	Impact on outcomes in KPI, attendance	
Use new Fynnon data set and ALPS to set more challenging and appropriate targets to ensure that all targets will place the school securely in Q2 and then in Q1	HT DH CA		July 2016 – Sept 2017	Accountability at all levels Improved outcomes for pupils educated off site Improved performance at L2i, CPS, L1, English and mathematics	Impact on outcomes in KPI, attendance	
Analyse August 2016 outcomes against summer 2 data entry to identify where teacher assessment is robust and where inaccurate – address through PM	HT DH SLs		Sept 2016 Sept 2017 Sept 2018	Increased accountability for accuracy of assessment data	Impact on outcomes in KPI, attendance	
Ensure that the views of pupils and parents are used as part of the self evaluation processes:						
Strengthened cycle for MER to include systematic collection of views of parents and students on range of issues including the quality of teaching and learning	SLT YTLs	Survey monkey subscription	Ongoing	Views of all stakeholders feed directly and effectively into school self-evaluation procedures	SSE and SDP DSEs and DIPs	
Further refine tracking and robustness/accuracy of assessment:						
Monitor pupil progress within subjects (at KS3 and KS4) and at L2i, CPS, L1, L2, A*/A every half term Ensuring to identify and monitor target groups (FSM/SEN/LAC/EAL)	DH SLT SLs AHI		Ongoing	Identification of underachievement and remedy	Impact on outcomes in KPI, attendance	

Track L2i at every data entry – target all who pass E and M to pass at least 3 other GCSEs or equivalents	DH Core SLs		Ongoing	Identification of underachievement and remedy	Impact on outcomes in KPI, attendance	
Use of Subject Learning Checklists at Year 11 (by spring term 2016) and Year 10 (by summer 2016)	SLs		Ongoing	Identification of underachievement and remedy	Impact on outcomes in KPI, attendance	
Implement fine grading at KS4 for C and D to improve accuracy of assessment	SLs		Ongoing	Fine grading used to identify correct student for intervention	Impact on outcomes in KPI, attendance	
Increase use of exam board itemised marks to inform planning and intervention	SLs		Ongoing	Fine grading used to identify correct student for intervention Identification of underachievement and remedy	Impact on outcomes in KPI, attendance	
Close tracking of pupils on Positive Outlook, Extended Opportunities and Outreach Programme to secure L1/L2 and implement personalised curriculum – timetable weekly specialist provision for English and Maths to OP	AHCCS AHI HSLO DH		Ongoing	Identification of underachievement and remedy	Impact on outcomes in KPI, attendance	
Data entry half termly followed by link standards meetings to agree actions for all underperformance	SLT SLs		Ongoing	Identification of underachievement and remedy	Impact on outcomes in KPI, attendance	
Tracking within subjects by classroom teacher to ensure consistency of provision	All staff		Ongoing	Identification of underachievement and remedy	Impact on outcomes in KPI, attendance	
Close tracking of year 10 as the first cohort through new English and mathematics specifications	Core SLs SLT		Ongoing	Identification of underachievement and remedy	2017 outcomes in English Language, mathematics Numeracy and maths	
Close tracking, challenge and support for KS5 pupils targeted to achieve 3A*-A	PHT DH LOL 16-19		Ongoing	Improved performance at AS and A2 Improved performance at KS5 A*-A	3A*-A outcomes	
Further develop a KS4 strategy to improve KPI:						
Examine how a revised entry strategy for E and M can be improved	Core SLs SLT links		Sept 2017 – Oct 2017	Improved performance in English and mathematics	August 2016 outcomes	

Provide a series of Walking, Talking mock exams prior to external examinations.	Core SLs SLT links		Ongoing	Pupils increase in confidence and behaviours in formal exam settings	August 2016 outcomes Feedback from pupils/parents	
Weekly Raising Attainment of Pupils (RAP) meetings to focus on those pupils at risk of underachievement. Use of warboard and SLT mentoring to support vulnerable students.	SLT Core SLs Non-core SLs		Ongoing	Whole school awareness of pupils vulnerable to missing KPI – appropriate follow up	Minutes of rap meeting and progress of pupils tracked	
Hold a 'Mock Exam Results day' in January to give year 11 experience of receiving exam result. Followed by support processes to improve performance	SLT SLs YTL – Yr 11		January 2017	Pupils are motivated to engage in support and revision in lead up to summer exams	Attendance at revision and support sessions	
Introduce a Year 11 'Success Evening' to prepare pupils and parents for the final push to the summer exam	HT Core SLs YTL – Yr 11		Feb 2017	Parents empowered in supporting child	Parental feedback	
Plan to accredit pupils early where they are identified as being vulnerable or at risk of not securing L1/L2	HT, DH SLs		Ongoing	Improved outcomes	Impact on outcomes in KPI	
Ensure that the level of challenge currently given to core subjects is consistently applied to non-core subject to achieve consistency around 'best performance'	SLT links Non-core SLs		ongoing	Improved performance in all subjects. Improved CPS Increase in pupil motivation	Impact on outcomes in KPI	
Ensure that the Easter revision programme targets specific pupils for specific intervention – focus on pupils' weaknesses and where they can gain most marks.	AHCCS AHI SLs		March 2017	Pupils increase in confidence and behaviours in formal exam settings	Records of pupil attendance. Impact on outcomes in KPI	
Cease all study leave and replace with a planned revision timetable from May onwards	HT All staff		May 2017	Pupils remain in school and engaged in revision and support session	Impact on outcomes in KPI and attendance	
Leadership – value for money						
Devise and deliver a robust three-year financial recovery plan in order to set a balanced budget by March 2018 and this to be QA by LA.	Partner HT HT Governing Body		December 2015 – March 2018	Balanced budget set for March 2018 within year savings	School budget Three-year recovery plan	

	LFM team			secured in 2015-16 and 2016-17		
With Governors and HR, put forward proposals for a TLR structure that provides (albeit with three years' protection) a saving to the school as well as focus on school improvement priorities and our direction of travel	Partner HT HT Governing Body HR		Summer 2017	More efficient deployment of staff to lead school priorities	Staffing structure School budget	
Closely monitor key budget headings including the supply budget and exams to control spending and deploy resources more efficiently	Partner HT HT Governing Body		Sept 2016 onwards	More efficient deployment of staff to lead school priorities	Staffing structure School budget	
With Governors and HR, put forward proposals for a support staff restructure that provides a saving to the school as well as focus on school improvement priorities and our direction of travel	HT Governing Body HR		October 2016 – March 2017	More efficient deployment of staff to lead school priorities	Staffing structure School budget	
Total		£9,000				
Evaluation Summer 2016	Whole school self-evaluation completed September 2016 and submitted to Estyn					

R5: Improve the aspects of the building that are in poor condition

Lead responsibility: Mrs S Parry, Dr V Browne

Link Governor: Freda George

Action	Who?	Budget/ Resources & source (EIG/PD G/other)	Timescale	Expected change/impact	Evidence source	RAG Status
Complete temporary repairs to the two tower block roofs and the roof above the art department	Estates Manager Cardiff Asset Renewal	£30,000 – Asset Renewal	By February 2016	All classrooms to be fully functioning and fit for purpose	Health and Safety checks completed	
Complete full redecoration of all rooms affected by the leaking roof. This includes the application of an anti-fungal treatment to an identified art classroom	Estates Manager SLT	From school RPM budget	By April 2016	All classrooms to be fully functioning and fit for purpose	Health and Safety checks completed	
Cardiff County Council has informed us that they will carry out a full replacement of affected roofs in the summer of 2016. When the scaffolding is in place the school will also assess any windows in the English and maths tower that need to be replaced.	Estates Manager PH/HT Cardiff Asset Renewal	TBC	January 2017	New roofs on English and maths tower blocks	Health and Safety checks completed	
Take out SLAs with LA Compliance and LA Facilities Management to draw up a 3-year costed plan for Estates Management to bring LHS into full compliance on all statutory obs.	PHT HT Estates Team	RPM budget	Sept 2016	School to be 100% compliant	Health and Safety checks completed	
Work with LRFC to secure planning permission for 3G pitch on school site. Work closely with LRFC throughout all potential planning and building	HT Govs PE faculty	LRFC funded	Sept 2016 onwards	Significantly enhanced provision for the school	3G pitch and changing rooms installed	
Evaluation Summer 2016	Whole school self-evaluation completed September 2016 and submitted to Estyn					

