

## Llanishen High School Development Plan 2017 – 2020

### Our Improvement Priorities for 2017-18

#### **1) Standards:**

1. Raise expectation and outcomes at KS4 for L2+, L2, L1 and new Welsh Government Key Performance Indicators (Strands 1, 3, 4, 5 and 6)
2. Raise expectation and outcomes at KS5 with all subjects above the ALPS median, positive value-added score and increased A\*-A, A\*-C and A\*-E (Strand 2)
3. Raise expectation and LNF outcomes at KS3 (Strands 1, 4, 5 and 6)
4. Further refine strategies to 'Close the Gap' between Free School Meals (FSM) and non-FSM learners at KS3 and KS4 (Strands 1, 4, 5 and 6)
5. Improve whole school attendance and behaviour (Strands 1, 2, 3, 4 and 5)

#### **2) Provision:**

1. Further develop appropriate Learning Pathways for all learners in all Key Stages (Strands 1, 2, and 4)
2. Further improve the quality of Teaching & Learning, including effective marking and feedback (Strands 1, 2, 3, 4, 5 and 6)
3. Implement Digital Competency Framework and improve provision for IT across the school (Strands 3 and 6)

#### **3) Leadership and Management:**

1. Continue to develop whole school leadership capacity (Strands 5 and 6)
2. Continue to improve the cycle of self-evaluation and improvement planning including the monitoring of lessons, books, student voice, parent voice and Performance Management (Strands 1 and 5)

#### **There are 6 strands to our SDP for 2017-18:**

1. Improve the Quality of Teaching, Learning and Assessment
2. Raise standards and KS5 and Post-16 Performance
3. Implement the Digital Competency Framework and develop IT provision to support 21st century Teaching and Learning
4. Improve Positive Behaviour, ethos and engagement
5. Improve the quality of leadership across the school by improving the monitoring of performance and support/challenge of stakeholders to secure improvement
6. Improve targeting of strategic spending

## Key School Performance Targets

### Key Stage 3:

- All core and non-core in BQ1/2 for L5+, L6+ and L7+
- WG NNT and NRT to be in BQ1/2 for all indicators

### Key Stage 4:

	2017	2018	2019
<b>Level 2+</b>	72%	73%	TBC
<b>English L2</b>	76.9%	78.6%	TBC
<b>Mathematics L2</b>	76.9%	79%	TBC
<b>Science L2</b>	94.9%	79%	TBC
<b>Level 2 threshold</b>	91%	93%	TBC
<b>Level 1 threshold</b>	98.4%	98.3%	TBC
<b>Capped Points Score</b>	384	388	TBC
<b>A*-A points measure</b>	27%	28%	TBC

FSM	2017	2018	2019
<b>Level 2+</b>	55%	57.1%	TBC
<b>English L2</b>	57.5%	65.7%	TBC
<b>Mathematics L2</b>	57.5%	65.7%	TBC
<b>Science L2</b>	82.5%	65.7%	TBC
<b>Level 2 threshold</b>	80%	80%	TBC
<b>Level 1 threshold</b>	95%	94.3%	TBC
<b>Capped Points Score</b>	354	357	TBC
<b>A*-A points measure</b>	11%	12%	TBC

### Key Stage 5:

	2018	2019	2020
<b>3A* - A</b>	12%	14%	TBC
<b>3A* - C</b>	65%	75%	TBC
<b>2A* - E (Level 3)</b>	100%	100%	TBC
<b>AWPS</b>	890	925	TBC

### Wellbeing:

Exclusions	2017/2018	2018-19	2019-20
<b>Number of FTE per 1000 student s</b>	50	47	45
<b>Number of days per 1000 student s</b>	90	85	80
<b>Attendance</b>	95.8%	95.9%	96%
<b>Pers absenteeism as a % of total</b>	17%	15%	13%

# 1. Improve the quality of teaching, learning and assessment

Lead responsibility: Mr Rob Wilson

Link Governor: Mrs R Crowder

## Targets:

1. Curriculum meets the needs of all learners
2. Teaching to be judged good or better (95%+)
3. Marking is consistent and diagnostic across all subjects
4. Accurate assessment informs half termly data drops and progress checks

Action	Who?	Budget/ Resources & source (EIG/PDG)	Timescale	Expected change/impact	Evidence source	RAG Status
<b>Curriculum provision:</b>						
1.1 Implement a two-year KS3 and three-year KS4 to retain breadth of curriculum for learners in line with Donaldson and the QforL requirements	HT AHTC	EIG – Learning Pathways £30,000	Implement September 2017	Increased guided learning hours for Core Subjects. Students offered 4 option subjects at KS4. Increased engagement in learning. Improved KPIs	Curriculum Plan 2017-18 - Nova T	
1.2 Timetable discrete Literacy and Numeracy lessons on to the curriculum for years 7 and 8 with specialist deliverers	AHTC Lit/Num Co-ordinators	Increased English/maths contact time (see below)	Implement September 2017	Lit/Num delivered by specialist staff. Improved performance in WG NRT/NNT tests in years 7, 8 and 9	Curriculum Plan 2017-18 – Nova T WG NRT/NNT outcomes	
1.3 Implement Learning Pathways at KS3 in order to better meet the needs of learners. Each pathway will be tailored to need and will extend support programmes for students with a literacy and numeracy standardised score of sub 85	HT SLT AHTC	Staffing of nurture pathway (see below)	Implement September 2017	Appropriate provision and pathways for incoming cohort < 85 and >115	Curriculum Plan 2017-18 – Nova T WG NRT/NNT outcomes	
1.4 Increase English/math/science staffing to accommodate learning pathways for vulnerable students in years 7 - 11	HT DH	E/M/S staffing 3 x £35,258 = £105,774	Implement September 2017	Appropriate learning pathways throughout KS3 and KS4	Curriculum Plan 2017-18 - Nova T	
1.5 Robust tracking of students on the three-year KS4 - against new KPIs for August 2018 onwards	SLT DH		Implement September 2017	All students engage and progress in line with challenging FFT targets	SIMs tracking and data package	
1.6 Implement new Science pathways for the incoming Year 9 and 10. Robust tracking of new courses	DofS DH		Implement September 2017	All students engage with 2 x Science GCSEs as appropriate Triple Science delivered as STEM pathway with students targeted	Curriculum Plan 2017-18 - Nova T Half-termly Science tracking	
1.7 Plan for the significance of the WBQ at KS4 – increase contact time and provide training for the team	Leader of WBQ KS4 & WBQ team		Implement September 2017	Appropriate time allocated for KS4 WBQ. Team trained. Impact WBQ measure	Curriculum Plan 2017-18 - Nova T WBQ tracking	

Improve the quality of teaching and consistency of lesson observation:						
1.8 Ensure robust cycle of monitoring, evaluation and reporting in place for lesson observations, book scrutiny, student and parental voice	HT SLT		Sept 2017 – Aug 2018	Improved monitoring, evaluation and review feeding into school self-evaluation processes	School Calendar Staff handbook	
1.9 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 student s. Teachers will be graded with a higher weighting given for standards, then book scrutiny and then observation	AHT&L Observation team (SLT and MLT)		Sept 2017 – July 2018	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	
1.10 The observer will be calibrated by the challenge adviser or qualified Estyn Inspector to ensure consistency	HT, CA Observation team		Sept 2017 onwards	Judgement will be consistent with CSC and Estyn findings	Electronic records of lesson observations	
1.11 Common tracking system and data entries that create accountability for the accuracy of data	HT, DHT, SLT, MLT		Sept 2017 onwards	All data drops are formed on accurate and robust assessment	Comparison of summer 2 v August outcomes	
1.12 Clear processes for data submission. Whole school Assessment Weeks lead into data drops	DHT, Data Manager		Sept 2017 onwards	All data is entered in a timely fashion	SIMs data tracking	
1.13 In-house development programme for teaching and learning – replace some staff meetings with CPD	HT	Staff development £10,000 PDG	Sept 2017	Increased dialogue around teaching and learning. Increased sharing of good practice	School calendar School meetings	
1.14 Timely good quality feedback will be provided after lesson observations 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 2017 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	
1,15 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 2017 onwards	Lesson observation process will lead to a greater degree of reflection, challenge and success	Quality of teaching database	
1.16 Develop a 6-week support period for teachers where issues are identified. This support must be be-spoke for the member of staff	AHT&L SLs		Sept 2017 onwards	Fewer lessons to be judged as adequate or worse and staff will be moved to good.	Quality of teaching database	
1.17 Ensure that all teachers have the opportunity to observed good practice	AHT&L		Sept 2017 onwards	Improved quality of teaching and learning	Quality of teaching database	
1.18 CPD twi-light sessions to be provided by excellent teachers to share good practice	AHT&L		Sept 2017 onwards	Improved quality of teaching and learning	Quality of teaching database	

Exemplar portfolios of student work						
1.19 IRIS - Place all teachers into triads. Agree the 8 key aspects of teaching and learning that we wish to focus on (engaging starters, guided questioning, etc) Schedule observations so that all triad members use IRIS to film at least 1 lesson. Each lesson to be viewed and evaluated by the triad – time provided for discussion on an INSET day	AHT&L All staff		July 2017 onwards  Dec 2017	All staff use IRIS to film themselves. All staff carry out self and peer reflection on their teaching. Some colleagues may decide to film more than one lesson	IRIS good practice library INSET schedule	
1.20 IRIS Sharing best practice. From their filmed lesson, each triad member provides at least 1 area of best practice (10-minute clip) to submit to the Best Practice Library (BPL). These clips will be uploaded under the agreed aspects of teaching and learning that we decide to focus on. Every INSET, staff meeting and Departmental Meetings to start with an example of good practice	AHT&L All staff		Dec 2017	The Best Practice Library is established and populated with clips that relate to specific aspects of teaching and learning. All staff are able to access this. Sharing of good practice becomes part of what we do	IRIS good practice library INSET schedule	
1.21 Develop 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	
1.22 Develop a range of forums so that students 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		Sept 2017	Improved intelligence regarding the quality of teaching. Greater involvement of students in their learning	Outcomes of student voice surveys	
1.23 Develop a range of forums so that parents can provide feedback on their experience of teaching and learning, including the Estyn parental questionnaire.	HT AHT&L		Sept 2017 onwards	Improved intelligence regarding the quality of teaching. Greater involvement of parents in their students learning	Outcomes of parental feedback	
1.24 Increase opportunities for extended writing across all subjects in key stage 3	SLs All staff		September 2017	Improved extended writing and literacy levels	Book scrutiny	
1.25 Launch new marking policy and monitor impact through half termly whole school book scrutiny	AHT&L SLs		September 2017	Improved consistency in marking. Improved diagnostic feedback	Book scrutiny	
1.26 Subject Leaders carry out regular book scrutiny in line with school MER calendar and take appropriate action where issues are noted	SLs		September 2017	Improved consistency in marking. Improved diagnostic feedback	Departmental book scrutiny	
1.27 Improve presentation of all student work and exercise books	SLs All staff		September 2017	Students take care and pride in their work. All work is completed with no gaps	Book scrutiny	

1.28 Increase peer and self-assessment in exercise books	SLs All staff		September 2017	Students take greater accountability for their learning	Book scrutiny	
1.29 Ensure that all written feedback in books and verbal feedback in class is diagnostic	SLs All Staff		September 2017	Students progress in line with expectation	Book scrutiny Student progress data	
<b>Improve tracking:</b>						
1.30 Ensure that SL provide accurate student 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	
1.31 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. Improved intervention strategy	Half termly data drops & reports to Governors/CSC	
1.32 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 incl e-FSM	DH AHI		Sept 2017	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	
1.33 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 D of Maths/Eng		Ongoing	Improved performance at L2i, English and mathematics	Half termly data reports to Governors and CSC	
1.34 Analyse August 2017 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 2017	To know how accurate departments and individual staff are in relation to assessment and to address where required	SSE DSEs	
1.35 Increase use of exam board itemised marks to inform planning and intervention. Ensure interventions focus on the needs of the individual student to improve performance.	DH SLs		Ongoing	Improved targeting of resources to ensure interventions go to the right student s	Improved outcomes in KPIs	
<b>Improve provision for and tracking of student s e-FSM:</b>						
1.36 Implement robust departmental progress trackers for e-FSM student s 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.	DH AHI SLs		Sept 2017	Further close the gap and improve performance of e-FSM student s at L2i, L2 and L1	Half termly data reports to Governors and CSC	
1.37 KS3 - focus tracking of e-FSM student s 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. KS3 levels across curriculum	Half termly data reports to Governor/CSC	

1.38 Specifically identify and track e-FSM student s for the 5 A*/A performance indicator	DH		Ongoing	Improve performance of 5A*/A Ensure that staff have high expectations of all students.	Half termly data reports to Governors/CSC	
1.39 Provide base pack for all e-FSM student s to ensure they have everything they need to access curriculum	AHI	PDG £5,000	Ongoing	Improve performance of e-FSM students	Improved outcomes in KPI	
1.40 Parental contract to ensure good attendance and specify reward	YTLs		Sept 2017	Improved attendance, punctuality and behaviour		
<b>Total</b>		<b>£156,774</b>				
<b>Evaluation</b>						

## 2. Raise standards at Key Stage 5 and post-16 performance

**Lead responsibility: Mrs Sarah Parry**

**Link Governor: Mrs Elisabeth Roth**

### Targets:

- Improve performance of subjects in relation to Aspire Value Added
- Improve retention at 8 weeks, year one and year two
- Improved performance in 3A\*-A, 3A\*-C, 2A\*-E, vocational, AWPS and AWBQ in line with targets outlined above
- Improve sixth form attendance to 95%

Action	Who?	Budget/ Resources & source (EIG/PDG)	Timescale	Expected change/impact	Evidence source	RAG Status
2.1 Provide CPD for all stakeholders on WG performance measures from September 2017	SLT		Summer 2017	Staff awareness and understanding DSE/DIPs adapted appropriately Tracking systems KS5 amended	Staff meeting	
2.2 Revise entry requirements for 2017 Year 12 intake. All students start with 4 + WBQ for Autumn Term to develop work ethic, contact time and breadth and continue into 13 with a minimum 3 A levels and WQB	SLT LoL 16-19 Sixth Form Team		Summer 2017	Improved recruitment and retention Accurate and fair DCELLs funding	SIMS registration 6 <sup>th</sup> form PLASC	
2.3 Consider removing some underperforming subjects from options	SLT		September 2017			
2.4 Individual target setting using Aspire VA, ALPs. Set targets and monitor completion and retention of students for the full 2-year	SLT LoL 16-19		September 2017 onwards	Aspirational targets set. Improved retention.	ALPS Reports for AS, A2 and BTEC	

programme and attainment of 3A*-A, 3A*-C, 2A*-E and Vocational L3. Half termly tracking against targets and early identification of underperformance	Sixth Form Team			Improved outcomes in KS5 data sets	AWCDS	
2.5 Analysis of Post-16 Value Added performance to identify areas of strengths and weaknesses	LoL 16-19		September - October 2017	Identification of areas of strength and weakness to improve planning	FFT Post-16 Value Added Report	
2.6 Analysis of Welsh Baccalaureate attainment. Half termly tracking of WBQ progress.	L of AWBQ		September 2017 Half-termly	Improved outcomes in KS5 WBQ	ALPS Reports for AS, A2 and BTEC AWCDS	
2.7 Autumn Review Meetings with HT - SLs report on item level data to analyse performance	SLT SLs		September - October 2017	Increased use of item level data by all MLT to improve planning	Minutes of Autumn Review Meetings	
2.8 Analysis of year 12 result to identify strategy for Year 13 resits required to support performance in key measures. Ensure that module/unit resits are agreed and recorded in the first week back in September	LoL 16-19 SLs, DHT Exams Officer		August - September 2017	Strategic and costed plan in place to maximise impact of resits	ALPS Reports for AS, A2 and BTEC AWCDS	
2.9 Ensure all students resitting English/Maths are attending sessions – monitor that this is taking place	LofL 16-19		September 2017	Full attendance at resit classes. Students secure C+ grade in E/M	SIMs	
2.10 Accurate assessment of year 12 student s between week 4-6 to ensure appropriate decisions can be made in discussion with line manager about which students remain on course (8-week rule)	SLs		Sept-Oct 2017	Early intervention. Decisions based on accurate assessment	SIMs	
2.11 Referrals for those wishing to switch a subject must come to to LofL16-19 by the end of week 4	SLs, HT, LofL16-19		October 2017	Early intervention and remedy	SIMs	
2.12 No student to drop below 3 after week 8	SLs		October 2017	Students remain on 3 + WBQ min	SIMs	
2.13 Ensure that the correct teachers are teaching at KS5. Discuss and agree in line management meetings in summer term	SLs		Summer term 2017	High quality teaching and learning provided	Minutes of meetings	
2.14 Increase and ensure accurate assessments. Half termly reporting to SLT on progress against targets	SLs LofL 16-19		Half termly	Identification of students who require intervention	SLT minutes and presentation	
2.15 Regularly feedback to staff on the data for years 12 and 13. Share with staff after each data drop. Identify subjects that are exceeding, on target, below target. Identify students who are a concern and mentor them	LofL 16-19		Half termly	Identification of students who require intervention	Data folders	
2.16 Consider a RAP approach (replicating KS4)						



2.17 Structured tutor sessions will take place daily. Each week will include 1 formal assembly, 3 WBQ delivery sessions and 1 'analysing your performance' tutor session	Year 12 and 13 tutor teams		September 2017 - July 2018	Increased attendance and engagement in years 12 and 13 Improved mentoring of students	6 <sup>th</sup> form attendance to registration and lessons	
2.18 Ensure same procedures post and pre-16. Teach for the whole hour, provide cover work for all classes, do not dismiss class to research. Monitor that teaching is taking place for the whole hour	SLs Staff		September 2017	Continuity of learning. High expectations for all. Good work ethic developed	Monitoring of lessons and attendance	
2.19 If staff are absent through ill health or LoA, Year 12 and 13 work should be emailed to the 6 <sup>th</sup> form administrator and arrangements should be made for students to collect. Monitor teachers contact time with class	SLs Staff  HT		September 2017	Continuity of learning for students	Monitoring of absence	
2.20 Lead a parental meeting in the first week. Outline expectations, attendance, contract, opportunity to continue into year 13 on agreement following AS exam key dates	LofL 16-19		September 2017	High expectations clearly defined from the outset. Relationships established with home	Attendance at meeting	
2.21 Improve the profile and outcomes of Seren and Honours group	LofL 16-19		September 2017	Increased numbers accessing top universities	Destinations report	
2.22 Raise expectations and set the work ethic by introducing a Sixth Form uniform	Lof L 16-19 Year 12 and 13 Tutor Teams		September 2017	Smarter appearance that identifies sixth form as members of the school community	School Uniform Policy	
2.23 Formalise 'contract to success' to provide formal mentoring by sixth form students to KS4 students – initially in Maths/English	LofL16-19 Directors of Maths/Eng YTLs 10 & 11	£2,000 PDG	September 2017	10 week tutoring blocks provided for targeted year 10 and 11 students	Contract to success schedule	
2.24 Increase observations of Sixth Form teaching and learning as part of school review process	AHT&L LofL 16-19		September 2017	Increased monitoring of standards in T&L at key stage 5	School Review schedules and outcomes	
2.25 All staff to use SIMS to record positive and negative comments, homework, etc as we do for KS3 and KS4	All staff		September 2017	Increased parental monitoring	SIMS	
2.26 Provision for independent study in the PSA and other areas. Improve connectivity and access to digital technology	SLT LofL 16-19	As per IT 3-year plan	June 2017 onwards	Increased access to private study areas and IT resources	Costed 3-year plan for development of IT	
2.27 Focus on 6 <sup>th</sup> form attendance in line with the emphasis placed on whole school attendance. Ensure ALL 6 <sup>th</sup> form registers are taken. Improve attendance to timetabled lessons to 95%. Ensure that parents are contacted where we have concerns over attendance. Challenge lateness with an	LofL 16-19 Sixth Form Administrator		September 2017 onwards	Increased attendance and engagement – early identification of issues	SIMS attendance data	

appropriate sanction. Meet with the parents of low attenders						
2.28 Tracking of destinations of students into further learning, higher education or employment. Celebration of achievement.	LofL 16-19 Careers Wales		October 2017	Increase numbers of students progressing to university, further ed, apprenticeships and employment	Newsletter Parentmail School Prospectus	
2.29 Positive promotion of the work of the Sixth Form - Half termly parentmails and update. Each newsletter to include minimum 2 pages on 6 <sup>th</sup> form news. Alumni board in reception area	HT LofL 16-19		September 2017	Increased awareness of work of 6 <sup>th</sup> form. Improved recruitment and retention. Positive celebration of the work of the 6 <sup>th</sup> form	NOR in 6 <sup>th</sup> form 6 <sup>th</sup> form PLASC	
2.30 Increase use of sixth formers and prefects on duty/within departments/anti-bullying group, etc	LofL16-19 6 <sup>th</sup> form students		September 2017	More visible role as senior members of the school community	Prefect duty rota, etc	
<b>TOTAL</b>						<b>£2,000</b>
Evaluation:						

### 3. Implement the Digital Competency Framework and develop IT provision to support 21<sup>st</sup> century teaching and learning

**Lead responsibility: Mr Lee G Humphreys**

**Link Governor:**

**Targets**

- Ensure an updated, reliable infrastructure for IT that is fit for purpose
- Provide remote access from home/offsite
- Improve speed and connectivity across network
- Improve staff competency and confidence
- Provide a digital platform to support teaching and learning
- Develop our use of IT as a pedagogy

Action	Who?	Budget/ Resources & source (EIG/PDG/other)	Timescale	Expected change/impact	Evidence source	RAG Status
<b>Improve Infrastructure:</b>						
3.1 Establish a stakeholder group to develop the schools vision and strategic plan for technology.	HT, AHTC		From June 2017	Stakeholder group established to drive plans for DCF	DCF Group Minutes of meetings	

	LPDC, IT support					
3.2 Work with Aspire 2Be and Computer World Wales to establish how to improve infrastructure (servers, etc) to be fit for purpose and reliable.	HT, AHTC LPDC, IT support		From June 2017	Improved infrastructure and connectivity. Staff and student confidence in the reliability and functionality of IT network	Physical network and checks on systems	
3.3 Review ICT SLT with LA with regards to internet line, network point, wireless access points and switches. Consider need to upgrade	HT, AHTC LPDC, IT support	£50,000 From IT budget	September 2017	Good value for money from the SLA. Upgrading of internet connection/network points as required	IT SLA IT network	
3.4 With CWW, replace 2 x servers and transfer all files over to virtual server with tiered data. Install VM software	AHTC LPDC, IT support	From IT budget	July/August 2017	Faster internet connection. All data safely and appropriately stored and backed up	IT network Virtual server	
3.5 Engage CWW annual support contract	HT, AHTC LPDC, IT support	From IT budget	August 2017	When issues arise, support is instant and issues are resolved remotely where possible	Annual contract	
3.6 Produce a 3-year costed plan that includes the upgrades listed above as well as the development of IT hardware in the LRC, 6 <sup>th</sup> form PSA and S22 in the first instance	HT, SLT F&R committee	From IT budget	July 2017	School plans effectively for upgrading of infrastructure as well as hardware. Students have increased access	3-year costed plan	
3.7 Pedagogy - establish the kit that we need. Investigate leasing options	AHTC LPDC, IT support		September – December 2017	Fully functioning suites in the LRC, 6 <sup>th</sup> form PSA and IT rooms	Audit/inventory of IT hardware	
3.8 Visit DCF Pioneer Schools to draw in good practice and learn/avoid the pitfalls. Investigate schools that are using Google classroom/apple solutions/chromebooks, etc	AHTC LPDC, IT support		Summer term 2017	Good practice shared and developed. Investment in the most appropriate kit	DCF planning	
3.9 Teaching and Learning. Audit staff skill levels	AHTC LPDC, IT support		Autumn term 2017	Strengths and weaknesses identified to inform INSET provision	Staff Audit DCF planning INSET schedule	
3.10 Staff training session on the functionality of Office 365	AHTC, LPDC		Autumn term 2017	Full use for staff communication and teaching	Office 365	
3.11 Staff training on SIMs. SIMs team of 6 to support the work of the school	DH, Data Manager		Autumn term 2017	Improved knowledge of the functionality of SIMs	SIMs MIS	
3.12 Investigate Ericom Connect to replace SIMs Learning Gateway	HT, AHTC LPDC, IT support		Autumn term 2017	Allow all staff and students to access the school network remotely and reliably	School network	
3.13 Appoint Departmental Champions for DC to drive and share good practice within departments. Allow time in school calendar for this group to meet	AHTC LPDC		Autumn term 2017	Filter good practice throughout departments	Lesson observations	

3.14 Recruit 'Digital leaders' from the student body to work alongside the staff group to develop the use of IT as a pedagogy and means to improve teaching and learning	AHTC LPDC, LofL 16-19 CL IT		Autumn term 2017	Student voice contributes to the development of IT as a pedagogy	Student voice Meeting minutes	
3.15 Develop use of a digital platform to enhance teaching, learning and assessment	SLT		Summer term 2017	Use of platform to improve assessment and homework in a meaningful way for students	Digital platform	
3.16 Improve provision and access for eFSM students in the LRC (years 7 -11) and PSA (years 12 and 13)	HT, BM	£10,763 PDG	September 2017	Improved access for all	Inventory of IT equipment	
3.17 Prepare for any changes with regards to Data Protection and requirements on schools. Update the school policy as required.	Governors SLT Data Manager		Spring/Summer 2018	School is compliant in all aspects of data protection	Data Protection Policy	
<b>TOTAL</b>		<b>£60,763</b>				
<b>Evaluation:</b>						

## 4. Improve Positive Behaviour, ethos and engagement

Lead responsibility: Mrs Jackie Pearce

Link Governor: Mrs Elizabeth Taylor

### Targets:

Exclusions	2017/2018	2018-19	2019-20
Number of FTE per 1000 student s	50	47	45
Number of days per 1000 student s	90	85	80
Attendance	95.8%	95.9%	96%
Pers absenteeism as a % of total	17%	15%	13%

Action	Who?	Budget/ Resources & source (EIG/PDG/other)	Timescale	Expected change/impact	Evidence source	RAG Status
4.1 Culture and expectation - Launch new school uniform for all students in 7 - 13	SLT, YTLs, All staff	£4,000 PDG	For September 2017	Smarter appearance, raised expectation, ethos and behaviour	Form inspections Monitoirng of half-termly data on beh	

4.2 Train 2 x staff as Pivotal Trainers (Positive Behaviour programme) to roll out across whole school via INSET day	DofM	£3,000 PDG	July 2017 onwards	3 year programme to build expertise and capacity. Embedding of onsite approaches to positive behaviour management	Monitoring of half-termly data on behaviour Student, staff and parental voice	
4.3 Further develop staff skills in the use of motivational techniques and restorative practice Whole school INSET training	AHI BESD team	£5,000 PDG	June 2017 onwards	Embedding of Restorative Practice approaches into behaviour management systems	Monitoring of half-termly data on behaviour. Student, staff/parental voice	
4.4 Reinforce 3 positive visual consistencies: 1) Meet and greet on the door at the start of every lesson 2) Use of Positive Praise Notes 3) Reward the good first	AHI DofM BESD team All staff		June 2017 onwards	Consistent meet and greet and use of positive rewards. Improved behaviour, relationships and engagement	Monitoring of half-termly data on behaviour Student, staff and parental voice	
4.5 Fortnightly monitoring of use of positive rewards and issuing of consequences to identify issues to be addressed	SLT AHI		June 2017 onwards	Develop consistent approach across all staff	Monitoring of half-termly data on behaviour	
4.6 Use of learning walks to monitor engagement and reinforce the authority of the teacher in each classroom	SLT MLT		September 2017	Improved engagement and monitoring of engagement	Monitoring of half-termly data on behaviour	
4.7 Rolling programme of assemblies to develop and embed whole school values	YTLs SLT		September 2017	All stakeholders understand and share school values	Student voice	
4.8 Ensure that all teachers take responsibility for the behaviour of students 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.	AHI		September 2017	Reduced call outs of SLT. Reduced reports on the system. Improved learning.	SLT and Governors half termly monitoring of behaviour data	
4.9 Analysis of behaviour data – C1s, C2s and C3s to identify trends. Provide support to staff as required	AHI		September 2017	Develop consistent approach across all staff	SLT and Governors half termly monitoring of behaviour data	
4.10 Attendance and Punctuality. Monitoring of attendance by tutor, YTL and Attendance Board. Continue zero tolerance approach to lateness	Form Tutors YTLs, AHI, AO		September 2017	Improved attendance and punctuality to school.	Whole school attendance on SIMs. Late on the gate stats	
4.11 Relaunch the role of the form tutor. At KS3 the role will focus on attendance, punctuality, behaviour, uniform and equipment	Form Tutors, YTLs SLT links		September 2017	Form tutor ownership. Improved standards in the 'basics.' Positive relationships	Tutor time monitoring	
4.12 Ensure that all meetings, phone calls and incidents are recorded and followed up	All staff		September 2017	All students know that we mean what we say	SIMs records	
4.13 Strengthen the use of the environment to ensure clear routines	All staff		September 2017	School rules and expectations reinforced regularly	Assembly time, Classroom walls	
4.14 Develop corridor environments with inspirational quotes and positive messages	Estates Team		Summer 2017	Positive learning environment	Learning walks	

4.15 Continue with SLT learning walks as part of our daily routine as well as formal 'engagement in learning monitoring weeks' with MLT and governors	SLT MLT Governors		September 2017	Reinforce positive learning environment	Learning walks	
4.16 Launch a zero-tolerance approach to poor corridor behaviour. All staff meet and greet at the start of every lesson	All staff		Summer 2017	Corridors more orderly and calm environment	Learning walks	
4.17 IRIS – one strand to be directed towards staff members who need to develop their positive classroom management. Identify colleagues who would benefit from this support (analysis of stats for behaviour). Trial the use of the interactive camera	AHI IT technician		November 2017	Targeted and specific support for colleagues to improve their relationships and classroom management	Tracking of behaviour and lesson observations	
4.18 Appointment of specialist BESD role to run the BESD provision (Base, RD, RP, IER, ER)	AHI DH	£30,000 PDG	September 2017	Consistent routines and restorative practice in place for all negative behaviour	Monitoring of half-termly data on behaviour. Staff and student voice	
4.19 Introduce a post call-out survey that is emailed to staff who request emergency assistance. This will record the strategies used in the classroom prior to requesting external help.	AHI BESD staff		September 2017	Embed a reflective approach to challenging situations and how we de-escalate/address issues	Collation of survey responses	
4.20 Improve the whole school 'Engagement in Learning monitoring weeks' to maximise the presence of SLT/MLT and Governors in providing high expectation and challenge for all	HT, SLT MLT Governors CA		September 2017	Increased positive behaviour for learning and decrease in low level disruption	SLT and Governors half termly monitoring of behaviour data	
4.21 Further develop Offsite Learning through the outreach programme. Ensure the curriculum provision meets new WG KPIs for 2018	AHI HSLO	£30,000 PDG	September 2017 onwards	No student becomes NEET All students engage in appropriate provision	Tracking of outreach attendance and student progress	
4.22 Develop 'Llanishen Tuition' provision to support students in a wide range of vulnerable situations	AHI TA	£18, 312 PDG	September 2017	Support provided by a familiar member of the school staff. No student becomes NEET	Tracking of vulnerable students	
4.23 Engagement with parents. Further improve communication and feedback when parents contact the school. Further improve the curriculum information evenings, parents' evenings and support materials/documentation	All staff Form tutors YTLs SLT		September 2017	Improved engagement with vulnerable groups	Parental feedback on each event	
4.24 Engagement with local community. Formulate a strategy to engage with the local community and communities in our outlying catchment areas	SLT YTL Form tutors		September 2017	Improve reputation of the school in the community	NOR	
<b>TOTAL</b>		<b>£90,312</b>				
<b>Evaluation:</b>						

## 5. Improve the quality of leadership across the school by improving the monitoring of performance and support/challenge of stakeholders to secure improvement

Lead responsibility: Mrs Sarah Parry

Link Governor:

### Targets:

1. Quality of leadership to be judged good or better
2. Instill a culture where all monitoring is carried out consistently in line with the MER calendar and structure. If this fails to happen, there is a suitable structure of challenge
3. Improve the quality of CPD for all staff, and in particular, for middle leaders, through a bespoke in-house training programme
4. Impact on improved outcomes in KPIs and attendance:

	2018	2018 FSM
<b>Level 2+</b>	73%	57.1%
<b>English L2</b>	78.6%	65.7%
<b>Mathematics L2</b>	79%	65.7%
<b>Science L2</b>	79%	65.7%
<b>Level 2 threshold</b>	93%	80%
<b>Level 1 threshold</b>	98.3%	94.3%
<b>Capped Points Score</b>	388	357
<b>A*-A points measure</b>	28%	12%

Action	Who?	Budget/ Resources & source (EIG/PDG/other)	Timescale	Expected change/impact	Evidence source	RAG Status
<b>Improve leadership capacity:</b>						
5.1 Strategic review of staffing structures. Review of Job Descriptions	HT		July 2017	Clear and well-defined JDs in line with school priorities	Staff handbook Staff JDs	
5.2 SLT line management - clear and consistent protocols. SLT job descriptions place line management responsibility as the first priority	HT SLT		September 2017	Greater consistency in line management from SLT to MLT and MLT to their teams.	SLT job descriptions Line management structure	
5.3 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 SLT MLT		September 2017	Greater consistency in line management from SLT to MLT and from MLT to their teams	Line management structure	

5.4 Restructure SLT to include SBM and Director of Science. Provide clear leadership structure for Science moving forwards	HT, DH DofS		July 2017	Capacity within SLT for finance, estates and admin. Capacity within SLT for core subjects	SLT job descriptions Line management structure	
5.5 Restructure SLT and appoint a School Business Manager to support financial effectiveness of school	HT		September 2017	School provides good value for money.	School budget. Setting of balanced budget 2018	
5.6 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 MLT to their teams.	Minutes of fortnightly meetings	
5.7 HT to line manage the 6 <sup>th</sup> form	HT LoL 16-19		September 2017	Challenge and support provided for 6 <sup>th</sup> form to raise standards in KS5 KPIs	KS5 data sets	
5.8 Second two middle leaders onto the SLT to provide effective CPD whilst adding capacity to key improvement priorities	HT	£2,500 PM budget	September 2017	Greater capacity added to key school improvement priorities. Effective CPD for strong MLT	Impact on outcomes in KPI, attendance	
5.9 Line management meetings to be timetabled for all. Line management link meetings and link standards to be formal and all actions minuted with a focus on standards, 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	
5.10 Propose model/s for TLR restructure to better reflect and support direction of travel. Review all JDs and update in line with SDP	HT SLT		Summer 2017	More efficient deployment of staff to lead school priorities	Staffing structure School budget	
5.11 Development of Middle Leadership CPD Programme including sessions on HR/Capability/Finance/T&L/etc	HT SLT MLT		September 2017	Increased capacity in key areas of management	Meeting/CPD provision and plan	
<b>Increase rigour of Performance Management:</b>						
5.12 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 2017 to July 2018	All teachers have quantifiable and challenging PM targets linked to student outcomes	Electronic records of PM School Review SOFs Half termly data tracking & PM reviews	
5.13 Quality Assurance to be increased through Governors Pay Review Panel	HT, Governor Pay Review Panel		Sept 2017 to July 2018	All teachers have quantifiable and challenging PM targets linked to student outcomes	Outcomes of Governors Pay Review Panel	
5.14 Headteacher to be more rigorous in the checking/monitoring of PM targets to ensure that all PM targets are robust and ambitious	HT		Sep 2017 – July 2018	All teachers have quantifiable and challenging PM targets linked to student outcomes	Electronic records of PM reviews	



5.15 Implementation of newly issued HR/CSC policy for Support Staff Performance Management. Targets to be set for all Support staff in line with whole school priorities. Structures for PM and line management established.	HT SLT Support staff		September 2017 -July 2018	Support staff receive robust PM and CPD in line with the needs of the school. More effective line management and accountability in all areas	Support staff PM file PM review PM Policy	
<b>Increase School to School working to enhance leadership capacity at all levels. Partnership working to include:</b>						
5.16 Develop our ongoing partnership with Llantwit Major School through Peer review, Teacher training links and formal links between departments	HT, PHT, SLT, Subject Leaders	£5,000 PDG	September 2017 ongoing	Greater capacity added to key school improvement priorities. Effective CPD for MLT	Partnership arrangements	
5.17 Continued attendance and engagement in SIG meetings and lead school for middle leadership development programme	HT DH Core SLs		Ongoing	Greater capacity added to core Sharing of good practice and resources	Impact on outcomes in KPI, attendance	
5.18 Cont'd engagement with CSC and Qualified for Life 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+	
<b>Improve consistency and quality of self-evaluation and improvement planning:</b>						
5.19 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 is consistent in presentation and in analysis of outcomes to inform more robust improvement planning	DSE file DIP file MLs use data accurately to inform planning	
5.20 All DSE and DIPS to be monitored through half termly SLT review days by SLT and HT	HT SLT		Ongoing	Improved SER processes.	DSE file DIP file	
5.21 Ensure that the views of student s and parents are used as part of the self evaluation processes through the 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	
<b>Improve target setting to ensure it is ambitious and challenging:</b>						
5.22 Set challenging targets in line with FFTD 20 at KS4, ALPS at KS5 and 2 levels of progress at KS3. Note that KS3 operates over 2 academic years	HT, DH CA Governors		Sept 2017	Accountability at all levels Improved performance in KPIs	Impact on outcomes in KPI, attendance	
5.23 Ensure that challenging targets are set for all student s taking into account those vulnerable to underachievement to ensure that staff are ambitious for all student s	HT DH AHI		Sept 2017	Accountability at all levels Improved outcomes for student s educated off site Improved performance in KPIs	Impact on outcomes in KPI, attendance	
5.24 Analyse August 2017 outcomes against summer 2 data entry to identify where teacher assessment is robust and where inaccurate – address through PM	HT DH SLs		Sept 201	Increased accountability for accuracy of assessment data	Impact on outcomes in KPI, attendance	
<b>Further refine tracking and robustness/accuracy of assessment:</b>						

5.25 Monitor student 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	
5.26 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	
5.27 Use of Subject Learning Checklists at Year 10 & 11	SLs		Ongoing	Identification of underachievement and remedy	Impact on outcomes in KPI, attendance	
5.28 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	
5.29 Increase use of exam board itemised marks to inform planning and intervention (KS4 & KS5)	SLs		Ongoing	Identification of underachievement and remedy	Impact on outcomes in KPI, attendance	
5.30 Close tracking of student s on Outreach Programme to secure L1/L2 and implement personalised curriculum – timetable weekly specialist Engl/Maths	AHI HSLO DH		Ongoing	Identification of underachievement and remedy	Impact on outcomes in KPI, attendance	
5.31 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	
<b>Further develop a KS4 strategy to improve KPI:</b>						
5.32 Examine how a revised entry strategy for English, Maths and Science can be improved	Core SLs SLT links		Sept 2017 – June 2017	Improved performance in English and mathematics	August 2018 outcomes	
5.33 Further develop use of Walking, Talking mock exams prior to external examinations.	Core SLs SLT links		Ongoing	Student s increase in confidence in formal exam settings	August 2018 outcomes	
5.34 Plan strategically for the autumn, spring and summer exam series. Move Year 11 to a discrete 'revision timetable' from Easter onwards	SLT		April 2018	Student s increase in confidence in formal exam settings. Full attendance to all exams	August 2018 outcomes	
5.35 Weekly Raising Attainment of Student s (RAP) meetings to focus on those student s 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 student s vulnerable to missing KPI – appropriate follow up	Minutes of rap meeting and progress of student s tracked	
5.36 Hold a 'Mock Exam Results day' in January to give year 11 experience of receiving exam result. Follow up with support to improve performance	SLT SLs YTL – Yr 11		January 2018	Student s are motivated to engage in support and revision in lead up to summer exams	Attendance at revision and support sessions	
5.37 Improve the Year 11 'Success Evening' to prepare stakeholders for the final push to the summer exam	HT, Core SLs YTL – Yr 11		Feb 2018	Parents empowered in supporting child	Parental feedback	
5.38 Ensure that the Easter revision programme targets specific student s for specific intervention – focus on students' areas of weaknesses	AHCCS AHI SLs		March 2018	Student s increase in confidence and behaviours in formal exam settings	Records of student attendance. Impact on outcomes in KPI	

5.39 Cease all study leave and replace with a planned revision timetable from May onwards	HT All staff		May 2017	Student s engaged in revision and support session	Impact on outcomes in KPI/attendance	
5.40 Targeted Sunday, Oct half-term, Feb half-term, Easter and May half-term revision with focus on Efsm. Include transportation and breakfast	SLT MLT	£10,000 PDG	September onwards	Targeted students engaged in revision and support sessions	Attendance logs	
<b>TOTAL</b>		<b>£17,500</b>				
<b>Evaluation:</b>						

## 6. Improve targeting of strategic spending

Lead responsibility: Mrs Sarah Parry

Link Governor: Mr Maurice Pendlebury

Action	Who?	Budget/ Resources & source (EIG/PD G/other)	Timescale	Expected change/impact	Evidence source	RAG Status
6.1 Restructure SLT and appoint School Business Manager	HT HR		For Sept 2017	School provides good value for money.	School Budget SLT structure	
6.2 Future proofing and managing of IT infrastructure, including a 3-year costed plan	HT, SLT		June 2017 onwards	Improved provision for IT and Teaching and learning in the school	Costed 3-year plan IT infrastructure	
6.3 Effective setting and managing of departmental capitation	HT, SLT, SBM, SLs		April 2017 - April 2018	Improved targeting of resources to improve T&L	Departmental spending plans	
6.4 Effective costing and monitoring of budget headings including exams and SEN	HT, SBM		April 2017 – April 2018	Tight control over all budget heading. Effective distribution of resources	School budget Monitoring of cost centers	
6.5 Continue to deliver a robust three-year financial recovery plan in order to set a balanced budget by March 2019 and this to be QA by LA.	HT Gov Body LFM team		April 2018 - April 2019	Balanced budget set for March 2019 within year savings secured	School budget Three-year recovery plan	
6.6 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	HT Gov Body HR		Summer 2017	More efficient deployment of staff to lead school priorities	Staffing structure School budget	
6.7 Closely monitor key budget headings including the supply budget and exams to control spending and deploy resources more efficiently	HT Governing Body		Sept 2017 onwards	More efficient deployment of staff to lead school priorities	Staffing structure School budget	
6.8 Continue to scrutinise the school's compliance with all regulations, particularly H&S. Continue to engage with LA Compliance and FM through SLAs	HT, DH Estates Team		July 2017 onwards	Improved health and safety. All Stat Obs completed in a timely fashion	School is fully compliant in all statutory obligations	
6.9 3-year costed plan for refurbishment and improvement of the fabric of the buildings	HT, DH Estates Team Governors		September 2017 onwards	Rolling programme of redecoration in place. Rolling programme of maintenance in place.	Weekly monitoring by Estates Team Termly monitoring by Compliance	
6.10 Work with County SOP team to plan for improvements to toilet facilities, roofs and site security	HT, DH Estates Team		July 2017 onwards	Improved facilities for students and staff	Weekly monitoring by Estates Team Termly monitoring by Compliance	

6.11 Continue our partnership with LRFC to develop 3G pitch on the school site. Safely manage the building aspects of this construction	HT, Gov Body Estates Team		Ongoing – aim for complotion March 2018	Improved facilities for PE and community use. Development of community partnership	Completion of 3G pitch on school site	
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<b>TOTAL</b>						
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<b>Evaluation:</b>						
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**Appendix 1 – Full School Targets**

These are the current targets as set by the CSC. This section will be revised after the next target setting meeting with the Challenge Advisor. They are attached as a separate document entitled ‘Appendix 1 – Full School Targets.’

**Appendix 2 – Monitoring, Evaluation and Review.**

The school calendar outlines the half termly milestones for tracking progress against targets, as well as Governing Body meetings and review

School Calendar 2017-18:

Week	Date	Time	Audience	Event	MER
Week 1A	Mon 4 <sup>th</sup> September	8:30 – 2:30	All staff	INSET DAY 1 – Positive Behaviour/Teaching and Learning	SLT deadline to upload SSE and SDP to Consortium
	Tues 5 <sup>th</sup> September	8:30 – 2:30	All staff	INSET DAY 2 – Positive Behaviour/Teaching and Learning	
	Wed 6 <sup>th</sup> September	8:20am	All pupils	All pupils return to school. Timetable commences Autumn review meetings with HT begin	
	Thurs 7 <sup>th</sup> September	10:30am	PB	RAP	
	Friday 8 <sup>th</sup> September				
Week 2B	Mon 11 <sup>th</sup> September	3:15pm	All staff	Staff Meeting 1	
	Tues 12 <sup>th</sup> September				
	Wed 13 <sup>th</sup> September				
	Thurs 14 <sup>th</sup> September	10:30am	PB	RAP	
	Friday 15 <sup>th</sup> September	3pm		Deadline for staff to submit PM to HT for pay progression	
Week 3A	Mon 18 <sup>th</sup> September	3:15pm	All staff YTLs	Staff Meeting 2 YTLs to meet with Rotary re: Youth Speaks	SLT targeted interviews with key Year 9 students/parents
	Tues 19 <sup>th</sup> September	3:15pm	SL Music	Rotary Club Meeting re: Young Musician of the Year	
		7pm	SLT	Year 10 Parents transition evening	
	Wed 20 <sup>th</sup> September				
	Thurs 21 <sup>st</sup> September		PB	RAP	
	Frid 22 <sup>nd</sup> September			Deadline for completion of all DSE, DIPs, YTSE and YTIPs	
Week 4B	Mon 25 <sup>th</sup> September	3:15pm	All staff	Staff Meeting 3	Tutor time monitoring
	Tues 26 <sup>th</sup> September	1pm	HT/Govs	Governors panel conduct staff pay review	
		4-5pm	Yr 7 team	Year 7 Parents settling in evening	
	Wed 27 <sup>th</sup> September				
	Thurs 28 <sup>th</sup> September	10.30 am	SLT & SL's	RAP	
	Friday 29 <sup>th</sup> September			Autumn review meetings with HT finish	
Week 5A	Mon 2 <sup>nd</sup> October				
	Tues 3 <sup>rd</sup> October	5pm	Governors	Full Governing Body Meeting 1	
	Wed 4 <sup>th</sup> October	4:30 – 7:30	All staff	Open Evening for Years 5 and 6	
	Thurs 5 <sup>th</sup> October	10.30 am	PB	RAP	
	Fri 6 <sup>th</sup> October				
Week 6B	Mon 9 <sup>th</sup> October		SLT	SLT Departmental Review Day	Assessment Week (to feed Autumn 1 data entry)
	Tues 10 <sup>th</sup> October				
	Wed 11 <sup>th</sup> October				
	Thurs 12 <sup>th</sup> October	10.30 am 6pm	PB Key staff	RAP Awards Evening	
Week 7A	Mon 16 <sup>th</sup> October	3:15pm	All staff	Staff Meeting 4	Book Scrutiny Week 1
	Tues 17 <sup>th</sup> October			Year 13 reports open for staff to complete	
	Wed 18 <sup>th</sup> October				
	Thurs 19 <sup>th</sup> October	10:30am	PB	RAP	

	Friday 20 <sup>th</sup> October			Autumn data entry 1 for Years 8, 9, 10 and 11	
Week 8B	Mon 23 <sup>rd</sup> October	3:15pm	All staff	Staff Meeting 5	
	Tues 24 <sup>th</sup> October				
	Wed 25 <sup>th</sup> October	3:30pm	All staff	Deadline for completion and submission of all PM documentation	
	Thurs 26 <sup>th</sup> October	10.30 am	PB	RAP	HT to review all PM documentation
	Friday 27 <sup>th</sup> October			Autumn data entry 1 for Years 12 and 13	
<b>HALF TERM</b>					
Week 9A	Mon 6 <sup>th</sup> November		Year 11	November series of exams begins for maths	3-week whole school teaching and learning review  6 <sup>th</sup> – 24 <sup>th</sup> November
		3:30pm	Yr 13 staff	Deadline for completion of Year 13 Full Reports by teacher	
		3:15pm	All staff	Staff Meeting 6	
	Tues 7 <sup>th</sup> November		MLT	Year 13 Full Reports to MLT for quality assurance	
	Wed 8 <sup>th</sup> November				
	Thurs 9 <sup>th</sup> November	10.30 am	PB	RAP	
	Friday 10 <sup>th</sup> November				
Week 10B	Mon 13 <sup>th</sup> November		SLT	Year 13 Full Reports to SLT for quality assurance	
	Tues 14 <sup>th</sup> November			Year 9 Parents Evening and parental survey	
	Wed 15 <sup>th</sup> November				
	Thurs 16 <sup>th</sup> November	10.30 am	PB	RAP	
	Friday 17 <sup>th</sup> November				
Week 11A	Mon 20 <sup>th</sup> November			Year 13 Full Report issued to parents	Tutor time monitoring
	Tues 21 <sup>st</sup> November				
	Wed 22 <sup>nd</sup> November		Yr 12 staff	Year 12 Parents Evening and parental survey	
	Thurs 23 <sup>rd</sup> November	10.30 am	PB	RAP	
	Frid 24 <sup>th</sup> November				
Week 12B	Mon 27 <sup>th</sup> November				Assessment Week (to feed Autumn 2 data entry)
	Tues 28 <sup>th</sup> November				
	Wed 29 <sup>th</sup> November		Yr 10 staff	Year 11 Parents Evening and parental survey	
	Thurs 30 <sup>th</sup> November	10.30 am	PB	RAP	
	Friday 1 <sup>st</sup> December			<b>INSET DAY 3</b>	
Week 13A	Mon 4 <sup>th</sup> December		All staff	Year 11 Full Reports open for staff	
		3:15pm	All staff	Staff Meeting 7	
	Tues 5 <sup>th</sup> December	5:00pm	Governors	<b>Full Governing Body Meeting 2</b>	
	Wed 6 <sup>th</sup> December		SLT/EL/AH	Year 11 into 12 Learning Pathways Evening	
	Thurs 7 <sup>th</sup> December	10.30 am	PB	RAP	
	Frid 8 <sup>th</sup> December				
Week 14B	Mon 11 <sup>th</sup> December		All staff	Autumn data entry 2 for Yrs 7, 8, 9, 10, 11, 12 and 13	

			Yr 11 staff	Year 11 mock fortnight begins	Book Scrutiny Week 2
		3:15pm	All Staff	Staff Meeting 8	
	Tues 12 <sup>th</sup> December				
	Wed 13 <sup>th</sup> December				
	Thurs 14 <sup>th</sup> December	10.30 am	PB	RAP	
	Friday 15 <sup>th</sup> December				
Week 15A	Mon 18 <sup>th</sup> December			Year 13 mock week begins for some subject areas	
	Tues 19 <sup>th</sup> December				
	Wed 20 <sup>th</sup> December				
	Thurs 21 <sup>st</sup> December	10.30 am 3.15 pm	PB	RAP Distribution of GCSE certificates	
	Friday 22 <sup>nd</sup> December	10.00		Distribution of A level certificates	
<b>CHRISTMAS</b>					
Week 16B	Mon 8 <sup>th</sup> January 2018			INSET DAY 4	SLT targeted interviews with key Year 11 students/parents
	Tues 9 <sup>th</sup> January				
	Wed 10 <sup>th</sup> January				
	Thurs 11 <sup>th</sup> January	10.30 am	PB	RAP	
	Friday 12 <sup>th</sup> January				
Week 17A	Mon 15 <sup>th</sup> January	3:15pm	All staff	Staff Meeting 9	
	Tues 16 <sup>th</sup> January			Year 11 Mock Exam results afternoon	
	Wed 17 <sup>th</sup> January				
	Thurs 18 <sup>th</sup> January	10.30 am	PB	RAP	
	Friday 19 <sup>th</sup> January				
Week 18B	Mon 22 <sup>nd</sup> January			Deadline for completion of Year 11 Full Reports	Tutor time monitoring
	Tues 23 <sup>rd</sup> January			Year 11 Full Reports to MLT for quality assurance	
	Wed 24 <sup>th</sup> January	7pm	Key staff	Year 8 into 9 Learning Pathways Evening	
	Thurs 25 <sup>th</sup> January	10.30 am	PB	RAP	
	Frid 26 <sup>th</sup> January				
Week 19A	Mon 29 <sup>th</sup> January			Year 11 Full Reports to SLT for quality assurance	Assessment Week (to feed Spring 1 data entry)
	Tues 30 <sup>th</sup> January				
	Wed 31 <sup>st</sup> January				
	Thurs 1 <sup>st</sup> February	10.30 am 3:45pm	PB All staff	RAP Year 10 Parents Evening and parental survey	
	Fri 2 <sup>nd</sup> February				
Week 20B	Mon 5 <sup>th</sup> February			Year 8 and 12 Full Reports open for staff	
		3:15pm	All staff	Staff Meeting 10	



	Tues 6 <sup>th</sup> February	5pm	Governors	Full Governing Body Meeting 3	
	Wed 7 <sup>th</sup> February			Year 11 Full Reports issued to parents	
	Thurs 8 <sup>th</sup> February	10.30 am	PB	RAP	
	Fri 9 <sup>th</sup> February			Spring data entry 1 for Yrs 7, 8, 9, 10, 11, 12 and 13	
Week 21A	Mon 12 <sup>th</sup> February	3:15pm	All staff	Staff Meeting 11	Book Scrutiny Week 3
	Tues 13 <sup>th</sup> February	7pm	SLT	Year 11 Parents Success Evening	
	Wed 14 <sup>th</sup> February				
	Thurs 15 <sup>th</sup> February	10.30 am	PB	RAP	
	Fri 16 <sup>th</sup> February				
<b>HALF TERM</b>					
Week 22B	Mon 26 <sup>th</sup> February			Deadline for completion of Year 8 Full Reports Year 8 Full Reports to MLT for quality assurance	
		3:15pm	All staff	Staff Meeting 12	Performance Management mid- year review
	Tues 27 <sup>th</sup> February				
	Wed 28 <sup>th</sup> February				
	Thurs 1 <sup>st</sup> March	10.30 am	PB	RAP	
	Fri 2 <sup>nd</sup> March	All day		Deadline for completion of Year 12 Full Reports Eisteddfod	
Week 23A	Mon 5 <sup>th</sup> March			Year 8 Full Reports to SLT for quality assurance Year 12 Full Reports to MLT for quality assurance	
	Tues 6 <sup>th</sup> March				
	Wed 7 <sup>th</sup> March	3:45pm	Yr 13 staff	Year 13 Parents Evening and parental survey	
	Thurs 8 <sup>th</sup> March	10.30 am	PB	Year 8 Full Reports issued to parents RAP	
	Fri 9 <sup>th</sup> March				
Week 24B	Mon 12 <sup>th</sup> March	3:30pm	SLT	Year 12 Full Reports to SLT for quality assurance	Assessment Week (to feed Spring 2 data entry)
	Tues 13 <sup>th</sup> March			Year 8 Parents Evening and parental survey	
	Wed 14 <sup>th</sup> March	5:30pm	Key staff	Cluster Eisteddfod Evening	
	Thurs 15 <sup>th</sup> March	10.30 am	PB	RAP	
	Fri 16 <sup>th</sup> March	8:00-2:30pm	All staff	INSET DAY 5 SLT Departmental Review Day	
Week 25A	Mon 19 <sup>th</sup> March			Year 12 Full Reports issued to parents	Tutor time monitoring
		3:15pm	All staff	Staff Meeting 13	
	Tues 20 <sup>th</sup> March			Full Governing Body Meeting 4	
	Wed 21 <sup>st</sup> March				
	Thurs 22 <sup>nd</sup> March	10.30 am	PB	RAP	

	Fri 23 <sup>rd</sup> March			Spring data entry 2 for Yrs 7, 8, 9, 10, 11, 12 and 13		
Week 26B	Mon 26 <sup>th</sup> March					
	Tues 27 <sup>th</sup> March					
	Wed 28 <sup>th</sup> March			Year 7 Parents Evening and parental survey		
	Thurs 29 <sup>th</sup> March	10.30 am	PB	RAP		
<b>EASTER HOLIDAYS</b>						
Week 27A	Mon 16 <sup>th</sup> April	3:15pm	All staff	Staff Meeting 14	Book Scrutiny Week 4	
	Tues 17 <sup>th</sup> April					
	Wed 18 <sup>th</sup> April					
	Thurs 19 <sup>th</sup> April	10.30 am	PB	RAP		
	Fri 20 <sup>th</sup> April					
Week 28B	Mon 23 <sup>rd</sup> April	3:15pm	All staff	Staff Meeting 15	SLT targeted interviews with key Year 10 students/parents	
	Tues 24 <sup>th</sup> April					
	Wed 25 <sup>th</sup> April					
	Thurs 26 <sup>th</sup> April	10.30 am	PB	RAP		
	Fri 27 <sup>th</sup> April					
Week 29A	Mon 30 <sup>th</sup> April	3:15pm	All staff	Staff Meeting 16		
	Tues 1 <sup>st</sup> May					
	Wed 2 <sup>nd</sup> May					
	Thurs 3 <sup>rd</sup> May	10.30 am	PB	RAP		
				Year 10 Full Reports open for staff		
	Fri 4 <sup>th</sup> May					
Week 30B	Mon 7 <sup>th</sup> May	<b>BANK HOLIDAY</b>				
	Tues 8 <sup>th</sup> May	5pm	Governors	Full Governing Body Meeting 5		
	Wed 9 <sup>th</sup> May					
	Thurs 10 <sup>th</sup> May	10.30 am	PB	RAP		
	Fri 11 <sup>th</sup> May					
Week 31A	Mon 14 <sup>th</sup> May	3:15pm	All staff	Staff Meeting 17	Assessment Week (to feed Summer 1 data entry)	
	Tues 15 <sup>th</sup> May					
	Wed 16 <sup>th</sup> May					
	Thurs 17 <sup>th</sup> May	10.30 am	PB	RAP		
	Friday 18 <sup>th</sup> May			End of KS3 TA (Year 9)		
Week 32B	Mon 21 <sup>st</sup> May					
	Tues 22 <sup>nd</sup> May					
	Wed 23 <sup>rd</sup> May					
	Thurs 24 <sup>th</sup> May	10.30 am	PB	RAP		
				Summer data entry 1 for Years 7, 8, 10 and 12		

	Fri 25 <sup>th</sup> May			Deadline for completion of Year 10 Full Reports	
<b>MAY HALF TERM</b>					
Week 33A	Monday 4 <sup>th</sup> June			Year 10 Full Reports to MLT for quality assurance	
				Year 7 and 9 Full Reports open for staff	
		3:15pm	All staff	Staff Meeting 18	
	Tues 5 <sup>th</sup> June	5.00 pm	Governors	Governors Meeting	
	Wed 6 <sup>th</sup> June				
	Thurs 7 <sup>th</sup> June	10.30 am	PB	RAP	
	Fri 8 <sup>th</sup> June				
Week 34B	Mon 11 <sup>th</sup> June		SLT	Year 10 Full Reports to SLT for quality assurance	
		3:15pm	All staff	Staff Meeting 19	
	Tues 12 <sup>th</sup> June	7pm	Key Staff	Year 6 Parents Information Evening	
	Wed 13 <sup>th</sup> June				
	Thurs 14 <sup>th</sup> June	10.30 am	PB	RAP	
	Fri 15 <sup>th</sup> June			Deadline for completion of Year 9 Full Reports	
Week 35A	Mon 18 <sup>th</sup> June			Year 9 Full Reports to MLT for quality assurance	Assessment Week (to feed Summer 2 data entry)
				Year 10 Full Reports issued to parents	
	Tues 19 <sup>th</sup> June	7pm	Key staff	Year 6 into 7 Parents Information Evening	
	Wed 20 <sup>th</sup> June			ALN Transition day	
	Thurs 21 <sup>st</sup> June	10.30 am	PB	RAP	
	Fri 22 <sup>nd</sup> June				
Week 36B	Mon 25 <sup>th</sup> June			Deadline for completion of Year 7 Full Reports	Book Scrutiny 5 & Tutor time Monitoring
	Tues 26 <sup>th</sup> June			Year 9 Full Reports to SLT for quality assurance	
				Year 7 Full Reports to MLT for quality assurance	
	Wed 27 <sup>th</sup> June				
	Thurs 28 <sup>th</sup> June	10.30 am	PB	RAP	
	Fri 29 <sup>th</sup> June				
Week 37A	Mon 2 <sup>nd</sup> July			Year 9 Full Report issued to parents	
	Tues 3 <sup>rd</sup> July			Summer data entry 2 for Years 7, 8 and 10	
				Year 7 Full Reports to SLT for quality assurance	
	Wed 4 <sup>th</sup> July	7pm	SLT	Year 10 into 11 transition evening for parents	
	Thurs 5 <sup>th</sup> July	10.30 am	PB	RAP	
	Fri 6 <sup>th</sup> July			Year 6 Induction Day	
Week 38B	Mon 9 <sup>th</sup> July	3:15pm	All staff	Staff Meeting 20	
	Tues 10 <sup>th</sup> July	5pm	Governors	Full Governing Body Meeting	
	Wed 11 <sup>th</sup> July				
	Thurs 12 <sup>th</sup> July	10.30 am	PB	RAP	

	Fri 13 <sup>th</sup> July			Year 7 Full Report issued to parents	
Week 39A	Mon 16 <sup>th</sup> July				
	Tues 17 <sup>th</sup> July				
	Wed 18 <sup>th</sup> July				
	Thurs 19 <sup>th</sup> July	10.30 am	PB	RAP	
	Fri 20 <sup>th</sup> July				
Week 40B	Mon 23 <sup>rd</sup> July				
	Tues 24 <sup>th</sup> July				

### Appendix 3 – Details of staff structure and roles/responsibilities:

#### SENIOR LEADERSHIP TEAM CONTRIBUTION TO SCHOOL PERFORMANCE

SLT member	Mrs Parry	Mr Brennan	Mr Wilson	Mr Humphreys	Mrs Pearce
<b>External Performance Indicators</b>	<ul style="list-style-type: none"> <li>Standards KS5</li> <li>KS5 Family of Schools indicators</li> <li>KS5 Performance Indicators including AWP, A*- A, A* - C, A* - E, Vocational L3 and Welsh Baccalaureate attainment</li> <li>Post 16 recruitment and retention</li> <li>KS4 Categorisation indicators</li> <li>KS3 Family of Schools indicators</li> </ul>	<ul style="list-style-type: none"> <li>Standards KS4</li> <li>A and AS Level English, Maths &amp; Science</li> <li>KS4 KPIs including L2+, A*-A, L2, L1, English, Maths and Science L2</li> <li>Vulnerable student/FSM performance in L2+ and 5 A*- A</li> <li>KS3 English, Maths &amp; Science</li> </ul>	<ul style="list-style-type: none"> <li>A and AS Level, IT and Computer Science, RE and MFL</li> <li>GCSE IT and Computer Science, RE and MFL</li> <li>KS3 IT, MFL and RE</li> </ul>	<ul style="list-style-type: none"> <li>A and AS Level DT, Welsh and Advanced Welsh Baccalaureate</li> <li>GCSE DT, Welsh and intermediate Welsh Baccalaureate</li> <li>KS3 DT and Welsh</li> </ul>	<ul style="list-style-type: none"> <li>Standards KS3</li> <li>A and AS Level Music, Drama and Art</li> <li>IFS and additional qualifications</li> <li>GCSE Music, Drama and Art</li> <li>KS3 Music, Drama and Art</li> <li>Exclusions</li> <li>Attendance</li> </ul>
<b>Contribution</b>	<b>Line Management:</b> <ul style="list-style-type: none"> <li>SLT members</li> <li>School Business Manager</li> <li>Sixth Form Team</li> </ul>	<b>Line Management:</b> <ul style="list-style-type: none"> <li>Directors of English, Maths and Science</li> <li>KS4 Team</li> </ul>	<b>Line Management:</b> <ul style="list-style-type: none"> <li>SLs IT &amp; Computer Science, RE and MFL</li> <li>Year Team Leader</li> </ul>	<b>Line Management:</b> <ul style="list-style-type: none"> <li>SLs DT, Welsh and WBQ</li> <li>Year Team Leader</li> </ul>	<b>Line Management:</b> <ul style="list-style-type: none"> <li>Leaders of HIU, ASD base, BESD provision and ALNCO</li> </ul>

	<ul style="list-style-type: none"> <li>• Whole School Self-Evaluation</li> <li>• School Development Plan</li> <li>• Partnership with LRFC and the Rotary Club of Llanishen</li> <li>• SSE – KQ1 Standards and KQ5 Leadership and Management</li> </ul>	<ul style="list-style-type: none"> <li>• Data Manager and Exams Officer</li> <li>• Whole school data</li> <li>• Co-ordination of RAP and high impact interventions</li> <li>• SSE – KQ1 Standards and KQ5 Leadership and Management</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership Manager for ITT</li> <li>• SSE – KQ3 Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Partnership with Principality</li> <li>• SSE – KQ3 Teaching and Learning and KQ4 Care, support and guidance</li> </ul>	<ul style="list-style-type: none"> <li>• SLs for Music, Drama and Art</li> <li>• Year Team Leader</li> <li>• Attendance Officer</li> <li>• Offsite provision KS4 incl KPIs</li> <li>• SSE – KQ2 Wellbeing/attitudes to learning and KQ4 Care, support and guidance</li> </ul>
<b>SLT member</b>	<b>Mrs Parry</b>	<b>Mr Brennan</b>	<b>Mr Wilson</b>	<b>Mr Humphreys</b>	<b>Mrs Pearce</b>
<b>Internal Performance Indicators</b>	<ul style="list-style-type: none"> <li>• Improve the quality of Teaching, Learning and Assessment</li> <li>• Raise standards at KS5 and Post-16 Performance</li> <li>• Implement the Digital Competency Framework and develop IT provision to support 21<sup>st</sup> century Teaching and Learning</li> <li>• Improve Positive Behaviour, ethos and engagement</li> <li>• Improve the quality of leadership across the school</li> <li>• Improve targeting of strategic spending</li> </ul>				
<b>Contribution</b>	<ul style="list-style-type: none"> <li>• Financial management &amp; budget setting</li> <li>• SSE and SDP</li> <li>• MER calendar</li> <li>• WG returns and planning documents</li> <li>• Performance Management</li> <li>• Continuing Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>• KS4 Performance</li> <li>• Whole school Target Setting</li> <li>• Assessment incl CA and mock exams</li> <li>• Examinations incl costings</li> <li>• Recording and reporting to parents and CSC/LA</li> </ul>	<ul style="list-style-type: none"> <li>• Improving T&amp;L including:</li> <li>• MER – Quantative and qualitative analysis of Lesson Obs, Book Scrutiny, Marking and assessment</li> <li>• MER – Parent and Student Voice on T&amp;L</li> <li>• IRIS</li> </ul>	<ul style="list-style-type: none"> <li>• Timetable construction</li> <li>• Curriculum design and staffing structures</li> <li>• Transition KS4-5</li> <li>• Transition KS3-4</li> <li>• ICT/e-learning and Digital Competency Framework (DCF)</li> </ul>	<ul style="list-style-type: none"> <li>• KS3 Performance</li> <li>• Attendance and wellbeing</li> <li>• Admissions</li> <li>• ALN provision</li> <li>• BESD provision</li> <li>• Whole school positive behaviour structures including BESD base, IER, ER, isolation</li> </ul>

	<ul style="list-style-type: none"> <li>• Links with Governing Body</li> <li>• Staff discipline, conduct and capability</li> <li>• Staff handbook and Departmental Toolkit</li> <li>• Student exclusions</li> <li>• SLT duties and learning walks</li> </ul>	<ul style="list-style-type: none"> <li>• Management of site and facilities</li> <li>• Recruitment and staffing structure</li> <li>• HR processes related to staff absence, complaints &amp; investigations</li> <li>• SLT duties and learning walks</li> </ul>	<ul style="list-style-type: none"> <li>• Lead HR processes for Capability</li> <li>• Transition KS2-3 and links with Primary Feeder Schools</li> <li>• Open Evening</li> <li>• School Prospectus</li> <li>• SLT duties and learning walks</li> </ul>	<ul style="list-style-type: none"> <li>• Development of ICT as a pedagogy</li> <li>• Development of DCF in relation to homework</li> <li>• Link to school website</li> <li>• SLT duties and learning walks</li> </ul>	<ul style="list-style-type: none"> <li>• Assembly and tutor time KS3</li> <li>• Awards Evening</li> <li>• School Council</li> <li>• Safeguarding</li> <li>• Offsite provision</li> <li>• SLT duties and learning walks</li> </ul>
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SLT member	Mr White	Miss Lockwood	Mr Kiff	Business Manager (TBC)
<b>External Performance Indicators</b>	<ul style="list-style-type: none"> <li>• A and AS Level Maths</li> <li>• GCSE L2+, A*-A, L2, L1 and Maths L2</li> <li>• Vulnerable student/FSM performance in L2+ and 5 A*- A</li> <li>• KS3 Maths</li> <li>• WG NRT outcomes</li> <li>• A and AS Level History</li> <li>• GCSE History</li> <li>• KS3 History</li> </ul>	<ul style="list-style-type: none"> <li>• A and AS Level English</li> <li>• GCSE L2+, A*-A, L2, L1 and English L2</li> <li>• Vulnerable student/FSM performance in L2+ and 5 A*- A</li> <li>• KS3 English</li> <li>• WG NRT outcomes</li> <li>• A and AS Level/BTEC PE</li> <li>• GCSE/BTEC PE</li> <li>• KS3 PE</li> </ul>	<ul style="list-style-type: none"> <li>• A and AS Level Science</li> <li>• GCSE L2+, A*-A, L2, L1 and Science L2</li> <li>• Vulnerable student/FSM performance in L2+ and 5 A*- A</li> <li>• KS3 Science</li> <li>• A and AS Level Geography</li> <li>• GCSE Geography</li> <li>• KS3 Geography</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced budget</li> <li>• Compliant in all statutory obligations</li> </ul>
<b>Contribution</b>	<p><b>Line Management:</b></p> <ul style="list-style-type: none"> <li>• SL History</li> <li>• Whole school numeracy</li> <li>• Year Team Leader</li> <li>• RAP and co-ordination of high impact interventions</li> </ul>	<p><b>Line Management:</b></p> <ul style="list-style-type: none"> <li>• SL PE</li> <li>• Whole school literacy</li> <li>• Year Team Leader</li> <li>• RAP and co-ordination of high impact interventions</li> </ul>	<p><b>Line Management:</b></p> <ul style="list-style-type: none"> <li>• SL Physics, Chemistry, Biology and Geography</li> <li>• Year Team Leader</li> <li>• Science Technicians</li> <li>• RAP and co-ordination of high impact interventions</li> </ul>	<p><b>Line Management:</b></p> <p>Estates Team, Finance Team, Admin Team, Data Team, IT team</p>

	<ul style="list-style-type: none"> <li>FSM and vulnerable groups</li> </ul>	<ul style="list-style-type: none"> <li>FSM and vulnerable groups</li> </ul>	<ul style="list-style-type: none"> <li>FSM and vulnerable groups</li> </ul>	
<b>SLT member</b>	<b>Mr White</b>	<b>Miss Lockwood</b>	<b>Mr Kiff</b>	<b>Business Manager (TBC)</b>
<b>Internal Performance Indicators</b>	<ul style="list-style-type: none"> <li>Improve the quality of Teaching, Learning and Assessment</li> <li>Raise standards at KS5 and Post-16 Performance</li> <li>Implement the Digital Competency Framework and develop IT provision to support 21<sup>st</sup> century Teaching and Learning</li> <li>Improve Positive Behaviour, ethos and engagement</li> <li>Improve the quality of leadership across the school</li> <li>Improve targeting of strategic spending</li> </ul>			
<b>Contribution</b>	<ul style="list-style-type: none"> <li>Pivotal Positive behaviour</li> <li>Tutor time KS4</li> <li>SLT duties and learning walks</li> </ul>	<ul style="list-style-type: none"> <li>SLT duties and learning walks</li> <li>Positive behaviour</li> <li>Tutor time KS4</li> </ul>	<ul style="list-style-type: none"> <li>SLT duties and learning walks</li> <li>Positive behaviour</li> <li>Tutor time KS4</li> </ul>	<ul style="list-style-type: none"> <li>Management of the site</li> <li>Gate keeper of school diary</li> <li>Gate keeper for cover</li> <li>Staff sickness absence</li> <li>EVC – financial monitoring</li> <li>Organisation of lunch duty rota</li> </ul>

### Seconded members of the Senior Leadership Team

#### Mr Cobb:

- Line management of Social Sciences
- Enhancing teaching and learning through the digital learning platform

#### Mr Bloor –

- Line management of PSE
- Development of positive behaviour through the Pivotal programme

## Appendix 4 – Summary of school finances including EIG and PDG

The Pupil Deprivation Grant and Education improvement Grant are utilised to support improving outcomes and provision for students eligible for free school meals (eFSM). It is intended to overcome this additional barrier which prevents learners from disadvantaged backgrounds achieving their full potential. Our PDG for this year is £226,555.

Our plan for using the PDG and EIG allocation from Welsh Government is integrated into our School Development Plan (SDP). Our overarching objectives are:

- Teaching and Learning
- Ethos
- Standards
- Staff Development

Our PDG is spent in the following ways for 2017-18:

- Outreach provision at KS4
- In-house behavioural provision at KS3
- Maths, English and Science teaching
- Alternative provision
- Enrichment provision

The strategies implemented by the school are drawn from the most effective practice and educational research from organisations such as the Sutton Trust. The impact of these is evidenced by the improving performance of students who are entitled to free school meals.





