

# St Alban's RC High School Improvement Plan (Strategic Plan) Targets 2015 – 2018

## Ysgol Uwchradd Gatholig Sain Alban Cynllun Gwella

**St Alban's is a school characterised by a vision that is underpinned by three principles.**

**Miles Christi Sum – I am a soldier of Christ – Our ethos is defined by our values as a Roman Catholic school**

Gospel values are at the heart of all we do. We promote those values through all our work.

**High Ambition, High Challenge, High Achievement in a Caring Christian Community. This defines how we work.**

We are a school of high ambition and in all that we do we set high aspirational targets. In every area of school life, our staff and all our students are constantly challenged to achieve at the highest level they are capable of. Our staff and students are ambitious for themselves and for the school.

**Be the best you can be. This is our aspiration for the whole of our school community.**

This is about the development of the whole person. Our mission statement recognises the uniqueness and value of each individual. Human flourishing and the development of the whole person including spiritual, physical and emotional development, is at the heart of our mission.

We work towards our vision by establishing five priorities.

### **The Five Priorities**

1. **Strategic Development in line with our Ethos-** A distinct Christian ethos based on the teachings of the Roman Catholic Church. **(E). Lead MPC**
2. **Raising Achievement, Developing Teaching and Learning, and Curriculum Development:** An innovative curriculum that meets the needs and entitlements of our students in the 21<sup>st</sup> century and addresses priorities of the Welsh Government. High Standards of Achievement for all students – to be placed in the top 10% of schools in Wales against all key measures and maintain the GREEN categorisation. **(TL). Lead ED and DF**

3. **Student well-being, care, guidance and support. Safeguarding. Closing the Gap (addressing pupil deprivation).** Includes improving behaviour, health and emotional well-being, moral and spiritual development guided by Christian values. **Lead KJ and DF**
4. **Leadership, Professional Development, Partnership and Collaboration** - Creating a centre of excellence for school improvement, professional development and sharing good practice. **(L) Lead MPC**
5. **Efficient use of Resources.** Creating a learning environment that is safe, stimulating, supportive and meets the needs of all learners. **(R) Lead MPC**

Each priority is led by a member of the Leadership Team and monitored by the relevant Governors' committee.

## **Annual Process**

### **Easter-July**

Outcomes evaluated by Governors' sub-committees, SLT and departmental teams.

Departmental priorities identified.

### **July**

Draft SIP produced by Leadership Team.

Priorities agreed with full Governing Body.

### **September**

Detailed analysis of student outcomes inform priorities.

Final draft of School Improvement Plan agreed.

Department Improvement Plans to reflect whole School Improvement Plan.

## **ST ALBAN'S RC HIGH SCHOOL SIP TARGET SHEET**

**Our priority Impact Targets are driven across the school and feature prominently in Departmental Improvement Plans.**

**Red Flag targets are printed in red text and will have specific focussed intervention strategies with named people responsible.**

## Ethos and Strategic Development Targets

<p><b>Target E1 To plan and prepare for the strategic re-development of the school in anticipation of local regional and Archdiocesan reorganisation</b> This target will be developed over the next two to three years.</p>				
<p><b>Success Criteria</b> Strategic plans in place; agreed and supported by the Archdiocese and Local Authority.</p>		<p><b>Impact</b> The future of St Alban's/ Catholic post Primary education in the region is secure. The new build in line with the Archdiocesan strategic plan is achieved 2019</p>		
<p><b>Action to be Taken</b> Governors' strategic review group to meet with representatives from the Archdiocese and LEA and produce strategic plans for the re-development of the school. Strategic plans including detailed business case proposals to be developed and presented to Welsh Government, Torfaen and Archdiocese. Transition plans to be developed and implemented to ensure good and effective transition of St Alban's in its current structure and organisation to a potentially new one.</p>		<p><b>Staff Involved</b> Governors' Strategic Review Group. MPC.</p>	<p><b>Progress Check</b> Strategic Review Group Meetings Termly</p>	<p><b>Evaluation</b> Review and evaluation MPC.</p>
<p><b>Resource Requirements</b> Potential re-building of the school £30,000,000</p>		<p><b>Professional Development Requirements</b></p>		<p><b>Cost</b> <b>Archdiocesan costs up to £4.5 million</b></p>

<p><b>Target E2 Provide training and opportunities for staff and students to increase their understanding of school's role in the mission of the church and to develop their vocation, using Christ at the Centre as the template.</b> Further develop opportunities for pupils to participate in the Catholic life of the school. Target developed annually for 3 years.</p>	
<p><b>Success Criteria</b> Staff and students contribute to the development of St Alban's as an authentically Catholic School. Student surveys show high levels of engagement with the spiritual life</p>	
<p><b>Impact</b> The Catholic ethos of the school is enhanced. Students spiritual experience is enhanced and the Catholic ethos supports and promotes their emotional and spiritual well-being</p>	

of the school.			
<p><b>Action to be Taken</b></p> <p>To establish a student Chaplaincy Team.          To involve more pupils in the participation of worship.          To produce better resources and a worship handbook.          To further develop and monitor the authentic Catholic experience by recording the Liturgical experience of students to ensure all students have had the opportunity to participate and lead liturgies in line with the Collective Worship Policy.          Encourage student participation in national projects e.g. Gen Verde tour.</p>	<p><b>Staff Involved</b></p> <p>MPC, SA, KT,          Chaplaincy Team</p>	<p><b>Progress Check</b></p> <p>Report to Chaplaincy team Summer 2016,2017</p>	<p><b>Evaluation</b></p> <p>Review SA,          Chaplaincy team.</p>
<p><b>Resource Requirements</b></p> <p>Full Staff Catholicity training July annually.          Focus training as part of the weekly pastoral programme. One focussed event each half term.</p>	<p><b>Professional Development Requirements</b></p>		<p><b>Cost</b></p> <p>£1,000 electronic resources          £500 Gen Verde participation.</p>

## Raising Achievement, Teaching Learning and Curriculum Development Targets

<p><b>Target T 1.</b> Governors' Targets (See annex A for all targets- main highlights for KS4 below)  <b>Governors' Local Targets are decided annually following the self-review process.</b>  <b>2015-2016</b>  <b>KS4</b>  <b>5A*-C including English and maths to be &gt; 72%</b>  <b>CSI &gt; 72%</b>  <b>Capped Points Score &gt; 375</b>  <b>L2 97%</b>  <b>Maths C+ 75%</b>  <b>English C+ 82%</b>  <b>Science C+98%</b>  <b>Improve RE+ from 60% to 75%</b></p>	<p><b>2016-2017</b>  <b>KS4</b>  <b>5A*-C including English and maths to be &gt; 72%</b>  <b>(FFT- School Ambitious target &gt; 75%)</b>  <b>CSI &gt; 71%</b>  <b>Capped Points Score &gt; 385</b>  <b>L2 98%</b>  <b>Maths C+ 82%</b>  <b>English C+ 88%</b>  <b>Science C+ 98%</b></p>	<p><b>2017- 2018</b>  <b>KS4</b>  <b>5A*-C including English and maths to be &gt; 72%</b>  <b>CSI &gt; 73%</b>  <b>Capped Points Score &gt; 375</b>  <b>L2 99%</b>  <b>Maths C+ 78%</b>  <b>English C+ 84%</b>  <b>Science C+ ?? New Qualification arrangements</b></p>	
<p><b>Success Criteria</b>  All Governors' Targets met</p>	<p><b>Impact</b>  Key areas of the schools work targeted by Governors' (Local Targets) show required improvement.</p>		
<p><b>Action to be Taken</b>  Improve achievement in English for all students - target FFT top 10% 82% by improved intervention and monitoring pupil progress  Improve achievement in maths for all students - target FFT top 10% 75%  Improve CSI by improving achievement in science - 100% mainstream students to achieve grade C or better (via BTEC).  Improve Capped Points Score students in all subjects at KS4 - FFT top 10%. (375)  Develop further Raising Standards strategies through partnership with</p>	<p><b>Staff Involved</b>  SLT, HODs  ED (Raising Standards Leader)   Raising Standards Team (E D, NH, ER, JOM, RE, SW,SA, MPC)</p>	<p><b>Progress Check</b>  Weekly Raising Standards Team meeting</p>	<p><b>Evaluation</b>  June 2016 (ED and Governors Curriculum)</p>

<p>the PiXL group.</p> <p><b>SA to join Raising Standards Core Team</b></p> <p>Improve intervention and monitoring of pupil progress.          Improve the quality of teaching.          Raising Standards Team to lead the above strategies          Implement Reading and Numeracy Intervention action Plan</p>			
<p><b>Resource Requirements</b></p> <p>Raising Standards Team meetings (weekly)</p>	<p><b>Professional Development Requirements</b></p> <p><b>PiXL Middle Leadership Training</b></p>		<p><b>Cost</b></p> <p><b>Training for 3 staff £1000</b></p>

<p><b>Target T2 To reduce the impact of poverty on attainment. Improve the attainment of identified vulnerable groups: ALN, FSM, LAC, Boys, Girls. (see Governors' Targets Annex A eFSM 5A*-C inclusive 2015-2016 50%, 2016-2017 50%, 2017-2018 50%)</b></p>				
<p><b>Success Criteria</b></p> <p>Governors' Targets for vulnerable groups met</p>		<p><b>Impact</b></p> <p>Life chances of students in vulnerable groups are significantly improved.</p>		
<p><b>Action to be Taken</b></p> <p>Vulnerable students' lists (eFSM LAC etc.) established and appropriately shared with all teachers for target setting.</p> <p>Progress of targeted students monitored at weekly departmental meetings and Raising Standards Team meetings.          Intervention strategies for each pupil to be identified at each tracking point          All lessons to include appropriate differentiation for eFSM, LAC and vulnerable children.          Develop programme of formal and non- formal learning</p>		<p><b>Staff Involved</b></p> <p>DF,KJ, HODs, HOYs          Raising Standards Core Team</p>	<p><b>Progress Check</b></p> <p>Departmental half termly progress checks. HODs, KJ</p>	<p><b>Evaluation</b></p> <p><b>Annually June</b>          Governors' Curriculum and Raising Standards Review DF, KJ</p>

opportunities targeted specifically at eFSM, LAC and vulnerable children Review and develop Focus Group provision in KS3 and KS4 targeting eFSM and LAC students			
<b>Resource Requirements</b> Intervention strategies to be identified and funded via the PDG Staffing identified and funded via the PDG Resources identified and funded via the PDG (see detailed PDG funding analysis)	<b>Professional Development Requirements</b>		<b>Cost</b> See Pupil Deprivation Grant £72,000

<p><b>Target T3 Improve Teaching and Learning by:</b></p> <ul style="list-style-type: none"> <li>• developing key elements of the Excellent Teacher Programme (e.g. SOLO and Growth Mindsets) to encourage depth of learning, provide appropriate challenge and develop student resilience in ways that will raise standards of attainment.</li> <li>• embedding and developing a clear and consistent whole school approach to Assessment for Learning including the development and consistent use of the whole school marking policy.</li> <li>• Further developing students' capacity to <i>Improve own Learning</i> - Purple Pen of Progress</li> </ul> <p>It is anticipated that this target will be developed over three years but is subject to annual review and may be re stated following the self-review process.</p>			
<p><b>Success Criteria</b> Learner outcomes are more clearly defined (perhaps using SOLO). Students develop a greater understanding of their own learning and the progress they have made. Teachers use Growth Mindsets to develop questioning techniques to challenge students to make improved progress.</p>		<p><b>Impact</b> As students become more effective learners, student attainment improves St Alban's maintains its position as a GREEN school. Students become more resilient learners.</p>	
<p><b>Action to be Taken</b> Embed and develop a clear and consistent whole school approach to supporting and measuring pupils' progress (perhaps use of SOLO and questioning based on growth mindsets). To use professional learning triads to share and develop best practice.</p>	<p><b>Staff Involved</b> DF, HODs, HOYs in place for September 2015</p>	<p><b>Progress Check</b> Report from triad meetings evaluated by DF. Half termly book scrutinies. Learning Walks, and Learning Conversations to</p>	<p><b>Evaluation</b> Review DF termly.</p>

Continue to develop effective AfL strategies based on www, ebi and ppp.		evaluate pupil progress in learning	
<b>Resource Requirements</b> Triad meeting time in the meeting schedules. Identified INSET opportunities.	<b>Professional Development Requirements</b> Whole School half day INSET on SOLO and Growth Mindsets for all staff. Teacher triads established with half termly meetings allocated to support professional development in this area.		<b>Cost</b>

<b>Target T4. Improving Literacy – see separate Literacy Targets.</b>			
<b>Success Criteria</b> Literacy targets achieved i.e. the percentage of pupils achieving a Standardised Reading Score > 85 to be above the median for the 0% to 10% benchmarking group.	<b>Impact</b> Students' improved literacy skills underpin higher attainment as measured by reading scores and GCSE English outcomes.		
<b>Action to be Taken</b> Continue to develop LNF in conjunction with EAS and National Support Partners NSP	<b>Staff Involved</b> ED, SOK, HODs	<b>Progress Check</b>	<b>Evaluation</b>
<b>Resource Requirements</b>	<b>Professional Development Requirements</b>		<b>Cost</b>



<b>Target T5. Improving Numeracy - see separate Numeracy Targets. (see Specific Numeracy Targets and specific Action Plan)</b>			
<b>Success Criteria</b> Numeracy targets achieved: i.e. the percentage of pupils achieving a Standardised Numeracy Score > 85 to be above the median for the 0% to 10% benchmarking group. Achievement sustained for 2016-2017 and 2017-2018.	<b>Impact</b> Key Stage 3 numeracy scores improve as measured by numeracy tests and mathematics GCSE results improve		
<b>Action to be Taken</b> Continue to develop LNF in conjunction with EAS and National Support Partners. Develop and Implement specific intervention action plan to improve numeracy scores.	<b>Staff Involved</b> ED, GJ, NH, HODs National Support Partners NSP, EAS	<b>Progress Check</b>	<b>Evaluation</b>
<b>Resource Requirements</b>	<b>Professional Development Requirements</b>		<b>Cost</b>

<b>Target T6. Develop a new curriculum based on the Welsh Government qualifications review and Donaldson curriculum review Successful Futures. Develop WBQ at KS4 and KS5 in line with WG Review. Develop Schemes of work to reflect changes in Qualifications and Assessment This target develops over two years 2015-2017</b>			
<b>Success Criteria</b> Schemes of work and assessment strategies in place. WBQ fully in place at KS4 and KS5 in place for nearly all students from September 2016	<b>Impact</b> Students continue to achieve successful outcomes under the new qualifications framework		
<b>Action to be Taken</b> Each HOD to develop an action plan for changes in their subjects. starting 2014 and developing through 2017 Access targeted EAS training and support e.g. preparation for PISA style tests. WBQ place in the KS4 curriculum from September 2015.	<b>Staff Involved</b> JG, HODs, SLT links, SH, SC, FM	<b>Progress Check</b> JG to report on progress half termly FM to monitor progress and retention at KS5	<b>Evaluation</b> Review JG

New WBQ curriculum L2 to be in place in KS4 and L3 in Year 12 for September 2015			
<b>Resource Requirements</b> Time for WBQ planning and monitoring meetings. Time for SC and SH to develop curriculum and schemes of work.	<b>Professional Development Requirements</b> Attendance at training days for SC and SH	<b>Cost</b> £500	

<b>Target T7. Continue to develop bilingualism and the Welsh dimension in line with WG priorities and recommendations. Evidenced in Welsh Development Policy and Draft Proposal for future provision.</b>			
<b>Success Criteria</b> Audit shows Curriculum Cymreig developed well across the curriculum Students confidently use Welsh appropriately across the curriculum	<b>Impact</b> Students' bilingual experience is improved and the use of incidental Welsh is improved.		
<b>Action to be Taken</b> Continue to develop the use of incidental Welsh: signage, prayers in assembly, greetings, school documentation. Develop WEG targets in conjunction with EAS. Identify appropriate funding from the WEG grant. SW to develop new policy for bilingualism and resources for bilingualism for departments.	<b>Staff Involved</b> SW, HODs, HOYs, Form Tutors	<b>Progress Check</b> Student skills in Welsh observed through book scrutinies and student outcomes.	<b>Evaluation</b> Review May 2016. SW
<b>Resource Requirements</b> SW preparation time. Materials for departments.	<b>Professional Development Requirements</b>		<b>Cost</b> <b>WEG grant £5600</b>

## Student Care, Guidance and Support Targets

Target S1. Improve the climate for learning by re-focussing on the three Rs- Respect for self and for others, Responsibility for what you do, being Resilient learners.				
<b>Success Criteria</b> The climate for learning produces a learning environment that supports and encourages learning. Behaviour around the school and in lessons is consistently at least good and often excellent.		<b>Impact</b> Good behaviour supports good learning outcomes. Students become more confident, deal more effectively with issues such as bullying and become more resilient learners.		
<b>Action to be Taken</b> Reinforce and fully implement the schools Behaviour Policy Develop and consistently apply an effective system of rewards for good behaviour and learning progress. Whole school and departmental assertive discipline and behaviour policies and procedures to be reviewed and followed consistently. Use Assemblies and Form Tutor time to re-enforce the 3Rs theme. Use Inclusion Support to help improve student behaviour. Use AfL and target setting more effectively to develop student resilience.		<b>Staff Involved</b> DF, Year Heads	<b>Progress Check</b>	<b>Evaluation</b> Review DF
<b>Resource Requirements</b> Targeted interventions e.g. Skills Force to be funded from the PDG grant		<b>Professional Development Requirements.</b> Identified staff receive appropriate training in behaviour management.		<b>Cost</b> £2000 (Targeted interventions)

<b>Target S2 Improve attendance</b>				
<b>Success Criteria</b> 2015-2016 from 94.6% to 94.9% 2016-2017 from 94.9% to 95.2% 2017- 2018 from 95.2% to 95.5%		<b>Impact</b> Improved participation leads to improved outcomes		
<b>Action to be Taken</b> Continue with recent strategies that have seen significant improvement. First day absence telephone calls home. Training of pupil support officers in attendance procedures. Weekly monitoring and intervention through pastoral team meetings. EWO and school staff to make home visits as appropriate. Introduce attendance rewards for students.		<b>Staff Involved</b> DF, KJ, Claire Williams, HOYs	<b>Progress Check</b> <b>Weekly review of attendance</b>	<b>Evaluation</b> Review DF
<b>Resource Requirements</b> Identified Office Staff provide attendance support		<b>Professional Development Requirements</b>		<b>Cost</b>

#### Leadership, Professional Development, Partnership and Collaboration

<p><b>Target L1. Develop and lead opportunities for School to School improvement (EAS Green Schools initiative - Sustaining and Growing Excellence). Work with local and national schools to observe and incorporate best practice by working with schools identified as excellent across the UK. Take a lead in developing the Excellent Teacher development programme for the EAS across South East Wales.</b></p> <p><b>2015-2016 Specific Focus – become a New Deal Pioneer School</b></p> <p><b>This is a three year target, however, it is likely that opportunities to lead school to school improvement will develop as EAS and Welsh Government strategies are developed.</b></p>
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<p><b>Success Criteria</b> Partnership working improves teaching and learning with consequent improvements in student outcomes. Excellence in Teaching Programme developed, in place and delivered at St Albans. Successful application to become a New Deal Pioneer School</p>	<p><b>Impact</b> Teachers at St Alban's and local schools benefit from sharing best practice leading to improved teaching hence improved outcomes.</p>		
<p><b>Action to be Taken</b> Work in partnership with EAS excellence group. Work closely with EAS to develop the Excellent Teacher Programme. St Alban's staff to lead the programme. (MPC, SOK) Arrange for delivery of the programme as appropriate. Join PiXL group to share best practice. Apply to become a New Deal Pioneer School. MPC to identify best practice in line with school priorities</p>	<p><b>Staff Involved</b> MPC, SLT</p>	<p><b>Progress Check</b> Reviewed summer 2016</p>	<p><b>Evaluation</b> Oct 2016 MPC</p>
<p><b>Resource Requirements</b> Leading the ETP course should generate £17,500 of income. PiXL fee Researching best practice - MPC time</p>	<p><b>Professional Development Requirements</b> Opportunities for staff to access good quality training. Six Staff- four days each</p>		<p><b>Cost</b> £3,600 £4,000 £3,000 Total 10,600</p>

**L2. Improve student outcomes and learning experiences by further developing teaching through a distributed leadership culture.**

**Developed over three years - subject to annual review**

<p><b>Success Criteria</b> All teachers are more actively engaged in reviewing their own performance. Performance management reflects teacher and whole school priorities. High attainment levels are maintained and improved. Quality Assurance procedures provide good evidence of teachers actively engaged in leading learning in the classroom. Students feel supported and challenged to be the best they can be. All</p>	<p><b>Impact</b> St Alban's remains at the forefront of developing Excellent Teaching and Teacher Leadership Teachers have ownership of teaching improvements in the school. Teachers work effectively together in a self-improving school.</p>
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teachers participate in professional learning triads. Through the triads teachers develop as key leaders of Teaching and Learning. 90% of observations good or better.			
<b>Action.</b> Ensure all our quality assurance procedures are applied rigorously and consistently. Introduce regular class visits to raise expectations and maintain quality. Ensure that all teachers have an opportunity to work in professional learning triads and can contribute to the development of teaching across the school. Teacher professional development targets are incorporated into Performance Management targets	<b>Staff Involved</b> MPC, DF, ED. HODs	<b>Progress Check</b> Learning walks, lesson observations, class visits and learning conversations to evaluate teacher impact on learning	<b>Evaluation</b> DF/MPC Summer 2016
<b>Resource Requirements</b> SLT time Meeting time for teacher triads.	<b>Profession Development Requirements.</b> Teachers have access to good quality professional development in conjunction with EAS		Cost 5000 EAS INSET

#### Efficient use of Resources Targets

<b>Target R1</b> <b>To develop strategies to maintain financial security in the face of significant funding cuts</b>			
<b>Success Criteria</b> School budget remains in surplus and good financial plans are in place to maintain financial security for the short to mid-term future.	<b>Impact</b> The future of St Alban's is secure		
<b>Action to be Taken</b> Address the issues of comparative under-funding Work with Torfaen officers to develop a secure financial plan. Rigorously monitor the budget and intervene where necessary to maintain good financial discipline. To develop strategies and a recovery plan to deal with a potential deficit budget position. These strategies could include managing staff reductions	<b>Staff Involved</b> Governors' Recruitment and Resources committee MPC. Louise Penny (Bursar)	<b>Progress Check</b> Monthly Governors' Recruitment and Resources meeting	<b>Evaluation</b> Review and evaluation MPC March 2016

	Torfaen Officers (Darren Joseph, Roxanne Larcombe)		
<b>Resource Requirements</b>	<b>Professional Development Requirements</b>		<b>Cost</b>