



**St Alban's R.C High School  
School Development Plan**

**2020 - 2023**

# Education in Wales: 2020-2023 National priorities

The actions in this priority will contribute to raising standards in:

|   |
|---|
| <b>Literacy</b>   |
| <b>Numeracy</b>   |
| <b>Reducing the impact of poverty on educational attainment</b> |

## National Mission

### The Four enabling objectives:

|   |
|---|
| <b>EO1 – Professional Learning.</b>                     |
| <b>EO2 - Leadership</b>                                 |
| <b>EO3 – Equity, Excellence and Well-being</b>          |
| <b>EO4 – Evaluation, Improvement and Accountability</b> |

## Regional/Local priorities

|   |
|---|
| <b>Links to EAS Business Plan</b>   |
| <b>Improvement Strand 1: Engage with regional support programme for Education Reform to include curriculum reform, the professional standards (ETLF) and to support the school to develop as a Learning Organisation. Engage with the portfolio of leadership development as relevant to school needs identified through self-evaluation.</b> |
| <b>Improvement Strand 2: Equity and Wellbeing is captured in a separate section of the SDP, but it is acknowledged that this is a thread that runs strongly through all aspects of reform.</b>  |
| <b>Improvement Strand 3: Provide structured support and professional opportunities for school leaders and the wider education workforce to meet the demands in line with current and new accountability arrangements.</b>   |
| <b>Improve Strand 4: Professional learning will support the SER processes in order that SDP priorities reflect LA improvement priorities</b>  |

# STRATEGIC OBJECTIVES

**LEARNING: PROMOTE A LEARNING ORGANISATION WITH EXCELLENT LEARNING FOR ALL**

**ETHOS: NURTURE OUR COMMUNITY AND CULTURE THROUGH EFFECTIVE CARE, SUPPORT AND GUIDANCE**

**ACHIEVEMENT: PROMOTING SUCCESSFUL INDIVIDUALS, SCHOOL AND COMMUNITY**

**DEVELOP: ENHANCE AND RECOGNISE THE ROLE THAT LEADERSHIP PLAYS FOR ALL MEMBERS OF OUR COMMUNITY**

## Headteacher's Introduction

The school improvement plan (2020 – 23) is our three-year commitment to improving standards and the quality of education at St Alban's. We will focus on four strategic objectives, each designed to maximise the experiences and outcomes for all students in our care. These objectives can be summarised into the acronym **LEAD**. We are committed to focusing on the development of **Learning and teaching**, while ensuring the wellbeing of all is paramount and we remain true to our Catholic **Ethos**. If we maintain these principles then **Achievement** at all levels will continue to improve. By **Developing** the work and leadership of all, each member of our community has the opportunity to take a key role in the future successes of the school and support the children in our care.

As a faith school it is important that we lead by example, in our actions and behaviours; as professionals we expect everyone to lead with integrity and aspire for excellence in everything we do.

Departmental and individual performance management links closely with our three year plan. The milestones are, shared by all plans and individual subject leaders work collectively to achieve these aims. This ensures everyone in the school community focuses on our whole school priorities and enables the school will continue to grow and flourish.

Stephen Lord  
Headteacher

## Estyn Recommendations

### Recommendation 1

Improve pupil outcomes in mathematics, especially among boys

### Recommendation 2

Plan more effectively for the development of pupils' numeracy skills in appropriate contexts across the curriculum

### Recommendation 3

Increase the proportion of excellent teaching by sharing the outstanding practice identified in this report

### Recommendation 4

Ensure that line management, self-evaluation and improvement planning are consistently rigorous in all areas

## Archdiocese Recommendations

### Recommendation 1

Embed a more rigorous assessment, monitoring and tracking system to identify pupils who are under-performing and plan timely interventions, in particular at Key Stages 4 and 5.

### Recommendation 2

Review learning and teaching strategies to challenge all learners, including more able and talented (MAT) pupils, to help raise standards

### Recommendation 3

Review consistency and accuracy of marking across the Religious Education department, ensuring quality feedback which enables pupils at all key stages to progress

### Recommendation 4

Continue to develop opportunities for pupils to plan and lead assemblies and liturgies.

## Grant Allocation 2019-2020

|                                    |  |         |
|------------------------------------|--|---------|
| <b>Education Improvement Grant</b> | Ensure each pupil profits from excellent teaching and learning, focusing on; <ul style="list-style-type: none"> <li>• Improving Literacy</li> <li>• Improving Numeracy</li> <li>• Breaking the link between disadvantage and educational attainment</li> </ul> | £53,166 |
| <b>Pupil Deprivation Grant</b>     | Breaking the link between disadvantage and educational attainment  | £95,450 |
| <b>Professional Learning Grant</b> | To provide unique developmental opportunities for all staff to become even better practitioners which impact on teaching and learning for all  | £15,862 |

## Estyn Inspection Information

|  |   |   |  |   |
|--|---|---|--|---|
| <b>Date of last Inspection</b><br><b>December 2015</b> | <b>Overall Judgements:</b><br>The school's current performance<br>The school's prospects for improvement<br><b>Inspection Areas:</b><br>How good are outcomes?<br>How good is provision?<br>How good are leadership and management? |   |  | <b>Good</b><br><b>Good</b><br><br><b>Good</b><br><b>Good</b><br><b>Good</b>   |
| <b>Recommendations</b>                                 |   |   |  |   |
|  | <b>Excellent progress</b>   | <b>Good progress</b>  | <b>Adequate progress</b>   | <b>Unsatisfactory progress</b>  |
| <b>Definition</b>                                      | Does not require any further attention to any aspect. Very good effect on the quality of provision.   | Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision. | Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision. | Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision. |

## Progress against Estyn Recommendations

|   | Recommendation   | Progress |
|---|--|----------|
| 1 | Improve pupil outcomes in Mathematics, especially among boys   |          |
| 2 | Plan more effectively for the development of pupils' numeracy skills in appropriate contexts across the curriculum |          |
| 3 | Increase the proportion of excellent teaching by sharing the outstanding practice identified in this report        |          |
| 4 | Ensure that line management, self-evaluation and improvement planning are consistently rigorous in all areas       |          |

## Progress against Archdiocesan Recommendations

|   | Recommendations   | Progress |
|---|---|----------|
| 1 | Embed a more rigorous assessment, monitoring and tracking system to identify pupils who are under-performing and plan timely interventions, in particular at Key Stage 4. |          |
| 2 | Review learning and teaching strategies to challenge all learners, including more able and talented (MAT) pupils, to help raise standards                                 |          |
| 3 | Review consistency and accuracy of marking across the Religious Education department, ensuring quality feedback which enables pupils at all key stages to progress        |          |
| 4 | Continue to develop opportunities for pupils to plan and lead assemblies and liturgies.   |          |

**Current National Category**



**A**

## Local Targets

### Key Stage 3

|   |  |
|---|--|
| 1 | Numeracy (Reasoning)<br>To ensure that fewer than 8% of boys achieve lower than <85 in Reasoning via Maths Intervention.                                     |
| 2 | Literacy<br>To ensure that fewer than 16% of boys achieve lower than <85 in Reading via Lexonik Intervention.  |
| 3 | To improve attendance for our KS3 FSM pupils 93.7%-to 95% (subject to consideration of lockdown periods) by continuing to develop our engagement strategies. |

### Key Stage 4

|   |  |
|---|--|
| 1 | To continue to improve the achievement of RE, at KS4 from 68% to 71%, using a more robust tracking system and utilising the SMID software.   |
| 2 | To improve the achievement of Best of Mathematics/Numeracy in line with the EAS target of 80% by developing and improving the delivery of the intervention programme.                |
| 3 | To increase the WBAC Skills Challenge Certificate A*-B outcome to 66% and average point score from 41 to 43 by placing greater emphasis on the investigations element of the course. |
| 4 | To increase the 5A*-A percentage from 22% to 30% by focusing on pace and challenge of teaching, sharing excellent practice and learning resources for our high attainers.            |
| 5 | To improve equity by reducing the gap of Average Point 9 Score for targeted groups in particular FSM and ALN.  |
| 6 | To maintain the low level of FTE at KS4 to meet our target of < 6days by implementing a consistent whole school positive relationships programme.                                    |

### KEY STAGE 3 School Targets 2020-2021

| KS3               | RE  |     | English |     | Mathematics |     | Science |     | CSI |     |
|-------------------|-----|-----|---------|-----|-------------|-----|---------|-----|-----|-----|
|                   | L5+ | L6+ | L5+     | L6+ | L5+         | L6+ | L5+     | L6+ | L5+ | L6+ |
| <b>All Pupils</b> | 99  | 83  | 99      | 84  | 99          | 86  | 99      | 87  | 99  | 79  |
| <b>FSM</b>        | 95  | 75  | 95      | 75  | 95          | 80  | 95      | 80  | 95  | 60  |
| <b>Non-FSM</b>    | 99  | 86  | 99      | 86  | 99          | 87  | 99      | 88  | 99  | 83  |
| <b>Boys</b>       | 97  | 77  | 97      | 77  | 97          | 81  | 97      | 82  | 97  | 83  |
| <b>Girls</b>      | 99  | 84  | 99      | 84  | 99          | 91  | 99      | 93  | 99  | 79  |

### KEY STAGE 4 School Targets 2020-2021

| Year       | RE   | Eng  | Maths | Num  | Best of Maths /Num | Sci  | WBAC | L2   | L2inc | L1  | APS9  | 5A*-A |
|------------|------|------|-------|------|--------------------|------|------|------|-------|-----|-------|-------|
| <b>11</b>  |      |      |       |      |                    |      |      |      |       |     |       |       |
| <b>All</b> | 71.8 | 83.1 | 80.3  | 80.3 | 80.3               | 81.7 | 88.7 | 90.1 | 78.8  | 100 | 420.2 | 31.7  |
| <b>FSM</b> | 47.3 | 57.9 | 47.3  | 47.3 | 47.3               | 57.9 | 73.7 | 68.4 | 47.3  | 100 | 80.7  | 5.3   |

# STRATEGIC OBJECTIVE 1

## STRATEGIC OBJECTIVE 1

### LEARNING: PROMOTE A LEARNING ORGANISATION WITH EXCELLENT LEARNING FOR ALL

#### Improvement focus from self-evaluation:

SER Area 3: Teaching and Learning Experiences

#### Including Estyn Recommendation 2

Plan more effectively for the development of pupils' numeracy skills in appropriate contexts across the curriculum

#### Including Estyn Recommendation 3

Increase the proportion of excellent teaching by sharing the outstanding practice

#### Including Archdiocese Recommendation 3

Review consistency and accuracy of marking across the Religious Education department, ensuring quality feedback which enables pupils at all key stages to progress

## Success Criteria

SC1: All lessons to be good to excellent across all departments with an increased number of staff delivering high quality learning experiences consistently:

- a. All NQTs to have achieved 'Good' or above
- b. Expectation 85% of lessons observed 'good' or better; 40% of lessons observed 'excellent'
- c.

SC2: Blended Learning provision and the support materials develop students as independent learners who are able to succeed so that nearly all students engage in learning and many report they are confident learners

SC3: Further, develop the application of LNDCF so that all pupils recognise the application of the importance of skills across the curriculum.



| Action/Professional Learning Activity |  | Resources<br>(including use of grant funding) | Suggested Timescale           | Monitoring arrangements<br><i>How, Who, When?</i>   | Progress against actions |                |                |
|---------------------------------------|--|---|-------------------------------|---|--------------------------|----------------|----------------|
|                                       |  |   |                               |   | Autumn<br>2020           | Spring<br>2021 | Summer<br>2021 |
| Action 1<br>(SC1)                     | <ul style="list-style-type: none"> <li>To further develop the new staff Induction programme and to support and review staff</li> <li>All NQTs to have achieved 'Good' or above</li> </ul>                          | Regional Pioneer funding                      | Sept 2020<br><br>To July 2021 | <ul style="list-style-type: none"> <li>EY/ER to facilitate the completion of staff induction according to MER calendar</li> <li>Lesson observations/learning walks/ work scrutiny/pupil conversations</li> </ul>  |                          |                |                |
|                                       | <ul style="list-style-type: none"> <li>To further, embed the rationale of learning walks.</li> <li>Learning walks added to MER calendar (Modify monitoring methods to ensure GC is included.)</li> </ul>           | PL time                                       | Autumn 2020                   | <ul style="list-style-type: none"> <li>EY/ER to analyse feedback from SLT of learning walks, departmental reviews and formal observations</li> <li>Calendar updated with key dates when MER activities are taking place</li> </ul>  |                          |                |                |
|                                       | <ul style="list-style-type: none"> <li>Teaching and learning area to be updated fortnightly and links to the updates on T &amp; L staff board.</li> <li>Regular updates on Professional Learning Class.</li> </ul> | ER to update designated area                  | Autumn 2020 to Summer 2021    | <ul style="list-style-type: none"> <li>ER to update T&amp;L board in staff room.</li> <li>Staff feedback to indicate useful (Distance Learning Survey and HoD Review of Phase 1 to be repeated for Phase 2. In the case of full return, to Review continuation of Blended Learning.)</li> <li>Strategies tracked in learning walks and lesson observations (As above online)</li> </ul> |                          |                |                |

|   |  |                                    |   |  |  |  |
|---|--|------------------------------------|---|--|--|--|
| <ul style="list-style-type: none"> <li>• Further develop the use of IRIS Footage to model excellent practice on T &amp; L inset day( 7<sup>th</sup> December) and weekly TNT sessions</li> <li>• (Captura videos in Reviews of Learning to replace IRIS in the short term.)</li> </ul>  | <p>EAS<br/>Pioneer English<br/>£3300</p> | <p>Autumn 2020<br/>Summer 2021</p> | <ul style="list-style-type: none"> <li>• Staff feedback from sharing good practice sessions (Ensure pace and challenge having a high priority focus)</li> <li>• Sharing of effective practice process diarised in the MER calendar(EY)</li> <li>• ER to coordinate weekly sessions</li> </ul> |  |  |  |
| <ul style="list-style-type: none"> <li>• Create a 'coaching classroom/ Virtual classroom, using IRIS recordings so staff have a greater understanding of excellent practice;</li> <li>• On line sharing of good practice . "Invite each other to your class to share, following SLT Review to highlight areas of good practice."</li> <li>• Staff work in pairs to support and develop T and L.</li> <li>• Establish 'Strategic Learning Groups' to ensure all staff engage in professional learning to develop pedagogical approaches to the new curriculum focus on key areas of pedagogy;</li> <li>• <b>PL</b> – Professional Learning Class and TNT Teams</li> <li>• Inset session to embed coaching cycle</li> <li>• Further develop TNT weekly</li> </ul> | <p>EY/ER to resource and develop</p>     | <p>Sept 2020<br/>Onwards</p>       | <ul style="list-style-type: none"> <li>• Activities recorded and reviewed through PL Class (ER)</li> <li>• Learning walks and lesson observations indicate pace and challenge appropriate in 85% of lessons (See above Review)</li> <li>• All MER activities added to calendar</li> </ul>     |  |  |  |

|                |  |   |  |  |  |  |  |
|----------------|--|---|--|--|--|--|--|
|                | 'Teach N Talk' sessions for any staff ER to coordinate sessions and invite staff to present on T & L strategies (Teams meetings and Professional Learning Class.)  |   |  |  |  |  |  |
| Action 2 (SC2) | <ul style="list-style-type: none"> <li>Establishment of pupil 'Learning Champions' Champions' to include key aspects;</li> <li>Learning Champions will lead INSET and staff training</li> <li>Training pupils to observe 'Learning'</li> <li>Partnership with Cluster Student Councils (already started with Padre Pio, St David's – need to add OLA and OLSM)</li> </ul>              | <p>Leadership /staff meetings</p> <p>Cluster grant £4000</p>        | Autumn 2020 onwards                                  | <ul style="list-style-type: none"> <li>ER to collate Feedback gathered from;</li> <li>Learning Walks (weekly)</li> <li>Lessons observations(MER)</li> <li>Learner conversations(MER)</li> <li>Feedback from learning conversations with LCs (This feedback will inform whole school planning)</li> <li>Learner conversations</li> <li>Learning Champions meeting minutes</li> <li>Blended Learning Survey and Wellbeing Questionnaire completed</li> <li>ER to meet with cluster T &amp; L leads to plan the schedule events( 11<sup>th</sup> November 2020</li> <li>ER coordinate events</li> </ul> |  |  |  |
| Action 3 (SC3) | <ul style="list-style-type: none"> <li>Further, develop effective mapping of the DCLNF across the curriculum.</li> <li>Focus of the half term will continue on GC and Twitter more explicitly. ER to lead and monitor via GC.</li> <li>Continue with WoW literacy</li> <li>Further, embed the online pupil self-assessment tool to upload evidence of LNDCF Skills strands.</li> </ul> | <p>Leadership /staff meetings</p> <p>Leadership /staff meetings</p> | <p>Starts Autumn 2020</p> <p>Autumn 2020 onwards</p> | <ul style="list-style-type: none"> <li>Work scrutiny(ER)</li> <li>Planning / SoW analysis</li> <li>Pupil feedback through termly learner conversations(SLT)</li> <li>Tracking data / literacy and numeracy test scores(ER)</li> <li>EW to provide WoW resources and analyse usage</li> <li>Check Online Analysis of the half termly self-assessment feedback to HoDs for SER 1.3 and 3.3)</li> <li>Pupil voice / feedback</li> <li>Work scrutiny</li> </ul>  |  |  |  |

|  |  |                |                     |   |  |  |  |
|--|--|----------------|---------------------|---|--|--|--|
|  | <ul style="list-style-type: none"> <li>• MG and IT staff to support pupils to upload evidence in IT lessons</li> <li>• <b>PL</b> – meeting time to ensure staff are confident to use the tool and can support pupil use.</li> </ul>                    |                |                     |   |  |  |  |
|  | <ul style="list-style-type: none"> <li>• Further develop consistency of marking with focus on developing skills</li> <li>• <b>PL</b> ER to lead staff training</li> </ul>  | Twilight       | Autumn 2020         | <ul style="list-style-type: none"> <li>• Evidence gathered by during work scrutiny and observations(INSET in Sept and Review to encourage consistency and good practice in books transferred online)</li> </ul> |  |  |  |
|  | <ul style="list-style-type: none"> <li>• Further develop the sharing of resources across the school, ER, EW, SW and MG share resources with termly focus with all staff (Powerpoints to be displayed on Screens also to be shared on PL GC)</li> </ul> | Staff meetings | Autumn 2020 onwards | <ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Work scrutiny</li> <li>• Planning scrutiny</li> </ul>  |  |  |  |

# PREVIOUS YEAR'S EVALUATION: STRATEGIC OBJECTIVE 1

## LEARNING: PROMOTE A LEARNING ORGANISATION WITH EXCELLENT LEARNING FOR ALL

| Impact of Actions from SER   | Areas for Development from SER   |
|--|--|
| <p><b>3.1</b></p> <ul style="list-style-type: none"> <li>Standards at KS3 are good and there is a general upward trend.</li> <li>At KS4, standards remain good compared with similar schools and better than Local and Wales averages.</li> <li>Good teaching encourages pupils to enjoy learning in most classes and many are, extended to achieve or to exceed their target grade.</li> <li>Many pupils achieve good literacy skills.</li> </ul> <p><b>3.2</b></p> <ul style="list-style-type: none"> <li>Introduction of the options evening for parents reduced the number of changes made by students.</li> </ul> | <p><b>3:1</b></p> <ul style="list-style-type: none"> <li>Further, develop the understanding of the four purposes with KS3 students.</li> <li>Further, develop the understanding of Donaldson's pedagogical principles.</li> <li>AFL to enable appropriate planning for challenge.</li> <li>Consistent use of PPP across all subjects.</li> <li>Examples of think pair share being, used effectively to initiate discussion and improved pupil responses.</li> <li>Development of staff coaching model to share good practice in;</li> <li>Understanding and being able to focus questioning to improve student's deeper thinking skills. By adopting the 'Develop or Challenge' model.</li> <li>Staff using formative assessment to plan challenging lessons to build on pupil's knowledge.</li> </ul> <p><b>3.2</b></p> <ul style="list-style-type: none"> <li>Create an option PSE programme for year 9.</li> </ul> <p><b>3.3</b></p> <ul style="list-style-type: none"> <li>Map the progress of ICT skills across the DCF.</li> <li>Learners leading learning with the implementation of learning champions.</li> <li>Ensure high expectations are made on all and appropriate challenge is set to help all learners reach their potential</li> </ul> <ul style="list-style-type: none"> <li>HOD development training to produce high quality evaluations of SER aspects 1.3 and 3.3</li> </ul> |

## STRATEGIC OBJECTIVE 2

### STRATEGIC OBJECTIVE 2

**ETHOS:** NURTURE OUR CATHOLIC COMMUNITY AND CULTURE THROUGH EFFECTIVE CARE, SUPPORT AND GUIDANCE

Improvement focus from self-evaluation:

SER Area 2 Wellbeing and attitudes to learning

SER Area 4: Care Support and Guidance

Including Archdiocese Recommendation 4

Continue to develop opportunities for pupils to plan and lead assemblies and liturgies.

Local Target

**KS3**

3. To improve attendance for our KS3 FSM pupils from 93.7%-to 95% (subject to consideration of lockdown periods) by continuing to develop our engagement strategies.

**KS4**

6. To maintain the low level of FTE at KS4 to meet our target of < 6 days by implementing a consistent whole school positive relationships programme.

### Success criteria

1. **We will ensure all staff and pupils are inducted into the Catholic life of the school;**
2. **We will increase opportunities for the spiritual development of all members of our community;**
3. **We will continue to provide high quality provision of appropriate care, support and guidance to reduce FTEs;**
4. **We will continue to improve attendance and engagement for specific groups of pupils in particular FSM and vulnerable**

| Action/Professional Learning Activity | Resources<br>(including use of grant funding)   | Suggested Timescale          | Monitoring arrangements<br><i>How, Who, When?</i> | Progress against actions   |                |                |  |
|---------------------------------------|---|------------------------------|---|--|----------------|----------------|--|
|                                       |   |                              |   | Autumn<br>2020   | Spring<br>2010 | Summer<br>2021 |  |
| <b>Action 1</b><br><br><b>(SC1)</b>   | <ul style="list-style-type: none"> <li>Welcome Mass for new staff and Year 7 SL/ Parish priest</li> <li>Year 7 transition evening( July 2021)</li> <li>Families, pupils and new staff attend to witness the school vision statement that reflects our optimistic aspirations for our community</li> </ul> | Leadership time              | Autumn 2020                                       | <ul style="list-style-type: none"> <li>KJ to plan and evaluate transition events</li> <li>SA to add all liturgical events are added to the main schools calendar</li> <li>SA to liaise with diocesan clergy to preside over Masses and other liturgical activities</li> <li>KJ to evaluate a pupil/parental transition questionnaire.</li> </ul> |                |                |  |
|                                       | <ul style="list-style-type: none"> <li>SA to implement staff induction and invite staff to present. Monthly sessions</li> <li>Staff induction to include sessions on Catholic ethos, student profile and safeguarding</li> </ul>  | PL time                      | Induction programme in Sept, Jan and April        | <ul style="list-style-type: none"> <li>New staff induction programme delivered &amp; register taken for all sessions</li> </ul>  |                |                |  |
|                                       | <ul style="list-style-type: none"> <li>Families will be inducted into the Catholic life of the school through year 7 information evening</li> </ul>   | Leadership/parental meetings | Autumn 2020                                       | <ul style="list-style-type: none"> <li>SL/SA/HB to lead the evening in October</li> <li>In 2020 this will be using school cloud for a virtual parental consultation evening with year 7 form tutors</li> </ul>   |                |                |  |
|                                       | <ul style="list-style-type: none"> <li>Organization of fortnightly voluntary mass for pupils</li> </ul>   | Leadership time              | Start Autumn 2020 to end of summer term           | <ul style="list-style-type: none"> <li>SA Canon Griffiths and set out in liturgical plan for the year</li> <li>SA liaise with Canon Griffiths to schedule all masses</li> </ul>  |                |                |  |

|                                     |  |                                  |                   |   |  |  |  |
|-------------------------------------|--|----------------------------------|-------------------|---|--|--|--|
| <b>Action 2</b><br><br><b>(SC2)</b> | <ul style="list-style-type: none"> <li>RE staff to further develop pupil resources</li> </ul>  | Leadership time                  | Autumn 2020       | <ul style="list-style-type: none"> <li>SA to ensure all prayers resources are shared during form time and delivered by pupils on a rota basis</li> </ul>  |  |  |  |
|                                     | <ul style="list-style-type: none"> <li>Ensure half-termly themes for assemblies are linked to the St Alban's Pupil Profile and promote school values and support student wellbeing</li> </ul>                  | Leadership time                  | Autumn 2020       | <ul style="list-style-type: none"> <li>Collective Worship review - assemblies to include the virtues.</li> <li>SA to develop and share the St Alban's PP resources with HOYs and form tutors</li> </ul> |  |  |  |
|                                     | <ul style="list-style-type: none"> <li>Appoint and develop the role of the pupil Chaplaincy team to help support worship in form time and during assemblies</li> </ul>   | Leadership time/<br>meeting time | Autumn 2020       | <ul style="list-style-type: none"> <li>School Chaplain will lead meetings week B Tuesday during form time and conduct the Collective Worship Review.( During spring term))</li> </ul>                   |  |  |  |
|                                     | <ul style="list-style-type: none"> <li>SA to liaise with PC. PC to further develop a range of hymns to the choir to further develop new liturgical music to engage younger members of our community</li> </ul> | Leadership time                  | Autumn 2020       | <ul style="list-style-type: none"> <li>The choir rehearse and perform a wider range of hymns and liturgical music in liturgical celebrations</li> </ul>   |  |  |  |
|                                     | <ul style="list-style-type: none"> <li>Monitor the consistency of at least good delivery of liturgical reflection across form time and assemblies</li> </ul>   | Leadership time                  | November 2020     | <ul style="list-style-type: none"> <li>Leadership team, SA and HOYs to conduct a Pastoral and Liturgical review</li> <li>SA will provide follow up training provided to identified staff</li> </ul>     |  |  |  |
|                                     | <ul style="list-style-type: none"> <li>Promote and celebrate diversity and equality whilst upholding Catholic traditions through a range of curricular</li> </ul>  | Leadership time                  | Sept-July 2020-21 | <ul style="list-style-type: none"> <li>Celebrate diversity in assemblies and form periods.</li> <li>Use school's social media to promote events</li> </ul>  |  |  |  |



|                       |  |                                      |   |  |  |  |  |
|-----------------------|--|--------------------------------------|---|--|--|--|--|
|                       | <ul style="list-style-type: none"> <li>and extra-curricular activities.</li> <li>Share a parental calendar with key dates and activities to all stakeholders</li> </ul>  |                                      |   | <ul style="list-style-type: none"> <li>SA to liaise with EY to add liturgical events to main school calendar.</li> </ul>   |  |  |  |
|                       | <ul style="list-style-type: none"> <li>Provide an opportunity for staff to celebrate weekly liturgies and half termly Mass</li> </ul>  | Staff meeting time                   | Starts September                                  | <ul style="list-style-type: none"> <li>SA to timetable the weekly staff liturgy actively involving all staff to deliver sessions.</li> <li>Sa to liaise with Canon Griffiths to facilitate half termly staff Mass</li> </ul>   |  |  |  |
|                       | <ul style="list-style-type: none"> <li>To provide time to reflect on Catholicity for the school during an annual Inset day</li> </ul>  | Leadership time.                     | Autumn Inset day                                  | <ul style="list-style-type: none"> <li>SA to coordinate theme of the Inset day Oct 2020 Canon Griffiths to celebrate Mass and Fr Bernard to Parish priest to present the day</li> <li>Canon Griffiths to liaise SA and with cluster primaries and facilitate the sessions</li> </ul>   |  |  |  |
| <b>Action 3 (SC3)</b> | <ul style="list-style-type: none"> <li>Share relevant pupil information for Vulnerable</li> <li>Sharing of specialist information through the development of IEPs, IBPs and PSPs and the ALN register</li> </ul> | Leadership time<br>PDG<br>Activity 6 | September 2020<br><br>Updated throughout the year | <ul style="list-style-type: none"> <li>HB/RMc share new year 7 information on first inset day</li> <li>KJ coordinates the completion of pupil information with RMc, and HOYs ready for the new academic year</li> <li>RMc to further develop one-page pupil profiles using pastoral and academic data. To be shared with all staff to inform department interventions</li> </ul> |  |  |  |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>Vulnerable pupil academic progress Pupil progress recorded in Sanctuary tracking document and pupil individual profiles</li> <li>To provide updated pastoral information reflecting on impact of COVID for vulnerable pupils</li> </ul> | <p>Leadership time<br/>PDG<br/>Activity 4 &amp; 6</p> | <p>October 2020-July 2021</p>                                    | <ul style="list-style-type: none"> <li>RE to further develop to use of data for our vulnerable learners using the 'Vulnerable' tab added to SMID data tracking package to analyse</li> <li>ND and KJ share information with Pastoral team, HoDs and to all staff on a weekly basis to inform planning</li> <li>ER to further develop the Case Management meetings (Lyn Sharratt research pilot) in weekly RS meetings.</li> </ul>  |  |  |  |
| <ul style="list-style-type: none"> <li>EY and ER coordinate dissemination and sharing T &amp; L strategies for vulnerable pupils to all relevant teaching staff.</li> </ul>  | <p>Leadership time</p>                                | <p>Starts September 2020<br/>Throughout the year when needed</p> | <ul style="list-style-type: none"> <li>EY departmental - Middle leaders to further develop, use and share effective strategies to support vulnerable students (through completion of SER and MER activities)</li> <li>KJ Pastoral- Middle leaders to further develop, use and share effective strategies to support vulnerable students (through completion of SER and MER activities)</li> <li>Departmental agendas to include progress of vulnerable pupils</li> </ul> |  |  |  |
| <ul style="list-style-type: none"> <li>To decrease the number of returning pupils to the engagement room</li> <li>To decrease KS4 FTEs &lt;6 days</li> </ul>   | <p>PDG<br/>Activity 6<br/>EIG<br/>Activity 9</p>      | <p>September 2019</p>  | <ul style="list-style-type: none"> <li>KJ /JN to monitor the number of pupils referred to the inclusion areas.</li> <li>KJ to provide weekly updates provided to the pastoral team</li> </ul>  |  |  |  |

|                               |  |                   |                              |   |  |  |  |
|-------------------------------|--|-------------------|------------------------------|---|--|--|--|
|                               |  | PDG<br>Activity 9 | Sept 2020-<br>Summer<br>2021 | <ul style="list-style-type: none"> <li>• KJ/JN Increased number of pupils participating in reward activities</li> <li>• Engagement with Melin homes providing rewards KJ to facilitate the rewards activities.</li> <li>• HOYs reward pupils on weekly basis in assemblies and at the end of every term</li> </ul>  |  |  |  |
| <b>Action<br/>4<br/>(SC4)</b> | We will continue to improve attendance for specific groups of pupils in particular FSM and vulnerable. | EIG<br>Activity 7 | Sept 2020-<br>July 2021      | <ul style="list-style-type: none"> <li>• FSM 93.7%-to 95% (subject to consideration of lockdown periods)</li> <li>• AHOY to monitor FSM attendance with FT resilience mentoring.</li> <li>• Vulnerable 92.6% to 94.5% (subject to consideration of lockdown periods)</li> <li>• KJ/SH to monitor the attendance of groups/individuals on a weekly basis</li> <li>• SH to engage with EWO for identified pupils/families</li> <li>• HOY to complete weekly Monitoring sheet for the ROC</li> </ul> |  |  |  |
| <b>Action<br/>4<br/>(SC4)</b> | We will continue to improve engagement for specific groups of pupils in particular FSM and vulnerable. | ALP<br>Activity 1 | Sept 2020-<br>July 2021      | <ul style="list-style-type: none"> <li>• Recruit an additional member of staff to increase capacity to provide additional small group/individual well-being sessions for all pupils.</li> </ul>   |  |  |  |

## PREVIOUS YEAR'S EVALUATION: STRATEGIC OBJECTIVE 2

### **ETHOS: TO FURTHER PROMOTE OPPORTUNITIES TO DEVELOP WELLBEING AND THE CATHOLIC IDENTITY, BY EMBEDDING THE ST ALBANS PUPIL PROFILE AND IMPROVING ATTENDANCE AND REDUCING FTEs**

| Impact of Actions  | Areas for Development   |
|--|---|
| <p>2.2</p> <ul style="list-style-type: none"> <li>• Respect is evident between learners and staff</li> <li>• Respect for our Catholic ethos</li> <li>• Behaviour is judged as good with effective school systems to deal with any poor behaviour</li> <li>• Improvement in attendance in particular FSM pupils</li> <li>• Reduction in exclusions and comparative data with other Torfaen schools</li> <li>• Through SMID</li> </ul> | <p>2.2</p> <ul style="list-style-type: none"> <li>• Continue to develop learner resilience when dealing with difficulties</li> <li>• Ensure consistency across all teachers in using assertive discipline strategies to maintain positive attitudes to learning.</li> <li>• Continue to implement the pupil profile through PSE and other acts of collective worship.</li> <li>• Reflect on the Health and Well-being AOLE in year 7 and introduce student self-reflection against the relationship WM statement.</li> <li>• Develop a one-page pupil profile for year 8's as a continuation of the transition from year 6 to 7.</li> <li>• Continue to improve attendance (with particular attention to FSM and vulnerable pupils)</li> <li>• Continue to develop learner resilience when dealing with personal challenges.</li> <li>• Continue to develop the use of sims to track and monitor achievement and conduct points across the school and departments.</li> <li>• Enable individual conduct and achievement to be available to identify trends in behaviour as a means of preventative work.</li> <li>• Continue to improve the impact of attendance for groups of learners FSM and vulnerable</li> </ul> |

## STRATEGIC OBJECTIVE 3

**Achievement:** TO PROMOTE SUCCESSFUL INDIVIDUALS, SCHOOL AND COMMUNITY

### Improvement focus from self-evaluation:

SER Area 1: Standards, 3.2, 3.3 breadth of curriculum, 4.1 Tracking & monitoring

### Including Estyn Recommendation 1

Improve pupil outcomes in mathematics, especially among boys

### Including Archdiocese Recommendation 1

Embed a more rigorous assessment, monitoring and tracking system to identify pupils who are under-performing and plan timely interventions, in particular at Key Stages 4

### Including Archdiocese Recommendation 2

Review learning and teaching strategies to challenge all learners, including more able and talented (MAT) pupils, to help raise standards

### Local Targets

#### KS3

1 Further developing the intervention programme to ensure that fewer than 8% of boys achieve lower than <85 in Numeracy reasoning

2 Using the 'Lexonic' programme to ensure that fewer than 16% of boys achieve lower than <85 in the reading NT with the intervention

#### KS4

1 To continue to improve the achievement of RE, at KS4 from 68% to 71%, using a more robust tracking system and utilising the SMID software.

2 To improve the achievement of Best of Mathematics/Numeracy in line with the EAS target of 79% by developing and improving the delivery of the intervention programme.

3 To increase the WBAC Skills Challenge Certificate A\*-B outcome to 66% and average point score from 41 to 43 by placing greater emphasis on the investigations element of the course.

4 To increase the 5A\*-A percentage from 22% to 30% by focusing on pace and challenge of teaching, sharing excellent practice and learning resources for our high attainers.

5 To improve equity by reducing the gap of Average Point 9 Score for targeted groups in particular FSM and ALN.

## Success Criteria

1. We will continue to improve standards in relation to pupil outcomes for all
2. We will continue to use a robust data tracking system SMID
3. We will develop a curriculum to engage all pupils in life-long learning in line with WG priorities

| Action/Professional Learning Activity |  | Resources<br>(including use of grant funding) | Suggested Timescale     | Monitoring arrangements<br><i>How, Who, When?</i>   | Progress against actions |             |             |
|---------------------------------------|--|---|-------------------------|---|--------------------------|-------------|-------------|
|                                       |  |   |                         |   | Autumn 2020              | Spring 2021 | Summer 2021 |
| Action 1<br>(SC1)<br>KS3 LT 1         | To improve numeracy scores >85                                 | PDG<br>Activity 4<br>EIG<br>Activity 8        | Autumn 2020 – July 2021 | <ul style="list-style-type: none"> <li>The number of pupils gaining &gt;85 or more has increased to 92%</li> </ul>  |                          |             |             |
|                                       |  |   |                         | <ul style="list-style-type: none"> <li>NH with MG to identify pupils to participate in the intervention programme.</li> </ul>   |                          |             |             |
|                                       |  |   |                         | <ul style="list-style-type: none"> <li>NH/MG to evaluate intervention programme</li> <li>Progress checks analysed in line with schools calendared progress checks</li> <li>Interventions amended according to progress and individual need</li> </ul> |                          |             |             |
| Oct 2020 to June 2021                 |  |   |                         |   |                          |             |             |
| Action                                | To improve literacy scores > 85 for boys from to 92% in year 8 | PDG<br>Activity 4                             | Sept 2020- July 2021    | <ul style="list-style-type: none"> <li>Improved literacy scores &gt;85 for boys FSM vulnerable pupils to 92%</li> <li>EW to line manage SW</li> <li>SW to produce be spoked resources for individual</li> </ul>                                       |                          |             |             |

|                                     |  |                          |   |   |  |  |  |
|-------------------------------------|--|--------------------------|---|---|--|--|--|
| 1<br>(SC1)<br>KS3 LT<br>2           |  | Leadership<br>time       |   | pupils EW with SWD to identify pupils to participate in the intervention programme.   |  |  |  |
|                                     |  |                          | Autumn<br>2020                                      | <ul style="list-style-type: none"> <li>ER to continue train staff to use the 'Lexonic training package</li> <li>Pupil identified to learn the 'Sound' learning strategy</li> </ul>  |  |  |  |
|                                     |  |                          | October<br>2020<br>onwards                          | <ul style="list-style-type: none"> <li>Progress checks analysed in line with schools calendared progress checks</li> </ul>  |  |  |  |
| Action<br>1<br>(SC1)<br>KS4LT<br>1  | To continue to improve the KS4 A*-C outcomes in line with target for RE of 71% | Leadership<br>time       | Sept 2020   | <ul style="list-style-type: none"> <li>ER to work with SA and RE team to share effective teaching and learning strategies e.g. use of key words and structuring extended answers</li> </ul>   |  |  |  |
|                                     |  |                          | Sept 2020<br>every<br>Tuesday<br>Until July<br>2021 | <ul style="list-style-type: none"> <li>RE representative to attend weekly TNT sessions and share the information with the team in departmental meetings</li> </ul>  |  |  |  |
|                                     |  |                          | Autumn<br>2020                                      | <ul style="list-style-type: none"> <li>SA and RE to work with other identified schools to review and share good practice</li> </ul>   |  |  |  |
| Action<br>1<br>(SC1)<br>KS4 LT<br>2 | To improve outcomes in Mathematics to meet target of A*-C to 80%               | EIG<br>Activity<br>4 & 8 | Early Sept<br>2020 - June<br>2021                   | <ul style="list-style-type: none"> <li>NH to facilitate an increase the number of students following the appropriate higher tier and intermediate tier( or a combination of) mathematics to increase achievement at all levels</li> </ul> |  |  |  |
|                                     |  |                          |   | <ul style="list-style-type: none"> <li>Weekly monitoring of Year 11 progress in mathematics;<br/>(HOD maths with RSL).</li> </ul>   |  |  |  |
|                                     |  |                          |   | <ul style="list-style-type: none"> <li>Increase frequency of DTT activities in key marginal groups; Evidenced via departmental reviews, learning walks and learner conversations</li> </ul>   |  |  |  |
|                                     |  |                          |   | <ul style="list-style-type: none"> <li>NH/AE coordinates targeted revision sessions during lunchtimes; after school and during holidays. RE to timetable these sessions</li> </ul>  |  |  |  |

|  |   |                                       |                      |   |  |  |  |
|--|---|---------------------------------------|----------------------|---|--|--|--|
|  |   |                                       |                      | <ul style="list-style-type: none"> <li>NH/AE designs personal plan and liaises with subject teacher to invite students to specific revision sessions</li> </ul> |  |  |  |
|  |   |                                       |                      | <ul style="list-style-type: none"> <li>Leadership team to mentor key marginal students. ER to develop schedule</li> </ul>                                       |  |  |  |
| <b>Action 1</b><br><b>(SC1)</b><br><b>KS4 LT 3</b> | To improve the Welsh Baccalaureate WBC outcomes for A*-B to 66 % thus increasing the APS 43 | EIG Activity 8<br><br>Leadership time | Sept 2020- June 2021 | <ul style="list-style-type: none"> <li>RT to share resources and teaching and learning strategies to new WB teachers</li> </ul>                                 |  |  |  |
|  |   |                                       |                      | <ul style="list-style-type: none"> <li>RT to promote focus on the individual investigation task</li> </ul>  |  |  |  |
|  |   |                                       |                      | <ul style="list-style-type: none"> <li>RT to share effective teaching strategies in meetings</li> </ul>   |  |  |  |
|  |   |                                       |                      | <ul style="list-style-type: none"> <li>RT to monitor progress through departmental meetings</li> </ul>  |  |  |  |
|  |   |                                       |                      | <ul style="list-style-type: none"> <li>Progress checks analysed to inform progress of pupils</li> </ul>   |  |  |  |
|  |   |                                       |                      | <ul style="list-style-type: none"> <li>RT to facilitate additional RAG sessions scheduled</li> </ul>  |  |  |  |
|  |   |                                       |                      | <ul style="list-style-type: none"> <li>RSL weekly monitoring of potential pupils, in 'Raising standards meetings</li> </ul>                                     |  |  |  |
|  |   |                                       |                      | <ul style="list-style-type: none"> <li>Analysis of progress using SMID after every progress check and identified pupils monitored in lessons</li> </ul>         |  |  |  |
|  |   |                                       |                      | <ul style="list-style-type: none"> <li>ER share key information with SLT to discuss in line management meetings</li> </ul>                                      |  |  |  |
|  |   |                                       |                      | <ul style="list-style-type: none"> <li>RSL weekly monitoring of potential pupils, in 'Raising standards meeting</li> </ul>                                      |  |  |  |



|  |   |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|
| <b>Action</b><br><b>1</b><br><b>(SC1)</b><br><b>KS4 LT</b><br><b>4</b> | To improve the A*A outcomes to 30%  | EIG<br>Activity 8                      | Leadership time<br>Autumn 2020- June 2021  | <ul style="list-style-type: none"> <li>MER cycle monitoring will provide feedback on 'Pace and Challenge' in lessons</li> </ul>  |  |  |  |
|  |   |  |  | <ul style="list-style-type: none"> <li>ER identifies MAT pupils for each department and supports in developing challenging resources.</li> </ul>   |  |  |  |
|  |   |  |  | <ul style="list-style-type: none"> <li>RE share key information with SLT to discuss in line management meetings</li> </ul>   |  |  |  |
|  |   |  |  | <ul style="list-style-type: none"> <li>HODs to monitor progress of identified MAT pupils by standard item on departmental meetings every two weeks</li> </ul>  |  |  |  |
|  |   |  |  | <ul style="list-style-type: none"> <li>SL/HOY to lead assemblies for group of MAT pupils. throughout the year</li> </ul>   |  |  |  |
|  |   |  |  | <ul style="list-style-type: none"> <li>KJ to provide MAT enhanced opportunities for KS3 &amp; 4 through the Brilliant club and SEREN project</li> </ul>  |  |  |  |
|  |   |  |  | <ul style="list-style-type: none"> <li>Analysis of progress using SMID after each Progress check to inform planning for progress</li> </ul>  |  |  |  |
| <b>Action</b><br><b>1</b><br><b>(SC1)</b><br><b>KS4 LT</b><br><b>5</b> | To improve APS to 415   | PDG<br>Activity 9<br>EIG<br>Activity 9 | Autumn 2019- June 2020<br>Autumn term 2019 | <ul style="list-style-type: none"> <li>ER/RE weekly monitoring of potential pupils, in 'Raising standards and leadership meetings</li> </ul>   |  |  |  |
|  |   |  |  | <ul style="list-style-type: none"> <li>HODs to monitor progress by standard item on departmental meetings</li> </ul>   |  |  |  |
|  |   |  |  | <ul style="list-style-type: none"> <li>EY to explore option choices to consider vocational options for lower attainers</li> </ul>  |  |  |  |
|  |   |  |  | <ul style="list-style-type: none"> <li>SL/RE to deliver staff training to middle leaders initially to support the completion exam analysis and of SERs</li> </ul>  |  |  |  |
| <b>Action</b><br><b>1</b><br><b>(SC1)</b>                              | To reduce a potential learning gap following periods of distance and then blended learning for identified pupils. | ALP<br>Activity 2                      | Sept 2020 – July 2021                      | <ul style="list-style-type: none"> <li>KS3 – SL to appoint additional member of staff to support with the provision of bespoke intervention sessions with a particular focus on Literacy and Numeracy.</li> <li>KS 4 – ER leads weekly Case Management meetings to identify individuals needing short-term and long-term bespoke interventions across options and core GCSEs.</li> </ul> |  |  |  |

|                                 |  |                                       |                       |   |  |  |  |
|---------------------------------|--|---------------------------------------|-----------------------|---|--|--|--|
| <b>Action 1</b><br><b>(SC1)</b> | To prevent disengagement with Blended Learning provision and cause a potential learning gap.                                       | ALP Activity 3                        | Sept 2020- July 2021  | <ul style="list-style-type: none"> <li>LP to purchase additional resources ( e.g. dongles) to support with the provision of ICT facilities for all pupils so access to the Blended Learning provision is not disrupted, during periods of lockdown.</li> <li>ER to facilitate coaching sessions for pupils to use GC</li> </ul> |  |  |  |
| <b>Action 2</b><br><b>(SC2)</b> | To embed the use of data tracking using SMID so all staff are confident to accurately interpret the performance to inform planning | EIG Activity 9                        | Autumn term 2020      | <ul style="list-style-type: none"> <li>SL/RE deliver staff refresher training following first progress check to analyse the performance of their classes in comparison to other departments</li> </ul>  |  |  |  |
|                                 |  |                                       |                       | <ul style="list-style-type: none"> <li>HoDs to share analyse with departments to inform T &amp; L strategies</li> </ul>   |  |  |  |
|                                 |  |                                       |                       | <ul style="list-style-type: none"> <li>Governors training (SL/RE) in scheduled meetings</li> </ul>  |  |  |  |
|                                 |  |                                       |                       | <ul style="list-style-type: none"> <li>Parent council awareness sessions during scheduled meetings(SL/RE)</li> </ul>  |  |  |  |
|                                 |  |                                       |                       | <ul style="list-style-type: none"> <li>ER deliver through TNT sessions on using data to plan( Mark plan share strategy)</li> </ul>  |  |  |  |
| <b>Action 3</b><br><b>(SC3)</b> | We will develop a curriculum to engage all pupils in life-long learning in line with WG priorities                                 | PL Grant WJEC courses Leadership time | Sept 2020 – July 2021 | <ul style="list-style-type: none"> <li>EY to coordinate whole school training events provide AOLE planning time</li> </ul>  |  |  |  |
|                                 |  |                                       |                       | <ul style="list-style-type: none"> <li>Line management meetings to focus on staffing and GCSE specification changes, training implications and implementation</li> </ul>  |  |  |  |
|                                 |  |                                       |                       | <ul style="list-style-type: none"> <li>Pupils have made aware of changes through conversations in subject areas at KS4</li> </ul>   |  |  |  |
|                                 |  |                                       |                       | <ul style="list-style-type: none"> <li>All subject areas have responsibility for the development of LNDCF across the curriculum. This is mapped and incorporated into SOW and in 1.3 and 3.3 of SER.</li> </ul>   |  |  |  |
|                                 |  |                                       |                       | <ul style="list-style-type: none"> <li>EY to further develop mapping of four core purposes will be evidenced in 3.2 of SERs</li> </ul>  |  |  |  |

|                       |   |                 |                        |   |  |  |  |
|-----------------------|---|-----------------|------------------------|---|--|--|--|
|                       |   |                 |                        | <ul style="list-style-type: none"> <li>Provide opportunities for work sharing activities across AOLEs departmental and Inset time</li> </ul>                                    |  |  |  |
|                       |   |                 |                        | <ul style="list-style-type: none"> <li>Further develop STEAM activities within school and with cluster(CP)</li> </ul>   |  |  |  |
|                       |   |                 |                        | <ul style="list-style-type: none"> <li>Implement and trial Health and Well-being, and STEM Lessons in KS3. (HG/CP)</li> </ul>   |  |  |  |
| <b>Action 3 (SC3)</b> | <ul style="list-style-type: none"> <li>Transition arrangements with post 16 providers.</li> <li>Prevention of NEET</li> </ul> | Leadership time | Sept 2020<br>July 2021 | <ul style="list-style-type: none"> <li>SL/RE Attendance at scheduled meetings with TLZ Hereford college, St Joseph's RC High School</li> </ul>                                  |  |  |  |
|                       |   |                 |                        | <ul style="list-style-type: none"> <li>KC attend careers Wales's events. To support curriculum provision for KS3 &amp; 4 to enhance pupils awareness and aspiration.</li> </ul> |  |  |  |
|                       |   |                 |                        | <ul style="list-style-type: none"> <li>SD/KC working with pupils and families to support post 16 pathways.</li> </ul>   |  |  |  |

## PREVIOUS YEAR'S EVALUATION: STRATEGIC OBJECTIVE 3

### **A**CHIEVEMENT: TO RAISE ATTAINMENT OF ALL LEARNERS IN RESPECT FOR VALUE ADDED IN KS3, KS4 WITH REFERENCE TO THE NEW KPIs

| Impact of Actions   | Areas for Development  |
|---|--|
| 1.1 <ul style="list-style-type: none"> <li>Standards at KS3 are good and there is a general upward trend.</li> <li>At KS4, standards remain good compared with similar schools and better than Local and Wales averages.</li> <li>Provision for MAT learners</li> <li>KS4, results and NRT results TBC</li> </ul> | 1.1 <ul style="list-style-type: none"> <li>Tracking Progress of specific groups of learners at both KS3 and KS4 using SMID.</li> <li>Further development of whole school tracking system especially at departmental level.</li> <li>Skills developments for tracking progress for LNDCF</li> <li>Further support and guidance for HOD's when writing 1.3, 3.2 and 3.3 of SER.</li> </ul> |

## **STRATEGIC OBJECTIVE 4**

**DEVELOP: ENHANCE AND RECOGNISE THE ROLE THAT LEADERSHIP PLAYS FOR ALL MEMBERS OF OUR COMMUNITY**

Improvement focus from self-evaluation:  
**SER Area 4: Leadership**

**Including Estyn Recommendation 4**

Ensure that line management, self-evaluation and improvement planning are consistently rigorous in all areas

**DEVELOP: ENHANCE AND RECOGNISE THE ROLE THAT LEADERSHIP PLAYS FOR ALL MEMBERS OF OUR COMMUNITY**

### **Success Criteria**

- 1. We will manage the strategic re-development of the school in anticipation of local and Archdiocesan reorganisation**
- 2. We will refine systems to share effective practice in all aspects of our work including developing consistency of improvement plans and evaluations linked to school priorities**
- 3. We will enrich leadership to promote the organisation as a learning community**
- 4. Strategic Leadership of Professional Learning as a means of realising 'Curriculum 2023'**

| Action/Professional Learning Activity |   | Resources (including use of grant funding) | Suggested Timescale    | Monitoring arrangements<br><i>How, Who, When?</i>   | Progress against actions |             |             |
|---------------------------------------|---|--|------------------------|---|--------------------------|-------------|-------------|
|                                       |   |  |                        |   | Autumn 2020              | Spring 2021 | Summer 2021 |
| <b>Action 1 (SC1)</b>                 | <ul style="list-style-type: none"> <li>Governors strategic group to meet with Archdiocese, CES Wales, WG and LA to produce plan for the development of the new school</li> </ul>      | School Archdiocese LA WG                   | Sept 2020 onwards      | <ul style="list-style-type: none"> <li>Based upon the evidence from the conditional survey ( January 2020) SL to work with Governors, AR( Archdiocese) , AK( CES Wales) to communicate with Kath Massey(WG) to propose a case for a new build on current site</li> <li>Governors to agree strategic plans including detailed business case proposals to be developed and presented to Welsh Government, Torfaen and Archdiocese.</li> </ul> |                          |             |             |
|                                       |   |  |                        | <ul style="list-style-type: none"> <li>Governors strategic group to provide 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</li> </ul>  |                          |             |             |
| <b>Action 2 (SC2)</b>                 | We will refine systems to share effective practice in all aspects of our work in particular to implement consistency of improvement plans and evaluations linked to school priorities | Leadership time                            | Autumn 2020- July 2021 | <ul style="list-style-type: none"> <li>SL/EY to lead on School Development Plan streamlined to reflect priorities identified from both Estyn and Diocesan inspections</li> </ul>  |                          |             |             |
|                                       |   |  |                        | <ul style="list-style-type: none"> <li>Improvement planning for middle leaders linked to whole-school priorities(EY)</li> </ul>   |                          |             |             |
|                                       |   |  |                        | <ul style="list-style-type: none"> <li>Improvement planning and evaluation deadlines incorporated in to the school MER calendar(EY)</li> </ul>  |                          |             |             |

|                       |   |          |                     |   |  |  |  |
|-----------------------|---|----------|---------------------|---|--|--|--|
|                       |   |          |                     | <ul style="list-style-type: none"> <li>Progress against improvement plans reviewed through termly line management meetings(SLT)</li> </ul>  |  |  |  |
|                       |   |          |                     | <ul style="list-style-type: none"> <li>All performance management targets to reflect school priorities using new professional standards , student progress and leadership development as the focus(SL/EY)</li> </ul>  |  |  |  |
|                       |   |          |                     | <ul style="list-style-type: none"> <li>Xlence will enable central storage of Performance Management documents, which will be easily accessible to keep documents live</li> </ul>  |  |  |  |
|                       |   |          |                     | <ul style="list-style-type: none"> <li>Academic inquiry to be included in professional development activities as reflected in our SLO snapshot(EY)</li> </ul>   |  |  |  |
|                       |   |          |                     | <ul style="list-style-type: none"> <li>Streamline and simplify departmental documentation in a common format(EY)</li> </ul>   |  |  |  |
|                       |   |          |                     | <ul style="list-style-type: none"> <li>All curriculum, department, leadership and line meetings have common agenda items <ul style="list-style-type: none"> <li>Students outcomes</li> <li>Student well-being</li> <li>Teaching and Learning</li> <li>Progress against previous meeting's action</li> </ul> </li> </ul> |  |  |  |
|                       |   |          |                     | <ul style="list-style-type: none"> <li>All meetings with middle leaders and actions monitored through line management meetings, which reflect SDP priorities.</li> </ul>  |  |  |  |
| <b>Action 3 (SC3)</b> | We will enrich leadership to promote the organisation as a learning community | PL Grant | Sept 2020- July2021 | <ul style="list-style-type: none"> <li>EY to use the evaluation of SLO snapshot to inform planning of PL</li> </ul>   |  |  |  |
|                       |   |          |                     | <ul style="list-style-type: none"> <li>EY to provide clear opportunities for all staff to be actively engaged in professional learning</li> </ul>   |  |  |  |
|                       |   |          |                     | <ul style="list-style-type: none"> <li>EY facilitate to develop and refine middle and leadership training programme</li> </ul>  |  |  |  |
|                       |   |          |                     | <ul style="list-style-type: none"> <li>SL to continue to secure effective school leadership through training, succession planning and capacity building</li> </ul>  |  |  |  |

|                       |   |                       |                     |   |  |  |  |
|-----------------------|---|-----------------------|---------------------|---|--|--|--|
|                       |   |                       |                     | <ul style="list-style-type: none"> <li>• SL to further develop cohort 3 of AAHTs to support leadership development, capacity building and succession planning.</li> <li>• Further develop St Alban's as Clinical Practitioner school with Cardiff Metropolitan University to develop and deliver Initial Teacher Training Education to participants in South Wales(EY,RH)</li> </ul>  |  |  |  |
| <b>Action 4 (SC4)</b> | Strategic leadership of Professional learning as a means of realising the curriculum 2022 | EAS PLL Grant £12,367 | Sept 2020-July 2021 | <ul style="list-style-type: none"> <li>• EY facilitate Pioneer cluster meetings have been attended and minutes actioned upon</li> <li>• EY Cluster network sharing events have been chaired so links between KS 2 to 3 is at the sharing and mapping stage.</li> <li>• A voluntary working party will be initiated to look at cross-curricular real life project based on professional enquiry</li> <li>• EY - Half-termly pioneer meetings</li> <li>• EY – Half-termly cluster meetings</li> <li>• SL Whole School INSET.</li> <li>• EY facilitate the NQT induction programme across the region</li> <li>• Staff trained as EV mentors working within the EAS region</li> <li>• Further develop teaching inquiry as a focus of continued refinement and improvement of the curriculum in line with the Professional Standards across our cluster</li> </ul> |  |  |  |

## PREVIOUS YEAR'S EVALUATION: STRATEGIC OBJECTIVE 4

### DEVELOP: ENHANCE AND RECOGNISE THE ROLE THAT LEADERSHIP PLAYS FOR ALL MEMBERS OF OUR COMMUNITY

| Impact of Actions  | Areas for Development   |
|--|---|
| <p>Consistency of SDP and SER's across school, departments and pastoral.</p> <p>5.1</p> <ul style="list-style-type: none"> <li>• Clear expectations with a shared vision.</li> </ul> <p>5.4</p> <ul style="list-style-type: none"> <li>• Use of resources and managing budget.</li> <li>• Allocation of grants.</li> </ul> | <p>Continue to work with Archdiocese and LA to plan for a new school.</p> <p>4.2</p> <ul style="list-style-type: none"> <li>• Develop a Partnership Agreement between Careers Wales and the school and meet on a half termly basis to review and monitor progress.</li> <li>• Careers Wales to see groups of parents and pupils during year 9 Options Evening to offer advice and information</li> </ul> <p>5.1 &amp; 5.3</p> <ul style="list-style-type: none"> <li>• Middle leaders development through EAS PL – NQT's, EV's and Middle Leaders</li> <li>• New MER cycle so evaluations are planned and shared</li> <li>• New teacher standards informing staff leadership development to enhance self-evaluation and personal development</li> </ul> |



# School Improvement Priorities

## Years 2 and 3

### 2021-2023

#### YEAR 2 PRIORITIES: 2021-2022

| Priority | Action/Professional Learning  | Success criteria  | Grants/finance     |
|----------|---|---|--------------------|
| 1, 2 & 3 | Further, develop Strategic Learning Groups to ensure all staff engage in professional learning to develop their pedagogical approaches to the new curriculum. | <ul style="list-style-type: none"> <li>Departmental and teacher planning and classroom practice demonstrates the embedding of evidenced based practices to further enhance challenge for all including MAT. (Further develop Blended Learning – it is here to stay, even when school resumes full time to enhance Independent Learning, Pace and Challenge.)</li> <li>MER cycles support refinement of approaches and support sustained improvements in teaching and learning. (SLT GC Reviews to be added.)</li> </ul>                         | PL grant           |
| 1 & 4    | Continue to develop leaders' capacity to strategically plan for and enact the Curriculum for Wales (2022)   | <ul style="list-style-type: none"> <li>An identified cohort of senior and middle leaders engages with regional and other programmes to support the embedding of the new curriculum and school's strategic planning reflects requirements of Curriculum for Wales. (Needs to re-start remotely via Teams. Still awaiting facilitator training from EAS.)</li> <li>Staff to lead further develop wider AoLE work with primary cluster (STEAM project initiated. Unable to trial lessons due to lockdown but to be reinstated in Sept.)</li> </ul> | PL grant           |
| 1, 2 & 4 | Develop teacher Inquiry as a focus of continued refinement and improvement of the curriculum in line with the Professional Standards across our cluster.      | <ul style="list-style-type: none"> <li>A focused group of staff across a range of AoLEs undertake enquiries, sharing/publishing their findings to influence future practices</li> <li>SLG funding for inquiry based research. (Current proposal ALN maths, psychology</li> </ul>  | PL & Cluster Grant |

|          |   |  |            |
|----------|---|--|------------|
|          |   | for pupil well-being.)   |            |
| 1 & 4    | Further, embed the online pupil self-assessment tool to upload evidence of LNDCF strands. | <ul style="list-style-type: none"> <li>• Successful upload of evidence completed by pupils half-termly. (Check online has been operational and will need to be reinstated if blended learning only to continue.)</li> <li>• Completion of moderation by LNDCF team. (Attention was paid to this in Departmental Reviews with SLT. EW and SW started to carry out monitoring to share good practice. To continue.)</li> </ul>   | PL Grant   |
| 1, 2 & 3 | Further develop one page profiles using academic and pastoral data                        | <ul style="list-style-type: none"> <li>• All staff are confident in using SMID to inform their own planning with individuals and groups of learners. (Planned for Autumn term under the new appointment of RE.)</li> <li>• Identified staff take on leadership roles, as part of their PM objectives, within their department to track progress of groups of learners to drive standards for departments and school. (Needs to be adopted more consistently.)</li> </ul> | EIG Grant. |

### YEAR 3 PRIORITIES: 2022-2023

| Priority | Action/Professional Learning  | Success criteria   | Grants/finance      |
|----------|---|--|---------------------|
| 4        | Further develop staff enquiries   | <ul style="list-style-type: none"> <li>• Continue to promote staff leading collaborative work to support the SDPs</li> <li>• Further enhance and share the good practice of teaching and learning</li> <li>• Further develop opportunities for leadership</li> </ul>           | PL Grant            |
| 1, 2 & 3 | Develop Data tracking in line with new assessment criteria  | <ul style="list-style-type: none"> <li>• All staff are confident in using SMID in light of new assessment guidelines, to inform their own planning with individuals and groups of learners.</li> </ul>   | EIG Grant.          |
| 4        | New school development  | <ul style="list-style-type: none"> <li>• Process in place</li> </ul>   | WG,LA & Archdiocese |
| 1 & 4    | Continue to develop leaders' capacity to strategically plan for and enact the Curriculum for Wales (2022) | <ul style="list-style-type: none"> <li>• An identified cohort of senior and middle leaders engages with regional and other programmes to support the embedding of the new curriculum and school's strategic planning reflects requirements of Curriculum for Wales.</li> </ul> | PL grant            |
| 1, 2 & 4 | Further develop AoLE based transition   | <ul style="list-style-type: none"> <li>• A more diverse sample of AOLE enquiries, sharing/publishing their findings to influence future practices</li> </ul>   | PL/ Cluster grant   |

