

**PRIORITY : 1 IMPROVE STANDARDS IN PERFORMANCE (NWR)**

- To raise standards in KPI to include existing L2+, CSI, English, Welsh and Mathematics and new KPIs.
- To improve the standards of pupils' literacy and numeracy skills, with specific focus on narrowing the gap in performance between eFSM/nFSM pupils and between boys and girls throughout the school and accelerating the performance of MAT pupils.

<p><b>Context and need</b></p> <ul style="list-style-type: none"> <li>• In 2013/14 the standards achieved at KS4 in 6 out of 10 KPIs (L2+, L2, CPS, CSI, Maths, Cymraeg) continued to demonstrate an upward trend</li> <li>• Performance in 2 KPIs (L1 and Science) remained consistently high.</li> <li>• Following a three year trend in improvement, performance in the remaining KPIs (English and Attendance) was not sustained.</li> <li>• Performance in KPIs in 2013/14 placed the school in:             <ul style="list-style-type: none"> <li>➢ Standards Group 3</li> <li>➢ Improvement Capacity C</li> <li>➢ Amber support category</li> </ul> </li> </ul> <p><b>2014/15</b></p> <ul style="list-style-type: none"> <li>• Performance in Maths needs to be consolidated in 2015 with a further improvement in 2016 to closer to 70%</li> <li>• Ensure that performance in Science continues the on-going trend of improvement. However, the contribution that BTEC Science qualification makes to L2 Science will come to an end in 2016.</li> <li>• Increase L2 English has been a priority. However, there has been much instability and turbulence in the English Department. The following have been a serious cause for concern since September 2014:             <ul style="list-style-type: none"> <li>➢ Recruitment issues due to the late agreement for 'added capacity' from SCC grant</li> <li>➢ Disappointing performance of the staff appointed as 'added capacity'</li> <li>➢ Departure of Head of Department</li> <li>➢ Issues with recruiting for the advertised English posts</li> </ul> </li> <li>• An Acting Head of Dept was appointed in February 2015 and the post was advertised externally. The Acting Head was appointed permanent Head of Department on April 30<sup>th</sup>. It is hoped that a new permanent member of staff can be advertised before the end of May, 2015 to take up a post in Sept 2015</li> <li>• In March 2015, early exam entry in Maths and English realised the following:</li> </ul>	<p><b>Why is this a priority?</b></p> <p>We need to continue our improvement trend with a focus on the following priorities:</p> <ul style="list-style-type: none"> <li>• Achieve an upward trend in improvement in the percentage of pupils who achieve L2+ threshold year on year</li> <li>• Improve the performance of nFSM pupils in all key stages and increase performance of eFSM to be nearer that of their nFSM peers</li> <li>• Increase in the percentage of pupils who achieve A*-C in English, Maths and Welsh year on year</li> <li>• Improve performance in Welsh and Welsh 2nd Language, particularly at the highest grades</li> <li>• Increase in the % of pupils achieving the highest GCSE grades</li> <li>• Narrow the gap, and remove the variation, between boys' and girls' performance</li> <li>• Increase in the % of pupils performing in the higher bands in National Reading and Numeracy tests, at the higher levels at KS3 and achieving the highest grades at KS4 in 2015, 2016 and 2017</li> <li>• Improve standards of reading and numeracy across the curriculum and performance in the National Reading and Numeracy Tests, particularly the performance of boys and FSM pupils</li> <li>• Exam performance at the highest grades needs to demonstrate an upward trend in performance as achievement has previously focused on pupils achieving C+ grades</li> </ul>	<p><b>What impact will this have on school standards?</b></p> <ul style="list-style-type: none"> <li>• Secure a consistent upward trend of improvement in all KPIs</li> <li>• Move English and Attendance out of Q4 to be in the top two quartiles</li> <li>• KPIs which are in top quartiles move more securely and aim for highest position in Q1</li> <li>• Measures used to judge school performance will contribute positively towards the school's position moving up in next round of school categorization:</li> </ul>
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<b>ACTUAL</b> Maths L2 after Nov exam	<b>ACTUAL</b> English Lang L2 after Jan exam	<b>ACTUAL</b> English Lit L2 in Unit 1	Total currently achieving L2+ is:
66 = 45.83%	65 = 45.13%	78 = 54.16%	56 = 38.8%

- If performance achieved by the same pupils in their Yr10 Unit 1 Lit exam is replicated in Unit 2 - 78 pupils could achieve L2 which equates to 54.16% of cohort.
- Combined with current actual performance in English Lang - the total number of pupils achieving L2 in Lit/Lang could be 84. This equates to 58.33% of the cohort.
- When the new specifications are implemented in core subjects, further work will be required to ensure that the 'added rigour' does not lead to a drop in performance in ALL KPIs.

**A. Continue with work to raise standards and improve performance in L2+, CSI, English, Maths and Welsh**

Action/Activities	By whom	Process success criteria OUTPUTS	By when	Result success criteria OUTCOMES	By when	Evidence	Cost	Funding source
Develop an in-school focus group comprised of: SLT Link <ul style="list-style-type: none"> <li>Learning Leaders of English, Maths, Science, Welsh and WBQ</li> <li>Data manager</li> <li>Exams Officer</li> <li>Heads of Year 10 and Year 11</li> <li>Accelerated Literacy Co-ordinator</li> <li>Family Engagement Worker (Continue employment through EIG match funding with Community First)</li> </ul> To monitor and review pupil progress according to targets with a realistic timeline and work schedule. As well as review departmental improvement plans which are aligned with the SSDP.	NWR	<ul style="list-style-type: none"> <li>Work schedule adhered to in-line with school and subject targets</li> <li>Realistic timeline for actions agreed</li> <li>Pupil progress monitored, reviewed and challenged.</li> <li>Assessment points for KS3 and KS4 reviewed and agreed</li> <li>Department Improvement Plans amended and realigned with SSDP</li> </ul>	June 2015	<ul style="list-style-type: none"> <li>L2+/CSI bands of pupils achieve A*-C grades and realise targets</li> <li>Pupils' progress in tracked reliably and enables interventions to be targeted as soon as slippage is identified</li> <li>Pupils at risk of slippage recover and make expected progress</li> <li>Staff are confident in their use of data for teaching and learning in their departments</li> <li>Clearly defined roles for data manager and exams officer</li> </ul>	August 2016           Nov 2015           Sep 2015	<ul style="list-style-type: none"> <li>Agenda</li> <li>Minutes</li> <li>August results</li> <li>SISRA Tracking Points</li> <li>Dept Imp Plans</li> <li>Rapid Action Plans</li> <li>Assessment Handbook</li> </ul>	£2500           Half day supply per half term           Use of 'added capacity' in Eng/Maths           £15000 Family Engagement Officer	1. SCC Revenue           2. EIG & Community First
Provide target groups of yr 11 to have a	NWR	<ul style="list-style-type: none"> <li>Focus days organised to develop</li> </ul>		<ul style="list-style-type: none"> <li>Improvement in pupil confidence</li> </ul>		<ul style="list-style-type: none"> <li>GCSE results</li> </ul>	£2,000	3. SCC

focus days to prepare for GCSE examinations and skill development to replicate the work experienced through London Challenge		<ul style="list-style-type: none"> <li>examination technique and skills in English, Maths, Welsh and Science.</li> <li>Employ external motivation speakers including Mr Motivator.</li> </ul>		<ul style="list-style-type: none"> <li>Improvement in understanding and mark allocation</li> <li>Improvement in timing and pace</li> </ul>		<ul style="list-style-type: none"> <li>Pupil feedback forms</li> <li>Pupil engagement</li> </ul>		
<ul style="list-style-type: none"> <li>Visit schools to see best practice in effective interventions to raise standards and share findings with key personnel at secondary school level especially in English</li> <li>Successful strategies to be implemented/refined for use in departments with specific classes and/or groups of learners including the more able and talented.</li> </ul>	NWR  PLC	<ul style="list-style-type: none"> <li>All leads individuals visit a link school to observe effective practice which is then shared in department</li> <li>Progress in taking action is well planned and monitored in scheduled meetings</li> </ul>	July 2015	<ul style="list-style-type: none"> <li>Increased performance in all KPIs especially in English L2.</li> <li>Increased pupil performance in subject areas – pupils making or exceeding their expected progress</li> <li>Increase in 5 A-A* grades above 15%</li> <li>Reduce gap in performance of groups of learners: eFSM v nFSM boys v girls</li> <li>Evidence of effective practice is seen during lesson observation and shared as necessary</li> </ul>	August 2016	<ul style="list-style-type: none"> <li>Department Improvement Plans</li> <li>SISRA</li> <li>Minutes of link meetings</li> <li>Lesson observation documents</li> </ul>	£3500  Supply costs for school visits  Travel costs	4. SCC
<ul style="list-style-type: none"> <li>All DIPs for core and non-core subjects contain actions to realise the SSDP objectives and targets</li> <li>In-house training session for Core and non-core Dept Leaders to evaluate effectiveness of actions in existing DIP and to use findings to draw up new DIP</li> </ul> <p>(Link to P3D – feedback and marking to be a priority area in all DIPs)</p>	NWR LLs	<ul style="list-style-type: none"> <li>All priorities in new DIPs are aligned with SSDP</li> <li>Effective practice which has led to improvements are shared</li> <li>Actions in new DIPs are workable and lead to planned improvement</li> <li>Progress in taking action is planned and monitored in Link meetings</li> </ul>	July 2015	<ul style="list-style-type: none"> <li>Targets are realised or exceeded</li> <li>Performance in English L2 achieving or exceeding target.</li> <li>Increased performance in all KPIs</li> <li>Increased pupil performance in subject areas – pupils making or exceeding their expected progress</li> <li>Increase in 5 A-A* above 15%</li> <li>Reduce in gap in performance of groups of learners: eFSM v nFSM boys v girls</li> </ul>	August 2016	<ul style="list-style-type: none"> <li>DIPs</li> <li>Minutes of link meetings</li> <li>Revised action plans following tracking points</li> </ul>	£1000 to cover supply costs	5.EIG
<ul style="list-style-type: none"> <li>Following agreement re LSA provision, replicate the best practice in having an LSA specifically attached to subjects and designated to work with groups of learners eligible for support, in ALL key areas from Sept 2015</li> </ul>	NWR SLT Senco	<ul style="list-style-type: none"> <li>Target pupils receive tailor-made intervention support either in-class or in designated areas</li> <li>Target pupils at risk of slippage are fully supported</li> <li>Following tracking points,</li> </ul>	Sept 2015	<ul style="list-style-type: none"> <li>School realises or exceeds targets in KPIs</li> <li>Departments realise their target grades</li> <li>Target pupils make the expected progress and realise their targets</li> <li>Reduction in performance gap of</li> </ul>	August 2016	<ul style="list-style-type: none"> <li>LSA timetables</li> <li>SISRA tracking of named pupils</li> <li>Individual pupil reports</li> </ul>	LA Designated funding	LA

		pupils who are underperforming are provided with the necessary support to get back on track		groups of learners				
<ul style="list-style-type: none"> <li>Continue to develop core subject links with leading schools</li> <li>English work to continue with Ysgol Bryn Elian</li> <li>Maths to work with Ysgol Brynrefail</li> <li>Welsh to work with a Ysgol Syr Thomas Jones- Amlwch</li> <li>Science to link with Ysgol Emrys ap Iwan which has a similar eFSM profile</li> <li>WBQ to work collaboratively with Ysgol Bryn Elian</li> </ul> <p>[see joint leadership work P2]</p>	NWR RH GS RhP SE CA	<ul style="list-style-type: none"> <li>Calendared meetings are aligned with Core Subjects timeline</li> <li>High level discussions re effective practice and collaborative working are conducted based on mutual trust and professional respect</li> <li>All LLs feel supported to explore effective practice</li> <li>Effective CPD upskills LLs</li> </ul>	Sept 2015	<ul style="list-style-type: none"> <li>School realises or exceeds targets in KPIs</li> <li>Departments realise their target grades in English L2</li> <li>Pupils make the expected progress and realise their targets</li> <li>Reduction in performance gap of groups of learners</li> <li>Welsh Gov and GWE's vision for School to School Collaboration is realised</li> </ul>	August 2016	<ul style="list-style-type: none"> <li>Dept Minutes</li> <li>Link Minutes</li> <li>Impact of joint working is seen on progress made by pupils</li> </ul>	<p>Added capacity in English and Maths</p> <p>Gained time in Summer</p>	

<ul style="list-style-type: none"> <li>• Maths Department to follow recommendations set out in Estyn's report 'Good Practice in mathematics at key stage 3, February 2015':</li> </ul> <p><b>R1</b> monitor the performance of pupils eligible for free school meals and offer targeted interventions as necessary</p> <p><b>R2</b> meet the needs of pupils who experience difficulties or are more able</p> <p><b>R3</b> increase the level of challenge for all pupils by making sure that</p> <ul style="list-style-type: none"> <li>• Lessons are structured to engage, motivate and stretch all pupils</li> <li>• Mathematical problem-solving skills are developed and applied to a wide range of real-life contexts</li> </ul> <p><b>R4</b> ensure that assessment and tracking procedures are robust</p> <p><b>R5</b> improve departmental self-evaluation and improvement planning</p> <p><b>R6</b> share best practice across the school and evaluate new ways of working</p>	GS	<ul style="list-style-type: none"> <li>• Recommendations are acted upon and become standard operating procedures in the Maths department</li> <li>• Recommendations are regularly revisited and pupil progress is measured against targets details of which can be seen in a robust Maths Improvement Plan.</li> </ul>	July 2015	<ul style="list-style-type: none"> <li>• Increase in the highest levels at the end of KS3</li> <li>• Pupils are well prepared for the demands of the KS4 Maths GCSE courses</li> <li>• All pupils make the minimum three levels of progress with some achieving four levels of progress from Ks2</li> <li>• Increase in % of good and outstanding lessons Autumn 2015 – 84% Spring 2016 – 87% Summer 2016 – 90%</li> </ul>	July 2017	<ul style="list-style-type: none"> <li>• Dept Minutes</li> <li>• Link Minutes</li> <li>• Pupil assessments</li> <li>• Pupils' Levels of Progress in SISRA</li> <li>• Lesson observation data</li> </ul>	Added capacity teacher <b>[See Priority 2]</b>	SCC
<ul style="list-style-type: none"> <li>• English Department to follow recommendations set out in Estyn's report 'English in key stages 2 and 3', June 2014:</li> </ul> <p><b>R1</b> continue to focus on raising standards of pupil independent and extended writing giving close attention to content, expression and accuracy</p> <p><b>R2</b> continue to raise pupils' ability to read for information and use higher-order reading skills</p> <p><b>R3</b> tackle the underperformance of pupils</p>	RH	<ul style="list-style-type: none"> <li>• Recommendations are acted upon and become standard operating procedures in the English department</li> <li>• Recommendations are regularly revisited and pupil progress is measured against targets</li> </ul>	July 2015	<ul style="list-style-type: none"> <li>• Increase in the highest levels at the end of KS3 to achieve 15% of level 7 or above.</li> <li>• Pupils are well prepared for the demands of the KS4 English GCSE courses and % performance reflecting the success achieved in 2014 in Maths 64%</li> <li>• All pupils make the minimum three levels of progress with some achieving four levels of progress</li> <li>• Increase in % of good and</li> </ul>	July 2017	<ul style="list-style-type: none"> <li>• Dept Minutes</li> <li>• Link Minutes</li> <li>• Pupil assessments</li> <li>• Pupils' Levels of Progress in SISRA</li> <li>• Lesson observation data</li> </ul>	Added capacity teacher <b>[See Priority 2]</b>	SCC

<p>entitled to FSM in English including for more able pupils by targeting and matching support to their individual learning needs</p> <p><b>R4</b> provide challenging work in English to stretch all pupils particularly the more able</p> <p><b>R5</b> agree how to teach spelling, punctuation and grammar and provide consistency in approaches such as teaching spelling rules and strategies</p> <p><b>R6</b> improve assessment for learning practices and the marking of pupils' work</p> <p><b>R7</b> achieve a better balance of literary and non-literary material and cover all seven writing genres</p> <p><b>R8</b> work with other schools to share effective standardisation and moderation practices; and</p> <p><b>R9</b> share more information to aid pupils' transition to secondary schools</p>				<p>outstanding lessons</p>				
<ul style="list-style-type: none"> <li>All departments to maintain the progress made by eFSM pupils at Ks3 &amp; Ks4 to ensure that position in Q1 is maintained</li> </ul>	<p>LLs and HofD</p>	<ul style="list-style-type: none"> <li>eFSM pupils are tracked and appropriate interventions are implemented to reduce the gap in performance</li> <li>More able pupils are supported to achieve the highest levels through challenging work</li> </ul>	<p>June 2015</p>	<ul style="list-style-type: none"> <li>eFSM pupils perform well as to reduce the deprivation gap to less than 10%</li> <li>Lesson observations indicate that teaching is good to outstanding in nearly all lessons</li> <li>All pupils make at least three levels of progress</li> <li>Position in top quartiles has been maintained</li> </ul>	<p>June 2016</p>	<ul style="list-style-type: none"> <li>DIPs</li> <li>Dept and Link Minutes</li> <li>SISRA</li> <li>Pupils' levels of progress</li> <li>Lesson observation feedback and data</li> </ul>		
<ul style="list-style-type: none"> <li>Further develop the use of SISRA to ensure that all LLs and Heads of Yr have a secure knowledge of how the system can: <ul style="list-style-type: none"> <li>inform teaching and learning</li> <li>identify groups of learners who require further support</li> <li>identify individual pupils who require interventions to redress</li> </ul> </li> </ul>	<p>NWR LLs HofYr</p>	<ul style="list-style-type: none"> <li>All LLs and H of Yr use SISRA confidently, effectively and regularly as part of the school's standard operating procedures</li> <li>All LLs know how to use SISRA to challenge underperformance in classes</li> <li>All HofYr know how to use</li> </ul>	<p>Oct 2015</p>	<ul style="list-style-type: none"> <li>All LLs confident in use of SISRA</li> <li>All H of Yr confident in use of SISRA</li> <li>Increase seen in SISRA usage across core subjects and year groups</li> <li>Identified pupils make expected progress</li> <li>Increase in % of good/outstanding teaching in lessons</li> </ul>	<p>Oct 2015</p>	<ul style="list-style-type: none"> <li>Dept Minutes</li> <li>Link Minutes</li> <li>Pupil assessments</li> <li>Pupils' Levels of Progress</li> </ul>		

slippage concerns <b>(LINK to P4A)</b>		SISRA to challenge pupils' underperformance and intervene accordingly						
<b>B. Improve standards in the national Reading and Numeracy tests</b>								
Action/Activities	By whom	Process success criteria OUTPUTS	By when	Result success criteria OUTCOMES	By when	Evidence	Cost	Funding source
<ul style="list-style-type: none"> <li>Review and rewrite Literacy Development Plan following Estyn's recommendations in their January 2015 report: 'Literacy in key stage 3 – an interim report'</li> <li><b>R1</b> make developing literacy skills a priority in improvement plans and schemes of work</li> <li><b>R2</b> track and monitor progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all key stages</li> <li><b>R3</b> map opportunities for oracy, reading and writing across the curriculum, particularly in improving pupils' extended writing and accuracy of their written work</li> <li><b>R4</b> monitor and evaluate the impact of strategies for improving literacy</li> <li><b>R5</b> train teachers to plan more challenging opportunities in all subjects to develop pupils' higher-order reading and writing skills <b>(LINK to P3 – reaching and Learning)</b></li> <li>Provide 3 sessions a week for a member of staff from the English department to be responsible for providing expertise and support in developing Literacy skills to different subject areas for 12 months.</li> </ul>	NWR RTW KT	<ul style="list-style-type: none"> <li>A teacher of English to work with departments to identify opportunities for oracy, reading and writing and to support the teaching of literacy in subject areas</li> <li>A TLR provided for 12 months and taken on by the school the following year as the financial situation improves.</li> <li>Additional time to be covered by the additional capacity post in English</li> </ul>	July 2015	<ul style="list-style-type: none"> <li>Staff skills in teaching literacy across the curriculum are strengthened and identified through peer led lesson observation (triads) and work scrutiny</li> <li>Improved provision in literacy has a positive impact on pupil performance in NRT</li> <li>Position in top two quartiles are maintained</li> </ul>	June 2016	<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>Results of NLT</li> <li>GCSE English results</li> </ul>	Tlr £2500	6. SCC
<ul style="list-style-type: none"> <li>New Numeracy Development Plan to follow Estyn's recommendations in</li> </ul>	NWR MS PB	<ul style="list-style-type: none"> <li>A teacher of Maths to work with departments to identify</li> </ul>	July 2015	<ul style="list-style-type: none"> <li>Staff skills in teaching numeracy across the curriculum are</li> </ul>	June 2016	<ul style="list-style-type: none"> <li>Minutes of meetings</li> </ul>	TLR £2500	7. SCC

<p>their November 2014 report: 'Numeracy in key stages 2 and 3: an interim report'</p> <p><b>R1</b> ensure that pupils master important number skills, such as division, work with metric measures, percentages, ratio and proportion, in mathematics lessons</p> <p><b>R2</b> develop pupils' numerical reasoning skills in mathematics lessons and in other subjects</p> <p><b>R3</b> extend the opportunities for pupils of all abilities to use their numeracy skills in subjects across the curriculum</p> <p><b>R4</b> support staff to widen their knowledge and understanding of strategies to use numeracy across the curriculum</p> <p><b>R5</b> improve the assessment and tracking of pupils' numeracy skills</p> <p><b>R6</b> strengthen procedures for evaluating numeracy provision</p> <p><b>R7</b> work more closely with cluster schools to develop greater consistency in teaching and assessing pupils' numeracy skills</p> <p>(LINK to P3 – Teaching and Learning)</p> <ul style="list-style-type: none"> <li>• Provide 3 sessions a week for a member of staff from the English department to be responsible for providing expertise and support in developing Literacy skills to different subject areas for 12 months.</li> </ul>	+ NC	<p>opportunities for pupils to use their numeracy skills and to support the teaching of number skills in subject areas</p> <ul style="list-style-type: none"> <li>• A TLR provided for 12 months and taken on by the school the following year as the financial situation improves.</li> <li>• Additional time to be covered by the additional capacity post in Maths</li> </ul>		<p>strengthened and identified through peer led lesson observation (triads) and work scrutiny</p> <ul style="list-style-type: none"> <li>• Improved provision in numeracy has a positive impact on pupils' performance in NNT moving from lowest quartiles to top two quartiles</li> <li>• Increased pupil confidence in numeracy skills. To ensure sustainability and continued progress the school would consider extending the period of work for another 12 months to be reviewed July 2016</li> </ul>		<ul style="list-style-type: none"> <li>• Results of NLT</li> </ul>		
<ul style="list-style-type: none"> <li>• Continue to employ Accelerated Literacy coordinator through Community First funding</li> <li>• Provide necessary support for Accelerated Literacy Co-ordinator to implement Intervention Improvement Plan</li> </ul>	NWR	<ul style="list-style-type: none"> <li>• Calendared meetings to review progress against targets</li> <li>• Increased opportunities for parents to engage with school to gain an understanding of how they can effectively support their child's progress in literacy</li> </ul>	June 2015	<ul style="list-style-type: none"> <li>• Pupils in KS3 make expected progress in their literacy and numeracy skills</li> <li>• Literacy (English) remains in the top two quartiles for &gt;85 and &gt;115+ for all year groups</li> <li>• Literacy (Welsh) moves up from lowest quartiles</li> <li>• Parents of target pupils engage with</li> </ul>	June 2016	<ul style="list-style-type: none"> <li>• Intervention Improvement Plan</li> <li>• Minutes of meetings</li> <li>• Results of NLT and NNT</li> <li>• Events Attendance</li> </ul>	<p>£15000</p> <p>£1000</p>	<p>8. EIG</p> <p>9. EIG</p>



		<ul style="list-style-type: none"> <li>Pupils who are entitled to eFSM claim their lunchtime meal and are supported as necessary</li> <li>Parents of eFSM pupils are supported to complete relevant bureaucratic processes</li> <li>Numeracy Family Event in Barclays, Knutsford attended by targeted parents along with in-school staff and key primary colleagues in YUC catchment</li> </ul>		school and attend workshops on literacy and numeracy		<ul style="list-style-type: none"> <li>registers</li> <li>Parental questionnaires</li> </ul>		
<ul style="list-style-type: none"> <li>Early findings following the marking of the Numeracy Test indicate that a significant number of pupils have scored between 0 and 10. This is a serious cause for concern and points towards the school remaining in the lower quartiles in the NNT</li> <li>Re-establish the Learning Zone as a Skills Zone which is fully timetabled by key LSAs to provide suitable intervention support programmes which will enable target pupils to make sufficient progress</li> <li>School to consider appointing a Numeracy Co-ordinator who will support departments to effectively teach numerical skills within their subject area</li> </ul>	NWR MS Aenco	<ul style="list-style-type: none"> <li>Pupils with weak numeracy skills are fully supported</li> <li>Timetabled activities include LSA numeracy support</li> <li>Teachers in designated departments follow same procedures as Maths dept staff to teach specific aspects of numeracy</li> <li>LSAs are strategically deployed to support pupils' numeracy skills across KS3</li> </ul>	June 2015	<ul style="list-style-type: none"> <li>Pupils in KS3 make expected progress in their numeracy skills</li> <li>Numeracy results move up from lower quartiles to above the medium and Quartile 2</li> <li>Pupils in Yr9 are well prepared for the demands of the new GCSE Maths courses</li> </ul>	June 2016	<ul style="list-style-type: none"> <li>Results of NRT and NNT</li> <li>'Skills Zone' timetable</li> </ul>	£2500 to refurbish room to provide base for Skills Zone	10. SCC Capital
<ul style="list-style-type: none"> <li>Re-establish working parties to lead developments in terms of pedagogy in the classroom based on data evidence and best practice reports in Literacy and Numeracy</li> <li>SLT link for Literacy and Numeracy to visit Ysgol Gyfun Gwyr to gain an insight into the structure which led to action being acknowledges as sector leading practice by Estyn in June 2014</li> </ul>	NWR MS	<ul style="list-style-type: none"> <li>Two working parties ensure that Literacy and Numeracy are being developed in pupils books</li> <li>Best practice is shared across the school and refined according to feedback</li> <li>Lead practitioners to demonstrate and model effective practice</li> </ul>	July 2015	<ul style="list-style-type: none"> <li>Staff skills in teaching literacy and numeracy across the curriculum are strengthened and identified through peer led lesson observation (trios)</li> <li>Improved provision in literacy and numeracy has a positive impact on pupil performance in NRT and NNT</li> <li>Top quartile performance is achieved and pupils achieved or exceed their personal targets</li> </ul>	June 2016	<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>Results of NLT and NNT</li> </ul>	-	-

(LINK to P3 – Teaching and Learning)								
<ul style="list-style-type: none"> <li>Align interventions with in-class teaching and learning, working with MS on programme of CPD (Link to P3 – Teaching and Learning)</li> </ul>	NWR MS	<ul style="list-style-type: none"> <li>Class teachers are confident to teach specific elements of literacy and numeracy</li> <li>Teaching of literacy and numeracy across the curriculum becomes standard operating procedure</li> </ul>	July 2015	<ul style="list-style-type: none"> <li>As above</li> </ul>	June 2016	<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>Results of NLT and NNT</li> <li>Lesson observation feedback and data</li> </ul>	-	-
<ul style="list-style-type: none"> <li>Continue to replicate strategies outlined in London Challenge Phase III report to develop Literacy and Numeracy</li> </ul>	NWR MS	<ul style="list-style-type: none"> <li>Strategies are included in DIPS</li> <li>Teaching of literacy and numeracy across the curriculum becomes standard operating procedure</li> </ul>	Sept 2015	<ul style="list-style-type: none"> <li>As above</li> </ul>	June 2016	<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>Results of NLT and NNT</li> <li>Lesson observation feedback and data</li> </ul>	-	-
<ul style="list-style-type: none"> <li>Await further guidance from Cynnal regarding a bespoke SIMS programme to track progress against the LNF – current prototype is ‘not fit for purpose and unwieldy’</li> </ul>	NWR NM	<ul style="list-style-type: none"> <li>Teachers are fully trained to use new programme</li> <li>Pupils who are underperforming in key aspects are provided with additional short-term support to meet aspect</li> </ul>	Oct 2015	<ul style="list-style-type: none"> <li>SIMS generated reports to parents</li> <li>Pupils make expected progress</li> </ul>	July 2016	<ul style="list-style-type: none"> <li>Cynnal training calendar</li> <li>SIMS reports</li> </ul>		

### C. Implement strategies to narrow the eFSM (plus 10%) nFSM gap

Action/Activities	By whom	Process success criteria OUTPUTS	By when	Result success criteria OUTCOMES	By when	Evidence	Cost	Funding source
<ul style="list-style-type: none"> <li>Every subject leader to take responsibility for tracking pupils’ progress and when necessary, arrange timely interventions to remove any barrier to learning with particular reference to eFSM pupil performance. (Link to P3 – Teaching and Learning)</li> </ul>	LLS HoDs	<ul style="list-style-type: none"> <li>The performance of eFSM is a regular item on department agenda to decide what type of support individual pupils need</li> <li>Subject leaders closely monitor and evaluate the impact of any intervention</li> </ul>	Jan 2016	<ul style="list-style-type: none"> <li>eFSM pupils performance matches that of their nFSM peers</li> </ul>	August 2016	<ul style="list-style-type: none"> <li>SISRA data</li> <li>DIPs</li> <li>Dept minutes</li> <li>Link minutes</li> <li>AWCDS</li> </ul>	-	-
<ul style="list-style-type: none"> <li>Individual mentoring for eFSM pupils which involves academic support for raising standards across the</li> </ul>	ALC FEW CO	<ul style="list-style-type: none"> <li>LSAs in core subjects to be involved in mentoring programme</li> </ul>	Sept 2015	<ul style="list-style-type: none"> <li>Increase in eFSM pupil confidence and self-esteem as learners</li> <li>Barriers to learning are removed</li> </ul>	August 2016	<ul style="list-style-type: none"> <li>SISRA data</li> <li>Mentoring timetable</li> </ul>	-	-

curriculum				which enables eFSM to perform as well as their nFSM peers		<ul style="list-style-type: none"> <li>Exam results</li> <li>AWCDS</li> </ul>		
<ul style="list-style-type: none"> <li>ALC, FEW and Inclusion Officer (CO) to draw up a plan for supporting eFSM pupils and their families in school time, after school hours and in the local community</li> <li>FEW to continue joint-working with families in designated feeder primary schools to ensure ease of transfer from KS2 to Ks3 (Link to P4)</li> </ul>	ALC FEW CO	<ul style="list-style-type: none"> <li>Calendar of Family Learning events in place for 2015/16</li> <li>All eFSM Yr9 pupils discuss options with key personnel to ensure that they are on the correct learning pathway</li> <li>Identified pupils from feeder primary schools visit YUC on a number of occasions throughout the summer term in small groups.</li> <li>Parents of identified pupils also invited to attend to meet with key personnel with a focus on 'how to support your child at secondary school'</li> </ul>	June 2016	<ul style="list-style-type: none"> <li>The gap in school attendance between eFSM and nFSM is reduced to below 10%</li> <li>The gap in school L2 performance between eFSM and nFSM is reduced to below 10%</li> <li>All pupils achieving L1</li> <li>Maintain the numbers of pupils moving on successfully to employment, education and training</li> <li>An increase in pupils' self-esteem resulting in them enjoying school and being more prepared for the world of work</li> <li>eFSM Pupils performance do not dip on transfer from KS2 to KS3</li> </ul>	August 2016	<ul style="list-style-type: none"> <li>Minutes of meetings</li> <li>Records of interview</li> <li>Registers of training sessions including attendance at Family Learning events</li> <li>AWCDS</li> </ul>	Salary of FEW and ALC	EIG
<ul style="list-style-type: none"> <li>SENCO to draw up plan for supporting eFSM pupils who have specific learning needs</li> <li>Proposed 'Skills Zone' to be adequately staffed to make best use of LSA specialisms for deployment</li> <li>'Skills Zone' to provide: <ul style="list-style-type: none"> <li>High impact literacy and numeracy sessions</li> <li>Modified timetables for those having difficulty in mainstream lessons with some sessions on emotional literacy</li> </ul> </li> </ul>	Senco	<ul style="list-style-type: none"> <li>eFSM pupils with specific learning needs receive the necessary support to enable them to access the curriculum and to make expected progress</li> <li>Specific support for more vulnerable pupils and those with specific learning needs</li> <li>Support staff are trained in particular areas such as exam access requirements and testing</li> </ul>	Seot 2015	<ul style="list-style-type: none"> <li>The gap in school attendance between eFSM and nFSM is reduced to below 10%</li> <li>The gap in school L2 performance between eFSM and nFSM is reduced to below 10%</li> <li>All pupils achieving L1</li> <li>Maintain the numbers of pupils moving on successfully to employment, education and training</li> <li>An increase in pupils' self-esteem resulting in them enjoying school and being more prepared for the world of work</li> <li>All pupils moving on successfully to the next stage of education, employment or training</li> <li>eFSM Pupils performance do not dip on transfer from KS2 to KS3</li> </ul>	August 2016	<ul style="list-style-type: none"> <li>SISRA tracking for groups of learners</li> <li>Pupil reports</li> <li>Individual Education Plans</li> </ul>		
<b>D. Improve pupil performance by providing clear target setting procedures that ensure realistic challenge, regular monitoring and high aspirations</b>								
<b>Action/Activities</b>	<b>By</b>	<b>Process success criteria</b>	<b>By</b>	<b>Result success criteria</b>	<b>By</b>	<b>Evidence</b>	<b>Cost</b>	<b>Funding</b>

	whom	OUTPUTS	when	OUTCOMES	when			source
<ul style="list-style-type: none"> <li>Devise a clear target setting policy and pupil progress system which are adhered to at relevant tracking points and which are user friendly to staff, pupils and parents</li> </ul>	NWR	<ul style="list-style-type: none"> <li>All staff understand the importance of providing accurate and informed data</li> <li>Pupil progress against targets is reviewed at tracking points and action taken to support any pupils who are at risk of slippage</li> <li>Implementation of the expectation of a minimum three levels of progress for pupils in Yr7 and Yr8 initially</li> </ul>	July 2015	<ul style="list-style-type: none"> <li>Accurate assessments which demonstrate that pupils have achieved expected or exceeded levels of progress</li> <li>Realistic targets are either met or exceeded</li> <li>Increase in % of pupils achieving A*/A grades</li> <li>Increase in % of pupils achieving L7+ at end of KS3</li> </ul>	August 2016	<ul style="list-style-type: none"> <li>SISRA</li> <li>End of year levels</li> <li>End of KS4 results</li> <li>SER</li> <li>AWCDS</li> <li>Pupil reports</li> </ul>		
<ul style="list-style-type: none"> <li>SLT link to visit school which has been identified as having procedures for target setting which are based on levels of progress between Ks2 – Ks4 are sector leading</li> </ul>	NWR	<ul style="list-style-type: none"> <li>Effective practice is shared</li> </ul>	Sept 2015	<ul style="list-style-type: none"> <li>As above</li> </ul>	August 2016	<ul style="list-style-type: none"> <li>SISRA</li> <li>End of year levels</li> <li>End of KS4 results</li> <li>SER</li> <li>AWCDS</li> <li>Pupil reports</li> </ul>	Travel costs to link school	
<ul style="list-style-type: none"> <li>Review the frequency of interim assessments</li> </ul>	NWR	<ul style="list-style-type: none"> <li>Information at key tracking points is analysed by key staff to identify areas of good practice and areas requiring improvement</li> </ul>	July 2015	<ul style="list-style-type: none"> <li>Pupils achieve or exceed their target grades</li> <li>Improvement in all KPIs</li> </ul>	August 2016	<ul style="list-style-type: none"> <li>As above</li> </ul>		

### E. Improve the use of data to track and accelerate progression through levels of progress using SISRA

Action/Activities	By whom	Process success criteria OUTPUTS	By when	Result success criteria OUTCOMES	By when	Evidence	Cost	Funding source
<ul style="list-style-type: none"> <li>Formalise the role of NM as DATA MANAGER</li> <li>Identify opportunities for training relating to new systems including joint working between Data Manager and Exams Officer</li> <li>Arrange training and upskilling of both Data Manager and Exams Officer so that roles are aligned eg NM needs to know how to be exams officer and RO knows how to be a data manager</li> </ul>	NWR NM RO	<ul style="list-style-type: none"> <li>Clear boundaries between roles and a common understanding of role of Data Manager and Exams Officer</li> <li>Cover for both roles if one is away from school</li> <li>NM and RO to attend SISRA training to be able to input exam data</li> </ul>	June 2015	<ul style="list-style-type: none"> <li>Efficient and effective joint working</li> <li>Clarification of roles and responsibilities</li> <li>Exams analysis is completed very early on results day and data is made available to key personnel at the click of a button</li> </ul>	August 2015	<ul style="list-style-type: none"> <li>CPD register</li> <li>Job specifications</li> </ul>	£1000 for CPD training sessions at SISRA	11. EIG

should the need ever arise								
<ul style="list-style-type: none"> <li>Work with Primary Lead to ensure successful transfer of data from KS2 INCERTs to KS3/4 SISRA</li> </ul>	NWR GH TR	<ul style="list-style-type: none"> <li>Target setting is secure and all staff understand the progress which will be measured through LOP on SISRA</li> <li>Head of Yr7 meets to review data with primary colleagues</li> <li>Consider prospect of 'Catchment Assessment Policy'</li> <li>Primary and secondary staff have a clear understanding and expectation regarding data input</li> </ul>	July 2015	<ul style="list-style-type: none"> <li>All pupils achieve expected levels of progress</li> <li>Pupils at risk of slippage prior to transfer receive support and make expected progress in-line with achievement at KS2 and a minimum of 3 levels of progress.</li> </ul>	July 2016	<ul style="list-style-type: none"> <li>SISRA</li> <li>AWCDS</li> </ul>	Primary Link	SCC
<ul style="list-style-type: none"> <li>Ensure that data from KS2 is added to SISRA at the earliest opportunity (following transfer of data to WG) so that targets can be identified and in place for use from September 2015</li> </ul>	NWR DW NM	<ul style="list-style-type: none"> <li>Seamless data transition from KS2&gt;3</li> <li>Target levels identified based on KS2 data</li> <li>Early identification of pupils at risk of not achieving their potential to allow for early intervention and support</li> <li>Early identification of groups of learners to strategically target actions/support</li> </ul>	July 2015	<ul style="list-style-type: none"> <li>As above</li> </ul>	Sept 2015		-	-
<ul style="list-style-type: none"> <li>Explore systems to measure Pupils' Attitudes to Learning in order to provide Heads f Year (Progress Managers) and Tutors with discussion points re supporting pupils' attitudes at key tracking points</li> <li>Investigate the use of Kirkland Rowell as a means of measuring pupils attitudes</li> </ul>	NWR NM SD	<ul style="list-style-type: none"> <li>Progress Managers and Tutors are more involved in pupil progress across the school</li> </ul>	June 2015	<ul style="list-style-type: none"> <li>As above</li> </ul>	Sept 2015		-	-
							£1500	12. Capitati on