

Overview of SDP targets

Inspection Area 1: Standards

1.1a KS4 Whole School KPIs

- To improve the performance of all learners so that the overall best literacy average points score is at least 37
- To improve the performance of all learners so that the overall best numeracy average points score is at least 34
- To improve the performance of all learners so that the overall best science average points score is at least 32
- To improve the performance of all learners so that the overall Skills Challenge Certificate average points score is 34

School Targets 2020

- To improve the performance of all learners so that their capped points score (Capped 9) is at least 310
- To improve the performance of eFSM learners so that their capped points score (Capped 9) is at least 270
- To improve the performance of Roma learners so that their capped points score (Capped 9) is at least 185
- To improve the performance of our lowest third ability range of learners so that their capped points score (Capped 9) is at least 175
- To improve performance in Double Science so that the subject residual is improved by at least 3 SMID points (half a grade – see 1.1b below)
- To improve the performance in maths/numeracy so that the subject residual is improved by at least 2 SMID points (a third of a grade – see 1.1b below)
- Improve standards of progress and outcomes in all indicators and in particular:
- Improve Capped 9 (especially middle third – D/E, C/D borderline, lowest third and specific groups (see 1.2a below)
- Improve subject average points scores (see 1.1b also)
- Improve the number of learners achieving a Capped 9 score of at least 450 (5 A*-A grades)

1.1b KS4 Subjects

Improve standards of progress and outcomes in all subjects and in particular:

- RS sc 34pts
- Business Studies 34pts
- Physics 44pts
- Double Science 32pts
- Numeracy 34pts
- Maths 34pts
- Based upon a combination of average subject points score, subject residual (with and without vocational subjects considered), trends in performance and average subject grade.

1.1c KS3 Continue to raise standards of progress and outcomes in all subjects, particularly:

Targets 2020

L5+

English = 78%

Maths = 78%

Science = 82%

CSI = 69%

L6+

English = 41%%

Maths = 37%%

Science = 46%%

CSI = 29%%

(When setting comparative improvement targets, the highest performing year from the earliest two within the three year trend timescale have been used)

- **Raise maths L5+ to above that of 2017 outcomes – 80.9% to secure a ‘variable above’ 3-year trend**
- **Raise English L6+ to above that of 2018 outcomes – 43.9% to secure a ‘variable above’ 3-year trend**
- **Ensure that outcomes meet or exceed WG Estimates of Performance (model 2b) for core subjects**

1.1d Post 16

- **Improve standards of progress and outcomes made by learners in all 6th Form courses and especially:**
- **Reduce the number of U grades at AS and A2 level by 20% points**
- Improve the number of learners achieving A* or A grades at AS and A2 by 10% points
- All subjects to improve ALPS T scores by at least 1 unless in T1 already. Those in T8 or lower to improve by at least 2

1.2a KS4 Specific Groups

Where ability thirds are not identified, all ability thirds are referred to.

Groups are identified if the gap is 6 points or greater (apart from Capped 9).

Improve the progress and outcomes for all groups of learners (FSM, Roma, ALN, EAL, B/G, LAC, MAT, EOS) and particularly:

- **Capped 9 – particularly boys (top third), EAL (lowest third), FSM (top and middle thirds, ALN (top and middle thirds) and Roma**

Average Points Scores:

- Literacy – EAL (**middle and lowest thirds**), ALN (**top and middle thirds**), Roma, EOS and FSM (**top third**)
- Numeracy – FSM (**lowest third**), ALN, EOS, Roma and EAL (**lowest third**)
- Science – ALN, Roma and EAL lowest third
- Skills Challenge Cert – FSM (**lowest third**) and ALN

1.2b KS3 Specific Groups

Improve the progress and outcomes for all groups of learners (FSM, Roma, ALN, EAL, B/G, LAC, MAT) and particularly:

Core Subjects

- **Improve the performance of girls at L5+ English to above that of 2018 (90.7%)**
- **Improve the performance of boys at L6+ English to above that of 2017 (38.9%)**
- **Reduce the gap between the performance of boys and girls at L6+ English to below that of 2017 (-7%)**
- **Improve the performance of girls at L5+ maths to above that of 2017 (85.2%)**
- **Reduce the eFSM gap at L5+ and L6+ maths to below that of 2017 (L5+ +4.8%, L6+ -16.7%)**
- **Improve the performance of eFSM learners at maths L5+ to above that of 2017 (84.8%)**
- **Improve the performance of eFSM learners at maths L6+ to above that of 2017 (33.3%)**
- **Improve the performance of eFSM learners at science L5+ to above that of 2017 (81.8%)**
- **Improve the average points performance (based on Year 9 TA Levels 2019):**
- **Capped 9 – EAL (middle and lower thirds), FSM (bottom third), ALN (top and middle thirds), Roma (all)**
- **Literacy – EAL (middle and bottom thirds), Roma (all)**
- **Numeracy – EAL (bottom third), ALN (top third), Roma (all)**
- **Science – EAL (bottom third), FSM (bottom third), Roma (top and bottom thirds)**

Non-core Subjects

- **Reduce the gender gap at L5+ in history, geography and art**
- **Reduce the gender gap at L6+ in all subjects except geography and IT**
- **Reduce the gender gap at L7+ in all subjects except PE and geography**
- **Reduce the eFSM gap at L5+ in drama and French**
- **Reduce the eFSM gap at L6+ in drama, French, geography, IT and Welsh**
- **Reduce the eFSM gap at L7+ in Geography, IT, music and Welsh**

1.3 Raise the standards of numeracy, literacy and digital competency

Raise the standards of numeracy, literacy and digital competency for all learners across the curriculum to ensure that at least many learners numeracy skills are judged as 'good' or 'excellent'

Inspection Area 2: Wellbeing and attitudes to learning

- 2.1a Improve the number of learners who respond as 'feeling safe' in school from 'many' to 'nearly all'.
- 2.1b Improve the number of learners who respond as 'enjoy coming to school and feel cared for' from 'many' to 'nearly all'
- 2.1c Improve the number of KS4 learners who feel that bullying is dealt with effectively from 'majority' to 'nearly all'.
- 2.1d Improve learners' awareness of how levels of health and fitness and participation in healthy activities affects their health from many to most.
- 2.1e Improve the number of KS3 and KS4 learners who feel that they have a staff member to 'turn to' or talk to if they are *worried or upset* from 'many' and 'a majority' respectively.
- 2.1f Develop extra-curricular support for eFSM learners to improve attendance, progress and outcomes
- 2.1g Ensure that the school council is reflective of the school learner profile
- 2.2a Embed the effective use of the new school rewards system to engage all learners effectively
- 2.2b Continue to develop the School Council as a representative body of the whole school cohort and ensure that it has impact on school improvement via learner voice
- 2.2c Continue to improve attendance in all year groups and for all groups of learners
- 2.2d Reduce the number of learners who are late to school
- 2.2e Reduce referrals to Referral Room, internal exclusions, external fixed term and permanent exclusions
- 2.2f Continue to develop resilient learners through the embedding of Growth Mindset strategy.
- 2.2g Reduce the numbers of the 'very few' learners who cannot accept disagreements in lessons
- 2.2h Reduce the numbers of the 'few' learners who are passive in lessons

Inspection Area 3: Teaching and learning experiences

3.1a Further reduce variation in the quality of Teaching and Learning so that practice in these subjects is at least good in most lessons and particularly in:

- RS
- Business Studies
- Physics
- Double Science
- Numeracy
- Maths

Overarching teaching and learning priorities of development are identified in the SLT individual action plan for the T&L SLT lead.

3.1b Ensure that Schemes of Learning for all subjects are available on staff shared area and are evaluated and updated as working documents in line with new framework and ongoing curriculum change.

3.1c Ensure the effective use of learning support staff to impact positively on progress

3.2a Ensure the curriculum meets the needs of all learners including those who are vulnerable or disadvantaged (including KS4 in-year admissions)

3.2b Develop the curriculum to meet WG guidelines and Successful Futures recommendations.

3.2c Review PSE and SRE curriculum provision and thought for the day programme

3.3a Create, monitor and develop valuable opportunities across all subjects to embed consistent and successful opportunities for skills development (literacy, numeracy and digital).

3.3b Develop valuable and consistently used methods for measuring progress of those learners involved in literacy and numeracy intervention initiatives

3.3c Improve the development of Welsh language skills in informal situations to raise skills to good or better

Inspection Area 4: Care, support and guidance

4.1a Embed rigorous tracking processes and use of data to support effective planning at all levels, inform interventions and support progress and outcomes for all learners and groups of learners

4.1b Develop initiatives to engage parents and families in the learning and support of learners' progress.

4.1c Increase % MAT learners achieving target grades so that at least 8% of learners achieve at least 5A*-A grades at GCSE and the number of learners achieving 3 A* - A grades at A level is increased to 14%

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4.2a Ensure that whole school provision meets the requirements of the ESDGC, PSE and SRE curriculum for Wales

4.2b Improve the engagement of learners in performance, sport and the creative arts

4.2c Ensure that the use 'the triangle of positivity' (TOP) and the school motto (Ardua ad Alta) to support the school vision and to instil the values of ambition, belief, determination, resilience and effort in all learners is embedded with all staff

TOP Key Words

- Ambition
- Belief
- Determination
- Resilience
- Ardua Ad Alta – Efforts to High Things

4.3a Continue to ensure that the physical environment effectively supports excellent standards of safeguarding and that all staff are trained in safeguarding procedures

Inspection Area 5: Leadership and Management

5.1a Develop senior leadership skills and team in new roles, following the appointment of new team members, review of roles and responsibilities and subsequent changes to leadership portfolios

5.1b Develop middle leadership (pastoral and academic) – skills, experience, responsibilities and strategic perspective in order to ensure that at least a few middle leaders are ready to move into senior leadership positions.

Ensure that all middle leaders provide effective accountability levels for their staff and take appropriate action when underperformance is identified

5.1c Develop the role and impact of the staff wellbeing group

5.1d Improve the cohesion and effectiveness of the leadership of 6th Form

5.1e Ensure that all Performance Management (PM) targets are challenging, realistic and measurable and that they positively impact upon progress, outcomes and/or professional learning

5.1f Ensure that all policies, procedures and staff handbook are fully updated and ratified by the Governing Body

5.2a Involve the Governing Body thoroughly in the school self-evaluation process

5.2b Involve learners strategically in school self-evaluation and improvement planning

5.3a Further develop the ethos and culture of the school to become a focused professional learning organisation

5.3b Further develop professional learning in order to provide personalised learning opportunities for all staff, including all support staff to impact upon progress and outcomes.

5.4a Rigorously monitor the budget to provide best value for the school and to comply fully with the requirements of the budget deficit reduction plan

5.4b Monitor grant deployment (including PDG) to measure and improve impact upon progress and outcomes for disadvantaged learners

5.4c Increase school income generation by 10%