Ysgol Harri Tudur / Henry Tudor School

Post Inspection Action Plan 2019 – 2020 (Full Version)

Start Date – 1st March 2019

Dysgwyr heddiw, Arweinwyr yfory - Learners Today, Leaders Tomorrow

School Number: 4031

Chair of Governors: Mr Paul Culyer

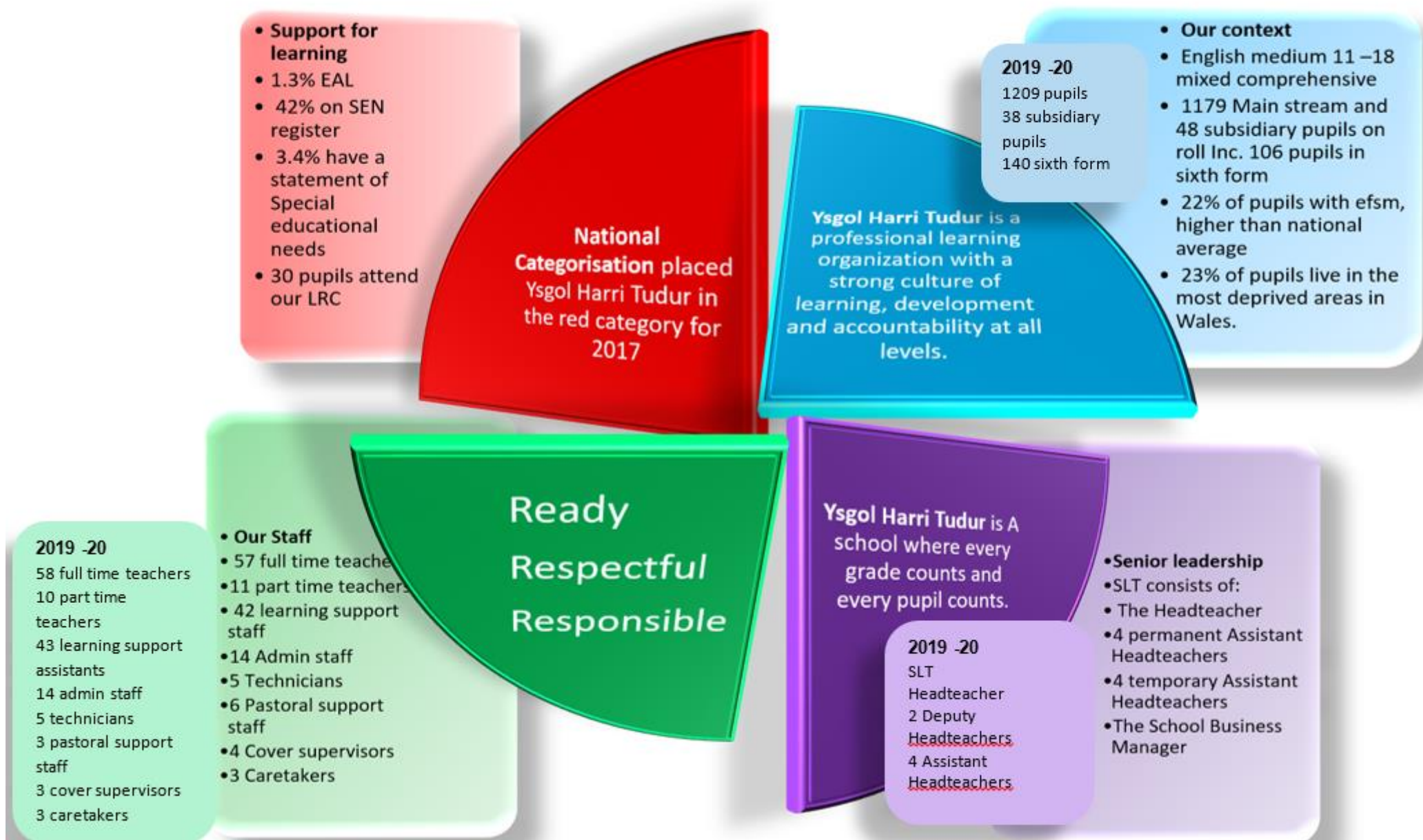**Head Teacher:** Mrs Fiona Kite

Estyn Visit Date: November 2018

Post Inspection Action Plan 2019 – 2020

Ysgol Harri Tudur / Henry Tudor School

Pembroke, Pembrokeshire SA71 4RL

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- **Support for learning**
- 1.3% EAL
- 42% on SEN register
- 3.4% have a statement of Special educational needs
- 30 pupils attend our LRC

National Categorisation placed Ysgol Harri Tudur in the red category for 2017

Ysgol Harri Tudur is a professional learning organization with a strong culture of learning, development and accountability at all levels.

2019 -20
1209 pupils
38 subsidiary pupils
140 sixth form

- **Our context**
- English medium 11 –18 mixed comprehensive
- 1179 Main stream and 48 subsidiary pupils on roll Inc. 106 pupils in sixth form
- 22% of pupils with efsm, higher than national average
- 23% of pupils live in the most deprived areas in Wales.

2019 -20
58 full time teachers
10 part time teachers
43 learning support assistants
14 admin staff
5 technicians
3 pastoral support staff
3 cover supervisors
3 caretakers

- **Our Staff**
- 57 full time teacher
- 11 part time teachers
- 42 learning support staff
- 14 Admin staff
- 5 Technicians
- 6 Pastoral support staff
- 4 Cover supervisors
- 3 Caretakers

Ready
Respectful
Responsible

Ysgol Harri Tudur is A school where every grade counts and every pupil counts.

2019 -20
SLT
Headteacher
2 Deputy Headteachers
4 Assistant Headteachers

- **Senior leadership**
- SLT consists of:
- The Headteacher
- 4 permanent Assistant Headteachers
- 4 temporary Assistant Headteachers
- The School Business Manager

Abbreviations used within the PIAP

Personnel at Ysgol Harri Tudur / Henry Tudor School

HT / FK	Headteacher Mrs Fiona Kite	**NM**	Mr Nick Makin	**ERW**	Education through Regional Working
SLT	Senior Leadership Team	**SS**	Mrs Sarah Smith	**AB**	Mr Andrew Barlow
COG	Chair of Governors	**HOYs**	Heads of Year	**TC**	Mr Tom Crichton
AA	Assistant Headteacher Mrs Ann Andrews	**HODs**	Heads of Departments	**GB**	Governing Body
BB	Mr Ben Barraclough	**HOH**	Heads of House	**HOF's**	Heads of Faculties
CC	Mrs Cath Cumine	**MLT**	Middle Leadership Team	**KSCo**	Key Stage Coordinators (From 09/19)
RE	Mr Rob Ellis	**VMs**	Vertical Mentors	**LAPSO**	Local Authority Pupil Support Officer (Attendance)
AJ	Mrs Alyson James	**CA**	Challenge Advisor		
JoJ	Mr Jon Jones	**LA**	Local Authority		

Terms

AHI	R2
AHCC	R2
ALN	Additional Learning Needs
ALPS	R1
AS	Advanced Subsidiary level, and independent qualification usually taken in Year 12.
A2	Advanced Level qualification completed in Year 13.
APK	Activating Prior Knowledge
AWPS	Average Wider points score
CAT 4	Cognitive Abilities Test, fourth edition
CCR	Cross curricular responsibilities
CPD	Continued Professional Development
CSC	R2
CSI	Core Subject Indicator (standards achieved in English, Mathematics and Science)
Di*/Di	Distinction
DH	R2
ERW	Education through Regional Working
eFSM	Eligible for Free School Meals
FSM	Free School Meals

FTE	Full Time Equivalent
HE	Higher education
HR	R5
HT4, HT5	Half term 4, half term 5 etc.
IRIS	Video-based professional learning platform for teachers
KS3	Key Stage 3: years 7-9
KS4	Key Stage 4: years 10-11
KS5	Key Stage 5: years 12-13
KPI	Key Performance Indicators
Level 1 (L1)	GCSE grades A* - G
Level 2 (L2)	GCSE grades A* -C
L2i	Level 2 inclusive
L5,L6, L7	Level 5, 6 and 7 - KS3 measures of attainment
LA	Local Authority
LAPSO	Local Authority Pupil Support Officer
L/M	Line manager
LIPs	Learning Intervention Plans
MAT	More able and talented

NAPL	National Approach to Professional Learning
NNT	National Numeracy Test
NRT	National Literacy Test
Non FSM	Not eligible for Free School Meals
PA	R2
PCC	Pembrokeshire County Council
PM	Performance Management
PiXL	Partners in Excellence - a not for profit organisation that shares best practice
PLC	Pupil Learning Checklist
PLC	Professional Learning Community
PRD	Practice Review and Development
PREP	Personal Reflection Evaluation and Preparation
PL	Professional Learning
PSLs	Pupil subject leaders
PTS	Professional Teaching Standards
PDG	Pupil Development Grant
PWLS	The school's weekly bulletin
QA	Quality Assurance
Q1, Q2,	Quartile 1, 2 etc. Welsh Government mechanism for benchmarking.

Q3, Q4	
RCSIG	Regional Consortia School Improvement Grant
R1, R2 etc.	Recommendation 1, Recommendation 2 etc.
RAP	Raising Attainment and Progress
SOL	Scheme of learning
SDP	School development plan
SER	Self-evaluation Review
SIMS	School Information Management System
SMID	School Data Information Management System
SWEET	A BTEC qualification in Personal and Social Development
WAO	Welfare and Attendance Officers
W.Bacc.	Welsh Baccalaureate qualification

Summary of Judgements from the Estyn Inspection November 2018

Inspection area	Judgement
Standards	Unsatisfactory and needs urgent improvement
Wellbeing and attitudes to learning	Unsatisfactory and needs urgent improvement
Teaching and learning experiences	Adequate and needs improvement
Care, support and guidance	Unsatisfactory and needs urgent improvement
Leadership and Management	Adequate and needs improvement

Estyn recommendations: January 2019

In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. This school has drawn up an action plan to show how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of the January 2018 report.

R1. Raise standards , particularly at KS4 and in the Sixth Form

R2. Improve pupils' behaviour and attendance

R3. Improve the quality of teaching and assessment

R4. Improve monitoring and the provision of support for standards of achievement and wellbeing

R5. Strengthen the effectiveness and accountability of leaders at all levels.

Key School Performance Targets for 2019

Key Stage 3

All core and non- core in Q2 for L5+, 6+ and 7+
WG NNT and NRT to be in Q2 for all indicators

	English				Maths				Science				Welsh: 2nd lang.				CSI
Level	L5	L6	L7+	All	L5	L6	L7+	All	L5	L6	L7+	All	L5	L6	L7+	All	All
Girls	45	44	16	105	35	40	27	102	37	48	19	104	43	51	4	98	96
Boys	53	28	12	93	43	30	21	94	47	37	14	98	51	30	5	86	90
All	45%	33%	13%	90%	36%	32%	22%	89%	38%	39%	15%	92%	43%	37%	4%	84%	85%

	English				Maths				Science				Welsh: 2nd lang.				CSI
Level	L5	L6	L7+	All	L5	L6	L7+	All	L5	L6	L7+	All	L5	L6	L7+	All	All
FSM	32	14	3	49	24	14	8	46	30	18	4	52	24	13	2	39	40
Non FSM	66	58	25	149	54	56	40	150	54	67	29	150	70	68	7	145	146
FSM	60%	26%	6%	92%	45%	26%	15%	87%	57%	34%	8%	98%	45%	25%	4%	74%	75%
Non FSM	40%	35%	15%	90%	33%	34%	24%	90%	33%	40%	17%	90%	42%	41%	4%	87%	88%

Key School Performance Targets for 2020

Key Stage 3

		Year 8 - 2018 End of year 9 targets 2020											
		Boys			Girls			FSM			All		
	Cohort	115			94			47			209		
English	Targets	L5+	L6+	L7+	L5+	L6+	L7+	L5+	L6+	L7+	L5+	L6+	L7+
	Numbers	105	52	13	88	48	16	38	10	2	193	100	29
	Percentage	91%	45%	11%	94%	51%	17%	81%	21%	4%	92%	48%	14%
Maths	Targets	L5+	L6+	L7+	L5+	L6+	L7+	L5+	L6+	L7+	L5+	L6+	L7+
	Numbers	101	68	20	84	58	15	33	12	2	185	126	35
	Percentage	88%	59%	17%	89%	62%	16%	70%	26%	4%	89%	60%	17%
Science	Targets	L5+	L6+	L7+	L5+	L6+	L7+	L5+	L6+	L7+	L5+	L6+	L7+
	Numbers	109	68	13	88	58	10	39	12	1	197	126	23
	Percentage	95%	59%	11%	94%	62%	11%	83%	26%	2%	94%	60%	11%

Key School Performance Targets for 2021

		Year 7 - 2018 End of year 9 targets 2021											
		Boys			**Girls**			**FSM**			**All**		
	Cohort	119			116			53			235		
English	Targets	L5+	L6+	L7+	L5+	L6+	L7+	L5+	L6+	L7+	L5+	L6+	L7+
	Numbers	108	55	15	112	79	40	45	19	4	220	134	55
	Percentage	91%	46%	13%	97%	68%	34%	85%	36%	8%	94%	57%	23%
Maths	Targets	L5+	L6+	L7+	L5+	L6+	L7+	L5+	L6+	L7+	L5+	L6+	L7+
	Numbers	108	66	26	112	81	28	45	20	3	220	147	54
	Percentage	91%	55%	22%	97%	70%	24%	85%	38%	6%	94%	63%	23%
Science	Targets	L5+	L6+	L7+	L5+	L6+	L7+	L5+	L6+	L7+	L5+	L6+	L7+
	Numbers	108	66	26	112	81	28	45	20	3	220	147	54
	Percentage	91%	55%	22%	97%	70%	24%	85%	38%	6%	94%	63%	23%

Key Stage 4 Targets were set according to legislation in place for 2018-19.
New interim performance measures announced 2019 are in green.

"National benchmarking data was previously provided to allow a comparison with other schools in similar socio-economic circumstances to encourage collaboration. However, the way in which benchmarking has been used has instead driven competition between schools and local authorities rather than collaboration. It will, therefore, no longer be provided."

WG Guidance document no: 246/2019   Date of issue: June 2019

Cohort	2019 floor	2019 aspirational	2020 floor	2020 aspirational	2021 floor	FSM	2019 floor	2019 aspirational	2020 floor	2020 aspirational	2021 floor
Level 1	94%	97%	95%	99%	96%	Level 1	90%	96%	91%	98%	92%
Level 2+	50%	62.9%	51%	64%	53%	Level 2+	23.5%	29%	26%	45%	28%
English L2	55%	69%	56%	75%	58%	English L2	35%	41%	36%	62%	37%
Mathematics L2	55%	63%	56%	70%	57%	Mathematics L2	35%	43%	36%	52%	37%
Science L2	54%	63%	55%	83%	56%	Science L2	35%	43%	36%	62%	37%
Literacy pts	36	39	37	40	38	Literacy pts	32	34	32	37	35
Numeracy pts	34	39	36	40	37	Numeracy pts	30	34	30	34	35
Science pts	36	39	37	40	38	Science pts	28	30	30	34	34
Capped points	320	342	320	366	330	Capped points	283	286	290	320	295
WBacc Skills Challenge	32	36	34	37	35	WBacc Skills Challenge	28	32	30	34	32
5 A*-A	7%	12.7%	8%	14%	11%	A*-A points measure	2%	4%	2.4%	4.8%	3%

Key Stage 5 Targets

	2019	2020	2021
A*-A /Di*-Di	26%	26.8%	27%
A*-C	82%	83%	85%
A*-E	100%	100%	100%
AWPS	770	790	810

Wellbeing Targets

Exclusions	2017-2018	2018-2019 TARGET	2019-2020 TARGET	2020-2021 TARGET
Number of FTE per 1160 pupils	225	200	100	50
Number of days per 1160 pupils	225	200	100	50
Attendance	454.5	300	200	100
	92 (PA=16.43%)	95% (PA=14%)	95.3% (PA=13%)	95.5% (PA=12%)

National Test Data 2018

Cohort	X N	X %	D N	D %	< 85 N	< 85 %	85 - 94 N	85 - 94 %	95 - 119 N	95 - 119 %	120 + N	120 + %	Year 7
0	-	-	-	-	-	-	-	-	-	-	-	-	Welsh
215	8	3.7	2	0.9	29	13.5	46	21.4	109	50.7	21	9.8	English
215	4	1.9	2	0.9	55	25.6	33	15.3	105	48.8	16	7.4	Procedural
215	10	4.7	2	0.9	35	16.3	49	22.8	104	48.4	15	7.0	Reasoning

Cohort	X N	X %	D N	D %	< 85 N	< 85 %	85 - 94 N	85 - 94 %	95 - 119 N	95 - 119 %	120 + N	120 + %	Year 8
0	-	-	-	-	-	-	-	-	-	-	-	-	Welsh
222	6	2.7	0	0.0	34	15.3	56	25.2	102	45.9	24	10.8	English
222	8	3.6	0	0.0	53	23.9	41	18.5	104	46.8	16	7.2	Procedural
222	11	5.0	0	0.0	42	18.9	48	21.6	102	45.9	19	8.6	Reasoning

Cohort	X N	X %	D N	D %	< 85 N	< 85 %	85 - 94 N	85 - 94 %	95 - 119 N	95 - 119 %	120 + N	120 + %	Year 9
0	-	-	-	-	-	-	-	-	-	-	-	-	Welsh
222	2	0.9	1	0.5	31	14.0	48	21.6	109	49.1	31	14.0	English
222	4	1.8	1	0.5	53	23.9	47	21.2	102	45.9	15	6.8	Procedural
222	7	3.2	1	0.5	46	20.7	39	17.6	113	50.9	16	7.2	Reasoning

R1: Raise standards , particularly at KS4 and in the Sixth Form

Lead responsibility: Mrs A. James, Mr R. Ellis , Mrs C Cumine , Mr Jon Jones (2018-19)
Lead responsibility :Mrs A James (2019-20)
Monitored by Mr Andrew Barlow, Mr Tom Crichton and Mrs Fiona Kite 2019-2020

Link Governor: Mrs Sally Elliott
Monitored by the Performance Sub committee of the Governing Body

Objectives
- Outcomes at KS4 compare favourably or better with similar schools in all key performance indicators; and the performance of boys in particular, is in line with the averages for boys in similar schools.
- Outcomes at KS5 of pupils achieving the level 3 threshold is in line with the average for similar schools and the proportion of sixth form pupils gaining three A*-A grades is in line with the average from similar schools.
- Improve outcomes at KS3 so that the proportion of pupils achieving Level 5+, Level 6+ and Level 7+ is in line with similar schools and performance in National Testing shows most pupils making at least expected progress
- Improved outcomes for efsm pupils in line with those for similar schools
- Identify successful intervention strategies which improve outcomes of groups of learners at Ks4
- Improved standards of writing so that very few pupils make spelling, punctuation and grammar errors
- Progress in learning is judged to be good for all pupils consistently across all subjects

	No progress/ not started		Limited progress		Complete

Action	Who?	Budget/ Resources & source (EIG/PDG/other)	Monitoring/ Timescale	IMPACT	Evidence	Progress
1. Improve performance at KS4						
• The school will set aspirational and challenging individual and cohort targets for KS4 accurately tracking progress comprehensively.	All staff AJ/REL/TC	Input from KS Co-ordinators, Directors of AOLE and individual teachers	**Governors Performance Committee will approve targets in Autumn 2019 and thereafter.**	Nearly all targets are met in main indicators	Outcomes of KPI CAT 4 reports	

		meetings. SLT planning time. CAT 4 testing data	**To be ratified by GB in Autumn 2. Target setting to remain on all internal agendas and on Performance Committee agendas. LA to also monitor target setting at Improvement Board.** September 2018, September 2019 and annually thereafter, subject to review			
● Create systems to scrutinise the reliability of teacher predictions in data captures by considering the assessments used to form data judgements	SLT/HODs/all staff	LM meetings	**Monitored by AJ/ HOF's/ KSco's/ SLT at point of data capture. Reported to GB Performance Committee half termly** September 2019 and annually thereafter. CAT4 targets will be visible on SIMS marksheets.	Outcomes August 2020 within 5% of May predictions in main indicators.	Outcomes of KPI	
● Ensure that a robust tracking system analyses data against the new performance measures at KS4 and KS3 levels to ensure a focus on pupils at every grade boundary (Embed and introduce SMID)	AJ	Leadership Time CPD Time Visits to schools using SMID	**Monitored by SLT and GB Performance Committee / Challenge Advisor and LA Improvement Board** October 2019 and annually June 2019, Jan 2020	Analysis of targets shows aspirations for pupil performance at the end of KS3 and KS4 to be at least quartile 3 when compared to similar schools - *to be revised when new national comparison measures are defined* Individual pupil targets will be available and visible for all pupils on SIMS and shared with parents via reports All data will be have been internally moderated and standardised within departments.	Target analysis Reports to Governors performance committee Progress boards SIMS Department Minutes Reports on data analysis	

			SMID Data analysis to commence September 2019 and half termly thereafter	Data analysis shows progress towards targets. Final predictions to be within 5% of actual outcomes. Stakeholders have a clear understanding of current data.	
● Develop further a KS3 tracking tool to include sub - levelling which can analyse pupil data and measure levels of progress in enough detail to measure performance of groups of learners and at individual pupil level (Embed and introduce SMID)	AJ/REL	CPD Mentor training Leadership Time Calendared Data Time Bespoke school visits to consult on use of SMID	**Reports on data analysis to SLT and monitored by Governors Performance Committee** School produced data tool used termly from October 2019 June 2019 Data analysis through SMID to commence October 2019 and half termly thereafter	Data tool in use by SLT / HoDs. in LM meetings	Data tools Policy document
● Develop and implement a system for all pupils to respond to their own data following data capture points to improve pupil involvement and outcomes.	AJ	In Mentor Time CPD Friday Time	**Reports on data analysis to SLT and monitored by Governors Performance Committee** Policy Introduced Nov 2018	Most pupils know their target levels/grades and current attainment as well as how to improve. All mentors have increased understanding of academic progress of mentees	Mentor Record Sheets SER 2018 SER 2019

			Revised July 2019 In place October 2019 Reviewed January 2020	Increased accountability for accuracy of assessment data through dept. and LM meetings Parents are informed of pupil attainment via 2 interim and 1 full report annually.		
• Analyse August 2019 outcomes against May data entry to identify where teacher assessment is robust and where inaccurate	AJ	Leadership Time	**Monitored by TC/ FK, LA Improvement Board and Governors Performance Committee** September 2019 and annually thereafter Analysis shared with SLT HODs and referred to in SER docs.	Improved accuracy of predictions, final predictions to be within 3% of actual outcomes 2019-20 GB to hold meetings with HOF's regarding examination analysis	Exams report (SER KQ1) Faculty SER KQ1 SLT Minutes	
• **Embed a range of effective strategies in departments to support Y11 achievement in both 2018-9 and 2019 - 20** ➢ Implement Y11 LIPS (Learning Intervention Plans) at pupil and departmental level effectively ➢ Implement use of PLC's (Pupil Learning Checklists) in all subjects to direct teaching and revision post assessments. ➢ Coordinate and support additional revision sessions /catch up club / Easter revision ➢ Walking talking mocks/marks in lessons	SLT / HoDs / all staff HoDs / all staff AJ	HOD time Dept. time SLT time From March 2019	**Monitored by HOF's/ KSCo's/ TC/ FK, LA Improvement Board and Governors Performance Committee** March LIPS saved on Google Drive initially Jan 2019 LIPS to be shared with parents from October 2019 and then termly January 2019 - Y11 July 2019 - Y10 February - March 2019 Details collated and shared with pupils and parents via letter and website March - May 2019 and then annually	Outcomes in all KPI August 2019 and then annually thereafter meet or exceed minimum targets set Many pupils and teachers using PLCs to identify weak areas for improvement Increased pupil attendance at extra sessions, many target pupils attend	Outcomes Aug 2019 LIPS on Google drive PLC documents Registers Outcomes Aug 2019 Y8 Option forms Attendance at options evening	

➢ Introduce and implement a 3 year KS4	Core HoDs REL	SLT time	Staff and parents consulted March 2019 Options event March 2019 with curriculum to start Sept 2019 Annually thereafter	Curriculum from Sept 2019 shows increased choices and learning time Improved engagement of y9 pupils shown by fewer total negatives on ClassCharts from Sept - Dec 2019	Timetable ClassCharts Outcomes Aug 2019 SER of Eng, Maths and Science
➢ Organize core subject conferences for targeted pupils at all levels with ERW LOL support	AJ/ HOY / Core HoDs	£1000 for venue hire plus resources Staff time /cove	March 2019 and annually thereafter Events planned and held	75% of pupils who attend conferences to achieve target grades in English and Maths Question level analysis shows attendees perform well in chosen topics compared to rest of cohort	Website Data analysis October 2019 LIPS on google drive
➢ Subject revision maps produced and placed on website for pupils to access.	HoDs	HOD time	April 2019 first draft on website, revised October 2019		
➢ Department LIPs produced for the current Year 10 for September start.	HoDs / all staff	Dept time	Sept2019 - Pupils identified and Dept LIP and individual LIPS Half termly thereafter	Predicted grades for Y10 in October 2019 reflect improved outcomes in KPI	
● **Develop a range of effective strategies pastorally to support Y11 achievement in both 2018-9 and 2019 -20**			**Monitored by AJ/ KSCo's/ AB/ FK, LA Improvement Board and Governors Performance Committee**		
➢ Quadrant analysis to link attainment with effort followed by specific assemblies	AJ / HOY	SLT time Assembly time	January 2019 through to May 2019 Via SMID from Sept 2019	Improved attention in assemblies due to specific message	Quadrant analysis
➢ SLT mentoring of key pupils	SLT		January 2019 Pupils identified and attached to SLT May 2019		

		SLT time	SLT to have met pupils at least 3 times	Most key pupils attain target grades in Eng and Maths	
➢ Mock exam results session	AJ / HOY	SLT time Assembly time	January 2019 and annually thereafter Assembly sessions to issue mock results March 2019 Event planned and held Resources on website Early Autumn term thereafter	Most pupils improve focus in lessons and less behaviour concerns recorded on ClassCharts	Registers Resources on website
➢ Hold KS4 parent event to explain how they can best help their child prepare for external exams. Issue revision tips booklet	AJ/ HOY / HODs	SLT time HoD time	May 2019 Produced and issued to pupils, also on website	50% of pupils represented	Revision timetables Attendance data
➢ Produce revision timetable during exam period.	AJ	SLT time	Start with Y10 cohort June 2019 then every data drop from Sept 2019	95%+ attendance from Y11 pupils for last half term up until May 24th	
➢ Implement effective coordination, monitoring and targeting of pupils educated off site and those on PSP's to maximise outcomes	AJ / HOY	SLT time		Pupils on PSPs or school arranged off-site attain results in appropriate courses and most attain minimum 100 capped points. Parents are informed of Year 11 specific strategies via the school's website from September 2019	

2. Improve performance at KS5

• **Set challenging targets and accurately track progress comprehensively across KS5**			Governors Performance Committee will approve targets in Autumn 2019 and thereafter. To be ratified by GB in Autumn 2. Target setting to remain on all internal agendas and on Performance Committee agendas. LA and CA to also monitor target setting at Improvement Board/ on core visits		ALPS analysis subject to ERW funding from August 2019	
➤ Set challenging targets in line with ALPS at KS5 taking into account the performance of similar schools.	JOJ/REL/ AJ CA LA	ERW funding ALPS meeting time / Conferences / HoD training	September 2018 and annually thereafter subject to ERW funding Target grades set	Most pupils attain grades which reflect ALPS targets ALPS feedback to be shared with KS5 teachers for accurate target setting and for informed post-results subject evaluations.	AS/A2 outcomes ALPS reports ALPS Data circulated / incorporate outcomes into SERs at all levels	
➤ Monitor all pupil progress in line with ALPS predictions (subject to continued funding) and use to effectively target progression and achievement. Especially close tracking, challenge and support for pupils targeted to achieve 3A*-A (Introduce and embed SMID)		SLT time	October 2018 February/March 2019 Predictions collected and Half termly from Sept 2019	All Pupils at risk of underachievement are provided with good quality teaching and make good progress. Evening replaced with telephone calls and 1:2:1 meetings. Subsequent tracking shows improved performance by most pupils		
➤ Underperformance Intervention Evening (HoY led) based on the outcomes of February report.			March 2019 / March 2020 Underperforming students return to on-track status			

Embed a range of effective strategies in departments to support KS5 achievement ➢ Implement LIPS (Learning Intervention Plans) at pupil and departmental level to support students who are underachieving. ➢ Implement Summer Curriculum which focuses on A2 Level subject induction alongside Welsh Baccalaureate challenges. ➢ All subjects to develop a MAT Challenge programme to stretch the more able students, targeting B grade progress to A/A*	JoJ HoDs JoJ HOD's SLT KS5 Teachers JoJ HoDs DMc REl (TT)	SLT Time MLT Time PPA time Summer half-term teaching time CPD time	January 2019 - February 2019 Lips completed for targeted students From October 2019 half termly June- July 2019 and annually thereafter Departmental Summer Curriculum Maps	Specific targeted intervention planned to support teaching, planning and preparation. Most pupils attain grades in line with ability All students benefit from increased time on A2 curriculum and from work setting over the summer. Targeted intervention to stretch and challenge all students using chief examiner feedback in all subject areas Progress of all targeted students Increased MAT enrolment and retention in Sixt	Mock outcomes / January Reports / LIPS HOD folders (Google Drive) Student resources (Google Drive) Student resources (Google Drive)

Develop a range of effective strategies pastorally to support KS5 achievement
 	
➢ Sixth Form Progress Board informed by January Reports
 	
➢ Improve number of Y11 MAT learners enrolling into KS5
    ➔ Widen access to and promotion of Seren Fach / Brilliant Club
    ➔ Targeted recruitment talks with Director 6th Form
    ➔ Increase use of inspirational / aspirational talks including outside providers / universities / industry reps
➢ KS4 teachers seek to offer bridging opportunities for MAT students (e.g. Additional Maths)
	JoJ
	HoDs
	KS5
	Teacher
	
	JoJ
	
	JoJ
	AJ
	HG
	KS4/5 teachers
		Management time
		
		Drop down days / Assembly & Mentoring time. Brilliant Club / Seren / Seren Fach conferences (registration and cover costs)
			July 2019 in readiness for 2019-20 (upon release of Examiner's Reports)
			Extension work created
			
			February 2019 and annually thereafter Report indicators
			
			School invests in wider opportunities for all students including MAT by internal and external providers / teachers stretch and challenge all
				Supports higher achievement at A /A*
				All MAT students achieve targeted grades.
				
				Many MAT pupils apply to Russell group universities
					Improved track
					
					Recruitment numbers and raised academic profile of recruited students

➢ Use Seren initiative to stretch and challenge MAT students by allowing them to access higher learning opportunities. Build on opportunities already secured in Women in STEM, Chemistry, Further Mathematics, MFL and Medicine. ➢ Further develop Seren initiatives to promote higher achievement by developing links with universities including OxBridge / sample lectures and supported learning at Oxford.	JoJ (& HG for KS4) JoJ	Curriculum time and Extra Curriculum time / Drop down day cover Cover costs	Yr 11 MAT ready for KS5. All students will have access to a programme of talks intended to inspire, Some pupils will pick up voluntary additional courses where offered. Ongoing Seren / Seren Fach enrolment July 2019 and annually thereafter Seren Trip		Register of events / student feedback UCAS Destination Report
• **Seren** ➢ Use Seren initiative to stretch and challenge MAT students by allowing them to access higher learning opportunities. Build on opportunities already secured in Women in STEM, Chemistry, Further Mathematics, MFL and Medicine. ➢ Further develop Seren initiatives to promote higher achievement by developing links with universities including OxBridge / sample lectures and supported learning at Oxford.	JoJ (& HG for KS4) JoJ	Curriculum time and Extra Curriculum time / Drop down day cover Cover costs	**Monitored through SLT Line management** All students will have access to a programme of talks intended to inspire, Some pupils will pick up voluntary additional courses where offered. Ongoing Seren / Seren Fach enrolment July 2019 Seren Trip	Supports higher achievement at A /A* All MAT students achieve targeted grades. Many MAT pupils apply to Russell group universities	Register of events / student feedback UCAS Destination Report

3. Continue to improve outcomes at KS3 so that the proportion of pupils achieving Level 5+, Level 6+ and Level 7+ is in line with similar schools and performance in National Testing shows most pupils making at least expected progress

Set challenging targets and accurately track progress comprehensively across KS3			**Target setting to remain on all internal agendas and on Performance Committee agendas. Monitored by SLT via HOF's and KSco's LA to also monitor target setting/tracking at Improvement Board and at CA support visits.**			
➢ Set challenging targets in line with CAT4/ internal flight path and similar schools at KS3 ➢	REL /AJ CA /LA	SLT time		Targets show ambition to be in the top 25% of similar schools - *to be revised when method of national comparison defined* Targets shared with pupils and parents via interim and full reports.	SIMS CAT4 reports	
➢ Revise SIMS marksheets for KS3 data collections to support accurate tracking and demonstrate progress	AJ admin	Admin time	September 2018 targets set on SIMS Dec 2018 Y7 to have taken CAT4 test Sept 2019 Y7 to have taken CAT 4 test and annually thereafter September 2018 marksheets available October 2018 in use	Improved information to staff on prior attainment to ensure most pupils make suitable progress through KS3 - *to be defined and measured as levels of progress from Sept 2019 via SMID*	SIMS	
➢ Further develop quality of feedback to staff following data collections to ensure underachievement easily identified - both individuals and groups of pupils (Introduce and Embed SMID from Sept 2019)	REl AJ	SLT time		Improved use of Data grid by HoDs, HoYs and all staff in Dept meetings and LM meetings 2018-2019 Effective use of SMID from Sept 2019 by all staff.	Data tools LM meetings Dept minutes	
Embed a range of effective strategies in departments to support KS3 progress			**Monitored by SLT through L/M**			
	HOD's	SLT Time	Revised to October 2019		HOD folders	

➤ Implement LIPS at pupil and departmental level to support students who are at risk of underachieving	SLT KS 3 Teachers	MLT Time PPA time	and then termly Data tools issued to staff post data collections February 2019 Sept 2019 LIPS produced in September post data collections July 2019	Many underachievers receive effective support in order to perform closer to targets	(Google Drive Planning drives
➤ Re-audit all departments to assign accountability for primary and secondary strands of LNF - further improve provision where weakness is shown	CC HODs	CC planning time		All HoD taking ownership and seeing relevance in skills planning to support subject development	
➤ Provide further training for all staff on developing a skills rich lesson which improves performance of all pupils in weakest strands as identified.	CC All staff	CPD time	February 2019 ongoing	SOW for all departments show robust planning for literacy and numeracy elements and expectations.	CPD programs Lesson observations
● **Develop a range of effective strategies pastorally to support KS3 achievement** -Raise aspirations for MAT pupils with HE experiences from Year 9. -Devise MAT strategy that encompasses all subject areas for KS3 pupils	HG AJ HG/ HODs	HG cover time	**Target setting/tracking to remain on all internal agendas and on Performance Committee agendas. LA to also monitor target setting at Improvement Board.** HG to have met all HODs to identify suitable activity ready for September 2019	Y9 MAT pupils involved in Brilliant Scholar programmes and Seren activities. All subjects have an increased number of level 7 & 8 awarded All subjects have a MAT activity for every year group.	Pass rate from Brilliant Club KS3 outcomes L7+
● **Improve preparation of KS3 pupils for National Literacy and Numeracy tests** ➢ Embed NRT style testing in most KS3 subject areas with reinforcement of weakest strands from diagnostic analysis of test data ➢ ➢ (Walking, talking, mocks/diagnostic marking/RAGGING) to increase confidence/familiarity and focus on the most	CC/HoDs CC Eng Dept Maths Dept	Curriculum time Eng/ maths lesson time	**Monitored by SLT and reported to GB Performance Committee LA / CA to monitor via Improvement Board** Commence July 2019 post test results From Feb 2019 and annually thereafter	Most pupils have improved familiarity with testing format and increased reading stamina and repertoire of strategies Most pupils have a clearer understanding of requirements and approaches necessary and make at least expected progress	SOW across the curriculum Diagnostic tool to identify strengths and weaknesses Attendance register and National Test results

challenging question types as identified in diagnostic analysis of test data					
➢ Engage parental support in preparing pupils for National testing with focus on most challenging question types	CC	Support event	March 2019 in lessons	Many pupils represented Clear awareness of testing arrangements and demands- useful support from home	National test data / interim testing and tracking
➢ Establish clear strategy of actions post National Test data collections to ensure underachievers are identified and supported to get back on track. Ensure timely and effective intervention for students not making expected progress in literacy and numeracy	CC	Meeting and planning time	March 2019 From July 2019	All students making expected or above expected progression in National Testing	

4. Improve outcomes for eFSM pupils

● **The school will raise the profile of eFSM pupils by** - appointing a TLR position specifically with responsibility for the achievement of all FSM pupils -　　photo profiling -　　year 11 progress board -　　eFSM champions in core departments -　　Assertive mentoring log books -　　Regular item on meeting agendas	FK CC	Inset training Support from admin team Photocopying Meeting time Leadership Team	**eFSM provision will be monitored by SS/ TC, SLT and reported to the GB at the Performance Committee and in HT report to GB. Also monitored by LA Improvement Board** EFSM champion also to participate in LA 'Filling the Gap programme' September 19 November 19 December 19 September 20 November	Awareness and wider network of support offered at all stages of the school day. Closer tracking and quicker identification of needs. Improved relationships and attitudes to school and teachers	Minutes from meetings Inset feedback Mentoring logs Feedback from pupils and parents

• **Improve quality and focus of support and intervention** ➢ Pupil Development lead responsible for effectively supporting our most vulnerable learners ➢ Extra layer of tracking and diagnostic analysis of efsm data ➢ Support hub created and fully utilised ➢ Dedicated learning coach for eFSM intervention and support ➢ Additional literacy and numeracy intervention support ➢ SLT mentoring sessions	CC/LG	See PDG spending plan For further detail (Annexe 4)	January 2018 January 2019 February 2019	Improved outcomes in KPI in line with similar schools Improved attendance and attitudes from eFSM learners	Exam outcomes Controlled assessment outcomes Data tracking Pupil voice Questionnaires Attendance at support events	
• **Support wider success and attainment** nurture boxes ➢ close liaison with careers advisor and attendance support officer ➢ revision/ homework club ➢ work experience weekends and wider opportunities ➢ exam breakfasts ➢ creation of efsm support journey ➢ success clinic for parents ➢ year 6 transition trial ➢ GCSE introductions evening	CC/ LG	PDG budget Meeting time Children in Need funding Leadership Time ERW support funding	September 2018 January 2019 September 2018 May-June 2019 May 2019 September 2019	Improved wellbeing reflected in improved attendance Wider visits to careers fairs, higher education venues and university visits to encourage future planning London trip to inspire and lift aspirations of MAT eFSM learners Improved confidence, attitudes and outcomes Improved relationships	ERW report Careers records Attendance registers Questionnaires and pupil voice	

5. Develop stronger links to prior learning to ensure suitable progress is made in all lessons

• Develop use of prior learning to build progression in every lesson. Ensure effective use of activating prior knowledge at KS4	CC/SS	CPD Leadership Time	**Monitored via L/M - HOF and SLT. HOF/ Teaching staff. All strands monitored by**	Many pupils make useful links and build effectively on prior learning.	Lesson planning Lesson observations	

			GB Performance Committee and LA Improvement Board March 2019 ongoing HOFs and SLT to monitor through line management From September 2019 - December 2019 monitored through lesson observations and learning walks	Creation of resources and planning time to develop effective approach	
• Share best practice in pedagogy to develop Activation of Prior Knowledge	CC/SS ERW LOLs	Learning visits 3 days, £540	From September 2019	Beneficial package of resources and approaches for staff use developed with strategies evident in many lessons.	Lesson observations, learning walks Resources Visit Reports
• Create a bank of starter resources to demonstrate and guide in how to Activate Prior Knowledge. Ensure that the strategy is embedded and that its use by all staff is monitored, evaluated and reviewed.	CC HODS All staff	Planning and research time March 2019 - October 2019	To commence in March 2019 with TRIAD planning April 2019 CPD session	Most teachers and pupils using prior learning to ensure that progress is made is good in most lessons	Lesson observations, learning walks
• Investigate the possibility of staffing over a full KS3 cycle to build on prior knowledge through teacher/ pupil relationships	CC REL	SLt time HOF meeting	From January 2020	Effective and individualised planning for progression across all Key stages	Timetable 2020-21
• Train students in how to activate prior knowledge through vertical mentor sessions	CC	Planning and CPD time	September 2019 - December 2019	Effective use of APK to improve teaching and learning	Teacher planning Book scrutiny

● Revisit effective lesson planning using 4 phase accelerated learning model, with particular emphasis on the connect phase. Provide models of good practice.	SS	SLT time HOD / HOF Leadership Time CPD Time	April 2019- October 2019	Planning documents and observations of lessons show strong links with prior learning.	Learning walks Listening to learners	
● Use IRIS Connect to share best practice in how to use strategies in the toolkit to develop strong links with prior learning to support good progression.	SS/ TC	Leadership Time	May 2019 September 2019	Teachers learn from their colleagues who have developed good to excellent practice in this area.	Lesson plans Lesson observations Learning walks Models of good practice	
● Revisit CPD regarding the neuroscience of learning and how this translates into pedagogical strategies.	SS ERW LOLs SS	Collaboration time CPD time	March 2019 CPD session April 2019	Good understanding of how to link with prior learning evident in many lessons Good understanding of the importance of prior learning for short and long term retention with strategies skilfully used in many lessons.	Lesson plans Lesson observations Learning walks IRIS film clips CPD materials. Learning walks Lesson observations	

6. Develop higher expectations in writing skills so that very few pupils make spelling, punctuation and grammar errors.

● Develop a rigorous and explicit Literacy marking policy, with a student friendly version for pupil books	CC/ JA	Planning time Preparation and collation time Collaboration and CPD time	**All to be Monitored by the Literacy Coordinator / TC , reported to SLT , outcomes shared with HOF's and GB Performance committee and CA**	Good improvement in spelling, punctuation and grammatical standards in the many of books seen	Book scrutiny Learning walks Book scrutiny samples on drive	
● Introduce and refine the use of Word of the Week to improve vocabulary and expression at all levels.	CC	Research Pixl resources	September 2018 ongoing	Good levels of vocabulary and expression	PREP books	

• Use joint learning walks, lesson observations, Book Scrutiny, listening to learners to monitor written standards	CA Leader of Learning CC	SLT Time	From April 2019 and ongoing	Very few pupils make spelling , punctuation and grammar errors	Pupils books Monitoring records
• Progress the use of Pride Pieces in year 7 to raise expectations and demonstrate progress	CC/RS	Admin time Planning time	**Monitored via book scrutiny by HOF** November 2018 ongoing	High expectations for every student, clear benchmarks and assured accountability	Pupil books/ folders
• Triple literacy targets set for all pupils at KS3	CC/JA	Resources Preparation and collation time Collaboration	To begin September 2019 and monitored through programme of book scrutiny	Clear standards for every pupil to adhere to and central measure for teacher expectations	Pupil books/ folders
• Gold, Silver, Bronze writing standards rubrix to be used for assessment of progression in writing standards	CC/ HoF	Meeting time	Trialled 2018-19, to be rolled out to all faculties September 2019	Most pupils and teachers aware of how to improve standards in extended writing	Extended writing samples bank
• Develop use of oral rehearsal as a whole school tool to develop written expression and quality	CC/ HoF	INSET training time	Resources to be provided to Faculties and planning established for effective usage	All pupils orally rehearsing before extended writing pieces. All teachers confident in use of oral rehearsal strategies.	Lesson observations and pupil voice
Actions for the development of Welsh will be added to the PIAP for the start of the academic year 2019-20					

R2. Improve pupils' behaviour and attendance

Lead responsibility: Mrs A. Andrews and Mr C. Preddy (To July 2019) Mrs A Andrews and Mr A. Barlow (From September 2019) Monitored by Mr Andrew Barlow 2019-2020	Link Governor: Mrs S Fletcher Monitored by the Pupil Discipline Committee and the LA Improvement Board

Objectives
1. Attendance to be 92.5% by the end of July 2019, 93.3% by July 2020 and 94% by 2021
2. Address perception that a minority of pupils do not feel safe in school and that a very few pupils reported that aggressive behaviour by a   few pupils is common during break times.So that:
   - no pupils cause significant disruption in lessons that negatively impacts on other pupils' progress
   - virtually all pupils are respectful and cooperate with staff and show appropriate respect and care for others
   - all pupils feel safe in school and no aggressive behaviour is common during break times
   - all pupils feel that the school deals effectively with a very few instances of bullying.

2. Decreased number of incidences of high-tariff behaviour at breaks and lesson changeover.
3. Decreased number of incidents of defiant and disrespectful behaviour.
4. Reduced number of incidences of internal truancy.
5. Increased percentage of vulnerable learners accessing appropriate provision for their needs.
6. Pupils are more positive and resilient and contribute positively to the ethos of the school.

	No progress/ not started		Limited progress		Complete

Action	Who	Budget/ Resources & source (EIG/PDG)	Timescale and Monitoring	Expected change/impact	Evidence source	RAG Status
1. Attendance to be 92.5% by the end of July 2019, 93% by July 2020 and 94% by 2021						
● **Seek to further incentivise Sixth Form attendance by developing flexible learning options.**	JoJ/ AJ/ AB	Leadership Time	September 2019 (Induction) for review in December 2019	**Sixth Form attendance statistics are monitored by AB/AA , reported to SLT weekly and monitored half termly by both the Pupil Discipline Committee and the LA Improvement Board**	Attendance outcomes rise from already high levels at KS5. Attendance log in data. Revised 6th Form Contracts for all students with parental engagement. Flexible attendance offered rather than rigid school day in	

				Students have increased flexible learning options. Improved KS5 attendance Positive impact on recruitment from KS4	recognition of some students wishing to study at home during extended non-contact periods. Yr 13 timetable adapted to offer students PREP time self-study rather than attending VI sessions in lead up to examinations.	
● Vertical Mentors to ensure that pupils sense of belonging and wellbeing is addressed to improve attendance. ● Daily check in's, celebrations of birthdays and key events and achievements	AA/HoHs/VMs	Leadership time for VM Monitoring	April 2019 -f quality assurance monitoring, 2nd QA monitoring July 2019, 3rd QA September 2019 review October 2019	**Monitored through Learning Walks and Listening to Learners. Reported to KSCo's/ SLT and the BG Pupil Wellbeing committee.** Attendance and Well Being evident as priorities in all mentor groups. Mentors know all their pupils well.	QA monitoring sheets and analysis	
● Promote house competitions and activities in the school day embed House/Vertical Mentor System to improve attendance	AA/HoHs/VMs/HoDs and from September 2019 Heads of Key Stages	SLT/ Middle Manager time/Prize money £500 for HoH's	YHT talent show Feb 2019, Summer House Fete June 2019, monthly in house competitions	Most pupils have an improved sense of belonging, house identity, increase in participation of pupils in competitions, pupils enjoyment in different aspects of school life Monitor outcomes of pupil wellbeing survey in September 2019 and consult pupil views. Adapt provision to the pupil response. **Discuss and monitor with School Council**	Head of House minutes Event logs Tracking docs House Point documentation Listening to Learners VM monitoring	
● Raise the profile of year attendance. Every year assembly to address attendance plus fortnightly prize draws for 100%, 95% and most improved in the last fortnight.	AA/HoH's/ VVM's/WAO	Meeting time £400 prize draw money	March 2019 on going	**Attendance statistics are monitored by AB/AA , reported to SLT weekly and monitored half termly by both the Pupil Discipline Committee and the LA Improvement Board.** All pupils know the target and their own individual attendance target which is 95%	Records of Attendance Intervention Plans. Tracking Data for each target group	

				Most pupils aware of incentives to improve		
● Implement Attendance Intervention Plans	HoYs KSCo's from 09/19	Leadership Time	Spring term 2019 and as and when required throughout 19/20	**Monitored by KSCO's for frequency of attendance plan. Liaison with LAPSO** Most pupils attendance on intervention plans improve	Records of Attendance Intervention Plans. Tracking Data for each target group	
● Address parental accountability through focused attendance days and after school attendance clinics (parental meetings)	HoY's/WAO /LAPSO	Hoy time (cover for attendance days)	March 2019 on going and monthly throughout 19/20	**Monitored by KSco's for frequency of attendance plan. Liaison with LAPSO** Parents more involved and aware of attendance issues. Most pupils understand the consequences of falling attendance	Record of meetings Attendance spreadsheets	
● Monitor and track house attendance. House assemblies to focus on attendance. Publicise house % in classrooms, reception and communal areas of school. Visible recognition of improvement via HoH postcard home	AA/HoHs/V M/SLT/	HoH/SLT time	February 2019 ongoing and half termly throughout 2019/20	**AA to monitor attendance with the house strategy, report impact to SLT and GB Pupil Discipline Committee/ CA on CV visits and LA improvement Board.** Many pupils see the value of regular attendance. Rewards will act as an incentive to improve attendance. Attendance data published in PWLS	Attendance tracking spreadsheets. Displays in classroom. Postcards and letters home congratulating improvement	
● Introduce VM contact system for attendance support (fortnightly calls to those with falling attendance)	AA/VMs	VM time	January 2019 on going review effectiveness /impact in October 2019	**Monitored by AA and reported to SLT** Most pupils/ parents have good relationship and contact with VM's and know where to get support from school.	Record of calls Behaviour Watch	

● Maintain robust challenge to falling attendance/persistent absence. Fortnightly meetings between HoYs/ WAO/LAPSO to track attendance, ensure all letters sent as directed by the Local Authority.	AA/ AB/HoYs/ WAO/LAPSO	AA/HoY/WAO time	February 2019 on going / fortnightly meetings .	**Monitored by AA/ AB and reported to SLT** Many pupils attendance improves after letters received	Attendance tracking sheets, VM weekly printouts, linked letters	
● Introduce the end of year reward trip for pupils who meet the attendance target. VM/HoYs to promote through VM and assembly time (School to pay for the eFSM pupils who meet the target)	AA/HoY's/ VM/WAO	Golden ticket costs average £80 eFSM tickets	January 2019	Monitored by AA/AB and reported to SLT Many pupils have the opportunity to go on trip	Attendance tracking data	
● Ensure all appropriate penalty notices issued and referrals to LAPSO are consistently made	HoYs/WAOs /LAPSO	Meeting time	January 2019	**Monitored by the LA** Improvement in those issued with Penalty Notices	Penalty Notice Tracking data Attendance Spreadsheets	
● Implement Attendance Intervention Plans for eFSM pupils with falling attendance	AA/CC/HoY /WAO LAPSO informed	Meeting time	March 2019	**AA/ CC to implement , monitored by AB and reported to SLT , GB Pupil Discipline Committee and LA Improvement Board.** Many eFSM pupils on plans attendance improves	Tracking Spreadsheets Intervention Plans Governing Body minutes	
● Ensure that action research on strategies to improve attendance includes a) LA organised visits to other schools that have effectively improved attendance.	AA / HOY's / PCC	Meeting Time Visit Time	Summer term 2019 and autumn 2019	Further awareness of strategies to implement improved attendance which can be discussed, implemented, trialled and monitored. CA/ ERW to advise on suitable schools	Reports on visits Attendance data	

● Increase presence of Sixth Formers as positive role Inc. models in the corridors and common areas.	JoJ (Sixth Form)	Prefects Reward Trip in Summer Term (Ed Visits)	March 2019 (visible presence)	**SLt to monitor the presence of Sixth Form mentors in corridors and common areas** Role modelling behaviour at key areas (Library, foyer entrance etc.) Positive impact on peers	Listening to learners Parent Evenings feedback	■

2. Decreased number of incidences of high-tariff behaviour at breaks and lesson changeover.

Implement the Henry Tudor School staged behaviour approach, which will require; ● monitoring data and establishing routines for interventions with challenging pupils. ● monitoring and establishing methods to support individual teachers and/or departments.	AB/ KSCo's /	None/meeting time	From September 2019 - clarification of stage behaviour response. From September 2019 - BehaviourWatch system to be built to capture the correct data for AOLE Directors and Key Stage Coordinators. From December 2019 - staged behaviour approach shared with staff and pupils. From September	**All strands will be monitored by AB /FK, reported to SLT and monitored by both the GB Pupil Discipline Committee and the LA improvement Board.** **Progress will also be reported to the LA Weekly inclusion meeting** An appropriate path of staged behaviour management is agreed by SLT . Key Stage Co-ordinators are clear on the strategies to use at each stage in the approach. Key Stage Co-ordinators are able to identify the correct 'stage' for every pupil under their guidance. Directors of AOLEs feel supported in managing behaviour of pupils under their guidance within staged approach. Directors of AOLEs are able to accurately identify areas of improvement within their AOLE.	SLT meeting minutes. Records of meetings with KSCos. All pupils attached to a stage on BehaviourWatch. Records of visits by LA representative. BehaviourWatch data. Reduced number of fixed-term exclusions.	■

			2019 - LA representative (currently R Hobbs) to work with Heads of Faculty and Heads of Key Stage. From January 2020 - Heads of Faculty to plan to support teachers within their AOLE. From January 2020 - BehaviourWatch fully implemented to record all behaviour data in one place.	Directors of AOLEs are able to support members of staff within their area. BehaviourWatch system suits the needs of the school, and matches the staged response approach. BehaviourWatch is utilised by Directors of AOLE and Key Stage Co-ordinators to identify the most appropriate strategies and interventions An increased programme of 1:1 meetings with pupils and parents will take place to address behaviour concerns		(red)
Introduce a zero tolerance approach to poor corridor behaviour by; • communicating expectations for behaviour at break time and in the corridors to all pupils. • ensuring that the staff duty rota provides the correct amount of staff presence in key areas. • expecting all staff to adhere to the school's identified visible consistencies at all times, and uphold the school's positive behaviour policy.	AB/SLT/All Staff	None	September 2018 - Assemblies given to all year groups and Houses explaining expectations. Also via mentors. September 2018 - Duty rota issued	Pupils are aware of and adhere to behaviour expectations are break times. Fewer incidences of high-tariff behaviour are recorded at breaktimes. Staff are visible on duty and uphold expectations for behaviour.	Assembly scripts. Duty rota and changes to duty rota. Duty code of conduct paper.	(orange)

● introducing a duty code of conduct for staff on duty to enable 'relaxed vigilance'.			and monitored throughout the year according to demand. October 2019 - Duty code of conduct for staff to be written and approved at SLT. November 2019 - Duty code of conduct to be issued to duty staff.		
Increase opportunities to engage pupils during break times by; ● supplementing the amount and variety of activities offered at break times. ● identifying safe places for pupils to go in order to find calm space.	AB/KSCos/HoHs	None	January 2019 - Astroturf to be opened at breaktimes with Craig Butland. April 2019 - HoHs to offer open rooms for members of their house. May 2019 - Workrooms identified for Year 11 pupils to study at breaktimes.	Active pursuits are available to let pupils 'let of steam' in a controlled manner. Room and activities are available throughout the school so that pupil numbers are spread across the school at breaktimes. Outdoor areas are developed so that outside space is utilised more effectively to engage pupils in safe leisure time. Parents will be informed of these engagement opportunities via the school website from September 2019	SLT meetings minutes. Records of meetings with KSCos and HoHs. List of break time activities.

			January 2020 - planning additional zoned outdoor areas for the summer term.

January 2021 - Planning for further covered outdoor areas. | | | |
| Ensure that pupils have access to appropriate food and drink choices that promote a healthy lifestyle. | CP/Refectory Staff/School Council | None | September 2018 and ongoing. | Refectory offers healthy snacks and not snacks which are high in sugar.

School Council have an input into refectory offerings.

School's healthy lifestyle options have greater prominence for parents and pupils on the school's website | Refectory sample menus. | |
| Ensure that there are enough bins in order to keep all areas clean and orderly. | CP/NM | Cost of bins - £2500 | January 2019 - temporary bins are in place.

January 2019 - mentor groups volunteer to do litter picks.

May 2019 - Begin the funding process with | Litter is reduced.

Pupils are involved in the cleaning up process after breaktimes.

School works with Keep Wales Tidy to develop a sustainable approach to waste management. | Bid process documents.

Bins visible. | |

			Keep Wales Tidy. January 2020 - Source appropriate recycling bins.			

3. Decreased number of incidents of defiant and disrespectful behaviour.

There is an ethos of high expectations with regard to behaviour gained through; ● expectations of staff code of conduct is communicated and staff model appropriate behaviour at all times. ● expectations of pupil conduct, including the school's rules, is regularly communicated to all pupils. ● staff give their first attention to positive behaviour and reward respectful behaviour.	CP/AB/All staff	Leadership time /Training Time	September 2018 - expectations communicated to all staff and pupils. December 2018 - expectation reminders in CPD session. February 2019 - Behaviour assemblies for all year groups September 2019 - further reminders of expectations for staff.	All staff and pupils aware of school rules and expectations. Greater compliance with rules and expectations, leading to fewer incidences of detentions and fixed-term exclusions.	Inset/CPD programmes. Mentor/Assembly scripts. Fewer incidences of poor behaviour in lessons recording.	
Staff do not seek to escalate defiant and disrespectful behaviour by;	CP/AB	None/Training Time	September 2018 - staff training in	Staff take an active approach to behaviour management, reducing the opportunities for defiance.	Training materials. Toolkit.	

- taking a positive approach to behaviour management that is active rather than reactive. - staff are provided with the necessary 'toolkit' to avoid and deal with instances of defiance. - staff are coached in de-escalation techniques. - all staff take a restorative approach in their follow-up actions.			Positive Approach December 2018 - reminder training on Positive Approach. September 2019 - 'tooolkit' issued to staff. January 2020 - staff training in restorative approach.	Staff are skilled in using all techniques in toolkit before having to issue punitive sanctions. Staff are skilled in 'talking down' situations rather than escalating them. Staff put an emphasis on the restorative approach rather than relying purely on sanctions. Fewer punitive sanctions are issued, resulting in fewer detentions, instances of IEU and fixed-term exclusions.	Fewer incidences of poor behaviour recorded in lessons. Detention, IEU and exclusion data.	
Attend weekly/fortnightly meeting with LA representatives.	CP/LEA Reps/AB	CP/AB Time	January 2019 onwards, for as long as support is available.	LEA are updated regularly with the challenges the school is facing. LEA are updated with information regarding our most challenging pupils. LEA accept referrals to PLC for pupils identified as needing a specialist alternative provision.	LEA weekly report. Pupil Referral Applications.	
Evaluate and improve the detention system, so that instances of defiance or disrespectful behaviour are dealt with swiftly and effectively.	CP/Middle Leaders	Staff time	January 2019 - plan an effective detention system. April 2019 - implement new detention system.	Detention system quickly responds to instances of defiance and disrespectful behaviours. Detentions work as a deterrent to defiance and disrespectful behaviours.	BehaviourWatch detention data.	

			September 2019 - evaluate effectiveness of detention system.			

Please also see Point 2 regarding the implementation of the Henry Tudor /Ysgol Harri Tudur staged response approach.						

Carry out regular and scheduled learning walks to monitor engagement and behaviours for learning in classrooms.	SS/SLT	None/Senior Staff Time	From April 2019.	SLT have a clearer idea of the day-to-day quality of lessons. Monitoring of lessons is more visible and regular to pupils.	List of staff who have volunteered to take part. List of Learning Walks undertaken.	

Please see also actions in R3 relating to improving the quality of teaching and learning. Lessons that are good or better will improve attitudes towards learning in lessons and reduce disruption in lessons.						

All staff are aware of the ALN needs of individuals and plan interactions appropriately. Please also see R4 section 3.						

Where there are instances of repeated defiance and /or disrespectful behaviour, class setting and alternative provisions should be explored.	CP/AB/KSC os/Directors of AOLEs	None/ Staff time	From January 2019 and ongoing.	Pupils are in the correct sets or accessing the most suitable provision for them. Fewer instances of defiant and disrespectful behaviour. Reduced number of detentions, IEUs and fixed-term exclusions.	BehavourWatch data. Detention/IEU/Fixed-term exclusion data. Fewer recorded incidences of poor behaviour in lessons.	

4. Reduced number of incidences of internal truancy.

Increase staff presence in the corridors, most specifically at lesson changeover including;	SLT/PSOs	None/SLT time	September 2018 and ongoing.	Pupils are welcomed in the corridors and classrooms by their teachers.	Senior Staff duty rota. Minutes of SLT meeting.	

● All staff 'ending and sending' and 'meeting and greeting' outside their classrooms. ● Pupil Support Officers patrolling at these times. ● SLT duty rota manning the main corridor. ● Truants are reported within 5 minutes of a lesson starting				There is a visible presence of staff during lesson changeover. All pupils who are out of lessons are challenged by PSO or SLT.		 🟥
Pupil Support Officers log truancy, ensure communication is made with home, and relay information to the relevant HoYs.	PSOs/HoYs/ KSCos	Pupil support Officers daily tasks	September 2018 and ongoing. September 2019 onwards - recorded on BehaviourWatch.	Truancy is logged accurately and communicated appropriately .	ClassCharts/BehaviourWatch data.	🟩
HoYs monitor internal truancy daily and ● make use of attendance cards for known truants. ● meet with parents of regular truants. ● put interventions in place for regular truants (e.g. class setting, provision, anxiety).	HoYs/KSCos	None	January 2019 and ongoing. KSCo's from September 2019	Attendance cards are effective in reducing the incidence of internal truancy. Provision is such that reduces the amount of truancy.	Attendance cards. Records of parental meeting. ClassCharts/BehaviourWatch data.	🟧
Evaluate and improve the current detention system so that instances of truancy are dealt with swiftly.	Please see Point 3.					🟩

5. Increased percentage of vulnerable learners accessing appropriate provision for their needs.

Develop the provision in Broadhaven and beyond to provide flexible but structured approach to an alternative curriculum.	AA/AB/KSC os	Staff training/visits to other schools	September 2018 and ongoing.	Pupils are withdrawn from challenging lessons and an alternative programme put in place in Broadhaven. Broadhaven staff are knowledgeable in our challenging pupils and able to support them effectively. Pupils who struggle to access full-time mainstream feel supported, and are provided with a bit or 'respite' from their timetable. Reduced instances of poor behaviour in the classroom.	Broadhaven timetable. School Website profile	
Engage with external agencies such as Youth Service and Cynydd, and private agencies such as Kip McGrath and Greenlinks, to provide support for our vulnerable learners.	CP/AB/AA/AJ	Ranging from free Cynydd services up to £30 per session per person for Kip McGrath	September 2018 and ongoing.	Vulnerable learners are given opportunities to have small group tuition, 1-1 tuition, outdoor provision. Provision is more suited to pupils' needs. Reduced instances of poor behaviour in the classroom.	Alternative provision timetable	
Ensure that vulnerable learners are prioritised for ELSA, Youth Worker and counsellor sessions.	AA/AB/KSC os	ELSA worker	September 2018 and ongoing.	Vulnerable learners feel supported, and therefore able to make a positive contribution to the school. Fewer instances of emotional outbursts leading to poor behaviour.	ELSA and Youth Worker records.	
Review Year 8 options process and offers, so that the curriculum meets the needs of all learners.	REL/ AB. TC / FK	Leadership Time	September 2019 and ongoing	Monitored by the GB P{performance Committee There are KS4 curriculum routes suitable for all learners	SLT Minutes Governors Minutes School Website presence	

6. Pupils are more independent and resilient and contribute positively to the ethos of the school.

Introduce Pupil Behaviour Conferences.	FK/CP/AB/KSCos	Time - day per term.	Spring Term 2019 - First conference. Summer Term 2019 - Pupils feed back to school council. Autumn Term 2019 - Second Conference Spring Term 2020 - Third Conference	Pupils able to articulate what they expect from peers in respect to behaviour. Behaviour ambassadors are nominated and appointed. Behaviour ambassadors take a leading role in prefect system, and work with KSCos on identifying high-tariff behaviours. Behaviour ambassadors are role models around the school.	Conference registers. Minutes of School Council Meetings.	
Extend Sixth Form Prefect system to assist in corridor behaviour.	JoJ	Minimal costs / badges / Prefect rewards trip costs.	July 2019 - Term 1 2019-2020	Visible presence in the corridors to support staff and acting as role models. Each Leadership Team member has been allocated a link year group to attend Assemblies and will be supported by Prefects in aiding Year group activities / charities / Sixth Form recruitments / House links	Prefect duty rota for daily support and extra-curricular events.	
Rewards are used to reinforce positive behaviour: • Verbal praise • House points • Postcards home • Mentions in assembly • End of term rewards assemblies • Certificates • Rewards trips	CP/HoYs/HoHs/AB/KSCos/All staff	Ranging from no cost, to cost of certificates, to cost of buses for reward trip.	September 2018 and ongoing. December 2018 - Year 11 Rewards Trip. December 2018 - Year 7-	Pupils feel that their hard work and good behaviour is recognised. Pupils have an incentive to work hard and behave well.	ClassCharts/BehaviourWatch data. Assembly scripts. Rewards Trips lists.	

			10 Rewards assemblies. April 2019 - Year 7-10 Rewards assemblies May 2019 - Year 11 ROA Ceremony July 2019 - KS3 and Year 10 Rewards Trip. September 2019 - Review of rewards process.			
Rolling programme of assemblies to develop and embed whole-school values which are quality assured.	CP/HoYs/HoHs/AB/KSCos	None	September 2018 onwards	Assemblies inspire pupils to make a positive contribution to school life and the community. Pupils provide positive role models to their peers.	Assembly scripts	
Improve participation of all pupils in school life via the House/Vertical Mentor system.	AA/HoHs	None/Staff time	September 2018 - Bake Sales April 2019 - House football June 2019 - School Fete	Activities cater for our full range of pupils. Pupils are enlisted to both compete/take part and take leading roles. Pupils are more invested in school life.	Records of House events	

			July 2019 - Sports Day October 2019 - House Plays			

R3 Improve the quality of teaching and assessment

Lead responsibility: Mrs S Smith 2018-2019 Lead Responsibility : Mr T Crichton and Mrs S Smith 2019-2020	Link Governor: Mr Paul Culyer Governor Monitoring : The Governors Performance Sub Committee

OBJECTIVES

1 Provide good quality support for staff identified as requiring improvement so that teaching is good or better in most lessons.

2. Planning is good or better in mot lessons and ensures that there are strong links to prior learning; a high level of challenge, there is progressive development of pupils' cross curricular skills. Lesson planning ensures that there are strong links to prior learning and a high level of challenge.

3. Quality of written feedback is precise and results in a purposeful response from pupils; supporting them in making good or better progress.

4. The quality of questioning is good or better so that pupils' recall of prior learning can be effectively gauged ;verbal answers are skilfully developed ; understanding is probed to challenge and deepen learning.

5. Improve pupils' oracy skills so that they give well -developed responses that reflect higher order thinking skills

	No progress/ not started		Limited progress		Complete

Action	Who/ Lead	Budget/ Resources & source (EIG/PDG/other)	Monitoring	Impact / Outcome	Evidence source	RAG Status
1. The quality of teaching is good or better in many lessons.						
● **Provide quality support for staff whose teaching is identified as requiring improvement.** ➢ initial identification of staff ➢ Provide CPD for HOF's in improvement processes and difficult conversations	Headteacher/ SS/ SLT / HOD's Headteacher / SS/ TDT	Improvement programme for teaching 4 days cover per teacher , £720 CPD 2 day HOF Conference £4760 plus expenses Line Management	**All strands monitored by SLT/ HOF/ LM process. Reported to SLT weekly. Performance Committee, CA and LA improvement Board updated half termly.** May 2019 - SS / SLT observations and book scrutiny June 2019 - SS CPD	Bespoke and personalised intervention programmes are beneficial and result in teachers moving from RI to good judgements.	CPD Evaluations Action Plans Minutes of Meetings Learning Walks Lesson Observations Pupil Work Listening to learners	

Intervention programmes begin ➢ Progress Review ➢ Evaluate impact as part of Performance Management - summative judgements and further action as required ➢ Ongoing identification of teachers who require support resulting from Headteacher PM observations	SS/ HOD's SLT/ HOD's SLT / HOF's HT/ SLT	fortnightly meetings Line Management fortnightly meeting Performance Management Meeting Formal Lesson observations for all teaching staff HT observes all teaching staff Bespoke CPD programmes arranged	evaluations June 2019 - SLT line managers / HOD's July 2019 - SLT line managers , HOD's September 2019 - SLT line managers / HOD's September 2019 - FK and SLT lesson obs. May 2019 - May 2020 FK lesson observations SS- CPD support of programme Resume cycle September 2020		Performance Management Documentation

Extend incremental coaching model to all core departments and at least 5 others. ➢ Fortnightly coaching sessions for participating departments ➢ Provide CPD for HOF in effective incremental coaching ➢ Evaluate and refine plans for next academic year ➢ Continue incremental coaching in faculties ; provide further CPD as required	SS/ BB/ HOD's	4 days cover , £720 CPD budget 7 x 2 hours cover £540	**All strands monitored by SLT/ HOF/ LM /SS process. Reported to SLT weekly. Performance Committee, CA and LA improvement Board updated half termly.** March 2019 - SS / BB June 2019 - evaluation, SS July/ September 2019 - SS/ HOF SS, HOF half termly reviews October 2019, December 2019 , February 2020 , April 2020 , June 2020 Continue cycle September 2020 onwards.	Coaching outcomes inform self-evaluation and improvement planning ;results in teachers moving from RI to Good judgements	Staff feedback Lesson Observations Pupil Work Pupil Outcomes Listening to learners Department Minutes Staff feedback	

2. Improve the quality of planning so that there are strong links to prior learning and a beneficial level of challenge.

● **Provide good quality support for planning effective SOL and lessons so that there is: strong progression of subject and cross curricular skills; links to prior learning; a beneficial level of challenge (SOLO taxonomy).** ➢ Publish revised formats for LP and SOL	CC/ SS	Leadership Time Department Meetings 12 days cover £2160	**All strands monitored by SLT/ HOF/ LM process. Reported to SLT weekly. Performance Committee, CA and LA improvement Board updated half termly.** February 2019 – SS Shared with staff	Reduced variation in the quality of planning within and across departments so that most is good or better. SOL and formal assessment tasks reflect effective progression and challenge. Parents informed of programmes of study through curriculum maps on website (April 2019).	New schemes of learning Lesson plans Pupil work and outcomes Listening to learners Department minutes Learning walks Lesson observations	

➢ Provide models of LP and SOL (to include demonstration of visible progression of CCR)			March 2019– SS Models shared and used for future planning.			
➢ Provide CPD for HODs on effective medium term planning using SOLO taxonomy			April 2019 – BB Inset plans			
➢ Build in collaborative planning as part of development days			March 2019 – SS Cover records			
➢ Department meetings used to evaluate planning and identify areas for improvement			May 2019/As calendared SS, HODs - minutes			
➢ Plan SOL for new year 9 KS4 curriculum			SS – HODs Term 1 (July2019) Term 2 (December 2019) Term 3 (April 2020)			
➢ CPD meetings 2019-2020 to focus on quality of planning			Half termly meetings (as per calendar)			

3. Improve the quality of questioning so that recall of pupils' prior learning can be effectively gauged ; pupils' verbal answers are skilfully developed ; pupils' understanding is probed to challenge and deepen their learning.

• **Reduce variation in the quality of questioning:**	SS		**All strands monitored by SLT/ HOF/ LM process. Reported to SLT weekly. Performance Committee, CA and LA improvement Board updated half termly.**		Learning walks	
➢ re-publish expectations re. good practice		Leadership Time		Reduced variation in the quality of questioning so that it is good of better in most lessons.	Listening to learners	

➢ provide CPD on Lesson Study; include questioning as a focus for Lesson Study		CPD Friday		Questioning assesses recall of prior learning, develops pupils' responses , challenges and deepens learning.	Performance Management Lesson observations IRIS connect clips
		Bespoke / CPD Friday / Cover £	February 2019 - SS		
➢ provide additional CPD for relevant staff (learning walks, IRIS Connect film club)			April 2019 - SS		
		Directed Time			
➢ Use IRIS to capture and share good practice			June 2019 - Sept 2019 SS/ FK Staff identified from PM observations , receive CPD (IRIS , peer observations)		
			July 2019 - SS 3 examples of key strategies filmed ; wait time ; no opt out; turn and talk		
			September 2019 - IRIS clips used as part of CPD programme. 3 examples of key strategies filmed ;wait time; no opt out; turn and talk		
			October 2019 - July 2020 IRIS clips used as part of CPD programme		
			September 2020 - July 2021 develop use of IRIS to showcase best practice and reduce within school variation		

4. Improve the quality of verbal and written feedback so that it is precise and results in a purposeful response from pupils.

Provide quality support for staff whose feedback is identified as requiring improvement. • SLT/HOD in depth book scrutiny • Staff identified • SLT reviews at leadership meetings – RIs and dept. rota • HOD interventions/improvement programmes • Provide CPD for HOF on improvement processes and difficult conversations • Develop pupil marking expectations for subjects to share in books based on English Dept. model • SLT/HOD in depth book scrutiny. • Evaluate impact as part of PM; further action as required	SS/ SLT / HOD's	Leadership Time Line Management Meetings SLT Meeting SLT Meeting Line Management Meetings HOF Conference Leadership / HOD Meeting time Leadership Time / Department Meetings	**All strands monitored by SLT/ HOF/ LM process. Reported to SLT weekly. Performance Committee, CA and LA improvement Board updated half termly.** December 2018 - SS Book Scrutiny outcomes January 2019 - SS February 2019 - SS/SLT March - July 2019 SLt/ HOD's June 2019 - SS CPD evaluations September 2019 - subject marking expectations developed and implemented September 2019 July 2019 - SS/SLT	The variation in quality of feedback is reduced so that it is good or better in most lessons. Parents informed by showcasing good practice on the school's website	Pupil Work Pupil Outcomes Listening to learners Pupil Subject Leader feedback Policies	

● Continue SLT in depth book scrutiny as part of QA cycle	TC/ SLT	Arranged Leadership Time with development time /cover if necessary Leadership Time December 2019 - May 2020	June 2019 /SLT July/ September 2019 SS/SLT Monitoring outcomes used to evaluate the impact of interventions and to plan further actions as appropriate. Continue cycle 2019-2020		
● TLR's to regularly evaluate the quality or written feedback across all of a pupil's subject to share good practice and discuss strategies for addressing underperformance Review of work Review of work 2 Ongoing evaluation as part of HOF meetings	BB TC	Middle leader meetings CPD session delivered Collaborative book scrutiny in AOLE's / Faculties Meetings calendar	**All strands monitored by SLT / HOF /LM process. Shared with Link Govs / Perf. Committee** April 2019 June 2019 September 2019 - December 2019	Good practice shared Reduction in the variation in quality of written feedback	Pupil Work Minutes of HOD's meetings
● **Incorporate Key Stage 5 work sampling into termly scrutiny**	JoJ SLT KS5 Teachers	Leadership Time (possibility of Drop Down Day cover to	**All strands monitored by SLT/ HOF/ LM process. Reported to SLT weekly**	Improved support and scrutiny of all KS5 teaching staff. Greater consistency in pupil work scrutiny across all key stages.	Improvement in quality of set tasks, marking and student outcomes

		enable KS5 monitoring days)	**via AJ Performance Committee, CA and LA improvement Board updated half termly**. September 2019			

5. Improve pupils' oracy skills so that they give well developed responses that reflect higher order thinking skills

● **Develop whole school approach to oracy** ➢ Introduce whole school oracy strategies and resources to raise the profile of oracy alongside literacy and numeracy ➢ Create oracy pioneers PLC group to trail strategies and approaches to improving teaching and learning through oracy ➢ Develop use of oral rehearsal to support extended writing	CC	INSET CPD Training Middle Leader meetings Fortnightly meetings	**All strands monitored by SLT/ HOF/ LM process. Reported to SLT half termly.** Performance Committee, CA and LA improvement Board updated half termly. September 2018 February 2019 April 2019 December 2018-June 2019	Understanding of four strands for oracy and what progression in oracy 'looks' like Action research projects Sharing best practice oracy bank on IRIS	Lesson observations Lesson plans Listening to learners IRIS clips Project feedback	

R4: Improve monitoring and provision of support for standards of achievement and wellbeing

Lead responsibility: Mrs Alyson James and Mrs Ann Andrews 2019-2020 Monitoring : Mr Andrew Barlow and Mrs Fiona Kite	Link Governor: Mrs Kathryn Lee Monitored by the Pupil Discipline Committee

Objectives

1 Improve the consistency of delivery of provision for care, support and guidance so that
- all leaders monitor effectively and respond robustly to poor pupil behaviour and significantly reduce the negative and disruptive behaviour of a minority of pupils over time
- there are strong procedures to evaluate the impact of the support for vulnerable pupils at the Broadhaven provision and for those pupils with weak skills in the special learning centre.
- arrangements for dealing with incidents of bullying and poor behaviour are robust

2 Improve the procedures to evaluate the impact of interventions and track pupil progress so that the school's arrangements to monitor pupil progress are effective and succeed in ensuring stronger outcomes at the end of key stage 4 in most indicators

3 Ensure that provision for ALN needs are consistently addressed within the classroom so that all teachers use information from IDP's appropriately in their teaching and their planning

	No progress/ not started		Limited progress		Complete

Action	Who?	Budget/ Resources & source (EIG/PDG/other)	Timescale and Monitoring	Expected change/impact	Evidence source	RAG Status
1. Improve the consistency of delivery of provision for care, support and guidance.						
• Implement a termly Vertical Mentor Monitoring programme to ensure that behaviour is consistently addressed through mentor sessions and theme of the week	SLT/HoY's SLT/ KSco's from September 2019	Leadership Time	**Monitored by SLT /AA** March 2019 **Monitored by AB/AA from September 2019 and reported to SLT and GB Pupil Discipline Committee/ LA weekly Inclusion Team Meeting**	Improved consistency across all Vertical mentor groups	Vertical Mentoring Monitoring Listening to learners Reward	

Action	Lead	Time/Resources	Timescale/Monitoring	Success Criteria	Evidence	
• Audit the delivery of PSHE to ensure regular termly coverage of anti-bullying, resilience and self-esteem	Hoh/Head of PSE/AA	October 2019	completed December 2019 Survey results reported to SLT and GB Pupil Discipline Committee	Most pupils have improved understanding of their behaviour and its impact	Pupil Surveys	■
• Assemblies offer additional support and guidance and promote resilience and collaboration	HoH/ Heads of year and Key Stage	School Day/ Leadership Time	January 2019 on going Quality of assemblies monitored by SLT	Most pupils have improved understanding what skills they need.	Assembly rota SLT notes on visits	■

2. Improve the procedures to evaluate the impact of interventions and track pupil progress so that the school's arrangements to monitor pupil progress and effective and succeed in ensuring stronger outcomes at the end of key stage 4 and 5 in most indicators.

Action	Lead	Time/Resources	Timescale/Monitoring	Success Criteria	Evidence	
• Monitor pupil progress within subjects (at KS3, KS4 and KS5) routinely. Ensuring to identify and monitor pupil groups (BOY/GIRL/eFSM/ALN)	AJ Admin All staff	Leadership Time CPD Time	September 2019 and ongoing- half termly **Pupil Progress monitored by AJ/AB/TC , reported to SLT and GB Performance Committee**	Close scrutiny of progress. Many pupils demonstrate progress in line with targets. Enables effective intervention	Whole School Calendar SIMS SMID Live data (from 09/19	■
• Close tracking, challenge and support for KS5 pupils targeted to achieve 3A*-A	JoJ HoDs	Key Stage Leader time Leadership Time	March 2019 and ongoing - monthly **Pupil Progress monitored by AJ/AB/TC , reported to SLT and GB Performance**	Closer scrutiny of progress of all students more frequent and informative learner dialogue so that many targeted students achieve 3 A*-A grades	Whole School Calendar Tracking reports More productive & timely interventions	■
• See R1 -Establish a school policy of responding to data drops to include actions by all staff.	AJ/ AB/ TC All Staff					see R1

● Establish a system of recording interventions both within subject areas and pastorally. Develop tracking to show progress across data drops	AJ HOY HODs	Implementation of Behaviour watch learning intervention tab	July 2019 September 2019 **Monitored by SLT**	Register of interventions collated Outcomes added to register to analyse effectiveness of interventions,	Improved KPI Increased awareness of effective interventions.	
● Establish and maintain Sixth Form Anti-Bullying and Primary Transition Mentors	JoJ Prefects	Key Stage Leader time Leadership Time School Council Time Training for mentors	September 2019 - October 2019 **Monitored by AJ/AB/ School Council , reported to GB Pupil Discipline and wellbeing committee**	Earlier engagement between KS4 and 5. Year 10 MAT and Sixth Form Buddying. All pupils will know the routes to report bullying and how to respond to it.	Buddy system in readiness for Autumn 2 2019 though redirected to Year 7	
● Engage in Sixth Form recruitment from Year 10 for earlier promotion of KS5 options at YHT. Positive impact on KS4 outcomes. Use Sixth Form specific video promotion for website in subsequent recruitment.	JoJ CJ	Assembly time Promo video costs	September 2019 and ongoing **Monitored by AJ/ AB/ FK**	Increased Sixth Form enrolment 2020, especially from MAT pupils	Video KS4 Outcomes 6th Form recruitment	
● Further develop experiential learning opportunities at Higher Education institutions for KS4 and KS5 (OxBridge, Bath, Cardiff, Swansea, UWTSD, Aberystwyth)..	JoJ (HG for KS4)	Cover costs / Ed Visits funding / Seren Leadership Time	Ongoing **Monitored by AJ/AB**	Maintain exceptionally high HE progression rate from YHT whilst increasing Sutton Trust T30 / Russell Group recruitment. Impact on KS4 aspirations / retention into Sixth Form. 99% of pupils begin university courses	UCAS Destination Report Pupil & parental engagement and recognition of achievement in ROA Ceremony	

3. Ensure that provision for ALN needs are consistently addressed within the classroom so that all teachers use information from IDP's appropriately in their teaching and their planning.

● ALNCO and Head of LRC undertake pupil trails and learning walks to	AA/NT/RP/ SB/ Special Learning Centre	Leadership Time	September 2019 and monthly	Strategies are visible within teaching and learning. Feedback to be provided to departments on meeting ALN needs.	Pupil trail observation sheets	

evaluate how IDP's and Pen pictures are used within the classroom.	Staff/Broadhaven Staff		**Monitored by AA/ AB and reported to SLT,**	Improvement observed in many lesson for following IDP's	Outcomes of learning walks IDP's updated online through ClassCharts and provision map/Edu key	
● Develop a tracking system for all pupils accessing the Special Learning Centre/Learning Resource Centre/ Emotional Support/ Broadhaven to assess progress.	AJ/AA/ AB	Leadership Team Time Development of Behaviour Watch	September 2019- October 2019 **Monitored by FK and reported to SLT and GB Pupil Discipline Committee**	Pupils access the curriculum and overcome any barriers to learning that their ALN presents Data is analysed termly and additional intervention put in place for those pupils not progressing (LIPS) Parents are contacted for 1:1	Behaviour Watch intervention logs/ SMID Data tracked through SIMs/ spreadsheets	
● Monitor pupil progress in Broadhaven by Boxall Profile. Staff trained to use Boxall Profile	AA/Broadhaven Staff	Leadership Time CPD time	September 2019- November 2019	Pupils appropriately identified and progress tracked	Boxall Profiles	
● Departments to include differentiation in their planning and ALN needs discussed at departmental meetings	AA/SS/BB/ NT/SLT	Staff training CPD Time Leadership Time Line Management	Ongoing **Monitored through Learning Walks, reported to SLT and to Pupil Discipline Committee**	ALN needs met within the classroom	Schemes of Learning Seating plans Book Scrutiny and Lesson Observation	
● Raise awareness and understanding of the and ALN friendly classroom. Strategies for ALN needs published in PWLS half termly with regular updates.	AA/Head of LRC	Leadership Time Use of behaviour watch intervention tab	Ongoing **Monitored through learning walks and pupil trails**	Staff confident in meeting ALN within mainstream classroom	Staff room displays PWLS notices Email briefings Articles Behaviour Watch	

R5: Strengthen the effectiveness and accountability of leaders at all levels

Lead responsibility: Mrs Fiona Kite , Mr Ben Barraclough and Mrs Sarah Smith 2018-2019 Lead Responsibility: Mrs Fiona Kite and Mrs Sarah Smith 2019-2020	Link Governor: Mr Paul Culyer and Mr. Brian Pratt Monitored by the Pay and Personnel Governors Sub Committee

Objectives

1 Reduce the variation in the quality and effectiveness of curriculum leaders so that they secure worthwhile improvements to pupil outcomes and the quality of teaching and learning. All have competent leadership skills and are clear about all the important aspects of their role. All curriculum leaders' assessments of the performance in their areas are highly evaluative and not overly generous.

2 Embed effective processes so that leaders are held to account. All line management meetings have a focus on strategic issues such as improving the quality of teaching, meeting national priorities and reducing the impact of poverty on attainment. All performance management objectives for improving teaching and learning are specific.

3 Ensure that pastoral leaders' evaluations of the effectiveness of their work secure worthwhile improvements to standards of behaviour and attendance. Pastoral leaders' evaluation of the effectiveness of their work is highly evaluative and not overly generous and important areas for development , such as behaviour, and attendance are being addressed quickly enough.

4 Ensure that professional learning has a beneficial impact on the quality of leadership and learner outcomes. All teachers engage well with quality improvement and professional learning opportunities and these have an impact on standards and well - being.

.5 Ensure that PDG is used so that it successfully addresses the impact of poverty on pupils' standards and outcomes for e FSM pupils are in line with similar schools.

	No progress/ not started		Limited progress		Complete

Action	Who?	Budget/ Resources & source (EIG/PDG/other)	Timescale and Monitoring	Expected change/impact	Evidence source	RAG Status
1. Reduce the variation in the quality and effectiveness of all curriculum and pastoral leaders.						
• **Support middle leaders in evaluating their work and that of those they manage** ➤ Provide models of key processes - SER/ SDP , SOL, LP's, Minutes, formative feedback, PLP's	BB BB / HOD's	 Leadership Time	**Monitoring by SLT line managers ,Link Governor Performance Committee of GB and LA Improvement Board**	Consistency of approach between departments and AOLE's	Departmental areas Google Drive	

➤ Undertake joint work scrutiny with each other and line manager ➤ Create a HOD/ HOF Buddy system : pair up middle leaders requiring development with those already more developed ➤ Needs focused 1-1 meetings between BB/ RD and HOD's ➤ CPD to support HOD's in accurately assessing the quality of teaching and learning in lesson observations, providing valuable feedback and empowering them to subsequently challenge and support effectively. ➤ Line Management process to challenge and support the evaluation of work	BB BB/ HOD's TC/ SS SLT / HOF's / KSCo	Development Time Development Time / Meeting Time CPD HOF's Conference (June 2019) Meeting Time SLT Meetings Meeting Time SLT Meetings	November 2018- July 2019 April 2019 - June 2019 September 2018 February - July 2019 September - October 2019 **Monitoring by SLT line managers ,Link Governor and Performance Sub Committee of GB** September 2019 - July 2020	Improved confidence and consistency in scrutiny outcomes Reduced variation between quality of middle leaders	Monitoring documentation /outcomes Meeting minutes Self-assessment documentation	
● **With Governors and HR, put forward proposals for a SLT + TRL structure that provides (albeit three years protection) a saving to the school as well as focus on school improvement priorities. Ensure equality in teaching loadings and management time**	FK Governors LA - HR	SLT Time Consultation period	**Monitoring by Chair of GB, LA Improvement Board, Pay and Personnel committee** January 2019 - May 2019 for September 2019	More efficient deployment of staff to lead school improvement priorities	Staffing structure Governors Minutes	

2. Embed effective processes so that leaders are held to account.

● **Ensure Performance Management is effective in holding leaders to account.** ➤ Set challenging and measurable Performance Management targets ➤ Introduce a more robust mid-year PM review.	FK/SS/ TC	Leadership Time	**Monitoring by HT, Performance Committee, LA Improvement Board, Full GB** July/ September 2019	Performance Management Objectives are robust and	Performance Management documentation	

➢ Implement new PM process using the new PSTL and 360 review ➢ Provide additional CPD for leadership of new Standards		Leadership Time CPD Friday	FK/ SS - PM targets agreed and reviewed for quality. Process reported to Governing Body April 2019 - SS/ BB trail in English Department , to be evaluated in May. June 2019 - SS provide CPD in use of 360 review Half Termly - BB/ PD materials/ records	enable teachers and leaders to be held to account. Performance Management process is more rigorous and effective in holding teachers and leaders to account	CPD Materials Staff evaluations	

3. Continue to strengthen professional learning.

● **Provide quality Leadership CPD for new HOF so that it has a good impact on standards (developing and securing a vision; securing accountability; difficult conversations; improvement processes; reducing the quality of WDV in specific areas of planning, questioning, quality of feedback and CCRs).** ➢ Plan AOLE conference ➢ Hold conference; evaluations and action plans guide further CPD ➢ Line management meetings and PM process used to monitor and evaluate the impact of CPD on leadership and standards of teaching and outcomes. ➢ Devise strategy for reducing within faculty variation ➢ Review process	SS SS SLT line managers/ BB SS SS/TC/FK	2 day HOF conference £4760 plus expenses PM and Line Management Meetings Leadership Time CPD Time	**Monitoring by GB Performance Committee, HT Performance Committee/ CA and LA Improvement Board** April - May 2019 June 2019 - CPD materials and evaluations September 2019 October 2019 December 2019 April 2020	Reduced variation in the quality of middle leadership. Leadership has a good impact on teaching and standards in most cases.	Programme Teacher evaluations Line management minutes standards of teaching and outcomes	

		Leadership Time	July 2020			
● **Provide quality Leadership CPD for new Key Stage Coordinators so that it has a good impact on standards (developing and securing a vision; securing accountability; difficult conversations; improvement processes; reducing the quality of WDV in specific areas of planning, questioning, quality of feedback and CCRs).** ➢ Plan conference ➢ Hold conference; evaluations and action plans guide further CPD ➢ Line management meetings and PM process used to monitor and evaluate the impact of CPD on leadership and standards of teaching and outcomes. ➢ Reducing within year group variation ➢ Review process	SS/ TC/ AB AB/ TC/ FK	2 day KSC's conference £4760 plus expenses PM and Line Management Meetings Leadership Time CPD Time Leadership Time	**Monitoring by DHT/HT Performance Committee** September 2019 - CPD materials and evaluations October 2019 January 2020	Reduced variation in the quality of middle leadership. Leadership has a good impact on teaching and standards in most cases.	Programme Teacher evaluations Line management minutes standards of teaching and outcomes	
● **Establish PLCs for non-TLR holders to address key areas for improvement: planning, questioning, challenge, cross curricular responsibilities, feedback** ➢ Plans in place ➢ Implement ➢ Interim progress checks and final evaluation	SS	plans in calendar/agreed Focus and groups agreed PLC's commence December 2019 , Apr 2020, July 2020	**Monitoring by SLT , and GB Performance Committee** June 2019 September 2019 Progress checks every half term according to calendar.	Action research cycle supports the reduction of variation in the quality of key areas so that they are good or better in most case	Action research reports Lesson observations Book scrutiny Planning documents	

			Evaluate impact July 2020. Renew cycle Sept. 2020.			
● **Professional learning visits take place to identify good practice in relation to addressing underperformance and reducing the variation in the quality of middle leadership.**	SS/SLT	8 days cover plus expenses £1440 CPD budget	**Monitored by HT and included in HT report to Governors** SS- coordinate and ensure evaluation of visits ; follow up implementation of any good practice identified 2018/19 HT 3 Treorchy HT 4 Crickhowell HT5 - Newport HT6 - Abersychan HT1- Dwr y Felin HT2 - 2019/20 HT3 HT4	Effective practice identified and implemented to reduce variation in the quality of middle leadership and how underperformance is addressed so that the quality of leadership is good or better in most cases	PL visit reports Evaluations of changes to practice	
● **Introduce IRIS Connect as part of Lesson Study triads to reduce variation in the quality of questioning, challenge, APK/progression.** ➢ CPD for Lesson Study and IRIS Connect ➢ triads commence ➢ evaluate impact of Lesson Studies ➢ renew cycle	SS	CPD time IRIS £10,000 over 3 years RCSIG	**Monitored by TC/ SS and fed back to Performance Committee** April 2019- arrange CPD May 2019- Structure and focus established July- September 2019 - SS plan CPD sessions to enable triad working and evaluation of impact July 2020	Reduced variation in the quality of questioning , challenge and APK	Learning Walks Lesson observations Pupil work and outcomes Listening to learners Staff feedback IRIS Clips Evaluations	

4. PDG ensures eFSM learners make good progress in line with similar schools

● **Robust and effective planning for PDG spending to disproportionately support eFSM learners**	CC/ NM / SS	Leadership Time	**Monitored by the PDG/ EFSM Achievement Coordinator / SLT /**	Strategic planning and responsibility for eFSM	spending plan and end of year evaluation	

➢ Pupil Development Grant lead to oversee PDG spending and source other funding ➢ Employ a dedicated learning coach ➢ Fully resourced support HWB ➢ Literacy and Numeracy support intervention ➢ Trips/ experiences and nurture spending planned and impact evaluated ➢ Close liaison with school business manager ➢ Appointment of TLR position - PDG /eFSM Achievement Coordinator ➢ Visits to similar schools to identify savings and adaptations to be made to spending plans ➢ Regular monitoring and value rating to ensure effective utilisation of all services paid for from PDG ➢ Support and planning meetings with ERW lead for PDG Dylan Williams ➢ Achieving wellbeing programme in place , funded by ERW to support eFSM learner progression		CPD Time	**Governors Performance Committee** January 2018 - January 2019 From September 2019	Learner support and progression Regular planning meetings to adapt and tailor bespoke support Improved opportunities and raised aspirations.	Reports on action research projects undertaken Minutes of meetings with LG and HOD's	
● **Ensure that a robust tracking system analyses data against the new performance measures at KS4 and KS3 levels to ensure a focus on eFSM pupils at every grade boundary**			**Monitored by the PDG/ EFSM Achievement Coordinator / SLT / Governors Performance Committee**			

Annexe 1 : Summary of Support , challenge and intervention from the Local Authority , Pembrokeshire County Council	2018-2020 and 2019-20
● Termly standards meeting with Mrs Fiona Kite , Headteacher and Chair of Governors x 3 times a year with Kate Evan Hughes, Director of Children , Schools and Families and Steven Richards Downes, Deputy Chief Officer. Arranged at a mutually convenient time.	x1 in 2018/2019 x 1 booked for 16/9/19
● Termly Improvement Board meeting, chaired by LA for monitoring of the school's improvement. Headteacher and /or her representatives attend with nominated Governors. Calendared. x3 per annum	x3 in 2018/19
● Meeting with ERW to discuss brokerage of support for Ysgol Harri Tudur/ Henry Tudor School	x1
● Monthly Directors PASH - a monthly meeting of the secondary Headteachers in Pembrokeshire Local Authority	Monthly
● Half Termly Headteachers Meetings to share practice, participate in workshops and be informed about Welsh Government updates	Half termly
● Weekly LEA meeting with the Inclusion Service and Assistant Headteacher from Ysgol Harri Tudur / Henry Tudor School to provide discussion and support for pupils with challenging and complex behaviours	Weekly in Spring and Summer Term 2019
● Equivalent of x 2 days of support from LA Behaviour Support Manager (although not consecutive)	Spring/ Summer 2019
Annexe 2 : Summary of Support brokered and planned with ERW	
● Programme of visits from Secondary Support Team and Roger Davies have focused on middle leadership support	06/11/18 BB/RD Focus: overview of provision for middle leaders; formulation of plan to address needs 04/12/18 BB/RD Focus: planning middle leader development programme 19/02/19 BB/RD Focus: update on progress; co-delivery of

	development session 26/03/19 BB/RD, BM/RD Focus: Yr11 progress; meeting with BM (Head of Maths)
● ERW Leader of learning visits - Science / English/ Maths	English: 01/02/19 Lit exam techniques (dept.) 05/03/19 planning meeting (BB/JS) 08/03/19 Lang exam training (dept.) 11/03/19 target group support 22/03/19 Lit training session (dept.) Maths: ● training session on problem solving strategies delivered to the department on a CPD Friday ● delivery of a session (to 4 groups of pupils) at the year 11 revision day at the Bridge Innovation Centre ● support with SR in a year 7 class. This has involved team teaching and was across several visits ● attendance at the usual HoD meetings ● HG has attended one session for teachers wishing to retrain as maths teachers Science ● Tracking of year 10 results ● Targeting of pupils for intervention in year 10 ● Changes to entry in year 10 (applied science) ● Systems and procedures

	for developing accountability ● Assessment plans/checklists ● Future of AOLE curriculum

Annexe 3a

Record of Continuing Professional Development for 2018-19	
Child protection and Prevent update for all teaching and support staff	September 2018
Pivotal practice updates for all teaching and pupil facing support staff	September 2018
New Professional Standards for Teaching and Leadership & Professional Learning Passports	Sessions on Professional Standards for Leadership delivered: 04/12/18 Leadership 19/02/19 Collaboration 03/05/19 Professional Learning 07/06/19 Pedagogy/Innovation (Inc. PLPs)
Promethean boards training for teaching staff	1/10/18
Google Classrooms training for teaching staff	Half termly sessions
Inquiry and dilemma led learning	22.10.18 10.6.19 21.6.19
Professional learning passports	17.9.18 15.2.19
New Curriculum for Wales	AOLE sessions w/b 22.10.18

Pembrokeshire vision for behaviour	26.11.18
Signs of Safety	4.2.19
Lesson Study	12.4.19
IRIS Connect	12.4.19
Activating prior knowledge	3.5.19
Middle leadership - Leading pedagogy, collaboration, professional learning, leadership, Innovation	see notes for New Professional Standards for Teaching and Leadership & Professional Learning Passports
Middle leaders - quality of planning to ensure challenge	12.4.19
Heads of Faculty: creating a culture of learning, accountability and development; creating and delivering a vision; developing a team; enabling professional learning; managing change; having difficult conversations; developing positive accountability.	17.619 18.6.19
Department time to address subject specific professional learning needs	January 2019 February 2019
Induction programme for x2 new Deputy Headteachers over 5 days or equivalent	HT - June- August 2019

Annexe 3b

Planned Continuing Professional Development for 2019-20	
Child protection and Prevent update for all teaching and support staff	**4.9.19**
Pivotal practice updates for all teaching and pupil facing support staff	**September 2019**
Physical Literacy - Dr Nalda Wainwright with all primary cluster school colleagues	**2.9.19**
Middle leadership - reducing the quality of within faculty variation	**September 2019**
Key stage Coordinators -creating a culture of learning, accountability and development; creating and delivering a vision; developing a team; enabling professional learning; m having difficult conversations; developing positive accountability.	**September 2019**
CPD to address Estyn priorities	**Half termly TLCs as calendared.**
New Curriculum for Wales	
EFSm/ PDG co-ordinator will represent the school as EFSM champion at the LA CPD event throughout 2019-20	**Half termly sessions** **2 PL weeks: October 2019, June 2020**

Annexe 4 - PDG Spending Plan 2019/20

PDG Spending Plan 2019-20

Serial	Item	Cost KS3 (466)	Cost KS4 (426)	Running totals	Supporting Calculations Salary cost	Salary	Outcome
	Staff salary costs						
1	PDG Champion - 85% (Cath Cumine)	£ 29,925	£ 19,950	£ 49,875	75% of a salary @	66500	49875
2	PSO (x4) - 60%	£ 31,680	£ 21,120	£ 52,800	60% of 4 @ £22000	88000	52800
3	Youth Worker (FT)	£ 7,200	£ 4,800	£ 12,000	60/40 split of a salary of £12000	12000	
4	Literacy Assistant (FT) - 60% (Jo Bradley)	£ 12,600		£ 12,600	60% of a salary @21000	21000	
5	Numeracy Assistant (FT) - 60% (Elizabeth Brown)	£ 12,600		£ 12,600	60% of a salary @21000	21000	
6	High Level teaching Assistance (x3) - 60%	£ 23,760	£ 15,840	£ 39,600	60% of 3 x £22000	66000	39600
7	SLC LSA	£ 5,000	£ 3,400	£ 8,400			
8	Contributions for pupils educated at the PLC & Priory	£ 28,000	£ 3,000	£ 31,000			
9	Learning Coach - Lynda Gould	£ 12,600	£ 8,400	£ 21,000		21000	
10	Employability Skills (0.5 x TA) - Sue Beasley		£ 12,500	£ 12,500		25000	
	Curriculum costs and Learning Support aids						
11	Staff training (inc continuation training)	£ 3,300	£ 2,275	£ 5,575			
12	Alternative Curriculum (FIVES/Apprenticeships)	£ 5,000	£ 43,250	£ 48,250			
13	Read Write Inc	£ 1,500		£ 1,500			
14	Class Charts/Provision Mapping/Pupil Passport/SMID sortware programme (50% Year 1 evenly split)	£ 2,950	£ 2,650	£ 5,600			
15	Enhanced AYP (5x60) sessions	£ 7,200	£ 4,800	£ 12,000			
16	Lexia	£ 3,500		£ 3,500			
17	Targetted intervention work	£ 4,750	£ 4,750	£ 9,500			
18	Extra curriculum support		£ 2,500	£ 2,500			
	Staff Training and support			£ -			
19	ELSA training and ECDL licences	£	1,500	£ 1,500			
20	Visits (inc careers and conferences)	£	1,250	£ 1,250			Outcome
21	Exam Breakfasts	£	450	£ 450	Total number of exams 6 Total number of pupils 50 Breakfast cost 1.5		450
22	Other resources (inc nurture boxes, clubs, stationery, reprographics and postage)	£	1,000	£ 1,000			
				£ -			
	Sub Totals	£ 195,765	£ 149,235				
	Grand Total	Total 19/20 budget £	345,000	£ 345,000			
	Allocation	207,000	138,000				
		Total budget available	345,000				
	Sub Total Difference	£ 11,235	-£ 11,235				
	Total difference		£ -				