West Monmouth School

'Believe, Achieve, Succeed'

School Improvement Plan

2022-25

West Monmouth School Improvement Plan 2022-25

Headteacher: Miss E. Jordan	School Category: Amber	Estyn Category: None
Date of last inspection: March 2016 (full)	Challenge Adviser: Rebecca Collins	Date created / revised: June 22

2016 Estyn recommendations:

R1: Improve standards in key stage 4
R2: Improve the quality of teaching and assessment
R3: Improve the quality of leadership at all levels
R4: Improve the quality of self-evaluation and improvement planning

Improvement Priorities:

Priority one:(P) Maximise pupil progress across key stages 3 and 4 (ESTYN R1)
Priority two:(S) Improve standards in core skills by developing provision across the curriculum.
Priority three:(W) Develop ethos and wellbeing
Priority four:(C) Continue to develop links with wider community
Priority five: (T&L) Develop teaching and learning within context of CfW (ESTYN R2)
Priority six: (L) Develop evaluative and reflective leadership skills at all levels (ESTYN R3 & R4)

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Progress against 2020-2022 strategic priorities:

Standards:

The disruption to learning and changes to assessment processes resulting from the pandemic make it very difficult to accurately judge progress in this area. The only meaningful data comparison would be with 2019 outcomes but this was a cohort of 11% fsm compared to 37% in the 2021 year 11 cohort. Nevertheless, performance in some KPIs did exceed that of 2019 including the average capped points score, and 5A*-A measures. The Literacy measure was also comparable to 2019 but those for maths and science were below as was the Level One threshold. The most notable feature of the data profile was the widening gaps between the attainment of fsm and non-fsm pupils. The pandemic also impacted on pupil performance at KS3 with the percentage of pupils making 2 levels or more of progress across the key stage falling slightly in 2 of the 3 core subjects. Again, a widening gap between fsm and non-fsm attainment was evident highlighting the extent to which disadvantaged learners have been disproportionately impacted by the pandemic. Work to broaden the KS4 curriculum to better engage learners was also hampered by COVID-19 and remains an area for development. However, a hub provision to support KS4 learners struggling to re-engage with school was established and this was effective in supporting approximately 20 pupils (most of whom were fsm) and ensuring that they attained qualifications. Effective and coherent systems for the tracking of pupil progress and analysis of data are now in place across the school allowing for more timely identification of and intervention to address under-achievement. However, they are not yet used consistently in all areas and thus, their impact has not yet been fully felt.

Core Skills:

Skills Leads posts now exist with responsibility for developing the effective cross-curricular delivery of literacy, numeracy and digital competency. They have begun to support faculties to develop provision within Curriculum for Wales but this work is at an early stage of development. Significant progress has been made in improving the digital skills of both staff and pupils during the pandemic due to the necessity of switching to blended learning. A great deal of professional learning time was necessarily devoted to this area at the expense of literacy and numeracy. The same was true of work around bilingualism. However, there have been several PL opportunities for staff to upskill themselves in Welsh and the school has also revived its annual Eisteddfod.

Ethos & Wellbeing:

There has been significant progress in the development of structures and provision to support pupil wellbeing. Staffing in this area has been increased, job descriptions clarified and a new wellbeing resource base called Hafan set-up. Hafan staff have undertaken training such as the Trauma Informed Schools course and are able to offer pupils a wide range of targeted and beneficial interventions. A new behaviour policy has been developed at the school called 'Ready to Learn' and this has had a very positive impact on classroom climate around the school. However, it has also resulted in an increase in inclusions and, although these have decreased steadily since the policy's introduction in September '21, reducing them further remains a priority. Attendance was hit very badly by the pandemic and levels of persistent absenteeism among vulnerable learner and members of our Gypsy Traveller community are a particular concern. Addressing these issues is a key priority for the school. During the pandemic,

restrictions and the need to maintain 'bubbles' etc. made it very difficult to engage in charity events or any large-scale pupil events and inevitably hindered our ambition to foster a 'Team West Mon' ethos. It was however possible to make progress on improving the learning environment for pupils. Significant remedial works were undertaken such as the replacement of boilers and several classrooms and corridor areas underwent refurbishment. However, many areas of our older buildings remain in a very poor state of repair due to funding constraints.

Community:

Community engagement was perhaps the area of the school's work hit hardest by COVID-19 disruption. However, technological solutions were found to maintain parental engagement such as the use of MS Teams and the SchoolCloud parents evening platform. Home-school communication has also been improved by the switch from paper-based to electronic means and social media channels are now used effectively to share information and pupil successes. For much of the pandemic, school-to-school working was impossible. However, the observing of good practice in other school has supported developments such as the new behaviour policy and also curriculum for Wales. Useful links with St. Cenydd School are now in place and collaborative work with cluster primary schools on the development of Curriculum for Wales has begun. Links with the Haberdasher's Monmouth Schools have also been revived leading to many beneficial opportunities for our pupils such as a 6th Form scholarship programme. Work to develop Careers and World of Work education has also been severely hampered with work experience, for example, being impossible. However, an annual Careers & Pathways event has been established and useful links with Careers Wales are in place to further improve provision going forward. Our Gypsy Traveller community became isolated from both school and the wider community during the pandemic and re-establishing these relationships is a key strategic priority.

Teaching & Learning:

There are now rigorous systems in place across the school to support the evaluation and development of teaching and learning. A calendar of self-evaluation activities are in place which provide a plethora of first hand evidence which supports planning for improvement and professional learning. It was not possible to fully implement these processes until the 20/21 academic year but they have supported the delivery of several appropriate and beneficial professional learning activities. Sharing of good practice (SGP) has also been established as one of the key means of improving teaching and learning in the school. Regular events are scheduled with a focus on areas identified by self-evaluation and supported by professional learning. During the pandemic, the school developed and effective model for blended learning using the MS Teams platform and significant professional learning time was devoted to this. Very significant progress has been made in preparing the school for the roll out of Curriculum for Wales. From a very low base, a 'road map' was put in place which developed a whole school vision for curriculum and supported faculties to design knowledge-rich schemes of learning with progression and the 4 Purposes at their heart. This work allowed us to begin first teaching of the new curriculum in September '22. The focus now will be on evaluating new approaches and preparing schemes of learning for years 8 & 9. The development of a coherent plan for assessment has also been difficult due to a lack of clear guidance and this remains a priority. The changes demanded by the new ALN legislation have also been successfully delivered in line with the timelines set by Welsh Government.

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There is clear and equitable distribution of responsibilities within the senior leadership team and lines of accountability have been sharpened via more rigorous line-management processes. A restructure of middle leadership roles has also been undertaken. Roles are now equitably distributed and rewarded, job descriptions are clear and the faculty structure aligns more closely with Curriculum for Wales. Middle leaders are well supported via line management and are provided with necessary data and information to allow them to hold their teams to account and plan for improvement. However, this is not yet used effectively in all areas. There are now clear systems in place for the rigorous self-evaluation of nearly all areas of the school's work. However, a minority of middle leaders are not yet confident in carrying out self-evaluation activities independently and do not use the information gathered to inform their strategic improvement planning. Very significant progress has been made in the area of professional learning. Planning for PL is now informed by self-evaluation findings and clearly linked to improvement planning. Many of the activities undertaken have had impact in improving aspects of learning and upskilling teachers. However, this impact is not always consistent or sustained. In addition, many staff do not yet take ownership of their own professional learning and fully embedding a professional learning culture remains a priority.

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- Improve performance against KPIs
- Improve attainment of vulnerable learners
- Provide appropriate provision pathways for all pupils
- Ensure tracking systems are used effectively
- Support 'pupils' to become 'learners'

- Ensure senior leadership is sustainable and effective
- Improve consistency & impact of middle leadership
- Ensure self-evaluation is rigorous and impactful
- Develop a professional learning culture

Improve the cross-curricular delivery of:

- Literacy
- Numeracy
- Digital competency
- Bilingualism

Central diagram: Development Priorities 2022-25 — Progress, Core Skills, Ethos & Wellbeing, Community, Teaching & Learning, Leadership

- Successfully deliver CfW from Sept. '22
- Further develop digital learning
- Develop a clear model for assessment & progression.
- Successfully implement ALN legislation

- Further develop provision to support pupil and staff wellbeing
- Improve attendance
- Reduce exclusions
- Develop 'Team West Mon' ethos
- Improve learning environment

- Further increase parental engagement
- Develop school-to-school working
- Further develop World of Work links
- Ensure WMS is a 'force for good'

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Priority one:(S) **Improve standards in key stages 3 and 4 (ESTYN R1)**		**SLT Lead(s): LM & TJ**
Links: **WG Priorities:**	Improving literacy & numeracy & tackling disadvantage	
National Mission:	Developing a high quality education profession (EAS Strand 1) Inspirational leaders working collaboratively to raise standards (EAS Strand 1) Strong and inclusive schools committed to excellence, equity and wellbeing (EAS Strand 2) Robust assessment, evaluation and accountability (EAS Strand 3)	
Torfaen Priorities:	Vulnerable learners (including fsm) secure expected levels of progress	
Estyn Recommendations:	R1: Improve standards in key stage 4	

What – *focus for improvement*	Actions – What you will do	Resources - Costs				When/ Who?	Success criteria - *What will you see?(pupils)*	Monitoring - *What? Who? When?*
		ISB	**EIG**	**PDG**	**Other**			
P1. **Maximise pupil progress across key stages 3 and 4**	Continue to employ learning coach to provide English interventions to underachieving pupils at KS3.			£22682		EJ Ongoing	APS Literacy KPI improves in line with set targets.	½ termly data capture LM & LC
	Maintain smaller class sizes in KS3 English via employment of additional teacher.			£35256		"	% of pupils making expected progress in English improves in line with set targets.	Termly data capture – TJ & LC

	Maintain smaller class sizes in KS3 maths via employment of an additional teacher.			£32438		"	% of pupils making expected progress in maths. improves in line with set targets.	Termly data capture – TJ & JT
	Continue to employ learning coach to support KS4 English interventions.				£10,726 RRR		APS Literacy KPI improves in line with set targets.	½ termly data capture LM & LC
	Continue to employ learning coach to provide Maths interventions to underachieving pupils.			£23387		"	APS Numeracy KPI improves in line with set targets.	½ termly data capture LM & JT
	'Upskill' BG to be able to support GCSE intervention as well as KS3.					GL	APS Numeracy KPI improves in line with set targets.	½ termly data capture LM & JT
	Maintain smaller class sizes in KS4 English via employment of additional teacher.			£23504		"	APS Literacy KPI improves in line with set targets.	½ termly data capture LM & LC
	Maintain smaller class sizes in KS4 maths via employment of an additional teacher.			£21625		"	APS Numeracy KPI improves in line with set targets.	½ termly data capture LM & JT

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Action	Cost					Lead & Date	Success Criteria	Monitoring
Evaluate and review core KS4 intervention strategy.						SLT & Core HoFs Autumn '22	KPI performance improves in line with set targets.	½ termly data capture LM
Evaluate and review core KS3 intervention strategy.						SLT & Core HoFs Autumn '22	At least 50% of pupils make 2 levels of progress across KS3 in English, Maths & Science.	½ termly data capture TJ
*Provide refresher training to staff on KPIs and subject contributions towards these.						EJ Autumn '22	Staff have improved understanding supporting more impactful line management discussions and improved attainment in line with set targets.	Staff voice via evaluations.
Create temporary LP post dedicated to development of SCC provision. (BT)	£5,035					EJ Summer '22	Improved attitude and engagement in SCC esp. amongst vulnerable learners. APS SCC KPI improves in line with set targets.	½ termly data capture LM & MC
Develop delivery model for Skills Challenge Certificate within Humanities and extend teaching to year 9.						BT & MC Autumn '22	As above.	Pupil voice – BT & team ½ termly data capture –LM & MC

	Create space within KS3 curriculum for 'Baby Bacc' to prepare pupils for SCC.					LM & MC from Sept. 22	As above	Pupil voice – BT & team ½ termly data capture -LM
	Provide a programme of catch-up master classes and revision sessions to year 11 pupils afterschool, during holidays and on weekends.				£10K (additional salary costs) RRR	Led by LM Spring / Summer Annually	80% 'of cohorts attain target APS.	½ termly data capture –LM Final pupil outcomes
	Review KS4 schemes of learning in light of lost learning and ongoing adaptations to specifications.					HoFs & LPs Summer / Autumn '22	80% cohorts attain target APS.	½ termly data capture –LM Final pupil outcomes
	Review legacy KS3 schemes of learning in light of lost learning.					HoFs & LPs Summer / Autumn '22	80% of cohorts attain set targets.	½ termly data capture –LM Final pupil outcomes
P2. **Improve attainment of vulnerable learners**	Create specific SLT brief for 'Vulnerable Learner Engagement'					LM From Sept. '22	No pupils leave school without qualifications.	½ termly data capture –LM Final pupil outcomes
	Maintain 'Learner Hub' to provide flexible provision to vulnerable learners. (2/3 FP)				£21,452 RRR	Led by LM Ongoing	No pupils leave school without qualifications. 100% Level 1 target is met.	½ termly data capture –LM Final pupil outcomes

								Pupils accessing Hub achieve individual set targets.	
	Employ additional learning coach to provide base and outreach support to 'Learner Hub' pupils.				AN other EBSNA	LM & EJ In place for Sept. '22	No pupils leave school without qualifications. 100% Level 1 target is met. Pupils accessing Hub achieve individual set targets.	½ termly data capture –LM Final pupil outcomes	
	Expand 'Learner Hub' provision to vulnerable KS3 learners.				As above	Led by LM Ongoing	50% targets for 2 levels of progress are met. Pupils accessing Hub achieve individual set targets.	½ termly data capture – TJ & HoLs Final pupil outcomes	
	Develop protocols for the early identification of 'vulnerable learners' in danger of disengaging and underachieving.					TJ & LM Autumn '22	As above (KS3 & 4)	As above	
	Develop clear graduated response for the support of vulnerable learners.					TJ & LM Autumn '22	As above (KS3 & 4)	As above (KS3 & 4)	
	Ensure all staff are aware of vulnerable learners and of					TJ & LM	As above (KS3 & 4)	As above (KS3 & 4)	

	strategies and processes to support them.					Autumn '22		
	All staff to have PM target related to the attainment of vulnerable learners in 22/23.					Line managers	As above (KS3 & 4)	As above (KS3 & 4)
	All staff to access Challenging Education 'Thinking differently for disadvantaged learners' resources.					All Staff Jan '23 INSET	Fsm attainment gaps reduced at all thresholds due to improved fsm attainment. Provision within faculties better meets the needs of disadvantaged learners.	½ termly data capture – TJ, LMM & HoFs Final pupil outcomes
	Financial support and provision of resources to ensure disadvantaged learners have full access to the curriculum and relevant extra-curricular activities.			£10000		LM, ML & HoLs		
P3. **Provide appropriate provision pathways for all pupils**	Review setting and banding structures to allow all pupils to access most appropriate courses.					EJ & LM Summer '22	All pupils are able to access curriculum offering them greatest chances of success. Improved levels of motivation and engagement.	Staff voice via line management. ½ termly data capture - LM

							KPI performance improves in line with set targets.	
	Review options choices and learning pathways at KS4.					SLT Autumn Term Annually	As above	As above Pupil & staff Voice - LMM
	*Provide 'taster' sessions to pupils in Autumn term of year 9 prior to option choices being made.					LM & HoFs Autumn '22	As above	As above
	Review KS4 offer in light of new qualifications suite for first teaching in Sept' 25.					SLT Spring '25	As above	As above
	Ensure staff have access to all relevant professional learning relating to roll out of new qualifications.					Led by RH As PL becomes available.	Staff are confident in delivery of new qualifications. Pupil attainment is in line with set targets.	Staff voice via line management. ½ termly data capture.
	Trial Military Preparation College pathway for vulnerable learners in years 9 & 10.			£17k		LM In place for Sept'22	Appropriate pathways are available to all vulnerable learners. Improved levels of engagement among participating learners.	Pupil voice – HoL

								Improvement in 'bottom 3rd' APS 9 and Level 1 in line with set targets.	½ termly data capture – LM.
	Develop more integrated curriculum model for ALN learners at KS3 to support pupils' attainment and wellbeing.						KW & ALN team From Sept. '22	Improved attendance and reduced exclusions / R2L within discrete ALN groups. Pupil progress in line with individual set targets and IDPS.	CH via line management: Analysis of pupil wellbeing and attainment data on termly basis. Pupil / staff voice
	*Identify and deliver appropriate Agored Cymru qualifications for ALN learners at KS4.	Agored costs					LM & KW In place for Sept' 22		
P4. **Ensure tracking systems are used effectively**	Continue to develop KS4 SIMs tracking systems for KS4 to support faculty-specific requirements.						EJ & HoFs Ongoing	Progress tracking is consistent and accurate. Live data collected are used effectively to target intervention and inform planning and teaching. KPI performance improves in line with set targets. Increased accountability.	SLT review January '21 Staff voice via line management ½ termly data capture LM

	Develop SIMs tracking systems for KS3 to support CfW roll out.					TJ & HoFS Autumn '22	As above	As above
	Develop SIMs reporting systems for KS3 to support CfW roll out.					TJ & HoFs Spring '23	Parents have a clear understanding of learner progress.	Parental voice TJ, following issue of reports
	*Provide additional SIMs training for staff who wish to maintain own mark sheets.					EJ Within 'drop-in' PL programme	Staff are able to be more independent and proactive in their use of SIMs for analysis purposes.	Staff voice following training –EJ Monitoring of use – HoFs and LMs
	*Provide awareness training for staff on how tracking data is used.					EJ Sept. '22	All staff have clear understanding of all school processes in relation to collection, analysis and use of pupil tracking data.	Staff voice following training –LM Monitoring of use – HoFs and LM
	*Provide additional professional learning opportunities in the use of EXCEL for the purposes of data analysis.					TJ Within 'drop-in' PL programme.	Staff are able to be more confident and independent in their use of tools such as KS4 'Motherboards.'	Staff voice following training – TJ Monitoring of use – HoFs and LMs
	Professional learning for new HoLs in how to use data systems to monitor pupil progress.				Cover Costs PLG	EJ, TJ, GC Autumn '22	HoLs are confident and effective in monitoring and supporting academic progress.	Via line management - GC

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	Action					Lead	Success Criteria	Monitoring
	Develop use of SIMs Interventions module to track and evaluate interventions.					BRJ & KW Supported by TJ Autumn '22	There is a central record of which interventions pupils have received. Pupil progress is tracked so that impact of interventions can be accurately assessed. Impact data is used to inform review and planning.	SLT review – Summer '23
	Utilise CATs testing as a means of target setting and evaluating impact of curriculum.				Funded by EAS	Led by TJ Ongoing	All pupils have challenging but realistic targets.	Termly data capture - TJ
	Make greater use of National Test data analysis to inform planning for core interventions and teaching and learning. Provide necessary staff training to enable this.					Led by BRJ & GL. Spring '23 English & Maths teams.	Pupils accessing interventions achieve set targets. Attainment in English & maths at KS3 improves in line with set targets.	Intervention tracking data BRJ and GL Termly data capture - TJ
	Agree common 'Data Passport' with cluster primaries to support transition.					EJ & Primary Heads	Pupils are placed in appropriate classes and given prompt access to appropriate interventions.	Termly data capture - TJ

						For Sept. '23	KS3 attainment improves in line with set targets.	
*P5. **Support 'pupils' to become 'learners'**	Provide study skills workshops to pupils in year 10.	Approx 1k annually.				LM, From Spring '23	More positive attitudes to learning and increased confidence esp. amongst vulnerable learners. KPI performance improves in line with set targets.	Pupil and staff voice – ½ termly data capture -LM
	Deliver a programme of growth mindset assemblies for year 11 pupils.					SLT & HoF Weekly	More positive attitudes to learning and increased confidence esp. amongst vulnerable learners. Improved engagement with classwork and revision opportunities.	Pupil voice – HoL Staff voice - SLT
	Utilise GCSE POD to support independent pupil learning.				3 yr subscription already paid. ALPs	Led by LM. All staff From Summer. '22	Improved levels of engagement with revision opportunities. KPI performance improves in line with set targets.	SIMs intervention tracking – monitored by LM, CM and HoFs ½ termly data capture -LM
	Continue assertive mentoring programme for key marginal learners in year 11.					SLT Jan – June Annually	More positive attitudes to learning and increased engagement amongst participating learners.	Pupil voice – mentors

							Improved outcomes for participants in line with their set targets.	½ termly data capture -LM
	Continue to provide all Year 11 students with a revision resource pack.			£1000			Led by LM Annually	All pupils have access to appropriate revision resources. Improved pupil outcomes in lien with set targets.	½ termly data capture – LM Final pupil outcomes Pupil voice
	*Continue with Prom Passport initiative to encourage good study habits.	£1000					Led by HoL & LM Annually	More positive attitudes to learning and engagement with class and revision opportunities. Improved outcomes for participants in line with their set targets.	½ termly data capture – LM Final pupil outcomes Pupil voice
	Revival of formal exams at KS3 to develop good study habits.						Led by TJ Annually from June '23	Pupils develop good study habits prior to KS4. Improved pupil outcomes in line with set targets.	Data capture – LM,TJ & HoFs / HoLs Final pupil outcomes Pupil voice
	Explicit teaching of study / revision strategies at KS3 during from times.						Form tutors led by LM From Summer '23	Pupils develop good study habits prior to KS4. Improved pupil outcomes in line with set targets.	Data capture – LM,TJ & HoFs / HoLs Final pupil outcomes Pupil voice

	Embed new Homework policies to support pupils in developing independent study habits.					Led by LPs From Autumn '22	As above	As above
January '23 progress review:								
July '23 Progress review:								

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Priority two: (Sk) **Improve standards in core skills by developing provision across the curriculum.**		**SLT Lead(s): RH & BRJ**

Links:	
WG Priorities:	Improving literacy & numeracy & tackling disadvantage
National Mission:	Developing a high quality education profession (EAS Strand 1) Inspirational leaders working collaboratively to raise standards (EAS Strand 1) Strong and inclusive schools committed to excellence, equity and wellbeing (EAS Strand 2) Robust assessment, evaluation and accountability (EAS Strand 3)
Torfaen Priorities:	Vulnerable learners (including fsm) secure expected levels of progress. Improve the quality of teaching & learning. Successful implementation of CfW.
Estyn Recommendations:	R1: Improve standards in key stage 4. R2: Improve the quality of teaching and assessment.

What – *focus for improvement*	**Actions –** What you will do	**Resources -** Costs				**When/ Who?**	**Success criteria -** *What will you see?(pupils)*	**Monitoring -** *What? Who? When?*
		ISB	EIG	PDG	Other			
Sk1. **Improve the cross-curricular delivery of core skills**	Maintain SLT secondment role with a brief to lead cross-curricular skills development.					EJ Sept. '22	A coherent strategy is in place for the development of core skills across the curriculum.	Via line-management - RH
	Develop systems for the exemplification of standards within DCF / LNF to support accurate assessment within faculties.					BRJ & Skills Leads Spring '23	All staff are able to make judgements about pupils' progress against LNF / DCF with confidence and accuracy.	BJ – Staff voice and work scrutiny.

	Provide skills assessment training to lead practitioners.					Skills Leads Autumn '22	As above	As above
	Ensure that provision in all areas is mapped across new CfW SoL.					BRJ Complete by Summer '24	Pupils have opportunities to develop all areas of core skills at appropriate levels in authentic contexts across the curriculum.	Progress reviewed via line management - RH
Sk2. **Improve standards in literacy.**	Maintain Skills Lead – literacy post to lead cross- curricular provision and intervention.		£6416			EJ Sept. '22	A coherent strategy is in place for the development of literacy across the curriculum and interventions.	Via line management - RH
	Maintain Accelerated Reader programme in years 7 & 8 and extend to year 9.			£1600		Ongoing	Good reading habits established in primary school are maintained. 90% of pupils read at or above chronological age. Improved performance on NRTs.	Pupil voice – BJ Analysis of Star Test and NRT data - BJ
	Maintain temporary Reading Manager post to set up and establish AR and to support literacy interventions.				£25.6 k ALP monies	Spring '21	As Above	As Above

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	Continue to build library resources to support delivery of Accelerated Reader.			£5,000		Autumn '22	As Above	Library Audit - KB
	Allocate 2 days per week of learning coach time to support delivery of AR. (KB)			£14474		Ongoing	AR is delivered effectively.	Via line management - BJ
	Raise the profile of literacy across the school via events, competitions etc.					BRJ Ongoing	Programme of events leads to improved attitudes to literacy and engagement with AR etc.	Via line management - RH\n\nPupil voice - BJ
	Devote INSET day to providing teachers with classroom strategies for the effective development of reading & oracy across the curriculum.					Led by BRJ\n\nOct. 22	All staff feel confident in planning lessons and creating resources for the effective delivery of core skills.	BRJ - Impact evaluated via QA processes.
	Utilise 'No More Marking' online tool to evaluate standards in writing.	£595				Led by BRJ\n\nAutumn '22	SLT has clear understanding of standards in writing.\n\nEffective strategies to improve standards are in place.\n\nMost pupils' writing skills are in line with chronological age or above.	Lesson obs and work scrutiny – LMs and HoFs.\n\nAnalysis of data generated.

Develop '7 Steps Teacher Toolkit' to support teaching of technical writing across the curriculum.				Led by BRJ Spring '23	Effective and consistent strategies to improve standards are in place. Most pupils' writing skills are in line with chronological age or above.	As above.
Skills lead to support faculties to identify and facilitate opportunities to develop literacy within new CfW SoLs.				BRJ Summer & Autumn '22	Literacy development is supported effectively across the curriculum.	As above National test data analysis - BRJ
Skills lead to agree / develop common literacy approaches across cluster.				BRJ Autumn '22	There are elements of continuity across phase. Year 7 'dip' in literacy is eliminated.	As above
Use of MyOn by faculties to expand range of texts pupils' experience.		£6k £2k annually		Led by BRJ	Pupils are more confident in using a wide range of texts. 90% of pupils read at or above chronological age. Improved performance on NRTs.	As above

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Sk3. **Improve standards in numeracy**	Maintain Skills Lead – numeracy post to lead cross- curricular provision and intervention.		£6416			EJ Sept '22	A coherent strategy is in place for the development of numeracy across the curriculum and interventions.	Via line management - BJ
	Identify digital resources compatible with Chromebooks to support consolidation of basic skills.					GL Summer '22	Improved attitudes to numeracy. Pupils are more proficient in basic numeracy skills. Improved performance on NNTs.	Pupil voice – GL Analysis of NNTs and internal test results – GL and maths team.
	Skills lead to support faculties to identify and facilitate opportunities to develop numeracy within new CfW SoLs.					BRJ Summer & Autumn '22	Numeracy development is supported effectively across the curriculum. Improved performance on NNTs.	Lesson obs and work scrutiny – LMs and HoFs. Analysis of NNT outcomes and Star Maths data- GL
	Work with feeder primary schools to develop consistent approaches.					GL Autumn '22	Pupils have consistent messages across phases so that skills are embedded. Improved performance on NNTs.	Progress monitored via line management – BRJ Impact monitored via analysis of internal tests and NRT outcomes – GL and maths team.

	Create generic/ editable scaffolding resources to support common numeracy tasks.					GL For launch in Oct. '22	Pupils have consistent messages across the curriculum so that skills are embedded. Improved performance on NNTs.	Staff voice – GL Impact monitored via work scrutiny – GL NNT outcome analysis - GL
	Raise the profile of numeracy across the school via events, competitions etc.					GL Ongoing	Programme of events leads to improved attitudes to numeracy.	Via line management - BRJ Pupil voice - GL
	*Review form time numeracy provision to ensure it is appropriate for pupils of all abilities.					GL For Sept. '22	Work is accessible and engaging for pupils and supports embedding of core skills. Improved performance on NNTs.	Staff voice – GL Impact monitored via work scrutiny – GL NNT outcome analysis - GL
	Utilise Star Maths platform as a means of monitoring impact of numeracy provision.			£2818		GL For Sept. '22	School has clear understanding of standards in numeracy. Effective strategies to improve standards are in place. Most pupils' numeracy skills are in line with chronological age or above.	Lesson obs and work scrutiny – LMs and HoFs. Analysis of data generated.

Sk4. **Improve standards in digital competency**	Maintain Skills Lead – digital post to lead cross- curricular provision and intervention.		£6416			EJ Sept. '22	A coherent strategy is in place for the development of digital skills across the curriculum.	Via line management - BJ
	*Build hardware resources to support faculties in delivering DCF.	£30k			Edtech Funding <mark>xxx</mark>	ML & AD Ongoing programme	All faculties have access to IT facilities necessary for effective delivery of DCF strands.	Staff voice - DG
	Support faculties to identify opportunities to develop digital skills within new CfW SoLs.					DG Summer & Autumn '22	As above	As above
	Provide opportunities for individual staff to upskill themselves in key digital skills.					DG Within CPD programme	As above	As above
	Create generic/ editable scaffolding resources to support common tasks / software packages.					DG Autumn '22	Pupils have consistent messages across the curriculum so that skills are embedded.	Staff voice – DG

Impact monitored via work scrutiny - DG |
| | Raise the profile of digital skills across the school via events, competitions etc. | | | | | DG Ongoing | Programme of events leads to improved attitudes to digital skills. | Via line management - BRJ

Pupil voice - DG |

	Provide all pupils entering the school in yr. 7 with a Chromebook. (TL 2)	£45k Annually				Led by DG from Sept. '22	All pupils have access to a digital device Improvement in pupils' digital competency skills.	Lesson obs and work scrutiny – LMs and HoFs. Staff and pupil voice – DG Summer '23
Sk5. **Improve standards in bilingualism**	Review Cwricwlwm Cymreig policy with clear expectations for the use of incidental Welsh etc.					FG Autumn '22	A coherent strategy and clear expectations are in place for the development of bilingualism across the curriculum. Pupils have frequent opportunities to practice language skills. Improved outcomes in Welsh in line with set targets	Via line management – RH Monitored via work scrutiny - FG
	Achieve Bronze accreditation for Siarte Iaith.					FG Autumn '24	As above	As above.
	Continue to develop bilingual support and display resources for staff.	£1k				FG Summer '21	All staff feel confident in using incidental Welsh within their classrooms.	Progress monitored via line management – RH Impact monitored via lesson obs and work scrutiny - FG

							Pupils have frequent opportunities to practice language skills.	
	*Continue to provide opportunities for individual staff members to upskill themselves in Welsh.					FG within drop-in CPD	As above	As above
	Continue to develop the role of the Criw Cymraeg group within the school.					FG Ongoing	Pupils are influential in shaping the development of bilingualism.	Via line management - RH
	Raise the profile of bilingualism across the school via events, competitions, visits etc.					"	Improved attitudes to bilingualism. Improved engagement and outcomes in Welsh in line with set targets.	Via line management - RH Pupil voice – FG Data capture –SLT and FG
	Increase school participation in Urdd Eisteddfod.					Facultes led by FG From Spring '23	As above	As above
	Ensure school signage is bilingual wherever possible.					Site Team Ongoing	Reinforcement of language skills.	Audit – ML & FG Summer '23

January '23 progress review:	
July '23 Progress review:	

West Monmouth School Improvement Plan 2022-25

Priority three:(W) **Develop ethos and wellbeing**	**SLT Lead(s): CH & GC**

Links:	
WG Priorities:	Tackling disadvantage
National Mission:	Developing a high quality education profession (EAS Strand 1) Inspirational leaders working collaboratively to raise standards (EAS Strand 1) Strong and inclusive schools committed to excellence, equity and wellbeing (EAS Strand 2) Robust assessment, evaluation and accountability (EAS Strand 3)
Torfaen Priorities:	Vulnerable learners (including fsm) secure expected levels of progress.
Estyn Recommendations:	

What – *focus for improvement*	**Actions –** What you will do	**Resources -** Costs				**When/ Who?**	**Success criteria -** *What will you see?(pupils)*	**Monitoring -** *What? Who? When?*
		ISB	EIG	PDG	Other			
W1. **Further develop provision to support pupil and staff wellbeing**	Employ 2X Nurture workers.			£33,614 £16,959		EJ Ongoing	Pupils accessing provision are fully supported to engage successfully with school.	½ termly reviews of attendance, behaviour and outcome data for pupils accessing support - CH
	Employ additional wellbeing worker to support increased need post-COVID				£23, 435 ALPs monies	EJ Ongoing	Pupils accessing provision are fully supported to engage successfully with school.	½ termly reviews of attendance, behaviour and outcome data for pupils accessing support - CH

	Continue to employ 2X wellbeing worker to support HoLs. (KS & AW)			£27,822 £27,822		"	All pupils feel supported in 'day-to-day' wellbeing needs. HoLs have sufficient time to monitor academic progress of their cohorts.	Pupil voice - HoLS
	Key staff to complete Diploma in Trauma and Mental Health informed schools.	£3600 AW, NG					School is equipped to identify and meet the needs of pupils who have experienced trauma ensuring that they are able to engage successfully with school.	Via line management - CH
	Cascade TIS approaches to all staff.					Led by CH and qualified practitioners. Autumn '22	As above	Staff voice – training evaluations CH
	Develop vulnerability profiling tool utilising PASS data to audit levels of pupil wellbeing and to identify needs.				tbc ALPs monies	CH Summer '22	Wellbeing needs of cohorts and individuals are accurately identified. Data gathered are used to inform planning and provision.	Analysis of attendance, behaviour and PASS data - CH

	Develop 'Toolkits' for staff and parents with strategies and contacts for common issues such as anxiety etc.					CH Completion for January '23	Staff and parents are more confident in supporting vulnerable pupils. Vulnerable pupils are better able to engage with school.	Progress monitored via line management – EJ Impact via line staff, pupil and parental voice - CH
	Increase parental involvement / awareness via information sharing on social media and events such as coffee mornings.					CH & Wellbeing team Ongoing	Parents feel supported and are more confident in supporting vulnerable pupils. Vulnerable pupils are better able to engage with school.	Parent voice – wellbeing team
	Utilise Schools Health Research Network survey and findings to inform planning of Health & Wellbeing programme.					LF & CH Annually	Particular wellbeing needs of WMS pupils are identified and addressed via the health & wellbeing curriculum.	Via line management – EJ / CH
	Review bullying policy to include clear graduated response.					CH & GC For Sept. '22	All staff have clear understanding of their responsibilities in combatting bullying Reduction in bullying incidents.	Staff voice via LM – CH & GC Pupil voice – CH & GC Summer '22 and '23 Termly Data analysis - CH
	Provide staff training in the above.					CH & GC Autumn '22	As above	As above

	Revive 'Bully Buddies' programme.					"	Vulnerable pupils feel safe and supported. Reduction in bullying incidents.	As above
	Review DACW provision.					CH For Sept. '22	Appropriate provision is in place and delivered consistently.	Weekly monitoring HoLs & CH
	Map RSE provision across the curriculum.					CH & LF Complete by Sept. '24	Appropriate provision is in place and statutory requirements are met.	SLT review Autumn '24
	Ensure systems to monitor the impact of wellbeing interventions are in place.					Led by CH Autumn '22	Quality of provision can be evaluated rigorously and findings used to improve it.	CH via Line Management
	Deliver Ngage drug and alcohol awareness & monitoring programme.					Hafan staff From Sept. '22	Improved pupil awareness in this area.	Pupil voice Wellbeing staff at end of programme.
	Deliver State of Mind Programme.					"	Improved pupil awareness in this area.	As above
	Deliver Go Girls programme					Bronafon Staff From Sept. '22	Improved pupil awareness in this area.	As above

	Ensure that all new policies and initiatives are assessed for workload implications.						SLT Ongoing	Staff workload is not excessive. Staff feel valued and enjoy working at WMS.	Staff voice -SLT
	Maintain regular opportunities to gather staff voice including ½ termly meetings with HT & staff reps.						EJ Ongoing	As above	As above
	Arrange termly social events for staff and families						Led by CH Ongoing	As above	As above
	Provide / signpost training and support for staff wellbeing.						Led by CH Within Drop-in PL programme	As above	As above
	Undertake audit of staff wellbeing using ETLF platform & utilise findings to inform staff wellbeing strategy.						CH Summer '22	Gain clear understanding of staff wellbeing / concerns post-COVID to inform strategic planning.	As above
	Develop coherent staff wellbeing strategy and policy.						CH Autumn '22	Systems and strategies to support staff wellbeing are in place.	As above
	*Improve staff facilities:	Costs					EJ & ML - ongoing	Staff feel valued and enjoy working at WMS.	As above

	Create outdoor working / social area. Provide tea / coffee etc. in staffroom. Decorate & replace furniture in staffroom.							
	*Further develop use of Classcharts and MS Teams to streamline workload.					SLT ongoing	Staff time is utilised efficiently.	As above
W2. **Improve attendance**	Create temporary Attendance Lead post to address post-COVID attendance issues.					Approx £30k	MH May '22 – January '23	Whole school attendance target of 90% is met. Persistent non-attendance is below 10%	Via Line Management - EJ
	Continue to work closely with Gypsy Traveller workers to improve attendance in this group – return to pre-COVID levels						MH & LR Ongoing	Attendance of GT learners continues to improve towards 90% target.	Weekly attendance monitoring MH & LR
	Clarify graduated response to attendance concerns within the school.						MH Summer '22	Pupils and families receive timely support to help them improve attendance. Attendance processes are well understood and roles	Progress monitored via line management – EJ Impact measured via weekly attendance monitoring - GC

							and responsibilities are clear.	
	Introduce attendance circles as means of addressing low-level poor attendance.						MH Autumn '22	Patterns of poor attendance are 'nipped in the bud'. Improved attendance amongst participating pupils in line with their set targets.	Weekly attendance monitoring of participating pupils – Ass. HoLs.
	Use social media platforms and school events to 'drip-feed' key messages about the importance of good attendance.						"	Improved awareness of the importance of attendance.	Parental voice - MH
	Develop coherent rewards and incentives programme to encourage good attendance.	£2000					MH Summer '22	90% target is met.	Weekly attendance monitoring - MH
	Introduce 'Early Intervention' meetings with parents of year 6 poor attenders.						MH & EJ Summer '22	Pupils and families receive support needed to break patterns of poor attendance established in primary phase.	Weekly attendance check-ins by Ass. HoL.
	Utilise SIMs and Power BI attendance tool to improve analysis of attendance data.						Led by MH Summer '22	A clearer understanding of attendance patterns at pupil, group and school	Weekly attendance monitoring - MH

							Responsibility/Date	Success Criteria	Monitoring
								level supports more timely and effective intervention. 90% target is met.	
	Work with LA to clarify role of EWO and increase impact.						EJ Summer '22	Whole school attendance target of 90% is met. Persistent non-attendance is below 10%	As above
	Employ additional member of staff in Hub to support re-integration of EBSNA pupils.					Costed in P2 above.	From Autumn '22	Whole school attendance target of 90% is met. Persistent non-attendance is below 10% All pupils are engaging with some level of provision.	As above
W3. **Reduce exclusions**	Employ additional LSA to support basic skills provision in R2L.					£20,121	From Summer '22	Reduction in exclusions in line with set target. 100 per 1000 pupils. Reduction in % of ALN pupils being excluded.	Weekly monitoring of R2L and exclusion data GC
	Provide training to all staff in Restorative Approaches.						GC Autumn '22	Staff become more skilled in de-escalation of potential conflict situations.	Impact monitored via weekly monitoring of

								Classcharts and exclusion data – GC Staff voice following training - GC
	Further develop coherent rewards and incentives programme to encourage good behaviour.					Led by GC & AW Ongoing	Pupils are more motivated to abide by code of conduct.	Impact monitored via analysis of Classcharts and exclusion data – GC
	Timetable fortnightly Vulnerable Pupil meetings with key staff to ensure all necessary support is in place for pupils causing concern.					GC, CH, MH & KW From Sept' 22	Information is shared effectively between key teams. Needs of vulnerable pupils are met.	Fortnightly monitoring of attendance and behaviour data of vulnerable pupils. CH, GC, KW & MH
	Resume regular MAPI & IMPACT multi-agency meetings to support pupils at risk of exclusion.					GC & HoLs From Sept. '22	Information is shared effectively between key agencies. Needs of vulnerable pupils are met.	Fortnightly monitoring of attendance and behaviour data of vulnerable pupils. CH, GC, KW & MH
	Development of provision model for ALN learners as outlined in P3 above.					Led by KW From Sept. '22	Improved attendance and reduced exclusions / R2L within discrete ALN groups.	Fortnightly monitoring of attendance and behaviour data of ALN pupils -

	Extension of alternative curriculum provision as outlined in P3 above.						Led by LMM From Sept. '22	See P3	
W4. **Develop 'Team West Mon' ethos**	Ensure coordinated programme of whole-school **charity events** is in place across the year.						CH Ongoing	Pupils have improved social and ethical awareness. Increased team spirit and self-esteem.	Progress monitored via line management – EJ Impact monitored via pupil voice - CH
	Pupils in each year group to select a local charity to support and to plan fundraising events.						HoLs Ongoing	As above	As above
	Further develop role of Pupil Council – ensure there are clear links with wider student body.						BRJ Ongoing	Pupils are influential is shaping school developments. Pupils feel that school listens to their views.	Pupil voice - BJ
	Further develop House System linked to ClassCharts.						Led by CH Spring '23	Increased team spirit and self-esteem.	Pupil voice and engagement - BRJ
	Utilise assemblies and social media to celebrate pupil successes.						SLT Ongoing	As above	Pupil and parental voice - SLT
	Faculties send reward postcards regularly.	£2000					Led by HoFs Ongoing.		

	Move to a vertical tutor groups system for September '23					Led by CH For Sept. '23	There is greater social integration between year groups. Increased opportunities for older pupils to support progress and wellbeing of younger pupils.	Staff and Pupil voice CH Summer '23 (to support set-up) Summer '24 (to review impact)
W5. **Improve learning environment**	Carry out condition survey of all areas of school.					ML & EJ Summer '22	A clear picture of maintenance needs will support the development of a strategic plan for refurbishment.	Findings presented to GB & LA Autumn 21.
	Continue rolling programme of classroom refurbishment.	£23k				ML Ongoing	All classroom environments are safe, pleasant and conducive to learning.	Annual review of condition survey – ML & EJ
	Review contracts for canteen provision.					ML Summer '22	Food offer for pupils and staff is of best possible quality and value.	As above
	Develop corridor display boards to replace existing noticeboards.	£17k				ML & LMM 3 Year programme beginning Summer '22	Areas in poor state of repair are disguised. A more pleasant and stimulating environment.	As above

	Address poor decorative order of N Block corridors and hallways.	£35K				ML & LA Summer '22	N block provides a safe and more pleasant learning environment.	As above
	Address poor decorative order of W Block stairwells and corridors.	£19k			LA funded	ML & LA Summer '23	W block provides a safe and more pleasant learning environment.	As above
	Extend CCTV system to cover remaining 'blind spots' inc. toilets.	£6k				ML Summer '23	Improved site security and staff / pupil safety.	As above
	Installation of new telephone system.	£25k				ML Summer '22	Improved communication. Staff time is used efficiently.	As above
	Replacement of boilers in Science and Music blocks.				£300K LA funded.	LA Summer '22	Appropriate working temperatures can be maintained for staff and pupils.	Monitored by site staff Staff voice
	Redevelopment of MUGA area to include artificial grass surface.	£45k			FAW £106K	ML TBC	Improved sports facilities to support both school and community use.	Monitoring of community use – MB Staff voice – H&W faculty.
	Employ additional member of site staff to support routine maintenance and decoration.	£30925				ML From Summer '22	All areas of the school site provide a safe and pleasant learning environment.	Weekly H&S walks – ML & site team.

									Annual review of condition survey – ML & EJ
	Programme of refurbishment in Science labs.	TBC					ML\nSummer '24	There is sufficient lab space to support curriculum delivery.\n\nLabs provide a safe and pleasant learning environment.	Staff voice – Science faculty.
	Address remaining water ingress issues across site.					LA\n£130K	LA\nSummer '22	All areas of the school are watertight.\n\nFurther damage is avoided allowing for refurbishment of learning environments.	Ongoing monitoring by site team.
January '23 progress review:									
July '23 Progress review:									

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Priority four:(C) **Continue to develop links with wider community**		**SLT Lead(s): All**
Links: **WG Priorities:**	Improving literacy & numeracy & tackling disadvantage	
National Mission:	Developing a high quality education profession (EAS Strand 1) Inspirational leaders working collaboratively to raise standards (EAS Strand 1) Strong and inclusive schools committed to excellence, equity and wellbeing (EAS Strand 2)	
Torfaen Priorities:	Improve the quality of teaching & learning Improve the impact of leadership Successful implementation of CfW	
Estyn Recommendations:	R1: Improve standards in key stage 4 R2: Improve the quality of teaching and assessment R3: Improve the quality of leadership at all levels	

What – *focus for improvement*	Actions **–** What you will do	Resources - Costs				When/ Who?	Success criteria - *What will you see?(pupils)*	Monitoring - *What? Who? When?*
		ISB	EIG	PDG	Other			
C1. **Further increase parental engagement**	*Ensure all staff have access to and are trained to use communication systems.					EJ Autumn '22	Parents are aware of school events and initiatives. Pupils receive positive recognition for their achievements.	Parental voice – EJ Autumn Spring '23

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								Standards of communication are consistent across faculties.	
	Ensure that opportunities for gathering parental voice on specific issues are built into the QA cycle.						SLT Ongoing	Focused parental voice is gathered regularly and used to inform school developments.	SLT as part of SE processes.
	Re-develop school website to be effective information sharing platform and resource Hub.	TBC					Led by EJ & LMM\n\nFor launch in Sept. '23	School website is easy to navigate and holds all information parents require.	Parental voice – LMM & EJ\n\nDuring planning and on completion.
	Provide opportunities for parents to engage in learning alongside their children.						HoFs From Autumn '22\n\nLed by LMM	Parents feel more confident in supporting learning.\n\nImproved attitudes to learning amongst participating pupils and families.	Progress monitored via line management – SLT\n\nImpact monitored via pupil and parent voice - HoFs
	Continue to promote engagement with Classcharts.						GC & HoLS Ongoing	Parents are kept up-to-date with pupils' conduct and are therefore able to better support school in managing and addressing any issues.	Classcharts engagement data - GC
	Re-build links with Gypsy Traveller community following COVID disruption.						Led by CH & LR	Positive relationships with GT community.	Parental voice – LR\n\nOngoing and informal

								Improved attendance among GT pupils.	Weekly attendance data analysis – LR & GT team.
									Data capture- LM & LR
								Improving outcomes for GT pupils in line with individual set targets.	
	Provide GT cultural awareness training with all new staff and ITT students.						LR Within drop in PL.	As above	As above
C2. **Develop school-to-school working**	Continue to develop links with Haberdashers, Monmouth schools to increase pupil opportunities and to support professional learning in both institutions.						EJ Ongoing	School is able to access valuable professional learning supporting developments / improvements in these areas.	Via CA and SCC meetings.
	Work with St. Cenydd School (via Challenge Adviser) to develop and support: • CfW development • Middle leadership • Peer SE activities • Wellbeing		Staff release costs.				Led by EJ & RH Ongoing	As above	As above
	Work with cluster primaries to identify and develop threads of		Staff release costs.				Led by RH LPs, Skills Leads and	Pupils experience greater consistency of approach	Progress monitored via line management – SLT

	continuity across CfW development.						wellbeing leads. Termly programme of engagement from Summer '22	cross-phase supporting improved outcomes.	Impact monitored via pupil voice and data capture analysis – faculty teams.
	*Support faculty teams to re-engage with external networks post-COVID.		Staff release costs.				HoFs From Autumn '22	Staff have opportunities to observe best practice. Improved quality of teaching and learning.	Work scrutiny and lesson observations LMs & HoFs
C3. **Further develop World of Work links**	Maintain SLT secondment role with brief to coordinate WoW links.						EJ Spring '20	Improved WoW links support improved pupil aspiration and motivation.	Progress monitored via line management - EJ Impact monitored via pupil voice and data capture- TJ
	Build further links with local employers to support careers provision and to create work-placement opportunities.						TJ Ongoing	As above	As above
	Develop systems for tracking pupils' WoW engagement during time in school.						TJ Spring '23	More positive attitudes to learning and increased aspiration esp. amongst vulnerable learners.	Pupil voice -

	Further develop careers fair for KS4 pupils.					TJ & Careers Wales For Spring '23	Improved pupil awareness of available opportunities. Increased pupil motivation and engagement.	Pupil/ parental voice – TJ Following event
	Ensure WoW activities are built into all subject SoLs at KS4.					HoFs led by TJ. From Sept. '22	As above	Pupil voice HoFs
	Develop display in communal & faculty areas to support WoW engagement.					TJ & HoFs Summer '23	As above	As above
	Develop Alumni project to support WoW education.					Led by LMM Autumn '23	As above	As above
	Attain re-accreditation for Careers Wales Quality Mark.					Led by TJ Summer '23	All pupils have appropriate opportunities to access careers information and guidance. Increased motivation & engagement.	Review for accreditation.
C4. **Ensure WMS is a 'force for good'**	Engage with local groups to support community initiatives.					Led by CH from Autumn '22	Pupils have the opportunity to interact positively with their community.	Community voice - CH

	Pupil groups to undertake litter-picking events in areas around school site.					Led by BW & Eco – Committee Ongoing.	School site and surrounding areas are clean and tidy.	Monitored by site team.
	Revive termly community engagement events such as: - Carol concerts / school productions - Christmas Fayre - Race for Life etc.					Led by CH Ongoing	Pupils have the opportunity to interact positively with their community. The school provides opportunities for the community to come together.	Community / staff voice CH
	Work with 'Jesus Cares' initiative to distribute food parcels to families in need.					Led by CH Ongoing	Vulnerable pupils and their families are financially supported.	Impact monitored by wellbeing team.
	Make links with local Old Peoples' homes.					Led by CH Spring '23	Pupils have the opportunity to interact positively with their community. Improved inter-generational links / cohesion.	Evaluation of events via pupil / participant voice.
	Ensure school facilities are available to local groups at affordable costs.					ML & MB Ongoing	School supports positive community activity	Use monitored by MB.

January '23 progress review:	
July '23 Progress review:	

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Priority five: (T&L) **Develop teaching and learning within context of CfW (ESTYN R2)**	**SLT Lead(s): RH & EJ**

Links:	
WG Priorities:	Improving literacy & numeracy & tackling disadvantage
National Mission:	Developing a high quality education profession (EAS Strand 1) Inspirational leaders working collaboratively to raise standards (EAS Strand 1) Strong and inclusive schools committed to excellence, equity and wellbeing (EAS Strand 2) Robust assessment, evaluation and accountability (EAS Strand 3)
Torfaen Priorities:	Improving the quality of teaching & learning. Successful implementation of CfW. Successful implementation of ALN transformation agenda.
Estyn Recommendations:	R2: Improve the quality of teaching and assessment

What – *focus for improvement*	**Actions –** What you will do	**Resources -** Costs				**When/ Who?**	**Success criteria -** *What will you see?(pupils)*	**Monitoring -** *What? Who? When?*
		ISB	EIG	PDG	Other			
TL1. **Successfully deliver CfW from Sept. '22**	Develop SoLs and resources to support delivery of CfW to year 7 pupils.	Faculty Development day supply costs				Led by LPs For Sept. '22	Effective delivery of CfW across the curriculum. Pupils make appropriate progress.	Line Managers Work scrutiny – HoFs / LMs Pupil voice – Faculty Termly data capture – TJ & HoFs

	Develop SoLs and resources to support delivery of CfW to year 8 pupils.	Faculty Development day supply costs				Led by LPs For Sept. '23	As above	As above
	Develop SoLs and resources to support delivery of CfW to year 9 pupils.	Faculty Development day supply costs				Led by LPs For Sept. '23	As above	As above
	Evaluate effectiveness of new SoLs and revise as needed.					Led by LPs INSET Summer '23, '24 & 25.	As above	As above
	Work with cluster AoLE leads to develop common approaches. (C4)		Cover Costs			LPs, Skills leads Summer & Autumn '22	Pupils experience greater consistency of approach cross-phase supporting improved outcomes.	Progress monitored via line management – SLT Impact monitored via pupil voice and data capture analysis – faculty teams.
	Map West Mon Competencies across the curriculum.					Led by RH From Spring '23	'Big ideas' are developed effectively across the curriculum. All staff are aware of opportunities to exploit interdisciplinary links.	SLT via line management.

	Develop school website as parental access point for all information relating to CfW.					Led by RH From Summer '22	Parents have a clear understanding of the WMS curriculum in different year groups and AoLEs	Parental voice RH
	Map opportunities for authentic learning experiences across the curriculum and plan for additional provision as needed.					Led by RH & LPs Summer '23	Pupils have the opportunity to engage in authentic learning experiences in all areas of the curriculum. Any 'gaps' in pupil experiences can be identified and 'plugged'	SLT via line management.
	Ensure all new SoLs fully represent the diversity of our local community, Wales & the wider world.					All staff Ongoing	All pupils feel that the WMS curriculum is relevant to them. The curriculum expands horizons and counteracts closed mindsets.	SLT via line management. Pupil voice –faculty.
TL2. **Further develop digital learning.**	Provide all pupils entering the school with a Chromebook (Sk 4)	Costed above in Sk 4				Led by DG From Sept.'22	As in Sk4.	
	Set up staff focus group to research and develop best practice relating to digital learning.	Staff Release costs				Led by RH Summer '22	All staff are confident in designing and delivering worthwhile learning activities using Chromebooks.	Staff voice – via line management. Work scrutiny & pupil voice - LMs & HoFs

	*Provide staff training on how Chromebooks can be used to support learning.						Led by RH Summer & Autumn '22	As above	As above
	Share good practice in digital learning.						Led by RH Autumn '22	All staff are confident in designing and delivering worthwhile learning activities using Chromebooks.	Staff voice – via line management. Work scrutiny & pupil voice - LMs & HoFs
	Develop clear and consistent expectations for the setting of digital learning tasks.						Led by RH Summer '22	Consistent processes support effective pupil engagement with online work.	Work scrutiny & pupil voice - LMs & HoFs
	Provide pupil training on use of Chromebooks.						Led by DG Autumn '22	All pupils are confident in how to access and complete online work.	Work scrutiny & pupil voice – Class teachers.
	Share good practice in digital learning.						Led by RH Autumn '22	All staff are confident in designing and delivering worthwhile learning activities using Chromebooks.	Staff voice – via line management. Work scrutiny & pupil voice - LMs & HoFs
TL3. **Develop a clear model for assessment & progression.**	Purchase copies of 'Making Good Progress' by Daisy Christodoulou for all faculties and direct reading.	xxx					RH Summer '22	All HoFs have a clear understanding of the rationale behind the	Via line management discussions

								school's approach to assessment. Staff are confident in designing effective assessment tasks. Assessment tasks provide useful diagnostic feedback for pupils and teachers.	
	All faculties to undertake pupil-voice activity on teacher feed-back.						Led by LPs Autumn '22	Assessment tasks provide useful diagnostic feedback for pupils and teachers.	Work scrutiny & pupil voice LMs and HoFs
	Provide additional staff training on effective strategies for formative assessment.						RH Spring '23	As above	As above
	Facilitate sharing good practice activity relating to formative assessment.						"	As above	As above
	Provide meeting /INSET time for faculties to moderate assessment judgements.						RH Termly from Autumn '22	Consistent judgements are made across faculties ensuring accuracy and effective evaluation of the curriculum.	Moderation in faculties Line management discussions. Data analysis HoFs & LMs
	All faculties to develop assessment portfolios which						Led by LPs	All staff are confident in making accurate	As above

	exemplify expected standards against progression steps.					To be completed by Summer '25	summative progress judgements against targets supported by formative assessments.	
TL4. **Successful implementation of new ALN legislation.**	Create temporary Assistant ALNCo post to support successful implementation of new legislation.				LA funding £3422	EJ Summer '22	All tasks necessary for successful implementation are completed.	Via line management - CH
	Provide awareness training for staff on new systems and processes for ALN.					Led by KW Sept. 22	All staff have an understanding of the changes to ALN provision and of their responsibilities under new legislation.	Staff voice – training evaluations
	Provide staff training on strategies to support specific learning needs.					Led by KE Sept. '22	Appropriate strategies and resources are in place to support ALN learners to make progress in line with set targets.	Termly Data review LM & KW Work scrutiny & Lesson obs led by RH.
	Ensure all stakeholders have clear understanding of the above.					KW & CH Autumn '22	As above.	Line management Stakeholder voice led by CH.
	Develop tracker in SIMs to support admin associated with new legislation.					EJ & KW Autumn '22	All processes are completed within set timescales ensuring pupils	Ongoing monitoring by CH via line management.

							receive appropriate support as promptly as possible.	
	Embed use of Interventions package in SIMs to map provision in relation to ALN.					Led by BRJ Autumn '22	Provision is clearly mapped and impact of interventions monitored. Data used to inform amendments to pupil provision.	Usage monitored by BRJ & KW. System review by SLT, Autumn '22
	Develop clear grievance procedure to accompany new legislation.					KW & CH Awaiting LA guidance	Parents have a clear recourse if they feel provision is inappropriate. Concerns are dealt with effectively to ensure pupils access appropriate provision.	Presentation to Governors – Autumn '21. System review by SLT, Autumn '22
	Faculties to develop strategies and resources necessary to support school's universal provision model.					All staff led by LPs Ongoing	As Above	Line management Work scrutiny & Lesson obs led by RH.
January '23 progress review:								

July '23 Progress review:								

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Priority six: (L) **Develop evaluative and reflective leadership skills at all levels (ESTYN R3 & R4)**	**SLT Lead(s): EJ**

Links: **WG Priorities:**	Improving literacy & numeracy & tackling disadvantage
National Mission:	Developing a high quality education profession (EAS Strand 1) Inspirational leaders working collaboratively to raise standards (EAS Strand 1) Robust assessment, evaluation and accountability (EAS Strand 3)
Torfaen Priorities:	Further improve the quality and impact of leadership
Estyn Recommendations:	R3: Improve the quality of leadership at all levels R4: Improve the quality of self-evaluation and improvement planning

What – *focus for improvement*	Actions – What you will do	Resources - Costs				When/ Who?	Success criteria - *What will you see?(pupils)*	Monitoring - *What? Who? When?*
		ISB	EIG	PDG	Other			
L1. **Ensure senior leadership is sustainable and effective**	Review line management and leadership responsibilities in light of new AHT appointment.					EJ Jan. '23	Equitable division of responsibilities across the team. Clearly understood lines of accountability.	Annual review – EJ and CA
	Head and deputy to engage with Agile Leadership programme.				£700 PLG	EJ & CH	Wider awareness and use of effective leadership	As above

						From Autumn '20	strategies supporting school improvement.	
	Undertake audit of SLT skills using Leadership Standards audit tool in ETLF.					SLT Autumn '22	Professional learning needs are identified.	Via line management discussions with EJ
	Provide all members of SLT with opportunities to access appropriate professional learning related to the above.					EJ Ongoing	All members of the team have skills necessary for existing roles. Members of team have opportunities to extend skill sets.	Performance management reviews - EJ
	Maintain SLT secondment roles to increase capacity and provide CPD opportunities.					EJ Ongoing	Workload of SLT is manageable. Middle leaders gain senior leadership experience. School's strategic goals are met.	Impact measured via line management – EJ & RH
	Engage with Talent Management Framework to nurture future leaders.					Led by EJ From Autumn '22	Increased leadership capacity. Opportunities for all staff to gain leadership experience.	Impact monitored via line management - SLT

	Tighten line management processes within the pastoral system.					Led by CH Autumn '22	All members of the team have clear direction and feel supported. Increased levels of accountability. All roles are carried out effectively.	Peer Review of wellbeing provision – Summer '23 EJ & LNS school.
L2. **Improve consistency & impact of middle leadership**	Undertake audit of middle leaders' skills using Leadership Standards audit tool in ETLF.					Led by EJ Autumn '22	Professional learning needs are identified.	Line management discussions Review of ETLF data on completion – EJ
	Use findings from the above to develop in-house training programme to further upskill middle leaders.					EJ Spring '23	Middle leaders are supported to improve their practice and therefore improve provision and outcomes.	Via line management and faculty reviews - SLT
	All HoFs to engage with EAS middle leadership programme over 3 years.				£2160 PLG	EJ from Autumn'22	All have the skills to support their teams and to hold them to account.	Staff voice following training – EJ Line management - SLT
	All LPs to participate in Instructional coaching training.				Cover costs £2400	EJ & LPs Autumn '22	As above	As above

						PLG		
	Provide opportunities for HoFs and LPs to work collaboratively with opposite numbers in LNS school.					EJ from Summer '22	Opportunities to share best practice. Judgements on standards and provision are more secure.	As above
	Provide programme of bespoke support to individual HoFs as required.					EJ Ongoing	All have the skills to support their teams and to hold them to account. Improvements in provision and outcomes within faculties.	Via line management Faculty review programme led by EJ
	Provide programme of induction training to new HoLs.					Led by GC Autumn '22	All HoLs understand fully the scope of their roles and are confident in carrying out key tasks.	Via line management – GC & CH
L3. **Ensure self-evaluation is rigorous and impactful**	Develop new models for SE and improvement planning at whole-school and faculty level in line with new national and local arrangements.					EJ Summer '22	SE is more inclusive and robust at all levels. SE supports effective improvement planning and therefore improved provision.	Line management - SLT

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	Provide HoFs with training and support in the above.					EJ Summer '22	As above	As above Staff voice following training - EJ
	Review work scrutiny processes to account for increased digital learning.					RH Summer '23	SLT has full overview of provision and progress from work scrutiny activities.	SLT review following roll out Staff voice during development - RH
	Complete faculty review cycle and plan for next cycle on a 'needs basis'					EJ Termly	As above	As above
	Ensure stakeholder voice has a prominent role in evaluation & improvement processes at all levels.					SLT & HoFs Ongoing	All developments in provision are informed by pupil views.	Line Management
	Carry out joint SE activities with LNS school.					Led by EJ From Autumn '22	Opportunities to share best practice. Judgements on standards and provision are more secure.	Via line management Faculty review process
	Support HoFs & LPs to make effective use of 'data' gathered via SE activities.					LMs led by EJ Monthly	HoFs make accurate evidence-based judgements on standards and provision and are able	Line management Faculty review process

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							to plan for improvement more effectively.	
	Utilise 'data' gathered from SE activities to identify ½ termly focus areas for professional learning and sharing good practice activities.						RH ½ termly	Identified areas for development are addressed leading to improvements in that area of provision.	Line management Lesson obs & work scrutiny – LMs & HoFs
L4. **Develop a professional learning culture.**	Allocate 1 day per week of AHT (RH) time to development and delivery of PL programme.						£13,720 PLG	PL needs are identified accurately and met effectively.	Line management -EJ
	Support staff to evaluate their practice via engagement with professional standards – use ETLF for audit.						Led by EJ Autumn '22	PL needs are identified accurately and met effectively. Teachers are able to take ownership of their professional development.	Review of ETLF data upon completion – RH Via line management – SLT & HoFs.
	Use audit findings to inform PM targets and whole school PL programme.						Led by RH Ongoing	As above	As above
	Dedicate INSET time to faculty-based PL planned and facilitated by HoFs & LPs.						Led by HoFs Autumn '22	HoFs take ownership of PL needs within their teams. Improvements in an identified area of provision.	Via line management Lesson obs and work scrutiny following LMs & HoFs

	Continue to develop WMS Pedagogy Padlet to host key research underpinning curriculum vision.					Led by RH Ongoing	All staff have clear understanding of rationale for WMS curriculum and pedagogical approaches.	Via line management – EJ Staff voice - RH
	Provide staff with time to engage with key pieces of educational research as part of all planned PL.					Led by RH Ongoing	Staff engage regularly with educational research and use this to inform their practice.	Staff voice – RH
	Maintain programme of needs-based afterschool 'drop-in' PL sessions.					EJ Summer '22 & ongoing	All professional learning needs are identified and met supporting improved provision and outcomes.	Staff voice -EJ
	Establish a Professional Learning library for staff.				£1000 PLG	RH Ongoing	Staff engage regularly with educational research and use this to inform their practice.	Staff voice – RH
	Offer all staff the opportunity to take on whole-school distributed leadership roles.					EJ Autumn '22 & ongoing	Increased leadership capacity. Opportunities for all staff to gain leadership experience.	Impact monitored via line management - SLT
	Provide bursaries to support colleagues wishing to undertake post-graduate professional learning in	Dependent on applications				EJ Ongoing.	Increased leadership capacity and expertise. Opportunities for all to gain leadership skills to support their progression.	Impact monitored via in-school mentor -SLT

	pedagogy or educational leadership.							
January '23 progress review:								
July '23 Progress review:								