

POST INSPECTION ACTION PLAN

ST. DAVID'S HIGH SCHOOL

June 2017

“To be the best you can be, every day”

Headteacher: Craig Burns

Chair of Governors: Brian Weston

Challenge Adviser: Paul Coackley

Introduction to St. David's High School

This Post-Inspection Action Plan should be read in conjunction with the LA Action Plan, which supports the PIAP.

At St. David's High School we are committed to providing our students with the education they need to become confident, articulate, independent learners and thinkers who are ready to take their place in the demanding world of the 21st century. Through the provision of high quality learning opportunities both in the classroom and outside, we demonstrate our determination to create active, healthy and informed citizens of tomorrow. St. David's is a strongly inclusive school. We believe that all our students are of equal value and can achieve well; everyone, whatever their age or ability, has something to contribute to the school and wider community. We are committed to meeting the needs of all students, whether it is providing additional support for learning for some, or adding additional challenge for more able learners.

PIAP

We are a small school, which means every child is known and their individual needs are catered for in a caring learning environment. We are proud of the excellent relationships that exist between staff and students. The traditional values of courtesy, discipline and respect are important to us and we believe that upholding them will help us to achieve results for all at St. David's.

We have very high expectations for our students in both behaviour and achievement and believe that everyone has the right to learn. Learning needs to take place in a calm, purposeful environment where everyone is aware of their responsibilities. Our positive and caring ethos is based on mutual trust and respect; by working in partnership, we believe your child can be very successful at St. David's. We just ask that everyone at St. David's aims to be the 'best they can be, every day'.

School Aims shown below (currently under review):

- Preparing our students for adult and working life.
- Providing a high quality, student-centred education in which every student can achieve his/her full potential
- Valuing and respecting all members of the school community
- Maintaining a well disciplined and supportive environment for learning
- Ensuring our actions match our belief that all young people are of equal worth whatever their age, ability or background.

PIAP

Year 11 2016/2017 (Current Y11)

	Boys	Girls	Total
Cohort Total	47	38	85
Level 2 +	24	19	60.2%
Level 2	33	27	89.2%
Level 1	46	37	97.6%
Capped Point Score	352		
English	32	29	72.3%
Maths	26	21	62.7%
Science	28	23	69.9%
ESFM			42.9%
5x A/A*			12%

PIAP

Year 11 2017/2018 (Current Y10) – subject to review

	Boys	Girls	Total
Cohort Total	41	40	81
Level 2 +	23	22	65%
Level 2	31	30	94%
Level 1	40	39	98%
Capped Point Score	335		
English	29	28	75%
Maths	26	25	67.7%
Science	27	26	70%
WBQ	24	23	60.8%
5 A/A*			13.9%
ESFM			46.7%

KS3 Targets**Y9 2016/2017 (Current Y9)**

Cohort Total	Boys	Girls	Total		
	47	46	93		
	L5+ L6+ L7+	L5+ L6+ L7+	L5+	L6+	L7+
English	43 27 11	43 28 11	93%	59%	24%
Maths	42 32 15	44 32 17	93%	69%	35%
Science	44 29 11	45 28 11	96%	64%	24%

Y9 2017/2018 (Current Y8)

Cohort Total	Boys	Girls	Total		
	45	36	81		
	L5+ L6+ L7+	L5+ L6+ L7+	L5+	L6+	L7+
English	39 28 10	34 20 8	91%	59%	23%
Maths	42 28 18	34 23 10	94%	63%	35%
Science	42 27 11	35 24 11	96%	65%	26%

PIAP

Y9 2018/2019 (Current Y7)

Cohort Total	Boys	Girls	Total		
	28	28	56		
	L5+ L6+ L7+	L5+ L6+ L7+	L5+	L6+	L7+
English	25 16 6	26 17 7	92%	59%	24%
Maths	26 18 10	26 18 11	94%	65%	37%
Science	27 18 7	27 17 7	97%	64%	25%

Recommendation1: Improve standards at Key Stage 4

- Ensure a rigorous approach to monitoring and evaluating progress and standards, in order to trigger timely, decisive actions to secure rapid improvement in all contextual outcomes.
- St David's to be in line with, or above, Family Averages by August 2019.

	Actions	LA plan links as appropriate	Who will take action?	By when?	Resources and Costs	Monitoring & Milestones (Who? How? When?)	Success Criteria (brackets = 2016 outcome)
1.0	Following a detailed review and analysis of external examinations, develop Rapid Action Plans for all subjects to improve outcomes at KS4.	R1.1	HT AHT (T&L)	June 30 th 2017 Revised in light of outcomes – September 30 th 2017	Link mtg. time of around one hour per HOF LA Funded post in Maths and English	W: HT; GwE Challenge Adviser; AIB H: Meeting with HT and SLT to undertake scrutiny of Assessment Point data outcomes, analysis and action points. W: At each termly SDHS assessment point: April 2017; July 2017; Dec 2017; April 2018; July 2018 with interim checks through Link meetings	KS4 attainment targets 2017 significantly improve: English L2: 72.3% (64%) Maths L2: 62.7% (49%) Science L2: 69.9% (53%) L2+: 60% (44%) L1: 97.6% WBQ: 55% 5 A*/A: 12% <i>(See page 3 & 4 for further targets).</i>
1.1	Core curriculum leaders in English, Maths and Science drive intervention strategies to specific groups of learners, including boys, girls, FSM, and MAT	R1.2 R1.3	HOD E, M, S	30/6/2017	Release time for Core Curriculum leaders and AHT (D) Cost of	W: AHT (D) H: Core Intervention Programme; SLT link meetings; Core ML meetings W: Every 6 weeks	Identified students receive small group intervention making full use of Intervention Teachers employed in English and Maths (funded by PDG) All FSM and MAT students

PIAP

	(specific focus on FSM pupils required)				subject advisers GWE		receive high levels of support and intervention and make rapid progress. Gaps close.
1.2	Build joint working between departments and SLT	R1.4	AHT (T&L)	Fortnightly link meetings focused on action plan & progress	Inset Time (as per CPD calendar)	W: SLT H: Link meetings W: Fortnightly according to individual timetables	KS4 outcomes significantly improve (see 1.0)
1.3	Securely apply learning gained from school-to-school collaborative communication and visits to high performing schools about effective systems and processes. Buckley Elfed (focus: standards with a particular focus on tracking); Prestatyn High (focus on developing an assessment for learning strategy); The Maelor School (focus: developing great teaching)	R1.4	HT	30/6/2017	Time to visit other schools £2000 for host schools x 6 days	W: HT / Challenge Adviser/AIB H: Brokered by GwE Challenge Adviser. Co-ordination of visits. W: Half-termly	Become an outwards facing school at all levels in which learning is at the heart of what we do. At least three partnerships: standards, improving the quality of teaching & learning, assessment for learning. Assessment point and whole school outcomes show improvement.
1.4	Generate an	R3.2	AHT (Data)	July 1 st in	Mentoring	W: HT; Challenge Adviser; AIB	Analysis, monitoring and

PIAP

	Assessment Points calendar which identifies actions at each point: data analysis, monitoring & tracking, work scrutiny, intervention strategies. Targeted students and parents are informed through a student recovery plan for each targeted student.			place for September 1 st 2017	time to work with individual students, as necessary.	H: Through support offered by Elfed W: Half-termly	intervention ensure that individual students and subjects are attaining their targets. Student recovery plans are effective and all students achieve their target grades.
1.5	Research and implement an effective tracking system (SISRA Analytics) Plan, implement and review a programme of training for middle and senior leaders in the new system.	R1.1 R1.1	AHT (Data) AHT (data) July 2017 and again at relevant assessment points	April 2017 June 30 th 2017	£3,000 plus cost of training from SISRA and time to work with DHT at Elfed. Time for training Cost of SISRA trainer	W: HT; AIB H: Following visit to Elfed; training for staff through SISRA W: half-termly until confidence levels increase.	Attainment data is consistently and accurately analysed and interpreted by all teachers leading to sharper, more focused intervention when underperformance is identified. Records of Link Meetings show evidence of challenge and support.
1.6	Introduce a revision techniques and skills session from Cameron	R1.1	AHT (T&L) and HOY10/11	April 2017 and again June 2017	Cost of Cameron Parker	W: HT H: Confirmed booking with C Parker / Assembly visits	All KS4 students attend the course. Evaluations from the

PIAP

	Parker (UK Motivational Speaker) for Year 10 and Year 11.				(£1500)	W: For Y11, April 2017 and for Y10, June 2017	students are positive and the skills attained are evident in exams in which student outcomes match targets.
--	---	--	--	--	---------	---	---

Recommendation 2: Improve attendance and reduce the disruptive behaviour seen in a minority of lessons

- New Rewards system is implemented to ensure all students are rewarded in all fields
- Behaviour review is conducted involving staff and students – revised model/policy implemented – greater clarity and consistency achieved across the school; Alternative provision (in-house) is put in place to support our most vulnerable young people.
- Attendance strategy strengthened by Attendance Strategy Officer

	Actions	LA Links as appropriate	Who will take action?	By When?	Resources and Cost	Monitoring & Milestones (who? How? When?)	Success Criteria
2.0	Employ part-time Attendance Strategy Officer (ASO)	R2.2	BM / HT	June 30 th 2017	ASO: £18,444	W: HOCS H: Analysis of monthly attendance by HOYS W: Monthly	To improve / meet whole school target of 94%
2.1	Provide targets for each year group in line with 94% whole school.	R2.2	ASO	Sept 16 to July 17	N/A	W: HOCS H: Quality assurance of targets W: monthly	Provide greater focus on individual year groups. Targets: Year 7: 95% Year 8: 94% Year 9: 94%

							Year 10: 95% Year 11: 92%
2.2	Improve attendance of specific groups: FSM: 90% (2016 = 86%) Girls: 94% Boys: 94% ALN: 94% LAC: 94%	R2.2	ASO	Sept 16 to July 17	Time to work with individual students (by appointment)	W: HOCS; AIB; SLT H: Quality assurance of targets W: half-termly monitoring	Improve the attendance of specific groups
2.3	Improve punctuality: Identify individuals by year group Provide targets and support for students identified as having punctuality issues.	R2.2	HOY	June 5 th 2017	Meeting time	W: HOCS / HT; AIB H: Monitoring of number of 'lates' W: Review every 6 weeks	Improved punctuality
2.4	Attendance strategy procedures in place Stages of intervention in place (see appendix)	R2.2	ASO HOYS	Sept 16 to July 17	N/A	W: HOCS H: Monitoring & evaluation of plan W: every 6 weeks	Improve attendance and raise awareness of parents
2.5	Promotional targets: Invisible locations around the school. Classrooms, notice boards, TV points		ASO	April 2017	N/A	W: HOCS H: Monitoring of displays / visibility of them W: every 4 weeks	Raising awareness

PIAP

	<p>Rewards for:</p> <ul style="list-style-type: none"> • Group with most pupils on target • Groups with highest attendance • Pupils on 100% 		HOYS / ASO	Every 6 weeks	Prizes VIP breakfasts £500	W: HOCS H: quality assurance of rewards distributed/certificates etc. W: every 6 weeks	Improve incentive to attend regularly and raise awareness
	Assemblies focussed on good attendance		HOYS	Every 6 weeks	Assembly time	W: HOCS/SLT Links H: visits to assembly W: every 6 weeks	Raising awareness and importance
	Weekly updates and targets put in registers		ASO / Tutors	Every week	Dedicated 20 minute slots with tutor groups	W: HOCS H: visits to Form time W: weekly	To raise awareness and improve individual attendance
2.6	<p>Ensure all students are effectively rewarded for achievement in all fields:</p> <p>Implement VIVO rewards system</p>		RC	Every day!	TLR: £2640 for one year £3000 for VIVO	W: AHT (TL) H: Scrutiny of rewards given W: Every week on a Friday	Develop stronger sense of community and incentive
	Introduce rewards assemblies in addition to those on attendance and celebration evenings to recognise achievements		RC / HOYS	Every 6 weeks	As above	W: HT H: Visits / Leadership of assemblies W: every 6 weeks	To foster greater sense of community in the school
	Rewards coordinator to look at impact of VIVO and other initiatives on attitudes to behaviour / attendance		RC / HOYS / ASO	Every 6 weeks	Analysis of rewards	W: AHT (TL) H: Every 6 weeks at SLT W: Every 6 weeks	Improvements in attitudes in class and attendance i.e. reduction in isolation, student

							feedback
2.7	Working party to review existing Behaviour policy and to devise whole school system using SIMS (ensuring effective use of data and tracking).	R2.3	DHT Begin consultation Jan 17	Monthly meetings	Cost of SIMS package £800	W: HT / CA H: Progress review June 10 th W: Trial during June; prepare for implementation September 4 th 2017.	To provide clear system for use so that there is a consistent approach across the school.
	Provide alternative provision in 'Fresh Start' room (Effectively using PDG/EIG grant)	R2.4	HT to appoint two Alternative Provision Co-ordinators for Sept 17	Appoint by mid-June 2017	£18,637 (Job profile 2.3) x 2 Accommodation costs £3,500	W: CA/COG H: QA of Job Description W: June 20 th 2017	To reduce the overall number of exclusions and to support vulnerable students

Recommendation 3: Improve the quality of teaching and assessment

Teaching:

- A 'Great Teaching' model is successfully implemented to ensure teaching is consistently good or better, everyday
- Consistency of teaching is improved through introduction of 'Great Teaching' model and effective CPD programme
- All students feel challenged in their lessons
- Develop school-to-school support programme: targeted visits; joint learning reviews; sharing of best practice. Formalised support plan to appear in appendix following meeting with Head teachers in May / June 2017.
- Differentiated CPD for colleagues

Assessment:

- Ensure that the quality of marking and the quality of assessment has a clear impact on improving standards.
- Assessment of students' work effectively informs teachers' planning so that students know where they are in their learning and can make rapid

gains in their learning.

	Actions	LA Links as appropriate	Who will take action?	By when?	Resources & Costs	Monitoring & Milestones (who? How? When?)	Success Criteria
3.0	Introduce and develop 'Great Teaching' model at SDHS. The Great Teaching Model is focused on the features of a great lesson at SDHS: deep subject knowledge; clear learning objectives that are specific and challenging; differentiated tasks enabling all pupils to make rapid progress; effective teacher questioning; AFL enables students to know where they are in the learning and how to make steps forward; opportunities for students to demonstrate their	R3.2	AHT (TL)	January 2017 and on-going CPD programme in place Jan 2017 and reviewed July 2017 ready for 2017/18 programme.	Time for training built into CPD calendar / INSET time Cost of travel / cover for visits to other schools	W: HT H: Formal training programme and clear criteria for 'great teaching and learning' W: half-termly	Quality of teaching improves (many lessons are good by July 1 st 2017 with most being good by December 2017); quality of teaching is judged using PM lesson observations; learning walks; data; book reviews; student surveys) greater collaboration across the school (e.g. teachers attend all training sessions offered and staff training programme enables cross-curricular working) Staff know what great teaching and learning looks like and can apply

3.1	<p>understanding and learning in a variety of situations (group work; presentations; written work etc.)</p> <p>Ensure that students can access revision material anytime/anywhere, particularly at KS4</p>	R1.4	HOY 10 and HOY 11	Implemented by March 2017 for Y10 and Y11 and further Year groups	£3,000 Funded provided by the Local Authority for 4 years' subscription to this.	<p>W: AHT (TL) W: Regularly through assemblies; newsletters etc.</p>	<p>the model with increasing success</p> <p>Lesson plans checked by end of second full week of teaching to monitor implementation and offer support</p> <p>Lessons have more depth</p> <p>Staff are planning engaging, deep-learning lessons</p> <p>Most students that they feel supported and can access revision material beyond the school day December 2017</p> <p>Students have access to revision material 24/7 Participation rates: 80% +</p>
3.2	RAG rate each action in R3 based on evidence from the QA process to evaluate improvements in the quality of teaching and	R3.3 R3.5 R3.7	AHT (TL)	Half termly in line with QA timetable	AIB meeting time (up to three hours once per month)	<p>W: CA & HT H: AIB W: half termly</p>	Quality of teaching and assessment improves – seen through tracking of teaching and data analysis provided through SISRA

	assessment.						
3.3	<p>Improve access to high quality CPD for both teaching and support staff:</p> <p>Develop and publish CPD programme for the year, based around Challenge and the 'Great teaching' model. It will also involve peer observation and improved opportunities for staff to collaborate across the curriculum; colleagues will have the opportunity to lead on aspects of the 'Great teaching' model at INSET and, depending on need, colleagues can be directed to attend various sessions or volunteer, as necessary.</p> <p>Run weekly Teaching and Learning briefing for all teaching staff</p>	R3.8	AHT (TL)	December 2016	CPD Calendar	<p>W: HT H: CPD Calendar W: CPD Calendar</p> <p>W: HT H: Production of CPD Calendar W: Half-termly</p>	<p>Tailored CPD programme that meets needs of all staff.</p> <p>Quality of teaching improves – seen through tracking of teaching & data analysis showing progress of learners</p> <p>Teachers' confidence increases; greater collaboration across the school; better experiences for learners; rapid progress is made.</p>
			AHT (TL)	December and every Monday morning			

				thereafter with an increase in the number of staff leading briefing each week.			
3.4	Provide differentiated training for staff, including the Outstanding Teacher Programme through OLEVI	R3.7	AHT (TL)	September 4 th 2017 Cohort	Cost of training 3 Outstanding Teachers on the programme (TBC)	W: HT H: Effectiveness and attendance of programme; staff delivery W: review end of September 2017	Trained Outstanding Teachers or Facilitators on a National Teaching Programme. Impact on a greater number of staff over time. Distributed leadership at SDHS improves.
3.5	Monitor level of challenge in lessons through work scrutiny and SLT drop ins/pupil pursuits All formal lesson observations.	R3.7	SLT throughout the year and through staff CPD programme (see QA calendar)	Formal observations by: April 20 th 2017; Learning Review by May 26 th 2017; PM observation 1 by October 31 st 2017; PM 2 by Feb 2018. Drop-ins agreed at SLT as required. Further Review of whole school by December 2017.	Cost of training, where appropriate, for external training or visits to other successful schools.	W: CA H: QA of lesson observations; leadership of school review W: May 26 th 2017 (see report)	Most students make rapid progress. Quality of teaching improves significantly.

3.7	<p>Improve the quality of assessment:</p> <p>Develop work scrutiny with faculty leaders to improve quality of marking and feedback</p>	R3.3 R3.5	AHT (D)	Every 6 weeks	CPD calendar (one hour per twilight)	W: HT /SLT H: SLT QA W: every 6 weeks	Improved marking and feedback means that the majority of students make rapid progress.
3.8	<p>HoF to provide SLT Link with details of assessments to be carried out by class teachers prior to data collection</p> <p>HoF to provide SLT Link with evidence of moderation techniques to assess the skill of team members to make an accurate judgement and of actions taken</p> <p>SLT link to quality</p>	R3.5	AHT (D) AHT(D) AHT (D)	<p>Each key assessment point:</p> <p>April; July; Dec; March etc.</p> <p>At each termly assessment</p>	<p>Hourly Link Meetings</p> <p>SLT Link time (up to one hour)</p>	<p>W: CA H: AIB meeting</p> <p>W: Monthly, as per agenda</p> <p>W: HT/CA H: SLT/AIB</p>	<p>External data supports internal judgements</p> <p>School documents such as monitoring documents and minutes of meetings provide evidence of checks being made, action taken and progress being made</p> <p>A faculty portfolio of assessments is in place at the end of 2017-18</p> <p>Faculty members' areas for development</p>

	<p>assure moderation</p> <p>HoF to provide SLT Link with evidence of data being checked for accuracy prior to each data entry</p> <p>Develop training on using SISRA On-line to analyse student progress</p> <p>Evaluate student progress over time to accurately predict where students are in their learning.</p>	<p>R1.1</p>	<p>Link meetings Sept. 2017 onwards</p> <p>AHT (D)</p> <p>AHT (D) through moderation activities and evaluation of assessments September 2017</p>	<p>point</p> <p>As above</p> <p>Training by April 2017 and again before July 2017</p> <p>September 15th 2017</p>	<p>Scrutiny of the data in Link Meetings</p> <p>Time and cost of training (SISRA to provide and AHT D to shadow DHT at Elfed by 30.6.17</p> <p>QA Calendar</p>	<p>W: following each assessment point</p> <p>W: HT</p> <p>H: Training has taken place / attend/Link Mtgs.</p> <p>W: July 2017</p> <p>W: SLT/AIB</p> <p>H: Scrutiny of half-termly data and interim assessments/tests.</p> <p>W: half-termly</p>	<p>in moderation are highlighted early and supported</p> <p>Training will have taken place to address needs identified</p> <p>Consistent approach to link meetings /agendas</p> <p>Faculty end of year results are close to or are in line with national expectations.</p> <p>Majority of students make rapid progress.</p>
--	---	-------------	--	---	--	---	---

Recommendation 4: Ensure that self-evaluation processes are robust and used effectively for improvement planning

Intended Outcomes:

- Establish a shared culture of honest and rigorous self-evaluation amongst leaders at all levels in the school.
- Middle and Senior Leaders work with their teams to self-evaluate their areas of learning and produce action plan in line with the school’s PIAP. This information is discussed with SLT and Standards & Progress Committee, following contributions from the relevant staff teams.
- The Governing Body, Standards and Progress Committee and the Accelerated Improvement Board effectively scrutinises SLT
- There is a consistent approach to lesson observation, book reviews using Google Forms so that accurate judgements are made about the quality of teaching, learning and student progress.
- Ensure there are support plans in place where there is underperformance where individuals are provided with an opportunity to visit other schools; assigned a mentor; team teaching; joint planning etc.
- Review of individual faculties takes place once per term, using external input where possible.

	Actions	LA Links as appropriate	Who will take action?	By when?	Resources and Costs	Monitoring & Milestones (Who? How? When?)	Success Criteria
--	----------------	--------------------------------	------------------------------	-----------------	----------------------------	--	-------------------------

PIAP

4.0	Middle and Senior Leaders evaluate their areas using a wide range of information: data (internal & external); formal observations; drop-ins; student voice; quality of students' written work.	R1.1 R1.2	AHT (TL)	September 30 th 2017	See QA Calendar	W: HT / Standards / AIB H: Analysis of relevant data / evaluation that all plans are SMART W: Monthly AIB / SLT Meetings	All staff have a deep understanding of the strengths and areas for development within their areas Leaders are data-fluent and focused on improving the school's performance relative to its 'family' and the performance of closer aligned 'families' Levels of underachievement for MAT, L2+, L2, L1, FSM, LAC and other disadvantaged students are reduced significantly in August 2017, August 2018 and beyond
4.1	Implement effective training plan for middle leaders, particularly in the use of data, self-evaluation and action planning.	R4.5	HT	January 2017	£3,500 of 10 training programmes delivered by Ian Kelly (brokered support by GWE)	W: Challenge Adviser H: Evaluations from Staff W: interim reviews	Improved middle leadership leads to clearer accountability and greater student progress in line with targets, improved reliability of predictions.
4.2	Develop training for all governors and	R4.4	COG	January 2017	LA Governor training	W: LA / CA H: Attendance at Govs';	Governors confidently challenge SLT, leading

PIAP

	organise governor monitoring. Governors scrutinise data and conduct book reviews at Standards and Progress meeting, as well as AIB.				programme	minutes of meetings W: following standards and progress meetings	to school improvement. Creation of Standards and Progress Committee.
4.3	Standardise departmental SERS to ensure consistent evaluation of standards (in relation to key benchmarks and family data) and the progress of groups of pupils.	R4.2 R4.3	AHT (TL) / HT	December 31 st 2017	Training time ML programme with I Kelly	W: CA / AIB H: QA of SERS W: January 5 th 2018	Robust self-evaluation processes and effective improvement planning leads to improved outcomes for students.
4.4	Standardise departmental improvement plans to ensure a consistent approach to addressing the improvement of standards in areas identified.	R4.2 R4.3	AHT (TL)	October 31 st 2017	Training time with AHT (TL)	W: AHT (TL) H: SER process /on-going QA calendar W: October 31 st 2017	Robust and effective improvement planning leads to improved outcomes for students. Focused intervention programme, as necessary.
4.5	Ensure Faculty Improvement Plans include actions related directly to standards and issues identified in results review, as well as half-termly AQ findings on standards.	R4.5	AHT (TL)	October 31 st 2017	Link Meeting time (up to one hour every fortnight)	W: AHT (TL / D) H: FIPs lead to rapid faculty action plans W: October 31 st 2017	Robust and effective improvement planning leads to improved outcomes for students. Focused intervention programme, as necessary.

4.6	SLT and middle leaders to implement an SER that is more robust, evaluative and is a 'live' working document.	R4.2	HT	September 30 th 2017 following August 2017 outcomes	Link meeting time (up to one hour every fortnight) plus SLT meetings for two hours once per week)	W: Challenge Adviser/AIB H: Audit of SERS W: October 1 st 2017	Robust and Evaluative SERS in place that lead to improved outcomes (see targets); and clear action plans that sharply focus on individual student progress.
	Provide a rationale for faculty self-evaluation, setting out clearly new corporate expectations of accuracy, and then monitoring these assiduously.	R4.5	HT	As above		W: Challenge Adviser /AIB H: Scrutiny of the rationale W: Monthly AIB Meetings	All SERS in place and revised following August 2017 and August 2018 outcomes.
4.7	Implementation and development of an Accelerated Improvement Board	R1.5	HT	December 2016	Time Support	W: Challenge Adviser / COG H: Monthly AIB Meetings W: Monthly	All Improvement plans consistently use relevant, aspirational attainment targets and other measurable criteria.
	Ensure a precise focus on key areas pinpointed for improvement which identify the major critical steps to tackle these with pace.	R1.5	HT /SLT	May 2017	Time	W: Estyn Feedback on improved plan / Challenge Adviser / Local Authority H: Scrutiny of this Action Plan W: June 2017 and every AIB meeting (Progress Reports)	Improvement planning is SMART. Improvement Planning leads to improved outcomes for students.

Recommendation 5: Fulfil the statutory requirements of providing a daily act of collective worship and reporting to parents on pupils' progress in Numeracy

Intended Outcomes:

- Programme of Daily Act of Collective Worship is implemented with high levels of student engagement
- All teachers report on students' progress in Numeracy in all subject areas
- Fulfil the statutory requirements of providing a daily act of collective worship

	Actions	LA Links as appropriate	Who will take action?	By when?	Resources and Costs	Monitoring & Milestones (who? How? When?)	Success Criteria
--	----------------	--------------------------------	------------------------------	-----------------	----------------------------	--	-------------------------

Intended Outcomes:

- A five year plan is in place for eliminating the deficit budget
- **Due to recent/current redundancies, as well as restructuring, there is a revised plan for eliminating the deficit budget and is subject to approval by governors on Thursday 8/6/2017 and then the LA w/n 12/6/2017. The revised plan to reduce the deficit will follow as a separate document)**
- Licenced Deficit application in place and approved by Local Authority
- Reduced spending on staffing

Priority Area	Actions	LA Links as appropriate	Who will take action?	By when?	Monitoring & Milestones (Who? How? When?)	Success Criteria
6.0	Offer voluntary redundancy to staff in the first instance, with compulsory redundancy being explored thereafter Please see below:	R6.1	HT BM	3 rd March 2017 (subject to review in 2018)	W: COG / LA H: Monitoring of Plan W: every 6 weeks	Budget deficit reduces (see appendix) Reduced staffing costs. 5 year Budget plan will significantly reduce deficit by the end of 2017/18 and reduce further by 2019/20.

	<p>It can be seen from the table in the appendix, although our budget has decreased considerably <u>we have still managed to make extensive savings reducing the overall deficit</u> by £194,564 in 17/18, £279,064 in 18/19, 249,567 in 19/20.</p> <p>The staffing budget has decreased through voluntary redundancies. The number of teaching assistants has reduced by one.</p> <p>There will be a review of the staffing structure during 2017/18. Savings will be seen after three years due to protection costs.</p> <p>Support roles in school are as follows:</p> <ul style="list-style-type: none"> • Business Manager / Head teacher's PA • Data Manager • 1 Admin Officer / receptionist • Attendance /Communications Officer • 1 Cover Assistant • 1 Librarian • 4 Technicians: Design / IT / Science / Resources • 1 Learning Support Supervisor • 3 TAs attached to classes with a high percentage of SEN pupils • 4 TAs attached to students with statements 			
--	--	--	--	--

	<ul style="list-style-type: none"> • Caretaker • 10 cleaners – this has been reduced from 11 by changing work practice and re-evaluating cleaning areas. <p>The Business Manager, Data Manager and Admin Officer work collaboratively to cover all the roles dealing with finance, admissions, examinations, SIMS and general admin.</p> <p>As mentioned above 1 TA has left and not been replaced. Another is attached to a Year 11 pupil – this post will be reviewed in line with Year 6 pupils moving to St. David's.</p> <p>Capitation allocations to faculties are low: £30,000. The allocations are worked on a formula basis. Balances are monitored to ensure that any overspend is discussed beforehand.</p>					
6.1	<p>Review the curriculum model assessing its fitness for purpose:</p> <p>Analysis of class sizes and number of students in option subjects are appropriate.</p> <p>Increasing class sizes has been investigated but due to capacity problems we were unable to follow this course.</p>	R6.6	AHT (C)	<p>April 2017 Further review October 1st 2017</p>	<p>W: HT / SLT H: Analysis of Curriculum / Staffing W: April 2017 and again October 2017</p>	<p>Curriculum will meet requirements and students will achieve their potential at SDHS</p>

PIAP

	A capacity survey completed by the LA shows that the majority of our classrooms can be used for between 21 and 25 pupils.					
--	---	--	--	--	--	--

Codes:

Initials on Plan	Post Title	Post Holder
HT	Head Teacher	Craig Burns
BM	Business Manager	Andrea Brown
AHT (TL)	Assistant Head Teacher – Teaching & Learning	Steve Richardson
AHT (D)	Assistant Head Teacher – Data for Learning	Roy Smithson
AHT (C)	Assistant Head Teacher – Curriculum	Sally Dardis
COG	Chair of Governors	Brian Weston
CA	Challenge Adviser	Paul Coackley
HOYS	Heads of Year	Year 7: Hollie McFarlane Year 8: James Walker Year 9: Laura Hainsworth Year 10: Toby Sheehan Year 11: Dawn Ellis
HOCS	Head of Care and Safeguarding	Hollie McFarlane
DACW	Daily Act of Collective Worship Co-ordinator	Laura Hainsworth
NCO	Numeracy Co-ordinator	Laura Thain
ASO	Attendance Strategy Officer	Newly appointed ALTP Coordinators
AIB	Accelerated Improvement Board	
Standards	Standards and Progress Committee	Governing Body Committee, Chaired by Brian Weston (Chair of Governors)
SLT	Senior Leadership Team	See Above

PIAP