



SCHOOL IMPROVEMENT PLAN 2018/19

Ref	Priorities	2018/19	2019/20	2020/21
MY1	To improve attainment at KS4 to exceed WAG1 KPIs and subject targets using FFT 20 targets	■	■	■
MY2	To improve attainment at KS4 to exceed KPIs and subject targets using ALPS targets	■	■	■
JU3	Continue to improve provision for EFSM pupils so that L2+ is 32% or above next year	■	■	■
CM1	To continue to improve the progress made by students in the development of skills so that rates of progress are in line with or exceed modelled expectations	■	■	■
JU1	Continue to improve health and wellbeing support systems across the school for all learners and staff	■	■	■
JU2	Improve attendance to 94%	■	■	■
JU5	Empower and engage with parents and carers from vulnerable families to equip them with the skills to support their children.	■	■	■
LJ3	To develop students leadership skills so that they have a positive impact on school improvement	■	■	■
CM2	The continue to improve the quality of teaching, learning and assessment across the school thus enabling all pupils to make progress	■	■	■
CM4	To continue to improve teaching, learning and assessment quality assurance systems across the school to reduce in school variation.	■	■	■
MY3	Develop a broader curriculum with a inclusion element at KS4.	■	■	■
JU4	Continue to strengthen approaches to inclusion and safeguarding to provide comprehensive support for all vulnerable learners.	■	■	■
LJ1	Provide a range of leadership opportunities that enhance school improvement and support staff professional development leading to improvement targets.	■	■	■
LJ2	To provide opportunities that enhance the skills of governors to lead school improvement resulting in the school attaining its targets.	■	■	■
LJ4	Ensure effective monitoring systems are in place to support school improvement targets.	■	■	■
MY4	Develop the skills of leaders at all levels to effectively lead and manage staff and student. building leadership capacity and reducing in school variation.	■	■	■
MY5	Improve quality assurance systems to ensure they are impact led and efficient.	■	■	■
CM3	To improve professional development across the school so that a personalised approach positively impacts on teaching, learning and leadership at all levels	■	■	■
CM5	To undertake impactful school to school work to support partner schools and ours in attaining modelled expectations.	■	■	■
<p>■ - Students ■ - Staff ■ - Family ■ - Community</p>				

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KS3 Targets

Pupils Achieving Level 5+

For South East Wales
Geography (Y4/5/6) / History
(5/6) / Science (Y5/6)

Year 9	Cohort	Oracy - English		Reading - English		Writing - English		English		Mathematics		Science		Reading, Writing & Mathematics		CSI	
		Single School Target	Single School Target	Single School Target	Single School Target												
	No	No	%	No	%	No	%										
FSM Boys	13	10	77%	10	77%	10	77%	10	77%	7	54%	7	54%	7	54%	7	54%
FSM Girls	16	15	94%	15	94%	15	94%	15	94%	13	81%	13	81%	13	81%	13	81%
non-FSM Boys	71	69	97%	69	97%	69	97%	69	97%	69	97%	69	97%	69	97%	69	97%
non-FSM Girls	67	67	100%	67	100%	67	100%	67	100%	62	93%	62	93%	62	93%	62	93%
FSM	29	25	86%	25	86%	25	86%	25	86%	20	69%	20	69%	20	69%	20	69%
non-FSM	138	136	99%	136	99%	136	99%	136	99%	131	95%	131	95%	131	95%	131	95%
All Boys	84	79	94%	79	94%	79	94%	79	94%	76	90%	76	90%	76	90%	76	90%
All Girls	83	82	99%	82	99%	82	99%	82	99%	75	90%	75	90%	75	90%	75	90%
All Pupils	167	161	96%	161	96%	161	96%	161	96%	151	90%	151	90%	151	90%	151	90%
% Gap NonFSM - FSM		12%		12%		12%		12%		26%		26%		26%		26%	
% Gap Boys - Girls		-5%		-5%		-5%		-5%		0%		0%		0%		0%	

Attendance & Exclusion Targets

	Academic Year 2018-19	Academic Year 2019-20	Academic Year 2020-21
Attendance (%)	94	94.5	95
Unauthorised Absence (%)	2.2	2	1.8
Authorised Absence (%)	3.8	3.5	3.2
Number of permanent exclusions	8	5	4
Number of fixed-term exclusion incidents	100	80	64
Total number of fixed-term exclusion days	360	290	230

Linked Plans & Funding

[EAS KS3/4 Targets \(3 Years\)](#)

[CPD PLAN](#)

[Professional Learning Plan](#)

EIG

PDG

Transition Plan

Facilities Plan (TB)

KS4 Targets

School Targets 2018 - 2019 - Key Stage 4

Name of School:

St Martins Comprehensive



Year 11	Cohort	Level 2 including English/Welsh and Mathematics		Capped Gtts		Level 1		Welsh Baccalaureate National		Welsh Baccalaureate Foundation		S A* A		Welsh (1st lang) A*-C		English Language A*-C		Mathematics A*-C		Mathematics Numeracy A*-C		1st Science Level 2		2nd Science Level 2	
		Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target	Single School Target
	Number	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
FSM Boys	10	3	30%	277	9	90%	3	30%	6	60%	0	0%	0	0%	4	40%	2	20%	3	30%	3	30%	4	40%	
FSM Girls	14	5	36%	311	13	93%	7	50%	6	43%	0	0%	0	0%	7	50%	6	43%	3	21%	5	36%	5	36%	
non-FSM Boys	92	67	73%	376	91	99%	78	85%	14	15%	16	17%	0	0%	74	80%	67	73%	73	79%	68	74%	68	74%	
non-FSM Girls	60	43	72%	389	58	97%	47	78%	12	20%	19	32%	0	0%	57	95%	44	73%	41	68%	47	78%	47	78%	
FSM	24	8	33%	297	22	92%	10	42%	12	50%	0	0%	0	0%	11	46%	8	33%	6	25%	8	33%	9	38%	
non-FSM	152	110	72%	381	149	98%	123	82%	26	17%	33	23%	0	0%	131	86%	111	73%	114	75%	115	76%	115	76%	
All Boys	102	70	69%	366	100	98%	81	79%	20	20%	16	16%	0	0%	78	76%	69	68%	76	75%	71	70%	72	71%	
All Girls	74	48	65%	374	71	96%	54	73%	18	24%	19	26%	0	0%	64	86%	50	68%	44	59%	52	70%	52	70%	
All Pupils	176	118	67%	370	111	97%	135	77%	38	22%	35	20%	0	0%	142	81%	119	68%	130	68%	123	70%	124	70%	
% Gap non-FSM - FSM		35%		6%		6%		41%		-33%		23%		0%		40%		60%		50%		42%		38%	
% Gap girls - boys		4%		2%		2%		6%		-5%		-10%		0%		-10%		0%		15%		-1%		0%	

Current Progress

All Students	Maths	English	Science	L2+	L2	L1
All 2018	58	71	61	62	73	97
All WAG1	71.6	75	86.9	65	79	97
All Estimate	73	83	70	66	80	99
All Jan Current	70	70	68	72	81	97
All Actual Results	65	78		61		
eFSM Students	Maths	English	Science	L2+	L2	L1
eFSM 2018	22	30	17	13	35	96
eFSM Estimate	42	46	33	36	42	100
eFSM Jan Current	36	36	40	36	52	92
eFSM Actual Results	36	44		32		



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National Priorities - The Curriculum	National Priorities - Equity and Wellbeing																				
<p>To do this, we will do the following.</p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> Develop the framework for the Areas of Learning and Experience (AoLEs) including the key requirements for moving towards a language continuum for Welsh. Ensure that resources that we commission are developed in English and Welsh at the same time to support our new curriculum. Develop approaches to professional learning to ensure that all schools are better able to plan for curriculum change. </td> <td>Autumn 2017</td> </tr> <tr> <td> <ul style="list-style-type: none"> Begin the phasing-in of adaptive personalised assessments (to replace paper-based reading and numeracy tests). </td> <td>During autumn 2018</td> </tr> <tr> <td> <ul style="list-style-type: none"> Make available for final feedback new curriculum and assessment arrangements for schools. </td> <td>By Easter 2019</td> </tr> <tr> <td> <ul style="list-style-type: none"> Final curriculum. </td> <td>By January 2020</td> </tr> <tr> <td> <ul style="list-style-type: none"> All maintained settings and schools are using the new curriculum. </td> <td>By 1 September 2022</td> </tr> </table> 	<ul style="list-style-type: none"> Develop the framework for the Areas of Learning and Experience (AoLEs) including the key requirements for moving towards a language continuum for Welsh. 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Work on the passage of the Additional Learning Needs and Education Tribunal (Wales) Bill through National Assembly for Wales processes. Publish the first annual review of the LAC Education Strategy. Strengthen partnership working to deliver better outcomes for looked after children and those in EOTAS, including in PRUs. Deliver mental health support for schools and learners, in partnership with local health boards, starting with regional pilots. Support activities to enhance summer learning. Establish a National Endowment for Music. </td> <td>During autumn 2017</td> </tr> <tr> <td> <ul style="list-style-type: none"> Evaluate our youth work funding streams. Identify and disseminate good practice in relation to school-based counselling. Establish an independently chaired National Youth Support Services Board. 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