

Maesteg School 3 Year Improvement Plan 2018 – 2021

	2018-2019	2019-2020	2020-2021
Skills (THL)	Pupils will be able to use LNF and DCF skills across the curriculum with a good degree of competence	Pupils will be able to confidently transfer LNF and DCF skills from one context to another throughout their learning experiences	All pupils demonstrate excellent progress in skills development. They apply a range of skills independently and with confidence.
Teaching and Learning (AMS & KHS)	Teachers will consistently employ DR ICE across the school to challenge and stretch pupils so that they make good progress. All teachers to apply RESPECT strategies consistently to develop positive relationships with pupils	Teachers demonstrate high expectations of pupils and ensure that all pupils are challenged in lessons and impact is evident in the progress they make. RESPECT ethos embedded throughout the school at all times of the school day	Teachers consistently stretch and challenge all pupils so that all pupils make excellent progress. All pupils and all staff enjoy respectful relationships that are evident in excellent lessons and in pupils' behaviour around the school
Raising standards (DDE, KCH, SHG)	Many pupils will achieve their target grades and will make good progress between key stages.	Most pupils will achieve their target grades and will make very good progress between key stages	Almost all pupils will achieve their target grades and will make excellent progress between each key stage.
Inclusion (DDE & KCH)	Develop opportunities for all pupils to engage in learning experiences that lead to success	Almost all pupils will experience an appropriate pathway that leads to a successful future	Almost all pupils will thrive as a result of an enriching and worthwhile learning pathway that ensures happiness and success
Visionary (HJS)	There is a clear, shared vision that is focused on continually improving standards through excellent teaching and learning experiences	School's vision embedded throughout the school and is evident in everything we say, do and see	Distributed leadership is extremely effective at all levels in bringing about whole school improvement
Ethos (NJS & SCE)	All pupils will be encouraged to demonstrate 'Growth Mindset' attitudes to learning and know what 'resilient' looks like.	Most pupils are able to anticipate barriers to success and can plan accordingly in order to overcome these barriers	All pupils know how to act when things don't go their way and can reinvigorate their motivation to turn setbacks into success.

SER Areas for development: SIP 2018-2021

Inspection Area 1: Standards & Skills	Inspection Area 2: Wellbeing	Inspection Area 3: Teaching and Learning	Inspection Area 4: Care, support and guidance	Inspection Area 5: Leadership and Management
<ul style="list-style-type: none"> • <i>Continue to improve pupil progress between KS2-KS3 in English</i> (R – DDE, KCH,) • <i>Improve standards achieved by most able pupils in all lessons</i> (R – DDE, KCH) • <i>Continue to improve the number of pupils who achieve their target grades in English Maths and Science at GCSE</i> (R – DDE, KCH) • <i>Continue to develop consistent approaches to extend pupils’ writing and to improve speaking and listening.</i> (S – THL) • <i>Develop CPD for all teachers to ensure pupil accuracy and appropriateness of written work.</i> (S – THL) • <i>Reduce in school variation in the standard of higher order thinking skills and problem solving across all lessons</i> (S – THL) • <i>Continue to raise standards in Welsh</i> (S – THL) 	<ul style="list-style-type: none"> • <i>Continue to develop culture of ‘motivated to strive’ to build confidence and resilience in all our pupils</i> (T – AMS, KHS) • <i>Continue to challenge passivity from pupils in all lessons</i> (T – AMS, KHS) • <i>Continue to improve inclusion opportunities to further reduce fixed term exclusion figures and improve standards</i> (R – DDE) • <i>Improve attendance figures and reduce level of persistent absenteeism</i> (E – NJS) 	<ul style="list-style-type: none"> • <i>Continue to improve consistency of levels of challenge in all lessons</i> (T – AMS) • <i>Continue to improve the consistency and quality of feedback across all faculties</i> (T – AMS) • <i>Continue to improve provision for whole school numeracy development</i> (S – THL) • <i>Improve quality of intervention programmes for withdrawal groups</i> (S – THL) • <i>Continue to improve quality of provision for LNF and DCF across curriculum</i> (S – THL) 	<ul style="list-style-type: none"> • <i>Continue to develop wellbeing tracker to improve timeliness of interventions</i> (E – NJS, SCE) • <i>Further develop and improve form tutor time to develop social and cultural awareness and celebrate ‘character’</i> (E – NJS, SCE) • <i>Continue to develop peer mentoring programme</i> (E – NJS, SCE) • <i>Continue to improve tracking procedures to have greater impact on pupil progress</i> (R – DDE, KCH) • 	<ul style="list-style-type: none"> • <i>Continue to ensure that middle leaders have impact on classroom practice at every level</i> (V – HJS) • <i>Continue to ensure that all FIPs are informed by FERS and have positive Impact at all levels</i> (V – HJS) • <i>Increase number of teachers who participate in peer observation to improve their practice</i> (T – AMS) • <i>Continue to develop action research across whole school</i> (T – AMS) • <i>Continue to develop opportunities to bring the school budget out of a deficit situation</i> (V – HJS)