



Bassaleg School Improvement Plan 2020-2023

School Context

Bassaleg School is a mixed 11-19 school to the north east of Newport. Currently it has 1863 pupils on roll with 432 in the sixth form. Pupils come from mainly six partner primary schools. Around 8% of pupils are eligible for free school meals. Around 2% live in the 20% most deprived areas in Wales. 1.6% of pupils have statements of special educational needs compared with 2.5% for Wales as a whole. Around 7% of pupils have a special educational need. Many pupils are from a White British background. A few pupils come from an ethnic minority background. A few pupils speak English as an additional language and a very few speak Welsh fluently. The Headteacher has been in post since September 2018. The leadership team is made up of two Deputy Headteachers, a Director of Business, three Assistant Headteachers and two Associate Headteachers. Following our successful Curriculum Pioneer work the school was awarded Innovation School status and is working with Welsh Government and other schools to take forward developments related to the curriculum and professional learning. The school is part of the Lead Network Schools for Wellbeing, Science and Humanities (RMP) and is a Lead Practitioner School for ITE with Cardiff Met.

Improvement planning

Accurate self-evaluation is achieved by all leaders at Bassaleg School through comprehensive quality assurance processes to review standards, improve consistency and raise performance across the curriculum in order to drive school improvement. Our three year improvement plan is divided into the five Estyn areas; Standards, Wellbeing, Teaching & Learning, Care, Support & Guidance and Leadership. Following a comprehensive review last year of systems and processes in school and the onset of the pandemic in March, our school improvement plan has been stripped back to focus only on what is important and urgent, reducing our targets for improvement from 25 last year to 12 this year. This has been essential to enable Covid operational procedures to be our main focus to ensure the safety of our whole of school community. Of these 12 targets for improvement 6 are school priority targets. School priority targets are highlighted in the overview of targets in the table on pages 3 & 4 in red. Priority targets feature in all departmental improvement plans ensuring they are a whole school focus for improvement. Our school improvement plan is very much a working document that drives our practice and is reviewed biannually in January and June.

Professional development strategy

Bassaleg School invests in the professional learning of all staff. Our Professional Learning Exchange calendar prioritises time for staff to reflect on their own professional learning through completion of their Professional Learning Portfolio, as well as facilitating collaborative time for professionals to engage in making progress on school improvement priorities. The school's SLO survey results supported us in conducting further extensive consultation with all our staff, the outcomes of which have been used to modify our professional learning offer to better meet the individual needs of all our staff.



School Staff and School Resources

The school prides itself on managing its resources effectively to achieve our school improvement priorities. As is the case for all schools, financial constraints require us to be innovative in our use of resources and we largely successfully balance our use of finances to implement a purposeful staffing structure that allows us to focus on teaching & learning that will enable all our young people to make progress and achieve. We make effective use of our professional learning grant, the PDG and EiG grants to support the work that we do.

Having received band B money for a significant partial rebuild, the school and its stakeholders are currently engaged in detailed consultation with the planning team to ensure that the new build will meet the needs of our learners for a 21st Century education. It is projected that the new build will be completed ready for September 2023.

Estyn recommendations

It was recognised by Estyn in May 2019 that the school had achieved each of the 2014 Estyn recommendations:

- improve pupil outcomes in mathematics at key stage 4
- increase opportunities for pupils to develop their numeracy skills progressively, across the curriculum
- improve pupils' punctuality to lessons
- Ensure that improvement planning at all levels includes precise actions to meet clear, measurable targets

Our current improvement plan includes specific targets to address the Estyn, May 2019 recommendations:

- Improve outcomes in key stage 4 in a few areas across the curriculum (targets 1,2,3,10,12)
- Improve the attitudes to learning of a few pupils (targets 10,12)
- Reduce the variation in teaching and assessment to ensure that pupils of all abilities make sufficient progress (targets 12,13,24)

Progress on Previous Targets 2019 – 2022

Standards – All standards targets were met for the academic year 2019/20. New targets have been written for Sept 2020

Wellbeing – Significant progress was made with targets 6, 7 & 8 (the tutorial programme, developing resilience & developing a multifaceted Listening to Young People programme) and it was felt these aspects are now embedded into the day to day work of the school. Work on these aspects will continue but they no longer need to feature as improvement targets. Targets 9 & 10 (attendance and improving attitudes to learning) will continue to be part of our improvement plan this year.

Teaching & Learning – Targets in this area have been streamlined; targets 11, 13, 14, 15, 16, 17, 18, 19, which relate mainly to skill development, have been incorporated into our Pedagogy target for this year. Target 20 for new curriculum design has been achieved.



Care, Support & Guidance – Targets 21 & 22 (review the reporting system & develop bilingualism) have been achieved.

Leadership – Targets 23 & 25 (review of Governing Body structure & the curriculum & leadership structure) are ongoing this year. Target 24 (quality assurance processes) has been incorporated into a new professional learning target for this academic year.

Bassaleg School Improvement Plan 2020-2023	
Standards	
Target 1 - Achieve a capped 9 score of 400.	
<ul style="list-style-type: none"> ➤ Achieve Level 2+ at 77% ➤ Reduce gender gap in GCSE performance for boys ➤ Reduce performance difference between FSM and Non FSM pupils to 68 Capped 9 points 	
Target 2 - Achieve ALPS T score of 3 for A2 outcomes 2021.	
Wellbeing	
Target 3 - To ensure the school attendance target of 95.3% is met	
Target 4 - To improve attitudes to learning at KS3 & 4	
Teaching & Learning	
Target 5 - To develop understanding of effective principles of pedagogy to facilitate pupils' skills development in line with the new curriculum.	
Target 6 - To develop an effective blended learning approach as part of our pedagogy to further enable progression in learning in the event of a partial/full COVID lockdown.	
Target 7 - To review our assessment policy to better meet the needs of the new curriculum	
Care, Support & Guidance	
Target 8 - To develop robust & effective COVID-19 site protocols to mitigate risk for the whole school community.	
Leadership	
Target 9 - To improve attitudes to learning through a strategic review to challenge current aspiration and raise the glass ceiling of attainment.	
Target 10 - Review the structure of the governing body so that Governors are given further opportunities to hold the school to account and contribute to school improvement agendas in a more timely and rigorous way.	
Target 11 - To review the curriculum and leadership structure of the school in line with requirements for the new curriculum	
Target 12 - To review the professional learning offer to best support staff in developing the pedagogies and practices required to meet the diverse needs of 21st-century learners through the development of our school as a learning organisation.	

A copy of the full school improvement plan outlining the action plans that sit behind these targets is available by request from the Headteacher, Miss V Lambe.