



## School Improvement Plan (SIP) update 2022-2023

### Overview of Progress 2022-2023

Our 'Believing & Belonging' strategy which focuses on how we can be the best version of ourselves has been our guide and moral compass in both the planning and realisation of our newly configured site and new building Adeilad Balch. Extensive planning involving all stakeholders, has ensured that we have a new and exciting learning environment that fits our ethos and pedagogical principles. Our classrooms and the wider spaces in Adeilad Balch are exciting flexible learning spaces to enable dynamic collaborative learning to take place. We finally have an environment in which our young people can flourish with an extensive range of facilities which match the innovative design of our curriculum.

Last academic year saw the development of our Bassaleg Digital Staff Pedagogy Guide (launched September 2023), a supportive document for staff detailing everything they need to know about our Pillars of Pedagogy, Leaders of Skills, Reflection & Research, Pedagogy Fayres, Pillar Pages, Blended learning, Pedagogy Planning & Developing Skills. This really is an innovative document that links all of our developmental pedagogy work over the past few years and is the culmination of a vast amount of reflective practice to identify what works for our learners in our school.

Following the development of our assessment principles to support learner progress our focus for 2022-23 was to embed these assessment principles into our pedagogy. Our live and continuous QA model has enabled teachers and leaders to see first-hand the impact of our assessment principles on teacher planning for progress. Learners are actively engaging in the different forms of feedback to support them to make progress. Having grown our principles for pedagogy, assessment and a live and continuous QA model from the ground up, all staff continue to engage in reflective practice and use the findings to tweak and refine in order that our approach meets the needs of our learners.

With a growing numbers of Listening To Young People councils across the school a Leadership Council was formulated comprising of a passionate group of sixth formers whose aim was to create systems to support and coordinate the work of all councils to



ensure their work is purposeful, communicated widely and celebrated. Last Summer term saw a successful soft launch to identify & resolve any teething problems and we are looking forward to a school wide launch this Autumn term.

### Summary of progress with targets 2022-2023

Target	Progress
<p>1. Pupil attainment to reflect the aspiration of the school believing and belonging strategy</p>	<p>We are proud of the outcomes our young people have achieved at both L2 &amp; 3. Our minimum expected grades were aspirational and our learners have achieved outcomes that demonstrate that setting high expectations of ourselves and our learners brings rewards.</p> <p>Level 2 outcomes:</p> <ul style="list-style-type: none"> <li>Capped 9 score 395 (target 410)</li> <li>5 A/A* 34%, capped 9 equivalent to 9 A grades (468) 23%</li> <li>Literacy Score 46.33</li> <li>Numeracy Score 45.5 (Boys 46.05 Girls 45.05)</li> <li>Average boy performance? (target 380)</li> <li>eFSM capped 9? (target 278)</li> <li>Progress against MEGs? (L2+ 80%)</li> </ul> <p>Level 3 outcomes:</p> <ul style="list-style-type: none"> <li>Year 13 ALPS T score 4</li> <li>8 subjects 1,2 or 3 value added ALPS</li> <li>6 subjects at 7,8 or 9 (most collaboration subjects)</li> <li>66.8% MEGs secured</li> </ul> <p>Year 12 T score 2</p> <ul style="list-style-type: none"> <li>13 subjects at 1,2 or 3 value added ALPS</li> </ul>

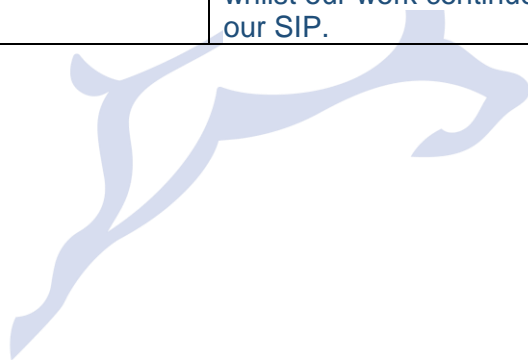
<p>2. Pupil outcomes in skills are in line with expectations described in learner entitlement</p>	<p>The focus going forwards with this target is to evidence greater consistency across the curriculum of skills development. The provision for skills is good but QA needs to focus more on the impact of this provision looking more at standards.</p>
<p>3. To ensure the school attendance target of 91.5% is met, and FSM 83.2%</p>	<p>Our attendance figure was 91.4% against a target of 91.5% which we are really pleased with given the ongoing challenges both at Bassaleg and nationally since covid. The wellbeing team alongside our attendance officer and EWO have worked tirelessly to support young people &amp; families to improve attendance. As we move into 2023/24 our focus will be on the evaluating the impact of systems and developing greater consistency across all year groups.</p>
<p>4. To continue to prioritise attitudes to learning at KS3 &amp; 4 to encourage pupils to aspire to be the best version of themselves</p>	<p>Significant progress has been made with this target over a number of years and we have a comprehensive Behaviour for Learning programme that is now embedded across the school. Our Behaviour for Learning Council focused last year on reviewing our rewards system and this will be taken to a whole school consultation Autumn term 2023. Our BFL systems and protocols are live and are continuously evaluated with a focus on impact and value for money; we continue to refine and tweak our systems. Next year this target will focus on our new CC provision and how we can support our most vulnerable learners.</p>
<p>5. Evaluate and continue to develop our understanding of: effective principles of pedagogy (Bassaleg Pillars); standards and progress in pupils' skills, in line with the new curriculum.</p>	<p>Again significant progress has been made in the development of our Bassaleg pedagogy through our Pillars of Pedagogy. Leaders of Skills have focused on developing the pillar 'Metacognition' in 2022/23. Much work has gone into creating our Bassaleg Staff Pedagogy Guide which was launched September 2023, the impact of which will be evaluated 2023/24. Leaders of Skills have been at the forefront of our pedagogical development through their reflective practice which has helped to shape our systems and principles of pedagogy and assessment. A focus for 2023/24 will be the consistency in LOS effectiveness across AOLEs. As</p>

	<p>we move to develop our Progression matrices this year LOS will focus on supporting this process alongside their work on developing another of our Pillars – ‘Challenge For All’. Our QA will be more focused on the impact of pedagogy on skills development and the use of lesson observations as a valuable coaching tool. Consistency in CWRE and its impact on pupil development is a further area for focus in 2023/24</p>
<p>6. Embed Assessment Policy With a Clear Focus on Establishing a Shared Understanding of Pupil Progress</p>	<p>Assessment principles are embedded in teacher planning as part of their pedagogy. DLE meetings evidence detailed QA discussions on how these principles are supporting all teachers in their planning for progress and how learners are engaging with the different types of assessment feedback to support them to make progress. Our focus going forwards will continue to be on evaluating impact and how we know we are supporting <b>all</b> learners to make the right amount of progress. Supporting both learners and parents to understand our assessment principles is key.</p>
<p>7. To implement and embed the new ALN Act for all stakeholders.</p>	<p>This target has been on our SIP for a few years to prepare us for the implementation of the new ALN Act which has nationally been delayed a number of times. Having achieved the tasks required to be ready for the new Act this target will now focus going forwards on evaluation of the impact of our ALN provision on our ALN learners. The target will capture our new CC provision and how this comprehensive, collaborative &amp; multi-layered provision will enhance the support for our most vulnerable learners.</p>
<p>8. To develop &amp; implement a wellbeing education programme for pupils &amp; parent/carers for substance misuse, mental health &amp; peer on peer sexual harassment</p>	<p>Our work towards this target has been extensive and multi-faceted. Our SHRN data continues to highlight focus areas which enables our Director of Standards for Wellbeing to build appropriate and pertinent provision for our young people through the form tutor programme and our wellbeing curriculum. Extensive Listening to Young People and listening to staff highlighted the need to evaluate our wellbeing curriculum offer and has seen a change to form time to ‘Barod’ with form tutors becoming ‘Personal</p>

	tutors' and the introduction of Wellbeing lessons to our Year 9, 10 & 11 curriculum. Going forwards this target will focus on the impact of these significant changes.
9. To develop greater understanding and inclusivity towards our 'protected characteristic' groups via a whole school approach, with a specific focus on race, religion or belief, sex, and sexual orientation	Our work on this target has been informed largely by our SHRN data and listening to our young people to understand their needs and lived experiences, especially our QSA+ and N2R (No to Racism) councils. They have supported our school community to really understand and empathise and have been able to communicate what they would like to change. Feedback from these groups has been critical in helping us to evaluate our progress. Following the launch of our LGBTQ+ pledge our work this year is to create our school charter to support all groups of young people including those with protected characteristics to feel safe, secure, listened to and respected.
10. Embed strategies to support all staff in encouraging pupils to always work towards the goal of being the best version of themselves: Believing and Belonging strategy	This target encapsulates everything we are working towards in terms of our curriculum, learner experiences in the classroom, our aspiration and how we support learners to understand where they are and how they make progress. So much progress has been made this year. Work is ongoing in all areas of this target and going forwards we are looking to measure impact of our systems in more ways than simply data outcomes.
11. To continue to develop and embed our strategic vision of a live and continuous QA model to accurately evaluate learner progress and progress in skills development.	This target has been on our SIP for the past two years and has required a completely new way of working for our leaders and classroom teachers. Our QA systems are now live & continuous and are embedded in our pedagogy where every class teacher uses assessment feedback to review and reflect on the impact and progress their learners are making. The work so far has strengthened leadership across the school where DOS and LOS use their QA findings to plan high quality T&L PL for staff to raise standards. Going forwards this target will focus on how we continue to embed these processes and how SLT QA can verify and support the work of DOS/LOS and classroom teachers.



<p>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</p>	<p>Significant progress has been made with this target over the past three years; reflective practice is now embedded in the school and drives our system for change, Learning Exchanges (LLE Standards and DLEs) focus on pupil standards and progress and have become our 'live' self-evaluation model. This target is going to be removed as it is no longer an area for improvement but aspects of it will be woven through other targets.</p>
<p>13. To prepare for the transformational developments to our site being undertaken over the next 5 years having secured 21st century schools' funding under Band B to fully ensure that we can safely accommodate a new PAN of 330 and a NOR 2050 by September 2023</p>	<p>The recent opening of Adeilad Balch, the ongoing refurbishment of Caredig (Forge) building and the significant demolition that has and continues to take place across the site has transformed our school. Whilst there is still lots to be done and the site is still a changing site we have managed this transformational development extremely well over the past year and feel really confident in being able to plan appropriately to keep our community safe during the final months of this project. Therefore whilst our work continues on this aspect we are removing it as a target on our SIP.</p>





## SIP Targets 2023-2024

1. Pupil attainment to reflect the aspiration of the school believing and belonging strategy.
2. Pupil outcomes in skills are in line with expectations described in Learner Entitlement.
3. To ensure the school attendance target of 91.5% is met, and FSM 83.2%.
4. To continue to prioritise attitudes to learning to encourage pupils to aspire to be the best version of themselves.
5. Continue to evaluate and develop a shared understanding of: effective principles of pedagogy (Bassaleg Pillars); standards and progress in pupils' skills, in line with the new curriculum.
6. Embed assessment policy and Curriculum Progression Matrices with a clear focus on establishing a shared understanding of pupil progress.
7. To embed systems, strategies and interventions that, in alignment with the new ALN Act, support learners with emerging needs and those with ALN.
8. To develop greater understanding and inclusivity towards our 'protected characteristic' groups via a whole school approach, with a specific focus on race, religion or belief, sex, and sexual orientation.
<b>9. To develop greater opportunity for young people to participate in and lead on decision-making.</b>
<b>10. To ensure that we offer equity and support in the learning experience of students challenged by poverty.</b>
11. Embed strategies to support all staff in encouraging pupils to always work towards the goal of being the best version of themselves: Believing and Belonging strategy.
12. To continue to develop and embed our strategic vision of a live and continuous QA model to accurately evaluate learner progress and progress in skills development.

**Bold = new targets 2023-2024**



## Acronyms

Acronym	Meaning
SIP	School improvement plan
QA	Quality assurance
eFSM	Eligible for free school meals
ALPS	Appropriate learning placement services – data analysis tool for tracking pupils
MEGs	Minimum expected grades
EWO	Educational welfare service
KS3	Key Stage 3
BFL	Behaviour for learning
LOS	Leader of skills
CWRE	Careers and work related experience
DLE	Department Learning Exchange
ALN	Additional Learning Needs
SHRN	School Health Research Network
QSA	Queer straight alliance
N2R	No 2 Racism
LGBTQ+	Lesbian, gay, bisexual, transsexual, queer/questioning and other terms
DOS	Director of standards
SLT	Senior leadership team
LLE	Leadership Learning Exchange
PAN	Pupil admission number
NOR	Number on roll