

# Lewis Girls' School

## School Development Plan 2020-2023



### Introduction

The School Self Evaluation Report (SSER) is an annual summary of where the school is in relation to its performance and what impact the previous year's improvement planning had on raising standards and progress. The evidence from this self-evaluation process will inform the priorities for the School Development Plan (SDP). The self-evaluation cycle/process starts at individual subject teacher level and results in a 'Subject Performance Report' that can be discussed with the department and the senior line manager. The evaluative summary that is then written is the Departmental Self Evaluation Report (DSER). This informs the whole school Self Evaluation Report (SER), written in the autumn term. This ensures there is a robust identification of the priorities for the school. The Department Improvement Plan (DIP) will be drafted in the autumn Term, using the same format as the SIP to identify Departmental Priorities.

### **Vision:**

Our vision is one in which learning and personal development is a partnership between teachers and students. Teachers are professional and skilled in their teaching and show a collective dedication to providing the highest quality experience and care for each child so they can access the best possible opportunities in life. Students value their education and are engaged in, enjoy and take responsibility for their learning. We work together to design a curriculum that offers purposeful and relevant experiences and opportunities so that all students can develop as ambitious, capable learners, enterprising, creative contributors, ethically informed citizens and healthy, confident individuals. Students can articulate and identify what and how they need to learn in order to achieve understanding and develop their skills and knowledge. They can co-create success criteria with teachers successfully and work with confidence and independence, sustaining engagement with their work and achieving high standards. Students are successful in approaching blended learning and can take responsibility for learning independently and making choices about their learning. They understand that learning is for life.

The priorities, actions and professional learning opportunities identified in this strategic School Development Plan will help us realise this vision and secure the expected outcomes.

The School Improvement Plan is a 3 year plan that aims to:

- further develop the school as a learning organisation;
- address the priorities that arise from the school's evaluation of standards and progress across the five Inspection Areas (IAs);
- raise standards in the national priorities of Literacy and Numeracy and reduce the impact of poverty on attainment;
- address the local priorities identified in the Caerphilly Learning Partnership 'Shared Ambitions; support the aims of the national mission in developing a high quality profession, inspirational leadership to raise standards, committed to excellence, equity and wellbeing and a self-improving system through assessment, evaluation and accountability; and
- Create teaching and learning fit for the purpose of the 21st century that develops the four core purposes of the Curriculum for Wales.

Planned actions will draw on and engage with the EAS regional support programme for educational reform. The school's work is underpinned by the principles of the Professional Standards which set clear expectations of practice and support reflection and development to realise the Curriculum for Wales. All priorities link to the Base Budget, PDG, EIG and Grant Funding.

## Three Year Plan:

### School priorities 2020-2023:

- Standards: Raise the standard of achievement of all students
- Wellbeing: Continue to develop students' wellbeing
- Teaching-pedagogy: Develop high quality blended learning across all areas of learning experiences so students are learning fit
- Teaching-provision for skills: Establish an effective whole school approach to purposeful literacy to improve students' skills
- Teaching-curriculum: Further develop the work of Learning Development Teams to provide a curriculum fit for purpose by 2022
- Teaching: equity and access: Implement the ALN agenda to ensure all students access high quality learning experiences and support and secure the best possible outcomes.
- Leadership: collaboration and innovation: Develop leadership and collaboration through high quality Professional Learning to impact on student outcomes.

### Year 1 priorities: 2020-2021:

- Standards: Raise the standard of achievement in:
  - numeracy; middle and lower ability maths and English; students eFSM Capped 9 and learning Measure; students Looked after (CLA) core subjects; A/A\* performance in maths and numeracy; business; achievement of all sixth form students; retention year 12-13
- Wellbeing: Continue to develop:
  - students' confidence in making healthy choices; opportunities to develop leadership; understanding of anxiety and mental wellbeing; attitudes to independent learning; confidence and resilience in blended learning
- Teaching and learning-pedagogy:
  - develop the Learning Fit approach; develop effective blended learning; develop high quality assessment
- Teaching-curriculum:
  - align the vision for teaching and learning with curriculum design; develop drama and stem lessons
- Teaching-provision for skills:
  - design high quality and purposeful literacy; refocus numeracy provision; develop e-portfolios; design and develop seamless transition 3-16
- Teaching: equity and access:
  - strengthen engagement with parents and the community; tracking at risk students including EOTAS; transition to ALN reform
- Leadership: collaboration and innovation:
  - develop mechanisms to support the effectiveness of the curriculum; realign the school's vision; improve quality of middle leadership; Continue to strengthen the skills and abilities of the senior team; engage all staff in high quality professional learning
- Additional priority 2020-21:
  - Refine the approach to Distance Learning so that students can access quality learning with independence.