

School Development Plan



NEWBRIDGE SCHOOL

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Key Priority	2019-20	2020-21	2021-22
Improve standards	<p>Maximise pupil outcomes at KS4, with particular focus on improving Literacy measure to bring in line with modelled expectations.</p> <p>Maximise attainment at KS3, with particular focus on English at level 7, and boys at higher levels in PE and Welsh.</p> <p>Reduce gaps in FSM performance in Science at KS4</p> <p>Secure further improvement at A/A* level, particularly 5A/A*</p> <p>Raise standards of skills, with particular focus on writing standards; develop work towards numeracy improvement and digital competence improvement</p>	<p>Continue to improve interim performance measures – maintain Literacy at or above modelled expectations; raise numeracy and Science above modelled expectations.</p> <p>Reduce FSM and gender gaps in attainment</p> <p>Reduce gaps in FSM performance in Literacy at KS4</p> <p>Raise standards of reading skills across the school.</p> <p>Improve standards in skills across from</p>	<p>Ensure standards are measured as consistently above modelled expectations, including FSM and male/gender gaps</p> <p>Skills to be very secure across pupil groups in numeracy, literacy and digital; areas of need to be rigorously addressed</p> <p>FSM gaps in performance to be at or above national average in all key areas, in line with prior attainment.</p> <p>Ensure skills are strong through KS2-3 transition in preparation for new curriculum and skills progress through KS4.</p>

		<p>KS2-3 with clear transition links and planning</p> <p>Raise standards of Numeracy and Digital Competence across school.</p>	
<p>Improve wellbeing and attitudes to learning</p>	<p>Develop appropriate strategies around inclusion and wellbeing to reduce exclusion rates from 2018-19</p> <p>Maintain exemplary behaviour in classrooms and around the school</p> <p>Develop teaching and learning strategies to improve pupil independence and resilience</p> <p>Employ appropriate strategies to ensure attendance continues to improve and remains above expectations</p>	<p>Further reduce exclusion rates further while maintaining exemplary behaviour</p> <p>Develop teaching and learning to promote and improve even greater independence for pupils; equity and wellbeing to be central to planning</p> <p>Plan to engage pupils fully in a self-improving system and school</p> <p>Improve attendance rates further through refining systems and strategies</p>	<p>Further strengthen all improvements in year 2</p> <p>Plan for pupils' engagement in a self-improving school and system to be embedded in school ethos and life</p> <p>Ensure very strong attendance continues through ongoing refinement and excellence of practice</p> <p>Share best practice in developing wellbeing and attitudes to learning with other schools across the</p>

			region
<p>Improve teaching and learning experiences</p>	<p>Ensure robust and accurate evaluation of teaching quality through consistent and rigorous monitoring and quality assurance – review strategies and documentation used to support and develop T&L in line with latest best practice in pedagogy, feedback & assessment, books</p> <p>Raise levels of Good and Excellent teaching across the school – particular focus on challenge and pupil progress (especially effective use of teacher feedback) to ensure good teaching across all departments</p> <p>Raise profile of teaching and learning across the school to be school’s central mission – high quality T&L for all</p> <p>Review current KS3 school curriculum offer to ensure high quality offer is broad, balanced and appropriate to the needs of all pupils. Review KS4 to ensure maximum appropriateness for all pupils</p> <p>Develop 3 year plan for successful implementation of Curriculum for Wales for KS3 onwards– implement year 1- exploratory and experimentation</p>	<p>Continue to refine and improve pedagogy/teaching and learning, seeing ongoing improvements and seeking excellence in all areas.</p> <p>Encourage experimentation in pedagogy while developing approaches to the new curriculum</p> <p>Link teaching standards and Professional Learning Strategy to the new curriculum approaches</p> <p>Refine curriculum choices to blend with new curriculum development</p> <p>Utilise transition links and programme to develop consistency in T&L quality across KS2-3</p>	<p>Continue to refine and improve pedagogy/teaching and learning, seeing ongoing improvements and seeking excellence in all areas</p> <p>Ensure strong teaching and learning is aligned with new curriculum principles at KS3</p> <p>Ensure consistency of T&L approach from KS2-3 including different approaches/curricula of the varied primary schools.</p>

<p>Improve care, support and guidance</p>	<p>Strengthen current systems of parental engagement and school communication strategies; develop new approaches and systems of communication to involve more families</p> <p>Develop pupil voice across the school to impact on more areas of the school's work</p> <p>Prepare for ALN bill through reviewing approaches to learning support to ensure appropriateness and effectiveness, and strengthening existing practices</p> <p>Review and improve tracking and achievement of ALN pupils, as well as partnerships with external agencies and partners</p> <p>Review and improve provision for personal development, including citizenship, PSE, careers, equality and spiritual development</p> <p>Strengthen transition planning from primary to secondary, including pedagogy and new curriculum preparation</p>	<p>Embed fully new systems for parental engagement. Research and pilot new and innovative initiatives</p> <p>Demonstrate best practice in ALN support, including tracking and achievement and work with external agencies</p> <p>Ensure provision for personal development is central to planning for the new curriculum.</p>	<p>Preparation for new curriculum delivery at KS3 should include best practice around care, support and guidance</p> <p>School should be in a position to share this across the LA and region</p> <p>Develop planning for best practice delivery at KS4</p>
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<p>Improve leadership and management at all levels</p>	<p>Develop school leadership at SLT level to:</p> <ul style="list-style-type: none"> • drive pupil progress and learning experiences, especially skills and wellbeing • develop self-evaluation • distribute leadership across the school • develop and implement the National Mission <p>Strengthen external school communication systems eg. Parents and local community, network schools</p> <p>Strengthen strategic partnerships - share and collaborate with external partners (EAS, LA, other schools) effectively to review and develop school systems</p> <p>Strengthen systems of governance through improving quality and standards of evaluation</p> <p>Develop Professional Learning strategy to increase all staff knowledge, understanding</p>	<p>Develop school leadership at middle leadership level, with particular focus on accurate and rigorous self-evaluation, and effective planning.</p> <p>Ensure strong systems of self-evaluation in place at all levels, demonstrating accurate evaluations leading to tangible school improvement</p> <p>Ensure performance management processes mapped to teaching standards and new priorities – clearly leading school improvement</p> <p>Improve role of link governor in supporting departmental self-evaluation and improvement</p> <p>Embed highly effective programme of Professional Learning that impacts on pupil progression and development of staff</p>	<p>Embed succession planning for leadership in securing sustained school improvement</p> <p>Ensure robust self-evaluation processes impacting positively on all school priorities</p> <p>Develop professional learning reflecting to ensure new curriculum is fully linked</p> <p>School to be able to provide leadership support across EAS</p>
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	<p>and skills</p> <p>Review resourcing to ensure strong financial planning alongside a balanced curriculum - especially focusing on more effective use of grant funding for 2020-21</p>	<p>professional skills</p> <p>Develop financial plan to balance reducing budgets with effective curriculum and further resourcing available for improving school environment and learning environment.</p>	
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