

Blackwood Comprehensive School: Professional Learning Plan 2019/20

Key questions for consideration:

1. How will you ensure that all staff access the key messages and have access to individual / school priority PL activity?
2. How will you enable the PL Lead to disseminate learning from the regional programme? What form will this learning take e.g. e-learning?
3. How will your PL Lead engage with the cluster developments?
4. What engagement will learners, governors and parents have in this process?
5. How will you review the progress your school is making towards the success criteria within this plan?
6. What use will you make of wider purposeful collaborative activity? E.g. LNS, peer review

No.	National Mission Link	Planned Activity	Success Criteria (These are only starting points and will need to be customised to each school setting so that they are measurable)	Funding Source	Type of Spend Remuneration Recruitment Restructure Release Resources Training / Development	Cost
1.	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	<ul style="list-style-type: none"> Access leadership programme to support Headship development: <ul style="list-style-type: none"> HT induction programme x 2 HT induction mentor 2 x 0.5 HT collaboration with LNS school x 2 EAS HT self-evaluation & improvement planning 2 x 0.5 Collaboration with SL colleagues from other schools to share good practice on curriculum development and raising standards 	<ul style="list-style-type: none"> Headteacher invests in personal development linked to relevant career pathway. Headteacher development against the new Professional Teaching and Leadership Standards (PTLS) Performance Management reflects development against new PTLS. Governors will be knowledgeable about the curriculum reform agenda and how the school will need to address this through the SDP. Accurate SER & SDP which improves pupil outcomes Curriculum enables all groups of learners, particularly ALN pupils, to achieve well when compared to their peers. All groups of learners, particularly eFSM pupils and boys, achieve their potential and most meet 	Professional learning to raise the quality of our teachers	Release Training / Development	£3900

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			their target grades. Outcomes are comparable with or exceed LA and national averages			
2.	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	Access leadership programme to support senior leadership development <ul style="list-style-type: none"> AHTs x 5 <ul style="list-style-type: none"> Timetable x 3 Curriculum leaders 3 x 0.5 Leaders of learning 3 x 0.5 Pastoral Leaders x 2 Data training x 1 PGCE mentor training/meetings x 3 Pioneer cluster meetings x 2 	<ul style="list-style-type: none"> Senior leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school. Senior Leaders within school all identify PL needs against PTLS. 	Professional learning to raise the quality of our teachers	Release Training / Development	£3950
3.	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	Access leadership programme to support middle leadership core development: <ul style="list-style-type: none"> Science x 3 (HODs) Maths x 3 (HODs) English x 3 (HODs) HOD history NQT presentation x 0.5 HOD Welsh WJEC x 1 HOD Technology WJEC x 1 + Tech teaching staff x 2 (new quals) 	<ul style="list-style-type: none"> Middle leaders access leadership development relevant to their role and responsibilities to support strategic leadership of the school and priorities in SDP/DDP/YDP Middle Leaders within school all identify PL needs against PTLS and SDP/DDP/YDP Curriculum in every department enables all groups of learners, particularly ALN pupils, to achieve well when compared to their peers. All groups of learners, particularly eFSM pupils and boys, achieve their potential and most meet their target grades. Subject outcomes are 	Professional learning to raise the quality of our teachers	Release Training / Development Resources	£4500

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		<ul style="list-style-type: none"> ○ HOD Art network meeting x 0.5 ○ HOD WBQ network meetings 2 x 0.5 ○ HOD music WJEC x 2 ○ HOD ICT PL day & digital network meeting x 2 ○ Collaboration opportunities with colleagues from other schools to share good practice on T & L and curriculum experiences 	comparable with or exceed LA and/or national averages			
4	Developing a high-quality education profession.	<ul style="list-style-type: none"> • AHT PL lead role within the school. 	<ul style="list-style-type: none"> • The PL lead has time to carry out and disseminate their leadership role. 	Professional learning to raise the quality of our teachers	Renumeration	£6700
5	Developing a high-quality education profession. Inspirational leaders working collaboratively to raise standards.	Professional Learning Lead is released to attend cluster Professional Learning meetings and provide in school curriculum reform updates. <ul style="list-style-type: none"> ○ HT & AHT SLO meetings 4 x 0.5 	<ul style="list-style-type: none"> • All PL leads work collaboratively across cluster/s to drive professional learning and curriculum reform. • The PL disseminates the resources and information to all staff and completes the arranged gap tasks. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£600
6	Developing a high-quality	<ul style="list-style-type: none"> • Whole school training following attendance of 	<ul style="list-style-type: none"> • Vulnerable Learner leads successfully disseminate PL days to whole school community and develops a greater understanding of the 	Professional learning to raise	Resources Training / Development	£3572

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	education profession.	Vulnerable Learner lead at the regional days <ul style="list-style-type: none"> Resources/training for INSET, PL and school Successful Futures Groups 	strategies to improve outcomes for vulnerable pupils (INSET Sep/Oct/Feb 2019/20) <ul style="list-style-type: none"> AoLEs and subject areas research and implement effective differentiation, questioning and diagnostic feedback strategies to improve outcomes of vulnerable pupils, particularly eFSM pupils and boys, Good practice is shared through collaboration, so that it becomes common practice leading to improved progress and outcomes Vulnerable learners engage successfully, developing the knowledge and skills needed to improve outcomes. 	the quality of our teachers		
7	Developing a high-quality education profession.	Heads of chemistry & English/2 nd English access support from Learning Network Schools linked with identified need <ul style="list-style-type: none"> 4 x 1 days LNS visits/support Identified MLs access PL opportunities with LNS school (St Joseph's) x 6 	<ul style="list-style-type: none"> School improvement results in leadership, teaching, learning & standards in area of identified need. 	Professional learning to raise the quality of our teachers	Release Training / Development Resources	£2000
8	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> The Wellbeing Lead/ALNCo attend regional workshops and cluster work to support the ACE/attachment developments X 2 AHT WB&E: Pupil Wellbeing training x 4 Whole school ACE training day 2 	<ul style="list-style-type: none"> School improvement results in leadership, teaching & learning & standards in area of identified need. The progress of vulnerable learners is tracked effectively and individual learners make increased rates of progress from their starting points. Attendance improves so that it is above the median when compared to similar schools R2L provision implemented successfully: positive behaviour points increase & negative decrease 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£2750

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		<ul style="list-style-type: none"> PM to attend PL on reducing test anxiety x 0.5 R2L provision developed, implemented and staff trained. ALNCo meetings with LA Behaviour, re set up Llwyddo 3 x 0.5 Safeguarding x 2 	<ul style="list-style-type: none"> Llwyddo provision implemented successfully for identified pupils Exclusions decrease as a result of improvements in pupil wellbeing. 			
9	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> HT EAS regional PDG workshop x 0.5. HT & AHT wellbeing: coaching & mentoring training x 7 	<ul style="list-style-type: none"> PDG allocation is based upon evidence of impact. The progress of vulnerable learners is tracked effectively, and individual learners make increased rates of progress from their starting points. The interim impact of the PDG indicates at least 'satisfactory' impact on the progress of learners Staff and pupils receive coaching and mentoring which supports wellbeing successfully. . 	Professional learning to raise the quality of our teachers	Release Training / Development	£2600
10	Excellence, Equity and Wellbeing	<ul style="list-style-type: none"> AHT WB&E will receive bespoke support from EAS Wellbeing lead to support professional development priorities. <ul style="list-style-type: none"> X 3 	<ul style="list-style-type: none"> School improvement results in leadership, teaching & learning & standards in area of identified need. The principles of the Family and Community Network will be embedded in the ethos of the school. Increased engagement R2L provision implemented successfully: positive behaviour points increase & negative decrease Llwyddo and Llwyddo Hwb provisions implemented successfully for identified pupils 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£750

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			<ul style="list-style-type: none"> Improvements in attendance so that it is above the median when compared to similar schools. Reduction in exclusions due to an improvement in pupil wellbeing. 			
11	Excellence, Equity and Wellbeing Developing a high-quality education profession.	The ALNCo will engage in all regional activity to support the realisation of the new ALN Code of Practice and PL, eg ALNCo forums, to support development of knowledge for new role.	<ul style="list-style-type: none"> ALNCo carries out new roles and responsibilities successfully. The school will have engaged fully in all regional activity with the ALN transformation plan. The governing body and staff are fully informed about the changes. Parents are fully informed about the changes. 	Professional learning to raise the quality of our teachers	Release Resources Training / Development	£500
					Total	£ 31822