Lewis School Pengam
School Improvement Plan 2024-27

School Vision
Lewis School Pengam's vision is to make sure that **every pupil has the best possible chance in life**. Our most important contribution is to provide an education that delivers the academic success, health and well-being needed to prepare for the challenges, opportunities and responsibilities of adult life. It is essential that we foster an environment, which has at its heart high expectations, care, support, challenge and respect. We must be inclusive and celebrate the uniqueness of every single person that makes up our team. Together, we can ensure our community thrives as a result of our contribution to it.

Context
Lewis School Pengam is currently the last state single-sex all-boys' school in Wales (years 7-11 are all boys, with a mixed 6th form). In December 2024, the local authority made the decision to close Lewis Girls School and make a regulated alteration to Lewis School Pengam to change from single-sex education with effect from September 2025. Leaders of the two schools are working closely to lead and manage this change and the 3 year improvement plan will be adjusted as part of this process. It has been acknowledged that there has been movement of pupils between schools in the local area and Lewis School Pengam has had a higher number of pupils move into the school than leave the school; this is notable with the current year 11, with sixteen pupils joining the cohort since the start of year 10. At Lewis School Pengam, pupils in the lower third make strong progress from their starting points and perform significantly above modelled outcomes by the time they leave school. The school works closely with the cluster schools, other schools in the LA and the school improvement service to support and enhance the improvement journey.

Three Year School Improvement Plan 2024-27

Focus Area	Priorities for improvement	Year 1	Year 2	Year 3
Teaching and Learning	Further develop teaching and learning through DRICE principles to provide good levels of challenge, which enable pupils to make good progress.	*Expand and embed approaches to improve the quality of feedback to challenge pupils to achieve good standards. *Expand and embed approaches to improve the quality of questioning to challenge pupils to achieve good standards.	*Expand differentiation approaches to challenge all pupils, including groups of learners, to enable them to make good progress.	*Embed differentiation approaches to challenge all pupils, including groups of learners, to enable them to make good progress.
	Strengthen teaching and learning strategies in order to improve the quality of pupils' writing.	*Expand opportunities for pupils to write at length and increase their writing stamina. *Expand provision to develop pupils' writing skills so that they can effectively write for different purposes and audiences. *Experiment with approaches to develop pupils' technical accuracy in writing. *Experiment with strategies to enable pupils to improve the quality of their writing in exams in key stage 4 and 5. *Experiment with strategies to improve the quality of writing of MAT pupils in key stage 4 through the ELG MAT group.	*Embed provision for pupils to write at length using their writing stamina. *Embed provision to develop pupils' writing skills so that they can effectively write for different purposes and audiences. *Expand provision to improve pupils' technical accuracy in writing. *Expand strategies to enable pupils to improve the quality of their writing in exams at key stage 4 and 5 in line with changes to the 14-16 qualifications. *Expand with strategies to improve the quality of writing of MAT pupils in key stage 4.	*Embed provision to improve pupils' technical accuracy in writing. *Embed strategies to enable pupils to improve the quality of their writing in exams at key stage 4 and 5 in line with changes to the 14-16 qualifications. *Embed strategies to improve the quality of writing of MAT pupils in key stage 4
Wellbeing, Care, Support and Guidance	Continue to increase levels of attendance.	*Embed attendance procedures to continue to increase attendance figures and reduce the gap between FSM and non-FSM pupils.	*Expand provision to increase the attendance of identified groups of learners.	*Embed provision to increase the attendance of identified groups of learners.
	Expand provision for mental health and wellbeing.	*Expand provision for staff to develop good mental health and well-being. *Explore interventions to reduce the number of fixed term exclusions. *Explore ways to improve pupil attitudes towards their own self-regard.	*Embed provision for learners and staff to develop good mental health and well-being. *Expand interventions to reduce the number of exclusions. *Expand ways to improve pupil attitudes and their own self-regard.	*Embed interventions to reduce the number of exclusions. *Embed ways to improve pupil attitudes and their own self-regard.
Leading and Improving	Provide opportunities for middle leaders to further develop leadership skills in order to improve the quality of teaching, learning and wellbeing and impact on pupil progress.	*Further develop the leadership skills of aspirational middle leaders through an extended leadership group to lead on action research to experiment with identified areas of teaching and learning across the school. *Develop the leadership skills of a few middle to independently evaluate the areas they lead, identify strengths and areas for improvement and plan for improvement.	*Further develop the leadership skills of aspirational middle leaders through an extended leadership group to lead on expanding their development areas of teaching and learning across the school. *Develop the leadership skills of a very few middle leaders to independently evaluate the areas they lead, identify strengths and areas for improvement and plan for improvement effectively.	*Further develop the leadership skills of aspirational middle leaders through an extended leadership group to lead on embedding their development areas of teaching and learning across the school.

Evaluation of Main School Improvement Priorities 2023-24

Focus Area	Priority	Impact
Learning-standards and progress in learning and skills	Enable lower ability pupils in year 7 to make good progress in their reading skills from their starting points. Focus specifically on improving the reading skills of: *pupils identified in the <75 SS discrete group in year 7 *pupils in the <85 SS group in year 7	Standardised scores increased by an average of 11 points in 2023-24. In year 7, the <75 and <85 intervention group made the strongest progress. Most pupils in the 7L group made strong progress, making on average 17 months progress between September and June.
Well-being and attitudes to learning	Enable learners to attend school and continue to improve attendance figures overall and with FSM and ALN groups of learners.	Improvements with attendance have been good. Overall attendance was 89.1% (87.7% 2023, +1.4%), FSM attendance:84.2% (80.8% 2023, +3.4%), ALN attendance: 85.2%, persistent absenteeism 14.9% (16.2% in 2023, -1.1%). The school achieved good levels of attendance in comparison to other schools in LA: 2/12 overall, 2/12 FSM.1/12 non FSM, 2/12 persistent absenteeism. Attendance continues to be an area for improvement as attendance is still lower than before the covid pandemic.
Teaching and learning experiences	Expand provision to develop reading skills by: *using strategies to develop pupils' vocabulary. *embedding disciplinary literacy across the curriculum. *using strategies to develop pupils' enjoyment and love of reading.	Professional learning has had a positive impact on the consistency of the provision for reading skills in key areas. As a result, many pupils make at least the expected progress in reading and apply these skills suitably across the curriculum. The school library is a positive resource and is managed well. The library is a large and welcoming space supervised by a full-time librarian who ensures that the space is well-resourced and well-run. The daily timetable for classes strengthens the reading provision and the library regularly hosts enrichment events such as visiting authors, historians, politicians and book fairs.
	Embed DRICE strategies in year 7 and 8 and expand DRICE across years 9-11.	From the learning environment audit, nearly all classrooms have DRICE displays. Many lessons use DRICE to ensure quality lessons enabling pupils to make at least the expected progress. From listening to learners' activities, most pupils can describe their learning using DRICE. Self-evaluation activities have identified that the Challenge aspect is an area for improvement.
Care, support and guidance	Embed ALNET in line with Welsh Government requirements so that there will be an improvement with: *processes and support for pupils in years 8, 9 and 10 as they move to the new ALN system, which will enable them to make appropriate progress. make appropriate progress •transition support for Year ALN 11 pupils as they finish school, using a traffic light system in MATSM meetings.	There has been an improvement in the identification of ALN pupils and planning for ALN support for pupils. As a result, the new system has enabled 9 pupils to receive increased support and interventions. Most ALN pupils have made good progress from their starting points. Nearly all ALN pupils gained a place in education or work supported by effective MATSM meetings.
Leadership and management	Experiment with school/department on a page and expand opportunities for professional discussions to enable middle leaders to identify and discuss key strengths and areas for improvement in the areas they lead clearly and evaluate the impact of provision accurately.	Quality assurance has shown that many middle leaders can accurately identify strengths and areas for improvement, with a few able to do this with support from SLT.