

APPENDIX GA36d

LEVEL 7 ASSESSMENT SPECIFICATION

Student name:	Hannah Macgregor	Student ID number:	1801080
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Module:	Investigating Contemporary Issues in Secondary Education		
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Lecturer:	Shân Samuel-Thomas	Internal Verifier:	
Assignment Title:	Investigating Contemporary Issues in Secondary Education	Word count (or equivalent):	5,000 words
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Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 50%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Investigating Contemporary Issues in Secondary Education - the Gender Achievement Gap

After showing significantly lower than average performance in the Programme for International Student Assessment (PISA) in 2011, the Welsh Government embarked on a large-scale school improvement reform. School Improvement Plans (SIPs) were introduced as a statutory requirement for all schools in Wales (Welsh Government, 2012). Improvements were needed in all schools in Wales to create a high performing educational system, characterised by both quality and equity. All schools were challenged to provide effective learning environments in which every pupil, despite highly differentiated learning requirements, may improve their academic achievement. This reform is informed by the self-evaluation of the schools' performance and contextual data, such that strategic plans are produced by the school to facilitate the improvement of learner outcomes for all pupils. The improvement plans should include strategies and specific targets for the school to implement in its practice to address issues such as decreasing the influence of poverty on educational outcomes, and increasing the standards of literacy and numeracy (Welsh Government, 2014). In this essay, the role of school inspection and strategic planning will be critically assessed, the improvement plans of School X (my PTE1 experience) will be examined, and then the area of the gender attainment gap will be explored in greater detail as this is a priority area for School X. The background to the gender gap will be described along with a number of ways to tackle it. Finally, some recommendations for future change are made for School X.

School Inspection

The main school inspection agencies of England and Wales (Ofsted and Estyn, respectively) aim to ensure the standard of state-financed schools by means of rigorous and robust inspection of each school. These agencies identify four main objectives for these inspections: to raise the standards of achievement of pupils in examinations; to enhance the quality of the educational experience; to increase the efficiency of the financial and general management of schools; and to develop the schools ethos and raise pupils self-esteem (Ofsted, 1995). The value of these statutory school inspections has been questioned in that have some studies have suggested that around the time of a school inspection, the teachers and school administrators may concentrate more on the requirements to succeed during the inspection, than the performance of their pupils (Rosenthal, 2004). However, this essay will demonstrate that this process has indeed produced positive results

in School X. Once the statutory agency has inspected a school, an inspection report is produced which outlines the positives and negative aspects of the school, and includes some recommendations for the school to improve. It is the schools responsibility then to produce strategies and targets to meet these recommendations in the form of school and departmental improvement plans.

The value of strategic planning

The importance of strategic planning within the educational system is widely recognised and valued. Strategic planning provides schools and their departments with opportunity to change for the better. There are many different definitions of strategic planning, however one that may be applied to educational systems is taken from the work of Peter O'Brien (Rutherford, 2009). O'Brien's definition of strategic planning entails defining the main mission of an organisation in order to plan and develop the necessary approaches, to bring into line resources with environmental opportunities to accomplish this mission in the best possible manner (O'Brien, 1991). This strategic planning could then allow schools to assess positive and negative aspects of their current performances and pupil outcomes, and put into place the necessary targets the school must act upon in order to improve. A study has suggested that the school and/or department must actively carry out the set targets and directed tasks suggested within the improvement plan for the plan to be successful in raising the standards outlined above. Without this, the improvement plan would be considered to be impractical (Gamage, 2006). In addition, without improvement plans and realistic targets set in educational systems, school numbers may begin to decline (Fidler, 2002).

Many studies have suggested that to result in a successful improvement plan which includes a clear, representative vision for the school and department, the plans must be ongoing, collaborative and integrated into the work of school staff (Young, 2009; Mbugua & Rarieya, 2014). It should also include contextualized data, pupil involvement during the planning phases and should be supported by capable senior members of staff with experience of developmental planning processes (Bigner, 2017). Furthermore, pupil involvement is also key to a successful improvement plan as each decision will have a direct impact on every pupil within the school's care. When these factors are taken into consideration and are correctly implemented, this can lead to effectual improvement of the schools practice. Furthermore, for improvement plans to result in a successful

and thriving school environment, it is vital that schools realistically assess their capacity to change. For example, it has been suggested that when confronted with increased pressure or mandate to change, many schools over the last decade have rushed into producing change too quickly, which has then failed to result in success. This may be explained by a lack of sufficient understanding and readiness to engage in the process of change.

Improvement plans for School X

For this essay, School X's improvement plans will be discussed. School X, where I completed my first placement, is a non-denominational, mixed comprehensive state school for 11 to 16 year olds, located in a suburban area to the north of the city of Swansea. School X has 482 pupils and is within the amber support category. The School Improvement Plan (SIP) was shared with me by the senior mentor. The SIP consists of the school's seven Priority Improvement Plans. Some of the main targets and priorities of the school were also a topic of discussion amongst the school staff workers. The Departmental Improvement Plan (DIP) was made available by the head of the science department (see Appendix 1). One of the priorities outlined in the SIP to improve the opportunities of groups of learners, was narrowing the gap between male and female performance at KS4. This essay will discuss the effectiveness of different interventions to achieve this goal. Communication with members of staff confirms that reducing the attainment gap between boys and girls by improving the academic achievement of boys is one of the utmost priorities for the school as a whole. The school is planning to reduce this difference by improving the performance of boys by the provision of additional support wherever possible, and by acting upon various targets and areas of improvement outlined in the SIP. Similarly, one of the main focuses of the Science department DIP is also to narrow the gender gap by increasing boys' attainment levels. Another priority of the DIP is to increase the percentage of A*-C at GCSE level from 47 % to 55 % in all pupils, raising the achievement in line with both LA and National data. This is in conjunction with Estyn Reports which have highlighted that standards achieved by boys in the level 2 threshold including English and mathematics should be raised (Estyn, 2013). Therefore, providing help to this group of learners (boys) could both increase the percentage of A*-C grades achieved at GCSE level, and lead to the narrowing of the gender gap in attainment and

performance. The SIP and DIP have outlined various strategies in which these targets may be achieved and these will be discussed below.

Other priorities such as attainment of pupils eligible for free school meals (FSM) and literacy and numeracy attainment scores are discussed in the SIP and DIP; however Estyn reports have shown that the development of literacy and numeracy skills has been prioritised in the school and have already seen positive results from their interventions. In addition, although the school has an above average number of pupils eligible for free school meals at 27.2 %, these pupils outperform FSM pupils in similar schools at both KS3 and KS4 level. However, to raise the standards of boys in the L2 threshold in English and mathematics was a recommendation specifically addressed within the Estyn report of 2013, as the current percentage of pupils achieving this threshold is 43 % (Welsh Government, 2018), which is lower than that in similar schools.

Narrowing of the gender gap in education

The gender gap in education in which girls tend to perform better academically than boys is a commonly acknowledged phenomenon throughout the industrialised world, where studies have shown that males experience lower attainment during assessment, have higher dropout rates, tend to disrupt the process of learning and express less engagement than females; this has been a source of academic and public debates (Lietaert, *et al.*, 2015). There are many suggestions as to why boys underachieve when compared to girls. For example, a study conducted by Smith (2003) suggested that there are three main reasons for this apparent gender discrepancy. The first reason being the conflict of masculinity in modern day society. For example, boys may put more effort into excelling in sports at the expense of achieving academically in schools (Wilson, 2007). This desire to succeed in sports, or other “masculine” pursuits, may cause some boys to lack willingness to learn in lessons and therefore, less able to achieve the top grades during assessments.

The second suggested explanation is that the design of the curriculum and means of assessment may bias in favour of the female gender (Smith, 2003). Girls often find it easier than boys to express themselves in a reflective way, which could give an advantage in subjects such as English and the humanities. Conversely, boys may prefer reading non fiction and be therefore advantaged

in science and maths. Boys may also perform better with multiple choice style questioning. Millard (1997) explores this idea of a gendered curriculum in more detail.

Smith's third explanation for the apparent underachievement of boys involves the daily experience of pupils and teachers within the classroom environment. The behaviour of boys within a classroom setting is well documented. For example, boys are more frequently considered to want to preserve an image of disengagement and reluctant involvement, whereas girls are more likely to aspire to be the 'ideal student'. Boys are also recognised to command most of the teachers attention in the classroom, as they display themselves as the joker or risk taker, have a noisier approach to working and a dislike to writing. Some researchers would suggest that this causes negative effects on boys' learning experience and academic achievement (Smith, 2003).

The PISA report of 2012 confirmed the existence of a gender attainment gap in Wales. However, it showed that the genders each performed well in different subject areas. For example, at KS3 level, girls outperformed boys in reading by 27 points; while in mathematics and science boys outperformed girls by 9 and 11 points respectively. The first national Numeracy and Reading Tests in Wales showed similar patterns (Welsh Government, 2013f). Furthermore, in 2018, girls outperformed boys in reading tests from years two to nine, whereas boys outperformed girls in numeracy tests in most national curriculum year groups (Welsh Government, 2018). However, in England at KS4 level, girls of all ethnicities performed better than boys and achieved an overall average score of 49.0, compared with 43.7 for boys (Department for Education, 2018). For School X, it is clear that the aims outlined in the SIP are to narrow the gap between boy and girl performance at KS4 level in mathematics and literacy, especially (see Appendix 1).

Strategies to address the gender gap in education

School X's SIP and the science department DIP include suggested actions to be implemented to reach the target of narrowing the gender gap by improving boy's academic performance, which would also maximize the schools overall GCSE (A*-C) results. The areas for improvement and actions to be taken are outlined in the improvement plans with: particular actions to be taken; nominated staff members responsible for each action; cost and resources associated with each target; the timeframe for each target to be achieved; and a success criterion for each target. In

addition, the information in a black font expresses what the department as a whole has done or implemented in relation with the targets and strategies set out in the SIP (see Appendix 1).

Many authors divide the strategic planning process into three distinct phases: initiation, implementation and institutionalisation. The initiation phase describes any activities which lead up to and the decision to proceed with a specific change; the implementation phase involves the execution of the outlined strategies which were considered during the initial phase; and the institutionalization phase is when the innovation becomes embedded within the organisation's routine, and loses its "target" status (Rutherford, 2009). School X has followed this pattern as the most effective means of implementing change. For example, my attendance at departmental and whole school meetings on a weekly basis in School X confirmed to me that the implementation of strategy was following this pattern: first the discussion of potential strategies to benefit the school and improve pupil outcomes; then the debate of methods in which to implement these strategies; and finally the implementation becomes part of the normal routine of the school.

One method outlined in the SIP to narrow the attainment gap between boys and girls at KS4 and to increase the percentage of A*-C grades includes developing courses which allow boys to maximize their outcomes. This includes courses such as construction and military preparation, which could be more appealing to boys, therefore increasing their engagement and desire to learn. From personal communication with pupils at School X, these courses have already been effective at increasing boys' engagement with their education. This could be because the subject matter is perceived as more masculine in nature. As of January 2019, the success criteria for this intervention as outlined in the SIP has been met, as there has been improved pupil engagement and outcomes, and pupils have built their confidence (see Appendix 1).

A study which observed peer socioeconomic composition of pupils, suggested that schools have adopted a "demasculinized learning environment;" such that the learning environment influences the construction of masculinity in peer culture in such a way that boys' perspective of the purpose and value of attending and trying hard in schools is negatively affected (Legewie & DiPrete, 2012). In contrast, schools which promote a learning environment which raises the value of education in young boys will encourage commitment. When taking the attitude of girls to their education into

consideration, it has been suggested that they are more likely to encourage academic engagement and less likely to associate school engagement as unfeminine. This suggests that the environment of the classroom is directly related to how boys' and girls' learning perspectives are shaped and therefore, could provide an explanation to boys' underperformance and the gender gap (Legewie & DiPrete, 2012). Implementation strategies in School X could therefore attempt to limit or reverse the demasculinizing trend in educational learning and schooling. However, this study was limited in that it mainly focused on the socioeconomic composition of pupils and did not study the teacher's role in moulding the attitude of boys and girls in the learning process.

Another method which is considered to be a whole school organisational approach to targeting boys' attainment levels is the implementation of single sex classes. It has been suggested that in some instances, this implementation has gained positive experiences and results when it is used tactfully and carefully. It has been effective specifically when targeting boys' performances in modern languages and English, and girls' performances in sciences and mathematics. This method was utilised by a member of staff in School X in a trial to investigate the attainment of boys. The results were provided by the member of staff during an inset day which aimed to discuss the strategies set out in the SIP. The study involved the separation of boys and girls into single sex classes for approximately half a year to discover if this would increase the academic attainment of both the boys and girls under investigation. At the end of the investigation, the member of staff found that by separating boys and girls, the girls' academic attainment levels increased however, the academic achievement of boys decreased. This small study indicates that the presence of boys in a mixed sex classroom may decrease the attainment of girls but the presence of girls would increase the academic achievement of boys. It has been suggested that the successful implementation of this strategy requires: a senior manager to provide high profile and active support to single-sex classes; to recognise these classes as a priority within the academic success ethos of the school, as opposed to just identifying them as 'experiments' which may or may not gain positive results; and to actively promote the implementation strategy to governors, staff, parents and carers in order for single-sex classes to be sustained through time (Younger, *et al.*, 2005).

School X is aiming to improve and increase the percentage of A*- C grades in various learners at KS4 including boys, by the use of data. This includes the production of spreadsheets which detail the progress and success of individual pupils which will help to analyse results of the relevant exam data of pupils and to create new target groups (Hodgen & Wiliam, 2006). From this data, the school will be able to extrapolate the individual pupils in need of set targets, monitoring and reviewing. These individual pupils in year 10 will then have progress meetings with different members of staff where the pupils will be made aware of their current grades, and will be set relevant, personalised targets. Studies have suggested that mentoring in this way on an individual basis requires a lot of time for administration and analysis of data, and also during the mentoring meetings with the individual pupils (Younger, *et al.*, 2005). Since September 2018, staff have been upskilled in the use of pupil data and there was a greater awareness of individual pupils who require additional support, and this has allowed better, more individualised support to be available.

For this implementation to produce successful results, Younger *et al.* (2005) suggest that the targets set to pupils should be both realistic but based on high expectations, in order to offer sufficient challenge. The same paper stresses the importance of the mentor being both credible and assertive. When implemented successfully, mentoring and target setting can improve not only the aspirations and achievements of disengaged boys, but also develop positively their sense of self belief and self image (Younger, *et al.*, 2005).

Another strategy outlined in School X's SIP to raise the standards and outcomes of boys at KS4 is to structure the year 11 course to include increased focus on revision and examination skills. This may be beneficial to boys in particular and this target was met as revision classes were provided to this group of learners. In these sessions pupils were asked to discuss and analyse mark schemes of past examinations in order to identify the best ways and techniques of answering examination questions effectively. In addition, from observation of some year 11 classes within the science department, it is clear that after an examination or class test, the teacher would utilise a lesson to share and discuss the mark scheme with the year 11 classes to ensure the pupils could further develop their examination techniques. Many studies highlight the usefulness of providing focused and comprehensive feedback to students after examination in order to further the pupils understanding, and provide suggestions to improve their examination techniques (Azmat &

Iriberri, 2010). In order to check that the teachers feedback has been useful for pupils, it is important that teachers assess the pupils again to continue the “feedback loop” and to allow both teaching and learning to become more efficient and effective. It is also useful for the pupils to be informed of what the teacher has learned from providing and marking the examinations, to allow all pupils to become more motivated and involved in the feedback process (Angelo & Cross, 1993; Azmat & Iriberri, 2010). Furthermore, if the students have been informed about what to do and how to it well in exams, then it will be more probable that students will produce it during examinations (Hodgen & Wiliam, 2006). Some research studies have also suggested that the provision of relative performance feedback information to pupils (in that pupils may be aware if they were performing above or below the class average as well as the distance from this average) has the potential to cause pupils to become significantly more motivated and enthusiastic to succeed during examinations. Reasons for this increased motivation could be due to the competitive nature of pupils to succeed more than their peers (Azmat & Iriberri, 2010).

Recommendations and the way forward

Raising the level of challenge in lessons to match best practice, was a recommendation outlined in the latest Estyn report for School X. One method to providing adequate challenge to the pupils during lessons is to incorporate more PISA style questions for pupils. This is a strategy outlined in the DIP. PISA tests 15 year old pupils on their knowledge, skills and readiness for life as an adult. Pupils are examined on their ability to address real life challenges which involve reading, mathematics and science (Bradshaw, *et al.*, 2010). Analysis of the PISA 2012 reading and science assessments reveals that approximately one in five students in Wales failed to achieve L2 which is thought to be the baseline of proficiency at which pupils start to express competencies to actively participate in their lives (Wheater, *et al.*, 2014). It has been suggested that pupils believe PISA style questions to be more difficult as they can include the reading of large paragraphs of text. This shows the importance for schools to further encourage and develop pupils’ literacy skills as part of the National Literacy and Numeracy Framework (LNF).

From the PISA 2009 report for Wales, it was suggested that girls outperformed boys in reading however, boys scored significantly higher than girls in science and mathematics (Bradshaw, *et al.*, 2010). From my experience of School X, PISA questions have not yet been incorporated into

science lesson and due to the high achievement of boys during these more challenging real life questions, this could be an area in which the science department could prioritise to encourage the motivation and attainment of boys. School X also aims to improve the standards of literacy and numeracy across the curriculum in order to enhance pupils learning and attainment levels during examination. It is important that this action is met as good literacy and numeracy skills are the fundamentals of education, and necessary for children to access the entire curriculum (Donaldson, 2015). Embedding the LNF in lessons through the use of strategic planning, should therefore be a priority; this would also help to raise the standards of boys' achievement in all subjects.

From my first PTE, it was evident that pupils of similar academic and attainment levels were grouped together for lessons in science. This grouping of pupils in this way is contrary to the conclusions of Gamoran (1992), where it is suggested that low achieving pupils would highly benefit from being placed into mixed ability sets. Gamoran further suggested that the overall achievement of pupils fails to improve and schools merely promote inequality if pupils are allocated into a set or group in accordance with their attainment levels. Thus, it may be beneficial for School X to make changes to the grouping system in which classes include pupils of mixed abilities. This could encourage lower achieving pupils to succeed by receiving inspiration and help from higher achieving pupils. However, some classes in School X contain a vast variety of attainment levels and this also can result in high achieving pupils being distracted by the disruptive behaviour of less well engaged pupils.

It could provide to be beneficial for School X to assess the ways in which they utilise the money made available from the Pupil Deprivation Grant (PDG). This grant is provided to schools in Wales with the aim of overcoming possible obstacles to the academic and personal outcomes of pupils who come from a disadvantaged background (Welsh Government, 2015). A report from The Sutton Trust discusses the challenges which schools experience when aiming to spend such funds effectively with the aim of providing equality of opportunity regardless of pupils' background. This report suggested that regular, effective feedback provided to pupils and peer assisted learning were cost effective methods to enhance the educational experience, opportunities and academic achievement of disadvantaged pupils (Higgins, *et al.*, 2011). Investment in opportunities for boys

to experience learning in the community from agencies and voluntary organisations, could be considered.

The Estyn report recommends each department to include more clear actions and measurable success criteria within their improvement plans. School X has amended the improvement plans to include more clear strategies and actions to take, however the success criteria of their actions are not always defined clearly enough. For example, whether their implementations have been successful and how they have been successful is not made clear in every case (Estyn, 2013). It could be beneficial for School X to amend this so that the members of staff within the department and across the school as a whole, may be encouraged that their efforts to create change have been successful. It would also allow the staff to recognise any strategies of improvement which are not working early on, in order to amend these to meet their set targets.

In conclusion, following the critical PISA report in 2011, the Welsh government's wholesale educational reform introduced strategic planning to all schools. The combination of Estyn inspection and strategic planning is encouraging schools to improve the attainment of under-performing pupil groups. In School X this has raised the profile of the gender attainment gap and this essay has examined various ways to address this. There is a recognised body of research investigating the reasons for this gender gap, which could include societal concepts of masculinity, curriculum design, and relatively poorer behaviour in boys. Strategies used by School X to address this problem have included introducing more courses which appeal to boys, a trial of single sex classes, including more masculine themes in the learning environment, use of data and individual mentoring. There have been mixed results to these interventions, and further monitoring is suggested to assess their utility. A number of additional recommendations have been made; these include increased use of PISA style questioning, placing pupils in more mixed ability sets to attempt to raise the attainment of less able pupils, and imaginative use of PDG funding to improve opportunities for pupils from disadvantaged backgrounds. Finally, for the successful implementation of all these strategies, close team working between the head teacher, managers, teachers, parents/guardians and pupils is required (Saddington, *et al.*, 1999). In this way, the academic attainment and learning experience of all groups of learners may be enhanced.

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Appendix 1. School Improvement Plan and Science Departmental Improvement Plan.

September 2017

School X School Improvement Plan

This document is based on the Welsh Government regulations 155/2014

Please see SDP 2015-18 for 3 Year Plan.

Review Date – January 2019 /July 2019

Note on resources. Where blank, existing resources will be used.

Targets -

1. Standards AO/AML/JEH	Action	Staff	Time	Resources	Success criteria
1.1 Standards and progress overall Priority 1: Improving pupils average points score. Priority 3: Improve standards in Numeracy and Maths. Priority 2: Improve the Level 2i performance. Priority 4: Improving standards and opportunities of groups of learners.	(Ave Pts Score) Mathematics /Numeracy - Early entry in Nov 18 for target groups. (MAT, FSM, LAC, target boys) - Target specific groups of learners identifying the best time to enter to maximise GCSE grade outcomes. - Review sets after analysis of results in Jan 18 - MAT pupils to have opportunity to progress to A/A* and/or gain additional mathematics qualification. - Maintain pupil focus on the “other” maths qualification as a summer entry in year 11. - Utilise additional subject specialist (DB) targeting pupils to <u>improve numeracy skills</u> (year 9 target groups) English Language / Literature (Ave Pts Sc) - Early entry in Nov 18 for target groups. (MAT, FSM, LAC, target boys) - Review pupil progress following 80 pupils sitting literature in the summer of year 10 (MAT, targeted pupils)	DH/MT/ SGB/DB/JEH DH SGB Dept DB JSK/ SLT JSK/JEH	Nov entry , results in January . Sept 2018 Jan2019 Summer 2019 Nov 2018– May 2019 Sept 2018 to July 2019 SLT / HOD meeting time Dept time	Exam entry costs Staff time morning and afterschool classes Staff time Exam costs Lesson time Increased teacher costs Exam entry costs	- Pupils of current Year 11 cohort to achieve Maths or Numeracy GCSE in January. - Ensuring pupils maximise their <u>average points score</u> in this core subject. - Continue to increase percentage of same cohort achieving A/A*. (MAT <u>performance</u>) - Narrowing of the <u>gender gap in outcomes</u> for the bottom third of the year 11 cohort. <u>Increased pupil average grade</u> and additional courses (financial literacy) successfully completed for <u>targeted pupil groups</u>. - Consolidate performance in English Language for current Year 11 cohort. <u>between 55-60%</u>

Priority 2: Improve the Level 2i performance. Priority 4: Improving standards and opportunities of groups of learners. Priority 1: Improving pupils average points score. Priority 7: Review impact of curriculum reform.	Science (Best science, average points score) - Implement ERW <u>support</u> across department. Liaise with DB(ERW) regarding organisation of / <u>changes</u> <u>courses and pupil tracking</u> - Review Year 11 setting/entry decisions following analysis of Aug results 2018. <u>Reallocate set</u> 3&4. - Introduce <u>alternative course</u> provision to improve outcomes for <u>bottom third of learners</u>. (<u>Entry level/ dual entry with single applied/ double science</u>) - Review current Year 10 results identifying <u>target groups</u> and areas of underperformance. <u>Review options</u> advice for choice of Science options. - Utilise <u>specialist support</u> in Physics from ERW (Mrs B George) Regular SLT/Dept/ Chair of Govs meetings to review progress	JSK (Lit) CLP (DCF) SLT		Staff Time ICT resources Adds hours time	Up to date <u>overview of skills provision and delivery</u>. Greater ability to identify gaps in skill development across the curriculum.
		SM/DB (Erw) SB	Sept 2018 to July 2019	Increased exam costs Staff time	Improved <u>MAT performance</u>. Eliminate the large number of students not achieving a grade in science (relative to 2018 outcomes).
		SM/SLT/ DB (Erw)	Sept 2017	Staff time	Improved <u>average points</u> score per pupil in best science.
		SM/ D Brown/RH	Launch Sept 18 Ongoing	Increased course costs	Greater engagement in Science in <u>the lower sets</u>.
Priority 1: Improving pupils average points score. Priority 2: Improve the Level 2i performance. Priority 3: Improve standards in Literacy.	L2+/CSI (core average points scores) - Maintain <u>regular SLT/HOD standards tracking meetings</u> to ensure pupils fulfil potential in each area. (Extended leadership meetings with core team) <u>Pisa tests</u>; participation focusing on PISA style questions (morning intervention sessions, practice tests) <u>Specialist English</u> teacher and maths teacher appointed (Sept 2018). Increased quality in teaching within core subjects. <u>Long term supply secured</u> to cover long term absence in Science. (Supported by ERW lead physics, BG).	SM/SB/JEH	Yr 11 data collection dates. On-going	Staff Time	All pupils leaving school with a science qualification. (<u>U grade performance avoided</u>)
		SM/JEH		Dept time	Parental Engagement Evening to be held in Oct 18. <u>Improved parental communication</u>.
		JEH/SM		ERW resources Governor time.	
		SLT/SA /Learning Coaches/ Pastoral Team	Ongoing	On-going	<u>Increased communication</u> and targeting of learner groups to maximise outcomes
		MT/JEH	Sept- Nov	Staff time, lesson time	- Successful completion of PISA tests, Nov 2018. <u>Enhanced pupil skills</u> <u>Improved outcomes</u> and greater engagement in English

Priority 4: Improving standards and opportunities of groups of learners. Priority 1: Improving pupils average points score. Priority 3: Improve standards in Literacy. Priority 4: Improving standards and opportunities of groups of learners. Priority 8: Continue to develop a skills based curriculum.	- Expand Core Subject <u>Parental Engagement</u> meeting, Oct 2018- SLT/HOY/ Core Team. Increased parental contact in line with PIVOTAL training between Dept and home. - SLT / Cynnydd meetings <u>targeting specific learners</u> in KS3&4. Supportive provision bespoke to each learner. - Adapt line management and SLT/core subject meetings to <u>focus sharply on standards, school priorities</u> and tracking progress. Centralised and <u>shared whole school issues</u> electronically on "R" Drive system.	KO/DB	Sept – Dec	Increased financial cost	and Maths in pupils of all abilities.
		LP/ BG(Erw)	Sept 2018 onwards	Increased financial cost. Use of Erw support	<u>Continuity in science</u> classes covered by LP.
		Class teachers	Sept 2018 – July 2019	Staff Time	<u>Better home /school department links</u>. Stronger line of communication between parents and science department.
	WBQ (Skills Challenge Certificate)	MT/LDavy	Sept 2018	Cynnydd funding, Staff time	<u>Bespoke learning pathways</u> provided for high tariff learners. Alternative courses provided to <u>re-engage learners successfully</u> and achieve valued outcomes.
	SLT link to support CT in <u>tracking pupil progress across the four elements</u> of the challenge certificate. Tracking and intervention to maximise pupil outcomes (all learner groups).	SLT		ICT resources, setting up new systems	Enhanced <u>accountability, consistent working practices</u> between departments, easier monitoring of departmental progress on whole school aims.
	Capped Points Score / Average points score	AML/CT	Sept 2018 – Aug 2019	Staff intervention time	<u>Improved Pass L2 + outcomes</u> (90%+)

Priority 1: Improving pupils average points score. Priority 2: Improved L2i performance. Priority 4: Improving the standards and opportunities of groups of learners (Gender/FSM/MAT/ in-year transfers).	headline measures / average points score system). • <u>Introduce new courses</u> as required to meet the needs of learner groups (investigate <u>single applied science</u> as an option for set 4 KS4 to achieve "Best Science". Link with ERW – DB, <u>Dual enter (double science / entry level)</u>) • Use Cynnydd support to provide <u>individualised intervention</u> programmes for eligible pupils.	JEH/L Davy SLT SM/SLT/ DB (erw) BG (erw) MT/L Davy	Introduce as required by learners INSET time Sept 2018 Sept / Oct 2018 meetings Sept 2018 – July 19	Course cost INSET time Staff / Erw time. resources developed Course cost – Cynnydd funding	• Increase in Capped/ average Points Scores from Aug 2019. <u>Greater engagement in learning, reduced disaffection.</u> • All staff have a clear <u>understanding of the new performance measures</u> and place value on every pupil grade improvement. • Introduction <u>of additional courses</u> such as applied single science could <u>engage high tariff pupils/ lower ability</u> and improve Science average grades. • Increased <u>positive attitude to learning and engagement in courses</u> – positive outcomes (SWEET, Princes Trust Military Course).
1.2 Standards and progress of specific groups Priority 4: Improving the standards and opportunities of groups of learners (Gender/FSM/MAT/ in-year transfers).	eFSM-FSM, Gender, ALN, LAC, In-year transfers KS4. Tackling the gaps in performance identified in specific learner groups • <u>Upskill staff on the use of pupil data.</u> (Analysis of groups' data performance). <u>Improve accessibility and ownership of pupil data</u> through effective use of the R drive. INSET provided. • Ensure tracking targets eFSM pupils. Use tracking data to direct support appropriately. Support identified	SLT / All staff JEH/MT	Sept 2018 onwards.	Staff time to use data. Meetings to develop consistent approaches. ICT resources Staff time	• <u>Greater awareness of individual pupils' ability and background</u> situations and needs that require additional support to achieve the best outcomes possible. • Effective departmental evaluation and <u>confident use of up to date pupil data.</u>

	learners through LC/ Cynnydd support. - Narrow gap between boy and girl performance at KS4. Further <u>develop courses</u> that allow boys to maximise outcomes. (Construction , Sports Award, Applied Sci, SWEET, Military Prep, Princes Trust) <u>Liaise with LA and other Swansea schools</u> in relation to <u>late arriving pupils in years 10 and 11</u>. Bespoke strategies required to maximise highest possible outcomes given the limited work and engagement many of these pupils arrive with. A need to find a suitable avenue to <u>voice concerns relating to the negative impact on the schools performance indicators and perverse positive impact on the schools releasing these pupils due to them needing a “fresh start”</u>. - Introduce <u>high tariff pupil tracking sheets</u> to pastoral system to support and track identified learners and in-year transfers. Keep detailed records relating to in year transfer. - Continue to develop PSPs in line with LA protocols for logging and tracking. - Review ALN pupil tracking systems and up date with the new ALN implementation timelines considered	L Davy L Davy, MT, JEH, AML AO Erw LA responsibility LF / SLT EL, EP, SW AML LF, AML, pastoral support team. AML, LF	Sept onwards Jan 2019 Ongoing issue Introduced Sept On-going in line with ALN transformation plans	New course costs. Financial cost Lowering headline indicators Staff time needs to be invested. Staff time resources and continuity issues in new pupils' education. ALENCo time Redesigning school processes	<u>Improved pupil engagement and outcomes</u>. Building pupil confidence. - A greater <u>challenge to improving the perceived school standards</u> (headline indicators). School x <u>outcomes potentially will be undervalued</u> for giving pupils a “second chance”. However – Inclusivity and learner needs will be placed before <u>Headline indicators</u>. <u>An issue to be raised with LA and region</u>. <u>Show the positive impact School x has had on in- year transfers</u> and ensure there is clear transparency in relation to which schools “off load” students late in their education to improve the results. - Improved tracking in relation to ALN pupils. Consistency of approaches. Modified working practices to bring the school in line with ALN bill.
1.3 Standards and progress in skills Literacy / Numeracy/DCF – <i>See section 1.1 – Skills Curriculum</i>	Skills Development – (See sec 1.1)		Calendared improving		<u>Skills rich activities embedded</u> across subject areas that are

Priority 8: Continue to develop a skills based curriculum.	• <u>Skills focused book looks.</u> Identification of evidence base cross referenced with skills audit • Identification of gaps in provision. • Staff IQ sessions and INSET <u>sharing good practice</u> in skill development. • Review school marking (ACES sheets). Ensure there is consistency in <u>approaches</u> and Formative feedback is developed at a high level. • Further develop <u>primary school linked meetings</u> to discuss <u>transferability of skills</u> and pupils literacy standards. Engage with cluster LOL to develop partnership working groups on skills rich activities and good practice.	SLT / HOD clusters JSK/MT	quality (IQ) sessions.	Resource photocopying, ICT developments.	evidenced and meet national requirements.
		AML/JEH	IQ session time.	Resource copies	• <u>Staff sharing good practice and ownership of skill development</u> across subject areas.
		JEH/MT/JSK	SLT/ Dept time to review.		• <u>ACES sheet embedded</u> as standard school practice.
		JSK/KM	Meeting time Resource development costs.	Meeting time and resource copies to be shared.	• <u>Enhanced primary school communication and link meetings focusing on pupils' skills</u> and how they can be successfully transferred to the secondary learning.
Cymraeg / Welsh Charter	Development of the Welsh Charter				
	• Review current whole school initiatives that <u>promote Welsh</u>. Utilise Erw support.		IQ time Dept time	ERW time	• <u>Clarity on current strengths in Welsh</u> and areas to develop.
Priority 8: Continue to develop a skills based curriculum.	• <u>Use the Welsh Charter template to map opportunities</u> to develop and promote Welsh.	SG / JEH ERW support	SLT / SG meeting time	Resources – Welsh Charter	• <u>Welsh language and national identity promoted.</u>

2. Wellbeing and attitudes to learning AML					
2.1 Wellbeing Healthy, safe and positive Pupil voice and leadership Ethical citizenship Priority 4: Improving the standards and opportunities of groups of learners (Gender/FSM/MAT/ in-year transfers).	Late pupil entries / In-year transfers during years 10 and 11. Supporting high numbers of disaffected learners. • <u>Introduce a system for tracking high tariff pupil progress and outcomes.</u> Focusing on the support and monitoring development. Develop an in-house system to show impact on the education of high tariff transfer pupils to support the work undertaken by school x. • <u>Liaise with LA and ERW regarding impact of extreme late arrivals from other schools in year 10 and 11.</u> Liaise with Director of education regarding concerns. • Maintain good communication with ALN LA links regarding placement of ALN pupils within the two school Specialist teaching facilities (STFs'). Ensure STF placement is based on primary need of pupils and ALN diagnosis is not used as a method of moving pupils out of their previous school in to school x (e.g. due to behavioral issues). • <u>Review and coordinate the various aspects of pupil voice towards School Parliament model.</u> See below. Pupil Voice. • <u>Collate pupil 'Survey Squad' data.</u> Maintain pupil ownership of this initiative. • <u>Map out an overview of the various aspects of pupil voice within school x</u> (RP ambassadors, school council, Year council, head boy / girl , deputies , senior prefect team, eco committee, healthy school, gardening club, sports ambassadors, social media school lead, expressive arts club). Mapping and promotion of enhancement and enrichment activities linked to 2.1/ 2.2.	AO/AML/LD/ AP/LF AO/NW(LA), RD(Erw) AO/ F Newbury / M Seridan / AML AML/HOY/H OD/ Pastoral Team. AML/ Pupils AML/ Pastoral. SW (pastoral)	Sept- Dec Oct 2018 ALN cross phase meetings On-going Dec 2018 Dec 2018 Dec 2018	ICT/ Admin time. Meeting time with pupils. Meeting time. Collation of data. Meeting time. I Pad resources, Survey Squad training need. Pupil time AML time to collate. Time to collate	• Highlighted pupils requiring additional intervention . Collation of strategies and coordinated approach to supporting individual needs. • Awareness of the high level of in year transfers arriving from other Swansea schools. A data base of the impact pupils have on headline indicators and also the perverse positive impact on other schools results. • LA aware of the “<u>gaming</u>” undertaken by other schools when making valued judgements on what is offered and achieved at school x. • Clear <u>lines of communication with ALN panel supporting</u> the correct provision for ALN learners. Greater ownership of school development. • Pupils are part of school initiatives and have ownership. • Clear overview of all pupil voice activities. • <u>Pupil activities are celebrated</u> on school social media and in displays around the school.

	• Departments to review and <u>align the current curriculum at KS3 with the Curriculum for Wales skill areas.</u> • Continued promotion of <u>enhancement opportunities to stretch and prepare pupils</u> for post 16. (visiting speakers, visits, other wider learning experiences).	HOD's, SLT All staff	Sept 2018. On – going.	HOD / Staff time Time/ cost of visits	• Current curriculum offered at KS3 in all subjects begins to <u>embrace elements of the new curriculum</u> (once WG decide what it is). • <u>Pupil transferable skills</u> are utilised in a range of wider circumstances and pupils confidence increased.
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3.3 Provision for skills Provision for; Literacy, Numeracy DCF, Cymraeg					
Priority 5: Develop capacity and consistency of middle managers/ leaders and the educational workforce. Priority 7: Review impact of curriculum reform. Priority 8: Continue to develop skills based curriculum at KS3. Priority 3: Improve standards in Literacy and Numeracy.	Aligning current practice to curriculum for Wales and developing skills rich lessons. (see also section 1.1 & 1.3) - Review <u>literacy and numeracy school policies</u> in line with national developments. <u>Audit numeracy and literacy provision across the school.</u> (Curriculum mapping) - Use school book looks, changes to the school marking procedures (ACES sheets), SOW reviews and training provided by SLT / Cluster leader of learning to <u>ensure skills rich activities are developed.</u> - Further <u>develop skills lessons</u> in year 7-9 (see earlier action points 1.1&.13) <u>Adopt practical elements of Siarter Iaith Gymraeg</u> in to school practice (see earlier action points). <u>Complete DCF audit</u> - Utilise enrichment visits and enhanced learning activities to promote pupil skill development. <u>Provide staff training on the four purposes of learning, 12 pedagogical principles and 6 areas of learning.</u>	SLT MT/JSK JSK KM KM/MT/JSK/JEH SG/JEH SLT CLP All staff SLT / KM	Sept / Oct 2018 Oct 2018 Sept 2018 onwards Sept onwards. Oct 2018 onwards Nov 2018 onwards. Oct 2018 Sept 2018 onwards. Sept onwards	Time Dept time and ICT IQ time Resource development cost. Dept time, display costs Visit costs Meeting time.	- Policies brought in line with current working practice. - Up to date overview of school practice. - Greater consistency and focus on pupils skill development. Particular focus on Numeracy and Literacy development. - Specific skills lesson build on independent learning skills developed through project based learning in primary schools. - Greater awareness of Welsh culture. - Wider range of learning opportunities and development of pupils' full range of skills. - Staff fully aware of national developments.

4. Care, support and guidance JEH/AML					
4.1 Tracking, monitoring and the provision of learning support. Whole-school monitoring, tracking and reporting and its impact on the progress of individual learners and groups. Priority 5: Develop capacity and consistency of middle managers/ leaders and the educational workforce.	Redesign school pupil data systems. (see also section 2.1 &1.2) Effective use of data and measuring impact/ outcomes pupils learning. - Review tracking system to increase volume and quality of data. - Sharpen focus on FFT Aspire as prime target setting tool for KS4 performance. - Up skill support staff in the use of SIMs. Review pupil tracking systems, investigate the potential of using PARs as a tracking tool. - Introduce high tariff pupil tracking sheets to better map in- year transfers and the impact on these pupils education. (see section 2.1&1.2). - Centralise key pupil data on the R drive signposting data relevant to pupils progress tracking. - Review the progress made within the two STF's.	JEH/MT JEH JEH/MT/ Support staff (RP/SE) AML/AO/ Pastoral, LD. SLT AL/LF	Sept – Jan 2019. Nov 2018 onwards Nov – Jan 2019. Sept – Nov 2018 Nov 2018 Jan 2019	Meeting time , ICT software cost. Training time. Resource , ICT development ICT support. Review time.	- Improved quality and amount of data collection points. - Better staff understanding relating to FFT use. - Staff able to fully use SIMs and SIMs related packaged to support learners. - Greater ability to track in year transfers and managed move pupils. Ability to show relative improvement from the limited progress made in their previous school. - Greater, up to date access to data to improve the quality of educational provision. - STFs confirmed to be functioning well.
4.2 Personal development Healthy lifestyle and choices Active citizenship Tolerance and anti-bullying Extra-curricular engagement	Developing wider pupil life skills. - Continue to promote staff visits to other establishments and areas identified as good practice. - Ensure 5/60 activities are advertised and promoted in school (Assemblies). - Review LZ provision at lunch time, ensure it meets the needs of our learners. - Collate all enhancement and enrichment activities. - Promote positive messages around the school (remove old displays and replace with new effective messages.) - Social media developments (see section 2.1)	AML / AO CB AML AML/Pastoral support / HOY SLT EJ/SW	Sept – Aug 2019 Sept 2018 Nov 2018 Jan 2019 Nov 2018	Cover costs. PE resources. Staff to cover LZ. Time. Display costs. ICT.	- Increased partnership working. Sharing good practice. - Promote better H& wellbeing. - Supportive provision for pupils to engage with activities before school and at lunch period. - Greater awareness of the range of activities undertaken by pupils. - Raised social media profile in the community.
4.3 Safeguarding Protecting all children	Providing a safe and secure learning environment. Conduct safeguarding audit with LA and using 360° Online Safety Tool.	AML	Sept 2018	ICT, time.	Awareness of safeguarding areas.

- Update school staff lists, pictures. Provide a photographic board of all staff members and roles in the school foyer. - Fully embed the use of the staff/pupil signing in system - Provide GDPR training to all staff. - Provide / update child protection / safeguarding training to staff. - Provide PREVENT training to all staff. - Review school site security systems (signing in system, CCTV coverage, pupil movement during lessons, lunch periods and breaktime).	DM / EJ	Sept- Nov 2018	Photographic cost.	Improved school environment.
	SLT	Nov 2018	Ict system cost.	- Improved site security and monitoring of staff and pupils on site. - Greater awareness amongst staff of GDPR responsibilities. - Up to date safeguarding and child protection training. - Awareness of how to identify persons at risk of becoming radicalized. - Improved site security and pupil monitoring.
	AML/SW (ICT)	Nov 2018	Staff time.	
	AML	Sept 2018	INSET	
	AML	Sept 2018	INSET	
	DM	Nov 2018	ICT cost, staff time.	

5. Leadership and management AO / SLT					
5.1 Quality and effectiveness of leaders and managers Shared strategic vision Partnership Interface with Governing Body	Developing a shared vision and building leadership capacity. Review SER, DIP arrangements. • Use IQ and INSET training to ensure there are clear whole school priorities that are embedded in departmental practice and targets. • Liaise with middle management to ensure the strategic aims of the school are recognized and acted upon in all departments • Conduct joint learning walks with primaries. • Hold joint meetings with core subjects and primary schools to share good practice. • Liaise with partner primaries to share resources (hold concerts, share teaching staff as practicably possible). • Ensure all calendared Governors meetings are held promptly. • Enhance the existing link department / governor system to provide additional information to the governing body members. • Review leadership structure and responsibilities in light of staff changes. • strengthen links with LA admissions in relation to In-year transfers and potential additional support for late arrivals in years 10 AND 11. • Encourage opportunities for departments and members of staff to share good practice with other schools and also lead subject networks. • Ensure performance management is tightly aligned to the priorities of the school.	ALO SLT JSK HODS JJ SLT /HOD'S/JJ SLT ALO ALO AML/ HODs AML/JEH	Sept 2018 onwards. Sept 2018. Jan 2019. Sept onwards as feasible. Dec 2018. July 2019. Termly. Oct 2019. Aug 2018. Nov 2018. Sept – July 2019. Oct 2018.	Time. Meeting time. Lesson time. ICT resources. Meeting Time. Gov meetings. ICT admin . Staff wage costs. Additional resources to support transfer pupils. Time to share resources. PMF time.	• Consistent clear whole school targets set for improvement that all stakeholders work towards. • Improved coordination in all management levels working towards common school goals. • Stronger working relationships with primary school staff. • Sharing of good practice and resources. • Strong links with governing body. Clear roles and responsibilities. • Better informed governors regarding what each department is working towards. • Modified SLT structure to match the needs of the school. • LA/School working with regards to year 11 and 10 pupils from other schools. • Increased sharing of good practice and CPD opportunities for staff. • Consistent whole school targets are embedded in all working practice.
5.2 Self evaluation processes and improvement planning	Review school systems of work • Introduce reviewed QA programme.	JEH	Sept 2018.		

How well leaders know the school? Improvement planning Track record of improvement Priority 6: Review SER and Development plan arrangements. Priority 5: Develop the capacity and consistency of middle managers/ leaders and the educational workforce.	- Develop a breadth in responsibility amongst staff for the delivery. Broader leadership capacity. Involve more staff within INSET and delivering on good practice. - Centralise key documents and share with all staff via R drive. - Review and reinforce whole school priorities within meetings and INSET.	AO /AML SLT ALO	Aug 2018. Sept 2018 – Dec 2018.	Time to review. Staff wage costs. ICT, time to collate data.	- Regular monitoring of working systems. - Greater resilience in leadership if members of staff move on to new positions. Shared ownership of whole school responsibilities. - All staff easily access key documents.
5.3 Professional learning Creating a culture and ethos to support the professional learning of all staff, to promote active engagement of all staff in increasing their professional knowledge, understanding and skills.	- Develop IQ meetings as prime vehicle for staff training, alongside INSET provision. - Build on T&L links developed with primaries to share good practice. - Develop links further with other comprehensives to share good practice (Dyfryn Taf, Dwr-y-Felin). - Create a data base on the R drive where departments can view and share departments work and initiatives. - Develop a learning hub and resources within the school staff room. - Develop school displays encouraging pupil and staff learning around the national agenda.	JEH/ AML JEH/AML/JSK MT/JSK/AO SLT JSK JEH/DSM	Sept 2018. On-going. Nov 2018. Sept – Dec 2018. Aug 2018. Dec 2018	IQ meeting time. Primary school meeting time. ICT resources. Cost to up-grade displays.	- Training programme for staff aligned to the school priorities. - Stronger transition links and also working groups with primaries. - Greater school to school working. - Sharing of good practice and ideas between departments. - Learning environment set up in the library and on the R drive. - Improved school environment that encourages and promotes pupil learning.
5.4 Use of resources Effective budget planning Effective use of existing resources Additional grants e.g. PDG	- Maintain balanced budget whilst planning for future decline in revenue. - Audit grant spending to ensure compliance, efficiency and delivery of school learning priorities. - Review curriculum needs in light of changing financial situation.	DSM/ALO ALO/DSM ALO/DSM JEH	On – going. On-going. On – going.	Time. Time.	Continue to monitor and plan for austerity (3-5% cut in school budget, 2018-19) and falling school role.



Department Improvement Plan (DIP) 2018 – 2019

Science

This document is based on the Welsh Government regulations 155/2014

This **Department Improvement Plan (DIP)** meets the requirements of the **School Development Plan 2015 – 2018 (SDP)** and the **School Improvement Plan 2015-2016 (SIP)** and includes additional areas of improvement pertinent to the above Department at School X.

Key: Black font= in answer to SIP; Blue font = individual departmental improvements; Red font = relevant data

School X

Science Department Improvement Plan 2017-2018

Actions/ Strategies in black are those linked to the whole School Development Plan (SDP) and the subsequent whole School Improvement Plan (SIP). The SIP consists of the school's 7 Priority Improvement Plans.

Actions/ Strategies for improvement in blue are pertinent to the specific subject area only.

Department quantitative data will appear in red.

KQ 1	Outcomes														
1.1	Standards														
1.1.1	Results and trends in performance compared with national averages, similar providers and prior attainment														
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring								
	L2 incl. (core) L2 CSI Capped Points score Improve position in family of schools	Appropriate targets based on SER KQ1. These are challenging in comparison with appropriate local and national performance indicators: • Increase the % of A*-C from 47% to 55% raising the achievement in line with both LA and National data. • Improve the position of science in the family of schools • Improve the CSI from ____% to ____% • Use data effectively to target pupils including analysis of ETA's and mock examinations at KS4. ETA's have been evaluated and grade boundaries refined. • Place more emphasis on summative assessment at KS3 in line with the current review of the KS3 SoW. • To effectively feedback this data analysis to individual pupils as part of selected target groups. • The following information formed the basis of the identification of certain target groups. This data was then used to create a rank ordered spreadsheet. <table><tr><td>Grade</td><td>UMS boundary</td><td>Pupils achieving</td><td>Attain(%)</td></tr><tr><td>CC</td><td>216 – 233</td><td>15 DA + 18 TA = 33</td><td>27.9</td></tr></table>	Grade	UMS boundary	Pupils achieving	Attain(%)	CC	216 – 233	15 DA + 18 TA = 33	27.9	SM Science Dept. (SEB; IEB; CV)	Sept 2017- May 2018	Meeting time	• Appropriate targets set • L2i improved • L2 improved • CSI improved • Capped points score increased • Improved position in family of schools • Target groups identified.	SM ALO JEH
Grade	UMS boundary	Pupils achieving	Attain(%)												
CC	216 – 233	15 DA + 18 TA = 33	27.9												

		CD 198 - 215 15 (13DA+2TA)+33 = 48 40.7 DD 180 - 197 13(11DA+2TA)+48 = 61 51.7 DE 162 - 179 7 (6DA+1TA) +61 = 68 57.6 EE 144 - 161 6 +68 = 7 61.9 EF 126 - 143 9 + 73 = 8 69.5 FF 108 - 125 9 + 82 = 91 77 FG 90 - 107 4 + 91 = 95 80.5 GG 72 - 89 1 + 95 = 96 81.4 U 0 - 71 22 +96 = 118 100 - Tracking and monitoring of the current year 11. This will be done in conjunction with support from ERW. End of topic data and mock examination data will be analysed to generate specific target groups of learners. UMS marks are to be used to generate current and predicted grades. Pupils are to be interviewed individually and parents contacted where necessary. - Although it is difficult to complete the whole course in the curriculum time, the focus must be placed on ETA's using past paper questions set under formal conditions. Regular AfL using summative tests needs to be a higher priority than coverage. An increased number of formal mock examinations also need to take place. - Identify a target group within the year 11 triple who would benefit from doing double science in triple time. These pupils are to be interviewed and support strategies put in place. There are 2 pupils who will definitely need to move to double, however a few have achieved CCD and are borderline. Pupils and parents will be involved. - Data analysis is to be used to decide on re-sits and pupils must be involved in this decision. All					
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		pupils who did not achieve a CC will now need to re-sit. • Revision sessions are to be provided every morning from 8.30 to 9am, every lunchtime and also after school every Thursday and more frequently leading up to the examinations. • Schemes of Work that were written are continually being evaluated and improved, including more contexts to support pupils with their applied understanding of science. Mapping documents are being produced so that non specialist teachers can have an overview of each topic. • Use of past paper questions will continue to be increased. • Time has been spent looking at the best arrangement for 113 and 114. Initially, these were arranged into equal groups. Following the results for the initial 45% from Year 10, 12 pupils only had UU. These have now been placed into 114 and they are completing WJEC Entry Level from September to January. They have been provided with support material and the topics overlap with those covered last year. Once this course is completed, these 12 pupils will then complete single award applied which we need to introduce for the first time. The immediate urgency is that they complete the November practical task. • A schedule is to be drawn up which maps all of the 4 courses that the department will now be delivering.					
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		SM will do this with David Bradley as an initiative that might be of benefit to other science department in ERW. Towards the second half of the year, CV went off on long term sickness. Planning has taken place so that Physics teaching is preserved as best as we can. SEB took on most of the planning and has swapped teaching groups whenever possible. SM managed to get support from ERW and Barbara George came in to teach physics revision sessions to triple (4 hours) and set 1 double (3 hours) . During the final half term, NPK joined us again at the end of Summer 2018. From September 2018, Louise Pompa has joined us and is training herself to teach science. SEB is continuing to teach physics as well as chemistry.					
	Improve TA Levels at key stage 3	Continue to improve levels 5+ (from 86.2%) to 93.5% to be in line with LA and Wales Data	SM Science Dept. (SEB; IEB; CV)	Sept. 2017 – May/Jun 2018	Analysis time	TA Levels further improved	SM ALO JEH
KQ 1	Outcomes						
1.1	Standards						
1.1.2	Standards of groups of learners						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
KQ 1	Outcomes						

1.1	Standards						
1.1.3	Achievement and progress in learning						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
	L2 incl. (core) L2 CSI Capped Points score Improve position in family of schools See SAIP	Increase the % of A*-C by: - Use of data to identify groups of learners and track their progress and put necessary interventions in place. (L2i/ L2/ C/D borderliners/ LAC/ eFSM/ EAL/ Boys/ MAT) This work ties in with the rank ordered spreadsheet produced for the current year 11. - Individual progress meeting with each learner to set appropriate targets based on FFT predictions, mock examination results and end of topic assessments + challenge. Pupils were made aware of their current grade having completed 45% of the science course in year 10. - Early morning revision classes from 8.30am daily and lunchtime and after school. These will focus on examination preparation and give pupils an opportunity to raise ant concerns in their understanding. - Revision sessions prior to exams - Pupils to re-sit the year 10 WJEC unit 1 if necessary. This will be based on their UMS and then recommendations put to ALO. - Closer analysis of the performance of triple award pupils. 5 pupils are to be moved to double award but remain in the triple group. They will	SM SM Science Dept. (SEB; IEB; CV) SM Science Dept. (SEB; IEB; CV).	Sept 2017 Jan 2018 Oct 2017 Oct 2017 Sept 2017-May 2018	Tracking time Entry admin time Analysis time Resources Lesson time Admin time	- Target group of pupils needed to meet L2i identified - Challenging and appropriate targets set, monitored and reviewed. - New target group generated from exam data - Pupils advised appropriately - Revision classes delivered - Time –table set	SM ALO JEH SM/ JEH SM SM SM/ SLT SM/ JEH SM/ SLT SM/JEH

		need to sit the year 10 examinations for double award.					
	L2 incl. (core) L2 Groups of learners	Gender at key stage 3: Gender at key stage 4: - Provide increased opportunities for both genders to carry out controlled assessments to improve overall performance. This now only comprises 10%. - Structure the Year 11 course to allow much greater focus on the development of examination skills which should benefit boys in particular - Focus placed on ETAs under more formal conditions - Regular use of summative tests to monitor performance Increase in UU to GG or FF - Intervention strategies have been put into place for the pupils who achieved UU in the 45% year 10. Following the results for the initial 45% from Year 10, 12 pupils only had UU. These have now been placed into 114 and they are completing WJEC Entry Level from September to January. They have been provided with support material and the topics overlap with those covered last year. Once this course is completed, these 12 pupils will then complete single award applied which we need to introduce for the first time. The immediate urgency is that they complete the November practical task. eFSM at key stage 3 - Provide more structured tasks - Target eFSM pupils on Level 4	SM/ JEH SM Science Dept. (SEB; IEB; CV) SM SM SM Science Dept. (SEB; IEB; CV) SM Science Dept. (SEB; IEB; CV) SM Science Dept. (SEB; IEB; CV) SM, SEB TAs SM	Sept 2017 – July 2018 Sept 2017 –	Resources Meeting time Resources Tracking time Meeting time. 1-2 hrs after school. Meeting time	Improved trends in the performance of groups of learners.	SM/ JEH SM SM SM SM SM SM AO SM SM

		eFSM at key stage 4 • Clear focus on eFSM performance through departmental work scrutiny and monitoring. • Revision classes prior to examinations • Provide pupils with Bangor revision guides ALN learners at key stages 3 and 4 • Continue to set classes • Continue to use IEPs to aid progress, using the tick list of targets produced by SEB. • Target ALN learners with a clear focus on differentiation (a school priority) • Focus on groupings and the best use of allocation of TA support • Incorporate more differentiated tasks into the SoW power points (TA support) • To liaise with TA's prior to lessons so that they can then produce differentiated work. EAL learners at key stage 3 and 4 • Continue to access support from EMLAS to scrutinise examination and controlled assessment pieces to assess progress and offer strategies for improvement. LAC learners at key stage 3 and 4 • Provide improved access to revision classes • Closer links with Pastoral Officers to ensure continuity of learning when pupils are not in school.	Science Dept. (SEB; IEB; CV) As above SM	July 2018			SM/ JEH SM SM
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		Monitor VAP pupils within these groups of learners and offer extra support if needed.					
	KS3 TA Levels	- Set challenging and meaningful targets to promote an ethos of high expectations - Continue to start the new Science GCSE course in Year 9 - Clearer focus on technical accuracy in extended writing will impact on KS3 levels and ultimately KS4 - Procedures of written assessments to have a far greater emphasis placed upon the writing element - Stronger focus on 'rich tasks' to improve levels of attainment through tracking and assessment - Maintain L7+ through tracking and monitoring MAT pupils	SM Science Dept. (SEB; IEB; CV) SM	Sept 2017 Oct 2017- July 2018	Resources	- Challenging and appropriate targets set. - New GCSE delivered in Year 9 - NLF requirements met - As above - As above - Bank of rich tasks available to assess and track pupil progress in literacy/ numeracy - Regular tracking and recording of progress in literacy/ numeracy to improve TA	SM/JEH
KQ 1	Outcomes						
1.1	Standards						
1.1. 4	Skills						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
	Literacy/ Numeracy	- Maintain the high profile of literacy and numeracy incorporating strategies into SoW and assessments. These will appear on the PowerPoint Learning Plans. - Incorporate more PISA style questions into teaching and learning activities. - Continue to collaborate with the Literacy and Numeracy Co-ordinators to further develop rich tasks	SM Science Dept. (SEB; IEB; CV)	Sept 2017- July 2018	Meeting time	More consistent positive progress trends	SM JEH

		Continue to assess, track and report on given areas of the LNF					
KQ 1	Outcomes						
1.1	Standards						
1.1.5	Welsh Language						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
	Welsh Language	- Provide opportunities where possible to allow pupils to use Welsh passively and actively across the department - Commit to the school's bilingual policy through use of incidental Welsh	SM Science Dept. (SEB; IEB; CV)	Sept 2017- July 2018		- Departmental staff will use incidental Welsh orally in lessons and encourage pupils to do the same - Pupils will use Welsh terms in day-to-day lessons where appropriate	ALO/SM
KQ 1	Outcomes						
1.2	Wellbeing						
1.2.1	Attitudes to keeping healthy and safe						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		Department to contribute to the Health and Wellbeing agenda and by participating where appropriate in the following whole school strategies as well as science specific strategies: - Reproduction in year 7 - Diet and nutrition in year 8 and year 10 - Disease and Defence in year 8 and year 11	SM Science Dept. (SEB; IEB; CV)	Sept 2017- July 2018	Resources	Participation in projects improves pupils' attitudes, health and welfare	
KQ 1	Outcomes						
1.2	Wellbeing						

1.2.2	Participation and enjoyment in learning						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		- Department to respond to issues raised by the analysis of pupil perception of learning and - to provide learners with opportunities to reflect on their learning to help give staff an insight into pupil progress Department to participate where appropriate in the following whole school strategies: - Maintain quartile 1 for attendance - Pupil Voice - ECO committee - Healthy schools committee - Children's Rights committee - Young Enterprise Dragons (Y10)	SM Science Dept. (SEB; IEB; CV)	Sept 2017- July 2018	Resources	- Changes made in light of information gleaned - Improved pupil reflection - Pupils are heard and changes made accordingly if appropriate	
KQ 1	Outcomes						
1.2	Wellbeing						
1.2.3	Community involvement and decision making						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		- Department to contribute to the community and decision making agenda by developing further opportunities in subject areas for pupils to participate in community activities such as the 'Chemistry Olympiad.' - Department to participate where appropriate in the following whole school strategies:	SEB SM Science Dept.	Sept 2017- July 2018	Resources Supply cover costs as need arises	- Participation in community activities. Eg Science University Annual competition (SEB) - Individual pupils given the opportunity to be involved in community activities	SM

		Heritage Apprentice WBQ Challenges	(SEB; IEB; CV)				
KQ 1	Outcomes						
1.2	Wellbeing						
1.2.4	Social and life skills						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		- Department to provide opportunities to discuss and develop social and life skills during lessons. Pupils will be encouraged to respect each other, show tolerance and challenge prejudice thorough the study of appropriate topics. Department to participate where appropriate in the following whole school strategies: - RP Ambassador training - Netball coaching Y10 - Young Sports Ambassadors	SM Science Dept. (SEB; IEB; CV)	Sept 2017- July 2018	Resources	- Improved citizenship skills including tolerance and a lack of prejudice between pupils - Pupil participation in ambassadorial roles	
KQ 2	Provision						
2.1	Learning experiences						
2.1.1	Meeting the needs of learners, employers/community						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		- Department to familiarise itself with the Donaldson Review and understand its impact on the changing key stage 3 curriculum. - To update the SoW in both KS3 and KS4 in line with the new curriculum for Wales.	SM Science Dept. (SEB; IEB; CV)	Jan 2017 Sept 2017- July 2018	Resources	- Understanding of the impact of the Donaldson Review - Appropriate curriculum delivered	SM/JEH

		- Department to ensure continuity and progression with careful curriculum planning to ensure there is minimum impact on MAT/ ALN and all groups of learners in a difficult financial climate where there are fewer teachers and increased class sizes. - Department, if appropriate, to support the new Welsh Baccalaureate and its composite Skills Challenges, or running activity on y5 transition day.				WBQ Year 1 delivered	
KQ 2	Provision						
2.1	Learning experiences						
2.1.2	Provision for skills						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
	Literacy Numeracy	- Further develop rich tasks which promote literacy, numeracy and thinking skills. - Link departmental common assessment tasks and rich tasks to assess literacy/numeracy appropriately	SM Science Dept. (SEB; IEB; CV)	Sept 2017-July 2018	Resources	- Dept meets the requirements of the LNF within the school context - Rich tasks developed - Common tasks and rich task linked effectively to reduce workload	SM
	Numeracy	Work with Maths department to ensure that the numeracy rich tasks are embedded into SoW and that the assessment of these tasks is robust and effective.	SM	Sept 2015-July 2016		Collaborative work carried out if necessary	JEH
KQ 2	Provision						
2.1	Learning experiences						
2.1.3	Welsh language provision and the Welsh dimension						

	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		- Participate in the annual Diwrnod Shumae activities to promote bilingualism - Increase the Welsh content in displays and the learning environment - To begin including bilingualism into some PowerPoint slides in the learning plans.	SM Science Dept. (SEB; IEB; CV)	Oct 2017 Sept 2017- July 18	Resources	- Successful DS and increased incidental Welsh spoken - Improved bilingual displays	SG
KQ 2	Provision						
2.1	Learning experiences						
2.1.4	Education for sustainable development and global citizenship						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		•				•	
KQ 2	Provision						
2.2	Teaching						
2.2.1	Range and quality of teaching approaches						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
						•	
	Teaching Standards	- Ensure that teachers are well informed and have high expectations of themselves as teachers and their pupils as learners - Maintain and improve subject knowledge through links with other schools and with national examination bodies	SM Science Dept. (SEB; IEB; CV)	Sept 2017- July 2018	Meeting time Resources	- Evidence of higher expectations in pupil work scrutiny - Subject knowledge updated - SoW updated accordingly	ALO/ SM

		- Review and update SoW to clearly identify skills; differentiation for groups of learners and other learning needs - Review and update SoW and assessments to meet examination board criteria				Assessment procedures reviewed and updated to meet exam requirements	
KQ 2	Provision						
2.2	Teaching						
2.2.2	Assessment of and for learning						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		- Continue to develop AfL, higher order questioning and differentiation. - Continue to maintain standards of moderation/ standardisation within subjects, across the school and during transition activities - Strengthen the use of data (including that from cluster primaries) to identify MAT pupils and implement further strategies to meet their needs - Ensure Work Scrutiny takes place at subject level - Share and discuss feedback from SLT Work Scrutiny - Develop consistency of marking in line with the whole school Marking Policy and Literacy Marking Policy and ensure there are opportunities for moderation and standardisation	SM Science Dept. (SEB; IEB; CV) SM SM SM	Sept 2017-July 2018	Meeting time	- Improved priority areas of teaching - Improved moderation standards - MAT pupils identified and strategies employed to meet their needs - Work scrutiny evidenced in HoD folders and fed back to department/ LM - SLT Work scrutiny discussed and improvements made accordingly - Improved understanding and implementation of relevant policies	SM SM/JEH/IEB SM JEH/IEB JEH
KQ 2	Provision						
2.3	Care, support and guidance						

2.3.1	Provision for health and wellbeing, including spiritual, moral, social and cultural development						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		Department to contribute, where appropriate, in the following whole school strategies: • School's Rewards and Sanctions systems – consistency of approach • School Council • Year Council • ECO Committee • RP approaches • RP Ambassadors including cyber-bullying mentors • Sports Ambassadors • Children's Rights committee • Be aware of EBD counselling for individuals • Healthy Schools Award Leaf 4 • Year assemblies • Cultural visits – add examples pertinent to your dept.	SM Science Dept. (SEB; IEB; CV)	Sept 2017-July 2018	Resources	• Department contributions as and when need arises	SM
KQ 2	Provision						
2.3	Care, support and guidance						
2.3.2	Specialist services, information and guidance						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		Department to contribute, where appropriate, in the following whole school strategies: • List of specialist services with contact details for ease of access (AML collating) • Support all activities linked to KS2/3 and KS4/5 transition by	SM Science Dept. (SEB; IEB; CV)	Sept 2017-July 2018	Resources	• Department contributions as and when need arises	SLT

KQ 2	Provision						
2.3	Care, support and guidance						
2.3.4	Additional learning needs						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		- All teachers must be aware of all children with ALN and familiarise themselves with relevant documentation such as IEPs on an annual basis or as needs arise - Ensure department has effective arrangements for identifying and monitoring pupils with ALN - Develop strategies to meet the needs of more able and talented (MAT) pupils within your subject area Eg. Triple Science class	SM Science Dept. (SEB; IEB; CV)	Sept 2017- July 2018	Resources	- All teachers familiar with data - Effective ALN arrangements in place to identify and monitor ALN learners - ALN learners identified and monitored - Strategies employed to meet needs of MAT learners	SM
KQ 2	Provision						
2.4	Learning environment						
2.4.1	Ethos, equality and diversity						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		- Teachers to familiarise themselves with the Equality Action Plan (R Drive under Policies) in line with Estyn requirements and provide equality training for staff if necessary - All teachers to be aware of the Business Continuity Plan should any crisis occur (R Drive under Policies)	SM Science Dept. (SEB; IEB; CV)	Sept 2017	Resources	All teachers aware of relevant documentation and signed evidence available	SM
KQ 2	Provision						

2.4	Learning environment						
2.4.2	Physical environment						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		- Continue to develop the school's physical learning environment by improving displays and ensuring the physical state of the school is fit for purpose. TAs may be utilised to aid improvements. - Learning wall displays continue to be a successful T and L strategy within the science department. - The department will need a new printer and the plan is to lease one through our existing contract with Konica	SM Science Dept. (SEB; IEB; CV)	Sept 2017- July 2018	Resources	- Improved or updated displays within the science department. - Improved access to admin facilities resulting in better organisation.	SM
KQ 3	Leadership						
3.1	Leadership						
3.1.1	Strategic direction and the impact of leadership						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		All staff to familiarise themselves with the Self-Evaluation, School Improvement and Performance Management structures (See Staff Document Files)	SM Science Dept. (SEB; IEB; CV)	Oct 2017		All staff familiar with new streamlined systems	SLT
KQ 3	Leadership						
3.1	Leadership						
3.1.2	Governors or other supervisory boards						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring

KQ 3	Leadership						
3.2	Improving Quality						
3.2.1	Self-evaluation including listening to learners and others						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		- To improve the L2i by completing the Subject Attainment Improvement Plan (SAIP) following an evaluation of performance data for science - Complete the SER for science to ensure that the department contributes to the whole school self-evaluation process - Target setting to be quantitative at all times	SM	Sept 2017 Oct 2017 Oct 2017		- SAIP completed - SER KQ1 and KQ2/3 completed - All targets quantitative	ALO SM SLT
KQ 3	Leadership						
3.2	Improving Quality						
3.2.2	Planning and securing improvement						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		Support and further develop activities designed to improve consistency of middle managers. These activities will include: - Being aware of national, local and school priorities and ensure these are all taken into account when planning for improvement - Science Department Review meetings with David Bradley - ERW	SM Science Dept. (SEB; IEB; CV) February 2018	Sept 2017- July 2018	Supply costs as need arises	- Improved consistency in middle managers - Science Dept Review undertaken - Line Management expectations met	SLT

		- Participation in calendared Line Management meetings - Completing Department Improvement Plan in line with the School Development Plan (3 year) and the School Improvement Plan (1 year) - Collaborative Work Scrutiny within and/or across departments to improve diagnostic marking - New marking policy to be implemented in line with the whole school. We will need to adopt the ACES strategy and Taylor it to suit a science approach, maintaining consistency. This will be implemented from May/June half term 2018 - Attending subject network meetings and/ or other external partnerships - Attending calendared IQ meetings to update on new developments	June 2018		Meeting time	- DIP completed - Work scrutiny completed and issues fed back to department - Subject specific improvements made in the marking of pupils work through collaboration - Improved teaching skills from sharing good practice in science departmental meetings.	
KQ 3	Leadership						
3.3	Partnership working						
3.3.1	Strategic partnerships						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		- Attend examination board feedback sessions - Improve transition strategies to attract all catchment area pupils - Continue to improve communications with parents through electronic media, the school website and parental	SM Science Dept. (SEB; IEB; CV)	Sept 2017- July 2018	Resources	- Improved understanding of exam criteria and marking systems - Increase in pupil numbers - Improved parental engagement	JEH IEB

		- engagement evenings to increase parental involvement - Ensure effective cluster working on strategic cross phase subject priorities (core subjects only, incl. Welsh)				Improved cluster working	JEH/ IEB
KQ 3	Leadership						
3.3	Partnership working						
3.3. 2	Joint planning, resourcing and quality assurance						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		•				•	
KQ 3	Leadership						
3.4	Resource Management						
3.4. 1	Management of staff and resources						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		•				•	
KQ 3	Leadership						
3.4	Resource Management						
3.4. 2	Value for money						
	Focus of improvement	Action/ Strategy	Staff	Time	Resources/ Costs	Success Criteria	Monitoring
		- Department will work within cost budgets and attempt at all times to provide value for money - Consider the cost effectiveness of leasing a printer within the department instead for a full purchase.	SM SM. RW	Sept 2017- July 2018			SM

