

Garstang Community Academy Improvement Plan Summary

	Key Priority	Objective	Summary of Success Criteria
Leadership & Management	Develop an ambitious and inclusive vision for 2020 and beyond, providing a strong platform for a <i>rural hub</i> development.	To crystallise school vision and values, ensuring they are shared and implemented, creating a clear sense of direction and purpose for the school, allowing all students to enjoy and achieve.	All stakeholders will have participated in vision building and committed to the ambitions if the organisation in all areas. The school vision will be visible in all key areas of its function and acknowledged by the wider community, demonstrated by the popularity of the school. A clear plan will be in place to manage any expansion plans including Garstang's role in the <i>rural hub</i> . Evidence: <i>Vision statement -including process, peer review, expansion planning documentation, year 6 choices & no. of appeals, staff survey, pupil voice, ParentView.</i>
Quality of Education	Further refine the curriculum and its delivery to ensure that it maximises learning and has pedagogical research at its heart.	Ensure that the curriculum, together with consistently challenging teaching, helps students to understand and learn effectively. Y6 – Y12 Transition considered in its totality to ensure smooth sequencing and transition.	An ambitious, coherently planned and sequenced GCA curriculum designed to give all learners the knowledge and cultural capital needed to succeed in life is in place, which results in consistently positive P8 scores, strong post 16 transition and is demonstrated on a daily basis by a curiosity and thirst for learning exhibited by students. Evidence: <i>SsoL reviewed, peer review of departments, P8 data, post 16 destination data, pupil voice</i>
Behaviour & Attitudes	Continue to build existing successful protocols and ethos to ensure the very highest levels of attendance and behaviour in all students.	For all student to exhibit exemplary behaviour and attitudes towards their education, making a positive contribution the school and the wider community with high expectations apparent in all areas of the school.	All students will have had clear expectation frequently reinforced by all staff within the school. Evidence: <i>All key data such as exclusions, attendance, behaviour analysis, pupil voice and staff surveys indicate improvement</i>
Personal Development	Embed and develop Enrichment opportunities and prepare to launch a <i>Character Matters</i> Programme.	To guarantee students frequent opportunities to develop interests and talents, to learn how to keep physically and mentally healthy and are prepare for life in modern Britain.	A well-considered Year 9 enrichment plan will be thoroughly implemented alongside a rigorous review of PSE delivery. There will be a clear action plan for the delivery of <i>Character Matters</i> from 2020 onwards. Evidence: <i>Year 9 Enrichment in place and reviewed. Pupil voice and peer reviews data suggest greater development of resilience and other characteristics, school is 'mentally healthy'.</i>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Hub Development</p>	<p>Move the development of the Rural Hub forwards.</p>	<p>Improve Leadership & Teaching across the Rural Hub (GCA, HPA, LHS, RHS) by implementing 4 shared projects</p>	<p>Leadership: Rural Hub Heads Group ensures delivery of Hub's 2020 projects; Governance structure embedded across Hub. T&L: Research Evidence informs 2020-21 Action Plans Leadership/T&L: Show Days inform 2020-21 Action Plans Operation: Virtual Meetings routinely facilitate communication across Hub Evidence: <i>Shared projects successfully completed and hub development has moved forwards.</i></p>
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