**Context**

LSA is a good school that has experienced substantial change in recent years. A commitment to continually improving and ensuring that all students enjoy in the successes of the school has seen a number of cultural and structural improvements over the last four years. This has seen a significant rise in student numbers, more consistent outcomes and improved leadership. After a period of minimal external engagement, the school is now a key delivery partner of the ECF on the Fylde Coast (as part of the Embrace Teaching Hub)

As the school enters the next phase of its development, the period 2021-24 will see the school operating amidst the challenge of maintaining the depth of improvement whilst being a pilot for the national School Rebuilding Programme.

**School Data**

Whilst highly skilled in the presentation and analysis of data, the inability to measure improvement over time puts more emphasis on our internal data for feedback. However, the school is aware of the continual need to remove attendance and performance variability between groups of students.

*It is the intention for the period of this development period to measure success using the performance of disadvantaged students and boy only. This is based on the experience that strategies designed to improve their performance will benefit all students, so gaps inevitably widen.*

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| **Target Area** | **Perform. in 2016** | **Perform. in 2017** | **Perform. in 2018** | **Perform. in 2019** | **Perform. in 2020** | **Target 2021 (3yr KS4)** | **Target 2024** | **Nat Average (2018)** |
| **Prog 8 (pp)** | -0.14 (-0.73) | 0.11 (-0.3) |  0.1 (-0.57) | 0.02 (-0.41)  | 0.33 (-0.05) | 0.25 | 0.25 | -0.03 |
| **P8 Eng (PP)** | -0.14 (-0.56) | 0.35 (-0.19) | 0.06 (-0.69) |  0.2 (-0.4) | 0.43 (0.01) | 0.45 | 0.3 | -0.03 |
| **P8 Ma (PP)** | 0.15 (-0.4) | 0.42 (0.05) |  0.43 (-0.17) |  0.45 (-0.27) | 0.32 (0.06) | 0.52 | 0.4 | -0.02 |
| **P8 Ebac (PP)** | -0.13 (-0.8) | -0.28 (-0.8) |  0.17 (-0.87) |  0.2 (-0.63) | 0.13 (-0.3) | 0.3 | 0.3 | -0.02 |
| **P8 Op (PP)** | -0.32 (-0.98) | 0.12 (-0.16) |  -0.18 (-0.75) |  0 (-0.48) | 0.47 (0.05) | 0.1 | 0.2 | -0.04 |
| **% Eng and Ma @ Gr4+** | 65 (35) | 75 (59) | 75 (45) | 69 (44) | 83 (76) |  Target : 75Act: 77 (51) | 80 (75) | 63 (43)*2020=73 (56)* |
| **Attainment 8 (PP)** | 45 (32) | 49 (40) | 51 (37) | 48 (37) | 56 (47) | Actual 54 (42) | 55 (50) | 46 (36)*2020=51 (42)* |

**Values**

The school now has a strong set of underlying values that are at the heart of all decisions we make:

**Aspiration – Endeavour – Integrity – Respect**

**Curriculum Intention**

At Lytham St Annes High School, the curriculum is the key tool in ensuring that we

**Create a true learning community in pursuit of excellence, we will ensure that those affected by disadvantage share fully in the school’s success, both in and out of the classroom**

We see the curriculum as being so much more than the content that is covered in lessons. It is the culture of our school, it is the experiences that allow context to be added to new learning. It provides the relevance that makes subjects interesting, exciting and truly worthwhile. It is the skills, behaviours and knowledge combining in such a way that our students can access the world around them with confidence.

The school values the skills and specific knowledge of our Subject Leaders, who work together to ensure that every area of school links seamlessly to create overall excellence for students, irrespective of their starting point. Standards and expectations are high and subjects ensure that their teaching is aspirational for every student through sequenced learning, high quality dialogue and planned instruction.

Our curriculum is the lever by which we are reversing an area wide issue of underperformance for disadvantaged students, with consistently ambitious expectations for everyone. In lessons, high quality literacy teaching develops a love of language that enables students to express knowledge, thoughts and feelings. Our curriculum is unrelenting in connecting subjects through our improvement of speaking, reading and writing.

Experience in Key Stage 3, whilst building knowledge, will develop a love and interest in all areas of school life. To develop learners holistically all students will have a chance to study a broad range of disciplines, building subject specific foundations securely whilst mastering the core areas of English, maths and Science. We aim to give students the knowledge, experience and understanding to then delve deeper and inquire independently. Our extracurricular provision and More Than Grades commitment will show this at both individual and group level, with our year 9 being one of genuine exploration, experience and development. It will be a year where a growing academic maturity is fed through depth and application.

“Powerful Knowledge” is critical to gain a full appreciation of a subject and it must be grown and nurtured intelligently through the general understanding of how students learn, develop and influence the world around us. Each area of the curriculum will value strategies to ensure fluency through secure knowledge retention and application, matched with a whole school understanding of unconditional positive regard. Conceptual knowledge and rich connections across the school, will allow the stories in each subject to be told, deepening learning and enabling inquiry. Simple but effective speaking, reading and writing strategies will be applied relentlessly for the benefit of all students.

Our pastoral curriculum is interwoven with our academic provision. Routines, expectations and order will allow all students to benefit from high quality pedagogy. The school ensures alignment between both pastoral and curriculum through the use of LIFE lessons, form time and school themes. Alongside these, a fully inclusive and nurturing provision is able to support our most needy and vulnerable through academic and social intervention i.e the basic scaffolding needed to access the subject knowledge and opportunity. Teaching strategies are driven by student need and they ensure that any student unable to access their work develops the skills to do so. A whole school expectation on the way we support students, ensures their psychological safety in which to flourish and enjoy the skills and knowledge needed.

**Our Values in Our Curriculum**

**Aspiration:** We are proudly ambitious for each and every students in each and every area.

*At LSA we support all students to access the richest, broadest concepts and we expect all students to be the best that they can be. Our Curriculum Leaders plan learning sequentially and with purpose so that learners are able to think as individuals.*

**Endeavour:** Through a growth mindset, our formative procedures will ensure all students try hard, understand failure in a safe and supportive environment in order to ultimately achieve.

*At LSA we try to understand how the brain works so that adults ensure our students are taught in ways that are proven to succeed. We work hard.*

**Integrity:** There are no shortcuts. Our curriculum has depth and breadth and all subjects understand their wider responsibility to giving strong contextual knowledge and understanding.

*At LSA we know results are important to students in the world of employment, but we also know that success in exams is dependant on subject specific knowledge and skills. i.e. no shortcuts.*

**Respect:** Through manners, wellbeing and the ability to process information, our school will value respect. Respect in school and respect within our wider community.

*At LSA cultural capital and academic expectations meet to ensure students are well mannered, polite and able to operate in new and unknown arenas making informed choices.*

***Powerful Knowledge***

*Michael Young, a British sociologist of education contends that the main purpose of schools is to teach knowledge that enables students to understand and think beyond the limits of their own experience, and describes this knowledge as powerful. In one of his early papers on the subject he writes:*

*Powerful knowledge refers to what the knowledge can do or what intellectual power it gives to those who have access to it. Powerful knowledge provides more reliable explanations and new ways of thinking about the world and… can provide learners with a language for engaging in political, moral, and other kinds of debates” (Young, 2008)*

*Young has also explained powerful knowledge as providing the best understanding of the natural and social worlds that we have and helps us go beyond our individual experiences. Knowledge is ‘powerful’ if it predicts, if it explains, if it enables you to envisage alternatives.*

*Powerful knowledge sets our students up to learn, succeed and contribute.*

**School Accountability Structure**

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| **School Development Plan 2021-24**3 year plan, shared with governors and built with a range of stakeholdersProgress is reviewed each term at Standards Committee, following weekly SLT monitoring meetings |
| **Pupil Premium Plan**Linked to the SDP and assessed annuallyLink governor updated each term | **Covid19 Catch Up Plan**Linked to SDP and evaluated annuallyReported to Resources Committee termly |
| **Department Improvement Strategies**Underpinned by Curriculum intentions and implementation plansRegular Line Management Meetings throughout the yearEach member of staff will have research projects to improve personal practiceCPD designed to support dept to meet School Development Plan |
| **The school maintains external scrutiny through:**LA Advisory ServiceWork with Teaching Hub Exam Board Alignment | **The school maintains internal scrutiny through:**Line Management StructureAppraisal linked to improving T&LStakeholder Voice (Student, parents, staff) |

**In order to create a true learning community in pursuit of excellence, we will ensure that those affected by disadvantage share fully in the school’s success, both in and out of the classroom**

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| We will…. **Embed consistently high standards of behaviour, communication and self-regulation** | We will…. **Enhance cultural capital by developing students beyond the classroom** | We will… **Develop teaching that nurtures knowledgeable, skilful learners who read, write and speak with confidence** |
| Reflection time sessions for students with allocated SLT built into the TT | More than Grades to be embedded in Tutor Time each week | School led leadership development through Leadership Matters |
| Opportunities for teachers to share successful T&L strategies  | More Than Grades evenings for parents and Form Tutors | NPQs for Middle and Senior Leaders |
| Staff training on adult behaviours (ACE, Paul Dix) | Lunchtime activities schedule | Metacognition threaded through Form Tutoring/lessons |
| Increased opportunities to celebrate achievements | Full after school programme with equal student group representation | Whole staff training on literacy through lit leads |
| Improve student punctuality between lessons through clear expectations and consistent sanctions | Bespoke pathways of advice and support for vulnerable students | Strong disciplinary knowledge and language prioritised in all subjects (*subject apprentices)* |
| Embed ECF and develop y2 and 3 teachers to highest standards | Time allocated for Form Tutor planning and collaboration | Focus on moving high quality speaking to writing |
| Clarity of LSA Way with published consistencies and norms | Full use of Start App to build student portfolios | Use of Teams for blended learning for ALL students |
| Student voice to feed the accountability structures | High profile evaluation of Gatsby benchmarking success | Alternative pathways for all students, focusing on reading intervention |
| Increase number of tutor groups | MTG to start at Primary School | Full research appraisal system to embed the culture of improvement |
| Equality Strategy to underpin gap reducing work | Industry Links used to raise aspiration and experience | Standardised Line Management focussing on T&L |
| High quality PSHCE delivery to guide and develop student development | Student Leadership Opportunities for all student groups | Planning for Behaviour opportunities to reduce disruption |
|  | LSA Alumni established to support current students | Increased class reading in Form Time |

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| **Measurable** | **Observable** |
| 95% attendance across all groups | Calm, purposeful movement leading to prompt lessons |
| 70% achieve 5+ in English and maths | Respectful conversations throughout the school |
| 90% parent and student satisfaction rate on surveys | Students able to explain how they learn |
| National Awards for Anti Bullying | A thriving AP provision  |
| 95% positive feedback around how we manage bullying | Routines obvious at start and end of lessons |
|  | All students able to talk through MTG |

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| **Embed consistently high standards of behaviour, communication and self-regulation** |
| **Operational** | **Rationale** |
| Reflection time sessions for students with allocated SLT built into the TT | Student need to be taught what is expected and supported to improve |
| Opportunities for teachers to share successful T&L strategies  | Teacher Meetings build a shared understanding of key students, supporting staff to deliver successfully |
| Improve student punctuality between lessons through clear expectations and consistent sanctions | Lost time, due to the scale of the site, impacts outcomes |
| Clarity of LSA Way with published consistencies and norms | Schools with clear, simple rules are more likely to achieve with disadvantaged students |
| Student voice to feed the accountability structures | To further develop the collegiate feel of the school, bringing students with us |
| Increase number of tutor groups | Reducing the PTR will allow Form Tutors to spend more time with individual students |
| Equality Strategy to underpin gap reducing work | By ensuring that all students have an understanding of equality, there will be clearer understanding of school policies |
| High quality PSHCE delivery to guide and develop student development | Life lessons to ensure key elements of cultural and social behaviour linked to school needs |
| Increased opportunities to celebrate achievements | Positive reinforcement will ensure greater levels o f consistently good behaviour |
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| **Staff Training** | **Rationale** |
| Staff training on adult behaviours (ACE, Paul Dix) | Staff need to have the training to deliver the approach that we want. Disadvantaged students will have greater chance of success with consistency |
| Embed ECF and develop y2 and 3 teachers to highest standards | ECTs and RQTs can be developed to ensure high quality teaching, with mentors improving leadership skills |
| Standard language/scripts for staff in common situations | Reduce confrontational situations with consistency across the site |
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| **Enhance cultural capital by developing students beyond the classroom** |
| **Operational** | **Rationale** |
| More than Grades to be embedded in Tutor Time each week | Conversations facilitated between tutors and students |
| More Than Grades evenings for parents and Form Tutors | Triangulating form tutors, parents and students, allowing greater academic focus at parent evenings |
| Lunchtime activities schedule | Unstructured time can be difficult for students to manage. The more activities we provide, the better |
| Full after school programme with equal student group representation | This develops the culture of the school and allows all students to develop skills outside of the classroom |
| Bespoke pathways of advice and support for vulnerable students | Students who require greater support in making choices will have it in school |
| Time allocated for Form Tutor planning and collaboration | The relationship between FT and student is a key one at LSA. Providing time to develop FT skills will help this improve quickly |
| Commitment to work experience for year 10 | This forms a large part of the school’s high aspiration programme. This will add context to student learning |
| Industry Links used to raise aspiration and experience | This forms a large part of the school’s high aspiration programme. This will add context to student learning |
| Student Leadership Opportunities for all student groups | These opportunities help develop confidence in students and improves buy-in to the school/learning |
| LSA Alumni established to support current students | A working example of how work at school links directly to life after/careers |
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| **Staff Training** | **Rationale** |
| Model Form Tutor Champions to support all year groups | Form Tutoring is a key vehicle in delivering the school priorities. Working exemplars will support/coach others |
| Full use of Start App to build student portfolios |  |
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| **Develop teaching that nurtures knowledgeable, skilful learners who read, write and speak with confidence** |
| **Operational**  | **Rationale** |
| School led leadership development through Leadership Matters | SLT modelling CPD and continual growth |
| Tuesday Tutor Time (endeavour) to embed metacognition strategies | Delivered through AHTs, each year group will develop opportunities to learn more about metacognition in improving achievement |
| Alternative pathways for all students, focusing on reading intervention | We serve a diverse and changing demographic and need to ensure all students can access the opportunities at school |
| Full research appraisal system to embed the culture of improvement | Staff owning their own development will improve their teaching |
| Standardised Line Management focussing on T&L | Supporting all HoDs to identify areas to improve and ways to measure progress against school SDP |
| Increased class reading in Form Time | We have trialled single days, but research suggests a greater level of immersion |
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| **Staff Training** | **Rationale** |
| NPQs for Middle and Senior Leaders | Commitment to CPD modelled at all levels |
| Metacognition threaded through Form Tutoring/lessons | EEF show that children understanding the learning process will improve outcomes |
| Whole staff training on literacy through literacy leads | Video training trialled this year has had positive feedback. Helps consistency throughout |
| Strong disciplinary knowledge and language prioritised in all subjects (*subject apprentices)* | Embeds the expectations around language in lessons and high expectations |
| Focus on moving high quality speaking to writing | Children need to be able to articulate knowledge in exam format and this has to be recognised |
| Planning for Behaviour opportunities to reduce disruption | Children learn best in safe, stable environments. Teachers have to be supported to create this |
| Staff training on the importance of metacognition | It is critical that staff have a strong working understanding of how the brin works. |
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Costing the Development Plan

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| **Improvement Action** | **Cost** | **Value** | **Note for Finance** |
| Reflection time sessions for students with allocated SLT built into the TT | 1 x teacher to support during timeExternal Training | £25,000£500 | This has already been found via overstaffing Eng/Ma |
| Opportunities for teachers to share successful T&L strategies  | Photo copying/resources | £500 |  |
| Improve student punctuality between lessons through clear expectations and consistent sanctions | 1 day supply to release 5 staffIncrease pastoral support (past recep) | £1000£25,000 | New role |
| Clarity of LSA Way with published consistencies and norms | Publishing costsSignage | £1000£5000 |  |
| Student voice to feed the accountability structures | Admin time for support staff (5 days) | £1000 |  |
| Increase number of tutor groups | Over staffing by 5 people | £150,000 | 3 of these roles are already accounted for.Need to plan for 2 x teacher (SEND |
| Equality Strategy to underpin gap reducing work | SLT time (3 days) | £1500 |  |
| High quality PSHCE delivery to guide and develop student development | TLR for PSHCE | £5000 | Look to create new HoD, under RJO |
| Increased opportunities to celebrate achievements | Badges | £5000 |  |
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| Staff training on adult behaviours (ACE, Paul Dix) | 1 day external3 days cover for training | £2000£2000 |  |
| Embed ECF and develop y2 and 3 teachers to highest standards | TLR for leaders15 days of cover for release (% claimed back) | £5000£5000 | Needs new cost centre |
| Standard language/scripts for staff in common situations |  |  |  |
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| More than Grades to be embedded in Tutor Time each week | PrintingSee below | £2500 |  |
| More Than Grades evenings for parents and Form Tutors | Relevant software | £500 |  |
| Lunchtime activities schedule | Resources | £2000 | MTG Resource Centre |
| Full after school programme with equal student group representation | Coordinator RoleResources | £25,000£2000 | Review if new CEIAG Admin can take this role. Budget for extra person |
| Bespoke pathways of advice and support for vulnerable students | External Support Services (S&L) | £10000 | Already in budget for SEND |
| Time allocated for Form Tutor planning and collaboration | 10 days PT attendance/cover | £2500 |  |
| Commitment to work experience for year 10 | Cost for 325 placements | £15,000 | Already in budget |
| Industry Links used to raise aspiration and experience | Coordinator time (see above) |  |  |
| Student Leadership Opportunities for all student groups | Ties, badges | £2000 |  |
| LSA Alumni established to support current students | Coordinator time (see industry links) |  |  |
| Model Form Tutor Champions to support all year groups |  |  |  |
| Full use of Start App to build student portfolios | Cost of training and release time | £5000 |  |
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| School led leadership development through Leadership Matters | Membership20x books | £500£2000 | CPD |
| Tuesday Tutor Time (endeavour) to embed metacognition strategies | Staff training (External)Support staff to release FTs | £500£1500 |  |
| Alternative pathways for all students, focusing on reading intervention | Increase in AP provision | £20,000 | Additional AP places |
| Full research appraisal system to embed the culture of improvement | Development Library CostCCoC membership (100) | £10,000£4000 | CPD BudgetCPD Budget |
| Standardised Line Management focussing on T&L |  |  |  |
| Increased class reading in Form Time | School texts for students | £15,000 | New costs |
| NPQs for Middle and Senior Leaders | Course costs (10) | £15,000 | CPD Budget |
| Metacognition threaded through Form Tutoring/lessons | See above |  |  |
| Whole staff training on literacy through literacy leads | Cost of internal INSET (catering etc) | £500 |  |
| Strong disciplinary knowledge and language prioritised in all subjects (*subject apprentices)* |  |  |  |
| Focus on moving high quality speaking to writing | Alex Quigley course (x5)Mary Myatt (x10) | £1000£1000 |  |
| Planning for Behaviour opportunities to reduce disruption |  |  |  |
| Staff training on the importance of metacognition | External course provider | £1000 |  |

**Key Research/Texts**

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| **Title** | **Author** | **Notes** |
| Leadership Matters: How leaders at all levels can create good schools | Buck, A (2018) |  |
| Covid 19 Support Guide for Schools | EEF (2020) | <https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf> |
| When the Adults Change | Dix, P (2017) |  |
| Creating a culture: How School Leaders Can optimise Behaviour | Bennett, T (2017) |  |
| Back on Track: Fewer things, Greater Depth | Myatt, M (2020) |  |
| An Ethic of Excellence: Creating a Culture of Craftmanship with Students | Berger, R (2003) |  |
| Teaching and Learning Toolkit | EEF | https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ |
| Make Every Lesson Count | Allison, S and Tharby, A (2015) |  |
| Teach Like a Champion 2.0 | Lemov, D (2014)  |  |
| Independent Thinking on Restorative Practice | Finnis, M (2021) |  |
| Closing the Reading Gap | Quigley, A (2020) |  |

**Revision History**

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| **Date** | **Action** | **People** |
| 10/5/21 | Discussion/Collation of ideas <https://padlet.com/raymondmbaker/q6j0p3egc55rnh40>  | SLT |
| 25/6/21 | First draft (shared with SLT) | RBA |
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