

Oswaldtwistle School School Improvement Plan 2021/22



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SCHOOL CONTEXT					
Number of pupils on roll	86	Number of pupils eligible for pupil premium	65%	Number of pupils with a statement of special educational needs (SEN) or an education, health and care (EHC) plan	5
Number of permanently excluded pupils	71%	Number of Medical students	4	Number of intervention students	28
Premises/provision offer Main site – full curriculum offer for KS3 and KS4 students. The Civic – Intervention centre for students struggling to access the mainsite curriculum offer. The Heys – for students with poor mental health and medical needs. High needs provision after school for students who present a threat/great disruption to others.	51 10 9 6	Most recent Ofsted grade	Good	Staff turnover for the previous year	2 Teaching Assistants were made redundant.
Percentage of pupils with English as an additional language (EAL)	1.3%	% reintegration rates to mainstream setting	1.7%	Pupil achievement by characteristic (e.g. disadvantaged pupils, EAL, gender)	
Average attendance rates	61%	Overall persistent absenteeism	81%		

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Key Ofsted actions from last report	<p>Actions linked to improving pupils’ learning in reading and writing so that the standard of their work in these subjects matches the high quality in their mathematics work.</p> <p>The English department has networked extensively since the last inspection and received consultancy support on 2 occasions to boost improvements in this area. The English curriculum now successfully maps the sequencing of skills over time with clearly identified end points for each year group. A broad range of books is used to develop skills at GCSE and timely assessments support extended pieces of creative writing that demonstrate the growth of a variety of skills. INSET delivered by the English department has been very successful and all staff fully appreciate that they are teachers of language. Whole school literacy activities and strategies for reading and writing have been shared with all staff to aid improvements across the curriculum. Accelerated reader is used for targeted reading intervention purposes and Bedrock is used to develop literacy skills and evidences improvements in reading, vocabulary and grammar over time. Group reading is participated in during from time and weekly prizes are awarded for outstanding pieces of writing. We are confident that the high-quality work that is emerging is now on par with that in mathematics</p> <p>Actions linked to extending the careers curriculum to offer information, advice and guidance to all pupils, including those in key stage 3.</p> <p>Information, advice and guidance is accessed by all year groups through the Curriculum For Life programme of study and is fully integrated in to each subject curriculum area on a termly basis through the coverage of subject related careers and/or employability skills. The Gatsby Benchmark award has now been secured for 2 consecutive years and careers is now regarded by all as a strength of the school. An action plan for 20/21 has been shared with all staff and the MC along with a Careers policy.</p>
Key staffing areas of issue	<p>The departure of the Headteacher in December 2020 led to the Deputy Headteacher stepping up to the role of Acting Headteacher in January 2021. In May 2021 the Acting Headteacher was made permanent. At this time the school’s Safeguarding Lead/Admissions Lead went on long term sick which resulted in the newly appointed Headteacher taking on the role of DSL and the Lead for Attendance taking on the Admissions role. Since June 2021 45 students have been admitted to the school during what has been a very demanding start to the new academic year. In addition, 2 other members of staff were absent for 3 months and 4 months respectively towards the end of the academic year which also saw the departure of 2 temporary 2 teaching assistants who were made redundant due to a reduction in numbers which was a direct consequence of the pandemic. Numbers have risen significantly over the last couple of months and as such we are now struggling to effectively staff the sites/curriculum with current resources.</p>

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Budget information	<p>Following a reduced intake as a result of Covid-19 the number of students on roll dropped significantly which impacted negatively on the school budget and led to a significant in year deficit at the end of the 20/21 financial year. In line the 3-year financial forecast projected in year deficits year on year resulting in a projected deficit in 2024 that could not be balanced with the school's current savings. Subsequently the MC enforced a restructure which led to the loss of 2 temporary full-time teaching assistants at the of the 20/21 academic year. Following the opening of schools, pupil numbers have started to increase again and the restructure process has been temporarily paused as revised figures project a more stable financial future for the next 3 years. As previously mentioned we are now in a position whereby human resources are not sufficient to provide effectively for the increasing numbers which will have to be addressed.</p>
Key performance indicators for the next 3 years	<p>Attendance to stabilize at 80% and absenteeism to drop to 10%</p> <p>Improved premises secured thus allowing for the needs of all students to be effectively catered for on just one site.</p> <p>Exclusions to drop to a low in comparison to previous years.</p> <p>Behaviour to be judged excellent, both in and out of the classroom, by staff, students and parents.</p> <p>Quality of Education to be quality assured as outstanding following this year's curriculum review of all sites and the embedding of all initiatives, Covid having delayed/interfered with progress in this area.</p> <p>Personal development to be judged outstanding as lessons on healthy lifestyles, SMSC, British Values, cultural capital, CIAG and trips are clearly embedded across the school.</p> <p>Parental questionnaire outcomes and increased involvement in school related activities indicate greater involvement by parents.</p> <p>Oswaldtwistle school to be judged Outstanding.</p>

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Overview of key focus areas and objectives for 2021/2022	
Focus area	Objectives
<p>Quality of Education (Current SEF rating – Good)</p>	<ul style="list-style-type: none"> • To review the curriculum offer for all 3 sites, ensuring that reading and writing are keenly promoted. • Continue to embed subject related curriculum intent and implementation initiatives so as to improve outcomes for all students, especially PP students. • Continue to improve outcomes for students with SEN through the promotion of inclusive practise. • Review and refine whole school assessment procedures.
<p>Behaviour and Attitudes (Current SEF rating – Good)</p>	<ul style="list-style-type: none"> • Improve student behaviour/attitudes to learning and reduce the occurrence of low-level disruption that leads to reduced learning in some areas of school. • Improve attendance rates and reduce absenteeism. • Improve levels of respect between some pupils and staff members and improve pupil responses to teacher requests to moderate their behavior. • Secure improved levels of successful reintegration for students returning from exclusion or from one of our intervention provisions.
<p>Personal Development (Current SEF rating – Good)</p>	<ul style="list-style-type: none"> • To further develop the careers education on offer to all students at all sites. • Continue to Promote student wellbeing, resilience, confidence and independence • Further promote Cultural Enrichment and the fostering of new interests. • Ensure all students are suitably prepared for life in modern Britain.
<p>Leadership and Management (Current SEF rating – Good)</p>	<ul style="list-style-type: none"> • To redefine the Vision for the school and improve levels of engagement with all stakeholders. • To continue to promote staff wellbeing and provide appropriate CPD/ training opportunities for staff, to include sexual harassment/abuse and protected characteristics (Equality Act 2010) • To develop the effectiveness of the MC so as to secure improvements in key areas. • To effectively quality assure the curriculum and progress made by PP students, especially in English and Maths.

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Leadership and Management Key Objectives	Actions	staff	Success criteria	Evidence
<p>To redefine the Vision for the school and improve levels of engagement with all stakeholders.</p>	<p>In line with LCC’s AP strategy revise the school vision/mission, share it with all stakeholders and embed within everyday life.</p>	SM	Stakeholders can describe the vision.	Vision as a document on the website along with the SLA. Minutes of district Heads meetings refer to our offer.
	<p>Produce a service level agreement for secondary mainstream schools and primary schools in relation to the school’s revised intervention offer and standing.</p>	SM	SLA circulated to all schools and uptake leads to increased intervention numbers.	
	<p>Implementation of new admission form and procedures in line with the SLA. Focus on social emotional literacy and partner involvement in line with SLA.</p>	SM, KW, SB, AC	Social emotional literacy underpins intervention placements and forms the basis of conversations with families and mainstream staff during meetings. Students transition effectively back to mainstream and remain in that setting.	Intervention folders and reports detail improved outcomes in the area of social emotional literacy.
	<p>To promote improved links with parents through drop in mornings, parent workshops, family activities, newsletters and whole school evaluation exercises.</p>	SM, LA, AA, GR KW,SG	Scheduled activities well attended and parents/carers actively involved in reviewing and improving school life.	Parent/carer feedback and questionnaires indicates their valued involvement in school life.
	<p>Website review and developments to include ‘face lift’ with organised and detailed section for parents/carers.</p>	LA	Website reviewed by parents and staff and said to be well organised and presented.	Website appealing and up to date.
	<p>Promotion of twitter for advertising daily activities and keeping parents and the community in touch with life at Oswaldtwistle</p>	BM,GC RW	Twitter feed reflects school life and is attractively promoted	Twitter feed easily accessible on website.

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	<p>Continue to work with primary schools on the 1ry, 2ry transfer project.</p> <p>Secure a Laurel Trust grant for a collaboration project on behaviour intervention work with local primary schools. – application failed – content lacked research detail.</p> <p>Continue to work with local businesses and colleges to develop improved opportunities for students.</p>	<p>KW/SM</p> <p>PB, DF</p>	<p>Students engage well with the programme and successfully transition to mainstream schools.</p> <p>Grant awarded and Collaboration project proves to be successful with improved levels of transition and behaviour in primary schools.</p> <p>Links secured and work placements and college places are secured.</p>	<p>Regular work during the summer term with year 6 pupils who are seen to be at risk on securing a successful transition.</p> <p>Weekly Art day operates at school with primary school students in attendance. Reports from primary schools' evidence improved behaviour.</p> <p>Attendance at college and local work places for year 10s and year 11 students.</p>
<p>To continue to promote staff wellbeing and appropriate CPD/ training opportunities for staff.</p>	<p>Staff Wellbeing</p> <p>Calendared supervision meetings with LM and termly staff wellbeing activities.</p> <p>Supervision training to be given by LA Ed Psychologist</p> <p>Implement a 'Rarely cover' policy and SLT to listen to staff voice on workload issues and respond in a measured manner.</p> <p>Ensure the school is appropriately staffed and that understaffing is not impacting on wellbeing.</p>	<p>SG, AA</p> <p>SM</p> <p>PB</p> <p>SM, MC</p> <p>JD KS</p>	<p>Calendar details the scheduled meetings.</p> <p>Staff understand the concept behind supervision and embrace it.</p> <p>Staff voice echoes success of the initiative</p> <p>2/3 TA, a pastoral support assistant and a F/T maths teacher appointed</p>	<p>Minutes from meetings. Staff voice states they feel supported.</p> <p>Minutes from supervision meetings.</p> <p>Trail of evidence from cover sheets. Staff questionnaire outcomes. Minutes from LM meetings.</p> <p>Appointments made in the said areas.</p>

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	<p>Development of school gym (upgrade end room in garage to create an inviting safe space to facilitate this) for staff use.</p> <p>Continued execution of duty of care to staff and students in the context of Covid 19.</p> <p>Identify a designated Lead for Mental Health and Wellbeing and ensure training is successfully completed.</p> <p>Sign up and gain the Education Staff Wellbeing Charter.</p> <p>Improvement of ICT infrastructure: Server Replacement, Classroom & Office ICT replacement, Laptop replacement (staff) and Webcam installation on PCs- (SLT & teachers). Improved internet connectivity at The Heys and The Hippings.</p> <p>Staff Training/CPD Annual safeguarding training regular and focused briefings.</p> <p>Increased level of training on Protected Characteristics, RSHE and sexual abuse/sexual harassment, peer on peer abuse and how to deal with instances of this nature. School structures and systems in response to this area to be shared and rolled out.</p> <p>Training to be given on protected characteristics to both staff and students in line with the 2010 Equality Act.</p>	<p>SM, KS</p> <p>SG, AS</p> <p>SG</p> <p>KS, JD</p> <p>SM, LA</p> <p>SM, LA</p> <p>SM</p> <p>PB</p> <p>SM</p> <p>LA, AC</p>	<p>Room decorated and furnished with equipment.</p> <p>Staff are aware of all procedures in place to limit transmission of Covid and cases are small and controlled.</p> <p>Staff member appointed to the post and training completed. Charter successfully gained for the school.</p> <p>Staff voice reveals improvement in well-being due to more efficient ICT system/network.</p> <p>All staff complete training and online assessment linked to KCSIE 2021</p> <p>Regular training sessions in whole staff meetings and creation of tab on BW for entries of this nature. Staff are happy with the systems in place to deal with these issues.</p> <p>Staff are aware of the need to respect protected characteristics and the need for professionalism in this area.</p>	<p>Staff attend gym after work.</p> <p>Emails circulating current RAs.</p> <p>Course attendance details. Charter Certificate</p> <p>ICT improvement plan and fixtures.</p> <p>Staff certificates.</p> <p>Entries seen on BW and followed up accordingly. Minutes from meetings.</p> <p>Training session minutes.</p>
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	<p>Sexual abuse/harassment and response to.... built into the behaviour policy and shared with staff.</p> <p>Selectively promote NPQ course opportunities to strengthen middle management.</p> <p>Additional staff to participate in specific training linked to Safeguarding in the absence of DSL(JW) with success planning in mind.</p> <p>Promote secure subject knowledge by non- specialists through training/coaching.</p> <p>Leaders continue to support and develop the knowledge and skills of the English team to support improved performance in English and reading and writing.</p>	<p>SM, AA</p> <p>AM, AB</p> <p>SM,PB AA</p>	<p>Updated Behaviour Policy shared with staff detailing how to deal with these behaviours</p> <p>Courses enrolled on. Course attendance leads to gains in knowledge/skills and relevant performance.</p> <p>Safeguarding duties to be carried out by newly qualified staff thus enabling Headteacher to concentrate on her main areas of responsibility.</p> <p>All teachers demonstrate a good understanding of the curriculum they teach.</p> <p>Improved performance in English and reading and writing across the curriculum as revealed by QA exercises.</p>	<p>Behaviour policy reviewed by MC. Revised policy available on the school website.</p> <p>Course certificates, improved outcome for pupils.</p> <p>Certificates and involvement in safeguarding matters, signing cases off.</p> <p>QA activities, namely deep dives reveal this.</p> <p>Mini Ofsted inspection by consultant confirms improvements.</p>
<p>To develop the effectiveness of the MC so as to secure improvements in key areas.</p>	<p>MC subject/area links to visit school and carry out subject reviews in designated areas.</p> <p>MC to focus on key concerns and offer support and challenge to help secure improvements. This should include working with the Headteacher to secure improved premises for the school.</p>	<p>SM, MC</p> <p>MC, SM</p>	<p>Outcomes of visits allow for greater insight/understanding of school operations and allows for challenge and improvements, if necessary. Local MP and LA officials listen and respond supportively to concerns relating to the</p>	<p>Visit reports/meeting minutes shared with all members so the whole committee gains a good understanding of the school, its strengths and areas for improvement.</p>

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	<p>MC Improvement Plan to be drawn up and followed to ensure members get to know the school well.</p> <p>Restructure team and appeals group created in line with staffing restructure process and in year deficit budget and projection. Time line of meetings and vents to be identified. Operations to be completed by Easter 2022. Finalise staffing structure and roles.</p>	<p>SM, MC</p> <p>SM, PM, AE, DT</p>	<p>premise's situation. Improved buildings secured, be it just verbally by the end of the year.</p> <p>Action plan followed and MC members are able to support and challenge accordingly thus supporting school improvement.</p> <p>Restructure plans followed and restructure rolls out. Currently paused due to increase in numbers.</p>	<p>MC meeting minutes and emails.</p> <p>MC meeting minutes and emails.</p> <p>MC meeting minutes and emails.</p>
<p>Effectively quality assure the curriculum and progress made by PP students especially in English and Maths.</p>	<p>Leaders to work closely with subject Leaders in Maths and English plus data lead to ensure good outcomes for PP students.</p> <p>DFE funding used to implement School Led Tutoring. PP students to be targeted in an attempt to raise performance of this subgroup.</p> <p>Targeted intervention for PP students in the area of maths and english, namely reading.</p> <p>Behaviour mentors to engage with PP students and draw up individual behaviour plans for students and share accordingly with teaching staff.</p>	<p>SM, AA</p> <p>AA, PB</p> <p>AM</p> <p>GR, JP</p>	<p>PP students perform better than non PP both in lessons and in exams.</p> <p>Gains in learning/ impact on outcomes for PP students.</p> <p>Reading ages of selected PP students increases.</p> <p>Staff and students aware of behaviour plan and work effectively together to secure improvements.</p>	<p>Meeting minutes.</p> <p>Appropriately spent funds monitored by census accordingly.</p> <p>Records of reading intervention sessions.</p> <p>Individual behaviour plans available and minutes from mentoring sessions.</p>

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	PP students to form the main subgroup for SEN led forum meetings and inclusion meetings.	SG	Improved behaviour and outcomes for PP students	Minutes from meetings available
<p>Progress made towards key objectives.</p> <p>Autumn Term:</p> <p>SLA produced and circulated to all D11/D14 mainstream schools resorting in excellent uptake of places. 25 places taken up by November 2021. Social, emotional literacy in it's early form as underpinning structure. Drop in morning organised with 1 parent participating, Autumn term 1 newsletter circulated and 1 parent questionnaire circulated. Twitter regularly features school activities. Laurel Trust grant application ready to submit, partners found in local D11 primary schools. Staff voice carried out and responses being acted on to help improve wellbeing. Surveyor has visited the school to cost the work for the gym and Muga netting is to be fitted before Christmas. Revised Covid19 RA completed and circulated along with contingency plan ventilation assessment outcomes. Designated Mental Health Lead identified and training completed and Wellbeing Charter applied for. ICT improvements at the Hippings now allow for internet driven lessons and new server, laptop replacement and webcam installations have improved daily activities in these areas on the main site. Sexual harassment training received by staff and parallel lessons given to students. Appropriate tab now on Behaviour watch for the recording of such events and built provisionally into the behaviour policy. 1 NPQSL course student to date. LA,AC now DSL trained. Prevent training and safer on-line habits also received by staff. English team have networked extensively and worked with a consultant to secure excellent improvements in English. MC improvement plan shared and placed on the website, chair of MC attended school in November to meet all staff and students. Restructure pathway followed and currently paused as result of rising numbers. (November 2021)</p> <p>Vision revisited with staff and appreciation improving. Visit to school by multimedia company to discuss opportunities in this line of work. Supervision training received by the Headteacher. Greater use of supply agencies to cover absent staff, on some occasions 4 supply staff have been in attendance to cover absent colleagues in an attempt to support staff wellbeing. Staff voice also consulted and acted upon to improve wellbeing. Coaching and support continues to be offered to the non-specialist maths teachers by the Lead for Maths and Assistant Headteacher. An in-depth newsletter went home to parents at the end of the autumn term in an attempt to improve communications between school and home. This acted to compliment the first newsletter circulated in October. Line management meetings and supervision meetings have rolled out as calendared. (December 2021).</p> <p>Spring Term:</p> <p>Website improvements continue in an attempt to make the website more interesting and easier to navigate. Twitter now successfully delivers our news and is linked to the front page of the website. Unfortunately, the Laurel Trust failed to award the sought grant due to the application lacking in associated research and detail. Plans are being discussed to continue with the idea of primary intervention without the Trust's money. Further safeguarding training delivered to cover the local context. The Headteacher delivered training on 'Protected Characteristics'. 4 middle leaders - English, Maths and Science have registered with a NC provider to embark on the Leading Teaching course. Governor links have been emailed to staff and meetings have been arranged in some areas. (23/1/22)</p>				

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Summer Term:

A very comprehensive admission form and improved admissions procedures are now in place as described in the SLA and there is a clear focus on social emotional literacy with partner school and parental involvement now central to the process. The vision is clearly shared on the website and all existing staff are fully aware of it with all new staff set to be introduced to it during their Induction programme which commences on 9th June. Supervision training has been received by all staff from the LA Ed Psychologist and a new whole school supervision programme has been rolled out by the Leads for Mental Health. The recruitment of 3 TAs via the agency process will culminate in September which is when they will be officially released by the agency. At this point formal interviews will be held as the recruitment process comes to an end. The newly appointed Attendance Lead is due to start on Monday 6th June. Wellbeing in relation to understaffing is largely no longer an issue, however, we didn't manage to appoint a maths teacher following the most recent interview process on May 26th and as such our efforts in this area continue. More training is set to roll out this term on FGM, forced marriages, CCE, sexual exploitation and peer on peer abuse and consent. Sexual abuse/harassment and response to, are now built into the behaviour policy which has been shared with staff. Leaders continue to support teachers in the development of secure subject knowledge, especially by non- specialists. Recently the Humanities team visited a partner school to receive training on curriculum design which has now been used to inform the design of our KS3 Humanities curriculum. Participating middle leaders are engaging well with their NPQ programmes and levels of professional leadership are noticeably improving. Leaders continue to support and develop the knowledge and skills of the English team so to secure an improved performance in English and reading and writing across the school. A LA Literacy consultant is due to visit on Friday 10th June to review our performance in this area. The MC continues to support the school in key areas including premises and attendance. DFE funding has now been utilised to secure an academic mentor for the final half term of the academic year. If successful the mentor will be retained for the following academic year. PP students to be targeted in an attempt to raise performance of this subgroup. Targeted intervention for PP students in the area of literacy, namely reading is now taking place and gains are being seen. PP students also feature during SEN led forum and inclusion meetings. Parent voice has been secured on 3 occasions this year and the Parent/Carers programme and parent drop in sessions are rolling out along with half termly safeguarding newsletters. (5th June 2022)

Behaviour and Attitudes Key Objectives	Actions	Staff	Success criteria	Evidence
Improve student behaviour and attitude to learning	<ul style="list-style-type: none"> • Ensure that all staff are trained in Team Teach Behaviour de-escalation techniques and also in safe physical handling techniques and to ensure that this practice becomes embedded in the behaviour management culture of the school. 	SM, PB, GR, JP	<ul style="list-style-type: none"> • All staff certified as Level 1 • Techniques in constant use in school 	<ul style="list-style-type: none"> • Certificates/Training log • Behaviour Data • Staff and student questionnaires

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	<ul style="list-style-type: none"> ● Introduction of individual behaviour plans for all students, regularly reviewed by behaviour support team and key workers and shared with staff and parents/carers. ● The Induction process to be resurrected and used to identify SEMH needs and inform intervention levels and personalised curriculum maps. ● Introduce and develop the role of Student Leader ● Continue to develop Restorative Practice 	<p>SM, PB, GR, JP, SG, GC</p> <p>PB, GC</p> <p>PB, AA</p> <p>PB, GR</p>	<ul style="list-style-type: none"> ● Behaviour plans available and referred to in conversations with staff. ● Plans used to inform lesson planning. ● Engagement of 4 Year 11 Pupils as active student Leaders, supporting the ethos of the school and acting as role models and/or mentors to younger pupils. ● Teachers and pupils engaging more regularly in restorative practice at appropriate times. 	<ul style="list-style-type: none"> ● Meeting minutes, training minutes/logs. ● Behaviour plans available and referred to in conversations with staff. ● CPD logs and minutes from meetings ● Data from induction process informs SEMH/learning needs and curriculum pathway. ● Attendance/behaviour data. ● Behaviour Data/reduction in behaviour incidents ● Staff and student questionnaires ● Behaviour Data/reduction in behaviour incidents ● Staff and student questionnaires
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<p>Improve attendance rates and reduce persistent absenteeism.</p>	<ul style="list-style-type: none"> ● Increase overall attendance and reduce absence rates to below 25% (National Absence rate for PRUs in the Autumn Term 2021/22 was 35.6% - source: school census). Reduce number of persistent absentees (Those who miss more than 10% of lessons) to below 15% (National Persistent Absence rate for PRUs in the Autumn Term 2021/22 was 23.5% - source: school census) ● Reintroduction of attendance tracking exercises used prior to lockdown along with targeted home visits and an early support offer for persistent absences. Attendance team to investigate use of FFT Attendance tracker tool. ● Part time provision to be phased out (except for students who have been risk assessed as being a threat to other members of the community) and behaviour mentoring/behaviour intervention package to be offered instead along with a personalised curriculum offer. ● New systems to be put in place to deter late arrival at school. 	<p>PB, AC, JS</p> <p>SM, PB, JS</p> <p>PB, GR</p> <p>GR, JS</p>	<ul style="list-style-type: none"> ● Overall absence rates to below 25% ● Persistent absence rates to below 15% ● intervention work is seen to have an impact. ● Attendance routines prior to Covid to be resurrected. ● Attendance improves with marked reduction in P/T timetables. ● Systems shared with pupils and parents and improvements in attendance observed. 	<ul style="list-style-type: none"> ● Data demonstrates improved attendance figures. ● Tracking data and home visit logs ● Timetables and attendance stats, ● Letters/emails/texts to parents and assembly ● Improved attendance data.
<p>Continue with improving the</p>	<ul style="list-style-type: none"> ● Ensure that the curriculum is constantly evolving, flexible, challenging, broad and 	<p>SM, PB, AA</p>	<ul style="list-style-type: none"> ● Higher attendance levels 	<ul style="list-style-type: none"> ● Attendance data ● Behaviour data

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<p>curriculum to meet the needs of all students, including identifying and using high quality Alternative Providers where appropriate.</p>	<p>balanced in order to meet the needs of a constantly changing student population who have a wide range of often complex needs.</p> <p>Search and investigate possible alternative provision opportunities. Ensure providers are high quality and meet all the requirements as per the QA document.</p>	<p>PB, DF</p>	<ul style="list-style-type: none"> • Reduced behaviour incidents • Higher levels of student engagement • Increased use and attendance at AP providers • Increased attendance of individual students compared to before using AP. • Improved attendance, attitudes and behaviour within school when not attending AP. 	<ul style="list-style-type: none"> • Student questionnaires • Student attitude assessment levels • Attendance data • Behaviour data • Student questionnaires • Student attitude assessment levels
<p>Engage with and implement strategies and techniques learned by being a partner school in the DFE led Behaviour Hub Programme which starts in September 2022.</p>	<ul style="list-style-type: none"> • Fully engage in the DFE funded Behaviour Hub Programme. • Ensure participants are able to attend all sessions by use of cover and/or providing opportunities for middle leaders to gain experience of senior leadership on occasional days. • Ensure that strategies and techniques are implemented in school and that relevant 	<p>SM, PB, AA</p> <p>PB</p>	<ul style="list-style-type: none"> • Completion of the full course of study over one full academic year. • Full participation by SLT. • Use of INSET or staff meetings to share 	<ul style="list-style-type: none"> • Attendance data • Behaviour data • Student questionnaires • Student attitude assessment levels • Increased experience for middle leaders

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	<p>training and information is cascaded down to all staff.</p> <ul style="list-style-type: none"> Where opportunities arise, share good practice with our partner schools in East Lancashire. 	<p>SM, PB, AA</p> <p>SM, PB, AA</p>	<p>information and provide training/coaching for staff.</p> <ul style="list-style-type: none"> Sharing good practice with partner schools 	<ul style="list-style-type: none"> Acknowledgement of assistance from partner schools/ requests for further assistance.
<p>Progress made towards key objectives.</p> <p>Autumn Term: Revision of the Behaviour Policy underway to include sexual harassment, more to be added in terms of norms and routines. New behaviour vision shared with staff and Ed Psychologist, retraining has commenced in this area, but we are only at the start of our journey. INSET to be given on Relationships this week by a visiting Ed Psych (LA). New Pastoral Support Team created, training yet to begin. De-escalation training received by 2 of the behaviour team, Physical intervention training to be received by all team members one Friday before Christmas. Bullying assembly and sexual harassment lessons have been delivered to support pupil attitudes in this area. Parent and pupil voice consulted on behaviour, but no follow up as yet. Preliminary curriculum reviews with pupils and staff already carried out. Staff are increasingly mixing with student's during break and dinner time in an attempt to improve relationships and reduce hostilities. TA is currently part way through her ELSA training.</p> <p>Spring Term: Behaviour norms have been shared with students and rewards in the 4 areas; respect, kindness, forgiveness and humility have been incorporated into the weekly rewards assembly. Behaviour plans are rolling out along with associated Risk Assessments. Curriculum offer has been reviewed and AP (Trident and 4 Techmotos) is being integrated in an attempt to personalise learning pathways, especially for those students struggling to access the main site. 2 members of staff have been identified to focus on intervention/coaching in the field of sexual harassment and bullying (Deputy DSL and Behaviour mentor). Staff are increasingly joining students at lunch time and interacting with students in an attempt to improve relationships. 3 Supply TAs have been recruited and improvements in behaviour have been seen. TA has now completed her ELSA training and is working closely with our SEMH group to support behaviour and learning. (23/01/22)</p> <p>Summer Term: Curriculum offer has diversified and personalised according to need. In the revised curriculum there are 3 pathways; academic, vocational, SEMH/Intervention each with a differing curriculum offer. Alternative provision is now central to our offer with the Preston Vocational Centre now featuring for our hardest to reach students at KS4, providing a transitional programme of study that will effectively link them to post 16 studies. The newly appointed Attendance Lead is</p>				

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set to start on Monday 6th June. Levels of need in line with the Lancashire continuum of need are now assessed on admission and multiagency intervention signposted. Greater involvement of staff during break and lunchtimes which on the whole is having a positive effect on improved relationships and behaviour. 3 TAs have been working with us for over 4 months and are set to transfer across to us at the end of September which has had a positive impact on behaviour and a reduction in the number of behaviour slips. A review of provision has taken place for our hardest to reach students with AP being offered along with English and maths tuition delivered by our Academic mentor and a TA. The Pastoral Support Manager is set to meet with our hard core of non-attenders in an attempt to reengage them with our provision. (5th June 2022)

Personal Development Key Objectives	Actions	Staff	Success Criteria	Evidence
<p>Continue to Promote student wellbeing, resilience, confidence and independence</p>	<p>Social emotional literacy programme to be implemented across KS3 and for intervention purposes.</p> <p>Extension of mentoring and curriculum to include activities linked to independent life skills.</p> <p>Review of RSHE component of the PSHCE curriculum to include sexual abuse and peer on peer abuse.</p> <p>Reintroduction of pupil review days.</p> <p>Promote Growth Mindset in all aspects of school life and offer weekly reward for this.</p>	<p>SG</p> <p>SG, JP LA</p> <p>LA</p> <p>AA, PB</p> <p>SM, AA</p> <p>SG, AS</p>	<p>Conversations with pupils about self-regulation etc.. are productive and lead to improved behaviour.</p> <p>Life skills promoted in areas of first aid and financial awareness etc..</p> <p>Students are aware of the importance of this element of the curriculum in the context of public safety.</p> <p>Students actively review their performance and set targets for themselves.</p> <p>Resilience improves and more independent learning is seen in the classroom.</p>	<p>QA exercises evidence work in this area.</p> <p>Pupil voice and QA exercises.</p> <p>QA exercises, conversations with students.</p> <p>Calendar Logged outcomes of reviews</p> <p>QA exercises and log of GM winners.</p> <p>Fewer incidents of self-harm and depression.</p>

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	Mental Health/wellbeing drop down days and activities to promote wellbeing.		Students make gains in their appreciation/understanding of their own and others mental health.	
To further develop the careers education on offer to all students.	<p>To further develop our CIAG offer by acting on and implementing the Baker clause.</p> <p>To develop opportunities for extended work experience placements.</p> <p>To forge stronger links with colleges through visits and places for students on vocational/employability skills courses.</p>	<p>PB, DF</p> <p>DF</p> <p>PB, DF</p>	<p>Visits made to the school and talks given to KS3 and KS4 on college/career opportunities.</p> <p>Students enjoy the benefits of extended work experience placements.</p> <p>Student numbers enjoying AP opportunities increase and engagement levels/attendance improve.</p>	<p>Log of visits.</p> <p>Placement listings</p> <p>Records detailing visits and Colleges/courses attended.</p>
Further promote Cultural Enrichment and the fostering of new interests.	<p>Further increase the number of trips, drop down days, visitors and guest speaker opportunities to all students. Trips to include a museum trip, an outdoor trip and a theatre trip every term.</p> <p>Develop community links at local, national and global level through the RRSA.</p> <p>Upgrading of external and internal facilities including the enclosure of the MUGA and the upgrading of the end room in garage to create an inviting space that is safe to facilitate a gym and table tennis activities.</p>	<p>PB/LA</p> <p>LA</p> <p>KS, JD, MT</p>	<p>Trips log identifies plethora of opportunities available to students. Gains in cultural capital/development of new interests evident in discussions with pupils.</p> <p>Links made and students enjoy the diversity of links/meetings they engage with.</p> <p>Students participate in and enjoy extra activities afforded by facilities.</p>	<p>Trip log and news letters to parents detailing events.</p> <p>Newsletters and website detail events/happenings.</p> <p>Project development evidence – costings and facilities. securing of bids for gym equipment and extra-</p>

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				curricular activities e.g. table tennis table and skate boards.
Ensure all students are suitably prepared for life in modern Britain.	<p>To successfully incorporate careers, SMSC, British Values, RRSAs, Beyond the Curriculum and Cultural Capital into all subject areas.</p> <p>Assemblies linked to the above themes along with drop-down days(to include RE) and guest speakers become part of the curriculum to help prepare students for post school life.</p> <p>Work experience to be developed for year 10 and 11 students.</p> <p>Ensure careers is embedded within the curriculum.</p> <p>Extended support for secondary/tertiary transition and use of government funding to make this successful and to reduce NEETS</p> <p>Develop awareness of protected characteristics and educate students about the issues surrounding radicalisation and far right extremism.</p>	<p>LA DF</p> <p>LA PB/LA</p> <p>DF</p> <p>DF</p> <p>PB, DF</p> <p>LA, SM</p>	<p>All subject areas embrace these initiatives.</p> <p>Drop down days operate in line with calendar and embrace the themes. Guest speakers present regularly in a variety of areas.</p> <p>See previous careers related entries above.</p> <p>No NEETS 2020/1</p> <p>Coverage through the Curriculum for Life and assembly programme</p>	<p>QA exercises evidence inclusion of themes.</p> <p>Assembly log, special guest log and drop-down day themes.</p> <p>See previous careers related entries above.</p> <p>Budget illustrates receipt of Funding. List of students and destinations available.</p> <p>Curriculum for life POS Assembly log.</p>
<p>Progress made towards key objectives.</p> <p>Autumn Term:</p> <p>Social emotional literacy is now part of the curriculum and regularly chatted about and referred to with students. RSHE aspect of the Curriculum for Life now covers sexual abuse and peer on peer abuse. Growth mindset has been promoted in assembly and is used in lessons and the criteria for rewards points. I mental health activity for staff and students have been carried out. Several cultural trips and visits have already taken place this year to Manchester Uni and Museum; and guest speakers have regularly visited school to speak with students in relation to careers and CCE and drugs. PCSOs attend the school weekly to chat to students. Weekly, themed assemblies now take place and work experience is currently underway with the majority of year 11 students taking up</p>				

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places on a variety of courses. Table tennis is now available for students at break and lunch and we are awaiting the placing of a netting over the Muga. DFE funding is being used to secure transitions between school and college. (December 2021)

Spring Term:

Growth mindset is now an integral part of the rewards assembly and a weekly prize is given the winning students in this area.

The MUGA has now been successfully fit with a netting and the gym equipment has arrived and final plans re the development of the room which is to be home to the gym are underway.

Summer Term:

An extra-curricular programme has been launched and is regularly attended by a significant number of students, taxis being changed accordingly to accommodate this activity. Trips continue to a regular feature of school life along with guest speakers and drop-down days including our recent Platinum Jubilee day. SMSC and British Values are starting to be embraced across the curriculum and a new app has been invested in to allow subject leaders to identify their inclusion of this aspect of the curriculum. Protected characteristics have been passionately promoted across the school and discussed in CFL with a new display illustrating this aspect knowledge. Extended work placements are rolling out for some of our more difficult to reach students. Elements of RSHE continues to be embraced in CFL and supported by the guest speakers/visitors. (5th June 2022)

Quality of Education Key Objectives	Actions	Staff	Success criteria	Evidence
To review the curriculum offer for all 3 sites, ensuring that careers and reading and writing are keenly promoted.	Review curriculum rational and offer for all 3 sites and update accordingly.	SM, AA	Curriculum rationale and offer revised and shard with staff.	Revised rationale/offer shared with MC and put on website.
	A curriculum audit to be carried out with staff, students and parents/carers to gain an appreciation of their views	AA	Results of audit help inform curriculum decisions and content/rationale across the sites.	Audit outcomes, revised rationale and statement.
	Leaders to network with local APs to identify available curriculum opportunities in line with the audit outcomes.	AA, PB AA, PB	APs identified and course opportunities created for school curriculum.	AP links, diversity of curriculum offer in line with audit.

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	<p>If APs are identified and used ensure systems are in place to quality assure the education provided by AP e.g. CCA/NT&AS (when necessary) is good or better.</p> <p>Introduce weekly home learning activity/activities.</p> <p>To promote reading and the development of literacy skills on all sites through Accelerated Reader, Bedrock and group reading.</p> <p>1 English lesson to be devoted wholly to reading on all sites.</p> <p>Careers and RSHE to be carried out on all sites.</p> <p>Curriculum offer at the Hippings to adopt a more behaviour intervention focus and be appropriately staffed by Behaviour mentors, SENCo and ELSA.</p> <p>The Heys and the main site should allow for a more challenging and broader curriculum that will allow for 5 GCSEs to be studied.</p>	<p>AA</p> <p>AM, AB AA</p> <p>AM, AB, AA</p> <p>LA, AA DF</p> <p>AA, SG, RW,PB</p> <p>AA, AS</p>	<p>Links and personnel to be identified for QA visits. QA schedules to be created.</p> <p>Home learning supported by staff, students and parents/carers and programme rolls out.</p> <p>Activities lead to gains in reading and writing across all sites for pupils.</p> <p>All students engage with group reading activities at least once a week.</p> <p>Revised curriculum on all sites allows for inclusion of all these areas to be included.</p> <p>Improvements in behaviour and attitudes.</p> <p>Broader curriculum offer for HA students leads to an increase in the number of students gaining 5 or more GCSE passes.</p>	<p>QA visits schedule and outcomes.</p> <p>Home learning programme.</p> <p>Progress made in all literacy areas available for viewing.</p> <p>QA of all sites evidences this. Pupil voice.</p> <p>Curriculum audit verifies this QA exercises evidence this, Pupil voice. More successful rates of reintegration.</p> <p>2021/2 GCSE results demonstrate an increase in the number of students gaining 5 GCSEs.</p>
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<p>Continue to implement/embed subject related curriculum intent and implementation initiatives as set prior to the pandemic.</p>	<p>Regular CPD and training sessions/workshops offered to all staff, to include curriculum mapping and end points.</p>	<p>AA</p>	<p>INSETs, staff meetings, LM meetings and alternative providers offer support in this area.</p>	<p>Curriculum statements and maps can viewed on the website.</p>
	<p>LMs to direct staff to appropriate pedagogical courses, especially if the teacher is delivering in an area that is not their specialism.</p>	<p>AA, PB, SM</p>	<p>Attendance of advocated courses/meetings leads to skilling up of staff and improved QA outcomes.</p>	<p>CPD log available.</p>
	<p>Purchase National College CPD programme for training purposes. To be bought through PP monies in line with new guidelines.</p>	<p>AA</p>	<p>Staff directed to appropriate training webinars and self-select their own to improve practice.</p>	<p>Number of attended courses logged and available to view.</p>
	<p>Use regular QA exercises to inform areas for improvement.</p>	<p>AA</p>	<p>QA used effectively to inform training requirements.</p>	<p>Training programme and links to QA areas for development available for viewing.</p>
	<p>Quality of Education Action Plan and Subject Improvement plans to be produced.</p>	<p>AA</p>	<p>Plans completed by end of November.</p>	<p>Plans available for viewing.</p>
	<p>Organise regular line management meetings for teachers.</p>	<p>AA</p>	<p>Standard agendas followed in all meetings with outcomes discussed at SLT meetings.</p>	<p>Calendar of meetings Minute/outcomes from meetings.</p>
	<p>Carry out home learning audit and ensure school is skilled up and ready for transition to remote learning at all times via the Teams platform.</p>	<p>AA, JD</p>	<p>Students can readily access accounts and have access to a device at home. A member of staff appointed to coordinate this aspect of learning on a daily basis.</p>	<p>Positive home learning audit.</p>

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	<p>All staff to be involved in professional networking groups.</p> <p>All staff to share good practise through CPD activities and staff led quality assurance exercises. Sign post staff to teachers who can share their excellence and help trigger improvements.</p>	<p>AA</p> <p>AA</p>	<p>All staff meet termly with a networking group or colleague in another school to share good practice.</p> <p>Quality of practise improves overall and underperforming areas of pedagogy improve.</p>	<p>Networking logs available for viewing.</p> <p>Training minutes and QA outcomes.</p>
<p>Continue to improve outcomes for students with SEN through the promotion of inclusive practice.</p>	<p>Continue to promote the use of IEP strategies by teachers.</p> <p>Ensure SEN involvement in QA procedures.</p> <p>Provision mapping to become an integral part of the admissions procedures to allow for a full assessment of needs.</p> <p>Continuation of staff CPD and promotion of Quality First Teaching.</p> <p>Regular student forums and inclusion meetings to be held for teachers and teaching assistants and behaviour mentors.</p>	<p>AA, SG</p> <p>AA, SG</p> <p>SG</p> <p>SG</p> <p>SG</p>	<p>All staff are familiar with IEPs of the students they interact with in the classroom.</p> <p>SEN team involved in all QA exercises.</p> <p>‘Edukey’ provision mapping aid to be looked at as the way ahead in terms provision mapping. Mapping of provision easy to evidence and supports practice in this area.</p> <p>Staff training in this area to be successfully delivered.</p> <p>Sharing of successful strategies to support pupil performance and progress in the classroom, especially for PP students.</p>	<p>IEPs and staff knowledge of IEPs as revealed through QA exercises.</p> <p>QA outcomes detail SENCo input.</p> <p>Provision maps available for all students.</p> <p>Training logs.</p> <p>Minutes of forum and inclusion meetings.</p>
<p>Review and refine the assessment policy and associated practice.</p>	<p>KS3 assessment process to be amended to reflect progress towards end of year end points. Reporting to parents’ method to be amended accordingly.</p>	<p>AA, SP</p>	<p>Assessment and reporting procedures amended ahead of</p>	<p>Tracking reports evidence new methods.</p>

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	<p>Attitude to learning comments also need to be reviewed and developed so as to help identify the reason behind poor attitudes to learning.</p> <p>Review assessment procedures for teachers and respond favourably to individual needs/requirements of subject.</p> <p>Marking of work to be reviewed with staff in order to reduce workload.</p> <p>Whole school assessment policy to be rewritten accordingly and in line with agreed changes.</p>	<p>AA, SG, GR</p> <p>AA</p> <p>AA</p> <p>AA</p>	<p>the first data capture reporting phase.</p> <p>Generates improved behaviour plans/strategies that leads to improved levels of behaviour and more positive reintegration rates from intervention sites.</p> <p>Makes assessment meaningful and worthwhile and not onerous.</p> <p>Purposeful marking takes place and not just marking for markings sake.</p> <p>Assessment and marking is focused and purposeful and does lead to an unnecessary workload.</p>	<p>Improvements in behaviour data and reintegration success rates.</p> <p>Teacher voice from workload questionnaires</p> <p>Teacher voice from workload questionnaires.</p> <p>Consultancy report on the content of the assessment policy.</p>
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Progress made towards key objectives.

Autumn Term:

Curriculum review is underway with the audit already having been carried out and a review with staff now done. 4techmotos and Trident Aps have been approached re courses for some of our students and places will be available in January for interested students. Reading is actively being promoted in form period time as is Bedrock but this is not yet available at all sites as yet. The curriculum at the Heys is slowly becoming more academic bit staffing issues are a hinderance. Courses have been promoted by some leaders to support CPD needs. The National college CPD programme has been bought and is being used by some staff. LM meetings have taken place and more are calendared. Networking is being carried out by many staff with other PRUs and schools. 2 Supply TAs are now supporting the team as student numbers continue to grow. SEN learning walks have been an integral part of the subject review process. New style reports sent out to parents that reflect changes to assessment structures at KS3. (December 2021)

Spring term:

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The curriculum offer and timetable at the Heys has been reviewed/redesigned to meet with the needs of students and the 'wants' of ELCAS and partner schools. AP have been identified; Trident and 4Techmotors are now providing an added dimension to our curriculum; students uptake is very positive. The Assistant headteacher for T&L continues to signpost teachers to appropriate courses. Staff continue to engage in networking activities and attend PRU networking meetings. Review of marking and assessment procedures has taken place to address workload issues. (23/01/22)

Summer Term:

A third AP, Preston Vocational Centre, has been identified for our hardest to reach students and is acting as a transitional option for year 10 and 11 students until they commence their post 16 journeys. The curriculum offer is now trifold at both KS3 and KS4 and has been purposefully created to meet need and personalise the learning experience for each individual student. Bedrock now spans all sites and is having a big impact on spelling and reading ability across the sites. Regular inclusion and forum meetings are a feature of regular meetings along with the promotion of IEPs and Behaviour Plans, however there is still more to do in this area so that contents are embraced and utilised. Future calendared events are scheduled to support this along with promotion/auditing of PD themes. Whole school marking and assessment polices have been updated and individual subject improvement plans have now been produced and are available for the MC to view. Regular line management meetings taking place and all appropriate training opportunities are seized. (5th June 2022)