**School Improvement Plan 2022-24**

This graphic identifies the key elements of a great school and has been used as a summary of our school improvement process since 2018

**Our distinctive ethos is at the heart of all that we do. This is summarised in the ethos statement on the website and in the key phrases:**

* **“Learning for Life”.**
* **“We are aspirational for ourselves and for others”*.***

**This continues to be the basis of our school improvement planning.**

**Introduction**

Looking back, the priorities from the 2020-22 school improvement plan were to

* Improve pupil outcomes – especially for those identified as disadvantaged and those with SEND
* Improve health, wellbeing, workload and environment for staff and students

This was done through

* Further improving the quality of teaching, learning, assessment and curriculum
* Continually working to improve the attitude to learning of our students
* Developing a culture of professional trust and autonomy based on continuing professional development and open professional dialogue.

Success was to be measured by

* Examination results at the end of Year 11
* Attendance data
* Internal and external surveys of staff, students and parent/carers.

The reliability of these measurements (particularly attendance and results) as performance indicators was significantly affected by the pandemic.

The **Ofsted inspection (March 2022)** identified three areas for improvement: use of assessment, further development of reading and choice of most appropriate teaching strategies. At the verbal Ofsted feedback, it was said that our direction of travel is appropriate and leadership is good, it is just that insufficient impact is being seen.

**Self-evaluation** against the Ofsted framework is carried out on an annual basis and informs this plan.

The following **major challenges** are also currently evident

* Increasing SEND, mental health and pastoral needs of our students *(Evidence: IDSR, recruitment data, pastoral logs, safeguarding and medical information)*.
* Attendance and safeguarding of our most vulnerable *(Evidence: Attendance data, safeguarding logs)*
* Reducing suspensions whilst retaining behaviour standards and further improving our capacity to support students. (*Evidence: Suspension and behaviour data)*
* Ensuring staffing and facilities match the changing needs of our cohort and community on an ongoing basis within budget constraints *(Evidence: Budget, current facilities and staffing)*
* Retaining the current impetus of significantly improved teaching practice linked to a highly aspirational curriculum *(Evidence: Monitoring of teaching and learning)*
* Taking notice of the recent White paper on education stating that all schools will become part of MATs.
* Avoiding a third RI (which could mean a judgement of inadequate) whilst retaining professional integrity.
* Improving the school’s currently poor Progress 8 figure in the school performance data.

**EEF research** clearly identifies a tiered model of school improvement: high quality teaching, target academic support and wider strategies. This model has been used over the last couple of years as the model for planning the appropriate expenditure of pupil premium and recovery funding. **School improvement planning will change in format, therefore, to use the research-based EEF approach whilst retaining the underpinning ethos and concepts outlined above.** The timing of short-term, medium-tern and long-term are used in the following plans – short-term is within the first half of the year (by Feb 23), medium-term is by the start of the next academic year (Sept 23) and long-term is by the end of the plan (July 24).

**Key priorities**

School improvement planning is therefore is a development of our current approach, rather than a radical overhaul, and **the key priorities remain the same**….

* Teaching, learning and curriculum development as the key approach to improved outcomes for all students
* Wellbeing and mental health support for students and staff
* Professional development for all staff as the way to improve quality of provision in all aspects of school life
* Continued engagement with external networks and critical friends to ensure no complacency about provision and establishing best practice

| **school context** | | | | |
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| **Achievement** | Poor Progress8 figure (-0.72). Data unreliable as adversely affected by pandemic, and reasons for the poor progress figure are well understood, but this a significant area of concern. | | | |
| **Overall absence** | 85.4%  (FFT National 89.7%) | **Persistent absence** | 45.2%  (FFT National 35%) | |
| **Key staffing areas** | Recruitment of teaching assistants is a key issue currently  Discussion about increasing the size of SLT temporarily to address Ofsted plans | | | |
| **Budget information** | Balanced for this year with postponement of capital works. Modelling suggests that we can survive the following financial year 23-24, but 24-25 will require significant cuts unless additional funding provided. | | | |
| **Key performance indicators for the next 2 years** | Attendance Increased to be in line with national averages. Expect better than 95%  Persistent absence Reduced to be in line with national averages.  Achievement Progress 8 at 0. | | | |

To ensure access to high quality teaching, we plan to...

* Embed whole-school literacy strategies to enable students to access all of the curriculum (reading, writing and oracy).
* Reading – embedding
* Writing – implementing
* Oracy - implementing
* Improve consistency of implementation strategies – subject content pedagogy, as well as pedagogy
* Provide relevant and personalised CPD to enhance day-to-day classroom practice (facilitated by coaching). Whole-school CPD to be flexible to address the needs of the teachers/staff. (PP plan)
* Make effective use of component and composite assessments to aid planning (and therefore learning) and to improve outcomes.
* Implement a minimum entitlement and an enhanced entitlement of co-curricular activities to allow all students access.
* Improve consistency of provision through rigorous, cohesive and routine M&E
* Consider the curriculum offer at Key Stage 4, in particular with regards to the government’s EBacc ambition.
* Further develop independent learning and, in particular, homework
* Ensure KS4 is generously staffed to ensure continuity of provision by specialist teachers (PP plan)

**1. HIGH QUALITY TEACHING**

To remove non-academic barriers to attainment, we plan to...

* Improve student attendance, in particular reducing persistent absence (PP plan)
* Improve behaviour support and reduce suspensions (IQM flagship project and PP plan)
* Improve pastoral and mental health support (IQM flagship project and PP plan)
* Ensure electronic systems are integrated and used effectively across school
* Review and further improve our strategies for parental engagement with all aspects their child’s education
* Improve the facilities of the school, particularly focusing on student and staff wellbeing
* Review and develop the school’s response to equality and diversity through application for the Lancashire Equality Mark
* Review and develop the school’s approach to nutrition and health through application for the Health Schools mark and similar standards
* Review and further develop the school’s approach to issues of poverty and deprivation – breakfast provision for example (including PP plan)

**3. WIDER STRATEGIES**

To deliver impactful targeted support, we plan to...

* Use the research into effective deployment of TAs to support target group interventions based on need
* Provide subject-specific tutoring using our own specialist staff (school-led tutoring and PP plans)
* Focus on literacy development through targeted small group intervention (school-led tutoring and PP plans)
* Ensure SEND provision meets the needs of the increasing number of SEND students (including PP plan)

**2. TARGETED ACADEMIC SUPPORT**

**1. HIGH QUALITY TEACHING**

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| Priority | Embedding whole-school literacy strategies to enable students to access all of the curriculum (reading, writing and oracy).   * Reading – embedding * Writing – implementing * Oracy - implementing | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Reducing the average deviation of reading age from chronological age. Currently, average deviation is:  Yr 7 -1.1 years  Yr 8 -0.5 years  Yr9 -3.1 years  Students need to be able to read fluently to access every the full curriculum. This fulfils our intent of ambition for all.  *There is a need to also address written communication for similar reasons. A similar process would also be adopted (create a set of non-negotiables, provide CPD on them, implement, evaluate, tweak, embed).* | * Reading Warriors – teachers actively using independent reading strategies * Reference to the four key reading skills (clarify, question, summarise, predict) – posters in every classroom * WoW being delivered in form time * Read Alouds – delivered in form time (linked to Votes for schools * Use of the Frayer Model teaching slide to deliver new vocabulary * Raise awareness of spelling strategies and phonics teaching – phonics posters to remind staff and students * Promote reading on the school calendar (Poetry Day, World Book Day etc) | * Key Walkthrus addressing these strategies * Teaching Charter – common approach (non-negotiables) to embed * Continued drip-feeding of how to teach reading * Walkthru Wednesdays linked to reading * ‘Magpie’ weeks on reading teaching strategies * Phonics CPD for volunteer staff * WoW linked to curriculum plans (new format for 2022-23) * Reward reading – certificates linked to Classcharts points, book vending machine etc. * MTPs will identify key reading opportunities. | How will you know that these measures are working?  **Short Term**  PCs – monitor WoW and Read Alouds  HoDs – refer to audit from summer term. Evaluate progress  Drop-ins  Classcharts points for reading  **Medium Term**  Students will start to recognise the four key skills: clarify, summarise, question, predict  They will be more independent when tackling an unfamiliar text  **Long Term**  Reducing the average deviation of reading age from chronological age | **Short Term**  Confidence with reading  Reading is positive  Reading brings rewards  Common language when teaching reading  **Medium Term**  Students will start to recognise the four key skills: clarify, summarise, question, predict  They will be more independent when tackling an unfamiliar text  **Long Term**  Reducing the average deviation of reading age from chronological age |

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| Priority | Consistency of implementation strategies – subject content pedagogy, as well as pedagogy. | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Improving consistency of teaching strategies to ensure that the best approaches are selected to result in the best possible outcomes for students.  This was recognised as a need in the Ofsted report. | * Developing and driving the current T&L Toolkit * In addition, creating and implementing the WLD Teaching Charter which outlines non-negotiables in terms of teaching * Dialogue about implementation practices, facilitated through coaching pairs. * Allow staff the opportunity to ‘magpie’ ideas from other teachers. | * In consultation with SIG and whole staff. * Introduce StepLab coaching platform across school. Using the disaggregated INSET day to allow for implementation. * Scheduled through Department Spotlight weeks (to replace Open Door Weeks and Top Tips) | **Short Term**  Updated Toolkit including Teaching Charter.  Evidence of coaching conversations and drop-ins happening on StepLab  Teaching Charter – evidenced through book-looks and drop-ins.  **Medium Term**  Increased evidence of the above.  Positive, non-threatening dialogue about teaching and learning.  **Long Term**  Teaching and learning celebrated.  No teachers of concern. | **Short Term**  Increased engagement in learning  Varied teaching approaches within lessons  Using StepLab for drop ins and shout-outs  **Medium Term**  Sharing of good practice  Use of Step Lab for action steps  **Long Term**  Students knowing and understanding more.  Quality of Education judged to be good. |

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| Priority | Relevant and personalised CPD to enhance day-to-day classroom practice (facilitated by coaching). Whole-school CPD to be flexible to address the needs of the teachers/staff. | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Personalised CPD, linked to classroom practice, has been difficult to facilitate as everyone has different needs.  Teachers do not received personalised feedback, linked to their classroom practice, in the absence of formal observations. | * Instructional Coaching structure, whereby teachers are in co-opted pairs to celebrate good practice. * Tracking system to enable whole-school trends, focuses and impact to be established. * Application of diverse approaches * Embedding the Teaching Charter across school – drop-ins, book looks, learner conversations etc. * Middle leader calendar created to allow rigour of M&E across school | * INSET day (disaggregated) to allow for time * StepLab – purchase this platform for all staff (£2000). Build it to accommodate the Walkthrus sequences * Purchase a copy of ‘Walkthrus 2’ for all staff (Teaching and Support) - £350 * Continue to subscribe to the ‘Walkthrus’ website * Incorporate StepLab analysis into M&E calendar * Create CPD sequences linked to findings from StepLab * Rewards linked to StepLab | **Short Term**  Evidence of coaching conversations and drop-ins happening on StepLab  Teaching Charter – evidenced through book-looks and drop-ins.  Bespoke menus for different ‘groups’ of staff and new starters  **Medium Term**  Use of StepLab analytics to spot trends and patterns.  Increased evidence of the above.  Positive, non-threatening dialogue about teaching and learning.  Teachers will start to develop a portfolio of evidence linked to their own practice.  **Long Term**  Teaching and learning celebrated.  No teachers ‘of concern’. | **Short Term**  PM – identifying CPD needs  Coaching – identify Walkthru focus/CPD need  **Medium Term**  Sharing of good practice  Confidence in embedding T&L Charter  Common dialogue about T&L across school  **Long Term**  Students and staff knowing and understanding more.  Quality of Education judged to be good. |

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| Priority | Making effective use of component and composite assessments to aid planning (and therefore learning) and to improve outcomes. | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Ensuring that assessments are relevant and timely. | * Big picture, smaller picture Walkthru being implemented * Make core knowledge, competencies and reading opportunities clear to all stakeholders. * Evidence of identifying key substantive and disciplinary knowledge (threshold) * Feedback and Questioning ‘Standards’ being implemented * Ensure a rigorous and effective assessment calendar to allow whole-school dialogue about the effectiveness of assessment and to allow evaluation of implementation strategies | * Communication of Teaching Charter (specifically feedback and questioning ‘standards’ * MTPs will identify powerful knowledge, skills and vocabulary * CPD linked to assessment (at middle leader and whole-school level) * Assessments will link to progress ladders and will link to their curriculum intent * Assessments will draw upon and apply powerful knowledge | **Short Term**   * Evaluation of assessments will show that students are able to access and complete them – book looks and drop ins * Updated assessment policies * Clearly defined component and composite tasks   **Medium Term**   * Students will be able to articulate the key learning (substantive and disciplinary) – student voice, questionnaires   **Long Term**   * Programme of review and evaluation of progress ladders and MTPs (intent) | **Short Term**   * Students to be able to attempt all elements of assessments * Different approaches to assessments seen in book looks and drop-ins * Use of mini-whiteboards for formative assessments   **Medium Term**   * Better performance in assessments within subject areas (formative and summative) * Use of formative assessments as a valid alternative to summative ones   **Long Term**  Stronger outcomes  Students better equipped to tackle assessments  Self-esteem and confidence of students will improve (student voice) |

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| Priority | To implement a minimum entitlement and an enhanced entitlement of co-curricular activities to allow all students to access. | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| The definition of ‘extra’-curricular provision is narrow.  Tracking student participating of co-curricular activities is cumbersome using Classcharts; lots of opportunities are currently being offered; some departments offer more than others.  The current data does not reflect current co-curricular provision.  Current data shows that PP students are less likely to participate in co-curricular activities compared with non-PP students. | * Re-brand as ‘co-curricular’. * Create a ‘Minimum Offer’ from all departments, covering careers, ASPIRE, competitions and special events. * Create a ‘Selective Offer’ for all departments. This will be tracked and evaluated. Non-participating PP students will be identified and invited from this data. * Checkpoint conversations with HoDs regarding these students. * More effective tracking of co-curricular activities | * Communication with SIG * Middle leaders to map out minimum and selective offers. * ‘Launch’ freshers’ week for trying new activities * Provide at least 12 months notice for parents/carers for all selective offer experiences. * Communication with all stakeholders * Branding (i.e. logo) relating to ‘co-curricular’ * Recompense for staff providing selective offer. * Tracking, using Classcharts, of selective offer * Adapt Classcharts to allow selective offer to be tracked easily * Financial intervention, where appropriate, for PP students wishing to participate in ‘selective’ offer. | **Short Term**   * Increased uptake of co-curricular activities * Streamlined tracking of co-curric. * Termly conversations between form tutor and student regarding co-curric participation   **Medium Term**   * Less disparity between non-PP and PP participants * More students engaged in the ‘selective offer’ of the school   **Long Term**   * There is no disparity between take up between PP and non-PP students. | **Short Term**  **Medium Term**   * Co-curricular provision will be more evenly balanced across departments * Wider range of co-curricular activities * Better communication and therefore engagement between school and parents   **Long Term**   * Personal development of students will be enhanced |

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| Priority | Rigorous, cohesive and routine M&E | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will your put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Heads of Department welcome the opportunity to discuss common threads with other subject leads.  M&E practices are difficult to evaluate when completed at different times by different subject leads.  The leadership handbook is not used to full effect and is not the most effective use of time. Remove the bureaucracy of this activity. | * Whole school M&E calendar * Shared SLT link meeting agenda * Re-think the format of the Leadership Handbook. * StepLab to monitor T&L – removal from Leadership Handbook | * Consult on creation of the middle leader calendar with middle leaders * Publicise the middle leader calendar * Re-formulate the reporting element of the Leadership Handbook | **Short Term**   * Calendar in place * SLT link meetings happen * Agenda followed * OneNote notes   **Medium Term**   * Patterns and trends discussed across departments and therefore across school * M&E will inform developments moving forward   **Long Term**   * Improved outcomes as common aims and objectives | **Short Term**  Teachers will be focused in their priorities for improvement  Sharing of good practice and therefore development of own practice  SLT Link meetings – increased accountability of middle leaders  **Medium Term**  Accountability of all for improvement  Varied T&L approaches  Inclusion  Middle Leaders will hold teachers to account for their improvement and development  **Long Term**  Students and staff knowing and understanding more.  Quality of Education judged to be good |

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| Priority | Consider the curriculum offer at Key Stage 4, in particular with regards to the government’s EBacc ambition. | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will your put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| The government’s ambition is that 90% of students should start EBacc courses in Year 10 in 2025. At the moment our free options system means that the takeup for languages (and humanities to a lesser extent) means that we are very unlikely to reach this target. | Continue the development of the second language.  Review the options process  Investigate ways in which to encourage the takeup of languages | Work with the Head of MFL, DHT (T&L&Curric) and appropriate external agencies. Possible strategies include tasters in several languages across KS3 and a wider range of options in KS4, as well as GCSEs in home languages for EAL students. | **Short Term**  None  **Medium Term**  Improved takeup for MFL  **Long Term**  Move towards the government target | **Short Term**  None  **Medium Term**  Increased uptake for languages in the context of a broad and balanced curriculum  **Long Term**  Increased uptake for languages in the context of a broad and balanced curriculum |

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| Priority | Further develop independent learning and, in particular, homework | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will your put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Many students are not effectively learning outside lessons as evidenced by student surveys. It is vital that they do so. | * Updated homework/independent learning policy * Link updated MTPs with home learning * Rigorous sanction system * Rewards system * Using Classcharts analytics to analyse homework and to use this to provide discussion points with HoDs * Ensure use of homework support is optimised * Focus on knowledge retention for homework tasks and seek to ensure that students value the tasks as far as possible * Provide explicit instructions for students of HOW to learn (remember more) * Research best practice | * Consultation and communication with HoDs * Resources for students * Homework Policy will be implemented. * KS4 – independent study timetable??? * Ensure vulnerable cohorts are completing homework (monitor). | **Short Term**   * More students completing homework * Increased confidence in low-stakes knowledge retrieval activities in class * More rewards for homework   **Medium Term**   * Fewer gaps in knowledge * Fewer students having detentions for non-completion of homework * More rewards for homework   **Long Term**  Outcomes will improve | **Short Term**  **Medium Term**  **Long Term** |

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| Priority | Ensure KS4 is generously staffed to ensure continuity of provision by specialist teachers (PP plan) | | | |
| INTENT | IMPLEMENTATION | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will your put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Smaller groups in key stage 4 have enabled better teaching and learning as well as allowing a wider range of options to run. | Continue to fund an additional (7th) set in Years 9, 10 and 11 as well as allowing 7 options groups to run in each of the 3 options blocks | * Use of PP funding and appropriate timetable and curriculum construction | **Short Term**  Continued improvement of progress by students, particularly those of lower ability  **Medium Term**  Continued improvement of progress by students, particularly those of lower ability  **Long Term**  Continued improvement of progress by students, particularly those of lower ability | **Short Term**  Improved T&L  **Medium Term**  Improved outcomes  **Long Term**  Improved outcomes |

1. **TARGETED ACADEMIC SUPPORT**

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| Priority | Further improve SEND provision | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Significant increase in number of students with SEND on already high numbers | * Develop the use of one page profiles * To increase the use of provision map | * To provide CPD to ALL staff on how to use provision map * SENCO to evaluate the information collated on one page profiles * SENCO to analyse data following reports per year group * Flag students of concern and students who are achieving well to all staff * SENCO to provide further CPD to all staff on how to use the one page profiles * To streamline the admin for Review meetings * To review the job descriptions of HLTA’s * To increase the number of TA’s * Further develop the transition process with a member of SEN team accompanying Head of Year 7 meeting to meetings with primary school * To introduce the use of a passport to allow parents/carers & student input onto one page profile | **Short Term**   * For students to have an up to date one page profile * A program of CPD activities to be established with RLO (coaching for TAs) * Staff can access data relating to SEND students * SENCO to liaise with Head of English regarding intervention groups   **Medium Term**   * All staff to have received CPD * Staff to have the opportunity comment and share good practice which could be added to one page profiles * SENCO/HLTAs to be aware of intervention strategies and to publicise * SENCO to attend Year 6 annual reviews to aid transition * Use of StepLab with TAs   **Long Term**  One page profiles embedded within teaching | **Short Term**  Staff aware of students needs and able to effectively challenge student in lessons  **Medium Term**  All students challenged and engaged in lessons  **Long Term**  Gap between SEN and non SEN students decreasing |

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| Priority | Use the research into effective deployment of TAs to support target group interventions based on need | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| We need to ensure that teaching assistants are deployed in the way that will have the greatest impact. | * Developing a dedicated space for small group intervention * CPD – embedding the T&L Charter and the evidence surrounding it. * Link between T&L Lead and TA staff | * D2 to become SEND space * Redeploy TA3’s to specific subjects (Maths, English, Science, Humanities) to allow for small group withdrawal * To review the job descriptions of HLTA’s * To increase the number of TA’s | **Short Term**  TA timetable to be established  HoDs to meet regularly with TA3  HoDs to provide TA3 with curriculum plans  TAs – provided with StepLab logins and training  **Medium Term**  TA3 to have clear job descriptions  TA3s to become members of their link departments  Use common language regarding T&L  **Long Term**  TA will have Increased subject knowledge  TA will be able to identify needs of students and in conjunction with teacher  Develop an understanding of the powerful knowledge for their link departments | **Short Term**  Increased support in 4 areas of school  Students will be able to access these subjects more easily  **Medium Term**  Small group intervention will help develop skills and knowledge that can be transferred in other subjects  Increased resilience  **Long Term**  Students and staff knowing and understanding more. |

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| Priority | Provide subject-specific tutoring using our own specialist staff (school-led tutoring and PP plans) | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Individual and small group tutoring has been shown to have a significant impact on student progress. This is best carried out by specialist teachers who know the students well. | Ensure staff leading these sessions have a detailed understanding of the MTPs (powerful knowledge, competencies and reading opportunities). | Meeting between teacher and member of staff delivering these sessions to allow this understanding. | **Short Term**  Positive engagement of a range of students with individual and small-group tutoring  **Medium Term**  Sustainable tutoring programme in place  **Long Term**  Improved outcomes | **Short Term**  Improved outcomes  **Medium Term**  Improved outcomes  **Long Term**  Improved outcomes |

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| Priority | Focus on literacy development through targeted small group intervention (school-led tutoring and PP plans) | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Many of our students have low literacy levels (as evidenced by the NGRT tests for example). This means that they cannot access the curriculum | * Reading Warriors – to be embedded as a key approach when providing intervention * Gather a team of in-house Reading Ambassadors to push Reading Warriors across the school. | * Training for staff delivering reading intervention. * Continuous drip-feeding of Reading Warriors approaches in 2 minute CPD sessions | **Short Term**   * Students will be more confident when reading a text. * They will be able to tackle unfamiliar words, ask questions, summarise and make predictions. * More positive Classcharts points for reading   **Medium Term**   * Reading ages will improve. * Students will become more positive (less negative) about reading * More students will be able to access more of the curriculum * There will be an increase in the use of the Library.   **Long Term**   * Gap between chronological and reading age will narrow. * There will be a positive ethos around reading within the school. | **Short Term**  Students will start to engage with texts more fully as they develop strategies to do so.  **Medium Term**  Students will be able to access all of their curriculum subjects using this common approach  **Long Term**  Improved GCSE outcomes |

**3. WIDER STRATEGIES**

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| Priority | To improve student attendance, in particular reducing persistent absence | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Attendance at school is vital for all students in order to support learning and ensure safeguarding. | * + - Reintegrate students who are persistently absent     - Improve punctuality     - Improve communication with parents/carers re attendance issues     - Consider how admissions are handled within school     - Ensure information is shared effectively within the attendance team | * Increase use of home visits * Collaborative work between pastoral support and attendance with a reintegration support package * Group call for students who arrive late to school * Daily phone call to continue to clear N codes * Clear steps to sequence of letters to be sent to parents/carers * Parents/carers to be invited to meetings within school or a suitable establishment * Attendance meeting once per week * Cause for concern meetings to discuss wider implications for a student * Establish a protocol for admissions including a meeting and student assessments (set day) * Key staff (Lead DSL, SENCo, Attendance Officer) to visit community for informal discussions eg use of Ribbleton Children’s centre | **Short Term**   * Contact is made with all students who give cause for concern * Training – new Attendance Officer * Student updates to inform staff of causes for concern (where possible)   **Medium Term**   * Improved attendance figures * Improved punctuality   **Long Term**   * Attendance will be equal or better than national statistics | **Short Term**   * Improved attendance leading to better understanding of work   **Medium Term**   * Improved attendance leading to improved wellbeing and outcomes   **Long Term**   * Improved attendance will impact on KS4 results |

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| Priority | Improve behaviour support and reduce suspensions | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Too many students incurring suspensions and too many students undertaking respite places at Alternative Provision locations | IQM Flagship plan: “Actions will include but are not limited to   * Develop the building and purpose-built environment to create a new Student Support Centre * Devise a referral form and triage system. * Create a staffing plan. * Establish a programme of intervention designed to help the students to overcome barriers and provide strategies that can be used to minimise any behavioural issues. * Create a provision map. * Create an overview of the programmes of intervention.   Establish a weekly Student Welfare Forum meeting.” | * Establish a defined space within the centre * CPD for staff – MHFA, Early Help, Restorative Justice * To utilise the skills of staff who have pastoral time to work with individuals or groups of students * To develop resources for key programmes to be used when supporting students * To maximise the use of external people eg FE, employers, MHST * All interventions to be recorded on classcharts/provision map * Staff within the centre to produce a programme of interventions with resources that can be used within the centre * To ensure that all relevant staff have access to the referral form – staff within the centre to triage needs of the student | **Short Term**   * Set up referral for the Centre * Staff to attend relevant CPD   **Medium Term**   * Targeted intervention with individuals or groups of students – logged on provision map * Relationships built with external providers * Relationships built with family   **Long Term**   * A full program of intervention strategies established | **Short Term**   * Increased attendance in lessons will impact on learning * Develop links with Governors for panel meetings   **Medium Term**   * Positive ethos within classrooms * Reduction in number of students who have been excluded * Reduction in number of students referred to AP   **Long Term**   * Increased attendance will impact on KS4 results |

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| Priority | Improve pastoral and mental health support | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Increasing number of students requiring mental health support.  Increasing number of students requiring pastoral support. | IQM Flagship plan: “Actions will include but are not limited to   * Develop the building and purpose-built environment to create a new Student Support Centre * Devise a referral form and triage system. * Create a staffing plan. * Establish a programme of intervention designed to help the students to overcome barriers and provide strategies that can be used to minimise any behavioural issues. * Create a provision map. * Create an overview of the programmes of intervention. * Establish a weekly Student Welfare Forum meeting.” | * Establish a defined space within the centre * CPD for staff – MHFA, Early Help, DSL, Early Help * To develop communication with Attendance Officer and Safeguarding Officer * Specific roles of staff eg referrals for school nurse, counsellor, MHST * To utilise the skills of staff who have pastoral time to work with individuals or groups of students * To develop resources for key programmes to be used when supporting students * To maximise the use of external people eg FE, employers, MHST * All interventions to be recorded on classcharts * Staff within the centre to produce a programme of interventions with resources that can be used within the centre * To ensure that all relevant staff have access to the referral form – staff within the centre to triage needs of the student | **Short Term**   * Set up referral for the Centre * Staff to attend relevant CPD   **Medium Term**   * Targeted intervention with individuals or groups of students – logged on provision map * Relationships built with external providers * Relationships built with family   **Long Term**   * A full program of intervention strategies established | **Short Term**   * Attendance in lessons with impact on learning * Develop links with Governors for panel meetings   **Medium Term**   * Positive ethos within classrooms * Reduction in number of students who have been excluded * Reduction in number of students referred to AP   **Long Term**   * Increased attendance will impact on KS4 results |

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| Priority | Ensure electronic systems are used effectively across school | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Inconsistencies in Classcharts use leads to pastoral issues and issues with families  Unable to evidence accurately how provision is allocated on the basis of need or to account for e.g. CLA funding accurately | Appointment of new Assistant Headteacher following long-term absence of previous post-holder due to ill-health. This person will have responsibility for the integration of electronic systems | * Review classcharts – positives and negatives available * CPD for staff prior to data collection to ensure that the reference classcharts within the data * Weekly reports sent to HoDs that identifies issues * CPD for all staff on how to use provision map * Contact parents/carers who have not logged on to classcharts | **Short Term**   * Detailed comments on classcharts * HoDs taking a proactive role with classcharts & provision map   **Medium Term**   * Data collection match classcharts   **Long Term**   * Staff competent are using both pieces of software | **Short Term**   * Classcharts streamlined to make it easier for students and parents/carers to understand   **Medium Term**   * Staff are competent at reviewing and evaluating information on provision map. Details will provide a complete overview of interventions a student has received   **Long Term**   * Classcharts and provision map are embedded with school ethos |

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| Priority | Review and further improve our strategies for parental engagement with all aspects their child’s education | | | |
| INTENT | IMPLEMENTATION | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Students succeed when parents/carers and the school work together. Parents/carers need to engage with the school to support learning as well as address pastoral issues. We need to work on a basis of mutual trust | * Increase access to in- person meetings * Review communication with parents/carers | * Drop in sessions to be held with the community * To provide training to staff re classcharts * To produce a half termly newsletter to parents to give further information on the work that is being undertaken in school but also to signpost support for parents/carers and students * Provide pastoral support at Progress evenings * To develop relationships with Parents/carers using a key member of staff * Parent panel | **Short Term**   * Identified places to meet * Parent panel – question   **Medium Term**   * Advertising of ‘drop in’ sessions – study numbers who attended   **Long Term**   * Regular meeting identified on calendar * Outside agencies to attend these meetings eg MHST | **Short Term**   * Start to build relationships with parents/carers – support for student   **Medium Term**   * Increased attendance in school * Signposting to outside agencies   **Long Term**   * Trust developed between home and school * Parents/carers increased awareness of child education |

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| Priority | Review and develop the school’s response to equality and diversity through application for the Lancashire Equality Mark | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| This is a key part of the school’s ethos and it is important to review against established best practice | Review the current LEM audit  Create appropriate plan  Carry out actions | HT, SLT and other appropriate staff to review the audit and establish appropriate focus(es)  Plan created  Actions identified and carries out | **Short Term**  Audit updated and plan in place  **Medium Term**  Actions underway  **Long Term**  Actions reviewed and updates made | **Short Term**  **Medium Term**  Best practice for equality and diversity in place across the school  **Long Term**  Best practice for equality and diversity in place across the school |
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| Priority | Review and develop the school’s approach to nutrition and health through application for the Health Schools mark and similar standards | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| The health and wellbeing of our students and staff is very important to us | Review current provision (this has already been started)  Recommend changes  Complete Healthy Schools audit and application | SEC, working with the catering team and with input from LSH to create an appropriate plan.  Healthy School audit and application to be completed | **Short Term**  **Medium Term**  Plan and application completed  **Long Term**  Healthy Schools mark achieved | **Short Term**  **Medium Term**  **Long Term**  Improved nutritional and health standards amongst our school community |

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| Priority | Review and further develop the school’s approach to issues of poverty and deprivation – breakfast provision for example (including PP plan) | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| The economic situation means that more students will be impacted by poverty. | Introduce further breakfast provision to ensure students do not start the day hungry | * Breakfast club established * Use of funding to buy sanitary products * Newsletter to signpost parents/carers * To have a stock of preloved uniform * Research and apply for funding available to schools * Use of CPOMS to identify concerns * Develop links with foodbanks/supermarkets to support parents/carers * Contact leavers to ask for donations of uniform | **Short Term**   * Breakfast club established   **Medium Term**   * To identify parents/carers and provide targeted support   **Long Term**   * After school snacks provided at homework club eg sandwiches | **Short Term**   * Students focused in lessons following a breakfast   **Medium Term**   * Increased attendance within school   **Long Term** |

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| Priority | Improve the facilities of the school, focusing on student and staff wellbeing | | | |
| INTENT | **IMPLEMENTATION** | | | **IMPACT** |
| What is the problem? (i.e. why are you prioritising this?) | What measures will you put in place? | How will these interventions be put in place? | Outcomes. How well is it working? | Overall, how will pupils, teachers and the school benefit? |
| Outside facilities not sufficient to fully support a calm atmosphere at lunchtime  Staff wellbeing - need for an appropriate space to relax  Insufficient space in some areas of the school | Developing the outside area (back of sportshall)  Developing the staffroom to ensure a calm stable, workforce environment - keeping staff well-being, as a key area to work on.  Creating and extension on C-block to contain the lettings provision (including changing area, toilets and showers)  Creating an extra Science lab, using the space from the prep room  Developing a new office environment using the existing uniform store. |  | **Short Term**  **Medium Term**  **Long Term** | **Short Term**  **Medium Term**  **Long Term** |