

Welcome to Walton Le Dale

A little about me.

Why am I here as Interim Headteacher?

The vision for the school.



In June 2022 the government laid the ***Coasting Schools (England) Regulations 2022*** before Parliament to enable new intervention powers from 1 September 2022.

Where a school receives **two or more consecutive Ofsted ratings which fall below 'Good'**, the school will fall within the new definition of a school which is deemed to be **'coasting'**. This will then allow intervention to be taken to match the school with a strong multi-academy trust.

Current progress score: Students on average make three quarter of a grade less progress from primary school than in other schools nationally

Progress 8 score

This score shows how much progress pupils at this school made across 8 qualifications between the end of key stage 2 and the end of key stage 4.

The score for this school is **-0.74**.

The local authority (Lancashire) average score for state-funded schools is -0.13.

The average score for all state-funded schools in England is -0.03.

Welcome to Aspirational Futures Multi- Academy Trust



Formed this year.

3 Chorley Primaries joining currently.

Wants to remain a relatively small and local MAT.

- **A fantastic curriculum** - focus on improving reading skills and inspiring a love for reading will unlock the rest of the curriculum
- **A positive school culture that inspires both staff and pupils to learn**

Behaviour and standards

Highest standards of appearance, conduct and achievement.

Pride in Walton Le Dale

Vision

Non-teaching Heads of House (rather than Heads of Year)

- Available throughout the day
- First port of call
- One person dealing with each family
- Improve communication with home and school
- Build relationships and trust
- Pastoral support

Vision

Vertical tutor groups

Initially years 8-11 with year 7 joining the vertical system after a period of transition and settling in time.

• **Tutor to student ratio:** vertical tutor groups only have an average of five students from each year group. This means that tutors can spend more time with individuals, offering pastoral support and guidance.

• **Role modelling and student leadership:** vertical tutoring breaks down the barriers between year groups, so that students from different year groups can work together. This enables students in the older year groups to act as role models, peer mentors and sources of advice and guidance to younger students. **Dynamic composition:** in a vertical system, each tutor group's Year 11 cohort will move on to their next steps and be replaced in September by a new intake of Year 7 students. This means that the tutor group's composition is dynamic over the years, ensuring that the groups remain "fresh" and there are always new students to work with.

• **Skills and character:** working with students from different year groups every day requires our students to develop and practise important skills of teamwork, speaking and listening, problem solving, creativity, and leadership beyond the context of students the same age as them, which they do in five lessons every day. This is an important aspect of challenge which helps students to develop positively.

• **Behaviour:** research – and my own experience – has shown that properly implemented vertical tutoring systems improve students' social behaviour across the school. Vertical tutoring can also "depolarise" behaviour, bringing out the best in all students. It reduces the amount of in-year rivalry and "cliques": students are more likely to be friendly and kind towards each other and make friends with different year students. Older students often behave in a more grown up way as if they naturally feel a duty to model good behaviour.

• **Belonging and house identity:** Students from across each house will work together as part of the house team to develop the identity and ethos of the house, in support of the our aims and values. This is greatly enhanced by vertical tutoring.

Changes to the school day

Direction by the Department of Education – 32.5 hours per week

Maximise time in lessons and learning

Form	8.45 - 9.05	20 mins
Period 1	9.05 - 10.00	55 mins
Period 2	10.00 - 10.55	55 mins
Break	10.55 - 11.15	20 mins
Period 3	11.15 - 12.10	55mins
Period 4	12.10 - 1.05	55 mins
Lunch	1.05 – 1.45	40 mins
Period 5	1.45 – 2.40	60 mins
Reading / Phonics	2.40 - 3.05	25 mins

Daily reading and phonics

Guided reading to be delivered by all staff on a daily basis - focus on improving reading skills and inspiring a love for reading will unlock the rest of the curriculum

Phonics intervention programme for students who have been identified as having gaps in their knowledge of phonics. These students will then progress to the reading groups.