



School Improvement Plan

Themes & Priorities 2019-21

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This document provides an outline of the key themes and priorities for the development of Tytherington School over the next three years. It will be used by governors, senior leadership and staff, to inform the more detailed action plans that they have for their respective areas. To this extent, it is not intended to be a detailed and exhaustive list of the actions we plan to take over the next three years. It also does not seek to provide in-depth key performance indicators for each area. These plans will be reviewed three times a year to ensure that we are making sufficient progress towards our objectives.

This is an updated version of the Themes and Priorities document which was first published in 2015. It aims to build upon the school's achievements in the past three years and takes into account the views of a range of stakeholders including parents, students, governors and staff.

For each theme, this document outlines our:

KEY OBJECTIVES: what we are trying to achieve

MORAL PURPOSE: why we are trying to achieve it

SUCCESS CRITERIA: how we will know we have achieved it

The key themes and priorities are:

- **ACHIEVEMENT FOR ALL**
- **EXCELLENT TEACHING**
- **AN INCLUSIVE SCHOOL**
- **A DEEP PROFESSIONAL LEARNING CULTURE**
- **BEHAVIOUR AND ETHOS**
- **EXTRA-CURRICULAR ACTIVITIES**
- **COMMUNITY LINKS**
- **COMMUNICATION WITH PARENTS**
- **THE LEARNING ENVIRONMENT**
- **SCHOOL FINANCES**
- **A PLACE WHERE PEOPLE WANT TO BE**
- **AN EMOTIONALLY HEALTHY SCHOOL**
- **A CURRICULUM WHICH PREPARES YOUNG PEOPLE FOR LIFE IN THE 21ST CENTURY**

The themes and priorities should be seen within the context of our vision:

Our Vision is simple. We are an ambitious school at the heart of the community.

We constantly strive to improve everything we do. Our Mission is to provide all students with a broad, high quality education which enables them to fulfil their potential wherever their interests or talents may lie.

Our curriculum is designed to develop and nurture young people so that they are articulate, resilient, courageous, curious, and have the confidence to stand up for what they believe in.



The document is intended to be aspirational, but also realistic. The key to a great school is simplicity. There has to be a relentless focus on getting the simple things right.

This document should not be seen as an exhaustive list. There are also many other measures we use to monitor our performance over time that are not included (for example, figures on attendance, punctuality, exclusions, rewards given to students, parental engagement and destinations of our students in terms of further education, training or employment).

1. Achievement for All

OBJECTIVE: Academic outcomes have historically been high at Tytherington School, but we are a school which is always striving to improve. We want every single one of our students to leave with the very best set of qualifications and grades of which they are capable, regardless of their background or prior ability.

MORAL PURPOSE: Examination results matter hugely to the life chances of young people and, whilst education must always be about more than raw academic outcomes, we make no apology for putting academic excellence at the heart of our vision for a great school.

SUCCESS CRITERIA: We are served by excellent primary schools and tend to have an able intake to begin with. Therefore, our chief measure of success will be comparisons with schools in similar circumstances. Our aim for the next three years is to be in at least the top 20% of similar schools in terms of progress made by all key groups of students in our school.



2. Excellent Teaching

OBJECTIVE: There are some superb teachers at Tytherington School and the standard of teaching generally is good. The objective here is to ensure that teaching is consistently excellent. We will strive to ensure that every lesson contains high levels of challenge for all abilities (including differentiated success criteria where appropriate) and that all students are fully engaged in the intended learning. Students and parents should expect the regular setting of rigorous homework, something that we recognise is not consistent enough at the moment in key stage 3. Similarly, we want to increase the consistency with which students see their work marked and are given high quality feedback. Included in this is continuing to improve the effectiveness of additional adults in the classroom (Teaching Assistants).

MORAL PURPOSE: Students cannot achieve their potential without excellent teaching. They are entitled to the very best teaching irrespective of who teaches them and their abilities. Feedback and regular homework are a crucial part of the learning process.

SUCCESS CRITERIA: Monitoring data (e.g. lesson observations, homework checks, student voice, learning walks and assessment checks) will demonstrate an overall rise in the quality of teaching and assessment, in all subjects and across all key stages. In particular, there will be greater levels of challenge and engagement. Records will demonstrate that homework is being regularly set and marked for all students and parent surveys will recognise this improvement.

3. An Inclusive School

OBJECTIVE: A real strength of the school is the way in which our students are cared for and respected. We want to keep this feeling. We also want to keep working hard to ensure that we have a highly inclusive school that meets the needs of all individuals within our community, where everybody feels happy and a part of all aspects of school life. This includes a recognition that our academically most able students need to be fully stretched and provided with an enrichment programme that allows them to gain entry to the top universities, including Oxford and Cambridge. It also means making sure that students with special educational needs are similarly supported and pushed to achieve their full potential. The concept of inclusivity should also include ensuring that students should be allowed to express themselves and develop an understanding of a range of different types of people. All students irrespective of sexual orientation, gender and ethnicity should feel part of the school community.

MORAL PURPOSE: As a school that is proud to be comprehensive, we have a duty to represent the whole of our community, to ensure every single student feels part of our school community and is given the opportunity to realise their full potential. This applies as much to the most able students as it does to those of average or below average academic ability.

SUCCESS CRITERIA: Student and parent feedback will continue to say that pastoral care is strong and that students are happy coming to school. The Leader of Advanced Learning will ensure that our most able students are appropriately challenged in and out of lessons. The progress made by students with special education needs will continue to improve. Students will feel comfortable to interact with the full range of citizens they will encounter in modern Britain.

4. A Deep Professional Learning Culture

OBJECTIVE: We want all staff to be part of a culture of honest, critical reflection and desire for continuous improvement. They should feel part of a strong, supportive school community, trusted and invested in as professionals, with access to a wide range of opportunities for high quality CPD, including collaboration with other schools, universities and teaching alliances. Monitoring systems should be aimed primarily at recognising and sharing good practice about what works in teaching.

MORAL PURPOSE: We owe it to our students to be constantly striving to get better at what we do. The staff at this school work hard and deserve to be fully supported by leadership and trusted to carry out their roles to the best of their ability.

SUCCESS CRITERIA: Staff well-being surveys will record high levels of job satisfaction. CPD activities should show high levels of staff engagement. There will be a healthy level of staff turnover, with colleagues generally leaving for positive reasons. The quality of teaching will have improved, as evidenced by lesson observations, learning walks, assessment checks and examination results. We are seen as being the employer of choice in the locality.



5. Behaviour and Ethos

OBJECTIVE: Relationships between students and staff are strong, major incidents (including bullying) are rare and the vast majority of lessons proceed without disruption. No lesson should be affected by low-level misbehaviour, conduct on corridors and at break-times should be consistently impeccable and every student is wearing our uniform correctly at all times. Furthermore, we want there to be a tangible ethos of aspiration and a thirst for learning amongst all students. Students displaying the behaviours we are looking for will be regularly recognised and rewarded.

MORAL PURPOSE: Every young person deserves to learn in an environment that is free of distractions and where aspiration and ambition are the norm. Excellent behaviour is the foundation for any school's success. Students who consistently behave well deserve to be recognised.

SUCCESS CRITERIA: Behaviour logs, student and staff surveys will all record a decrease in the amount of low-level inappropriate behaviour. It will be very rare to come across a student not wearing uniform correctly. Our rewards system will be high-profile, consistently applied, effective and valued by students and parents. The house system will be vibrant and over 75% of students be actively taking part in a leadership activity. This should include a variety of students including those who are in receipt of the Pupil Premium and those who have special educational needs. Above all, feedback from students, parents and staff will demonstrate that expectations have risen and that our young people are aiming higher than ever before.



7. Community Links

OBJECTIVE: We want to ensure that the school remains at the very heart of the local community. We want to build on existing links with community groups, as well as create new ones, to benefit both the community and our students. In particular, students should be playing an active role in improving their own local community. We also want to maintain and develop links with partner primary schools as well as good relationships with other local secondary schools.

MORAL PURPOSE: A large organisation like Tytherington School has a duty to play a role in serving the wider community in which it operates and encouraging our students to help will also help them to develop as decent, well-rounded citizens. Good relationships with other local schools and organisations can only benefit the educational provision of young people in the area.

SUCCESS CRITERIA: The range and number of links with community groups and organisations will increase. Students will be taking part in significantly more activities aimed at helping the local community.

6. Extra-Curricular Activities

OBJECTIVE: The extra-curricular programme is a real feature of Tytherington School already. The Electives programme is a popular aspect of the school curriculum. There is a remarkable range of activities available to students, allowing them to take part to an extraordinarily high level in many cases. The number and range of trips available is fantastic, including many residential trips. However, not all students take full advantage of the opportunities on offer – and, sadly, this applies most to our students from disadvantaged backgrounds, even where activities are free or financial assistance is available. We need to change this.

MORAL PURPOSE: Participation in extra-curricular activities is fundamentally important in helping young people develop vital skills such as teamwork, communication, resilience and responsibility. Every young person, regardless of their financial circumstances, deserves access to the full range of extra-curricular provision and we owe it to them to do everything we can to encourage them to take part.

SUCCESS CRITERIA: All students will be regularly taking part in at least one extra-curricular activity. Participation levels of disadvantaged students (defined, as a starting point, as those in receipt of Pupil Premium funding) will increase significantly relative to those of other students.



8. Communication with Parents

OBJECTIVE: Parents and carers report high levels of overall satisfaction with the school, with the vast majority saying they would recommend it to other families. They also speak highly of the responses they get when they do need to contact school. We will continue to move with the times and find even better ways to communicate with parents. This includes developing a comprehensive and integrated web-based platform where parents and carers can readily access information relating to their child's learning, progress and homework. An important part of this will involve designing an assessment and reporting system in response to government changes that parents value as accurate and clear.

MORAL PURPOSE: As a school, we recognise that our obligation to provide excellent provision extends beyond the students themselves. Parents and carers are entitled to know what their children are doing at school, how well they are doing and how they can help them at home. This information should be easy to access and should not rely too heavily on the ability of teenagers themselves to readily communicate with their parents!

SUCCESS CRITERIA: Parental surveys will report a clear increase in satisfaction with levels of communication with the school. A web-based communication platform will be in place that matches the best provided by other schools.

9. The Learning Environment

OBJECTIVE: We are lucky to have some good facilities in many areas, including our sports fields, sports hall and the Jubilee Block. Over the last three years we have made enormous strides in improving ICT infrastructure in the school. Much has been done to modernise our infrastructure. However, there is still work to be done. We know that schools face a tough financial climate so large-scale projects in this area are unlikely. We will continue to ensure that all classrooms and public spaces are clean, vibrant and enriching; they should celebrate the successes of our young people and promote the high levels of aspiration and ambition that we are striving for. We will also continue to improve the ICT facilities, student toilets and the spaces in which students currently have to dine. We should also ensure that our school is as environmentally friendly as possible. With this in mind, we aim to eradicate the use of single-use plastics in the school in 2019.

MORAL PURPOSE: Every young person is entitled to a physical learning environment that, as an absolute minimum, is fit-for-purpose, clean and free of litter. At the same time, they are more likely to succeed if their surroundings reinforce and promote the values to which our school community aspires.

SUCCESS CRITERIA: Learning walks and site walks will show that all classrooms, corridors and other public spaces are clean and tidy, that displays clearly reflect our school's values and aspirations and are regularly updated to celebrate our students' successes. The use of ICT will continue to improve, as will the state of the toilets and overall dining experience for all our students. There will be a clear infrastructure plan in place which looks at how we will develop the site in years to come.





10. School Finances

OBJECTIVE: School budgets have come under severe pressure in the last decade and the financial climate over the next three years is almost certain to be even tougher. Like all schools, we are going to have to make some very difficult decisions and work harder than ever to protect the quality of provision for young people. We are in a fortunate position that in the last two years, we have become an oversubscribed school for the first time in over a decade. It is not acceptable for a school of Tytherington's profile to ever be undersubscribed so we will plan to ensure that the school is at capacity. Our objective here is to make sure that we are always planning ahead and being pro-active in looking for ways of doing things differently in order to avoid cutting some of those aspects of education that we most value. Part of this will involve trying to raise more money ourselves. There should also be a moral dimension at the heart of how we balance the books. This means ethical purchasing and a commitment to ensuring that where possible, we spend as much of our budget locally to benefit the local community.

MORAL PURPOSE: Prudent financial management is always central to the moral purpose of any school; we have a great responsibility to use public money in the most efficient way to provide the best possible experience for young people. Over the next few years, which are almost certain to see significantly more cuts in real terms to school budgets, this responsibility becomes more important than ever.

SUCCESS CRITERIA: Our budget will be balanced and stable and stakeholders will not notice the impact of financial cuts. We will have been able to maintain our excellent extra-curricular provision in the arts, music and sport. We will be raising significantly more money from external sources, helping to fund projects that improve the experience of our students.

11. A place where people want to be

OBJECTIVE: The teaching profession is in the midst of a recruitment and retention crisis. In addition to this, schools face the challenge of competing with the private sector for people with highly sought-after technical skills in IT, HR, Administration and Finance. We want to be an employer where the very best in these fields choose to work and develop their careers at Tytherington. Whilst a healthy turnover is a good thing, we do not want any members of staff to leave the school because of a lack of opportunity. We should also be competitive with regards to staff pay. We want to ensure that we provide opportunities for local people to contribute to the school whether it is through volunteering or joining the Governing Body.

MORAL PURPOSE: We have a commitment to develop the people who work for the organisation. Through our nurturing environment, we seek to develop our employees as people who lead enriched lives as a result of being part of our culture. We believe that employees should be clear about the purpose of their roles and how that contributes to our overall school vision. We believe that employees should enjoy a healthy level of autonomy in their work so that they feel a sense of responsibility. We believe that members of the organisation are at their most effective when they are given training opportunities to improve in their work. Mastery is an important motivator in work.

SUCCESS CRITERIA: Staff report high levels of job satisfaction and we are able to recruit and retain top quality staff in all areas of the school. Employees understand the purpose of their roles and are committed to improving what they do. Staff feel able to complete their work to the highest level without feeling burnt out. Parents and other stakeholders readily contribute to supporting the school. Tytherington is able to attract the very highest calibre of governors.



12. An Emotionally Healthy School

OBJECTIVE: The past decade has seen a significant rise in the number of cases of members of our school community suffering from mental health issues. As a school and employer, we want to ensure that our curriculum and environment provides a nourishing climate. Staff should feel that they can do their job without feeling stressed and youngsters should not feel that school is an unhappy experience. The best way to ensure that students make great progress is to look after the staff who teach them.

MORAL PURPOSE: We have an obligation to ensure that students and staff fulfil their potential. Emotional health is central to this ambition.

SUCCESS CRITERIA: Through training and curriculum opportunities, students and staff are equipped to regulate their emotional health. Support is readily available to support any member of the school community in need. Any stigma relating to mental health is removed from the school community.



13. A Curriculum which Prepares Young People for Life in the 21st Century

OBJECTIVE: The curriculum is defined as the total experience a young people has at school. We believe that as a result of the broad experience and wide opportunities available to the young people at Tytherington School, students will be equipped with the tools to be successful in life and fulfil their potential wherever their interests or talents may lie. The curriculum provides rich learning opportunities which not only develops the basics of reading, writing and numeracy, but builds the characters of youngsters so that leave us as positive adult citizens. We want to produce A* people.

MORAL PURPOSE: As educators, we play a crucial role in preparing youngsters for the future. We also want young people to make their mark on the world so that it is a better place. This means that the education we provide ought to have a moral dimension. We also recognise that as a comprehensive, young people's talents will be varied across a range of areas. Also, not everyone shares the same ambitions for what they wish to pursue and achieve in life. Therefore, we have a responsibility to provide a broad curriculum that enables every child to thrive. This means that the school curriculum should always be based on the needs of the child rather than leagues tables or the fashions of the day.

SUCCESS CRITERIA: Students and their parents will report that they feel prepared for life after Tytherington whether that is in the world of work, apprenticeship or university. The curriculum will remain broad and balanced. We also plan to introduce new subjects to the formal curriculum including Mandarin and Classics. We expect that almost all students will be engaged in at least one extra-curricular activity. We also plan to extend our Electives programme so that by 2021, all students in the school will be taking part. We will continue to work closely with a range of local businesses and charities to ensure that our youngsters are exposed to a range of careers opportunities including STEAM. Students will also have been exposed to a range of youngsters from different backgrounds. Our youngsters will be understanding and tolerant of people who are different from them. All school leaders are aware that the curriculum is only as good as the teachers who deliver it. Therefore, we expect our teachers to be using evidence-based practice in the delivery of the curriculum.





TYTHERINGTON SCHOOL - 2018



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SCHOOL

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