Tytherington School, Senior Leadership Strategic Plan 2016-2017, "Moving towards Outstanding"

<table>
<tr><th>Priority Areas</th><th>SLT lead</th><th>Performance Indicators and Key Objectives</th><th>Key Actions for Impact</th><th>Monitoring & Evaluation</th><th>Govs</th></tr>
<tr><td>1.

Student Outcomes</td><td>EAB

PY

PY/PW/DF

PY</td><td>Vision: Every child fulfils their potential

We expect to achieve the following benchmarks:
Year 11 meet aspirational target of 70% 5A*-C E&M (FFT "High" target is 68%). We understand that this is no longer a DfE/Ofsted headline measure but it remains a significant benchmark threshold for students wanting to move into FE as well as a way of comparing to previous results.
Move into the top quintile for "Progress 8" and "Attainment 8" measures for all and similar schools.
Average grade will be B-.
At least 70% of all students will achieve at least a 5 grade in English and Maths.
38% of students achieve Ebacc (FFT "High" target").
80% of all students to meet their FFT (High) targets in English Lang, English Lit, Maths and Science (Core, Additional and Triple)
We set the same targets for all subjects and anticipate that this level of ambition should enable us to be in the top quintile of schools for the Progress 8 measure.

At least 70% of students to meet their FFT High Targets: lower PA; Pupil Premium; Young Carers; boy/girl; SEN; in-year admissions

90% of HPA students to meet their FFT High targets in English Lang, Maths and Science.
LPA students make rapid progress. Students below national standard in reading, writing and mathematics on entry receive excellent and targeted support so they catch up with their peers quickly.</td><td>Yrs 7-11 RAPs and other QA systems track achievement of key groups (using fine grading at KS4), ensuring effective and timely interventions to boost progress of most able, vulnerable groups and narrow the achievement gap. This regular and effective sharing of data enables swift intervention to ensure a sustainable model for success.
Analysis of KS2 data to ensure that students receive appropriate levels of support.

Accountability for Pupil Premium to raise achievement through quality assurance of specific provision Yrs 7 -11.Close tracking of vulnerable groups;

Revision school runs through holidays and weekends providing additional, personalised student support.

Co-ordinated programme of support and enrichment for Advanced Learners.

Development of Yr 7 peer numeracy & literacy programmes making effective use of Catch Up Premium funding.</td><td>SLT Tracking of Yr 11 performance on termly basis to governors

Appraisal used to establish & support aspirational targets

Back analysis of dept predictive data used to ensure credibility of all tracking data

Review ongoing evidence of effectiveness of intervention.

QA of RAPs, ABCs, and interventions via ongoing assessments.

QA of KS3 intervention provision (via ongoing assessments of pupil progress)

100% lessons at KS5 judged Good or better</td><td>SP/Curic/Staff</td></tr>
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	M G/ HP	**6th Form Achievement** **Yr 12 & Yr 13 results** show reduction of ISV and vast majority of subjects' performance is ALPS good or better (ALPS 3 – 1). L3VA for A levels and Vocational Qualifications to be sig+ versus national average and for both girls and boys. ALPS T-Score of 2. Average grade should be B- No significant difference in VA or achievement between groups of students (SEN; FSM6; Bursary) Year 12: Success Rate of 80+%; retention rate Yr12 to Yr 13 93+%; Achievement Rate 90+%	Director of 6th Form ensures swift post-report intervention from HODs and teachers to reverse predictions of underachievement with particular emphasis on students vulnerable at A*-B.		SP /Curic /Staff
2. The Quality of Teaching & Learning and Assessment	EA B FP /P P/ DF	***Vision: High quality teaching and learning*** **The overwhelming majority of lessons provide evidence that progress over time is at least good for all classes. The "Half-dozen" approach is embedded in teaching.** **Personalised CPD** has sustainable impact on the quality of T&L in classrooms and is linked to SDP priorities and appraisal objectives **Assessment**: Teachers give high quality, target based verbal and written feedback based on systematic and accurate assessment of prior learning, and in line with a coherent whole school policy. Students have a Growth Mind-set approach to learning and are given the opportunity to act on feedback and take responsibility for doing so. Students will be able to give and respond to meaningful self and peer-assessment. **Literacy, Numeracy and Oracy are embedded** with consistent application of core principles and reading, writing, communication and mathematics are taught effectively across the curriculum **Independent learning** is effectively used to extend students' learning and to develop characteristics of outstanding learners.	Excellent induction for new staff including the "Half-dozen". A range of CPD approaches inc peer observation, departmental collaborative reviews, "The Half-Dozen" –themed INSET and briefings support outstanding T&L High quality written assessment is woven into a range of quality assurance systems across the school with regular and high quality CPD to support shared understanding New key stage 3 assessments provide clarity over the strengths and areas for development for students. They replace the old NC levels. SLT to support FP/PP in reviewing the consistent application of policy and quality of provision in classrooms Involve Student Parliament in developing student involvement in T&L to create	Lesson evaluation records, learning walks, CPD evaluations, appraisal records All evidenced by: work scrutiny; review days; assessment data; learning walks; student interviews; lesson evaluations Monitoring of SMH by HODs and SLT links Lesson evaluations; Review Days; Learning Walks	SP /Curic /Staff

		Homework is challenging and effective. TAs and other additional adults are used effectively to secure high rates of progress for students	shared understanding of what it means to be an outstanding learner Establish and implement a TA protocol; high quality CPD for TAs		
3 Behaviour, Attendance and Safety	EAB PY / EH / DF / MG PY / EH / DF PY /	***Vision: Every child fulfils their potential; to develop all students as future leaders*** Behaviour: Students' conduct is impeccable and they choose to behave well. Incidences of low level disruption are extremely rare. Behaviour for Learning is consistently exceptional across the curriculum, in all year groups, and outside lessons creating an outstanding climate for learning. It is rare to see a student not in full uniform. Attendance for all students (including 6th Form) is 96%+ and attendance for all groups of students is high and where this is not the case it is rapidly moving towards national averages. Students are safe and feel safe at all times. Students report understanding how to stay safe online through high quality e-safety education and active guidance to prevent Child Sexual Exploitation	There is a drive and commitment to develop a Growth Mindset in all our students School values are established and then visible and high profile across the site. Behaviour Management is very effective and based on excellent staff/student relationships. Close tracking of inappropriate behaviour enables early intervention. Rigorous tracking of attendance by the pastoral team and maintaining the high profile of attendance with students & parents. Staff training; SLT led assemblies; Parent Information Workshops; ICT/Computing curriculum and PSHE coverage	Learning Walks, Lesson Evaluations, Student Surveys, Staff Behaviour Survey. Daily and weekly analysis of behaviour incidents by by HOYs, HODs and SLT leads Weekly tracking of attendance by HOYs and SSSOs. Termly reporting on attendance to SLT and governors Tracking of e-incidents; student surveys	SP /Curic /Staff

	EH / DF				

4. Personal Development & Welfare	EAB DF/EH/PY	***Vision: An inclusive and outward looking school*** There is a shared investment in outstanding leadership from staff and students. We will provide high quality engagement opportunities which will enable us to develop a distinctive identity as a school which promotes leadership roles for students. We will aim to get 50% of KS3 students to complete at least the Bronze Award of the Leadership Ladder; in particular targeted disadvantaged groups take more active leadership roles 'Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.' (Ofsted outstanding)	Leadership Ladder and House System promoted by Head of Ethos, HOYs and tutors with excellent role modelling. Revamped 6th Form leadership group creates more opportunities for sixth formers. 'Thought for the Term' widely promoted. Strong campaign culture throughout school School Parliament promotes outward-looking dimension & charity work. British values promoted via ROSE days and assemblies.	External recognition from local organisations. Surveys show students value leadership skills and have high aspirations Evaluation of 6th Form Leadership Group Assemblies; Student Surveys; Participation rates in House System and L. Ladder	SP /Curic /Staff

		Students make good choices to develop healthy lifestyles: they are physically active and emotionally and mentally strong	Healthy food choices; strong PE extra-curricular provision		
5. Leadership And Management	**EAB** EAB EAB/ EH PY/E H/FP/ EAB PY/E H/CB/ MG/D F/PW EAB	***Vision: Leadership ethos & outward looking school*** All stakeholders are very clear about the school's core purpose and values. Tytherington is the school of first choice for the overwhelming majority of students who live in the catchment areas. Explicit leadership culture, which embraces Growth Mindset principles, reflected in day to day shared commitment to high standards and excellent outcomes. High levels of support and accountability in a collaborative leadership model. Options choices for KS4 and KS5 and destination outcomes show that all students, including disadvantaged groups have been successfully supported to have high aspirations for their futures and progression data is excellent with no NEETs. Governors hold senior leaders to account for all aspects of the school's performance; they have a clear understanding of the school's strengths and its areas for development and ensure financial stability and sustainability	Revisit whole school values and mission in September 2016. This process will involve gathering the views of all key stakeholders. Parents Forum to be held three times per year. Continue marketing campaign from Sept 2016 aimed specifically at increasing the number of students selecting Tytherington as first choice. Future school leaders quickly identified via departmental link/induction system. SLT coaching & school visits support succession planning. EAB to review middle leader QA systems throughout the school. High quality IAG options choices tracked by group; destinations for Yr 11 and Yr 13 evaluated by group and prior attainment. High quality work experience and careers fairs. Links with business, science, HE and alumni optimised to enrich provision, raise aspirations and create career pathways	Review of link minutes Evaluation of destinations data; evaluations of careers events Analysis of work experience placements & extra-curricular provision Governors' Committees	SP /Curi c /Staf f

			Governors' Quality Assurance Day; Visits to Staff Briefing and Exit Interviews	Exit interviews	Fina nce

Glossary:
CPD – Continual Professional Development QA – Quality Assurance HODs – Heads of Department T&L – Teaching & Learning G&T – Gifted and Talented LPA & HPA – Low and High Prior Attainment RAP – Raising Achievement Panel NEET – Not in Education, Employment or Training FSM – Free School Meals SEN – Special Educational Needs NQT – Newly Qualified Teacher ISV – In-School Variation FFT – Fischer Family Trust ABC – Attendance Behaviour Concern mtg LAC – Literacy across the Curriculum NAC – Numeracy Across the Curriculum

Initials
EAB – Emmanuel Botwe, Headteacher; PY – Andy Pilbury, Deputy Headteacher (Raising Standards), FP – Assistant Headteacher (T&L/CPD), EH – Liz Healey – Assistant Headteacher (SENCO, Culture and Standards in Years 7-9), MG – Assistant Headteacher (Staffing, Curriculum, Personnel), DF- Dave Fitzsimmons (Associate SLT, Head of Ethos), PW- Peter Watson (Associate SLT, Data), PP – Peter Pugh (Lead Practitioner), CB – Caroline Brennan (Associate SLT, Vocational Learning)