

Tytherington School, Senior Leadership Strategic Plan 2021-2022

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.

Key Actions Post Previous Ofsted Inspection (November 2016)

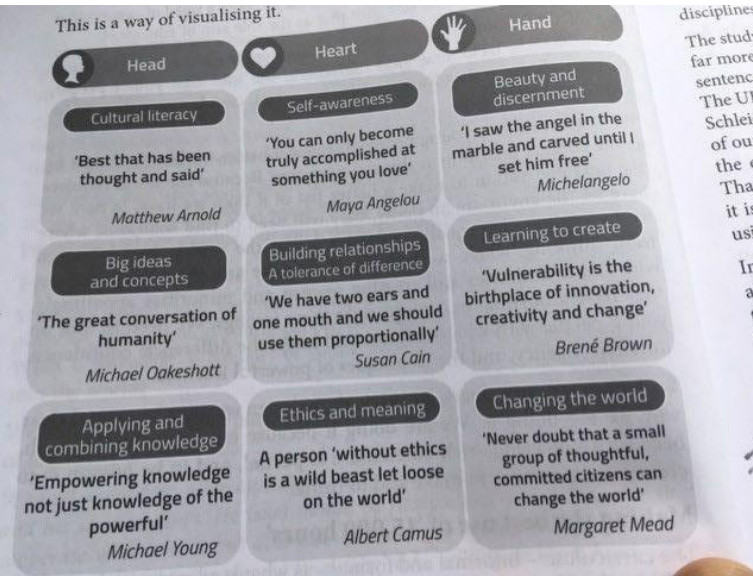
Leaders and governors should ensure that:

- The progress made by disadvantaged pupils, including the most able disadvantaged pupils, continues to improve.
- Teachers' planning for the different ability groups enables pupils to make more rapid progress.

What underpins everything that we are doing is to ensure that members of our community are re-socialised following the unprecedented events of Covid-19. The latest research from the EEF suggests that schools should focus on the 3Ts - Teaching, Tutoring (additional intervention for vulnerable students), Time (teachers adapt how they use time to prioritise areas where learning is not yet secure).

Oversight for the quality of remote learning – HP for KS3/PY for KS4/RR for KS5

Priority Areas	SLT lead	Performance Indicators and Key Objectives	Key Actions for Impact to be completed by the end of 2021/22	Monitoring & Evaluation	Govs
1. The Quality of Education	EAB/HP /MG	<p><i>1a) Curriculum intent: We want students to leave our school with the skills and knowledge to enter the world of work or academia. Crucially, the curriculum must equip students with the skills and knowledge to deal with a rapidly changing world. Students leaving Tytherington should be prepared to face the challenges of the 21st century world and the characteristics to make their communities a better place to live.</i></p> <p>We should be able to clearly articulate to all stakeholders, what we expect students to be able to know and do by the end of each academic year.</p> <p>Special attention must be paid to the acquisition and retention of “powerful knowledge” for each subject. Exam success is an important consideration but so too is the</p>	<p>Whole school curriculum review which will establish a whole school curriculum map. The Whole School Curriculum Map will outline the following:</p> <ul style="list-style-type: none"> • Subject Foundations: The core, underpinning fundamentals of each subject that is taught in the school. Each discipline will outline the knowledge and skills which all children must possess by the time they leave Tytherington. Included in this, is the identification and explicit teaching of high-utility vocabulary which students will encounter most frequently. A Tytherington vocabulary textbook will be produced to aid this purpose. • Subject Curriculum map: The agreed sequence of learning over the whole of the student's school experience. 	<p>SLT/FGB standing agenda item</p> <p>Lesson evaluation records, learning walks, CPD evaluations , appraisal records</p>	S&O

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		<p>inclusion of experiences and opportunities for students to acquire powerful knowledge and skills so that they can participate in rich and ongoing conversations about the world around them (cultural capital).</p> <p>A good way of visualising things is by thinking about the following:</p> <ul style="list-style-type: none"> • Head (academics) • Heart (personal development and your contribution to the development of others) • Hand (problem-solving and creativity) 	<ul style="list-style-type: none"> • Knowledge definitions: The specific knowledge that students should be taught, divided into unit blocks in order to achieve mastery of the discipline, appropriate to their age. <p>To enable this to happen, EAB will chair a T&L/Curriculum group to oversee this work across departments.</p> <p>Departmental Knowledge Organisers will be developed to enable stakeholders to be clear about the architecture of the curriculum.</p>	<p>All evidenced by work scrutiny, review days, assessment data, learning walks, student interviews, lesson evaluations</p>	

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	<p>EAB/HP /MG MG</p> <p>HP</p>	<p>1b) Curriculum Implementation</p> <p><i>Vision: High quality teaching and learning underpinned by a curriculum that is fit for purpose.</i></p> <p>The overwhelming majority of lessons provide evidence that progress over time is at least good for all classes. The “Tytherington Teaching Principles” approach is embedded in teaching.</p> <p>Personalised CPD has sustainable impact on the quality of T&L in classrooms and is linked to SDP priorities and appraisal objectives.</p> <p>Key Stage 3 Curriculum and Assessment: There is clear evidence of a coherent curriculum which develops students’ knowledge and skills over time.</p> <ul style="list-style-type: none"> • Every teacher and student should be able to easily articulate what students should know and be able to do by the end of the year. • Every department should have a programme of assessment which accurately measures students’ progress. Every department develops a clear and easily understood assessment. Students should be prepared for the demands of the assessment. • Every department should have in place the capability of delivering a remote learning timetable in the event of a lockdown scenario. 	<p>Excellent induction for new staff including the “Tytherington Teaching Principles”.</p> <p>A range of CPD approaches inc. peer observation, departmental collaborative reviews, “The Tytherington Teaching Principles” – themed INSET and briefings support outstanding T&L.</p> <p>Implementation of Early Careers Framework. Regularly, high quality training for mentors and support for ECTs. Please refer to Early Careers Framework Development plan from MG.</p> <p>Bespoke subject specific teaching development programme for: ECTs, MPS, UPS/experienced teachers. This should include an opportunity for every teacher to observe and give feedback to another member of staff.</p> <p>Key stage 3 assessments provide clarity over the strengths and areas for development for students. Each round of KS3 assessments should feature the following steps:</p> <ul style="list-style-type: none"> • Pre-moderation/submission of assessments to SLT/Middle leader assessment group for standardisation • At SLT/Middle leadership level, there will be a “Review and improvement meeting” following the assessments being taken by the students. This will identify strengths and areas for improvement. • Departments will moderate their assessments. <p>Continue to liaise with partner primary schools to ensure that the transition curriculum in Year 7 picks up and</p>		

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	<p data-bbox="280 820 320 847">EH</p> <p data-bbox="280 1002 320 1029">MG</p>	<p data-bbox="412 245 1115 453">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. Homework is challenging and effective. Students in key stage 3 regularly read challenging texts.</p> <p data-bbox="412 820 1057 884">TAs and other additional adults are used effectively to secure high rates of progress for students.</p> <p data-bbox="412 1002 1124 1139">High quality provision for our most able students across the school. Most able students will be stretched in lessons on a day-to-day basis. Staff will be aware of what they can do to stretch and challenge most able students.</p>	<p data-bbox="1169 245 1859 453">builds on the prior learning of students who join the school. Launch of Year 7 collective reading programme in tutor time (please refer to Year 7 reading plan from HP). Access to challenging texts is explicitly embedded in KS3 Schemes of Work.</p> <p data-bbox="1169 501 1832 596">Establish a KS3 Department Review System which will monitor the quality of provision in KS3. All departments will be reviewed in a two-year cycle.</p> <p data-bbox="1169 644 1845 772">Appointment of new TLR holders in core departments to facilitate the development of KS3 curriculum. Establish whole school curriculum group to establish collaboration and consistency across the school.</p> <p data-bbox="1169 820 1836 957">Establish and implement a TA protocol; high quality CPD for TAs. Continue to embed the LINKS Enhanced Mainstream Provision across Year 7-11 to provide a bespoke curriculum for the very lowest attainers.</p> <p data-bbox="1169 1005 1859 1420">Embed recent curriculum developments for our most able students. Provide CPD during whole school INSET on stretch and challenge. Work with HoDs to develop subject enrichment for the most able and monitor the progress of most able students. Further develop the range of school wide enrichment opportunities for our most able students Work with BR/CB to ensure the careers programme raises aspirations of our most able students. Please refer to the Most Able Action Plan.</p>		

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	PY/HP/ EH/CB	<p>1c) Curriculum impact Vision: Every child fulfils their potential Students develop detailed knowledge and skills across the curriculum. This is reflected in results from national tests and examinations. It is also reflected in the quality of students' work across the curriculum. We expect to achieve the following aspirational benchmarks for our students:</p> <ul style="list-style-type: none"> • Year 11 meet aspirational target of 65% 5+ 9-5s (inc E+M) and 80% 5+ 9-4s (inc E+M). 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. • "Above average" for "Progress 8" and "Attainment 8" measures for all and similar schools. • Average grade will be 5.5 • At least 65% of all students will achieve at least a 5 grade in English and Maths (FFT "5" target is 65%). • 31% of students to achieve EBacc (FFT "5" target is 30.5%). <p>75% of all students to meet their FFT "5" targets in English Lang, English Lit, Maths and Science (Separate and Trilogy).</p> <p>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.</p> <p>At least 65% of students to meet their FFT "5" Targets: lower PA; Pupil Premium; Young Carers; Girls/Boys; SEN; in-year admissions</p>	<p>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.</p> <p>Analysis of KS2 data to ensure that students receive appropriate levels of support.</p> <p>Accountability for Pupil Premium to raise achievement through quality assurance of specific provision Yrs 7 -11. Close tracking of vulnerable groups; (please refer to our Pupil Premium Plan on the school website – PY and CB oversight).</p> <p>.</p> <p>Co-ordinated programme of support and enrichment for Advanced Learners.</p>		

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	RR/PY	<p>85% of HPA students to meet their FFT “5” targets in English Lang, Maths and Science.</p> <p>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.</p> <p>6th Form Achievement</p> <p>Year 13 results to show that the vast majority of subjects’ performance is ALPS excellent or outstanding (ALPS 3 – 1). L3VA for A levels to be sig+ versus national average. ALPS T-Score of 2.</p> <p>Average grade should be B-</p> <p>No significant difference in VA or achievement between groups of students (SEN; Girls/Boys; Disadvantaged; Bursary)</p> <p>Year 12: Retention rate Yr12 to Yr 13 95+%</p>	<p>Development of Yr 7 peer numeracy & literacy programmes making effective use of Catch Up Premium funding.</p> <p>The 6th Form Team ensures swift post-report intervention from HODs and teachers to reverse predictions of underachievement.</p>		

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2. Behaviour, and attitudes	DP/EH	<p><i>Vision: Students behave consistently well and in a manner which contributes to their learning.</i></p> <p>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. All stakeholders are clear about behaviour systems and how to manage poor behaviour. Rewards and consequences are clear and easily understood by all stakeholders.</p> <p>Attendance for all students (including 6th Form) is 95%+ and attendance for all groups of students (including PP) is high and where this is not the case it is rapidly moving towards national averages.</p> <p>Students are safe and feel safe at all times. Students report understanding how to keep themselves safe through a high quality PSHE programme delivered through our Personal Development Curriculum e.g. Sexual abuse, radicalisation, CSE, etc. Particular attention should be paid to developing students' understanding of sexual abuse (please refer to the recent Ofsted report about the scale of sexual abuse in schools).</p>	<p>Continue to embed school behaviour policy.</p> <p>Close tracking of inappropriate behaviour enables early intervention.</p> <p>Rigorous tracking of attendance by the pastoral team and maintaining the high profile of attendance with students & parents.</p> <p>Attendance Officer role continues to identify students who are not attending school often enough and putting in place interventions to improve school attendance.</p> <p>Continue to embed non-teaching heads of year.</p>	<p>Learning Walks, Lesson Evaluations, Student Surveys, Staff Behaviour Survey.</p> <p>Daily and weekly analysis of behaviour incidents by HoYs, HoDs and SLT leads</p> <p>Weekly tracking of attendance by HoYs, Attendance Officer and SSSOs.</p> <p>Termly reporting on attendance to SLT and governors</p> <p>Tracking of e-incidents; student surveys</p>	S&O

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4. Leadership And Management	EAB	<i>Vision: Leadership ethos & outward looking school</i> All stakeholders are very clear about the school's core purpose and values.	Revisit whole school values and mission in September 2019. This process will involve gathering the views of all key stakeholders.		S&O
	EAB/EH	Tytherington continues to be school of first choice for the overwhelming majority of students who live in the catchment areas.	Parents' Forum to be held three times per year. Continue marketing campaign aimed specifically at increasing the number of students selecting Tytherington as first choice.		
	All	Explicit leadership culture for all 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.	Future school leaders quickly identified via departmental link/induction system. SLT coaching & school visits support succession planning. Bespoke Leadership programmes for staff new to TLR positions which mirrors the Diversity in Leadership Programme. EAB to review middle leader QA systems throughout the school.	Review of link minutes	
	EAB/PY/EH/CB	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.	Review KS4/5 options to ensure that it is effective. 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	Evaluation of destinations data; evaluations of careers events	
	EAB	Governors hold senior leaders to account for all aspects of the school's performance; they have a clear understanding	Governors' Quality Assurance Day; Visits to Staff Briefing and Exit Interviews	Analysis of work experience placements & extra-curricular provision Governors' Committees Exit interviews	Finance

		of the school's strengths and its areas for development and ensure financial stability and sustainability.			
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Glossary:

CPD – Continual Professional Development QA – Quality Assurance HoDs – Heads of Department T&L – Teaching & Learning Advanced Learners – Most Able, 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), DP – Darren Pepper – Assistant Headteacher (Behaviour); EH – Liz Healey – Assistant Headteacher (SENCO and Inclusion), MG, Mary Gannon – Assistant Headteacher; CB – Caroline Brennan, Assistant Headteacher; HP – Helen Pugh (AHT); FP – Assistant Headteacher (maternity leave); RR – Associate member of SLT