**SCHOOL IMPROVEMENT PLAN 2016- 2019**





**“A LEARNING COMMUNITY IN PURSUIT OF EXCELLENCE”**

Governors adopted this simple statement of the mission of our school because it reflects the values which are central to our work. These values are as follows:

* ***Learning is the main purpose of our school***. Our students will be educated to be independent learners who take responsibility for their own learning. They will be able to research and critically evaluate information, they will seek and take advice and know how to learn effectively. Students will show that they are eager to learn and that they enjoy their life in school. They will be able to demonstrate that they are literate, numerate and creative and have the technological and life skills necessary for the future.
* ***People in our school community are to be treated equally and with fairness and respect***. Students will have respect for themselves, for others and for their environment. Students will display leadership and the ability to work in teams. We welcome and value every young person, whatever their academic ability, ethnicity, religion, gender, sexuality or background. Our school represents and reflects the community it serves though we teach students to be positive role models and active citizens of the United Kingdom and of the wider world.
* ***Excellence******is something all students and adults working in the school should aim for in every aspect of school life***. Everyone is capable of excellence and can show it through how they communicate with and care for each other, through their extra – curricular achievements and through standards of teaching and of learning. One indicator of excellence is the academic achievement of our students. Our ambition is that all our students will leave school with at least 5 A\* - C GCSEs or equivalent and post 16 results which will prepare students for their future and allow entry to their university or employment of choice.

**CONTEXTUAL INFORMATION – THE SCHOOL IN 2017.**

This update to our original plan was initially written shortly after the successful inspection of the school and incorporates comments and feedback from the inspection as well as our own evaluation of our work. The comments and targets have been further updated following the results of exams taken in 2017. These results were the best in the history of the school with every prospect of further improvement in years to come.

**LEARNING:**

Over the next two years the school has to continue to variations in outcomes between students with SEN, from disadvantaged backgrounds and boys and all other students in school. To achieve at the level of other students these groups need to receive high quality teaching, to have their literacy needs met and to improve their attendance and attitudes to learning. In 2017 the performance all students improved to the extent that an "outstanding" judgement would have been possible had the school been inspected this term rather than last. However, whilst many subject areas performed outstandingly, this was not the case in all and so a new target to address this has been included for 2017-8 and beyond. The gap between the performance of disadvantaged and others narrowed significantly, as did the gap in progress from starting points between SEN and non-SEN students. Students of all ability levels made above expected progress. Boys and girls made more progress than ever before though girls at an even faster rate than girls so that the gap between genders actually got wider.

**COMMUNITY:**

The school is a vibrant inclusive community which has at its heart the 7 colleges which ensure that each student is known and valued as an individual. International School status ensures that students have wonderful opportunities to experience the cultural diversity of the world beyond Lytham St Annes. We wish to expand the work of the Trust so that it contributes to alternative provision for disaffected students. The school will also face the challenge of responding to demographic change over the next three to five years. The previous 5 years of falling roll will be followed by significant growth in school-aged population in the coming years. During the remainder of this plan we shall need to prepare for that growth. Underpinning all our work will be the need to achieve our educational goals within the restrictions of a deteriorating budget position. Our current structural deficit in the budget caused by inadequate funding, high staffing costs and an expensive curriculum has started to be addressed and this work will continue. As a consequence of decisions taken to reduce our deficit, our post 16 provision will end from 31st August 2018. We are saddened by this but believe that the significant cross – phase subsidy needed to fund the sixth form was no longer financially nor morally justifiable. Measures taken will ensure that the school is a strong financial position by 2019-20.

**EXCELLENCE:**

The biggest challenge of this plan is to make “good” become “outstanding” under the new OFSTED framework by the time of the next inspection. That will only happen through teaching that is focused on carrying on the work leading to the reduction in the variations in outcomes described in the section on learning and by continuing to expect all students to achieve to their full potential. Central to this are planning and differentiation of work to ensure there is appropriate challenge and the highest expectations of what all students can achieve. We also need to ensure all our students, particularly boys and those from disadvantaged backgrounds, demonstrate exemplary attitudes to school, shown through their punctuality and attendance, appearance, pride in their work and resilience to overcome challenges to their learning. Learning outcomes for disaffected students will not improve unless we successfully engage hard-to-reach parents and the work in this respect which was started in 2016-17 will continue and be expanded during the rest of the plan. Additionally, we need to continue our efforts to improve the attendance of disadvantaged students. Finally, we need to address relative underperformance in a small number of subject areas compared to the majority in the school.

**Key priority for the Improvement Plan**:

To reduce variances in outcomes between SEN K, FSM, boys, students who joined the school later than their peers and all others in the school. We aim to add value to the levels of achievement of all students 11-18 by ensuring they meet our challenging and extremely high expectations for the amount of progress they will make.

DETAILED STATISTICAL TARGETS FOLLOW:

For 2016-17 red font indicates actual achievement against the target. Please note that attainment points are not comparable between 2015-16 and 2016-17 due to re-calculation of points values (eg in 2015-16 a grade C was worth 5 points but was worth 4 points in 2016-17).

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| *TARGET AREA* | *2015-16* | *2016-17* | *2017-18* | *2018-19* |
| Add value to the levels of achievement of all students measured by Attainment 8 points (A8) and Progress 8 value added scores (P8) | A8 All students 50.78  P8 all = -0.13 | A8 = 55.03  A8 = 49.19  P8 positive P8 = +0.14 | P8 positive +0.2    A8 = 51 | P8 Significantly Positive +0.25  A8 = 52 |
| Reduce variances in outcomes between disadvantaged and other students | Disadvantaged A8 38.42  P8 = -0.65  All others A8 53.75  P8 = -0.03 | Disadvantaged A8 = 50.76  A8 = 39.91  P8 rapid reduction in variance Dis P8 -0.25  Variance reduced by +0.17  Others A8 = 55.99  Others A8 = 51.72  P8 Positive +0.27 | P8 broadly in line with other students nationally    P8 for disadvantaged = closer to neutral | P8 in line with other students nationally    P8 for disadvantaged = neutral |
| Reduce variations in outcomes between SEN and other students of similar ability | SEN A8 29.69 P8 = -0.59  All Others A8: 53.79  P8 = -0.12 | SEN A8 = 38.24  SEN A8 = 31.24  P8 rapid reduction in variance SEN P8 gap reduced from -0.47 to -0.37  Non SEN A8 = 56.93 A8 50.73  P8 positive P8 non SEN +0.19 | P8 broadly in line with students of similar ability    P8 for SEN = closer to neutral | P8 in line with students of similar ability    P8 for SEN = neutral |
| Reduce variations in outcomes between boys and girls                Improve attendance so that fewer than 5% of students are classified as persistent absentees and attendance across the school is 95% (2016 target takes into account the new definition of PA) | Boys A8: 47.41 P8:-0.36  Girls: 54.15; P8: 0              PA all 11%  PA Disadvantaged 22%  Gap equivalent to 25 students | Boys A8 = 54.36 45.62  P8 rapid reduction in variance boys P8 -0.16 Gap -0.61 Gap has broadened but boys improved by +0.2, girls by +0.45  Girls A8 = 55.68 52.64  P8 Positive +0.45      PA less than 9% PA 11.9%  PA disadv = 27.52%  Gap equivalent to  17 students gap = 31 students | Boys P8 = move closer to neutral.    PA less than 7%  Gap equivalent to 8 students | Boys P8 neutral        PA less than 5%  No gap |
| Improve the performance of underachieving subjects (this target is new from 2017-18) |  |  | Underachieving subjects in 2017 will significantly close the gap between present progress levels and the national expectations. | All subjects will be performing at or above national expectations |

The actions we shall take to achieve our targets are set out below.

Reduce variances in outcomes for key groups and add value to all students

Improve reading, writing, spelling, punctuation and grammar skills of all learners

Continue to develop the curriculum and assessment

Improve planning to secure progress for learners.

Train and support staff

Remove barriers to achievement by improving attendance and attitudes to learning

Deliver the school’s Pupil Premium Strategy

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**ITEMS FOR THE SCHOOL DEVELOPMENT PLAN IDENTIFIED BY STUDENTS:**

* Improve the quality and range of food available at school
* Improve toilet facilities for students in school
* Continue to press for improvements in road safety immediately outside school.