

Tytherington School, Senior Leadership Strategic Plan 2023-24

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 (April 2022)

In a small number of subjects some pupils do not learn essential knowledge with sufficient depth and precision. As a result, these pupils do not achieve as well as they should in these subjects. Leaders should ensure that this essential knowledge is delivered effectively so that all pupils acquire and remember the important knowledge that they need in these subjects.

Principles of our covid recovery curriculum

Whole school curriculum	Pupil development	Pupil learning skills	Disciplinary subject knowledge and skills
What whole-school activities have been missed because of the pandemic?	Are pupils' behaviour, attitudes and personal development what we'd expect?	Do pupils have the attributes to learn successfully through instruction and independently?	What is the key knowledge and skills at a subject level that is needed for progression in that subject?
<ul style="list-style-type: none"> • Art • Music • Sport • Trips • Clubs and societies 	<ul style="list-style-type: none"> • Routines and responsibilities • Personal safety • Relationships • Conversation • Cultural capital • Mental health 	<ul style="list-style-type: none"> • Reading • Oracy • Handwriting • Exam technique • Metacognition and self control • Use of tutors 	<ul style="list-style-type: none"> • Some arbitrary choices; some necessary prioritisation • The 'best bets' in each subject • Use of tutors

Priority Area	One sentence description	Who is accountable?
1. Behaviour <ul style="list-style-type: none"> • Focus • Interactions • Transitions • Attendance • Bullying 	<p>All lessons are disruption-free</p> <p>Students respond well to staff challenge</p> <p>Movement around school is calm and orderly</p> <p>Students attend well and on time</p> <p>Incidents which arise are dealt with quickly and don't keep recurring</p>	<p>DP</p> <p>DP</p> <p>DP</p> <p>DP</p> <p>DP</p>
2. Teaching and Curriculum <ul style="list-style-type: none"> • Teaching • Achievement • Curriculum • Resourcing • Assessment • Reading • Homework • Subject knowledge • SEND 	<p>The Tytherington Teaching Principles are embedded in each subject</p> <p>Examination outcomes are strong for all students</p> <p>Powerful content that is well sequenced is a feature of all subject curricula</p> <p>All subjects have appropriate shared resourcing plans</p> <p>Thoughtful and responsive use of assessment informs how we teach every day</p> <p>All students read challenging texts every day.</p> <p>Students are set high quality homework every day</p> <p>All departments run high-quality subject-specific CPD which develops teachers' subject knowledge</p> <p>Teaching is adapted to suit the needs of all students</p>	<p>FP</p> <p>PY/RR</p> <p>HP</p> <p>HP</p> <p>FP/HP</p> <p>FP</p> <p>HP</p> <p>FP</p> <p>EH/FP</p>
3. Leadership <ul style="list-style-type: none"> • Development • Line Management • Wellbeing • Safeguarding • Recruitment and retention • Governors • Destinations • PP • Catch-up 	<p>CPD is effective for all staff</p> <p>Line managers develop the staff they lead</p> <p>Staff and students enjoy being at Tytherington</p> <p>All incidents are followed up at speed</p> <p>We have zero long-term staff vacancies and staff commit their long-term future to Tytherington</p> <p>Governors appropriately hold school leaders to account and uphold the values of the school</p> <p>No students are NEET</p> <p>PP students achieve as well here as they would at any other school</p> <p>Those who arrive at school significantly behind their peers will receive appropriate support to close the gap</p>	<p>FP/MG</p> <p>MG/FP</p> <p>CB/EAB</p> <p>DP</p> <p>EAB/SM</p> <p>EAB/SM</p> <p>DP/PY/RR</p> <p>PY</p> <p>EH</p>
4. Personal Development <ul style="list-style-type: none"> • PSHE • Careers • Opportunities • Resilience and character 	<p>High class curriculum that is well taught and resourced</p> <p>We exceed the expectations set out in the Gatsby benchmarks</p> <p>Clubs are varied and well attended</p> <p>We seek opportunities to develop these traits every day</p>	<p>EH/JP</p> <p>CB</p> <p>CB</p> <p>DP</p>

Glossary:

CPD – Continual Professional Development QA – Quality Assurance HODs – Heads of Department T&L – Teaching & Learning NEET – Not in Education, Employment or Training FSM – Free School Meals SEN – Special Educational Needs ECT – Early Careers Teacher ALPs/LVA3 – These are measures used to assess the progress students have made in KS5

Initials

EAB – Emmanuel Botwe, Headteacher;

PY – Andy Pilbury, Deputy Headteacher,
Assistant Headteachers:

MG - Mary Gannon

EH – Liz Healey

FP – Florence Pope

CB – Caroline Brennan

DP – Darren Pepper

HP – Helen Pugh

RR – Rebecca Roe

SM – Simon Malkin