Priority plan 2018/9 actions

Aspiration and achievement

Actions:

- Ensure employability is a clear objective of curriculum design lending relevance to learning
- Curriculum progress creates school readiness, creating a sense of progression and belonging
- Strong assessment and tracking procedures are required
- Release outstanding staff to drive developments and share best practice (maths and english)
- Subject leader networks and clinics—all-through where possible to drive the transition ambition
- Accelerating progress in English and maths across key stage two and three
- Increasing the profile of science in year five and six
- Develop a culture of 'good' not being a comfortable place, and to always strive higher
- Drive forward improvements to teaching and learning at key stage three and four - develop trust and collegial support between primary and secondary

Developing leadership

Actions:

- Bespoke leadership training specific to Blackpool’s challenges which is additional and adds value to the NPQ programmes
- Applied leadership development – opportunities for leaders to deepen their learning in other school contexts, including areas outside of Blackpool
- Strengthening governance by reframing the focus of the role, improving the quality and effectiveness of governor recruitment
- Develop a package to attract the best teachers and leaders to Blackpool, with further measures to support retention and development
- Establishing affordable and viable routes for experienced and skilled support staff to gain QTS
- Developing leadership provision for pupils, students and young adults

Teaching and learning

Actions:

- Gatekeeping to ensure that national and local Continuing Professional Development (CPD) is of the highest quality (see Opportunity Area delivery plan)
- Coordinated focus on teaching and learning by all teaching schools
- Identification, celebration and showcasing of best practice in teaching and learning
- Specialist support to set up best practice primary clusters
- A focus on maths teaching and learning through the funded ‘all-through’ transition project
- Retrain teachers as maths specialists and implement maths mastery training for existing maths teachers
- Cross-phase teacher knowledge development in core subject skills EYS to key stage one through five
Twilight sessions CPD programme available to all schools.
Use of research school to ensure development of teaching and learning is informed by evidence based practice
A focus on English teaching and learning through existing ‘tilted’ national CPD offers
Training on use of data to inform differentiated learning

Inclusion and support

Actions:
- Introduce quality alternative provision that allows disaffected and/or marginalised pupils to achieve qualifications that will allow them to progress in their education
- Reduce the number of pupils who are not in education or training (NEET) by offering recognised pathways into further education
- Reduce exclusions from Blackpool Schools by offering behaviour support, SEND support and alternative pathways through to further education
- Audit inclusive practices and inclusion / behaviour systems within Blackpool schools to recognise effective and promote best practice
- Promote mental health in pupils by rolling out Mental Health First Aid training to professionals within schools
- Refine the current In Year Fair Access Panel (IYFAP) at primary and secondary stages
- Refine processes for admission into Athena (hospital school)

Building upon effective transition

Actions:
- Develop progressive, non-repetitive curriculum in core subjects within each Hub
- Implement commonly agreed nationally referenced assessments at the end of year seven. Hub leads to evaluate pupil progress, develop consistent transition activities
- Evaluate and plan in detail for 2018/9, this includes visits by year six staff to receiving secondary schools
- Primary heads to scaffold pupil transition to secondary by visiting all receiving secondary schools in the autumn term, talk to pupils and evaluate process with secondary colleagues
- All school family groups to establish and develop their own patterns of shared activities, which are sustainable
- Include early years and post-16 providers and develop ‘best practice’ case-studies of all transition phases, including new to area and those transitioning from alternative provision into mainstream
- Extend a progressive year five - eight curriculum to all Blackpool schools, which is uniformly GL assessed in year seven and year eight using, to measure and raise pupil outcomes
- Develop system capacity through the appointment and deployment of LLEs and SLEs to each hub
- Develop system leadership through collaboration of senior leaders – to take responsibility for hub school improvement strategies and accountability for pupil progress