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School Improvement Priority Plan Actions

Last Modified September 13, 2018

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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

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