



FUTURE

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THE CAREERS &
ENTERPRISE
COMPANY

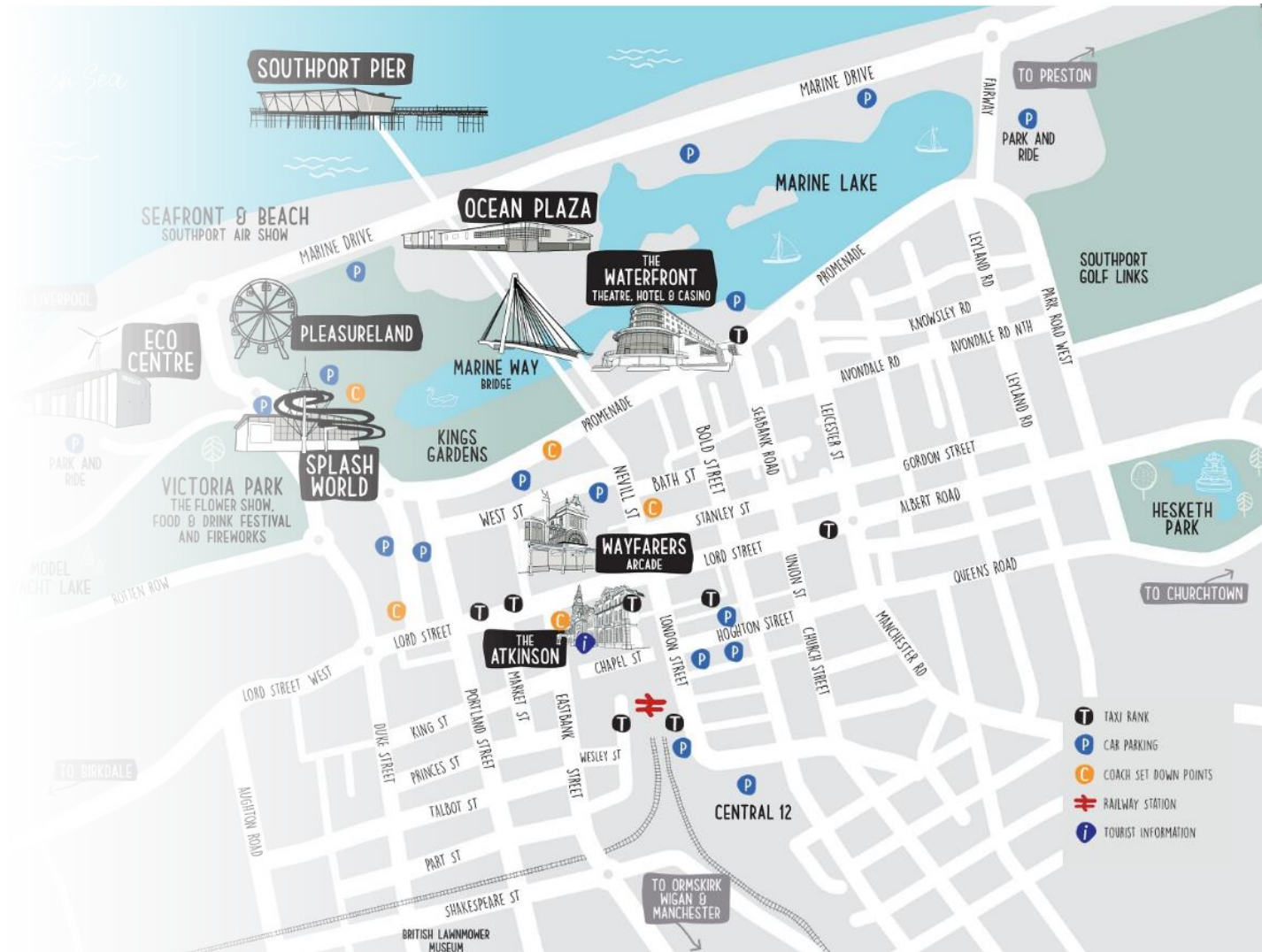
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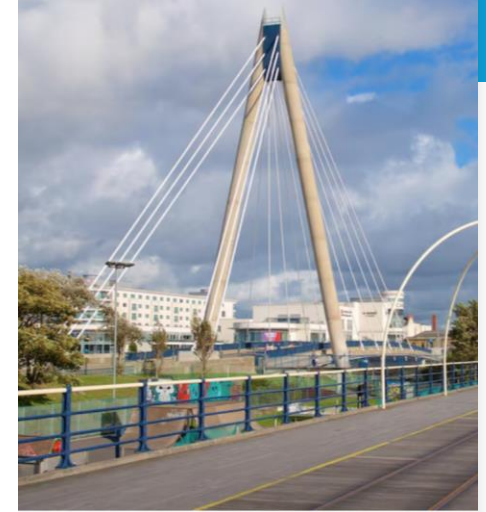
INSPIRA
Inspiring you

LANCASHIRE SKILLS
& EMPLOYMENT HUB

It takes a village...

Ian Parry





Journey so far...

- Role of the school in a community.
- Ambition and social mobility
- What motivates a young person
- Going home

Finding the Why!

Brokering Aspirations



School Improvement Plan

The SIP will be driven by the four targets below which will allow for a strategic focus based on our core vision.

Each target will have a series of measurable implementation plans that will allow for sustainable implementation and also opportunity for evidence-based challenge at key points in the year.



1 – Meols Cop students will experience the highest quality of teaching and learning driven by evidence-informed practice.



2 – Meols Cop students will be given opportunities to explore, experience and engage with opportunities to embed values that will positively impact our community and develop them as citizens of the world.

Brokering Aspirations

3 - The Meols Cop school community will adopt a professional standards model that will maximise learning opportunities and prepare students for success in the world beyond school.



4 –Meols Cop students will have access to life changing experiences, developing passions and skills which will allow them to broker their aspirations.



School Improvement Plan 2023-24

 1. Meols Cop students will experience the highest quality of teaching and learning driven by evidence-informed practice. 1.1 We will continue to embed a culture of constant refinement and improvement in teaching and learning across the curriculum (GT) 1.2 To increase the percentage of high ability students achieving 7-9 in all subject areas (MO/GT) 1.3 Close the attainment gap for disadvantaged students in all areas of the curriculum (MO) 1.4 To immerse students into the reading culture in Meols Cop and strategically deliver intervention to ensure that students are competent readers who can access the full curriculum (HH) 1.5 To increase the pace of progress for SEND students through the development of a strategic intervention-led approach (AP)	1.3a Evidence informs us that the quality of T&L is the biggest factor impacting students learning. 1.1b Evidence informs that teachers can improve and that a school is the biggest factor in staff professional development TAG and CAG data provides evidence that HAP students have attained well, this must be sustained. Three year data trends both during and pre Covid show that disadvantaged students make nearly a grade less progress than non-disadvantaged students. Reading is the master skill of secondary school. It is essential that our students can full access the curriculum. One of the impacts from Covid is reading skills in students joining us in year 7 (NGGT) While students on an EHCP plan make outstanding progress at MC a intervention led strategy is required to a) evidence the progress of student who access the curriculum not on the SEND list b) to ensure outcomes for all SEND students improves
 3 - The Meols Cop school community will adopt a professional standards model that will maximise learning opportunities and prepare students for success in the world beyond school. 3.1 A robust Professional Standards model to be delivered across the school community to provide consistency which will ensure that all learning opportunities are maximised. (HH) 3.2 An enhanced pastoral model to be introduced, building bespoke teams around the year groups. (AP / HH) 3.3 To achieve 96% attendance by the end of the academic year, building strong habits among students and supporting extensively where challenges arise	2 – Meols Cop students will be given opportunities to explore, experience and engage with opportunities to embed values that will positively impact our community and develop them as citizens of the world. 2.1 To deliver an ambitious programme of PSHE and RSE to all students, based on contextualised understanding of the challenges of the community and wider society. (HH / NF) 2.2 For Meols Cop to be a beacon for inclusivity, to educate, empower and celebrate equality and diversity. (HH) 2.3 Foster and promote student leadership opportunities within the school community (HJ/AN) We are witnessing a range of challenges in both the local community and wider society that we must take a <u>pro active</u> approach to in education. The last two years have highlighted a number of challenges that schools have been limited in embedding <u>pro active</u> approaches across the curriculum. Meols Cop has a far reaching reputation for inclusivity and we aim to achieve Stonewall Champion school status. Leadership skills are a key skill to achieve our vision and it is essential we not only embed these skills but give students the opportunity to impact the community they live in. 4 – Meols Cop students will have access to life changing experiences, developing passions and skills which will allow them to broker their aspirations. 4.1 Students will continue to engage with a diverse and exciting range of enrichment opportunities which aims to ignite passions and broaden horizons (HH/MG) 4.2 All students will be immersed in a programme of experiences and tailored guidance enabling them to make informed decisions and actions to broker aspirations (DP) With limited opportunities during Covid for students to explore to engage with enrichment opportunities this is essential. Evidence also shows direct links pupil health, wellbeing and attainment. Extensive evidence bases now show the impact on motivation of high quality CIAG in schools and to achieve our school vision of Brokering Aspirations. Destination data last year shows a significant increase in students making more informed choices about their futures.

Careers driving school improvement

Academic Excellence

Values Driven

Professional Standards

Skills and Experiences

Meols Cop is a school where pupils are inspired to be successful in all that they do. The school's core values of 'brokering aspirations' are evident in everything that happens. Ofsted 2023



Meols Cop: Student Journey

Y7

• I've discovered what I'm good at, what my values are and how this contributes to my future.

Y8

• I'm exploring how my strengths and values link to the world of work and growth sectors.

Y9

• I've chosen my GCSEs linked to my strengths and potential career paths.

Y10

• I'm planning for my future by researching and making links with post 16 providers and employers.

Y11

• I'm confident and prepared for my future, with a clear, apt and ambitious plan.

Our commitment:

We're committed to providing all students in Year 7-11 with a programme of tailored careers and enterprise activities which are guided by the Gatsby benchmarks for ensuring best practice and evaluated using. It will be timely, integrated and promote equality of opportunity, embrace diversity and challenge stereotypes.

Objectives:

- To ensure students can plan and manage their careers effectively by equipping them with the tools to identify their existing skills, make sense of opportunities and set goals which are ambitious and aspirational.
- To equip students with the necessary decision making skills to manage key transition points of their education and working life after Meols Cop
- To support aspirations, improving attainment and ensure positive destinations.
- To develop student awareness of the wide variety of education, training and careers opportunities locally, nationally and internationally.
- Foster links between the school, businesses and further / higher education establishments to help students start to build their networks for future employment.
- To ensure there are opportunities for a range of education and training providers to access students during relevant phases of their education (The Baker Clause, 2018)

Implementation:

- Delivered to all students on a timetabled carousel during Aspire time using our online Careers tool, masterclasses and workshops.
- Every student will have at least one tailored career guidance interview with an independent and L6 qualified careers practitioner by the end of KS4
- Meaningful encounters with employers through assemblies, career days, work shops and employer visits
- Access to career guidance for students and parents / carers throughout Year 9 GCSE options process
- Variety of Careers Activities with the support of local FE / HE and training providers. Planned interventions and access to careers software
- Curriculum based activities linking the world of work to topics in the classroom

Impact

- We will continuously evaluate our Careers Programme through feedback from a variety of stakeholders including: students, teachers, parents, employers and other educational / training providers.
- The quality of the Careers programme will also be evaluated using the Compass+ tool, underpinned by the 8 Gatsby Benchmarks of good career guidance.
- Student tracking is used to monitor and evaluate student career and course choices to ensure suitable post 16 choices are made.
- Students will go on to positive and sustained destinations when they leave Meols Cop

Rationale:

- Careers Education plays a major part in helping young people choose post 16 pathways that suit their interests, abilities and individual needs.
- Research published shows that increased performance against the Gatsby Benchmarks has a positive impact on the future trajectories of young people.
- Good career guidance is a necessity for social mobility.
- Statutory Guidance, DfE July 21: Supporting students to acquire self development and career management skills they need leads to positive and sustained employment destinations.

Roles & responsibilities:

- A whole school approach is taken for Careers Education
- All stakeholders will understand the value of careers education and it will run as a thread through activities in school
- Careers Activity will be strategically planned and calendared with full support from the Senior Leadership Team
- Our Careers Programme will link with our School Development Plan and will have clear buy in from all stakeholders

Equalising: closing the gap

- All students will have equal access to opportunities as part of our stable careers programme
- PP funding will be used strategically to ensure full access to all opportunities.
- Challenging stereotypes will run consistently through all careers activity students engage with

Careers Team

Day 1

Year 7-11 model

Year 9 options

Supporting the business, selling the dream

Comms is key

Careers reviews/ celebrate the impact.

People are running out of hope in Merseyside's 'three hour town'

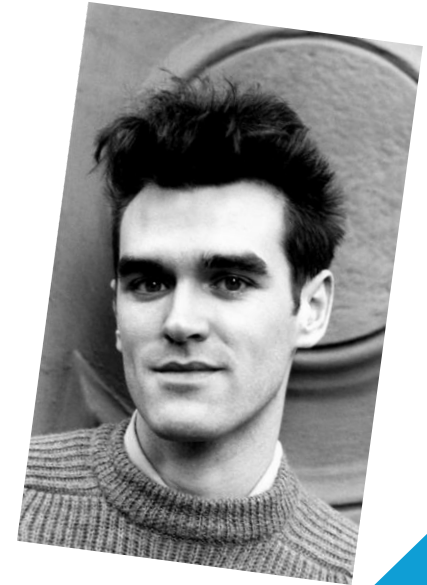
"I call it the three-hour town. That is how long people get when they pay for parking. You watch them come in, park up and then leave three hours later."

'Southport feels like a resort waiting for something – and preferably not another Poundland'

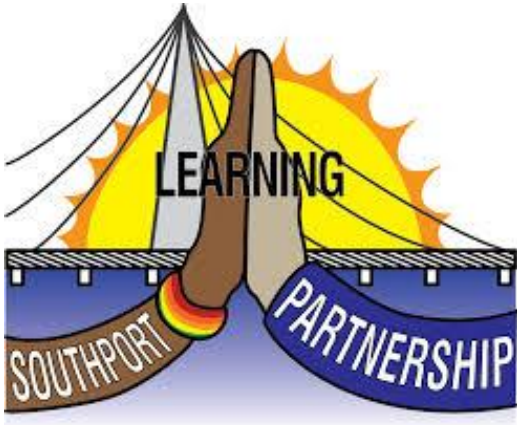
Our grand tour of the UK's traditional seaside towns continues in Southport – once favoured by an emperor and now in need of a facelift



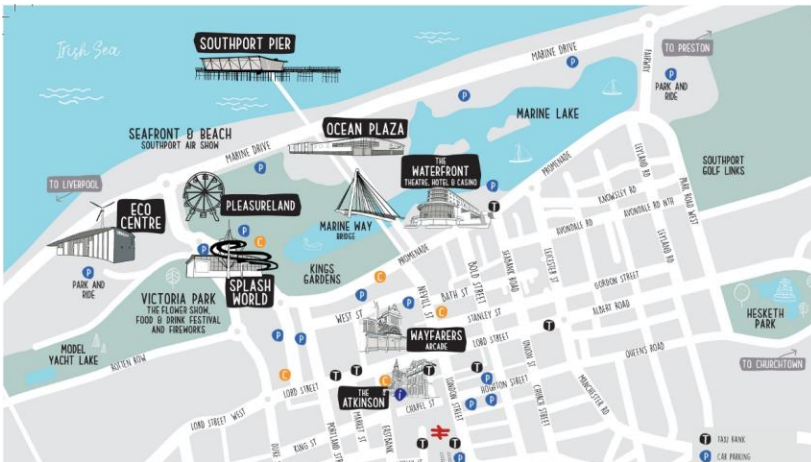
News > Greater Manchester News > Southport



'We visited the seaside town ranked one of the worst in the UK'



- Strategic approach to skills and values.
- Challenging ambition of growth sectors.
- Careers engagement 0-19.
- Careers champions model.
- Catalyst to action and change.



SOUTHPORT YOUTH PLEDGE





“YOU NEVER CHANGE THINGS BY
FIGHTING THE EXISTING REALITY.
TO CHANGE SOMETHING, BUILD A
NEW MODEL THAT MAKES THE
EXISTING MODEL OBSOLETE.”

- BUCKMINSTER FULLER