

The Cherwell School

A Centre of Opportunity

07.12.16

School Development and Improvement Plan 2016-17 (2015-18)

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Section 1: The Cherwell School Aims

The Cherwell School is A Centre of Opportunity where, as a community of individuals, we are committed to and enthusiastic about creating and using opportunities to their fullest extent. This is so that students, staff and members of the wider school community can enjoy success and be well-equipped for the future. We are an outstanding school and we know we can further extend and enrich what we do.

The Person

Every person, regardless of any individual difference, has the opportunity to develop their abilities and talents, and to be successful.

Every person is known and valued as a unique individual. We are nurtured, challenged and encouraged to make the most of opportunities.



The Future

We widen perspectives and raise expectations. We have a culture which encourages a love of learning and the seizing of opportunities to grasp whatever the future holds.

We value personal qualities and skills alongside academic achievement. Every individual can thrive and be successful, both now and in the future.

The Community

There is an ethos of mutual respect and support where the diversity of people's backgrounds is valued. Opportunities are taken to use this diversity to enrich our community.

There is a culture of high expectations and excellence. Team work and collective responsibility support the success of individuals, the school and the wider community.

The Cherwell School Aims and the SDIP

The strength of The Cherwell School is in the people who form our community and the SDIP should further develop ways in which we are A Centre of Opportunity for the Person, the Community and the Future. At the heart of our aim to see every member of our school community succeed is the understanding that '**knowledge of the individual**' must underpin all we do.

SDIP themes may run over a number of years, and this document is revised each year to reflect priorities and relevant outcome measures. Faculty and Year Team development and improvement plans use these themes and priorities to underpin their own specific actions and targeted outcomes. In addition, we use the following key performance indicators (KPIs) to track development and improvement over time: *Attainment & Achievement (including value added and specific groups)*, *Behaviour (including Rewards/Consequences/Exclusion data)*, *Attendance & Punctuality*, *Student participation / Involvement in activities outside lessons*, *Parental engagement (including attendance of PCEs and information evenings)*, *Parent and Student satisfaction (through biannual whole school surveys)*, *Transition / Progression route / Destination data*, *Staff wellbeing*, *Staff training and progression*. Where possible we compare these KPIs to national data and/or similar school data and to school data from previous years. This data is recorded in the Governors' Datahub. Such comparative data can also provide challenging and aspirational targets against which we can track performance, whilst as a school with a culture of continuous improvement our focus is on the actions that lead to excellent outcomes for students.

2016-2017 whole school targets for GCSE, AS and A Level:

GCSE

Progress 8 greater than 0.5 (PP and Non-PP)

Attainment 8 of at least 60/Grade B (All) and at least 50/Grade C (PP)

At least 80% Grade 4 and above English and Maths (All) and at least 70% (PP)

A Level

Minimum Alps grade 2

%A*B: 70%

%A*E: 99%

Retention Rate: at least 95%

GCSE Progress Targets

3 or more levels of progress in English: 90% (80% PP)

3 or more levels of progress in Maths: 90% (80% PP)

4 or more levels of progress in English: 60% (40%) PP

4 or more levels of progress in Maths: 60% (40%) PP

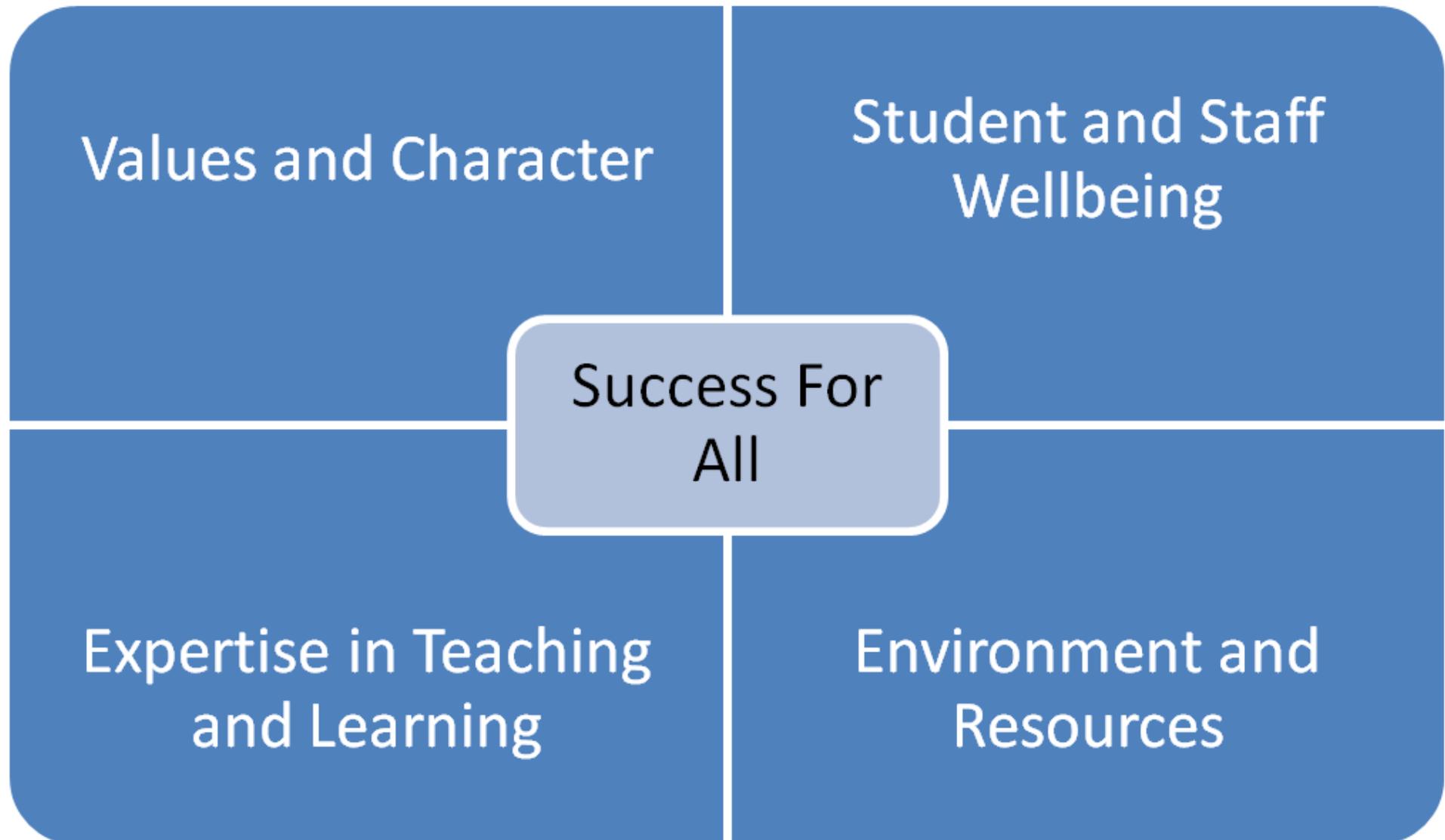
The outcomes for students in their public examinations have a direct impact on their future opportunities and we are committed to helping students achieve the best possible results. Of course, a successful school sees education in the broadest sense, valuing and committing to student development beyond measures such as these, but as we continue to develop there will be positive reflections in these outcomes.

The SDIP structure, implementation and evaluation

The SDIP themes and priority areas are identified on the basis of rigorous self-evaluation, including staff, student, governor and parent feedback. Particular staff lead key actions relating to some of the expected outcomes for these priorities, but at the heart of SDIP success is the devolved nature of the action planning where all teams within the school (for example Faculty teams, Year Group teams, Support staff teams, Senior Leadership Team) thread SDIP priorities into their own plans. This priorities listed in the SDIP is not exhaustive and no SDIP can reflect all of the hard work and commitment which is evident in a school such as ours.

The SDIP is subject to ongoing evaluation through the work of the staff leading key actions, and the oversight of the Headteacher and governors. In addition there are three periods through the year during which whole school SDIP self-evaluation will take place. Further details on whole school evaluation can be found in Section 8.

Section 2: 2015–18 Themes and Priorities



What follows is an outline in each of the key areas shown above, which will be worked into Faculty and Year development and improvement plans over the next 3 years; different areas of the school will have specific action plans relating to these areas, with specific details regarding measurement of outcomes, and these are not contained in this document. However at the end of each section an indication of 'How will we know that we are achieving our aim' (success measure) is provided:

Success for All: An overall theme that is the intended outcome of all others. It links to our schools aims: “so that students, staff and members of the wider school community can enjoy success and be well-equipped for the future” and provides recognition that success comes in many forms.
Success Measure: Progress, achievement and engagement and success in extra-curricular activities for students, and in particular vulnerable groups, will improve.

Values and Character: Certain values and characteristics can be found within The Cherwell Skills for Life and further work will be done to establish just what we mean by these values and characteristics and what we will commit to as individuals and as a community. We will seek to develop our community where these values and characteristics are not just known, but lived-out.
Success Measure: Attainment and achievement (including value added and specific groups), Behaviour (including rewards/consequences and exclusion data), Attendance and Punctuality, student participation/involvement outside of lessons, student satisfaction (through biannual survey).

Expertise in Teaching and Learning: This is the core business of any school and includes not only excellent provision in the classroom, but continuing to develop our professional learning culture for staff and a greater link with students and their self-awareness of what makes them excellent learners, *Staff wellbeing, staff training, student and parent satisfaction (through biannual survey).*

Student and Staff Wellbeing: We recognise that a positive overall school experience supports the wide range of success we wish for our students and equips them for the future. Student wellbeing, safety and mental health are key areas that we should aim to develop. For staff we know that wellbeing and workload are key issues we need to continue to address to ensure the sustained performance of the school.
Success Measure: parent, student and staff surveys, staff wellbeing, training and attendance rates.

Environment and Resources: It is clear that the school premises / environment and the educational resources we provide to our students must be improved if we are to improve the experience for our students and staff. Financial limits may preset some constraints but greater engagement with students in this area will also support further improvement.
Success Measure: parent, student and staff surveys

Section 3: Faculty Team Priorities 2016-17

ADTE

Expertise in teaching and learning: cohesive learning through assessment and feedback in KS3

*Environment and resources: Wellbeing: Improving the teaching and office spaces
Success for all: Provision for disadvantaged students; improving outcomes through emphasis on the final outcome/piece- ensuring this is as strong as the research and development work*

Computing

Expertise in Teaching: Continue to develop teaching and assessment strategies which have particular impact on vulnerable students, particularly clear modelling and effective, manageable feedback.

Success for All: Create more curricular coherence between KS3 and KS4 through successful management of the Computing / Digital Literacy groups approaches at KS3

Economics and Business Studies

Success for all and expertise in teaching and learning: improving the teaching and learning in KS4 (moving D to C) and KS5 (moving C to B) Removing barriers for EAL/PP students.

Expertise in teaching and learning: ensuring students effectively re-do work using smart feedback and green pen.

Expertise in teaching and learning: full implementation of new A level scheme of work and exam skills.

English

Success For All and Expertise in teaching and learning: Improving the teaching and learning of disadvantaged

Expertise in teaching and learning: Highly effective implementation of the new specification at A Level

Expertise in teaching and learning: Highly effective implementation of the new specification at GCSE

Humanities

Expertise in teaching and learning: Develop and implement sustainable systems for marking and feedback

Values and character: Develop strategies to identify, monitor and support vulnerable learners in Humanities, with a particular focus on improving independent learning and resilience.

Expertise in teaching and learning: Choosing and developing new teaching resources for new specifications in GCSE and A level for Geography and History. Continuing development of Key Stage 3 assessment.

Maths

Success for all: Highly effective implementation of the new A levels in Maths and Further Maths

Continued implementation of the new GCSE, including further embedding of problem solving in both KS3 and 4.

PE

Success for all: Focus on disadvantaged students, Curriculum mapping across key stage 3 (focus on pre GCSE Year 9), Stretching the top end

Expertise in Teaching and learning, Implementation of new GCSE and A-level specs, Focus on disadvantaged students, stretching the top end

Modern Foreign Languages

Expertise in Teaching and Learning: Develop spontaneous discourse by applying a set of speaking strategies and by continuing to develop out-of the classroom experiences; Monitor students' post feedback action

Values and characters: Presentation of books at KS3 and KS4

Success for all: Ensure that our SEN provision is effective and promotes progress at all KS.

Environment and resources: Phasing in new resources at KS3.

Performing Arts

Success For All and Expertise in teaching and learning: Improving the teaching and learning in KS4 Drama and KS5 Drama with particular focus on written elements and improving the teaching and learning of KS5 Music composition and performance

Expertise in teaching and learning: Preparation and plan for implementation of the New Specification A Level and GCSE in all Performing Arts Subjects.

Success for all: Enhancing practical work thorough shared work with WPS

RS & PSHCE & Social Sciences

Expertise in T&L: Developing and implementing manageable strategies to stretch the top end students

Values and Character Successfully implementing new programmes for Social Wellbeing at KS4 and 5 to enhance student experience and skills for life.

Science

Success For All and Expertise in teaching and learning: Improving the teaching and learning of disadvantaged

Expertise in teaching and learning: Highly effective implementation of the new specification Starting from Y7 upwards

Section 4: Year Team Priorities 2016-17

Year 7

Values and Character – Collaborative attitude to whole school community.

Understanding that they are part of something which shapes their identity, opportunities and responsibilities.

Student Wellbeing – Successful transition leads to students feeling safe, secure and understood which, allows them to thrive personally and academically.

Year 8

Values and Character: Behaviour and attendance. To ensure all students are working to the best of their ability, ensuring every student has access to the maximum amount of learning.

Values and character: Student leadership. To develop student leadership through form time activities, inter-form competitions and Year 8 student council.

Year 9

Values and Character: Lead the Way through student leadership. Develop responsibility and independence in preparation for Key Stage 4.

Success for All: Ensure all students know their dreams/ambitions and how to reach them.

Year 10

Values and Character: Develop a sense of pride as a member of the Cherwell Community. Treat themselves and others with respect.

Expertise in Teaching and Learning: Help all students in Y10 to develop excellent study skills. The aim is to make them more independent and self-motivated in their study, and more confident about how to learn.

Year 11

Expertise in Teaching & Learning: To help students become more independent in their learning encouraging them to put maximum effort into their studies in order to achieve.

Values and Character: Develop leadership skills in a variety of ways, to encourage a sense of commitment to the school and aware of next steps in their career paths.

Year 12

2016: Values and Character: Promoting leadership skills and engagement beyond the classroom.

Expertise in teaching and learning: Support students with new programmes of study EPQ and SW and majority on linear A levels.

Year 13

Student Well Being: Securing a great future and pathway when they leave us.

Values and Character: Being committed and resilient in achieving success.

I want the students to finish the year with a wide and rich range of opportunities regarding what they go on to do when they leave us. This means for students:

Keeping up the hard work and effort from last year and putting things right that did not go so well in Yr12.

Asking for and securing support from teachers throughout the year to ensure progress towards achieving your goals

Enjoy learning and the challenges it poses

Getting it right first time to minimise the chance of needing to do re-sits.

Section 5: Support Staff Team Priorities 2016-17

Finance (NB)

- To make staff aware of the significant changes occurring in the Finance Department
- To support and integrate the Finance sections of the schools joining the Academy.

Premises (GW)

- To continue a rolling Premises Development plan for the school
- To successfully work through the stages of the CIF process

Health & Safety (GW/GN)

- To action all aspects of the Premises H&S action plan
- To establish routines for the work within the school engaging with the Trust and external expertise as needed

HR, Administration and Reception (SC)

- To continue to improve customer service
- To make staff aware of who does what, and how to get the admin help they need.
- To continue to provide an effective and professional HR service

IT (ES)

- To continually maintain and deliver an effective curriculum and administrative ICT resources for both students and staff
- To Keep abreast of education changes and developments and to be able to assess their implications for the school's ICT resources

Teaching Assistants (PS)

- To continue to support the training and development of TAs in order to support SEN students

Learning Mentors (KY)

- To raise attendance with key students
- To support key PP students in taking ownership of their own learning with a structured mentoring plan.

Data and exams (AW/CF)

- To be responsible for the smooth running and administration of all public and domestic examination in accordance with JCQ regulations and to keep up to date with OFQUAL GCSE and A Level reforms
- To continue to deliver excellent customer service and communications to students, parents and teachers in respect of examination requirements, entries and results

Resources (VR)

- Resources: Introducing new system whereby teacher resource packs are available for all staff to borrow for lessons.
- Continue to offer good effective resource/reprographic services to North and South Site staff to enhance teaching.

Section 6: Senior Leadership Team Priorities 2016-2017

1. Attainment & Achievement

- i. Meeting targets for overall progress and achievements (All)
- ii. Successful outcomes in line with FFT targets for new GCSEs in Maths and English (PDs)

2. Behaviour and Safety (Inc Attendance)

- i. Safeguarding improvements to both sites to reinforce site security (BT)
- ii. Full review and risk assessment for student access off site during school day inc. Sixth Form (BT)
- iii. Improve transitions between lessons - especially on South site (PDs)
- iv. Ensure whole school attendance of 95% or higher and improve whole school (inc. vulnerable students) attendance rates (PDs)
- v. Focus/improve behaviour and engagement of vulnerable students (esp. PP students in Core Year 11 GCSE lessons (Maths, English & Science) (PDs)

3. Community Links

- i. Fully establish Cherwell Fundraising Team with associated significant increase in revenue (CP)
- ii. Introduction of a twice yearly parent's forum leading to enhance parent-school communication (CP)

4. Curriculum & CEIAG

- i. Fully implement Year 9 Pre-GCSE programme (TB)
- ii. Further focus on curriculum/assessment in years 7 and 8 to ensure depth rather than breadth (TB)
- iii. Systems to prioritise disadvantaged students in work experience programmes to ensure they get the highest quality placements (JJi)
- iv. Improve and refine provision of CEIAG for vulnerable students in KS3, 4 and 5, by providing excellent input at point of need. (JJi)

5. Data, Assessment & Reporting

- i. Improving quality and impact of assessment at KS3 with a focus on benefits to vulnerable students (TB)
- ii. Fully implement faculty assessments calendars- Quality assure and monitor (TP)
- iii. Effective benchmarking of students progress at KS3 using FFT "proof of progress" tests (TB)

6. ICT

- i. Continue to develop and enhance bespoke online resources to support teaching and learning of new courses at KS4 and 5 (TB)
- ii. Ensure full redevelopment of school website (CP)
- iii. Continue to develop and enhance bespoke online resources to support teaching and learning of new courses at KS4 and 5 (TB)

7. Learning & Teaching

- i. Developing greater teacher expertise in key areas of relevance for each individual / faculty. Key areas of focus this year will include: (TP)
 - a. Improved teaching of vulnerable students by developing teacher expertise in the core elements of practice, with particular emphasis on student responses to feedback and by developing teacher engagement with high quality research
 - b. Implementing / planning new courses at KS4 and 5
- ii. Fully implement the high attainers policy with a particular focus on KS3 (TB)
Review approaches to SPG and offer clear guidelines to staff (TP)
- iii. Increase the use of textbooks for learning across all Key Stages and increase student access to textbooks outside the classroom (TP)

8. Professional Learning

- i. Create professional learning opportunities to support progress of SEND K, Disadvantaged and High attaining students (LA)
- ii. Increased use and effectiveness of teaching and learning drop ins (LA)
- iii. Further development of a language for leadership with a focus on Fullan (LA)

9. Quality Assurance

- i. Shaping increasingly coherent and effective QA processes, including:
 - a. Enhanced faculty-led internal work sampling to take place through the year, with greater focus on monitoring progress of PP students (TP)
 - b. Enhanced use of learning walks for the joint purposes of monitoring standards and generating developmental feedback (TP)

10. Partnerships

- i. Continue to ensure the work of the new Multi-Academy Trust structures is of benefit to The Cherwell School (CP/PJ)

11. Pupil Premium

- i. Renewed PP strategy – with a specific focus on the subset who are currently not making greater than expected progress (primarily SEND K boys)
- ii. Effective target setting for all students vulnerable to underachievement at KS4.

12. SEND, EAL, HA

- i. Implementation of rapid recovery reading scheme at Key Stage 3 (MHs)
- ii. Improvement of student SEN profiling and review meetings to mirror best practice (MHs)
- iii. Increase academic attainment for students on SEND register (particular focus on K at KS4) (MHs)

13. Sixth Form

- i. Extended project – successful implementation of (TB)
- ii. Introduction of full PPE programme for Year 13 (TB)
- iii. Fully involve Sixth formers in leadership roles across the school (BT)
- iv. See Attainment and Achievement and Learning and Teaching

14. Staff wellbeing

- i. Develop training opportunities for support staff (LA)
- ii. Support faculty leaders in developing policies and procedures to manage marking and assessment (LA)
- iii. Further reductions in staff absence (LA)

15. Student Experience

- i. Introduction of PiXL edge with Year 7 (JJI)
- ii. Implement systematic strategy for student voice (BT)
- iii. Establish a strategic and financial plan/timeline for a 3G sports pitch (CP)
- iv. Improved environment for staff and students on South Site through Garden Rooms project (CP)
- v. Further plans and development work towards a multi-purpose sports hall (CP)
- vi. Further refinement of North site student council and Junior leadership team (BT)

16. Teaching School

- i. Ensure that the Teaching School and SCITT have a positive impact on the skills, expertise, resources and opportunities for colleagues at The Cherwell School (CP/PG)

17. Whole School Leadership

- i. Greater explicit focus with all stakeholders on embedding “our school culture” (CP)
- ii. Full review of number of lessons per day (CP)
- iii. Full review of a staggered lunchtime (CP)

Section 7: School Development and Improvement Plan Priorities 2016 – 2017: The Narrative: What it will look like?

Success for All

We will focus on the small minority of students who find success hard to come by in this school. This is not PP or SEND students collectively but rather individuals within these groups. They tend to be predominantly boys, disadvantaged, SEND K and lower/lower to middle ability. These students historically have tended to increasingly become disconnected from the school and underachieve as a result.

Building from year 7 up we will introduce a reading recovery programme aimed at all children who enter the school with reading ages significantly below their chronological age. Students in Year 7 will have an hour of reading intervention every day until they reach their age appropriate target. Resources from the Pupil Premium grant will be focussed on this project which will be informed by the model used at Chafford Hundred School (National awards winners for PP in 2016). Alongside this work which is designed to allow all students the ability to access the curriculum we will also support students to develop the values and character required for academic success.

We will also make sure that our students are successfully prepared to complete the new GCSE/GCE courses in summer 2017. This will be English and Maths GCSE and approximately half our subjects at A level. We will do this through expert teaching and learning, appropriately focussed assessments and (where needed) extra intervention/support.

Our current data on our subset of PP/SEN K students is more encouraging than previously and with this group we will do rigorous target setting and intervention work to prevent under-performance. This small group need to know their targets as they have a tendency to not meet them. For the rest of our Year 11 cohort we will continue with our existing approaches as target setting can have the negative effect of reducing ambition. We will support our teachers to deliver on all these areas with a 'Team Cherwell' message which sets the goal of 'positive progress for all'.

Values and Character

We will sharpen our work on values and character.

Year 7 students will follow a programme led by Jermaine Jarvis which will specifically focus on developing our existing "Skills for Life". This programme will roll forward at least to age 16. This programme will complement and enhance existing work in faculties and year teams. We will do more explicit work with all our stakeholders on the culture of our school focussing on what it is which makes our school special and the work we all have to do to protect this. We will look to give our students much more of a role in the school with an initial focus on increasing sixth Form participation. Within the Sixth Form we will also put great emphasis on the role of the EPQ as a way to building the right academic values and character.

Student and Staff Wellbeing

We will make the most of increased curriculum time for Social Wellbeing in KS3, KS4 and KS5 by explicitly teaching students about how to keep themselves safe. We will continually review and monitor this to ensure the messages are clear and unambiguous and make sure that we are supporting this through the best resources and materials. We will introduce a systematic approach to student voice so that we are listening to and responsive to all groups of students within the school. We will pay particular attention to the areas which are most relevant to our students in this school – key areas are exam pressure, depression, CSE, drugs and alcohol. We will continue to look to develop best practice in relation to staff wellbeing especially in relation to managing workload, access to training and an improved working environment

Expertise on Teaching and Learning

We will continue to focus on supporting our teachers to develop deep expertise in their practice. We will continue to focus on the things which make the most difference. We know that many of our teachers find teaching students with special educational needs in a mixed ability setting the most challenging aspect of their work so we will focus on providing high quality professional development in this area which is informed by best practice.

Environment and Resources

We will push ahead with ambitious plans to improve the environment for the benefit of all.

Plans are already in place for the development of a 3G sports pitch on North Site in a joint venture with Summertown Stars Football Club and we are confident that the plan will be realised in 2017. Similarly, our longer term project for a large multi-purpose space has attracted a range of interest and we are optimistic that this can be pushed forward in 2017. We are hopeful that due to the growth of the RLT some money will be available to the school for capital improvement and we are looking at plans for the redevelopment of aspects of North Site in conjunction with our SENSS base

We will also devote resources to improve safeguarding on both sites especially in terms of access. As well as larger projects we will also look at best ways to maintain the site on a day to day basis. We will push ahead with the Garden Rooms Project which has real momentum and which, by September 2017, will have started to transform the look and feel of South Site. We will fully establish the Cherwell Fundraising Team as a group which is supporting the school through a significant increase in revenue. We will put emphasis on reading which be reflected by increased availability and use of textbooks as well as more opportunities and spaces to read.

Section 8: Looking further ahead (2016 and beyond)

Behaviour & Safety

We aim to continue to develop genuine independent learning behaviours where a commitment to learning is well established outside of lessons as well as in. Whilst this impacts organisation, homework, punctuality and so on, we would like our students to continue to 'learn more deeply' and independently so that teachers' time is well spent and focussed on the teaching and learning that matters most.

We would also like to work more closely with primary colleagues to build on the work done at Primary schools in this area to facilitate progress at KS3 as well as refine the culture of learning in the Sixth Form to see the best possible outcomes for students.

Whilst our students behave well in school, some will not always do so in the local community and we would like to support students, families and the community in making improvements where needed.

Teaching and Learning

We would like teachers at The Cherwell School to feel that they have developed / are developing deep expertise in their practice (pedagogy, subject expertise, literacy and numeracy). Through making evidence-based, informed decisions about their teaching, they feel a greater sense of agency, resilience, empowerment, fulfilment and enjoyment of their work. We will continue to seek clarity on the things that make the most difference.

We would like to embed a growth mindset approach to teaching and learning, making the most of the opportunities afforded by 'life without levels' at Key Stage 3. We would like to be a school that values, promotes and equips students with skills and desire for reading with understanding – longer term strategic development of this area across the school. We will also continue to support our vulnerable students in their learning, with impactful and value for money interventions

Attainment and Achievement

We seek to always be a 'high performing school' with excellent results for attainment and progress. We will use data comparing us to similar schools to benchmark our performance. We will also become and increasingly more inclusive schools regarding attainment with the gaps between vulnerable groups / non-vulnerable groups performance closing, where the school community (teachers, students and parents and carers) have high expectations for all students.

Student Experience

Our students are exceptional and we wish greater things from them in regards to student leadership and student voice; we aim to be a leading school for student voice and student leadership with the 'service of others' a key element of this work.

We want students to have a great sense of 'buy-in' to the school values and ethos; students taking pride in being part of the school.

We wish to provide a curriculum and a broader range of experiences for all our students that build character, happiness and resilience, with clear development of articulacy underpinned by self-confidence. Linked to this we wish all students to experience a variety of extracurricular activities from different genres – art, music, drama, sport, science – engaging those that may not have historically (e.g. our vulnerable students). This will link to it being more accepted that students stay at school beyond timetabled lessons as 'the norm'.

Alongside academic and extra-curricular excellence we will never lose sight of the value of our pastoral system, working with YLs and FLs role for focus, with Form tutoring seen as valuable by all.

We will also develop our Careers Education, Information, Advice and Guidance within the school to ensure the best possible progress and transition routes for students, building on high aspirations and responsible behaviours to achieve these.

Leadership and Management

We wish to continue to develop an 'ethic of excellence', with a culture of growth and improvement for all staff (teaching and support); we aim to be so good that we are 'jaw-dropping' as a unique and special educational institution.

We aim for all colleagues, teaching and support, to feel valued, and value working in a school which has a growth mindset, committed to professional learning, continuous improvement and excellence. As part of this we are committed to strategies that deliver excellent professional development and support staff wellbeing. We also wish leaders at all levels in the school to be well equipped and empowered to be highly competent in their roles, creating strong teams across the school.

We aim for our work as a Teaching School and SCITT to be highly regarded, with excellence being evident throughout; ITT should be a core part of our work with all members of our school community engaging and benefiting from our work in this area. Linked to this, and our Teaching and Learning Priorities we aim to be research rich with evidence based decision making generating knowledge for ourselves and others

We also aim for greater parental engagement particularly among vulnerable groups We want the school to look, as well as feel and act, like a high performing school where high expectations are the norm; we want to develop and improve our built environment. We wish to follow-through the master planning work, supporting this and other provision in the school through development fundraising.