

The Cherwell School

A Centre of Opportunity

School Development and Improvement Plan 2012-15 Summary of Themes

Section 1: The Cherwell School Aims

Section 2: SDIP Themes and Priorities 2012–15

The Person



The Community

The Future

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 measures 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)*, *Transition / Progression route / Destination data*, *Staff wellbeing*, *Staff training and progression*.

2012-2013 whole school targets for GCSE, AS and A Level:

GCSE

%5A*CEM: 74%

%5A*C: 89% %5A*G: 98%

AS Level

% AB: 50%

% AE: 95%

A Level

%A*B: 65%

%A*E: 99%

GCSE Progress Targets

3 or more levels of progress in English: 85%

3 or more levels of progress in Maths: 79%

4 or more levels of progress in English: 53%

4 or more levels of progress in Maths: 51%

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) thread SDIP priorities into their own plans. In addition to the main school priorities the school has Continuing Improvement Agenda which highlights some of the key areas of whole school work led by members of the SLT or other colleagues. This list 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 SDIP milestone periods through the year during which particular elements of whole school self-evaluation will take place.

Section 2: 2012–15 Themes and Priorities

The Cherwell School

A centre of opportunity

SDIP Themes & Priorities 2012-15



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School



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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:

Achievement for All: As a school we can celebrate many successes with academic achievement, although some groups of students may not make as much progress as their peers. We aim to increase the progress of these students and commit to developing teaching and whole school strategies to support this aim. This includes appropriate use of the Pupil Premium.

Success Measure: Progress and achievement for these groups of students will improve.

Assessment for Learning: AfL is at the heart of highly effective teaching and learning; the process of seeking and interpreting evidence for use by students and their teachers to decide where the students are in their learning, where they need to go and how best to get there. Our aim is that as a professional community of teachers we continue to develop the process of AfL.

Success Measure: Evidence from QA and professional learning activities (joint planning, observations, learning walks etc) will show greater expertise in AfL and levels of progress and achievement will increase as a result.

Literacy and Numeracy: For students to have full access to the school curriculum and be successful in school and in the future, they need to be both literate and numerate. All subjects in the curriculum have a responsibility for helping students develop these skills and we also commit to supporting those who need extra help.

Success Measure: Evidence from QA and professional learning activities (joint planning, observations, learning walks etc) will show greater awareness and delivery of relevant activities in lessons and levels of progress and achievement will increase as a result – in particular for those students with low levels of literacy and numeracy.

Growth Mindset: With a growth mindset, people believe that everyone can succeed and that talents and abilities can be developed through passion, education, and persistence; it's about a commitment to learning - taking informed risks and learning from the results, being a community which will challenge us all to grow, looking frankly at deficiencies and seeking to remedy them. This is in stark contrast to a fixed mindset, where people believe that talents and abilities are fixed traits; many years of research have now shown that when people adopt the fixed mindset, it can limit their success. As staff and students we aim to live out the realities of a growth mindset in our attitudes and actions.

Success Measure: Evidence from QA and professional learning activities (observations, learning walks etc) of lessons, assemblies, staff and student voice will show commitment to a growth mindset where progress and achievement will increase as a result.

Relationships for Learning: Staff-student and student-student relationships are a key strength of The Cherwell and we want to continue to build on this strength. In particular we have a desire to improve student-student relationships in the small number of cases where learning and enjoyment of school is being impacted by low-level inappropriate behaviour. We also aim to continue to develop the important role of Form Tutors in promoting student progress alongside their wellbeing.

Success Measure: There will be a decrease in the number of recorded incidents of low level behavioural issues. Evidence of Tutor activity directed at promoting students' learning with a reported positive impact on progress.

Professional Learning Culture: As staff we recognise that we are learners as well as teachers, that we should focus our practice on what makes the most difference and respect the individual, valuing autonomy. As a Centre of Opportunity for all members of the school community we are committed to providing staff with highly quality learning and development opportunities. Activities such as coaching, high quality INSET, faculty and development time, and leadership development programmes all support this aim.

Success Measure: Evidence will be available to show opportunities for high quality professional learning have been created and taken, with QA and professional learning activities (joint planning, observations, learning walks etc) will show greater expertise in for example, L&T strategies and Leadership skills. Appropriate levels of staff engagement with accredited CPD and promotion will be evidenced as well as student progress and achievement increasing as a result of these activities.

Independent Learning: Continuing this theme from 2011-12, independent learning allows individuals to thrive and develop their own self-motivated abilities and talents. These skills can more readily be developed by working together as teachers and students to develop relevant teaching and learning strategies. Independent learning is vital in preparing students for the future, instilling a love of learning and encourage the taking of opportunities.

Success Measure: Evidence from QA and professional learning activities (joint planning, observations, learning walks etc) will show greater expertise in strategies, attitudes and behaviours which promote and demonstrate independent learning; levels of progress and achievement, and levels of engagement with learning opportunities outside the classroom, will increase as a result.

Student Leadership: The students of The Cherwell School are exceptional and we aim to harness and further develop leadership opportunities for them where they can have a positive impact on themselves and others as regards their learning and involvement with a wide range of activities in the school. Leadership skills are not just for the few and rather they are important skills for success for all individuals and clearly link to The Cherwell 'Skills for Life'.

Success Measure: Evidence of activities and training for students which allows them to develop leadership skills (Skills for Life activities in Tutor Time and PSHCE, Peer support activities, community activities, school council and other student voice activities, student learning leadership activities etc.), which will support their independent learning skills, self-esteem, confidence and progress.