



The Cherwell School School Improvement Plan 2021-2024 (year 1 of current three year planning cycle)

Introduction

This development plan is at the heart of our school's work as we continue to move forwards over the next 3 years. At The Cherwell we set our students and ourselves "no limits" and we embody the greatest ambition for all our young people. Our plans keep us rooted in that they embrace the attributes which has kept this school special over time but they also look to take the school on to the next stage of its development. We are a school which always places emphasis on the individual. We will always be wary of "pathways" that put children on a predetermined route. We always seek to be inclusive and are proud in our diversity but we know we need to do more in these areas and so they are central to our planning

Opportunity:

Individuals have the opportunity to develop their abilities and talents, and to be successful. We want everyone within our community to be nurtured, challenged and encouraged to make the most of opportunities. We always strive for equality of opportunity and to give our young people the chance to develop in a range of fields. We recognise that the pandemic has impacted significantly on young people and has limited some of their opportunities. In this context our school development planning will focus on providing opportunities for personal growth in multiple ways both in and outside of the classroom. It is vital that these opportunities are meaningful for all of our students especially those who are disadvantaged or who have Special Educational Needs. We want to allow our young people the space to create and explore what is possible. Schooling has increasingly become very high stakes for young people and whatever we create also needs to bring opportunities for joy and pleasure. Opportunity extends to the communities we serve.

Responsibility:

As a community of individuals we recognise that we have a range of responsibilities. We will work with our young people in the knowledge that society benefits from people who take ownership of their actions. This is both in terms of their own self-development but also in relation to how they interact with others. We will make sure that we continue to emphasise the importance of responsibility both through our curriculum but also through the wider opportunities we offer. Team work and collective responsibility support the success of individuals and we will make sure our young people are able to experience these things

Excellence:

There is a commitment to excellence in all that we do. We have a culture of high expectations and standards Within our school setting we would tend to judge excellence as being about having high expectations of yourself and others as well as determination to see something through (in contrast to having low expectations and a half-hearted approach). As a result it is these attributes that we will look to recognise. We will make sure that we teach students that success isn't automatic and help them to develop the resourcefulness required to reach their goals

The Cherwell School Aims and the SDIP

Although the SDIP themes run over three years, 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: Student wellbeing, the tackling of learning gaps, *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 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. Such comparative data can also provide challenging and aspirational targets against which we can track performance

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. It is this which is captured in our Self Evaluation summary (this document can be found in our staff shared documents and is also on our website). 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, Senior Leadership Team) thread SDIP priorities into their own plans. The priorities listed in the SDIP are 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. SLT members fully reflect on their progress by evaluating their action plans using the WGW/EBI/NS formula. As well as having a number of over-arching themes that provide our overall direction of travel. We also use a short term planning model (focussing on the delivery of 30 day plans). We feel that this helps to provide us with the most agile form of planning and have impact where we need it quickly.

Themes and Priorities 2021-2024

As well as our whole school themes we have two additional linked priorities:

Priority 1: Personal Growth

We want to support our young people to grow academically but also as confident citizens able to make the most of opportunities around them. We define personal growth as being a continual process of development leading to greater success, maturity and happiness. As such, we see personal growth as being directly linked to wellbeing. We will continue to value the growth that comes from being successful within the taught curriculum and thus will re-emphasise the growth that can come through studying hard and achieving well. Equally personal growth can also come through how we challenge our young people within the classroom especially in terms of oracy. We will restore practical experiences to the heart of their learning. We will invest greatly in our extra –curricular programmes to offer the widest range of opportunities. Our master-planning work will compliment this with a focus on providing the best infrastructure possible. We will continue to grow our outdoor education especially through the framework provided by D of E. We will look to work with a wide range of external partners to aid this process. We understand the challenges of growing up so we set ourselves the challenge of providing the best age appropriate social wellbeing provision and careers education to aid this process. In connection with what we say about opportunities above it is vital that personal growth is meaningful for all of our students especially those who are disadvantaged or who have Special Educational Needs. We believe that this priority is equally applicable to our staff so it comes with a commitment to continual professional development for all.

Priority 2: Reading

We will make reading a central component in delivering our whole school aims. We recognise that the ability to read fluently with understanding “unlocks” so many opportunities both within school and in wider society. We know that there is often a significant vocabulary gap between our students and we will focus on tackling that and the misconceptions that can arise as a result. We know that while many children enjoy reading, some do not so we have a role to play in convincing young people of its value- we do know that all people have an affinity for “stories”. We also want to build a culture of reading across the school with an emphasis on rich, varied and diverse texts- both fiction and non-fiction. We will put our libraries on both North and South site at the heart of this work. We will produce a “Cherwell Reader” that will be used across the school but especially at KS3 to help nourish the culture using a great range of written pieces including those produced by our own students. We will invest in reading that helps to bring a subject to life and make sure students have access to the best books both at home as well as in school. We will provide the support that helps to develop a culture of reading for pleasure. We want to build reading into our

“routines” without it ever feeling stale. We will look to promote reading while avoiding superficial approaches. Our commitment to reading will therefore also link closely to our assembly programmes and tutorial times. We will think very carefully about our text choices not just in English but across the curriculum. We agree that often what appears to be a reading problem is a knowledge problem. We will be highly intentional in how we teach the language of our subjects. We know that children benefit from being read to and we will build this into our school day. We also recognise that reading out loud to a group is a skill and we will train our staff in this through our CPD programme. We see a close link between our two priorities in that reading aids the development of personal growth in multiple ways

Our whole school themes

Alongside these defined priorities we retain our focus on the following. These areas have been key to the success of the school.

Success for All

An overall theme that is the intended outcome of all others. It clearly links to our wider school aims of opportunity, responsibility and excellence. We will continue to put a significant amount of our focus of the success of our disadvantaged students and vulnerable learners.

Behaviour

High standards of behaviour are the bedrock of any successful school. We have a strong Behaviour for Learning system which is understood and effective.

Curriculum

What children learn in school is the biggest decision we take. As such we understand our responsibility to continually review this to the benefit of all.

Teaching

High quality teaching is essential. We will continue to put emphasis on the things which make the most difference. Our professional learning will be focussed on this.

Priority: Curriculum	Overall SLT Lead: TH	Governing Body Committee / Link Governor:
Focus on “threshold concepts” at KS3	TH	SIC
An effective “remote curriculum” delivered at the point of need	TH	SIC
Review of the KS3 MFL experience with a focus on inspiring students to keep studying a language at KS4 and beyond	TH	SIC

Priority: Teaching	Overall SLT Lead: LC	Governing Body Committee / Link Governor:
“Core Principles” of teaching embedded and realised - high levels of consistency within subject teams in areas of agreed alignment	TH	SIC
Time efficient activities at KS3 which take into account what has been missed (quality of task) including as part of homework (self study)	TH	SIC

Priority: Behaviour	Overall SLT Lead: PDS/JJi	Governing Body Committee / Link Governor:
Further refinement of routines for learning to include routines for silent working and paired working (positive learning environments)	PDS/JJi	SIC
Review of the KS3 homework experience leading to a reduction in C3s for homework	PDS/JJi	SIC

Priority: Wellbeing - Staff	Overall SLT Lead: TP	Governing Body Committee / Link Governor:
Wellbeing priorities for teams (in FDIP and YDIPs) with additional Middle Leader CPD	TP	Resources

Priority: Wellbeing - Students	Overall SLT Lead: BT	Governing Body Committee / Link Governor:
Changing and refining approaches as a result of whole school student survey (June 2021)	BT	SIC
RSE - Full review of RSE in light of new curriculum - mapping from Year 7 to Year 13	BT/TH	SIC

Priority: Safeguarding	Overall SLT Lead: BT	Governing Body Committee / Link Governor:
Development of best practice in relation to managing harmful sexual behaviours	BT	SIC

Priority: Reading	Overall SLT Lead: CP	Governing Body Committee / Link Governor:
Introduction of a tutor reading programme at KS3	CP	SIC
Faculties having clear and consistent practices for supporting “weak” readers especially with key terminology	CP	SIC

Priority: Personal Growth	Overall SLT Lead: BT	Governing Body Committee / Link Governor:
Extensive extra Curricular programme- high quality, varied, consistent (inc. for Sixth Form)	BT/JJI	SIC
Assemblies and tutor activities (which link closely with reading and curricular priorities)	BT	SIC
New skills for life and “R3”- explored, trialled introduced	BT	SIC

Priority: Inclusivity/Diversity	Overall SLT Lead: KLe	Governing Body Committee / Link Governor:
Develop further the Autism friendly school initiative	KLe	SIC
Whole school celebration of diversity - Planned and delivered	KLe	SIC

Priority: Staff development inc. appraisal	Overall SLT Lead: TP	Governing Body Committee / Link Governor:
“Core Principles” of teaching embedded within professional learning calendar	TP/TH	Resources
Leadership behaviours training - support and teaching staff	TP	Resources
External CPD and ECF/NPQ delivery	TP	Resources
Provide package of effective support for those teaching outside their main area of expertise	TP	Resources

Priority: School operations	Overall SLT Lead: HM	Governing Body Committee /Link Governor:
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3G pitch -built and in use	HM	Resources
Review of Premises, IT and School Office provision	HM	Resources

Priority: Attendance	Overall SLT Lead: PDs	Governing Body Committee / Link Governor:
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Further refinement of approaches to secure the highest levels of attendance (especially from those whose experience has been most disrupted during the pandemic)	PDS	SIC
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Priority: Attainment and Achievement	Overall SLT Lead: PDs/ LA	Governing Body Committee / Link Governor:
Review of existing raising standards approaches in the post covid context	PDs/LA	SIC
Implement SEND sixth form support and further use of learning mentors	PDs/LA	SIC

Priority: Data Assessment and Reporting	Overall SLT Lead: TH	Governing Body Committee / Link Governor:
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Use of literacy and numeracy test and data to highlight those with biggest post Covid learning gaps	TH/KLe	SIC
Reviewing of Assessment programmes, policies and calendars across faculties to make sure these align with post covid content coverage	TH	SIC

Priority: Sixth Form	Overall SLT Lead: LA	Governing Body Committee / Link Governor:
Further integration of SW programme, EPQ and tutor time in the context of Personal growth	LA	SIC
Continued roll out of 'Beyond Cherwell' leading to a further strengthening provision	LA	SIC
UCAS - Effective implementation of OSCAR	LA	SIC

Priority: IT	Overall SLT Lead: CP/HM	Governing Body Committee / Link Governor:
Effective implementation of Year 7 Chromebooks scheme	CP/HM	Resources
Full Google roll-out	CP/HM	Resources
a visualizer in every classroom with associated training for staff	CP/TP	

Priority: Transitions	Overall SLT Lead: Jji	Governing Body Committee / Link Governor:

Improve our mapping strategies for the curricular transition between KS2 and KS3	JJi	SIC
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Priority: Partnerships	Overall SLT Lead: CP	Governing Body Committee / Link Governor:
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Support the Friends of Cherwell to further develop their fundraising strategic plan	CP	Resources
Grow and fully evaluate the impact of our “At the Bus” provision	CP/BT	Resources
Implement a wider stakeholder consultation on our “Master-planning” projects	CP/HM	

Priority: PP / Sixth Form Bursary	Overall SLT Lead: BT/LA	Governing Body Committee / Link Governor: SIC
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Continue to raise profile of bursary and bursary students, monitoring attainment and participation in enrichment	BT/LA	SIC
Prioritise our PP/vulnerable students in the context of “recovery funding” -see whole school leadership below	BT/CP	SIC

Priority: SEND	Overall SLT Lead: KLe	Governing Body Committee / Link Governor:
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Streamlined access for all staff to students SEN needs and data	KLe	SIC
Initiate actions coming directly out of EEF SEN Review	KLe	SIC

Priority: Student Experience – Inc. CEIAG	Overall SLT Lead: BT/JJi	Governing Body Committee / Link Governor: SIC / Resources
Improve quality of food and dining experience in the context of new school catering company	BT/JJi	SIC
Student Voice - JLT, KS3 re-established	BT/JJi	SIC
Anti-Bullying Alliance -Fully developed and impacting	BT/JJi	SIC

Priority: Whole School Leadership	Overall SLT Lead: CP	Governing Body Committee / Link Governor:
most effective uses for “Recovery Funding” - planned and integrated within the school	CP	FGB

Priority: Quality Assurance	Overall SLT Lead: TH	Governing Body Committee / Link Governor:
Review and implementation of renewed quality assurance system for lesson observations and work sampling	TH	SIC