

Sawston Village College

A Science and Language
College

School Improvement Plan 2009 - 12

Aims and values

Statement of shared values

Sawston Village College regards each member of the school community as a valuable individual, regardless of race, social background, gender or ability.

Good relationships lie at the heart of a good school and support each individual to do his or her best academically and personally. **Fairness, trust** and **mutual respect** are essential to creating an encouraging and positive community.

All members of the school community have the **right to be safe**, cared for and supported.

Learning is a **partnership** of pupils, parents and school. It can only take place in a calm, ordered environment.

All members of the school community have joint responsibility for the **success** of the school and its pupils and for building trust and a positive relationship between the College and its wider community.

Working together, staff and pupils, we aim to develop a **culture of excellence** within the College.

Specialist College aims

To raise attainment and achievement for all pupils both in the specialist subjects and across the whole curriculum.

To strengthen and develop the quality of teaching and learning strategies in the specialist subjects and use them to help raise standards throughout the school.

To extend opportunities for vocational learning and enrichment activity through the specialist subjects, including through links with sponsors, business, employers, further and higher education institutions and organisations related to the specialism.

To develop within the school, characteristics which signal its specialist ethos and identity and which are reflected in the school's mission and objectives – including through encouragement of increased take-up and interest in the specialist subjects.

To work collaboratively with partner schools to provide or facilitate high quality learning opportunities and outcomes in the specialist subjects – by sharing specialist facilities and resources, enhancing further the quality of teaching and developing and disseminating good practice.

To develop the capacity to provide or facilitate high quality learning opportunities and outcomes in specialist subjects, either working as an individual school or working collaboratively with other schools, within the school's wider local community, including local businesses and employers.

Every child matters

The College is committed to meeting the needs of every child as outlined within the Every Child Matters agenda. Central to educating young people to understand the importance of making the right choices are the College's Personal, Social, Health and Economic Education (PSHEE) and Citizenship programmes.

The College aims to support each child to benefit from the 'five outcomes' as follows.

Be healthy

Pupils are encouraged to adopt a healthy lifestyle through the College's PSHEE programme, through the work of the PE Department who foster enjoyment of and participation in sporting and recreational physical activity and by ensuring that the school cafeteria promotes healthy eating.

Stay safe

The College takes very seriously the right of every child to be free of harassment of any kind and fosters an atmosphere of mutual respect between pupils and their teachers. These are supported by the College's Code of Conduct and Anti-bullying Policy. Robust yet sensitive child protection procedures offer support to children at risk of maltreatment, neglect, violence and sexual exploitation. Each year group is managed by a non-teaching Year Manager (YM) to offer all-round care during the school day and prompt response and assistance to parents. The YM team links very closely with the Locality Team which is managed by an LA-appointed Locality Manager; this ensures swift and integrated support to families in need. A clearly-defined and regularly monitored health and safety policy ensures that the College meets its duties with regard to health and safety procedures. Further, there is an excellent relationship between the College and the community Police service, where College staff and Police work together to instil in young people the importance of law-abiding behaviour in and outside school.

The College's safeguarding procedures are regularly and robustly reviewed by governors and meet all national requirements.

We view the school as a community within the wider community and want each of our young people to feel a part of both and a valued member of each.

Enjoy and achieve

Teaching and learning is the core purpose of the school. The teaching staff looks to provide lessons which engage young people in their learning and foster enjoyment. The College's assessment and target-setting procedures focus on the individual and involve parents in their children's progress, thus linking home and school. A very wide and varied extra-curricular programme offers opportunity to our pupils to extend themselves and to make active use of their leisure time and to form excellent relationships with their peers and with their teachers. Staff view the school as a community within the wider community and want each of our young people to feel a part of both and a valued member of each.

Make a positive contribution

A comprehensive system of pupil leadership, led by the Senate (Head Boy and Girl, Deputy Head Boy and Girl and the Chairs of the Ethos, Environment and Learning Fora) allows young people to contribute to the evolution of the school. The Citizenship programme underpins this outcome through the taught course in Years 7 and 8. The Certificate of Personal Effectiveness (CoPE) course supports young people to work with the elderly and with local residents on a range of community projects. Form helpers from Year 10 work closely with Year 7 pupils to offer them the support of older pupils on issues of forming positive relationships with one another. There is a thriving paired-reading scheme led by Year 10 pupils. The Youth Work Curriculum contributes significantly to positive behaviour outside school through a wide range of clubs and activities organised in the evening.

Achieve economic well-being

The College aims to provide its pupils with an understanding of financial and economic issues via its PSHEE programme and through the annual Work Experience programme, when pupils are introduced in a sustained way to the world of work. Annually, all but a very few of the College's pupils go on to Further Education within the Collegiate Board.

Rationale for a three-year planning cycle

The purpose of the School Improvement Plan is to support the school to improve its provision for its pupils in a way which is responsive to their needs in the context of the national improvement agenda.

Governors and staff recognise that sustainable improvement only takes place in a culture of aspiration where there is a shared understanding of the school's aims and values.

To expect new initiatives to be embedded to the point where they make an identifiable impact on pupil performance in the course of one year is unrealistic. Research and the school's own experience indicate that only a sustained focus on an area for improvement allows time for all members of the school community to understand the development focus, to engage with it and become confident in its potential to effect positive change.

For these reasons, the school improvement planning cycle has a three-year focus.

Distributed leadership

For key improvement focuses to make an identifiable impact on pupil performance, it is vital that those with leadership responsibility are involved in the formulation of plans and strategy for those initiatives which relate most closely to the classroom. For this reason, departmental plans form the central driving force of the plan; these are working documents, managed by the Subject Leader, and monitored by SLT line managers and by Link Governors. Further, departments are expected to drive the improvement in teaching standards through the teaching and learning challenge. (See Appendix)

The planning process

April – June	SLT evaluation of previous SIP and future planning Governors' and Subject Leaders' planning sessions
July	Subject Leaders' plans formulated
September - December	Departmental plans discussed and finalised with Line Managers. Subject Leaders meet Link Governors and the Principal and agree additional focuses for improvement in response to the GCSE results. Departmental plans finalised thereafter.

Annual evaluation mechanisms

Spring term	Parental questionnaire Annual review with the School's Improvement Partner
Summer term	School Improvement Plan health-check completed by teaching staff
Summer / autumn terms	Performance Management process: all teachers observed and their success in meeting targets assessed
On-going	Self-evaluation including the Subject Self-evaluation (SSE) programme, learning sweeps and monitoring of written work

School improvement plan 2009 – 12: overview

Governors considered their vision for an outstanding school. Beyond that, the School Improvement Plan was developed in the context of the national school improvement agenda. Staff and Governors then chose those focuses, which are most appropriate for the College at this stage in its development.

An outstanding school: Governors' vision for SVC

Governors are committed to the school's achieving the Ofsted designation 'outstanding' at the time of the next inspection. Their shared vision of an outstanding school comprises the following features:

- ❑ SVC will retain and develop its uniqueness as the centre of learning for its immediate and extended community;
- ❑ the school's positive reputation will continue to grow, enabling the school to maximise its roll, even at a time of falling rolls in South Cambridgeshire;
- ❑ aspiration, achievement and celebration will sit at the centre of the school's work and ethos;
- ❑ the school will consolidate and expand its existing partnerships and seek others;
- ❑ teaching will inspire and motivate young people to learn and achieve their potential;
- ❑ examination results at both key stages will be 'outstanding', as defined by Ofsted;
- ❑ there will be an ethos of continuous improvement;
- ❑ the curriculum will be developed to meet the needs of all pupils;
- ❑ all pupils will feel safe and valued;
- ❑ the school will offer extended services to its young people from 8 – 6 pm and beyond, in line with the Government's extended schools' agenda;
- ❑ the school's facilities will be developed through a rolling programme of building work.

Supporting documents

- ❑ Your child, your schools, our future: building a 21st Century Schools System, the Government's White paper on the future of education. Most relevant sections: Pupil and Parent Guarantees and Accredited School Groups.
- ❑ The Big Plan 2: Cambridgeshire's Children and Young People's Plans 2009 – 12. Most relevant priorities:
 - access to positive activities;
 - improving achievement for all and narrowing the gap for specific groups of children and young people.

Ofsted priorities

Further raise standards in both key stages so that they are exceptionally and consistently high across the school.

Ensure that all teaching focuses on students' active participation and involvement in their learning and leads to consistently high levels of progress in lessons.

These priorities drive *the teaching and learning challenge* which focuses on *active learning* and *formative feedback*.

Ongoing focuses

- ❑ Intervention
- ❑ Specialist status: Science and Languages
- ❑ Building programme
- ❑ Behaviour improvement partnership
- ❑ CPD / PM
- ❑ ICT development
- ❑ Assessment, recording and reporting review

Overarching aim of the School Improvement Plan 2009 - 12

To raise the school's achievement and standards to consistently outstanding

Strategic focuses

i. Learning and teaching

Desired outcomes

- i. Pupils are active participants in lessons and in their learning, whether at school or at home, capable of working effectively together and independently
- ii. All teaching is good or better
- iii. All Subject Self-evaluations are good or better
- iv. Contextual Value Added (CVA) is above average

Strategic focuses

- a) Review and reform SEN support for learning
- b) Strengthen quality assurance processes
- c) Contribute to 'anytime, anywhere' learning
- d) Ensure that all teaching in the department is good or better
- e) Develop departmental intervention strategies in line with the whole-school programme

2. Curriculum

Desired outcomes

- i. The new curriculum is fully in place
- ii. The curriculum supports personalisation
- iii. There is a full and vibrant vocational offer in place for pupils
- iv. The new model of PSHEE is fully embedded
- v. All pupils have access to high-quality IAG

Strategic focuses

- a) Evaluate and develop the curriculum
- b) Respond to changes to timetabling and the school day as diploma lines are implemented from 2010

3. Engagement beyond the school

Desired outcomes

- i. All parents will be active partners in their children's learning, supporting participation and achievement
- ii. The Henry Morris Community Trust will be established and contributing to the capacity of the school to support its pupils academically and pastorally
- iii. Staff and pupils will be benefiting from a wide range of partnerships culturally, academically and personally

Strategic focuses

- a) To improve the flow of information to parents on their children's school performance
- b) To focus more intensely on engaging the parents of pupils on free school meals or who are persistent absentees
- c) To constitute and embed the Henry Morris Community Trust
- d) To establish local, national and global partnerships and links with businesses

Teaching and Learning Challenge



Active Learning		Formative Assessment	
Teaching	Learning	Teaching	Learning
<p>Teachers will. . .</p> <ul style="list-style-type: none"> ▪ Plan and deliver individual and sequences of lessons that include a variety of teaching and learning styles. For example: <ul style="list-style-type: none"> - Visual, Auditory and Kinaesthetic pupil activities. - Individual, pair and group work. - Variety of questioning styles. ▪ Manage the balance between teacher talk and pupil activity. ▪ Guide discovery by for example; setting up opportunities for pupils to draw conclusions; make connections; manipulate information and apply it to new contexts. 	<p>Students will. . .</p> <ul style="list-style-type: none"> ▪ Gain a sense of achievement from their lessons. ▪ Have opportunities to discuss and reflect upon their learning. ▪ Spend most of their time actively thinking. ▪ Express and justify their personal opinions. ▪ Discover things for themselves. ▪ Remain focused, engaged and challenged. ▪ Have a sense of progression in their learning. 	<p>Teachers will. . .</p> <ul style="list-style-type: none"> ▪ Offer subject specific formative feedback which: <ul style="list-style-type: none"> - Identifies what is good - Explains why it is good - Offers specific advice on how to improve ▪ Provide class or homework time to reflect and act upon formative feedback. ▪ Make success criteria explicit to students before, during and upon completion of key tasks. ▪ Share and model exemplar work. ▪ Follow the Department agreed policy on the format and frequency of formative feedback. 	<p>Students will. . .</p> <ul style="list-style-type: none"> ▪ Be able to articulate where they are and what they need to do to progress. ▪ Produce evidence to show that they have acted upon formative feedback. ▪ Periodically revisit and reinforce targets. ▪ Understand the success criteria for key tasks. ▪ Be able to describe links between the lesson objectives, current task and final outcomes by the end of the lesson.

Teaching and Learning Challenge:



Implementation strategies

Assessment	Classroom practice	Schemes of work
<ol style="list-style-type: none"> 1. Produce an exemplar assessment folder that includes examples of pupils' work and formative feedback. 2. Develop and trial a set of task specific formative comment banks. 3. Identify the key skills within your subject. Collaboratively create a model of progression for each skill. 4. Create a series of milestone pieces of work with common mark schemes / assessment criteria. 	<ol style="list-style-type: none"> 1. Group members of your department into pairs / triads to trial and champion different teaching strategies. 2. Enrol all members of the Department on the coaching programme, each with a different teaching and learning focused. 3. Work with JMO to develop teacher's knowledge and understanding of the learning styles and needs associated with different SEN pupils 	<ol style="list-style-type: none"> 1. Model high level mid-term planning by reworking the SOW for an individual topic or unit as a Department. Task each member of the department to do the same for another unit. 2. Review and develop existing SOW to enhance the quality of active learning and/or formative assessment. 3. Expand SOW / lesson plans to show a response to SEN pupils' learning styles
Training opportunities:		
<ul style="list-style-type: none"> ▪ Coaching programme ▪ Focused lesson observation ▪ Visit other schools / departments 	<ul style="list-style-type: none"> ▪ Department based learning triads ▪ Teaching and Learning group ▪ PWA, JMO, FST & JRJ 	