

Sawston Village College

A Technology and Language College

School Improvement Plan

2006 / 09

Supporting Documents

Language College bid

Technology College Phase 3 bid

Buildings and premises development plan

ICT strategic plan

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 PSHE 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 PSHE 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. A Locality Team drawn from all external agencies that work with the school and managed by the Locality Manager and the Director of Inclusion ensures a 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.

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.

Make a positive contribution

A strong system of year councils feeding into the School Council 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 and through the PSHE programme's discrete Citizenship Day for each year group. Each year group espouses a local or national charity and contributes to fund-raising in support of it. Active Citizens in School is a vibrant and positive force within the school, something validated by external agencies. Youth Award supports young people to work with the elderly and with local residents on a range of community projects. The Hear2Help Group works 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. Year 10 mentors also work closely with Year 7 pupils in their form periods. The College's 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 PSHE programme, within Enterprise Education and Work-related Learning 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.

The planning process 2006

April – June	SLT evaluation of SIP 2005 – 06 and future planning
June – July	Governors' planning sessions
June – July	Middle Leaders' planning sessions
September onwards	Remaining SIP focuses developed in tandem with the Leadership Group

Annual evaluation mechanisms

Spring term	Parental questionnaire
Spring Term	Annual review with the School's Improvement Partner
Summer Term	School Improvement Plan health-check completed by teaching staff
Summer Term	Performance Management process: all teachers observed and their success in meeting targets assessed
Autumn Term	Link Governor meetings with subject leaders to review examination success
On-going	Self-evaluation including the SSE (Subject Self-evaluation)

The context of the plan 2006 – 09

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, an outline of which follows. 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 2009

Governors are committed to the school's achieving the Ofsted designation 'outstanding' at the time of the next inspection in 2009. 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.

National initiatives

Secondary Strategy

Curriculum reform 14 – 19

Enterprise Education

Work-related Learning

Raising attainment at KS3 /4

Narrowing attainment gaps and tackling underachievement

Personalising Learning

Extended schools

Children's Services

LA priorities for education and the work of the Office of Children's and Young People's Services (OCYPS)

These are outlined in Cambridgeshire's Children's and Young People's Plan, available on the LEA Portal at www.cceducation.net

- ❑ Quality
- ❑ Participation
- ❑ Inclusion
- ❑ Reducing inequalities and raising achievement

More fully, these are determined as:

- ❑ improving the emotional and physical health and well-being of children and young people and those with responsibility for the care;
- ❑ raising the aspirations of young people to improve their employment and life prospects;
- ❑ developing supportive communities which provide opportunities for children and young people to participate;
- ❑ achieving better outcomes for children looked after by the local authority;
- ❑ raising the educational performance of all young people;
- ❑ ensuring that all young people can live safe and secure lives free from unreasonable risk.

An outline of the school's improvement priorities

□ *Children's Services / Locality Work*

This work is led by the Principal.

A picture of excellence

All agencies working with the Sawston- Linton Locality will meet regularly to discuss children, young people and families in need. Their representatives and the Locality Manager will be based at Sawston Village College. There will be clear understanding of systems and swift and easy referral to the Locality Team. There will be a fully-integrated approach to supporting families in need via the deployment of a key worker to coordinate all necessary action, drawing in other agencies as required. Heads of all schools in the locality will meet half-termly to plan strategically and to ensure full involvement and corporate responsibility. There will be support services across the locality for children, young people and their families, such as parenting classes and drop-in advice centres for adults and young people, covering a range of issues such as well-being, debt and housing, for example. The Locality will continue to be regarded as pioneering locally and nationally.

□ *Extended Schools*

This work is being developed in tandem with the headteachers from the Sawston-Linton locality.

A picture of excellence

All children and young people will have access to high-quality child care, learning or leisure activities outside the school day from 8.00 – 6.00 pm in line with the Government's Extended Schools' agenda.

□ *Curriculum*

The curriculum is currently under review in close consultation with the Leadership Group with the aim to respond to the national agendas on personalising learning, work-related learning, Enterprise Education and vocational education.

A picture of excellence

The curriculum will offer pupils of all ability, skills and learning styles the opportunity to succeed. The timetable will support maximum flexibility of setting and grouping. The curriculum will have breadth and balance but also support depth in learning. There will be clear pathways for pupils to follow a 14-19 programme. Within subject areas, there will be fully-developed differentiation and embedded Assessment for Learning. There will be a vibrant programme of extra-curricular activities open to pupils from all backgrounds.

□ *Specialist status*

The phase four submission for TC status is to be prepared in the Spring Term for redesignation in the Autumn Term. The bids for TC and LC refer.

□ *Subject self-evaluation / departmental reviews*

This programme of departmental reviews supports the school's self-evaluation. Linked documentation refers.

There are detailed action plans for the following improvement focuses.

3-year focuses to be driven by SLT with members of Leadership Group

- ❑ Behaviour / Ethos
- ❑ CPD / PM
- ❑ Pupil Voice
- ❑ Target-setting / reporting
- ❑ ICT
- ❑ Technology College

3-year focuses to be driven by the Leadership Group

Teaching and learning

- ❑ Assessment for Learning
- ❑ Differentiation
- ❑ Homework
- ❑ The role of the form tutor

SVC internal priorities

Technology and Language College Development
Building programme for 2007 – 10

A list of acronyms used in the plan

CPD	Continuing professional development
CREDS	Cambridgeshire Racial Equality and Diversity Service
EDP	Educational Development Plan
EE	Enterprise Education
EWO	Education Welfare Officer
FFT	Fischer Family Trust
ICT	Information and Communication Technology
ICTAC	ICT across the Curriculum
INSET	In-service Training
L2L	Learn to Learn
LA	Local Authority
LG	Leadership Group (Leaders of subjects, years or areas)
MidYis	Middle Years' Information System
NC	National Curriculum
NCSL	National College of School Leadership
PLs	Pastoral Leaders
PM	Performance Management
PSHE	Personal Social and Health Education
SIP	School Improvement Plan
SLs	Subject Leaders
SLT	Senior Leadership Team
SoWs	Schemes of Work
TAs	Teaching Assistants
TC	Technology College
WRL	Work-related Learning
YELLIS	Year 11 Information System