

Caroline Chisholm School



Ambition Confidence Success
Everyone Every Lesson Every Opportunity

Strategy proposals

Trustee meeting, 10 July 2021

Context



new cycle

Caroline Chisholm School is nearing the end of its 2016-21 strategic cycle that focused mainly on developing HPL, all-through and assessment.



proposals

The school Leadership Team has developed proposals for a new 2021-25 strategy.



plans

Plans and KPIs for 2021-22 will be developed after Trustees have established an agreed strategic direction.

Strategic mission

- Our strategic mission sets out the statement of intent for the next 3-4 years.
- It directs everything that follows



Strategic mission

Into the top 10% by 2025

Version 2: (the shortened mission statement)

By 2025 Caroline Chisholm School will be in the **Top 10% of Schools** Nationally

Version 3: (the connected mission statement)

All at **Caroline Chisholm School** have **Confidence** in achieving **Success** in our **Ambition** that by 2025 the school will be in the **Top 10% of Schools Nationally**, based on a raft of accepted metrics

Version 4: (the expanded mission statement)

By 2025 Caroline Chisholm School will be a **safe, secure** and **inspirational learning environment** at the **heart of our local community** where everyone is **equally valued and respected** – a community built on our **Ambition** **Confidence** and **Success** placing the school in the **Top 10% of Schools Nationally**, based on a raft of accepted metrics

Key themes



Vision: Caroline Chisholm School is a safe, secure and inspirational learning environment at the heart of our community where everyone is equally valued and respected - a community built on:

Ethos: Everyone Every Lesson Every Opportunity

Values: Empathetic Agile Hard-working

Ambition Confidence Success

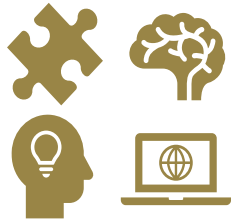
Strategic planning approach



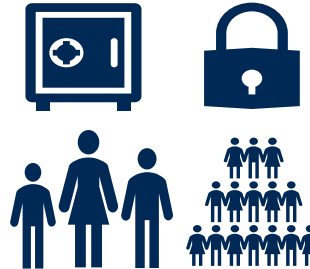
Leadership Team proposals

- The Leadership Team worked in groups to develop a view of what each theme might look like in 2025 – a blueprint
- Here are the groups' presentations.

Learning

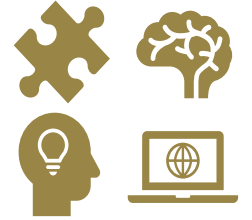


People



Community





Learning in 2025



"how they behave when they DON'T know"



Art Costa

'Habits of Mind' author



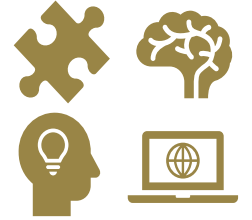
"all students are able to be high-performing learners"



Andy Fisher



Learning in 2025



HPL

- We have a strong learning culture where HPL is woven into the fabric of the school, exemplified across all phases (inspirational learners, community learning, minimal interventions pride celebrating success)
- We see consistently **great teaching** all the time where students are enthused and motivated to learn
- Our approach is informed by what we've learned from our links (international schools, HPL connections, local business links)
- World class development of teaching pedagogy

Curriculum



- All-through curriculum – progression model builds on prior knowledge and skills at every stage
- HPL integrated seamlessly into the inspirational curriculum
- Content review to reflect **globalism, diversity** and concerned citizenship
- Enquiry based



Digital

- Primary digital strategy needs development and effective implementation
- Hybrid, judicious and high quality



Learning Spaces

- We provide sufficient accommodation to support curriculum delivery (overall footprint, potential increase/decrease in student numbers)
- Our learning spaces are modern, well-maintained, well-equipped, well-connected and inspiring students (& staff) to do their best work (classrooms, specialist rooms (IT, DT, galleries, studios), Lecture Theatre, Sixth Form centre, flexible-use areas, LRC, sports facilities)

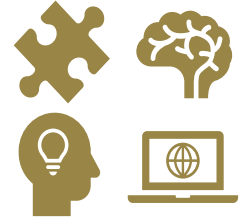
Assessment



- Rubrics provide **high quality feedback**
- Quality assurance is highly effective
- Our appraisal systems foster the desire in staff for continual improvement
- Formative assessment focuses on knowledge and skills development
- KS1-KS5 testing / exams - continuity
- Assessment essentials embedded



Learning proposals



1. Continue to adapt and refine practices to ensure HPL high standards are maintained

- Review homework purposes, impact, effectiveness
- Embed HPL focus in parents evenings
- Develop good practice networks
- Provide structured opportunities to develop as global citizens

2. Redesign curriculum to support delivery of the school's HPL, all-through and digital principles

- Integrate HPL into subject curriculums
- Create seamless 3-19 curriculum, harmonised with cluster schools' schemes of learning
- Develop inspirational and global curriculums (*aim, scope, impact*)

3. Develop digital learning into a fully-integrated part of the school's curriculum delivery

- Embed use of rubrics in assessment
- Develop enquiry-based learning approaches
- Integrate digital & traditional learning approaches

4. Refresh and reinforce effective assessment practices

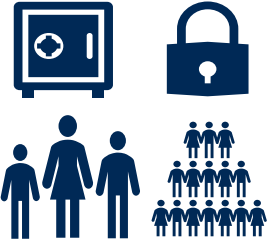
- Parent communication
- Embed use of rubrics in assessment
- Develop HPL reporting structures ([link to People](#))
- Refresh, reinforce and embed further work on formative assessment

5. Adapt the uses and facilities for indoor learning spaces

- Pursue limited urgent / quick win changes
- Audit and review existing spaces
- Evaluate options and costs
- Implement agreed changes

People in 2025

People



*"Success isn't always about greatness.
It's about consistency. Consistent hard work
leads to success. Greatness will come"*



Dwayne "The Rock" Johnson



Sarah Stowey

People in 2025

People



Leadership

- Having vision, values and high expectations
- Maintaining a strong team culture
- Leading and building leadership capacity
- Developing leaders
- Students have opportunities to develop their leaderships skills in school
- Students deliver assemblies and run student-led initiatives
- Staff challenge everyone to be top 10% all the time
- The HPL philosophy is applied to everything staff do
- Staff set the example and push themselves to be top 10%
- Staff have defined 'must' expectations, a start to finish culture and act as critical colleagues with peers

Performance



- **Academic progress** is in the UK top 10%
- Progress **tracking** and target setting
- Teacher skills tracking and sharing best practice
- We have ongoing sustainable systems for review-action-impact-review with students and staff
- Students and staff are self-reflecting learners who [buy in to how we determine performance]
- Students participate in extra-curricular activities beyond the classroom
- Staff contribute to whole school aims [beyond their specific role function]



Behaviours

- Students demonstrate exemplary conduct, praising HPL mentality and challenging one another about expectations when peers fall short
- Teachers have a top 10% culture with an open classroom door where students behave well (or are challenge about expectations when they fall short)
- The school has positive peer mentoring and supportive [form] tutors
- All staff interact with young people and act as positive role models

Investment

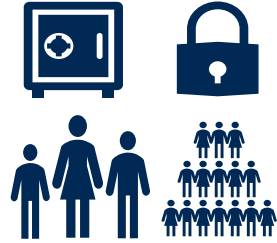


- Staff are problem solvers (not problem reporters)
- Leaders **challenge poor performance**
- Staff UPS expectations are understood and delivered
- Staff have **opportunities to develop** beyond their current roles
- The school invests in staff and student wellbeing
- Effective staff recruitment strategy
- Leadership roles are rotated
- External speakers deliver inspiring talks
- Students receive high quality **SEND support** from teachers and pastoral support with [form] tutors as their advocate



People proposals

People



1. Develop student leadership and participation

- Develop framework for student leadership
- Develop expectation all engage in voluntary work
- Develop expectation all take part in extra-curricular
- Develop student democracy and political literacy
- Improve house system

2. Develop a leadership framework based on our HPL philosophy

- Create framework for leaders to gain accreditation of HPL world class leader programme
- Create framework of autonomous senior leaders

3. Effectively track the performance of students and the quality of T&L

- Implement system to track progress & attainment
- Implement system to track teacher quality & impact
- Develop processes for systematic progress review
- Develop performance management system for staff, linked with HPL and whole school performance
- Develop reporting systems for parents, leaders and trustees ([link to Community > Communications](#))

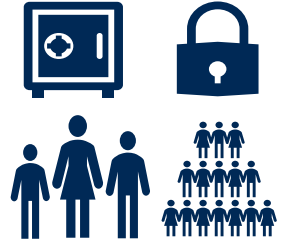
4. Define highly effective staff and student behaviours for:

- ... high performance learner
- ... highly effective parent carer
- ... effective classroom teacher
- ... highly effective class tutor
- ... high performance classroom practitioner
- ... World Class classroom practitioner
- ... curriculum leader
- ... progress / KS leader
- ... senior leader



People proposals

People



5. Develop a culture of high expectations, values and belief in top 10%

- Align staff comms with school's high expectations and values
- Develop expectation all issues are promptly followed up by leaders and colleagues

6. Define highly effective staff and student behaviours

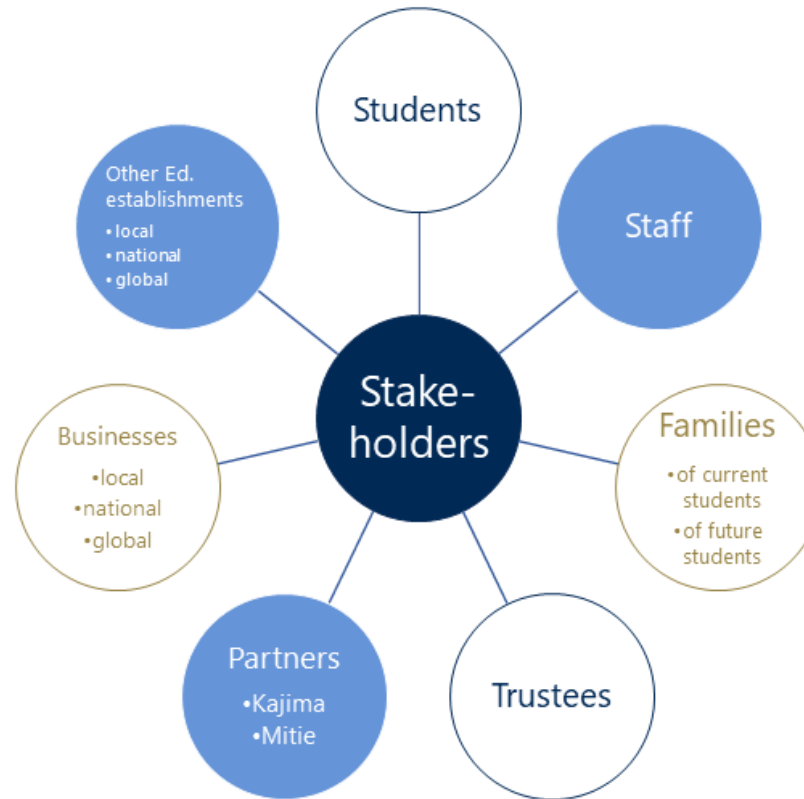
- Create framework where UPR teachers take on additional responsibilities (voluntarily)
- Create student charter outlining expectations for all students

7. Develop a wellbeing and supportive culture

- Develop wellbeing programme for staff
- Develop wellbeing programme for students
- Develop anti-bullying strategy
- Develop inclusive school (all equally valued)
- Develop ECT programme
- Leadership development programme
- Develop staff toolkit for key behaviours and culture
- Develop development opportunities programme
- Develop 'rising stars' programme (future leaders)
- Embed ethos and culture with new induction programme for staff
- Establish 'performance-v-potential' programme
- Develop student PSHE to include wellbeing programme
- Develop cover supervisor team capacity to support teacher development



Community in 2025



"We will ensure CCS remains at the heart of our growing community"

Adrian Colman



Community in 2025

Community



Communication

- We have a strong understanding of our stakeholders (internal & external)
- We deliver effective communications: (consistent, clear, accurate and aligned to vision, celebrating successes)
- Our brand presents a clear and strong image of the school and its place at the heart of our community (with a website that clearly shows our vision & values)
- We maintain a positive reputation as the local school of choice (community believes school is realising its vision for students, people are proud to work here and want to work here, students are proud to be a part of the CCS family)

Connections



- We have well-established connections with potential partners for a future MAT who align well with our ethos, vision and values
- Our connections generate high demand for places where local families want their child to go to CCS and we're **oversubscribed** across all phases (with local nurseries, pre-schools and feeder schools)
- We **collaborate with other schools** to gain insights that help us develop strategies, approaches and practices... and we share in turn (all-through schools, HPL schools, top-10% schools)
- Our connections help prepare students for learning and career beyond CCS (colleges, universities, Russell Group, vocational, apprenticeships, careers)
- Staff have **strong connections with students** and their parents that help support high performance learning (staff setting the example, staff-student, tutor-student, tutor-parent)
- We engage effectively with **Parent Voice** (share information, engage, listen and consider perspectives)



All-through-ness

- Students value our all-through ethos and actively participate in all-through activities (mentoring, peer-to-peer, student-led initiatives, student voice, house)
- We demonstrate planned and intentional investment in staff time for sharing cross-phase practices, expertise and resources
- Our curriculum delivers on the 'continuity of learning' promise

Environment



- The school has an excellent physical appearance that creates a positive impression and encourages everyone to take pride in the schools as a whole
- We provide a variety of valuable **non-teaching spaces** that people can use for learning, socialising, prayer, reflection, leisure and wellbeing





Community proposals

1. Establish an effective communication approach that helps us understand and engage our community stakeholders

- Analyse stakeholders
- Develop communications strategy
- Communications processes & guidance
- Review website content
- Review social media approach

2. Continue to reinforce all-through in the school's culture

- See the existing All Through School project through to its end
- Adopt ongoing all-through responsibilities, routines and reviews

3. Develop connections with potential MAT partners

- Trustees to advise on expectations

4. Develop connections with:

- ... nurseries, pre-schools and feeders (*applications*)
- ... peers (*top 10%, HPL, all-through*)
- ... higher education providers and businesses (*opportunities post-CCS*)
- ... Parent Voice

5. Introduce new outdoor spaces for learning, socialising, prayer, reflection, leisure & wellbeing

- Investigate options and costs
- Implement agreed outdoor spaces

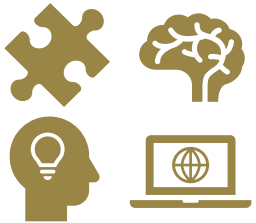
6. Continue work to improve the school's physical appearance

- Deliver wall art, displays and student creations ([*link to Learning > Learning Spaces*](#))
- Redesign Main Reception area



Projects portfolio (early draft)

Learning



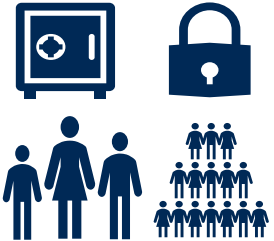
Strategic projects

- HPL (Award)
- [Digital Learning]
- [Curriculum]
- [Assessment]
- [Learning Spaces]

Operational level initiatives

- HPL ongoing development
- Assessment ongoing development

People



- [Organisation Structure]
- [CCS People Culture]
- [Student Leadership]
- [Performance Management]
- [Quality Assurance]

- Staff professional development
- Wellbeing, anti-bullying, inclusion initiatives

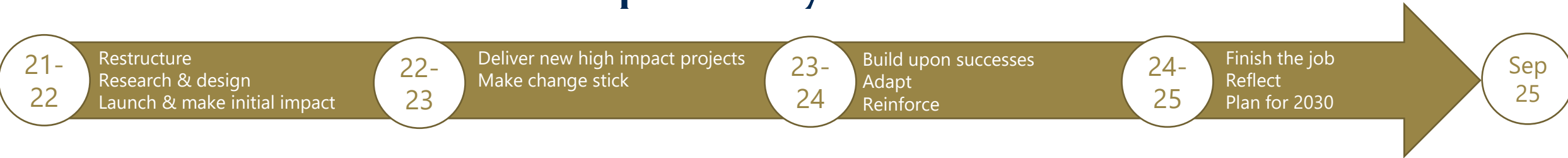
Community



- All Through School
- Signage (phase two)
- [Effective Communication]
- [Outdoor Spaces]

- Ongoing all-through development
- Develop connections (<CCS, >CCS, peers)
- Parent engagement

2021-25 roadmap (early draft)



General

- Adapt to post-COVID world (de-bubble)
- Complete existing projects (HPL, All Through, Digital Devices)
- Focus on giving the few big changes that make the biggest impact the status and space they need to set the standard for future change
- Monitor and start to share emerging benefits (particularly academic ones)
- Continue to properly embed change with focus on outcomes
- Review progress towards top 10%
- Conclude 4-yr project deliveries
- Demonstrate the impact (so far)
- Assess top 10% achievements
- Prepare for the next strategic cycle

People



- Inform staff of proposed structure changes (Sep '21)
- Complete structure and role design, incl. consultation
- Deliver [Organisation Structure]
- Start [CCS People Culture]
- Start school year with desired structures and roles in place
- Continue [CCS People Culture] project
- Deliver [Performance Management] project
- Deliver [Student Leadership] project
- Deliver more People deliverables
- Deliver more People deliverables
- Ensure culture and structure remain correct to sustain ongoing delivery

Learning



- Start [Digital Learning] project
- Complete a first phase for design, plan, costs of Learning Spaces
- Define plan for [Curriculum]
- Define plan for [Assessment]
- Deliver [Curriculum] project
- Deliver [Assessment] priorities
- Deliver [Digital Learning] project
- Start [Learning Spaces] project delivery
- Continue [Learning Spaces] project
- Review hybrid learning approach
- Continue [Learning Spaces] project
- Complete HPL re-accreditation

Community



- Complete [Effective Comms] planning phase one
- Develop Parent Voice and other stakeholder connections
- Complete design, plan, costs of Signage
- Deliver [Effective Comms]
- Build on connections and continue to inform design detail with insights
- Deliver Signage project
- Complete [Outdoor Spaces] planning phase
- Deliver 'Outdoor Spaces' high priorities
- Deliver 'Outdoor Spaces' medium priorities
- Ensure ongoing Community responsibilities are in place

Outline business case



Benefit

- To be developed by Feb '22



Cost

- 2022-25 ballpark costs to be developed by Feb '22
- £37k 2021-22 development cost
- #1 biggest financial investments = People / Learning Spaces (TBC)



Risk

- New risk = strategy does not deliver 'top 10%' mission
- Most likely causes = project/BAU workload, poor change management, flood/pandemic-type disruption

Next steps

Jul-Aug

1. Review 2020-21 projects (which ones extend >Jul)
2. Conclude structure design
3. Start 2021-22 development plan doc (inc non-project objectives)
4. Populate new Risk Register (risks linked to objectives)
5. LT session to introduce new structure

Sep

1. Share strategy overview with staff (Training Day)
2. Develop 2021-22 strategic development plan with LT
3. Start work on new project plans with assigned project leads
4. Agree risk scores and control with risk owners

