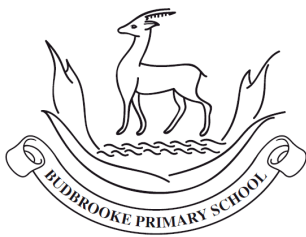


# THE SCHOOL PLAN ENSURING EXCELLENCE

SEPTEMBER 2017



## **INTRODUCTION:**

This document is one of 2 key documents that describe the “way we do things around here”:

1. **Ensuring Excellence** - a description of school expectations linked to how we put our ‘non-negotiable’ values into practice to *a consistently* outstanding level lesson-to-lesson, day-to-day.
2. **The Learning Improvement Plan** - This describes our priorities encompassing the vision for the school and *our* aspirations for innovative development work in the months and years to come. The priorities have been informed by findings from our Evaluative work, OFSTED outcomes and the Performance Management Framework.

# Our Values & Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, *expectations and standards* that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible.

## Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are *empowered* to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support. Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well developed self awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

**Achievement - Personal ‘letting your light shine’:** All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. *We must recognise and celebrate these achievements.*

**Achievement - Social (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

## Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal well being.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures our school is among the best in the country.

# Ensuring Excellence - Values into Practice

To ensure our values are a reality for the young people in our care we all agree we will ensure the following:

<b>PRECISION</b>  <i>Outstanding professional practice in and out of the classroom and excellent leadership will 'Ensure Excellence'</i>	<b>CONSISTENCY</b>  <i>Every period, every day</i>	<b>This will be a success if...</b>
<b>The Power of Education - instilling a 'crucial sense of possibility'</b>	<ul style="list-style-type: none"> <li>• Know every child well and use specific information to understand that every child is special. Understand their abilities and plan individualised next steps with great skill. Find time for 1 to 1 each day.</li> <li>• Identify how and why children learn and intervene with a relentless focus on achieving potential and removing glass ceilings. Aim high.</li> <li>• In planning, effectively differentiate lessons that motivate, engage and absolutely guarantee children enjoy their learning experience all children,</li> <li>• Ensuring that skilfully differentiated activities ensure that</li> <li>• In lessons, hook children's interest and complete attention by presenting them with provoking and exciting 'theme launches' and lesson starters.</li> <li>• Use 'first hand experiences'. Share 'where our journey ends' giving a sense of what is possible. Make the 'impossible possible' and 'investigate often'.</li> <li>• Be positive. Demonstrate passion and enthusiasm for the curriculum and bring it alive by regularly inviting in the community and enriching the curriculum with inspiring visits linked to the theme and cultural activities.</li> <li>• Develop 'immersion days' in which deepen and enriches their learning.</li> <li>• Shape the curriculum and home learning by asking children 'what they know and what else do they want to know.'</li> <li>• Deepen knowledge skills and understanding by developing a love of 'home learning' because of high interest activities offered in imaginative ways.</li> <li>• Share great things. Spot the successes of every child in and out of school, offering rewards and wide recognition for pastoral, academic and wider contributions such as in achievement assemblies.</li> <li>• Be skilled at offering meaningful praise liberally and genuinely.</li> <li>• Develop focussed and planned 'whole class listening time' where all children speak and are heard and feel their contribution is valued.</li> <li>• When interacting with children ask ourselves 'How much progress have all children made and how many have made outstanding or good progress?'</li> <li>• Act as a role model exemplifying excellence, use other role models to show possibilities.</li> <li>• Develop learning environments in and out of the classroom which are supportive, interactive, and which exemplify and celebrates success by:               <ul style="list-style-type: none"> <li>• Exhibiting and celebrating every child's achievements.</li> <li>• Offering stimulating interactive displays which encourage interaction.</li> <li>• Encouraging and valuing children's responses.</li> <li>• Ensuring the learning environment is precisely labelled, and resource rich, with opportunities for choice over learning style and materials. selected, as well as sources for further research.</li> <li>• Offering a wide range of subjects to view and interact with.</li> </ul> </li> </ul>	<p>Learners make <i>rapid and sustained</i> progress</p> <p>Lessons are stimulating, challenging, and learners are engrossed in their work.</p> <p>Staff value learners' efforts and personal achievements; there is a high level of success in motivating and developing all learners including those in vulnerable groups, such as those with Additional Educational Needs (AEN - SEN, HA, MA, LA, PP, Young carers, Looked after etc.)</p>
<b>Living Inclusivity -</b>	<ul style="list-style-type: none"> <li>• Be emotionally intelligent.</li> <li>• Understand the power of genuine heartfelt praise and regular reward.</li> </ul>	<p>Most learners have high self-esteem, can learn from</p>

<p><i>valuing students as individuals</i></p>	<ul style="list-style-type: none"> <li>• Value individuals and show mutual respect. Take time to get to know children as individuals by interacting with them regularly, their parents and pre-school settings through e.g. parent's evenings, home visits, stay and play sessions, personal interest photos.</li> <li>• Be a skilled listener, available to discuss and understand concerns. Show you care. Demonstrate you remember things children have said to you.</li> <li>• Know the special gifts and talents of children by encouraging parents and children to contribute to information about them.</li> <li>• Find time for 1:1 out of lesson time to develop a positive relationship with children and their parents at parent's evenings and regular contacts. Develop extra- curricular and team building opportunities.</li> <li>• Catch children 'being successful' and use praise and rewards copiously. Reward academic and social equally.</li> <li>• Encourage self and peer assessment. Allow children to teach others.</li> <li>• Ensure children and parents know we are all on the same side, developing excellent relationships resulting in valuable 'home/school partnership'.</li> <li>• Differentiate and group flexibly, encouraging regular adjustments to ability groups once attainment has been secured.</li> <li>• Intervene with a relentless focus on achieving potential, maintaining flexible groups and plan for 'accelerated progress' to target success.</li> <li>• Mentor academically and pastorally using circle time and nurture groups where required. Encourage pupil voice e.g. School Councils.</li> <li>• Use internal expertise and external agencies appropriately to support children requiring ongoing or one-off support in their time of need</li> <li>• Ensure support staff share in planning, understand children's specific barriers, are well directed and have a positive impact on progress.</li> <li>• Use accurate progress information in a variety of ways to inform and plan for all groups accurately.</li> <li>• Promote morals and values through meaningful SMSC and British Values opportunities.</li> <li>• Develop confidence by accepting that mistakes happen and we can try again and succeed.</li> </ul>	<p>their experiences and overcome difficulties.</p> <p>The proportion of learners at age 16 who find employment or undertake further education and or training is well above the national figure</p> <p>All staff (support and teaching) have very good relationships with all learners and consistently provide them with well-judged advice and guidance.</p> <p>Learners are only excluded when their needs are greater than we are professionally equipped to deal with.</p> <p><i>Students feel supported in their choices and have access to a wide range of resources to inform their decisions</i></p>
<p><b>Our Professional Best - ensuring excellent relationships for learning and behaviour</b></p>	<ul style="list-style-type: none"> <li>• Engage and include all the children. Build and model positive relationships with children and be relentlessly optimistic, understanding that excellent relationships are the key driver.</li> <li>• Consistently apply our co constructed behaviour policy, focussing positively on reward. Reward small things such as uniform and manners.</li> <li>• Encourage older children to support younger ones, modelling expected behaviours, offering responsibility to those exemplifying our standards.</li> <li>• Have high expectations. Remind children regularly of our agreed rules, testing behaviours outside of these against them. Catch them being good.</li> <li>• Implement and openly support agreed school routines.</li> <li>• Actively model being the best examples, explain and exemplify children's responsibility to 'act first' when others behaviour does not meet our standard. Give them the opportunity to resolve their own conflicts e.g peer mediation.</li> <li>• Meet and greet. Ensure children arrive on time because they are rewarded; routines are comprehensively understood, supported and widely shared through the school's publications and by staff.</li> <li>• Appreciate that one professional's actions can impact on the work of others - positively or negatively <ul style="list-style-type: none"> <li>○ Never walk by a problem leaving it for someone else, taking direct and prompt action to reward appropriate behaviours in line with policy.</li> <li>○ Small acts of courtesy and politeness are noticed and rewarded.</li> <li>○ Model calmness by 'never shouting' and reducing pressure.</li> <li>○ Develop the highest standards of behaviour and manners outside lessons by exemplifying regularly through public promotion and</li> </ul> </li> </ul>	<p>Behaviour is exemplary; learners are self-disciplined and resolve differences by looking at alternatives and making choices.</p> <p>Attendance is consistently well above the national figure, and unauthorised absences are rare; learners arrive in good time for the start of our school day and for lessons.</p> <p>Learners are self aware, and they have well-developed values, principles and beliefs which inform their perspectives on life.</p> <p>Learners</p>

	<p>recognising 'old fashioned manners'.</p> <ul style="list-style-type: none"> <li>○ Practise and encourage mutual respect, fairness and friendliness.</li> <li>○ Challenge prejudice in every form at every opportunity.</li> <li>• Reach out to parents by engaging them, inviting them in and informing them about children's learning through celebrations and publications.</li> </ul>	<p>cooperate very well with staff and other learners.</p> <p>Learners challenge prejudice</p> <p>Learners' conduct is exemplary; mutual respect prevails and peer support is achieved.</p> <p>Learners play an active part in maintaining an excellent climate for learning and an environment free from bullying and harassment.</p> <p>Learners are confident that incidents will be dealt with swiftly and fairly</p>
<p><b>Teaching - ensuring excellent progress within and over lessons</b></p>	<ul style="list-style-type: none"> <li>• Develop powerful learning experiences that have variety and include in different forms: <ul style="list-style-type: none"> <li>○ Plan learning and 'play based' activities which are activity based and practise skills taught. Support cross curricular links. Go outside!</li> <li>○ Ensure EVERY child makes progress without exception.</li> <li>○ Be flexible. Cater for all needs by planning for interactive individual, peer and group work, conducted in a variety of age appropriate learning environments and presented in forms to engage all.</li> <li>○ Hook children's interest and attention by presenting them with precisely planned exciting 'starters' which take account of their interest and ability.</li> <li>○ Include theme based learning experiences which develop relevant links between subject, giving relevance and a platform to practice new skills.</li> <li>○ Clarify the journey end as a presentation, 'take home product' or performance with 'real-life audiences' to give relevance to the learning.</li> <li>○ At the start of learning, 'model quality', present activities which provoke and excite. Present learning which allows decisions on own level of challenge.</li> <li>○ Involve children in constructing meaningful learning objectives and agreeing success criteria which guide and support quality responses.</li> <li>○ During learning, regularly offer real-life problem solving activities and 'multi-sensory activity' and physical movement in a variety of ways.</li> <li>○ Throughout lessons offer activity based learning activity and the opportunity to work with different groups and demonstrate learning in different ways.</li> <li>○ Ensure the ratio between teacher talk and pupil activity allows children sufficient time to develop quality responses.</li> <li>○ Regularly adapt learning and deal with misconceptions early by developing mini-plenaries which encourage individual evaluation, so that challenge is always present but attainable.</li> <li>○ Mark and assess WITH the children. Encourage formative assessments by staff and children using devices which recognises key successes and clarifies next steps.</li> <li>○ Allow time for reflection on feedback and the opportunity to respond.</li> </ul> </li> </ul>	<p>Learners make exceptional progress.</p> <p>Lessons are stimulating and challenging and activities are closely matched to individual needs. Learners are engrossed in their work.</p> <p>Learners are involved in the assessment of their work, set individual targets.</p> <p>Teacher planning is modified within and without the lesson context based on assessment information.</p> <p>A thorough programme of assessment is used consistently across all subjects.</p>

	<p>Encourage children to edit, mark and correct their errors using criteria.</p> <ul style="list-style-type: none"> <li>○ Survey children's understanding of learning processes, ensure they have the vocabulary to talk about their own learning e.g. 'success criteria'.</li> <li>○ Plan plenaries which allow pupil assessment of level of success and next steps.</li> <li>○ Offer home learning activity which deepens and widens learning in exciting and imaginative ways.</li> <li>○ Teaching assistant and other professionals have a precise understanding of each child's needs and the ability to move them on to their next stage because they share planning, assessment and the development of learning activity.</li> </ul> <ul style="list-style-type: none"> <li>• Use data in a sophisticated way to: <ul style="list-style-type: none"> <li>○ Identify and address the learning needs of individual children.</li> <li>○ Identify gaps, checking improvement through diagnostic checks and finding out what exactly will unlock the next steps in learning.</li> <li>○ Find and address common trends, as well as individual issues, set challenging targets based on ongoing precise assessments.</li> <li>○ Group children to maximise impact of teacher/teaching assistants.</li> <li>○ Track progress precisely and intervene with targeted interventions using accelerated progress plans, checking their success regularly.</li> <li>○ Identify and rectify curriculum gaps and any teaching weakness</li> <li>○ Moderate and share our standards through regular moderation set pieces, sharing best practise and what is most successful.</li> <li>○ Develop progress meetings which challenge and account for progress of individual children.</li> <li>○ Encourage and inform parents to support their children's learning</li> <li>○ Support children to see success and turn negative 'I can't' to 'I can't yet'.</li> <li>○ Complete surveys and audit 'interest levels' to ascertain interest/understanding.</li> </ul> </li> </ul>	
<p><b>Leadership -</b> Ensuring learning centred leadership impacts in the classroom and on student's outcomes "a well led school is well led by many"</p>	<p>Our leaders:</p> <ul style="list-style-type: none"> <li>- Ensure that <b>professional dialogue</b> is positive and of high quality.</li> <li>- Ensure <b>monitoring and evaluation</b> is accurate and occurs regularly.</li> <li>- Ensure 'excellence' is <b>modelled</b> frequently.</li> </ul> <ul style="list-style-type: none"> <li>- Colleagues are encouraged to innovate and lead. Their contribution is praised, valued and respected through exemplification of best practice</li> <li>- School improvement planning is based on accurate evaluation of successes and areas for improvement and has clear and well understood success criteria and time frames for improvement.</li> <li>- Leaders seek and achieve external challenge and validation through awards and verification.</li> <li>- Shared vision is based upon accurate evaluation and desire to always improve.</li> </ul> <p>Quality is maintained and verified by:</p> <ul style="list-style-type: none"> <li>○ Accurate monitoring and evaluation occurs frequently via peer reviews, internal learning walks, informal learning triads.</li> <li>○ Externally verification.</li> <li>○ Openly sharing success as 'best practice '</li> <li>○ Issues are corrected by high quality support and professional development much of which is provided by internal expertise.</li> <li>○ Develop a review cycle which is shared by everyone, monitoring the quality of teaching and learning - formal/informal.</li> <li>○ Survey children regularly through our half termly focus on learning.</li> <li>○ Scrutinise planning, work and teaching triangulating evidence.</li> <li>○ Analyse data, focusing professional development and monitoring on areas of weakness.</li> </ul>	<p>Learners make exceptional progress</p> <p>Leadership at all levels is dynamic and often inspirational. A clear vision for the future directs and guides staff and learners.</p> <p>Evaluation is embedded in our school's practice at all levels. Improvement planning and strategic thinking is ambitious with clarity about goals.</p> <p>Staff across our school provide excellent teaching, learning and care for young people. Professional learning is informed by school</p>

	<ul style="list-style-type: none"> <li>○ Involve parents and our wider community partners.</li> </ul> <p>Develop and support others:</p> <ul style="list-style-type: none"> <li>○ By effectively managing performance and a clear understanding of roles and responsibilities.</li> <li>○ Understand that everyone is a leader.</li> <li>○ Run meetings at every level which shares best practice and where ‘teaching and learning’ is the key focus.</li> <li>○ Ensure colleagues are in an environment where they can ‘learn the job, on the job’. Motivate colleagues.</li> <li>○ Ensure consultation, collaboration and collegiality.</li> <li>○ Be emotionally intelligent, have empathy.</li> <li>○ Recognise and reward achievements genuinely.</li> <li>○ Develop and model great communication and great leadership.</li> <li>○ Coach and mentor colleagues to be the best they can be, sharing good practice within hubs.</li> <li>○ Develop future leaders- be relentless in building capacity and finding the talent that exists within.</li> <li>○ Ensure recruitment processes are rigorous in identifying the best.</li> <li>○ Ensure staff have access to relevant and appropriate CPD.</li> </ul> <p>Maintain High Expectations:</p> <ul style="list-style-type: none"> <li>○ Relentlessly seek out the next thing that is only good that should be outstanding. Implement strategies and support where needed.</li> <li>○ Strive for perfection and never dilute expectations or be complacent.</li> <li>○ Don’t ‘go native’, ask others ‘how are we doing’. Welcome peer review.</li> <li>○ Model what is expected in and out of lessons.</li> <li>○ Work collaboratively within school and across our school.</li> <li>○ Ensure professional empathy.</li> <li>○ Be accountable and hold others to account.</li> </ul>	<p>planning, valued by staff, and its effectiveness is evaluated.</p>
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*“I am the decisive element in my classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, hurt or heal. It is my response that decides whether a crisis will be exacerbated or de-escalated - a child humanised or de-humanised”*

*Haim Ginott*