



STRATEGIC VISION 2022 DARE TO SUCCEED

In 2022 Pittville School will be a school where students make exceptional progress in their studies, beyond what even they themselves think they are capable of making, and are equipped to set off into the world with the personal skills and aptitudes to thrive alongside their excellent qualifications.

In 2022 we will have a challenging, inclusive curriculum, firmly built upon the foundations of reading, writing and arithmetic shaped according to what our students need to know, understand and be able to do to thrive for the rest of their lives.

In 2022 we will have a highly functioning pastoral system, one where our pastoral and academic systems operate seamlessly together as one.

In 2022 our whole approach will be founded upon the highest expectations of students and ourselves, where every student, no matter what his or her starting point, is expected to work as hard as he or she can, and behave as well as he or she can, without qualification.

In 2022 students will experience consistently excellent teaching, which is evidence based and has been developed from collaboration. This will be founded upon what works and will be constantly reviewed and evaluated.

In 2022 our staff will be relaxed and self-confident, supported by the very best training programme for everyone, where every colleague has a high quality development programme mapped out for them the moment they begin working at our school.

In 2022 Pittville will be a school we have the unqualified support of our parents, where parents have the highest aspirations for their children, where they work with us, not against us, in educating their children.

In 2022 we will respect wellbeing, where every single one of us is wholly committed to our work, but has time to enjoy life beyond Pittville School, with family and friends, so that the school/home balance is in true harmony and we embody a celebratory, sustainable approach to life.

In 2022 we will have a core set of values that we live by, where our core values – Respect, Honesty and Kindness.

In 2022 Pittville will have the highest reputation, one we genuinely deserve, where our excellence is manifest and the best teachers and support staff want to come and work here – and students want to come and learn here – because they know they will thrive.

STRATEGIC VISION 2022

ETHOS

A culture of very high expectations in which the aspirations for every child are high and students are well-supported and nurtured in an environment in which they feel confident to succeed.

- Students develop into and leave Pittville School as confident, independent, eloquent and respectful citizens who are ready for the next stage in their lives.
- The school's reputation as a friendly, caring environment remains strong and continues to be built upon positive relationships.

Evidence:

- Pittville School is the school of choice for students, parents and staff.
- Students achieve excellent outcomes (see Achievement) and display exemplary behaviour (see Behaviour).
- The high levels of respect members of the community have for one another is evidenced by the very low levels of bullying / discrimination and all adhere to the school's policy of mutual respect.
- Student and parent surveys confirm that students feel safe, happy and nurtured/challenged at school.

ACHIEVEMENT (reviewed annually)

Achievement is consistently high amongst all cohorts of students and Pittville School is within the middle 40% of schools nationally. **(2017 data puts Pittville in the 18% of schools which are below average).**

Evidence:

- Progress 8 score of at least average.
- Minimal difference between the progress of boys and girls from KS 2 to 4.
- Narrow the gap so that PP student progress is close to national and in line with others nationally/Minimal difference between disadvantaged and non-disadvantaged.
- Progress of SEND students is evidenced through rapid improvement in literacy and numeracy and in line with all students nationally with the same starting points.
- The progress of high, middle, lower attaining students is at least in line with national figures.
- Attainment 8 is at least average when compared to national.

CURRICULUM

A rigorous curriculum which engages the interests and challenges the abilities of **all** students, including the very brightest and is responsive to the needs and interests of each cohort and individual students. It will be relevant to needs of students whose adult lives will be lived in the second and third quarters of the 21st century and will be supported by the highest quality technological resources. As an 11-16 school Pittville students will have the advantage of being directed to a wide range of post 16 options without prejudice.

Evidence:

- A curriculum that prepares students for life and work beyond Pittville will be one that includes an emphasis on:
 - deep understandings of subject matter and the ability to apply what is learnt;
 - the ability to communicate
 - solve problems in teams;
 - the ability to think critically and to create novel solutions; and
 - flexibility, openness to change and a willingness to learn continually.
- Core and Foundation subjects will have 5 year curricula in place to ensure excellent progress and depth of understanding of subjects which prepares students for the challenges of GCSE study in Year 9 and beyond. These schemes will build on the high primary outcomes that students will have.
- A GCSE curriculum which will be flexible, offering a broad range of appropriate subjects to support students' in their post-16 choices, including apprenticeships and T levels and will take account of local market information and training opportunities
- Options for Year 8 will be reviewed annually to ensure we meet the needs and interests of our students on a cohort by cohort basis.
- Curriculum and enrichment opportunities that maximise potential for higher education and apprenticeship/employment, with so that at least 98% of students' progress into employment, education or training post-16 because of the excellent CEIAG guidance they receive.
- CEIAG (careers education) will meet Gadsby benchmarks , including appointing a full-time careers officer/
- Teams of teachers will see the importance of and commit to high quality PSCH teaching and will be trained and confident in delivering the PSCH curriculum.

BEHAVIOUR

To achieve a position where all students are self-directing, confident, take responsibility for their own actions and make a positive and significant contribution to the school community. Consistently high standards of behaviour are sustained and are not diminished by the growth of the school population.

Evidence:

- Attendance consistently 95%+, persistent absence consistently within 1% of national average (13.1% national average figure June 2018) and punctuality consistently below 1% of students late for school each day.
- Exclusions to be sustained at below or equal whole school populations of PP (current 39.3% v 63%), FSM (18.8% v 39%) and SEN (21% v 22%).
- Self-direction / independence amongst all students.
- Increased range of leadership opportunities and strategies to build students' confidence and leadership skills.

- School rules and systems fully reviewed and embedded to minimise impact of population increase.
- The influence of the 'peer police' negated so all students are positive role models.
- Rewards – an increasing % (no data currently available for a baseline) of students qualifying for whole school rewards. (Yr 7/8 Film. Yr 9/10 Extended Lunch, Drayton Manor, reward ties).

LEADERSHIP & MANAGEMENT

The school successfully meets the challenges of expansion and reduced budgets to ensure that students' achievement, behaviour and quality of teaching continue to rise.

Senior and middle leaders are all well-equipped to embrace the challenge of school leadership and model exemplary practice around the school.

Evidence:

- Expansion plan developed, communicated and implemented successfully.
- Identification of talent with opportunities provided for their leadership development.
- Middle leadership development fully embedded as part of the school's annual CPD programme with evidence of high levels of engagement and professional impact.
- SLT provided with opportunities to visit outstanding providers to shape their practice within school.
- Governors strengthen the leadership of the school because they are highly skilled and knowledgeable about the school's performance. Governors are strategic in their outlook and effectively challenge leaders and drive further improvements.
- Feedback from all staff evidences good work-life balance.
- Deliver a balanced budget and maintain reserves at % of annual income.
- Parent / student feedback and / or external evaluation that evidences excellent safeguarding systems, facilitating a culture and environment which enables students / staff to speak out.
- By 2022 we will have strengthened key educational partnerships through our partnership work with Balcarras and beyond. Our links with schools will support a shared interest in raising the aspirations of all young people in Cheltenham. We will develop further opportunities for volunteering and outreach.

QUALITY OF TEACHING

Teaching is of a consistently high quality throughout all curriculum areas with all teachers being inspired and challenged to further develop.

Evidence:

- Monitoring of teaching demonstrates that all teaching is at least secure when evaluated against the Teacher standards and Post Threshold Standards and much practice is enhanced.
- There will be very little non-specialist teaching and where it does take place teachers will be well-supported and adequately equipped to deliver the curriculum.
- Lesson observations and other aspects of quality assurance will evidence broad opportunities for independent learning.
- There will be no under-performing subjects (Progress 8 is at least/consistently 0 or positive at GCSE).

- Fully established assessment framework from Years 7 to 11 that tracks the acquisition of knowledge, understanding and skills across Key Stages 3 and 4, allows for effective monitoring and intervention and frequent, accurate reporting to parents.
- Truly great evidence based teaching and learning is embedded. Staff evidence practice against what we know works.
- The practice of the very best teachers will be recognised, celebrated and used to strengthen the teaching of others.
- Effective teachers are retained by ensuring there are appropriate opportunities and support to further develop their practice.

ENVIRONMENT AND INFRASTRUCTURE

A school environment of the highest standards that is a pleasure to work in and provides a comfortable and stimulating environment for all tutor groups in Years 7 to 11.

Evidence:

- Teaching spaces effectively accommodate the increasing student body and are appropriately resourced.
- Sports facilities developed and motivating for all students.
- Communal areas improved to accommodate increasing student numbers safely and supported by effective systems to control student circulation.
- Facilities will develop to maximise potential for income generation and wider community use; £ TBC lettings target. Students and staff have access to an ICT infrastructure which is fit for purpose and flexible to develop as technology advances.
- Staff and students enjoy a safe and comfortable learning and working environment.