



Vision, Mission and Aims Overview

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Vision: At Chesswood Middle School we will inspire our whole school community to enjoy their learning adventure and have fun along the way. We will ignite a passion for learning throughout the school community; securing excellence, empathy and equality in all that we do.

Mission: We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

Welcome to our school improvement plan (SIP). The SIP contains only those actions that link to the key school priorities. There are a considerable number of actions that are recorded and undertaken that do not link to the school priorities but that are nevertheless important, require attention and are recorded within the school improvement database. The school improvement plan is a public document that may be scrutinised, monitored and evaluated by a wide range of audiences including, the senior leadership team, school governors, parents, the Local Authority and Ofsted.

All improvement plans are continuously developing throughout the year in response to a wide range of changes and development that can, and do, happen at national, county and local level. Our priorities, however, will remain, for at least twelve months, as communicated to the governing body in annually in autumn.

The improvement plan develops through a continuous review of a wide range of areas throughout the school including:

The school vision and mission - statements forming the bedrock of the schools intentions and aspirations for the future.

Supported and linked to

School Aims, that are inextricably linked to three core areas - Learning, Pastoral and Leadership.

Supported by and linked to

35 Primary objective areas. There are 21 whole school themes e.g. finance; governance or attainment. There are an additional 14 curriculum or theme areas e.g. English, geography and physical education each with a 'Primary Objective' to secure in the future, supplemented by a strategy a leader will use to successfully secure the primary objective. There is a specific leader assigned to account for the performance and quality assurance in each area.

Supported by and linked to

Area Self Evaluation: There are 78 evaluation statements in total with varying numbers assigned to each core area, for example, each curriculum area has 4 covering achievement, leadership, teaching, curriculum. The 'Area Leader' is responsible for quality assuring all aspects of that area, judging the effectiveness of the school performance for each aspect using quantifiable evidence - where specific Ofsted guidance exists it will be used as the benchmark for quality expectations. Otherwise, subject area guidance will be sourced from specialist subject or theme advisory bodies.

Supported by and linked to

Actions: Area leaders determine and undertake specific actions to ensure any weaknesses, or areas that could reasonably improve, highlighted through 'Self Evaluation' are addressed effectively. These actions are also monitored for their effectiveness towards satisfying the original issue and supporting the 'Area's' ability to reach its primary objective.

The school priorities evolve from a reflection on all of the above and any other pertinent information. School priorities are, necessarily, few in number and they may direct work throughout multiple areas of the school. Priorities are generally chosen as they have been identified by Ofsted

as an area for improvement or they are considered to be a key factor in addressing a whole school issue.

I hope you find this interesting and informative, should you have further questions please email me at: head@chesswood.w-sussex.sch.uk or contact the area leader, if you know the member of staff responsible.

Yours faithfully

Andrew Jolley
Head Teacher

Learning

Achievement

At Chesswood Middle School we will make every effort to ensure that all children enjoy their learning journey and secure significant success. As a priority we seek to secure high levels of attainment for all children regardless of need, thus preparing them for opportunities, responsibilities and experiences of the present, of secondary education and of adult life in a world which is undergoing continuous change. We seek to ensure children's progress, in lessons and over time, is consistently good. Children will be guided to achieve challenging learning targets. Whilst any children at risk of slow progress or low attainment are identified early and effective arrangements put in place to accelerate their learning. We will move swiftly to work in close partnership with the child and family wherever slow progress or low attainment occurs. We recognise learning for some children is frustrated by their special needs; our specialist inclusion team staff will always seek to remove barriers and lessen frustrations for each child whilst working in close partnership with parents. Good attainment and progress are largely secured through high quality teaching, a real, relevant and engaging curriculum and a close positive partnership between home and school. However, the importance of good parenting ensuring children are ready for school and ready for learning cannot be underestimated – so all families are asked to put their children's learning and development very high on their list of priorities – investment of time and energy in these early years will pay great dividends for your child in future.

Teaching

Academic staff will maintain high expectations of each and every child. They plan and teach lessons that actively involve, interest and engage all children. Academic staff will seek to secure optimal learning by creating a highly responsive learning environment listening to, carefully observing and skilfully questioning pupils during lessons in order to reshape tasks and explanations to improve learning. Children and teachers will assess learning and progress regularly and accurately. As a result they will know how well they have done and what they need to do to improve. Parents will also be kept very well informed of their children's achievement throughout the year and therefore fully involved as a partner in their child's education.

Curriculum

The curriculum will be highly organised, responsive and coherent. As a result, children will secure substantial positive experiences and rich opportunities for high quality learning within and beyond the school environment i.e. through our core curriculum; highly flexible home learning programme and our rich and exciting extra-curricular opportunities. Furthermore, due to the high levels of engagement and its real and relevant nature the curriculum will maintain a very positive impact on all children's behaviour and safety. Whilst contributing well to children's' academic achievement it will also significantly enhance spiritual, moral, social and cultural development – aspects critically important to securing a fulfilled life and becoming a valued member of any community – local, national and international.

Partnership

We will strive to build and maintain consistently good relationships and proactive communication with families. We will always work in partnership with parents, listen carefully to their needs and seek to support these wherever possible.

Leadership

Ethos

We will sustain a positive primary ethos highly focussed on securing the best possible child hood experiences at school whilst always buidling readiness for secondary education and being well prepared for securing employment in future.

Direction

The leadership group will provide clear and well communicated educational direction ensuring the school has a vision, aims and objectives that underpin the future direction of the school and help it meet very high expectations. They will maintain a forensic attention to detail that will in turn guide policy to meet statutory requirements and the very best practice in all areas of school life.

Governance

Governance arrangements will ensure challenging scrutiny of the leadership group's work - securing public confidence in the work of the school and the maintenance of very high standards.

Partnership

To support our determination to raise standards the leadership group, and school staff, will work in close partnership with all local schools by involvement in the East Worthing Schools Partnership.

Personnel

We will endeavour to recruit and retain outstanding personnel, committed to making a real difference to children's lives, whilst at the same time robustly enforcing safe recruitment practices. We will ensure the number and experience of personnel meet the demands of sustaining a good school. Provision of robust induction, continuing professional development and performance management will enable all staff to complete their role with increasing efficiency and effectiveness – all will be able to meet the ever increasing demands placed on schools with confidence.

Estate Management

The learning environment will inspire learning and active play. It will be maintained to a high standard and will be consistently clean, tidy and safe allowing the curriculum to be taught safely and effectively. It will increasingly be designed and developed to enhance the core curriculum and extra curricular activities alongside support for learning outdoors as part of normal practice.

Finance

Through sound financial management, we will strive to ensure excellence in all aspects of school life. Consistently efficient and effective financial control, planning and review of finite resources will ensure leaders and governors secure the very best value for each and every pound we spend.

Administration

Highly effective and purposeful administration, embracing new technology, will ensure consistently efficient and effective communication -

timely & accurate - for all stakeholders within the school community.

Pastoral

The best teaching, curriculum and facilities may be quickly undermined by poor attendance; punctuality; behaviour; and any substantial risk to a child's safety and well-being.

Equalities and Attendance

All members of the school community will have good reason to take pride in their school and the part they play in making it an exceptionally positive environment for all to learn. All embrace and welcome difference in themselves and each other to make a truly inclusive community. As a result, all children really want to attend school and get there on time.

The whole school community fully supports its duty as a public body to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- Support core British Values

Behaviour

The bright sparks community code is the foundation for guiding the behaviour and positive actions of all members of the school community knowing their rights and taking their responsibilities seriously. The politeness and manners of all within the school community are expected to be key features that allow all to feel welcome and belong to a happy community – Show Courtesy, Care and Kindness – all of the time.

We strongly encourage all members of the school community to hold very positive attitudes to their learning and that of others. Behaviour within and outside lessons is expected to be impeccable as all are highly conscious of the need to learn lots and learn fast!

We will not tolerate bullying and take substantial action to prevent its occurrence in all its forms, including Cyber bullying. However, in the rare instance that it does occur we will take swift robust action to ensure there is a clear message that it is not acceptable.

Safeguarding

Ensuring children's safety is our first and foremost priority – as such our safeguarding procedures will be consistently thorough and robust.

Children will feel safe and know how to keep themselves safe within and beyond the school environment in response to the risks that life can and does pose.