

Strategic Improvement Priorities 2018-2021

The vision of Cotham School is to provide life-enhancing education that develops the character, talents and potential of every child regardless of starting point or context.

LEADERSHIP

Build on existing and develop new strategies to secure:

- A1. leadership capacity
- A2. effective communication and stakeholder involvement
- A3. further development to quality assurance mechanisms
- A4. strengthened governance
- A5. robust safeguarding procedures
- A6. a targeted programme of teaching and associate staff induction and CPD with highly effective appraisal at all levels
- A7. ensuring a full school (Yr7 and Post 16)

Priority: TEACHING, LEARNING AND ASSESSMENT

Build on existing and develop new strategies to secure:

- B1. teaching, learning, assessment and feedback
- B2. an aspirational curriculum that meets the needs of all students
- B3. accurate assessment of quality of teaching
- B4. excellent SEND/ EAL/ Most Able provision, meets the needs of all students

Priority: RESOURCES

Build on existing and develop new strategies to secure:

- E1. effective deployment of teaching and associate staff
- E2. excellent site and facilities maintenance, development and best use of resources

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Build on existing and develop new strategies to secure:

- C1. a coherent SMSC and British Values curriculum
- C2. excellent student behaviour for learning
- C3. excellent student attendance and punctuality
- C4. outstanding student welfare, support and well-being
- C5. highly effective CEIAG
- C6. excellent student leadership systems

STUDENTS' OUTCOMES

Build on existing and develop new strategies to secure:

- D1. excellent outcomes that exceed national expectations as the norm for all groups of students
- D2. improved progress of targeted groups
- D3. excellent understanding of standards through effective moderation of students' work
- D4. excellent use of data to inform effective teaching and learning

Cotham 'Core' School Improvement Priorities 2018-19

Teaching, Learning and Assessment

Priority 1: Leadership - Persistent, Insistent, Consistent

Strong leadership across all subject areas and key stages underpinned by CPD, Quality assurance and appraisal.

Priority 2: Literacy - Every teacher in English is a teacher of English

Reading, Writing, Oracy.

Priority 3: Feedback and Assessment - Responsive teaching

Feedback is focused, diagnostic, acted upon and is manageable for all teachers.

Formative assessments are regular and inform planning and teaching.

Summative assessments lead to data entry at assessment points and produce shared and consistent grades.

Priority 4: Meeting the Needs of All Learners - Inclusive teaching

Ambitious curriculum, quality first teaching, adaptation, differentiation, stretch and challenge, evidence-based teaching and learning strategies, homework/independent learning, revision and study skills.

Priority 5: Cotham Learner Identity - Ready for school; ready for learning

Students are ready for school and ready for learning, supported by a behaviour for learning approach to classroom routines, restorative justice approaches, rewards, uniform, organisation, attendance and punctuality, well-being and safety.

Outcomes

Priority 6: Students' outcomes - Ambitious for every student

Outcomes meet but mostly exceed national accountability measures for all groups of students at all Key Stages.