

WALLINGFORD SCHOOL STRATEGIC DEVELOPMENT PLAN (VALUES & ETHOS STATEMENT)

MISSION

Our mission is to send each child into the world able and qualified to play their full part.

The aim of this strategic development plan is to fulfil this mission by ensuring we offer an outstanding educational environment that secures our students' academic achievement and personal development.

STRATEGIC PRINCIPLES & AIMS

In developing the school strategy the Governing Body is guided by a number of core principles.

- That the school must be truly comprehensive in order to serve the needs of the whole local community.
- That the school will strive for excellence in both delivering an outstanding education to the students and in the underlying operations that enable that education.
- That the school will act in an ethical way in all that it does.

COMPREHENSIVE

Our starting point is that as the only secondary school in Wallingford it is important that we offer an educational environment and curriculum that is suitable for all learners aged 11-19 in our community.

We have students with a wide range of academic abilities, from those students who are academically gifted to those students who struggle with numeracy and literacy. Some students are looking for an academic curriculum that is likely to lead them into further studies at university or college. Other students prefer to progress along a more vocational pathway that is likely to lead them straight into employment or an apprenticeship. We also have students with particular talents in, for example, art, music or sport.

Meeting the needs of all these students requires the school to employ a range of educational strategies. These range from targeted interventions to help students with special educational needs to providing the most able students with opportunities to stretch themselves. Crucially, these strategies need to be appropriately used to support and challenge each student, taking into account their individual talents and abilities.

We also need to offer a curriculum that, as far possible, meets the diverse educational needs of every young person in our community. Where the school is unable to cost effectively offer specific courses, we will fully support students in making full use of the wider educational resources open to them.

Thus the curriculum offered by the school will take into account the needs of the community as a whole, the ability of the school to deliver that curriculum and the appropriateness of the school directly offering particular courses, taking into account all the educational resources available in the local area.

The specific aims relating to the curriculum that we have identified are as follows:

- To meet the academic and vocational aspirations of all our young people by providing optimal progression pathways.
- To improve the qualification and skills performance of vulnerable groups.
- To improve the life skills of learners.
- To be the secondary school of choice for our catchment area, attracting a minimum of 190 pupils each year.

STRIVING FOR EDUCATIONAL EXCELLENCE

In striving for educational excellence, we not only mean consistently delivering an 'Outstanding' performance in line with the Ofsted framework for school inspection, we also mean working with learners, parents, teachers and the local community to establish our own ambitious definitions of excellence that push us all to continuously improve and help learners achieve their highest potential.

Key to delivering educational excellence is to consistently deliver effective lessons and a priority for the school is to increase the percentage of lessons rated as 'Good' or 'Outstanding' to a level beyond that required to be rated as an 'Outstanding' school. Internal and external assessment of the quality of lessons now shows that the school is operating at the level of an 'Outstanding' school.

Another key metric are the exam results achieved by the students. In recent years, the school has delivered excellent results, including the best headline GCSE results in Oxfordshire for a state school, providing clear evidence that the school is now delivering results that are in line with being an 'Outstanding' school.

The results achieved so far have been delivered using a range of educational strategies that have worked very well for the majority of the students, as evidenced by the strong performance at GCSE. However, the least able students lack the essential skills they need to access the full curriculum and this problem ultimately limits the results they can achieve. In order to deliver significantly better results we need to introduce strategies in Key Stage 3 that will provide those students with the key skills they require.

In determining how best to deliver a strong and effective education, one of our guiding principles is that there should be an equal consideration of interest. This means that we recognise that with a diverse range of needs and abilities there is no one-size-fits-all approach to education.

Where students have specific educational challenges, we will adopt targeted educational strategies that address those specific needs. This starts by working in partnership with the local primary schools to help ensure that all children have the essential skills necessary to access the full curriculum offered by the school and continues with a range of targeted interventions throughout the students' time with us.

Similarly, we will aim to stretch our most able young people through the delivery of activities that will help them fulfil their aspirations. Talented students will be offered opportunities to express themselves through the arts or to compete on the sports field while academically gifted students will be able to participate in activities designed to broaden and challenge them.

The specific aims relating to delivering excellence in education that we have identified are as follows.

- We aim to perform consistently at an 'Outstanding' level as defined by Ofsted.
- We aim to be in the top 10% nationally for 'Value Added' across all measures.
- We aim to deliver 50% of all lessons across the curriculum at an 'Outstanding' level. 90% of all lessons will be 'Outstanding' or 'Good'.
- We aim to increase the engagement of key stakeholders (including businesses) with the school. The Kirkland reporting process can underpin this aim.
- We will improve the way the school communicates with parents and guardians.
- We aim to attract, retain and develop the best teaching and associate staff.
- We aim to provide a culture and processes that support the wellbeing of our learners and staff and enable them to perform to their highest potential.
- We aim to provide a high performing Governing Body.

OPERATIONAL EXCELLENCE

If we are to excel in delivering learning and progression experiences to pupils, we must also excel in operational processes and the way we manage and use the resources that support learning.

The specific aims relating to operational excellence that we have identified are as follows.

- We aim to ensure our financial resources are able to deliver our strategic ambitions.
- We aim to ensure our facilities (including ICT) are able to support the delivery of our strategic ambitions.
- We aim to ensure our human resources are able to deliver our strategic ambitions.
- We will establish and use measures and monitoring tools that support our progress to operational excellence.
- We will establish and use a Governance Effectiveness Framework to ensure the Governing Body maintains a strategic perspective and is capable of managing strategic change.

ETHICS

We will continue to place ethical behaviour at the heart of the school; the way we interact with each other and the way the school is run.

We will act with integrity and consistently in line with our agreed vision, setting clear goals to structure the strategic intentions.

We will always aim to ensure that every student is offered the most appropriate educational experience and curriculum to meet their individual needs, irrespective of whether or not this will impact the school's position in the academic league tables. In particular, students will only be encouraged to take qualifications that are of value to them as part of their personal development.

We aim to treat employees of the school with respect as people and to take an active interest in the development of their careers. This may be through training for their current role or preparation for a senior position. We actively encourage promotion of talented colleagues, even if it means losing them to make a difference in other organisations. We want colleagues to enjoy working at Wallingford School as a challenging, yet highly supportive, environment.