



## Vision, Aims and Strategy

### Introduction

1.1 Governing bodies are responsible for ensuring that the school has a clear vision for the next three to five years, which should include ambitions for current and future students. Governors are expected to review their Vision and overall strategy for the school each year to ensure that they are responding appropriately to changes and circumstances that are affecting the school and the area.

During 2015 we have taken a comprehensive look at our Vision and Aims, and our strategy for taking them forward, in the light of both a thorough evaluation of the school's strengths and priorities for development and the various challenges facing schools generally.

1.2 In reviewing our Vision, Aims and Strategy we have been very conscious of the importance of continuing to improve in achieving good examination results – results which give our students the best foundation for their future, whether that be in continuing education, training or work.

1.3 Equally important is the school's reputation for caring for every child as an individual, irrespective of whether the child is strong academically or needs more support. Our values and principles have, therefore, continued to underpin the review and its outcomes.

1.4 This document includes the following elements:

- our overarching Vision for Humphry Davy School;
- whole school Aims which reflect the Vision and relate to all aspects of the school's life and purpose;
- the School Strategy to take forward the Aims; and
- a statement of our Values and principles (or ethos).

It is important that we are clear about what we are aiming to achieve through this framework and so the Vision, Aims and Strategy are underpinned by the School Development Plan (SDP). The SDP sets out Key Performance Indicators (KPIs) or targets for each of the four main strands of the school's activity – A. Outcomes for students; B. Personal development, behaviour and welfare; C. Quality of teaching, learning and assessment; and D. Effectiveness of leadership and management. These four strands reflect the national schools' inspection framework used by Ofsted and the KPIs reflect national expectations or standards where relevant. The School Development Plan also sets out equivalent KPIs for each Faculty and subject area.

1.5 Action Plans for each strand are included in the School Development Plan, which identify specific objectives for school improvement and the actions to be taken to achieve them.

1.6 Performance against the KPIs, and progress on the Action Plans, is evaluated through a programme of whole school reviews involving both senior leaders and governors. The outcomes are reported to the Governing Body in the spring and summer terms.

1.7 KPIs and Action Plans are updated annually to ensure they remain relevant to the school's, and students', needs and changing external factors.

**Our whole school Aims are:**

2.1 To establish a positive climate for learning that enables students and teachers to achieve the highest standards of learning and teaching, without fear of prejudice or failure;

2.2 To ensure that students, and staff, have a friendly, caring, safe and secure environment, where there are opportunities to learn to value ourselves and others;

2.3 To provide a broad, balanced and challenging curriculum that responds to both local and national requirements and ensures all students experience high quality learning;

2.4 To manage resources efficiently and effectively to achieve 'best value' and maximum benefit;

2.5 To embed Co-operative values in policies, activities and decision making and develop the co-operative character of the school;

2.6 To use music as a catalyst for school improvement, to inspire learning, develop confidence and talents, embed a culture of inclusion and respect and strengthen links with other schools and the local community;

2.7 To develop learning abilities and positive attitudes to learning, such as confidence, curiosity, resilience and problem-solving skills, as a preparation for life;

2.8 To identify and overcome barriers to learning or participation in school life;

2.9 To instil an understanding of the world around us and local and wider cultures, underpinned by environmentally sustainable values and practices within the school's operations;

2.10 To work effectively in partnerships which add value to the life of the school, increase opportunities and bring wider benefits to the community and other schools;

2.11 To maintain our role within, and a positive relationship with, the local community;

**Our Strategy for delivering our Vision, Values and Aims is:**

3.1 To implement and sustain tracking systems that are rigorous, fit for purpose and enable early identification of potential underachievement;

- 3.2 To deliver individual support, and effective engagement with parents and carers, through mentoring that is coordinated and consistent across all groups;
- 3.3 To promulgate teaching that is creative and engaging, and learning experiences that are differentiated to challenge every student, reflecting "ETHICAL" teaching principles;
- 3.4 To develop and implement effective behaviour policies and procedures that are based on support and mutual respect, to enable all students and teachers to have the opportunity to achieve high standards;
- 3.5 To provide engaging and inclusive core and extra-curricular activities, addressing barriers, and using Pupil Premium and other funding sources, to enable all groups of students to participate;
- 3.6 To make effective use of new and emerging technologies in delivering and developing the curriculum;
- 3.7 To provide opportunities that promote health and well being and a lifelong interest and engagement in physical activities;
- 3.8 To prioritise available resources on developing and improving the school premises as an attractive, stimulating environment which will motivate and inspire both students and staff;
- 3.9 To recruit and retain staff that are appropriately skilled and qualified through focused support and development;
- 3.10 To create leadership and development opportunities that are accessible to all staff and contribute to succession planning ;
- 3.11 To develop the best possible use of music, and music initiatives, across the curriculum to support learning and teaching ;
- 3.12 To encourage accessibility to, appreciation of and a lasting interest in music;
- 3.13 To support music making by local people, and develop close links with local providers and arts institutions which can support music in schools;
- 3.14 To facilitate a comprehensive programme of musical performances for the benefit of those within the school, other schools and the local community;
- 3.15 To work with music professionals, the Cornwall Music Hub and local music groups;
- 3.16 To promote independent learning through carefully planned activities that encourage students to take responsibility for their own learning and group work to encourage students to co-operate and collaborate with each other;
- 3.17 To provide opportunities for active learning that relates to the young person's own experience;
- 3.18 To instil a culture of expectation and support that enables all students to contribute to the life, and development, of the school through a range of activities;

- 3.19 To promote an expectation of every member of the school community to be role models and leaders, both within and beyond the school day;
- 3.20 To continue and develop national and international links with a range of countries and cultures;
- 3.21 To integrate the principles of sustainability into all aspects of school life and development;
- 3.22 To integrate the principles of caring for others into school life, including an awareness of issues such as poverty, the impact of climate change and the importance of Fair Trade on a local, national and global level;
- 3.23 To involve students' families, and the local community, as vital partners in the life of the school;
- 3.24 To work with multi-agency teams and other community organisations to overcome barriers to learning or participation in school life;
- 3.25 To work with Primary and Secondary partner schools, and Further and Higher Education providers, to maximise opportunities available to our students and to all young people in the area;

### **Our Values and Principles**

**Humphry Davy School seeks to unlock the talent and enterprise of all our young people. We promote high achievement and learning for life by working with every individual to:**

- value, trust and respect each member of our community and work together co-operatively;
- develop their full academic, creative, physical and personal potential, regardless of background and overcoming any barriers to learning;
- develop the knowledge, skills and attributes they need to lead successful and happy lives;
- become independent, confident, considerate and responsible young people who make a positive contribution to society;
- understand the importance of a fairer and environmentally sustainable world;
- be empowered to make an ethical and sustainable contribution to local, national and global prosperity.

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**We are committed to justice and equality for all and will carry this through in school life by:**

- recognising individuality;
- raising aspirations and awareness of opportunities;
- valuing and celebrating the positive attitudes and diverse achievements of all;

- encouraging a positive sense of place and identity through awareness of Cornwall's heritage, environment and culture and understanding and respecting differences on a local, national and international level;
- establishing fair and firm boundaries which promote self-discipline and a responsible attitude towards people and property;
- providing a community where all feel they belong and where each is known as an individual;
- promoting the personal qualities of resilience, curiosity, self-esteem, self-confidence, self-discipline, tolerance and compassion;
- ensuring that our school is a community in which all participate in decision making.

**“Life is made up, not of great sacrifices or duties, but of little things, in which smiles, and kindnesses, and small obligations, given habitually, are what win and preserve the heart and secure comfort”**

(Sir Humphry Davy)