



The Crossley Heath School

Strategic Direction 2018-2021

Approved by the Full Governing Body 11 December 2018

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Our purpose

To inspire each of our young people to flourish as an individual, to be curious, to be resilient and to love learning. We aspire for them to grow into articulate, independent future citizens and to become the leaders of tomorrow.

Our core values

We want our young people to understand and live by our core values.

- Self-belief:** to believe that we ‘can’, even if ‘not quite yet’.
- Respect:** to respect each other, our school community, our values and heritage, and our physical spaces; to treat everyone with dignity, tolerance and justice.
- Responsibility:** to accept personal responsibility for our actions. To conduct ourselves to the highest standards within school and the wider community. To take responsibility to help others and do what is right.
- Aspiration:** to hold the highest aspirations for ourselves and each other; to aspire to the highest standards and to be ‘the best we can be’ in all that we do.
- Challenge:** to challenge ourselves to grow, to challenge beliefs that restrict us or restrict our view of others and to be resolute in the face of change or uncertainty.
- Purpose:** to do the right things, for the right reasons and to do them properly to the highest standards.

Our vision for 2021

Our school will be a centre of **academic excellence** where each student will make **exceptional progress** and leave us with great examination results and the attributes and skills needed to flourish as an independent citizen in the 21st century world.

Our school will have an **exciting and challenging curriculum where** each student will grow intellectually, culturally, socially and personally, where arts and sports thrive, where sixth form courses meet student demand and deliver outstanding outcomes.

Our school will be a very **warm, genuinely inclusive and vibrant community, rooted in our core values** where our young people are **excited and proud to be here**, where each will flourish as an individual, be curious, resilient and love learning.

Our school will instil in each of our young people **the highest aspirations and expectations** for themselves, where they will aspire to be **the best they can be** in all that they do and to become articulate, independent future citizens and the leaders of tomorrow.

Our school will have **great** - challenging, creative and innovative - **teaching and learning**, based on evidence about what really works, where professional training for teachers meets the needs of individuals in developing as high quality, creative, reflective practitioners.

Our school will offer **outstanding pastoral care** where health, resilience and well-being are paramount, and academic and pastoral processes are effectively aligned so that students who face challenges receive effective, compassionate support tailored to their needs.

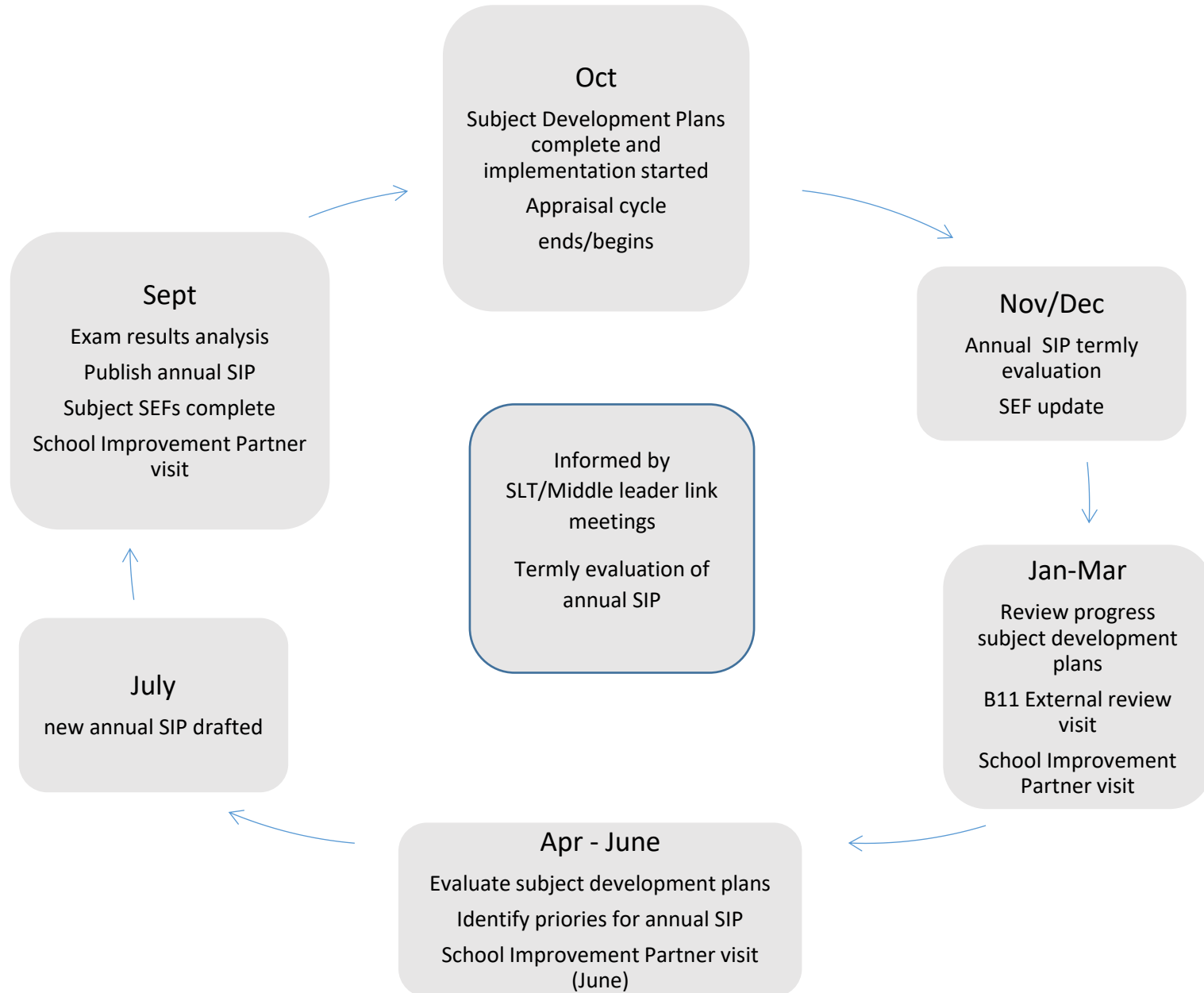
Our school will commit to securing the **well-being of everyone**, a community dedicated to our work, but which enjoys fun and social interaction and treasures life beyond school so that all benefit from a rewarding and sustainable lifestyle.

Our school will be a **place of momentum** offering professional growth for all, humane leadership, and a culture of reflection and self-evaluation.

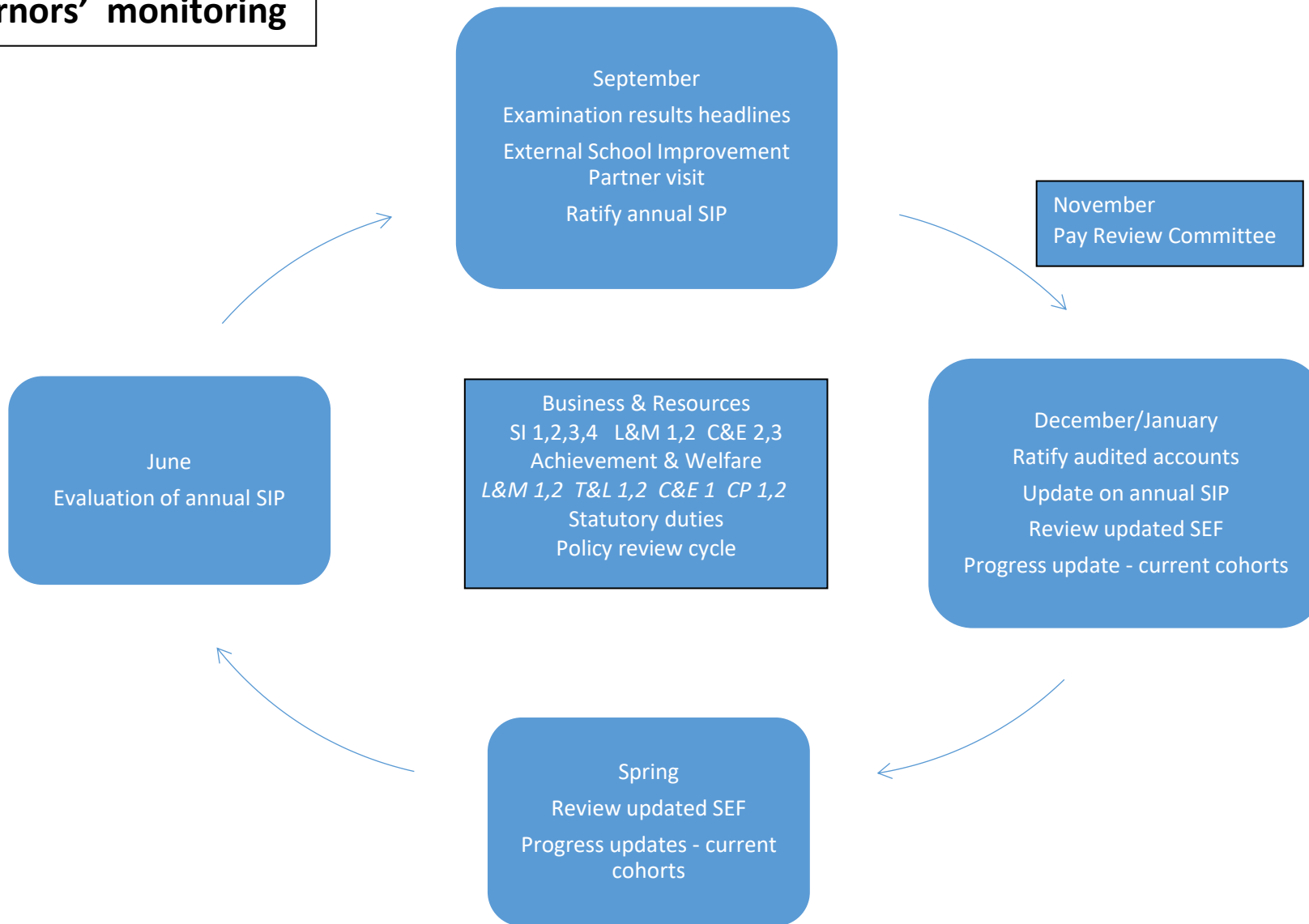
Our school will have a capital programme **creating excellent facilities** which will provide 'state of the art' teaching and independent learning spaces, dignified pastoral and SEN provision, extended sixth form provision and ample space for pastoral and social interaction, including civilised dining.

Our school will closely associate with other leading academic institutions and will enjoy a **regional and national reputation** as a leading school.

Self-evaluation cycle



Governors' monitoring



Our Key Performance Indicators 2018-21

1. Headline KS4 and KS5 success measures place us on an upward trajectory towards above average success measures +0.5 P8 and +75 A8 at KS4, L3 VA + 0.15, ALPS 3 at KS5.
2. Variations in the performance of different groups of students will be eliminated at KS4 &5.
3. 100% pass rate in KS4 at grade 5 in English & maths and 100% pass rate in KS5.
4. A clear curriculum rationale and implementation plan will be delivering changes to ensure a strong curriculum [in spirit of OfSTED framework 2019]
5. All teaching will meet the CHS standard for 'great teaching'.
6. Student attitude grades will demonstrate Growth Mindset and highly positive attitudes to learning.
7. 95% of KS5 students will progress to their first-choice destinations.
8. CEIAG provision will meet the Gatsby Standards and achieve the Quality mark.
9. The school will be rated 'Outstanding' in all areas under the new OfSTED framework 2019 (if inspected).
10. The long-term sustainability of the 6th form will be secured with consistent numbers around 260.
11. The Strategic facilities plan will be delivering improvements to space and facilities across the school.
12. Student and staff well-being & mental health referrals will be minimal and stakeholder feedback will indicate high levels of positive well-being.
13. Stakeholder feedback will indicate 90%+ satisfaction with pastoral provision, PSHE provision, safeguarding & safety and well-being.
14. The school will be rated in the top 10 of 'similar' state schools in the DFE performance tables and in the top 3 highest performing for both KS4 and KS5 in Yorkshire.

nb: all sections of plan to be reviewed July 2019 and revised appropriately re: additional activity or resources and ongoing key review dates

Strategic Intent 1: Creating excellent facilities					
Actions to achieve SI 1	Person/s accountable	Resources/costs	Key review dates	Monitoring	
Explore possibilities for land/facilities near existing site	VSG Task & finish group	Governor time	October 2018 Jan/Feb 2019	Report to VSG	
Determine specific possibilities for maximising assets	VSG Task & finish group	Governor time	Jan/Feb 2019	Report to VSG	
Develop full strategic plan for school facilities, oversee bid processes and capital works		Time AAP fees	Feb 2019	B&R	
Success criteria: <ul style="list-style-type: none"> Engagement of AA Projects to facilitate bid processes from Sept 2018 and to support long-term facilities/site planning 5 year space/premises plan in place Easter 2019 Decision re 6th form space Jan/Feb 2019 					
Evaluation: Business & Resource Committee scrutiny of space/premises plan and its implementation					
Strategic Intent 2: Create capital fundraising strategy					
Actions to achieve SI 2	Person/s accountable	Resources/costs	Key review dates	Monitoring	
Explore potential sources and feasibility of external funding	VSG task & finish group	Governor time	Oct 2018	Report to VSG	
Roofing phase 2, windows phase 3 bid Dec 2018	AA Projects	AA Projects fees	tbc	B&R	
Success criteria: <ul style="list-style-type: none"> Summary of possible sources of external funding presented to VSG Success of 2018-19 bidding round 					
Evaluation: Business & Resource Committee scrutiny of space/premises plan and its implementation					
Strategic Intent 3: Create PR/marketing strategy					
Actions to achieve SI 3	Person/s accountable	Resources/costs	Key review dates	Monitoring	
Gather information about PR/marketing re 6 th forms locally	VSG task & finish group	Governor time	October 2018	Report to VSG	
Gather information about CHS current PR/marketing activity	VSG task & finish group	Governor time SLT time	Jan/Feb 2019	Report to VSG	
Success criteria: <ul style="list-style-type: none"> Summary information and recommendations presented to VSG Strategy created and implemented 					
Evaluation: <ul style="list-style-type: none"> Business & Resource Committee scrutiny of strategy. 					

Strategic Intent 4: Explore implications of changing lower school admissions arrangements					
Actions to achieve SI 4	Person/s accountable	Resources/costs	Key review dates	Monitoring	
Analyse entrance exam and admissions data	VSG task & finish group	Governor time Data Manager time	October 2018 Jan/Feb 2019	Report to VSG	
Success Criteria:					
<ul style="list-style-type: none"> Recommendation to VSG 					
Evaluation:					
<ul style="list-style-type: none"> Recommendation to VSG 					
Leadership & Management 1: Secure sustainable future for 6th form					
Actions to achieve L&M 1	Person/s accountable	Resources/costs	Key review dates	Monitoring	
Create a revitalised recruitment & marketing strategy See also SI 3 above		SLT Time	Spring 2019 Sept 2019	A&W B&R	
Embed collegiate model, enhanced enrichment programme		6 th form team	SIP termly 2018-19	SIP A&W	
Engage with C6 schools in conducting Perception Survey of post 16 student requirements		- (denotes no additional resource currently identified)	Oct 2018	VSG A&W	
Success criteria:					
<ul style="list-style-type: none"> Broader subject offer & enhanced results –increases recruitment. New Y11-12 transition programme in place for 2019. 					
Evaluation:					
<ul style="list-style-type: none"> Marketing Strategy in place – implemented and monitored Effectiveness of annual recruitment process 					

Leadership & management 2: Further develop leadership & management at all levels					
Actions to achieve L&M 2	Person/s accountable	Resources/costs	Key review dates	Monitoring	
Rationalised GB Committee Structure, incisive focus on achieving vision and increased focus on challenge re school improvement priorities		time	GB meeting schedule	GB meetings	
Middle Leader Development/ Training (MLDP) New and Aspiring Senior Leaders (NASL)		CPD budget Planning time	SIP termly	SIP A&W	
Increase SLT capacity : Associate Assistant Headteacher posts		Salary costs	October 2018	SIP A&W	
Embed new SLT structure, revised roles and accountabilities. Appropriate leadership CPD/networking for individuals		Course costs (if applicable) SLT time	SIP termly	1:1 meetings SIP termly	
Success Criteria: <ul style="list-style-type: none"> • Incisive challenge by revised GB committees ensures achievement of vision and school improvement priorities. • SLT is highly effective, focused on impact. AAHT posts are in place. • Middle leaders are accountable for their areas, develop their teams professionally and conduct high quality QA and self-evaluation. They contribute proactively to design and development of school improvement strategies. • Student outcomes achieved. 					
Evaluation: <ul style="list-style-type: none"> • School Improvement Partner Review • SLT & GB evaluation of School Improvement Plan 					

Teaching & learning 1: Secure outstanding progress for all students given their starting points					
Actions to achieve T&L 1	Person/s accountable	Resources/costs	Key review dates	Monitoring	
Develop accelerated targets for identified groups		-	Oct 2018	SIP A&W	
Forensically analyse student progress tracking information (including strengths & gaps in learning, barriers to learning) to inform incisive intervention.		Further MIS training (SISRA/FFT/PARS)	Tri-annual SIP termly	SIP termly A&W	
Success criteria: <ul style="list-style-type: none"> • See student outcome KPIs above. • Any gaps in attainment & progress (given student starting points) eliminated. 					
Evaluation: <ul style="list-style-type: none"> • Achievement & Welfare Committee Scrutiny of examination and in-year assessment data. • SLT & GB evaluation of School Improvement Plan 					

Teaching & learning 2: Create consistently 'great' teaching and learning					
Actions to achieve T&L 2	Person/s accountable	Resources/costs	Key review dates	Monitoring	
Embed high quality feedback and reflection to inform next steps in learning		CPD programme budget	SIP termly B11 review	SIP QA programme A&W	
Embed high quality differentiation and in-class intervention in lessons					
Effective CPD programme and appraisal processes					
Develop strategies to enhance literacy with an emphasis on improving standard spoken & written English		Element of AAHT role	SIP termly Mar 2019	SIP A&W	
Success criteria: <ul style="list-style-type: none"> • High expectations & levels of challenge routinely observed in lessons and supported by student feedback • 'Next steps in learning' feedback and reflection strategies are highly developed – based on best practice research • Differentiation and intervention in lessons is highly developed – based on best practice research • CPD programme is highly valued by teachers and there is tangible impact on impact on student outcomes and quality of teaching • Ofsted outstanding judgement 					
Evaluation: <ul style="list-style-type: none"> • Achievement & Welfare Committee Scrutiny of appraisal impact. • SLT & GB evaluation of School Improvement Plan. 					

Curriculum provision 1: Ensure that students have the attributes and skills to flourish, be resilient and independent					
Actions to achieve CP 1	Person/s accountable	Resources/costs	Key review dates	Monitoring	
Curriculum review and planning to create a strong, knowledge based curriculum and further opportunities for PHSCE, Arts, Music, Sports,		Staffing costs	End of Spring term 2018	A&W Spring 2019	
Appointment of senior department leader to lead curriculum review and development		TLR	Autumn 2018	A&W Nov 2018	
Ensure that our assessment rationale and practices are robust and fit for purpose		-	SIP termly	SIP A&W	
Embed Growth Mindset approach in school culture, processes and systems		-	SIP termly	QA programme SIP	
Continue to enhance CEIAG provision		-	Spring 2019	A&W	
<p>Success criteria:</p> <ul style="list-style-type: none"> Curriculum Development leader in place. Curriculum review completed. It informs development of new rationale in relation to 'taught' curriculum and 'extra-curricular' activities (aligned with Ofsted framework 2019. Curriculum rationale in place. Implementation plan in place and underway. Meet Gatsby benchmarks and achieve Careers quality mark. 					
<p>Evaluation:</p> <ul style="list-style-type: none"> Achievement & Welfare Committee Scrutiny of curriculum review, rationale & implementation plan. SLT & GB evaluation of School Improvement Plan. 					

Curriculum provision 2: Develop an exciting and challenging curriculum					
Actions to achieve CP 2	Person/s accountable	Resources/costs	Key review dates	Monitoring	
Secure strong 5 year curriculum provision KS2-4 to ensure that students are well prepared for transition points, including choosing options subjects in Y10.		Changes to staffing	SIP termly A&W B & R	SIP A&W B&R	
Establish 'extra-curricular entitlement' to ensure all students participate in activities outside lessons		-			
Success criteria: <ul style="list-style-type: none"> • Curriculum model meets 2019 Ofsted framework standards. • Curriculum makes explicit 'key subject constructs', addresses our literacy needs and instils powerful, transferable knowledge. It ensures 'locking' of long term memory, depth and breadth of key knowledge, and 'freedom & creativity' to support achievement of highest grades. 					
Evaluation: <ul style="list-style-type: none"> • Achievement & Welfare Committee Scrutiny of curriculum review, rationale & implementation plan. • SLT & GB evaluation of School Improvement Plan. 					

Culture and ethos 1: Create an inclusive and cohesive community in response to cohort profile changes					
Actions to achieve C&E 1	Person/s accountable	Resources/costs	Key review dates	Monitoring	
Develop links with Halifax Academy, sharing good practice around inclusion of ethnic-minority cohort		Mitigate any costs through mutual partnership working. Some CPD costs anticipated	Assessment points Spring 2018 Assessment points	SIP A&W	
Address any underachievement of groups of students through ensuring classroom provision meets needs: literacy, reading & vocabulary, enriching cultural capital			Dec 2018 July 2019		
Explicitly engage in activities which recognise & celebrate our cultural diversity and commonalities			SEF update autumn 2018 SIP termly		
Significantly enhance opportunities to listen to students, take on board their feedback and use it to inform the development of the school.		-			
Success criteria: <ul style="list-style-type: none"> • Positive parental and student feedback re inclusion and cohesion. • Student voice harnessed through SLT, Pastoral and subject led activities 					
Evaluation: <ul style="list-style-type: none"> • Review of pastoral data/referrals and student outcomes. • Feedback from parents & students. 					

Culture & Ethos 2: Develop outstanding provision for pastoral care, mental health and well-being for all in our community					
Actions to achieve C&E 2	Person/s accountable	Resources/costs	Key review dates	Monitoring	
Maximise capacity to support the development of resilience and good mental health & well-being (preventative provision) and support for individuals facing challenges (responsive provision).		Possible staffing costs	SIP termly	SIP A&W	
Minimise work-load for staff using best practice and DfE guidance to improve work/life balance and address issues which are identified as contributing to stress or poor work/life balance.		To be identified	SIP termly	SIP Staff voice B&R	
Success Criteria: <ul style="list-style-type: none"> • Reduced referrals to in-school counsellor services and external services. • Positive feedback from students and parents about provision and individual support. • Positive staff voice feedback re well-being, work-life balance and morale. 					
Evaluation: SLT & GB SIP evaluation Review of staff, student, parent feedback					
Culture & Ethos 3: Continue to grow as an outward-facing school					
Actions to achieve C&E 3	Person/s accountable	Resources/costs	Key review dates	Monitoring	
Maximise capacity to support the development of resilience and good mental health & well-being (preventative provision) and support for individuals facing challenges (responsive provision).		New post: Health & Welfare Coordinator	Feb 2019	SIP B&R	
Minimise work-load for staff using best practice and DfE guidance to improve work/life balance and address issues which are identified as contributing to stress or poor work/life balance.		Ongoing counselling costs	June 2019	SIP B&R	
Success Criteria: <ul style="list-style-type: none"> • Reduced referrals to in-school counsellor services and external services. • Positive feedback from students and parents about provision and individual support. • Positive staff voice feedback re well-being, work-life balance and morale. 					
Evaluation: <ul style="list-style-type: none"> • SLT & GB SIP evaluation. • Review of staff, student, parent feedback. 					

Strategic Partners (further partnerships to be developed as appropriate over the life of the plan)

Strategic Partner	Vision theme	Lead
C6 Collaborative Brooksbank Brighouse Ryburn Calder Lightcliffe	Sustainable 6 th form	
Calderdale College	Sustainable 6 th form	
<i>AA Projects</i>	Facilities, Capital fund-raising	
NHGS	11+ Admissions	
Teamworks Mosaic	Teaching & learning	
Halifax Academy	Inclusive, cohesive community	