



LIGHTHOUSE
SCHOOLS PARTNERSHIP



Churchill Academy & Sixth Form
Strategic Plan
2023-2026

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This plan should be read in the context of:

- The [LSP Strategic Plan](#)
- The [LSP Education Strategy](#)
- The [LSP Disadvantaged Strategy](#)
- The [LSP SEND Strategy](#)

INTRODUCTION

This strategic plan marks the beginning of a new phase for Churchill Academy & Sixth Form. We joined the Lighthouse Schools Partnership on 1st April 2023, having worked closely with the trust since September 2022. The Academy's first Ofsted inspection since 2015, carried out two weeks before the joining date and published a month afterwards, judged the Academy "requires improvement" overall. "Good" judgments for the quality of education, personal development and the sixth form were overridden by the judgement for behaviour and attitudes, and consequently leadership and management.

The ambition to ensure that the Academy is judged at least "good" in every category on re-inspection has precipitated a full review our approach, but this plan is not driven by Ofsted. Rather, our approach remains driven by our vision – to set no limits on what we can achieve – and our purpose, which is to inspire and enable young people to make a positive difference through our values of kindness, curiosity and determination.

The main focus of our work towards realising that vision between 2023 and 2026 will be on behaviour, with the intention of ensuring that the behaviour and attitudes of all students demonstrate the values and expectations of our Academy at all times. At the same time, we want to build on the positives of our previous work by ensuring that our curriculum continues to be strong, with improvements in assessment practice and the development of whole school reading; we continue to develop our students as effective young citizens through our student leadership and extra-curricular programmes; and that we continue to provide excellent care and support for all our students, including those with additional needs. The intent of all this work is to empower and enable young people to make a positive difference – to themselves, to our Academy, and to the wider world as a result of the education they have had with us.



Chris Hildrew
Headteacher



Ben Hardy
Chair of Local Governing Body



Gary Lewis
Chief Executive Officer



OUR VISION, VALUES & AIMS

Our Vision: to set no limits on what we can achieve

Our Purpose: to inspire and enable young people to make a positive difference

Our Values: kindness, curiosity, determination

What we do: we empower everyone at the Academy to develop knowledge, skills, character and confidence, and we all make a positive contribution to the Academy and its wider community. We have high expectations of excellent behaviour, maintained through constructive relationships built on trust and respect. Our approach is driven by our belief that personal and academic accomplishments are not limited by what we, or others, think we can achieve.

Values

- **Kindness:** at Churchill, we are kind to one another. This means that we are considerate and generous every day, caring for one another and doing everything we can to make sure everybody else has a good day at school. Kindness reinforces our shared sense of community; it builds trust and respect; and it ensures that we take our social responsibilities seriously.
“A single act of kindness throws out roots in all directions, and the roots spring up and make new trees.” (Amelia Earhart)
- **Curiosity:** at Churchill, we are constantly curious and hungry for new learning. We value enquiring minds and a spirit of exploration. The desire to know or learn something new motivates us to try our hardest in everything we do.
“The mind is not a vessel to be filled, but a fire to be kindled” (Plutarch)
- **Determination:** at Churchill, we are persistent and relentless in the pursuit of our goals – both academic and personal. This determination to keep going when learning is difficult, and to come back and try again when we struggle, helps us to succeed.
“Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.” (Thomas Edison)

Learning at Churchill

We believe in the value of:

- Determined and consistent effort
- A hunger to learn new things
- Challenging ourselves to go beyond what is comfortable
- Viewing setbacks and mistakes as opportunities to learn and grow
- Seeking and responding to feedback
- Encouraging others to succeed



STRATEGIC OBJECTIVES 2023-2026

The Local Governing Body has agreed these strategic objectives to steer the school's growth and development over the next three years. They are:

1. All students demonstrate excellent behaviour, effort and attitudes to learning
2. Every student enjoys the highest quality of education
3. The personal development programme ensures that students embody the Academy's vision, values and purpose
4. Leadership and management is ambitious and persistent in pursuit of our goals
5. We are fully integrated into the vision, ethos, systems and structures of the Lighthouse Schools Partnership to the mutual benefit of the Academy and the Trust



S01: All students demonstrate excellent behaviour, effort and attitudes to learning

Ofsted link: behaviour and attitudes

Elements and Milestones for Years 1-3

Element	Milestones		
	Year 1	Year 2	Year 3
Improving behaviour in lessons through the Behaviour Strategy	Revised behaviour expectations and refocus room launched	Revised behaviour expectations embedded	Behaviour and attitudes at least "good" in Ofsted re-inspection
Improving behaviour between lessons and around the site through the Behaviour Strategy	Social time arrangements reviewed and new arrangements implemented	Social time expectations running effectively	Students modelling excellent behaviour in social times
Improving punctuality to school and to lessons through the Behaviour Strategy	Clear systems for addressing punctuality in place	Students are punctual to school and lessons	All students are punctual to school and lessons
Improving attendance, especially for priority learners (disadvantaged and SEND)	Attendance focus from Student Services: PSWs and pastoral team	Attendance, including for priority learners, better than national average	Attendance, including for priority learners, better than national average



SO2: Every student has the highest quality of education

Ofsted link: Quality of Education

Elements and Milestones for Years 1-3

Element	Milestones		
	Year 1	Year 2	Year 3
Developing a new model for assessment within the Academy so that assessment is an effective tool for learning and development	Assessment and reporting system implemented	Assessment and reporting system evaluated and refined	Assessment and reporting aligned across LSP
Developing and implementing a whole-school strategy for reading	Reading strategy implemented	Reading strategy embedded across the Academy	Reading culture evident throughout the Academy
Reducing in-school variation in the quality of education to ensure that all teaching sets no limits on what we can achieve	Quality of curriculum and teaching consistent. Consistent expectations for Sixth Form teaching implemented	High quality curriculum and teaching and learning experience across the Academy	Quality of education at least "good" in Ofsted inspection
Ensuring that every teacher is a teacher of SEND in an inclusive and ambitious curriculum	Consistency of inclusive practice reviewed and systematised	Inclusive practice modelled in all classrooms	Outcomes for priority learners in line with peers



S03: The personal development programme ensures that students embody the Academy's vision, values and purpose

Ofsted link: personal development

Elements and Milestones for Years 1-3

Element	Milestones		
	Year 1	Year 2	Year 3
Systematising personal development through the Churchill Charter	Churchill Charter launched for Year 7 and 12	Churchill Charter rolled out to Year 8	Churchill Charter in place across KS3
Enhancing the role of the tutor in promoting personal development	Tutors effective in delivering behaviour and character curriculum and expectations, communicating positively with families	Behaviour and character curriculum embedded; tutor role developed and enhanced; all students positive about a trusted adult in school	Tutor role embedded and effective
Building on the strengths of cross-year-group working, for example in student leadership	Student councils and leadership conferences embedded and effective	Sixth Form student impact groups visible and tangible in main school culture	Student leaders working across the trust
Development and delivery of the Character Curriculum (incorporating the Behaviour Curriculum and Outdoor Education)	Character Curriculum delivered through assemblies and tutor programme	Character curriculum reviewed. Embedded into PSHE. Rewarded via BROMCOM Comprehensive review. Comparison to 2023, 2024	Character curriculum running effectively throughout the Academy
	Outdoor education curriculum year 1. Team building year 7.	Outdoor education curriculum year 2. Team building year 7+8	Outdoor education curriculum year 3



SO4: Leadership and management is ambitious and persistent in pursuit of our goals

Ofsted link: Leadership and management

Elements and Milestones for Years 1-3

Element	Milestones		
	Year 1	Year 2	Year 3
Developing data so that leaders and governors are able to identify strengths, areas for development and trends across attainment, progress, attendance, and behaviour	Clear data on behaviour and attendance regularly scrutinised by SLT and governors	Coherent data ecosystem established to connect behaviour, attendance, progress and attainment	
Strengthening governance so that governors can ask the right questions, at the right times	Local governing body established Governance strengthened through targeted recruitment and secondment	Review of governance (LSP or external)	
Ensuring that leadership in the Academy is effective at all levels	Leaders effective in articulating and maintaining high standards	Leaders are effective in improving performance across the Academy	Leaders are consistently and highly effective in improving performance across the Academy
Developing and strengthening the partnership between school and home, especially for the families of priority learners	Partnership working between home and school reviewed, developed and improved	Improved home school communication practice embedded	



SO5: We are fully integrated into the vision, ethos, systems and structures of the Lighthouse Schools Partnership to the mutual benefit of the Academy and the Trust

Link to LSP Planning: Buildings, resources and partnerships

Elements and Milestones for Years 1-3

Elements	Milestones		
	Year 1	Year 2	Year 3
Developing the use of the Sports Centre building as an effective resource for students and the wider community	Sports Centre building acquired, repaired and in use as school resource	Wider community use of Sports Centre developed	Sports Centre generating sustainable income for the Academy
Adapting resourcing into the developing MAT context to ensure financial and operational efficiency, effectiveness and sustainability	Resourcing evaluated in MAT context Progress made in secondary collaboration roadmap	Resourcing fully aligned to MAT structures Year 2 milestones from secondary collaboration roadmap	Year 3 milestones from secondary collaboration roadmap
Being an employer of choice by ensuring staff are supported, challenged and developed to be their best	People Strategy rolled out; LSP appraisal process revised	All staff consistently model the Academy's values, ethos and purpose; cross-trust working is embedded	All staff are performing to the highest standards; cross-trust working is commonplace
Improving the condition of the wider Academy estate to ensure a first class learning environment for all students	Site condition priorities established: short, medium and long term priorities confirmed	Short term priorities addressed; clear plan in place for long term priorities	Site in excellent condition; ongoing maintenance programme established and running smoothly



KEY PERFORMANCE INDICATORS

Key performance indicators (KPIs)	KPIs are specific measurements used to gauge performance – indicating an improvement or a deterioration in performance against objectives. They measure progress toward the objective and gauge how close you are to achieving it. KPIs are monitoring and decision-making tools. The Local Governing Body will review progress toward KPIs annually.
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		KPIs
SO1	Behaviour and attitudes	<ul style="list-style-type: none"> ● Improved evaluation of behaviour in parent, staff and student surveys: benchmarking shows equal or better than LSP mean ● Improved attendance and reduced persistent absence, especially for priority learners: benchmarking shows equal or better than LSP mean for attendance ● Students punctual to school and to lessons: lates reduced from 2023 baseline ● Positive SIP reports and Challenge Partners reviews ● Ofsted judgement of at least “good” for behaviour and attitudes
SO2	Quality of education	<ul style="list-style-type: none"> ● Positive Challenge Partners reviews ● Positive SIP reports ● Improving student outcomes from summer 2023 baseline: benchmarking shows at least in line with other LSP secondary schools ● Narrowed attainment and progress gap between priority learners and their peers from summer 2023 baseline ● Reduction in students below curriculum access reading age (<10) from 2023 baseline ● Raise the cohort average reading and spelling age by >0.7 in each year ● Ofsted judgement of at least “good” for quality of education



		KPIs
SO3	Personal development	<ul style="list-style-type: none"> Increasing numbers of priority learners engaged in extra-curricular provision from 2022 baseline Strong completion rates for Churchill Charter Ofsted judgement of at least “good” for personal development
SO4	Leadership and Management	<ul style="list-style-type: none"> Positive peer review of governance through LSP Positive Challenge Partners reviews Positive SIP reports Ofsted judgement of at least “good” for leadership and management Increased parental engagement with parents’ evenings from 2022 baseline Increasing parental satisfaction in surveys and ParentView: benchmarking shows equal or better than LSP mean
SO5	Buildings, resources and partnerships	<ul style="list-style-type: none"> Sports Centre building acquired and in use Balanced in-year budgets and future years’ forecast Estate in good condition (reported in condition survey) Staff and students feel part of Churchill Academy & Sixth Form and the Lighthouse Schools Partnership (reported in surveys) Positive staff morale reported through surveys and panels: benchmarking shows equal or better than LSP mean

