



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Churchill Academy & Sixth Form
Strategic Plan
2026-2029

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This plan should be read in the context of:

- [The Lighthouse Schools Partnership Strategic Plan and key documents](#)
- [Churchill Academy & Sixth Form Ofsted Report May 2025](#)
- [Building a world-class curriculum for all](#) (CAR Report) and [DfE response](#)
- [Every child achieving and thriving](#) (DfE white paper)



All elements of the strategic plan will take account of [*A School's Guide to Implementation*](#) from the Education Endowment Foundation (EEF).




INTRODUCTION

This strategic plan begins at an important inflection point for Churchill Academy & Sixth Form. In 2025 the Academy was graded “Good” in all areas by Ofsted following an inspection in May; in August, Year 11 students received the Academy’s best ever GCSE results, with disadvantaged students achieving the best results in North Somerset for GCSE English and Maths at both 5+ and 4+. This new strategic plan, therefore, begins from a strong position and seeks to enhance the Academy’s position still further.

The plan also sets out to navigate a changing educational, social and economic landscape. The report of the Curriculum and Assessment Review in November 2025, *Building a world-class curriculum for all*, laid out a pathway of evolution for the national curriculum and assessment system; the Department for Education’s White Paper, *Every Child Achieving and Thriving*, lays out ambitious plans for widespread reform to the education system, especially for students with SEND; and Ofsted’s inspection framework, launched in November 2025, shifted the emphasis for schools away from headline grades and towards inclusion and achievement for all. Beyond education, seismic changes in the spheres of technology, society and the economy provide an unstable and unpredictable backdrop for our school, our staff and our students as we look ahead towards the end of this decade.

As we step forward confidently into this future, we are determined that we will keep our students at the heart of our planning, remembering what it is that makes our Academy’s community so special. To succeed and thrive in this rapidly developing world, our students will need to be adaptable, resilient, and creative; this is why we have placed creativity at the heart of our plan for the next three years. We are determined that, by 2029, our Academy will be a local and national centre of excellence for creativity, with all of our students thriving in an ambitious and inclusive curriculum, so that they can go on to make a positive difference to the world of the future.



Chris Hildrew
Headteacher



Robert Hart
Chair of Local Governing Body



Gary Lewis
Chief Executive Officer



OUR VISION AND VALUES

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.
- **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.
- **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.

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 2026-2029

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. The Academy will become a local and national centre of excellence for creativity
2. Our curriculum, pedagogy and Academy culture will be ambitious and inclusive for all learners
3. All students will have excellent attendance and behaviour
4. We will maximise the benefits of our local and Academy community, environment and partnerships

These objectives will be delivered through effective leadership at all levels of the Academy.



SO1: The Academy will become a local and national centre of excellence for creativity

Elements and Milestones for Years 1-3

Element	Milestones			
	Intended impact	Year 1	Year 2	Year 3
Develop and implement a creativity strategy	To raise achievement and employability through developed creativity skills	Creativity strategy devised and implemented	Creativity strategy embedded across the Academy	Creativity at Churchill recognised regionally and nationally
Work with the Artsmark framework to develop creativity across the Academy	To support student outcomes and wellbeing, teacher recruitment, retention and confidence, and whole school improvement	Achieve Artsmark Silver	Achieve Artsmark Gold	Work towards Artsmark Platinum

Research base:

- [Artsmark](#)
- [Imagine Nation: the value of cultural learning](#) (CLA)
- [Durham Commission on Creativity and Education](#) (Arts Council England)
- [An evidence-based approach to creating a culture of inclusive opportunity through arts and creativity](#) (N8 Research Partnership)
- [Creativity Collaboratives: Inspiring Teaching and Learning Toolkit](#) (Penryn College / University of Exeter)



SO2: Our curriculum, pedagogy and Academy culture will be ambitious and inclusive for all learners

Elements and Milestones for Years 1-3

Element	Intended Impact	Milestones		
		Year 1	Year 2	Year 3
Review and refine the curriculum in line with the new national curriculum and the creativity strategy	Curriculum supports excellent outcomes for all students, narrowing gaps for priority learners, and enables effective LSP collaboration	Audit of existing curriculum New National Curriculum published	Planning for new Academy curriculum Evaluation and selection of new GCSE specifications (cross trust)	Implementation of new curriculum First teaching of new GCSE specifications
Develop a mainstream inclusion curriculum	The Academy can meet more complex needs effectively and ambitiously	Trial mainstream inclusion curriculum in English and Maths	Develop inclusion base and implement “life, living and employability” elements	Review and enhance inclusion curriculum
Implement the next phase of the Academy’s Reading Strategy	Curriculum and interventions support all students to become proficient readers	Implement new reading interventions with a focus on fluency; train all staff on developing fluency	Develop reading within the curriculum to provide opportunities to embed fluency for all	Review and enhance reading provision
Implement a consistent and coherent approach to pedagogy in line with the LSP Pedagogy Framework	Consistent and highly effective pedagogy across the Academy leads to improved student outcomes, especially for priority learners	Focus on improving think ratio in lessons, with emphasis on effective scaffolding for priority learners	Develop metacognition and self-regulation strategies through creative pedagogy	Highly effective pedagogy is consistently embedded across the Academy.

Research base:

- [Building a world-class curriculum for all](#) (CAR Report) and [DfE response](#)
- [Every child achieving and thriving](#) (DfE white paper)
- [Teaching and Learning Toolkit](#) (EEF)
- [Improving Literacy in Secondary Schools](#) (EEF)
- [Now the whole school is reading: supporting struggling readers in secondary school](#) (Ofsted)



S03: All students will have excellent attendance and behaviour

Elements and Milestones for Years 1-3

Element	Intended Impact	Milestones		
		Year 1	Year 2	Year 3
Review and refine the Behaviour Policy and procedures in line with best practice	Behaviour continues to improve. Reduction in suspensions and exclusions.	Review and redevelopment of behaviour strategy and policy	Revised approach implemented	Impact review and iteration
Continue to implement and refine the attendance matters strategy	Attendance continues to improve to be consistently above national, especially for priority learners	Implementation of strategies from DfE Attendance Hubs programme		Churchill recognised as consistently above national and local attendance benchmarks
Review and refine the Character Curriculum to enhance inclusivity and ambition for all	The Character Curriculum enhances the Academy's culture to ensure that all students feel included, improving engagement, leading to improved attendance, behaviour and outcomes, especially for priority learners	Character Curriculum audited and reviewed	Revised Character Curriculum implemented	Revised Character Curriculum embedded
Review and refine the mobile devices policy in line with best practice	Mobile devices are removed from circulation to prevent distraction and disruption during the school day	Review practice from local and national pilots, revise policy and prepare for implementation	New policy implemented	Mobile devices are invisible during the school day

Research base:

- [Improving Behaviour in Schools](#) (EEF)
- [Creating a culture: how school leaders can optimise behaviour](#) (Tom Bennett)
- [Working together to improve attendance](#) (DfE)
- [Attendance toolkit for schools](#) (DfE)
- [Supporting school attendance](#) (EEF)



SO4: We will maximise the benefits of our local and Academy community, environment and partnerships

Elements and Milestones for Years 1-3

Elements	Intended Impact	Milestones		
		Year 1	Year 2	Year 3
Develop communications approaches so that effective, efficient and clear communication will be a hallmark of our practice	The Academy uses technology to communicate efficiently, effectively and seamlessly	Plan communications systems based on a Microsoft Teams infrastructure	Implement communications systems	Continue to develop and enhance communications
Develop and implement parental engagement strategy	Parents, especially for priority learners, are actively involved in their children's learning and contribute to their outcomes	Achieve Parent-Friendly Schools Silver Student recruitment increases	Student recruitment increases	Achieve Parent-Friendly Schools Gold Student recruitment increases to capacity
Devise and implement a school food strategy	School food is healthy, nutritious, widely consumed and contributes to student wellbeing	Development of school food strategy	Implementation of school food strategy LSP catering tender review	
Explore the Cradle to Career Partnership programme to develop the Academy as a centre of community collaboration.	The Academy acts as a hub for the Churchill Cluster to enable effective cradle to career support for the community	Cradle to Career Phase One: catalyst phase	Cradle to Career Phase Two: foundations phase	Cradle to Career Phase Three: partnerships phase



	Milestones			
Elements	Intended Impact	Year 1	Year 2	Year 3
Refine and implement the Academy's Site Development Plan	The Academy has a safe, welcoming and positive learning environment	3G pitch project scoped and implements	3G pitch project completed	

Research base:

- [Parent-friendly schools](#) (ParentKind)
- [Working with parents to support children's learning](#) (EEF)
- [Parental engagement toolkit](#) (EEF)
- [Cradle to Career Partnership](#) (Reach Foundation)
- [School Food Standards](#) (DfE)



The role of leadership

Leadership is the mechanism through which the objectives of the strategic plan will be realised. Over the duration of the strategic plan, leaders and governors will continue to work together to:

- Define and refine our leadership styles and expectations
- Ensure effective recruitment, training and succession planning is in place for school leaders and governors
- Develop leaders of the future from within the student and staff communities, through effective and tailored professional development

Leadership at all levels includes:

- **Trust level:** leadership from the Chief Executive Officer, Director of Secondary Education, LSP Central Team, and the Trust Board
- **Governance level:** leadership from the Local Governing Body of Churchill Academy & Sixth Form in line with the LSP Scheme of Delegation
- **Senior Leadership:** leadership of the Academy by the Headteacher and the Senior Leadership Team
- **Middle Leadership:** leadership of the Academy by those with specific responsibilities for areas of curriculum, pastoral care, or other aspects of the Academy's provision.
- **Classroom Leadership:** leadership of learning by staff directly involved in the education of our students
- **Student Leadership:** leadership of the Academy provided by students (e.g. House Captains, Sixth Form Student Impact Groups, Student Councils, curricular and extra-curricular leadership)

Research base:

- [Ten strong claims about successful school leadership](#) (NCSL)
- [Leadership and planning toolkit](#) (EEF)



Key Performance Indicators / Academy Targets

The elements of the strategic plan will combine to deliver the following outcomes over the course of this strategic plan:

- Positive Progress 8 score
- Attainment 8 scores above national and local averages
- Narrowed progress and attainment gaps for priority learners¹
- Attendance above national and local averages (including for priority learners)
- Persistent absence below national and local averages (including for priority learners)
- Reducing suspensions and permanent exclusions
- Increasing uptake of free school meals
- Increasing uptake of school meals for all students
- Ofsted judgments of “expected” or “strong” standard in all categories
- Positive Challenge Partners reviews
- Positive School Improvement Partner reviews
- Positive external review of governance
- Student intake numbers increasing up to capacity (capacity = 1698 students on roll)
- Positive and improving outcomes on annual stakeholder surveys (parents, students, staff)
- Artsmark Gold / Platinum
- Parent Friendly Schools Gold

Finance

The Academy will continue to operate within the Finance Policies of the Lighthouse Schools Partnership. Necessary expenditure on the delivery of this plan will be budgeted within the available funding, or fundraised externally.

¹ Priority learners are defined as students eligible for free school meals, pupil premium, or on the SEND register. It also includes looked after and previously looked after children, young carers, children from gypsy, Roma and traveller backgrounds, and learners with English as an additional language.

