

# The Buckingham School SIP 2018/2019

**Our Vision**  
Success for All through Achievement, Challenge & Enjoyment.

**Our Mission**  
To be an outstanding school of choice in the community

### 3 Year Strategic Plan [2018-2021]



### Our Values

We strive for excellence in all that we do.

An ethos of care and challenge pervades all aspects of school life. We all thrive in a highly inclusive, supportive, mutually respectful and tolerant environment. Everyone belongs and everyone is valued. Trust and respect are values which underpin all work and relationships at The Buckingham School, together with a high sense of unity that is ensured by honest interactions.

Learning and progress are vital to our values. We promote a vibrant, exciting learning environment for everyone, encompassing flexible skill development, technological capability, skilful communication, and entrepreneurship, as well as providing breadth of knowledge, creativity, and sporting opportunities, both within and beyond the classroom, for all learners.

We invest in staff through high quality professional development.

We provide an environment where spiritual, moral, social and cultural understanding underpins all aspects of school life, and ensures that everyone understands their rights and responsibilities as British Citizens. Self-esteem, independence and resilience are fostered in all years.

Relationships with Parents / Carers, Staff and all Stakeholders are of paramount importance, with effective communication and collaboration leading to successful learning for all students.

We serve the community, valuing and respecting the needs of all.

### Leadership & Management

Priorities	Strategies Actions
Effective and ambitious leadership has a positive impact upon the school and students' progress/outcomes	Ensure that teaching is consistently good across the school
	Secure consistently good quality middle leadership across the school
	Ensure that effective use of performance management improves the quality of teaching
	Ensure that groups including disadvantaged, progress in line with those nationally
	Ensure that governors support and effectively challenge school improvement

### Personal Development, Behaviour & Well-being

Priorities	Strategies Actions
Behaviour around school is consistently well managed, students are safe and have a breadth of enrichment opportunities to build crucial aspects of character	Ensure that behaviour is consistently managed across the school
	Secure high levels of attendance and minimal persistent absenteeism
	Ensure safeguarding at all levels across the school is outstanding
	Embed a house system that fosters a culture of community, competitiveness and belonging
	Embed an enrichment program which is inclusive and allows the development of the student holistically
	Ensure pastoral time is productive and purposeful with character development and student well-being the focus

### Teaching & Learning

Priorities	Strategies Actions
Teaching and Learning is consistently good, allowing all students to make progress effectively. All staff feel valued, supported and developed	Ensure that teaching and learning is consistently good across the school
	Ensure staff feel valued, supported and developed
	Ensure feedback and assessment is timely, accurate and enhances progress
	Ensure standards in all students work is consistently high

### Outcomes

Priorities	Strategies Actions
All students make strong progress that is consistent across different subjects	Ensure pupils progress is above average or improving in all subject areas
	Ensure that key learner groups progress in line with those nationally
	Ensure that students are well prepared for the next stage of their education, employment or training

### The Sixth Form – Centre of Further Education

Priorities	Strategies Actions
Students from all key learner groups make strong progress that is consistent across different subjects	Ensure students' progress is above average or improving in all subject areas
	Ensure learners without GCSE grades 9-4 in English and/or Maths make progress
	Learners are safe and feel safe. They make healthy choices and contribute to society
	Ensure that students are well prepared for the next stage of their education, employment or training

### CPD

Priorities	Strategies Actions
All staff have access to Bespoke CPD program introduced that is differentiated and built around needs identified in progress walks	Differentiated CPD program established centring on needs identified by staff and from 7 Key Features analysis
	T&L Learning Briefing every Friday to celebrate best practice and offer mini-CPD
	3 waves of support to challenge and support those staff whose performance falls short of expectations