



CHEW VALLEY SCHOOL

CVS 2028 - STRATEGY

2023-2028



FOREWORD

Chew Valley School is situated 8 miles south of Bristol between the villages of Chew Magna and Chew Stoke. It stands on a 30-acre site in open countryside overlooking Chew Valley Lake. There are extensive playing fields and tennis courts. The school is well equipped with specialist rooms for all subjects. Computing facilities are well developed and our Science and Design Technology suites are equipped with state-of-the-art technology.

The school serves the 120 square miles of the Chew Valley and regularly attracts students from Bristol. The Local Authority's Pupil Admission Number (PAN) of 210 usually includes up to 50 students who join the school from beyond the area of prime responsibility (APR).

Our school community have told us what they love about Chew Valley School: the broad and balanced curriculum; the co-curriculum offer; the careers and the Aspire programme; mutual respect created through positive relationships; a safe and caring space to learn and work; pastoral care, and a healthy respect for the environment. The school strives for excellence as confirmed by the latest OFSTED inspection: *'The school is a good school'....'where pupils speak positively about their school and are proud of it'*.

We are committed to being a school that is financially viable, sustainable and environmentally sound. We are an employer of choice, attract and retain the best talent and foster wellbeing.

Education looks different for everyone and at Chew Valley it is about students meeting their potential and aspirations. We celebrate all kinds of learning, not just exam results, and celebrate individual growth.

We also know that we must keep improving, for better progress and outcomes for our students, for more career development opportunities for our colleagues, better communication and relationships with our parents and carers and as a modern, sustainable workplace. To achieve this, we will need to develop young people and work collaboratively, and our people will need to work increasingly through partnerships, influencing and leading.

Sheila Williams
Chair of Governors

Introducing the Chew Valley School Strategy 2023 – 2028 (CVS 2028)

Over the next five years the Governing Body will work to ensure that our goals are achieved and together everyone will **learn, grow and achieve**. Our culture is where we value people and strive for excellence and our approach is to be caring and holistic. The CVS 2028 strategy will support the school vision and uphold the school values.

The seven priorities to achieve this are covered under topics called:

curriculum, culture, community, careers, care for the environment, care for one another, campus

The strategy will evolve to ensure that the school continues to meet the needs of all students, staff, parents and carers as external factors change, the aims and targets will continue to be the main focus of the Governing Body. To implement CVS 2028, the Governing Body will create an annual plan to set out key priorities and milestones for the relevant year.

Our approach is caring and holistic.

The approach is *caring* – two of the strategic priorities focus on adopting a caring mindset for one another and the environment. Being compassionate and inclusive is important throughout CVS 2028.

The approach is *holistic* – each CVS 2028 strategic priority applies to the whole school community termed as ‘everyone’ – staff and students, parents and carers and, where applicable, the wider community.

We prioritise the wellbeing and growth of everyone, ensuring a safe and sustainable environment that promotes holistic development.

We value people and excellence.

We value *people* – by placing people at the heart of these strategic priorities, we demonstrate a commitment to fostering an inclusive, supportive, and empowering educational environment that nurtures the potential of each individual and benefits our school community.

We value *excellence* – by selecting the strategic priorities we have, we will always look to strive for excellence in performance and outcomes for all. We will be ambitious and confident to ask for the best and not allow our values to be compromised. Excellence is emphasised through the principles of continuous improvement and setting high standards.

We are committed to the Lighthouse Schools Partnership (LSP) Trust vision and values, and strategic aims.

Strategic Priorities

Our strategic priorities for 2023 - 2028 are to achieve:

- A flexible and responsive total **curriculum** offer to ensure positive attainment and progress for all students.
- A **culture** of equality, diversity and inclusion that enables everyone to feel part of the Chew Valley family.
- A Chew Valley **community** built with external partnerships and alliances to extend the reach and depth of our offer and interactions.
- Ambitious and appropriate **career** outcomes for all students and staff.
- A community that actively promotes **care for the environment** at its heart through its role in educating.
- An ethos of **care** and compassion **for one another** across the school population.
- A **campus** that continues to facilitate learning through providing a safe and sustainable place with appropriate facilities.

A flexible and responsive total **curriculum** offer to ensure positive attainment and progress for all students.

The flexible and responsive total curriculum will stimulate students to learn and be inspired to fulfil their chosen career. The total curriculum programme that includes classroom and outdoor-based education will help students to acquire knowledge, understanding and skills in all aspects of their education. The curriculum will be designed with flexibility to meet the needs of all students.

Curriculum Actions

We will:	We will see:
1. Offer a total curriculum that is rich, exciting and develops a curiosity and inquiring mind.	1. Outcomes and destinations: A full range of opportunities taken based on informed decisions reached through career guidance and strong outcomes.
2. Understand developments in new qualifications available and embrace technology and innovation in teaching methods.	2. Latest developments: New qualifications are available; technology is being used in teaching methods.
3. Achieve significant progress for disadvantaged students by adopting universal provision principles of quality first teaching in the classroom.	3. Progress of disadvantaged students: Results which show increasing progress of disadvantaged students, including their academic performance. Universal provision: Success of our universal provision strategies in promoting equitable access to educational opportunities.
4. Develop leadership and life skills across the total curriculum offer that remain relevant to post-school life.	4. Leadership opportunities: Increased opportunities for all student groups to take on leadership roles such as clubs, groups or community initiatives. Classroom curriculum: Evidence of life skills being developed within the curriculum in projects or activities designed to enhance these skills.
5. Ensure that the total curriculum is accessible and inclusive in its content and delivery, meeting the needs of all students. Offer alternative provision opportunities.	5. Accessible and inclusive curriculum: Increased participation rates in curriculum opportunities for all student groups which includes the Chew Valley Guarantee.
6. Deliver a post-16 education that prepares students for their chosen destination , provides support with relevant qualifications and subjects, and prepares for adult life.	6. Post-16 education: Feedback from a variety of sources that indicate that students are studying the relevant qualification aligned to their chosen pathways.

A **culture** of equality, diversity and inclusion that enables everyone to feel part of the Chew Valley family.

The culture will be to drive change and work closely with everyone to make a difference, and transform our understanding of equality, diversity, and inclusion to a point that it becomes part of the fabric of the school. We commit to foster positive behaviour, promote mutual respect and build positive relationships among all members of the community.

Culture Actions

We will:

We will see:

1. Build and maintain inclusive leadership skills across CVS where equality, diversity and inclusion is recognised and visible.	1. Inclusive leadership skills: Survey feedback is reporting that views are actively sought and respected from diverse groups, and collaboration is encouraged.
2. Ensure continuous improvement through a culture of feedback and development.	2. Feedback culture: Frequency and quality of the feedback given by students, parents and carers, staff and the wider community. A resilient attitude: Willingness to embrace change and learn from challenges.
3. Further foster a sense of belonging for all and be driven to celebrate achievement and success.	3. Sense of belonging: Surveys and other forms of feedback provide examples of students from all groups and staff participating in school life. Celebrate success: Achievements are acknowledged for students or groups who promote tolerance and understanding.
4. Cultivate diversity in the workforce and educate on different cultural perspectives to promote tolerance and understanding.	4. Cultivate diversity: Increased diversity of the workforce through diversity monitoring. Cultural education: Evidence of strong tolerance, understanding and inclusivity within the school community.
5. Pursue excellence through flexible CPD offerings that empower individuals to attain mastery.	5. CPD participation: Breadth of CPD-related activity aimed at promoting mastery in inclusive teaching practices and diversity-related topics.

A Chew Valley **community** built with external partnerships and alliances to extend the reach and depth of our offer and interactions.

The CVS community is essential to develop and deliver the optimum experience for everyone with mutual benefit across our community. Our collaborative efforts will enhance our engagement with businesses and provide opportunities for career development. These alliances will extend capabilities and enhance the quality of educational experiences. The school will flourish in its collaboration with others in the LSP Trust.

Community Actions

We will:

We will see:

1. Actively support and nurture our range of employee networks, local groups, sports and social clubs to forge strong external partnerships .	1. Partnership growth: An increase in the number of external partnerships linked to CVS groups and networks and community activities.
2. Collaborate, listen and involve others to co-design curriculum and educational experience and expand career opportunities.	2. Co-design total curriculum: Building on the number of collaborative initiatives providing educational opportunities.
3. Maintain a strong sense of shared communal responsibility with regards to the environment and sustainability , ensuring that our actions have a positive impact on the environment and the community.	3. Environmental impact: Grow the number of projects related to sustainability and the environment with community involvement.
4. Actively foster business and civic partnerships that are mutually beneficial, leveraging these connections to empower our students to thrive.	4. Partnership links: Develop the number of business and civic links that are made for the benefit of students.
5. Provide opportunities for volunteering and local trips to strengthen connections with the community.	5. Volunteering: An improvement in participation in volunteering in the community by students and other stakeholders. Local trips participation: An increase in the opportunities and breadth of local trips that support subject knowledge and strengthen community connections; participation rates are high on local trips from all groups.
6. Develop collaboration across educational establishments , particularly LSP schools.	6. Education establishment links: Develop the number of links with education establishments and across LSP schools.

Ambitious and appropriate **career** outcomes for students and staff

It is the aim for all students to aspire to ambitious choices and outcomes for their future. Chew Valley School will deliver a comprehensive careers programme to ensure all students have the knowledge and skills for life after school and are motivated to achieve. Our staff will be given every opportunity to develop their career, have access to quality training and time for personal development.

Career Outcomes Actions

We will:

1. Focus career guidance on the achievements and successes needed to succeed in their pathway, fostering a career-orientated mindset throughout their school experience.
2. Teach subjects in such a way to develop skills and competencies to inspire careers for the modern and future world, producing intrinsically motivated students .
3. Connect students with alumni and establish strong business links and partnerships for the benefit of building subject career knowledge and skills.
4. Invest in continuous professional development for staff, empowering them to strive for excellence in their roles and have a long-term impact on their careers, even after they leave.

We will see:

1. Careers programme: Strong career provision in meeting 100% of all Gatsby Benchmarks.
2. Career aspiration: Survey feedback shows alignment across the total curriculum, for all student groups to chosen career pathways. Curriculum impact: An increase in subject alignment with the development of skills and competencies relevant to future career.
3. Alumni involvement: A rise in numbers of school alumni involved in mentoring or career guidance activities. Business and industry partnerships: Increasing numbers of local businesses and support networks linked to subject knowledge and skills.
4. Staff development: Effective participation in impactful, relevant and appropriate CPD activity. Staff retention: Strong staff feedback linking CPD to their roles; staff retention rates; internal promotion rates. Staff departure: Exit data shows career advancement or promotion.

A community that actively promotes care for the environment at its heart through its role in educating

Action and education is aimed at sustainability, biodiversity and the mitigation of climate change. Across the key areas of culture, curriculum, campus and community the school's environment vision and values is set out. Our community will adopt a mindset that fosters a **respect for the environment** and our actions will serve not only for today but for those that follow behind us. Building on the work from the Climate Action Team, we are committed to being a sustainable organisation and meeting net zero targets set for 2035.

Care for the Environment Actions

We will:

We will see:

1. Promote environmental education by embedding sustainability, biodiversity and climate change mitigation into our curriculum. Students will learn about the importance of the environment.	1. Climate change education: Achievement of the EduCCate Global awards at Gold level.
2. Embrace sustainable practices through implementing recycling, nurturing biodiversity in our school grounds and reducing energy consumption through renewable sources and energy reduction initiatives.	2. Curriculum integration: The number of environment-related topics taught in the curriculum.
3. Enhance our campus with sustainable lighting, electric car charging points and improved transport infrastructure.	3. Sustainable campus: Several electric car charging points; infrastructure shows green transport choices; amount of sustainable lighting.
4. Promote sustainable catering practices that reduce waste and emphasise sustainable food options.	4. Sustainable practice: Strong waste reduction; biodiversity metrics such as species and habitat restoration efforts; reducing energy consumption levels. Comprehensive recycling activity across the school with strong recycling levels. Sustainable catering: Several sustainable food choices on offer and buying rates by staff and students; high levels of recycling; reducing waste options.
5. Encourage green travel and transport decisions amongst our school community, encouraging alternatives to reduce carbon emissions.	5. Green transport choices: A high percentage of staff and students are using green transport such as public transport, cycling and car sharing where possible.
6. Give students and staff opportunities to reflect on how we use our school environment in a positive manner to enhance the experience for all.	6. Full school community participation: Increased involvement in green and environment practices and initiatives in and around school and the community.

An ethos of care and compassion for one another across the school population.

Our foremost goal is to cultivate a school community where the wellbeing of every individual is of paramount importance. We aspire to foster a culture rooted in compassion. This ethos transcends into every aspect of school life. We aim to create an environment where acts of kindness and empathy are commonplace, where **mutual respect is created through positive relationships** ensuring that everyone feels valued and understood.

Care for One Another Actions

We will:

1. **Use compassionate leadership** including adopting a trauma-informed approach when meeting social, emotional, and mental wellbeing needs of all students and staff.
2. **Prioritise holistic student development**, addressing academic, social and emotional growth to ensure that students thrive both inside and outside the classroom.
3. **Build a strong foundation for emotional and social wellbeing**, nurturing not just academic growth but also the development of resilient, empathetic, and socially responsible individuals.
4. **Ensure that staff have a balanced approach to their responsibilities**, promoting mental health and personal wellbeing as a 'family first' principle.
5. **Encourage volunteering and charity initiatives** to strengthen our relationships with the community and wider society.
6. **Create a safe and respectful environment** where student, staff and parent voices are heard and acted upon, fostering a culture of wellbeing and respect within our school community.

We will see:

1. **Compassionate leadership:** Strong feedback from student and staff on effectiveness of promoting wellbeing and compassion; increasing numbers of staff trained in 'Nurture' and other trauma-informed approaches.
2. **Holistic student development:** High participation in House and enrichment activities from all groups showing high levels of social skills and self-esteem.
3. **Emotional and social wellbeing:** An increase in the number of opportunities to support students in both areas along with the use of our culture and curriculum to reinforce these areas.
4. **Staff work balance:** Positive staff feedback on positive balance and wellbeing; low absence rates due to stress or burnout; implementing the wellbeing charter.
5. **Volunteering and charity:** Increasing participation rates in volunteering amongst staff and students.
6. **Respectful environment:** That student, staff, and parent voice is heard and acted upon through feedback and active participation.

A campus that facilitates learning through providing a safe and sustainable place with appropriate facilities.

The Chew Valley School campus will be a safe and inclusive place for all students and staff, providing the environment and facilities to allow for learning and development for all. Our commitment to inclusivity extends to green and outdoor areas, creating a holistic learning environment.

Campus Actions

We will:

We will see:

1. Ensure that safeguarding continues to be at the centre of all student decisions providing a safe and secure space.	1. Safety and security measures: A high percentage of staff and students who feel safe on campus from survey feedback; infrequent reported safety, bullying and discrimination incidents and accidents.
2. Continuously upgrade our IT infrastructure, digital resources, and classroom technology , when funding allows, to keep pace with modern educational standards, ensuring digital safety, providing students and staff with the tools and knowledge they need for success.	2. Technology integration: Student and staff with strong ability and high participation in using digital tools and technology for education.
3. Continue to develop a campus that is environmentally sound, digital and modern and fit for purpose.	3. Infrastructure improvements: Facilities improvements which are prioritised with a sustainability, affordability, and modern focus.
4. Promote sports and physical activity as an integral part of our campus, fostering a culture of health and fitness among students and staff, ensuring a well-rounded education for all.	4. Sport and physical participation: Higher participation rates in sport and physical activities from all groups.
5. Maintain green spaces and outdoor areas that promote wellbeing and a strong connection to nature, contributing to a modern and sustainable learning environment.	5. Green spaces: Effective maintenance and provision of green and outdoor space to support the learning and working environment. Inclusivity and wellbeing: Positive staff and student wellbeing index measures; effective accessibility indicators for in and around the campus.

Key enablers of this strategy

These enablers will play a key role in successfully implementing CVS 2028 and achieving the high-level action “we will” statements in each strategic priority.

Professional development and training (CPD)	<p>Leaders at all levels will need to create trust, inspire confidence, and support the development of all. This will mean supporting colleagues to improve skills, innovation and technology abilities, sector awareness and professionalism.</p> <p>Training should encompass empathy, conflict resolution and effective communication skills to promote an ethos of care and compassion alongside developing subject mastery.</p>
Teaching and learning	<p>The purpose of education is to expand knowledge and develop skills for personal growth and success. High-quality teaching and learning are important throughout CVS 2028. Strong operational plans should support the importance of teaching and learning and be embodied in the Chew Valley Lesson.</p>
Investment in infrastructure and facilities	<p>Pursue available opportunities to secure funding for infrastructure improvements and maintenance to create and maintain a beneficial space for educational outcomes.</p>
Education and knowledge improvements	<p>An increase in knowledge and skills will be needed in the following key areas:</p> <ul style="list-style-type: none"> • environmental education into the total curriculum, ensuring everyone is aware of their role in caring for the environment • compassionate leadership skills • inclusion and trauma-informed practice • understanding of careers linked to subjects and study
Community engagement and collaboration	<p>To achieve the future we want, we need an engaged community. Actively fostering community-based partnerships and alliances to deliver on meeting the full scope of CVS 2028 as well as the individual strategic priorities. Providing a voice in decision making, with a clear feedback mechanism and inclusion of their suggestions and ideas.</p>

Operational effectiveness

To achieve effectiveness of school operations, the school community will commit to ensuring:

- Financial viability
- Meeting carbon reduction and net zero targets for 2035
- Wellbeing charter commitments
- Equality, diversity and inclusion objectives

Measuring and reporting our successes

We will measure our success by:

- Feedback from staff, students, parents and carers.
- Pupil outcomes, progress and attainment will measure curriculum impact and destinations.
- Annual feedback surveys will measure engagement and wellbeing across the school strands.

Improve through monitoring and evaluation by:

- Continuous improvement and evaluation by a governance structure linked to strategic priorities, external monitoring from school improvement interventions and Challenge Partners.

Delivery of CVS 2028

This paper does not outline the details of how CVS 2028 will be delivered. Whilst the responsibility for the delivery of this strategy will fall across all leaders, the oversight will be held by the Governing Body.

The Headteacher will be accountable to the Governing Body for the delivery of CVS 2028.

The CVS 2028 strategy provides a resilient framework for our vision for the next five years. The Governing Body will monitor and review the strategic priorities and plans as part of its modus operandi and infrastructure. Key actions will be embedded in strategic and tactical annual plans. This should allow us to be flexible and responsive to future challenges and opportunities.