



## Welcome back!

# What do we do? Our Mission

We maximise attainment by exposing every child to knowledge and culturally rich experiences in every lesson, every day.

Every Child, Every Lesson, Every Day



#### **Journey to World Class**



# Our 2021-22 Progress: Summer Outcomes





# Outcomes Summary — Level 3

Post-16 Outcomes Summer 2022			
	2019	2022	Change
Overall APS per entry	27.07	30.83	+3.76
A levels APS per entry	26.09	30.31	+4.22
Average A level grade	C-	С	+
App General APS per entry	28.13	31.57	+3.44
Average BTEC grade	Merit+	Dis-	+





## Outcomes Summary

#### Level 3 - notable successes

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Art – 100% of students got an A or A*
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Geography – 100% of students got A*-C
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History – 100% of students got A\*-C

Physics – 30% of students got an A or A\*

Sociology – 86% of students got A\*-C

All students got M+ in Double Business (75% got D+)

All students got M+ in Double ICT (92% got D+)

All students got M+ in Sport (60% got D+)





# Outcomes Summary — Level 2

#### **Headlines**

- Attainment rose in our headline measures, overall English/Maths
- A8 score: 4.1, which was the same as in 2019
- Pupil Premium gap remains small

English and Maths Summary			
	4+ BOTH	5+ BOTH	
2019	53%	26%	
2021	43%	25%	
2022	54% (+1)	30% (+4)	





# Outcomes Summary

#### Level 2 - Notable successes

- English 70% of students got 4+ (from 52% in 2019!)
- Science 80% of students got 4+ in Bio, Chem, Physics
- Art 74% of students got 4+ (and 66% got 5+!)
- Excellent results in home languages (Italian, Arabic, etc.)
- Sport 59% of students got Merit or better
- Dance 67% of students got Merit or better





## Conclusions...

We are Good and getting better - our results continue to improve

More students need to achieve 'next steps' grades, though – we are below national averages for attainment

Things are moving in our direction – cohorts, finances, mobility

There is plenty to be positive and optimistic about!





## Pupil numbers – another success

#### We need to get better because the game is changing at CHCS

Pupil numbers continue to grow – we are officially over 1000!

Mobility was well over 30% in 2018 – only 12% and falling now

70% of students had Key Stage 2 data in Y11; 99% in Year 7

We filled 210 places plus waiting list of 13 – we are oversubscribed!





# Our 2022-23 Focus: Optimising High Performance





## What is 'Optimising High Performance'?

- Being efficient with our time and work...
- Reducing bureaucracy and workload...
- Minimising unnecessary cognitive load...
- Having clarity in what we are doing and why...
- Valuing our lives and happiness beyond school...

Focusing, with laser-like precision, on what <u>really makes a difference</u>



## High Performing School Award



Pathway School

Accreditation in Summer 2023

We will be judged on...

- Student attitudes
- Parental attitudes
- Staff attitudes
- Achievement of students
- Visibility of HPL
- The school's reputation





### What is High Performance Learning?

# The belief that, in time, all people are capable of achieving high performance





### Why High Performance Learning?

#### The reasons for working with HPL were:

- 1. Being research-led learning from what the best schools do
- 2. Improving the image of the school vs. local competitors
- 3. Building a network of schools we do not have a trust!
- 4. Ultimately, better teaching, better outcomes





### High Performance Learning — next up!

#### Our priorities for the rest of this year/into Year 2 are:

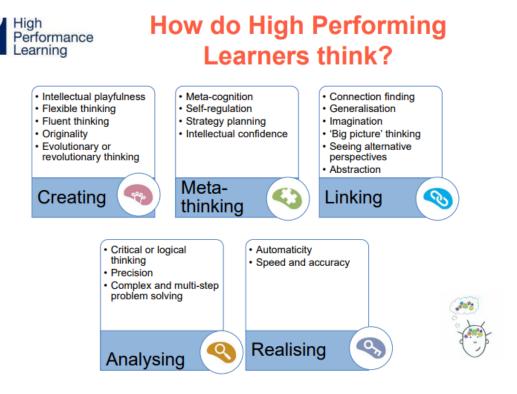
- Making HPL more visible all around the school displays, classrooms
- Changing the language of behaviour systems and pastoral work
- The systematic planning of the ACPs and VAAs into all lessons
- Working with parents to get engagement, not just involvement
- Target-setting, assessments and groupings need further work
- Further mindset shifts do we really believe it?





#### Our work in 2022-23 — embed HPL

Increasing visibility of HPL is moving from wish to expectation in 2022-23







### A personal plea... language matters!

"Ability" – suggests a ceiling/cap on achievement

Try "performance" – as in "mixed performance groups"

"Sets" — even the word means 'fixed' or 'unchanging'
Try just using "groups"!

"Aspiration" — sounds more like a hope/dream
Try using "ambition" — something that you will do





#### So what really makes a difference in a school?

Research suggests that the most important factors in school success are:

- High-quality teaching and learning with proven approaches
- Maintaining discipline and an orderly learning environment
- Building belonging and creating high-quality relationships
- Assessing and giving feedback (note, this is not "marking"!)
- Creating opportunities and broadening horizons/ambitions

This is what we will spend our time on in 2022-23





### Meetings and Communication

Streamlined and pared back to focus on what makes a difference.

- Only one morning briefing Friday celebration briefing (all staff)
- Year Team meetings and The Forum in Wednesday Directed Time
- One single bulletin for all staff to read sent out on Friday (THO)
   It is expected that you read this in readiness for the next week
- Most meetings/CPD slots are departmental, to focus on your work





## Optimising High Performance is...

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- Reducing bureaucracy and workload...
- Minimising unnecessary cognitive load...
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Focusing, with laser-like precision, on what <u>really makes a difference</u>





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