



Chiltern Way Academy

Turning Futures Around



Strategic
Plan
2017-2022

Vision

Turning Futures Around

Core Purpose

To provide our students with the knowledge, resilience and skills to enable them to have purposeful and lasting employment.

Background

The Chiltern Way Academy (CWA) is an award winning specialist school for boys and girls with social, emotional, communication and interaction difficulties (aged 9-19 years).

The Academy has a short and very successful history. It was established in 2010, when Prestwood and Wendover House School joined to become Chiltern Way Federation. Our aim was to use our joint resources to provide our students with the very best in education, therapy and care.

Our most recent inspection, LA review 2015, judged both campuses outstanding in all areas.

Mission Statement

We endeavour to ensure that both staff and students have:

- Good physical health
- Good emotional health
- Strong educational principles
- Employment – purposeful and lasting
- Healthy relationships in all areas of life
- A social conscience



Context behind the Strategy:

We need to acknowledge and respond to the influence of:

The Changing World of Work

With the world of work changing rapidly, experts predict that today's young people will be required to work for longer and change jobs more often in what will be an even more competitive labour market. They will need to be resilient, collaborative, good communicators and have desirable work related qualifications.

Collaboration

Student outcomes will improve through a collaborative culture, both internal and external. Our 'we are all in it together' philosophy cascades down into our teachers, students and parents. We seek to develop this approach with all stakeholders.

Curriculum

Academies have greater freedom to design a curriculum that meets students' needs, with more alternatives and greater flexibility. We must achieve a successful balance between the knowledge-based and skill-based curriculums. We aim to respond to the students' needs and aspirations by privileging depth within the targeted curriculum.

Local and National Agendas

Local and national education policy, combined with changing student profiles and transitional funding models, will always influence our planning. This strategy is designed to respond to this dynamic world.

Seven Strand Approach

We have identified seven strands that will enable us to achieve our vision.

1. To Provide the Highest Quality Teaching and Learning

High quality teaching and learning will always be at the centre of everything we do; it is the lever to ensure that students make excellent progress, irrespective of their needs or starting points. We must ensure that all teaching is relevant to the real world and leads to sustainable employment. We must embed rigorous and systematic processes that raise the quality of teaching.

- a) Students' experience of teaching and learning must be stimulating and delivered by staff committed to getting the very best for the young people.
- b) We must ensure all teaching is good or better with structured and monitored support for developing staff.
- c) The assessment process must be robust. We must ensure the integrity of the data. The combination of formative and summative assessment must inform and motivate the student; it must create further learning opportunities; inform planning and accurately measure progress individually and across the school.
- d) Leaders must ensure that CPD is impactful. It must demonstrably improve student outcomes.
- e) Individual student needs are met through a differentiated academic and behavioural approach.



2. To Create a Curriculum that Promotes Achievement, Engagement and Independence

The new curriculum is designed to give Chiltern Way Academy students the very best chance of securing sustainable employment. We will deliver a relevant 21st century curriculum with a focus on literacy, numeracy, life skills, physical and emotional wellbeing, vocational expertise and, where appropriate, academic excellence.

- a) Ensure that detailed schemes of work are in place. Leaders must ensure that the curriculum plan/model is successful.
- b) Ensure the curriculum meets the needs and interests of the students and that of employers locally and nationally.
- c) Maximise the use of limited resources to produce an innovative and motivational curriculum.
- d) Ensure that the very best SEN systemic (ASC, SEMH, SALT) practice is embedded throughout the curriculum.

3. 16 -25 Provision

It is vital that we work to secure a program that supports our students as they transition from school to the 'real' world.

- a) We must ensure that the post 16 curriculum prepares our students for independent healthy living and sustainable employment.
- b) We will further develop links with colleges and employers in order to increase their understanding and to create lasting opportunities for our students.
- c) We will continue to work hard to source funding for our 16-25 provision, locally and nationally.
- d) We will expand our knowledge base to guide our 16-25 year olds to the services that will help them take their place in society.

4. Develop Meaningful Partnerships

In order to secure the very best outcomes for our students we must work with a wide range of stakeholders, locally, regionally and nationally.

- a) To strengthen understanding of SEMH, ASC and the associated complex behaviours and associated management.
- b) Seek and engage with those who can help develop the Academy and improve outcomes for our students.
- c) To influence and shape policy for SEMH and ASC provision locally and nationally.

5. Recruit, Retain and Develop High Quality Staff

We are only ever as good as our staff team. We must exhaust every effort to recruit and retain the very best staff. Leadership will accept responsibility for fully supporting and challenging staff to ensure the students get the high quality education they deserve.

- a) We must promote and showcase the life changing nature of our work and the rewarding career opportunities it offers.
- b) We must investigate and implement better recruitment and retention procedures including developing our induction, training and wellbeing programme.
- c) We must ensure that staff recruitment and development align with our core purpose.

6. Early Intervention

We will endeavour to work with other agencies to identify need and intervene appropriately. Early intervention reflects the widespread recognition that prevention is better than cure. Early intervention is a key driver behind improved and sustainable student outcomes.

- a) We must actively promote, across all stakeholders, the proven benefits of early intervention.
- b) We must seek to establish targeted multi-agency working, bringing all necessary expertise and influence to bear.
- c) We must seek to support and improve family support services.
- d) We must take full advantage of the opportunity we have been given to educate and care for year 5 & year 6 students.

7. Actively Seek Opportunities to Grow the Academy

We will grow the Academy based on our business needs, staffing needs, student performance, government agendas and the moral obligation to share best practice and improve outcomes for all. We will always seek to work with our own Local Authority in the first instance however when necessary we must not be constrained by Local Authority boundaries.

- a) Explore MAT growth models.
- b) Create a model for financial stability that allows for controlled growth.
- c) Create and promote staff development opportunities within the MAT. A larger MAT will allow us to attract and retain the right staff.
- d) Find and work with like-minded stakeholders.

Next Steps

We believe we have developed a strategy that will improve student outcomes and grow a sustainable Academy.

During the strategic planning process, we reaffirmed Chiltern Way's vision and mission, re-examined our core purpose, identified and analysed the internal and external environments and examined educational trends.

We will continuously monitor and evaluate our strategy and make necessary adjustments in order keep Chiltern Way Academy progressive and successful.

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