



Teaching: Leading Learning

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TEACHING: LEADING LEARNING

Reflections on Education: a blog by Chris Hildrew

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Headteacher Recruitment Brochure



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**Inspection dates**

14–15 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Sixth form provision		Outstanding	1

The first 100 days of Headship



Chris Hildrew: first 100 days action plan

Objective: to establish the strategic direction of the academy

Five strands:

1. **People:** engage with the views of all stakeholders
2. **Ethos:** establish a performance development ethos
3. **Collaboration:** lead development of collaborative structures with other schools
4. **Presence:** establish a new “outward facing” presence for the academy online
5. **Performance:** ensure the Academy’s continued high performance

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Look
Listen
Learn

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The first 100 days of Headship



Chris Hildrew: first 100 days action plan

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Care

To promote the welfare of students and staff

Inspire

To develop the very best practice in teaching, learning and leadership



Challenge

To develop a growth mindset across the Academy, so learners embrace challenges, persist in the face of setbacks, and see effort as the path to success

Achieve

To set consistently high expectations so that all learners achieve exceptional personal and academic outcomes.

The Academy will ensure sustainability in achieving these priorities



CARE: To promote the welfare of students and staff
What does this look like?
All students have access to personalised pathways through the curriculum and access to appropriate support
<ul style="list-style-type: none">● There are clear pathways for all learners in a culture of inclusion:<ul style="list-style-type: none">○ Mainstream pathways through adaptable curriculum○ Streamlined access to academic and pastoral interventions and specialist provision where appropriate● Tailored inspiration, advice and guidance is provided to all learners● There is a unified Student Services provision for vulnerable and disadvantaged students including key workers for each student under Student Services provision● There is intelligent recruitment and retention of students into post-16 provision
The welfare of all members of the Academy is prioritised
<ul style="list-style-type: none">● All members of the Academy are regarded as individuals: “treat people as people”● Barriers to success are identified and overcome● The Academy has a sense of family, belonging and enjoyment● Achievement in all activities is recognised and celebrated● High quality staff are recruited and retained across the Academy● There is equality of opportunity and respect for all members of the community, celebrating diversity.



INSPIRE: To develop the very best practice in teaching, learning and leadership

What does this look like?

1. Leadership

- A leadership development programme is established and effective
- Classroom teachers are empowered to lead innovation within the classroom
- Students are empowered in the leadership of learning
- Churchill works in collaboration with other schools and educational settings to develop leadership across the system

2. Teaching and Learning

- There is a single-minded focus on improving classroom practice: a mantra of "learn at all costs"
- Students demonstrate a hunger for learning, taking responsibility for their own progress and development
- A Churchill pedagogy is designed and consistently implemented across the Academy
- All staff are accessing professional development which improves their practice
- Staff develop and share best practice, learning from one another to create a cycle of continuous improvement



CHALLENGE: to develop a growth mindset across the Academy, so that learners embrace challenges, persist in the face of setbacks, and see effort as the path to success

What does this look like?

- Learners¹ set themselves ambitious goals and are not limited by their prior attainment, taking responsibility and embracing struggle
- Learners challenge themselves to achieve their best: “if it’s not excellent, it’s not finished”
- Students have an independent work ethic which renders catch up and extra sessions redundant
- Learning focuses on the process over the product
- Learners receive effective feedback that is acted upon and has an impact
- Robust performance development processes ensure that all staff continuously improve their practice
- Systems within the Academy align with a growth mindset ethos
- Students model successful learning attitudes and behaviours across the Academy: “don’t stop until you’re proud.”



ACHIEVE: to set consistently high expectations so that all learners achieve exceptional personal and academic outcomes

What does this look like?

Academic outcomes

- Significantly positive outcomes against national benchmarks in RaiseOnline or post-16 L3 VA reports
- Outcomes improving year on year
- Gaps between groups closing year on year
- Excellent progress from all starting points (significantly positive Progress 8)
- Students progress to secure and aspirational destinations including top universities, apprenticeships and employment

Personal outcomes

- Students display consistently excellent attitudes and behaviour for learning
- Character, resilience and employability skills for a 21st century world are developed through curricular and extracurricular activities
- Students make a valuable contribution to the community to develop their citizenship and spiritual, moral and social education

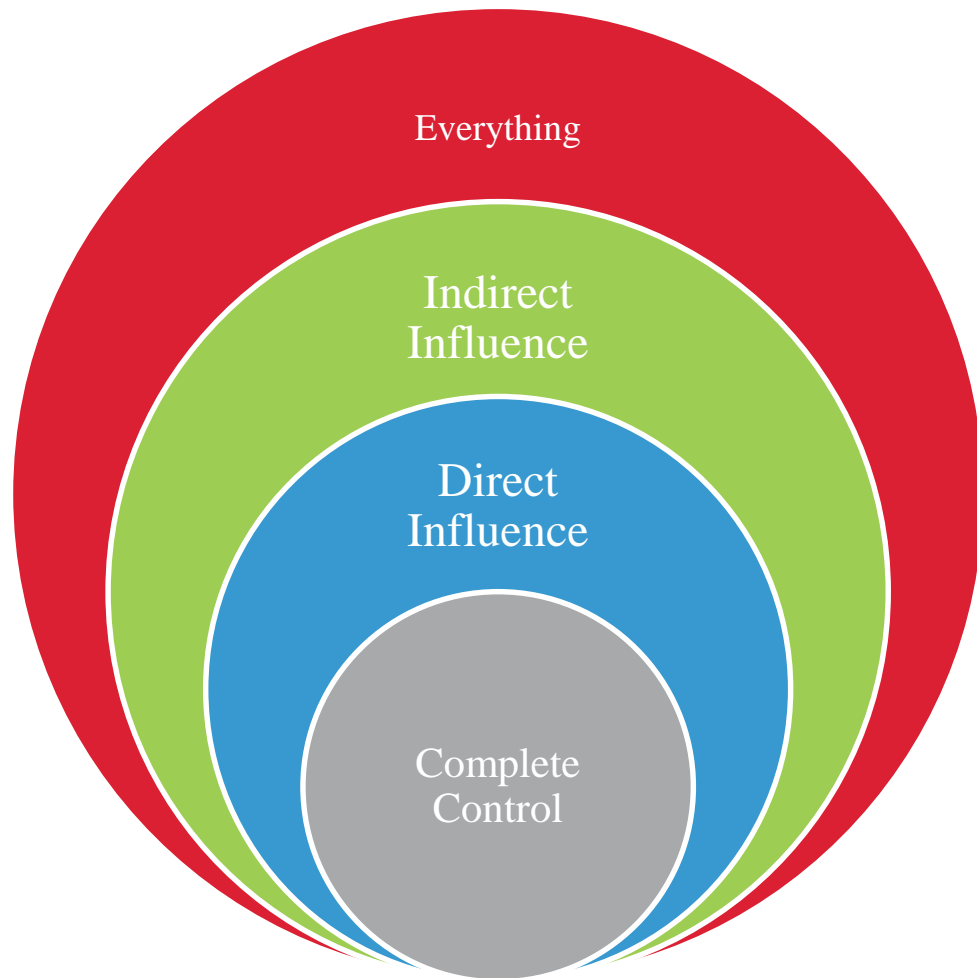
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Year One Action Plan

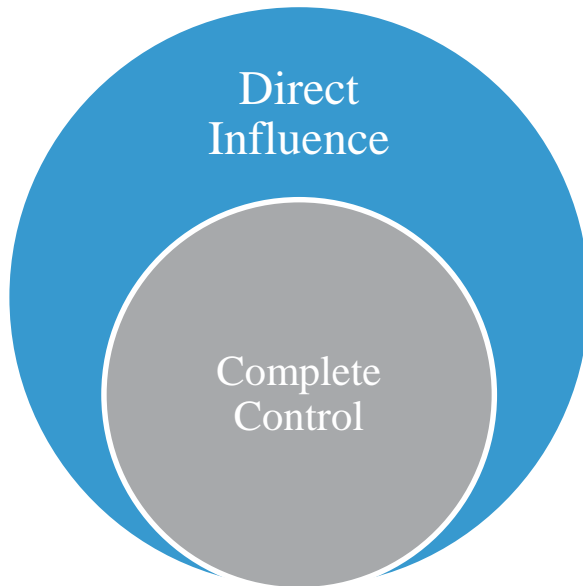
What will it look like?	Who will deliver it?	What resource is required?	What will the impact be on students?	Where will this been seen? How will we know? What evidence of impact will there be?	What is the timescale?



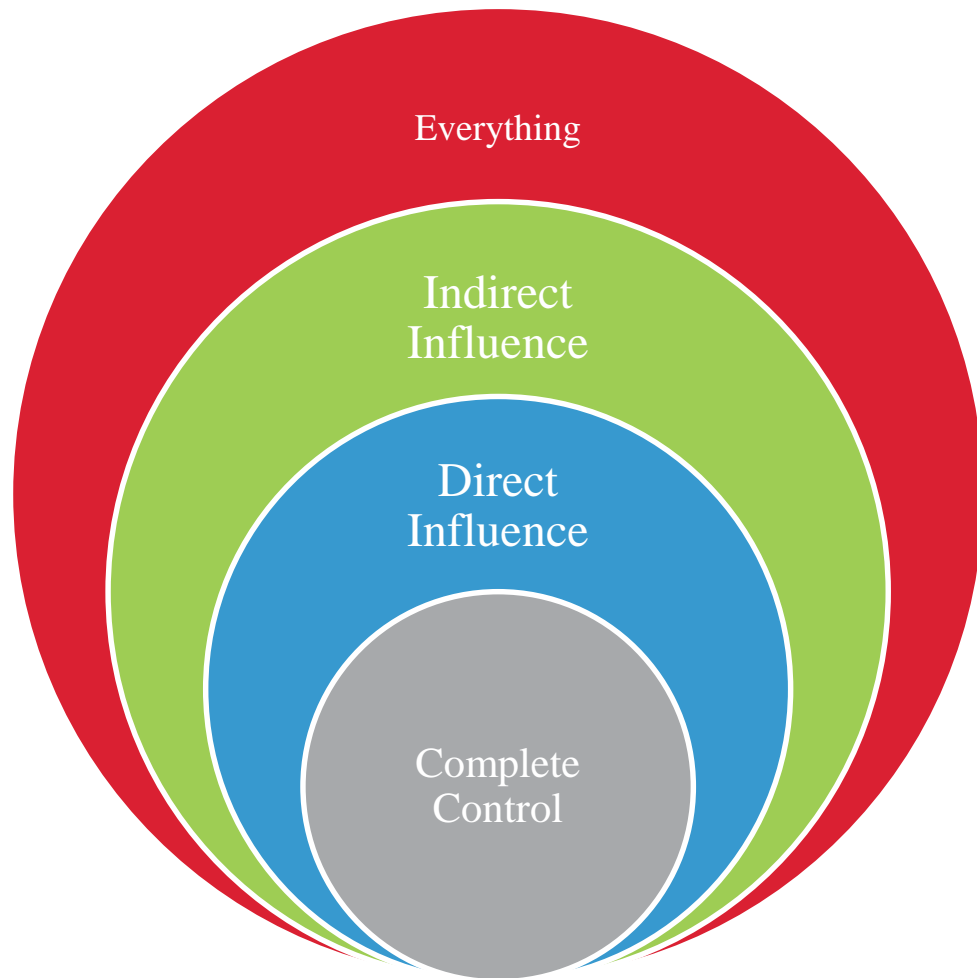
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TOP 9 LEADERSHIP BEHAVIORS THAT DRIVE EMPLOYEE COMMITMENT

by Joe Folkman

1. Inspire and motivate others
2. Driving for results
3. Strategic perspective
4. Collaboration
5. Walk the talk
6. Trust
7. Develops and supports others
8. Building relationships
9. Courage

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THING IN THE MORNING. AND IF
IT'S YOUR JOB TO EAT TWO FROGS,
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ONE FIRST.

A black and white portrait of Mark Twain is positioned on the left side of the image. He is shown from the chest up, facing slightly to the right. He has a prominent, white mustache and curly white hair. He is wearing a dark suit jacket over a light-colored shirt and a dark tie. The background of the portrait is dark.

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