



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

Many Minds, One Mission



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-	C	+
App General APS per entry	28.13	31.57	+3.44
Average BTEC grade	Merit+	Dis-	+



Outcomes Summary

Level 3 – notable successes

Art – 100% of students got an A or A*

Geography – 100% of students got A*-C

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

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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 really makes a difference**



High Performing School Award

Accreditation in Summer 2023



Pathway School

We will be judged on...

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

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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?**



Pathway School

Many Minds, One Mission



Our work in 2022-23 – embed HPL

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



How do High Performing Learners think?

- Intellectual playfulness
- Flexible thinking
- Fluent thinking
- Originality
- Evolutionary or revolutionary thinking

Creating



- Meta-cognition
- Self-regulation
- Strategy planning
- Intellectual confidence

Meta-thinking



- Connection finding
- Generalisation
- Imagination
- 'Big picture' thinking
- Seeing alternative perspectives
- Abstraction

Linking



- Critical or logical thinking
- Precision
- Complex and multi-step problem solving

Analysing



- Automaticity
- Speed and accuracy

Realising



HOW TO BEHAVE

EMPATHETIC



Collaborative



Concern for society



Confident

AGILE



Enquiring



Creative & Enterprising



Open Minded



Risk Taking

HARDWORKING



Ready to Learn



Deliberate Practice



REtrieval Practice



Resilience



Perseverance

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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

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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**



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