

**BODMIN**  
COLLEGE

**STRATEGIC PLAN**

**2015 - 2020**

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Our strategic plan is focused on helping provide a summary of our direction of travel and search for improvement in all that we do. The plan itself provides an overview, which is complemented by our detailed College Improvement Plan (CIP) and individual department, faculty and team plans. These are updated annually following the outcomes of our monitoring and evaluative processes.

Our intention at Bodmin College is one of system leadership in which we believe in collaboration, both internally and externally, to assist in building an ever-improving system of education for children in Cornwall. From the outset, we plan to help develop independent and resilient learners who are aspirational and believe in the power of education. In order to make this a reality, we provide a comprehensive range of pastoral support that underpins the work of high quality staff that are empowered to develop an academic, vocational and creative curriculum which matches the needs and requirements of our young people.

Our proud tradition and good reputation are centered on professionalism, a deep commitment to all students and an understanding that great relationships help provide the support required for children to reach their potential, to enjoy school and grow into confident young people ready and able to contribute positively to society.

## ABOUT BODMIN COLLEGE

**B**odmin College was first opened in 1973 following the closure of the Bodmin Grammar School, often known as Harleigh School. Bodmin College is larger than the average-sized secondary school and on January 1, 2011, the College became one of the first Academies in the county.

Bodmin College has approximately 1150 students in Key Stages 3 and 4 with another 350 in the Sixth Form. In addition, the College has an Area Resource Base (The Greenfield Centre) which accommodates 36 children with multiple and profound Special Educational Needs and Disabilities (SEND). Further to this, Bodmin College has developed a Centre for Vocational Excellence at the Woods Browning industrial site located nearby and delivers a range of vocational courses, apprenticeships for the local community and, in partnership with Falmouth University, a purpose-built facility enabling the delivery of a Foundation Degree course in Digital Media.

Whilst striving for academic excellence, Bodmin College provides high quality support for all students, striving for them all to achieve well and be aspirational in the pursuit of reaching their personal potential.



## OUR VISION, KEY OBJECTIVES AND ETHOS.

**O**ur vision of 'striving for excellence by putting the learner first' is supported by four key objectives and a traditional set of values to which we subscribe.

### VISION

'Striving for excellence by putting the learner first'.

### VALUES/ETHOS

Our high standards and expectations of our students are supported by a traditional set of values, in which we expect everyone to be polite, be honest and work to the very best of their ability.

### OUR KEY OBJECTIVES ARE TO:

- ◆ Improve the attainment and progress of all students in all subjects.
- ◆ Improve the educational opportunities for all students in all subjects.
- ◆ Improve the quality of the learning experience for all students in all subjects.
- ◆ Assist and work in partnership with parents and carers to improve students' spiritual, moral, social and cultural development.



## HOW WE WILL IMPROVE THE ATTAINMENT AND PROGRESS OF ALL STUDENTS IN ALL SUBJECTS

Over a period of many years, Bodmin College has strived to develop a curriculum that meets the needs and interests of a large and diverse student population. This ambition has resulted in a wide expansion of courses and the development of specialist provisions, such as the Vocational Centre of Excellence and our Area Resource Base - The Greenfield Centre. Such innovative approaches to education have received many accolades and have been built upon with an Apprenticeship Hub and the development of a Foundation Degree Course in conjunction with Falmouth University.

Despite the radical change brought about to school accountability measures, Bodmin College continuously strives to adapt and change, without losing sight of our ambition for every child to both achieve well and be motivated by the courses and curriculum they study. With this to the fore, we remain committed to the provision of high quality education that is sustainable and flexible, whilst also maintaining the integrity of our vision and intention.

With regard to student outcomes, we intend to close the gap between our students and the National Averages for all groups of students, in all subjects. In order to enable this, we appoint the very best staff and systematically monitor student performance with a clear and targeted programme of support, utilised at the earliest possible opportunity. Regardless of their background, we believe that students should achieve highly and progress to further study or employment as appropriate.

### KEY RECOMMENDATIONS

- ◆ Maintain and develop the quality of staffing through high quality professional development, astute appointments and the use of evidence-informed policy and practice.
- ◆ Develop an approach that delivers a blended, meaningful education for all students. This approach should build on the strengths of our curriculum, whilst preparing students to achieve well against new performance measures through great teaching and appropriate choice, supported through quality information and guidance.
- ◆ Develop our strategies for the provision of excellent, inclusive practice that enables the very best support for all students, in all subject areas, to achieve their personal potential and be aspirational.

### KEY PERFORMANCE INDICATORS

- ◆ Above 95% of all teacher observations are graded 'good' or 'outstanding.'
- ◆ All students in all subjects achieve at least in line with national expectations.



## HOW WE WILL IMPROVE THE EDUCATIONAL OPPORTUNITIES FOR ALL STUDENTS IN ALL SUBJECTS

At Bodmin College, we firmly believe in the power and purpose of learning and recognise the value of learning beyond the traditional classroom. Whether or not this type of learning is integral to the taught curriculum, activities which enhance a young person's experience of the world are valued and encouraged. In addition to these extra activities, is a wide range of opportunities that are available to all students in all subjects, ranging from curriculum and curricular experiences to the opportunity to engage in leadership and career development programmes.

Our aim is not only to make learning fun and enhance the educational experiences of our students, but also to increase their understanding of the world and raise aspirations through personal experience.

### KEY RECOMMENDATIONS

- ◆ Continue to encourage the provision of the wider curriculum experience.
- ◆ Continue to invest in and support the development of aspiration throughout the College.

### KEY PERFORMANCE INDICATORS

- ◆ By 2020, all students will be engaged in additional opportunities, for example; clubs, residential experiences and leadership activities, every year.
- ◆ To have developed an aspirational culture amongst staff, students and parents/carers by 2020.





## HOW WE WILL ASSIST AND WORK IN PARTNERSHIP WITH PARENTS AND CARERS TO IMPROVE STUDENTS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Parental engagement matters to us. We believe parental engagement to be a powerful contributor in improving student outcomes and their experience of school.

In order to assist in the effective development of a partnership, we recognise the need to communicate, both effectively and with great professionalism. Our aim is, with parents and carers, to support both the development of character and the reality of young people achieving their potential and aspirations. From our very first meeting with parents, we begin the process of developing a strong relationship; one in which they are encouraged and assisted in creating an aspirational expectation at home that is built upon resilience and motivation. Throughout the young person's journey with us, we provide a deep and diverse range of both academic and pastoral support through which we build dependable and supportive relationships on which our students, and their parents, can rely. In addition, we recognise the value of the important relationships we have with external agencies who provide specialist support where required.

## HOW WE WILL IMPROVE THE QUALITY OF THE LEARNING EXPERIENCE FOR ALL STUDENTS IN ALL SUBJECTS

The development of the quality of teaching is our core business and a powerful driver for College-wide improvement. We consider it our role to appoint the very best staff and look after them. In order to achieve this, we have developed a comprehensive programme of teacher support and planned and targeted professional development.

This high quality professional development is informed by evidence-based research that permits teachers to improve their pedagogy and refine their practice with the ultimate goal of improving student outcomes.

We aim to create, maintain and develop a sustainable culture in which our teachers and our staff are excited about teaching and learn from each other by engaging in professional dialogue.

### KEY RECOMMENDATIONS

- ◆ Continue to develop our approaches to academic and pastoral support for all students.
- ◆ Ensure that all staff communicate well with parents, carers and external agencies.
- ◆ We should continue to place great emphasis on our core values and ethos, but not accept excuses, as great outcomes are often the catalyst for students to realise their potential and their aspirations. With this at the fore, we must be rigorous in our desire for academic excellence.

### KEY PERFORMANCE INDICATORS

- ◆ By 2020, parental attendance at Parents Evenings will have risen to 80%.
- ◆ By 2020, our drive for effective inclusion will have resulted in a 50% reduction in fixed term exclusion rates and attendance at least in line with National Averages.

### KEY RECOMMENDATIONS

- ◆ Continue to research and utilise to best effect evidence-informed practice.
- ◆ Continue to support and work with our Teaching School, Further Education and University partners to assist in system leadership and the development of excellent teachers.
- ◆ Continue to develop our innovative pedagogy through CPD that includes aspects of coaching and mentoring through the identification, and sharing of, the excellent practice that exists across the College.
- ◆ Continue to support the development of effective partnership, working through enabling and encouraging collaboration across sectors and with external agencies.

### KEY PERFORMANCE INDICATORS

- ◆ By 2020, every member of staff will have a personal record of their CPD and engage every year in high quality professional development.
- ◆ By 2020, to have achieved aspects of the SSAT Excellence in Learning Programme and have featured as an exemplar of good practice in their documentation.



## FOUR KEY CHALLENGES

- ♦ To continue to develop, embed and drive organisational improvement through our agreed vision and key objectives. To continue to develop a culture of high expectation and high aspiration for all.
- ♦ Throughout the journey of improvement, this strategic plan covers a period where there will be an increasing number of students enrolling at Bodmin College. This fact presents a challenge in the requirement to plan for both curriculum change and appropriate levels of high quality staff across all subject areas.
- ♦ The success of our Post 16 provision has brought with it competition from a large provider of Further Education. The challenge will be to maintain and further improve our results across a wide curriculum offer, whilst developing opportunities and student support.
- ♦ Whilst these challenges are in themselves significant, the landscape is further compromised by real term decreases to budget allocations and a requirement to respond to Government changes to accountability measures. With this to the fore, we will develop the capacity to manage change through effective leadership and management.



## AFTERWORD

At the heart of Bodmin College is a deep commitment to learning and the development of a learning community based on personal support in a caring environment. This school is based in a locality in which the community care deeply about the young people and the area in which they live.

We are special in that we are absolute and resolute about inclusion; we are absolute and resolute about the requirement to provide brilliant care and support; we are absolute and resolute about attaining academic success, and; we are absolute and resolute about developing an environment that nurtures aspiration and cultures innovation and creativity.

*Every person matters and is important at Bodmin College.*

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