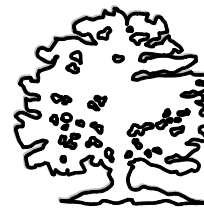


Values

- Embed Lyndon’s 5 C’s in all we do, say and think.
- Focus on each for half a term in our planning, delivery and assessment.

Half Term		
Sept–Oct		
CARE	Linked to welcoming everyone back to the new school year.	Everyone at Lyndon counts. Do your part to help ensure every person’s welfare, happiness and success is valued equally. Celebrate successes and emphasise the positives. Contribute to a sense of “fair play”: be tolerant of differences and considerate of others’ feelings. Use good manners and language. Be honest, reliable and have the courage to do the right thing. Be responsible for your own actions: think before you say or act. Treat others with respect.
Oct–Dec		
CHALLENGE	Linked to key assessment point for all students	Challenge yourself to always do your best to improve. Have high hopes and expectations. Contribute to raising standards. Stay focused on quality learning and teaching. Push the boundaries of your achievements.
Jan–March		
CO-OPERATION	Linked to reinforcing standards of behaviour	Work together: teamwork and learning from each other matter. Contribute positively to an orderly, disciplined environment for learning. Help to build effective partnerships with parents and our community
March–April		
COMMUNICATION	Linked to mid year reviews of progress	Do your part to contribute to open, honest and responsible debate to help our school improve. Show respect for others’ opinions; be open-minded. Ensure all views are listened to and appropriate actions follow. Encourage open dialogue between home and school.
April–July		
CITIZENSHIP	Whole term – linked to Specialist College and other community based activities	Do your part to make your school and community better. Have your say in shaping improvements. Be a good ambassador: loyal, helping to build on our good reputation. Follow the Code of Conduct and play by the rules both in and out of school. Show respect for learning, people, property and the environment. Respect authority. Understand your rights come with responsibilities; do what you are supposed to do. Help to build valued relationships with everyone in our school and the wider community. Remember people come first.



Lyndon School Humanities College

June 2009

Vision and Values For 2009—2012

Audience: Governors and Staff



VISION

Raise Standards

- Academic standards continue to improve. → **Every Child Makes Progress**
 - Contextual Value Added is positive.
 - Move to “High Performing Specialist School” status (65%+ 5+ A*-C including English and Maths)[08 = 49%]
 - move %5+A*-C into high 60/low 70% [08=57%]
 - Raise %'s of A* & A GCSE grades by 3% each year [08= 9%]
- Personal development and well being count too and underpin our core values. } → **Every Child Matters**
 - Be Healthy
 - Stay Safe
 - Enjoy and Achieve
 - Make a positive contribution
 - Achieve economic well-being
- An emotionally literate community, based on mutual respect and tolerance, with strong social and moral values exists.

Secure high quality learning experiences for every student

- Collective responsibility for our students' learning, and fast tracking operates. } → Our curriculum offer meets the needs of a range of learners; it motivates, engages and inspires learning.
- The Key Stage 3 National Curriculum programmes of study result in a more creative delivery of our curriculum to engage all learners. } → Diplomas and 14-19 wider opportunities are developed and in collaboration with a network of providers.
- The Key Stage 4 (Years 10 and 11) core curriculum and breadth of offers continues to be kept under review. } → Raise Self Esteem.
- Celebrate success, use praise and positives widely. → Students take responsibility and improve their understanding of what to do to make progress.
- Assessment for Learning is embedded. → All students progress into education, employment or training beyond 16. The % of students moving to post-16 colleges rises [08=85%]and % of NEET falls [08=5.1%]
- Lifelong learning counts. → New technologies, especially , are enhanced.
- Site/premises and resources spend is linked to engaging learners. →

Promote our Humanities College ethos

- Raise attainment and the quality of teaching and learning in the specialist subjects for all our students. → Results improve in English, Citizenship, Drama.
- Contribute, through the specialist subjects, to whole school improvement by developing innovative approaches to teaching and learning across the curriculum. → The post-16 participation rate is raised in the specialist subjects, students are skilled to progress into employment, FE/training and HE.
- Encourage students to learn about issues and to examine their values and attitudes in a post-industrial, global and interdependent society. } → Results and practice improve across the curriculum.
- Foster an understanding of human values and different value systems; how society is organised, develops and changes. } → Develop emotionally literate and caring citizens.
- Be an active partner in a learning society, with our local family of schools and communities benefiting from Trust status. → Students have a better understanding and appreciation of the richness and diverse range of cultures represented in Britain today.
- Celebrate community cohesion
- Resources are shared, good practice develops and learners actively contribute and work with community and Trust partners, including business and industry.

VISION

Keep Continuous Professional Development central to our improvement

- Build capacity through enhancing teaching professionalism and the skills of all staff → High levels of good or better teaching are evidenced as the norm. [08= 68%]
- Staff continue to be challenged and passionate about learning and teaching their subject(s).
- Collaboration and sharing good practice across and between schools and colleges grows.
- Invest in school-led system leadership for staff, students and governors → Leadership skills grow at all levels - for our students as much as adults.
- Work with other schools/providers and our Trust partners to lead future developments → Distribute leadership:build teams.
- Staff are promoted
- Sustainable staffing across the community of schools exists.
- Post-16 teaching + higher degree/ qualifications available.

Listen to improve, build our community learning networks including an effective Trust partnership

- Raise our profile; build prestige; be open and inclusive; celebrate diversity. → Lyndon remains oversubscribed.
- Widen horizons and aspirations; network for best practice: regionally, nationally and internationally. → Lyndon is a local learning hub for its community; networking flourishes.
- Build on Extended Services opportunities, based on our parents and other local community preferences. → Parents are engaged.
- Contributions are valued. → The community is engaged.
- Trust partnerships as well as Business and industrial links develop.
- Be recognised and used as a successful Extended Services provider..
- The students' voice grows into broader student leadership and makes an impact.
- The opinions of all staff count and make an impact.
- Parental, community, other stakeholder views impact on improvement.
- Respond to advice on how best to achieve a more environmentally friendly school.