



Rosebery's 2020 Vision

In 2020 Rosebery will be an outstanding school by any measure. It will be proudly rooted in its highly successful past but will also be an aspirational, dynamic and forward thinking community.

The Rosebery Way will define and ensure positive relationships for all. Consequently students and staff will feel nurtured, respected and valued, confident to embrace challenge, change and innovation.

Diversity and difference will be celebrated and disadvantage will be overcome through inspirational teaching and a rich and personalised curriculum in and out of the classroom.

Rosebery will be at the heart of the local community and as a centre of excellence for teaching and learning it will enjoy the support of all stakeholders, especially its parents. Creative partnerships will enhance opportunity for all and provide a vibrant, stimulating and enriching environment in which all fulfil their potential.

In 2020, Rosebery learners will possess a competitive edge, will have developed the knowledge, skills and emotional literacy requisite to enjoy success in an ever changing world and will become exceptional leaders and citizens.

Our mission : Excellence Endeavour Opportunity

*At Rosebery we strive to inspire and support every member of our community to achieve **excellence** through a love of learning, and a desire to succeed. We challenge ourselves to continually improve and understand that **endeavour** and effort are central to meeting the highest of expectations. We are committed to creating a happy, purposeful and secure environment which provides the **opportunity** for all to develop and grow; to build confidence and self-belief; and to be enriched and stimulated so that we can all contribute significantly and positively to the Rosebery community and beyond.*

Our mission is further encapsulated in our statement of action which we expect all members of our community to abide by:

The Rosebery Way

1. All members of our community are shown the level of respect and kindness that we would expect for a member of our family.
2. High expectations are never set by creating a fear of failure; they are set by demonstrating belief in each other's ability to achieve.
3. Members of our community who do not meet our expectations are supported to help them to do so.
4. We never ask anyone to do anything that we would not be prepared to do ourselves.
5. We act with integrity by doing the right thing whether or not anyone is watching.

Priorities	Improve the progress of all students, whatever their starting point and whatever their background, at every Key Stage	Ensure all students are engaged in excellent learning experiences every day and are given the opportunity to explore an engaging, challenging and broad curriculum through highly effective teaching.	Embed the principles of a growth mind-set by creating a culture of endeavour and opportunity in which staff, students and governors provide exceptional leadership of a fearless, proud and ambitious school community	Build partnerships with parents, educational institutions, businesses and local community groups which extend and enhance provision, improve facilities, generate income opportunities and enable the school to recruit and retain high quality staff, to ensure Rosebery remains the first choice for girls in our community.
We will continue to ensure that...	<ul style="list-style-type: none"> ➤ We maintain sig+ attainment and progress at KS4 and KS5 ➤ Barriers to progress are removed through the rigorous monitoring of attendance, punctuality, well-being and behaviour and the creation of robust and responsive intervention and support plans ➤ No students at the end of KS4 or KS5 are NEET ➤ Attainment is above the national average in all subjects and that progress is positive in all subjects at KS5 	<ul style="list-style-type: none"> ➤ Teaching and learning leads to outstanding outcomes for all students ➤ Students develop a breadth of skills and experience opportunities which prepares them for life beyond the classroom 	<ul style="list-style-type: none"> ➤ Leadership at all levels and of all disciplines leads to outstanding outcomes and progress ➤ All students feel safe and safeguarding procedures are robust and embedded into the practice of all stakeholders ➤ Leaders at all levels of the school rigorously evaluate the strengths and areas for development and understand the actions required to sustain improvement 	<ul style="list-style-type: none"> ➤ We remain significantly over subscribed for Year 7 places ➤ We work closely with our existing partners, including our feeder primaries and local secondaries to improve the learning experience for our students
We will additionally...	<ul style="list-style-type: none"> ➤ Set aspirational targets for all students whose outcomes will be in the top 5% nationally at KS4 for progress ➤ Improve attendance for our disadvantaged, FSM and SEND K students and therefore significantly reduce the persistent absence of these students. ➤ Ensure that 90% + of students achieve 4+ in English and Maths at GCSE ➤ Ensure that progress and attainment improves in Maths for all disadvantaged and SEND students ➤ Support student access to the EBacc ➤ Further reduce the gap in progress achieved by SEND and disadvantaged students and all other learners in all subjects, whilst ensuring that progress maintains an overall upward trajectory ➤ Embed stretch and challenge to improve outcomes for our most able students at KS4 and KS5 ➤ Reduce in-school variation in the performance of our subjects, classes and cohorts of students ➤ Achieve an overall progress score in the L3VA of 0.3 or better and thereby secure outstanding outcomes for all at KS5 ➤ Reduce the number of fixed term exclusions for disadvantaged and SEN students 	<ul style="list-style-type: none"> ➤ Ensure all teaching, assessment, feedback and marking is consistently good or better in all areas of the school as a result of clear and widely understood T and L policy which promotes high expectations of all. ➤ Review and redesign our curriculum at every Key Stage to ensure that there is a continuity of learning between KS2 and KS5 and that expectations of starting points are sufficiently high and rigorous so that each student is challenged to achieve outstanding outcomes. ➤ Ensure challenge is embedded in every lesson through effective assessment of, and for, learning; planning for the different needs of our students and effective behaviour for learning strategies which eliminates low level disruption ➤ Ensure teachers take account of the starting points of our students, particularly the disadvantaged and SEND K and ECHP students to ensure all fulfil their potential ➤ Ensure all staff have access to a personalised professional learning programme which has a sustainable and measurable impact on the quality of teaching and learning 	<ul style="list-style-type: none"> ➤ Develop a deep understanding of the new performance measures and assessment frameworks among all leaders at every level, so that forensic self-evaluation leads to the creation of sharp and effective actions plans which result in outstanding outcomes in every area ➤ Improve the effectiveness and performance of the governing body so that it holds the school to account for all aspects of the school's performance ➤ Ensure student leadership is an integral part of the culture of the school including the development of well-being ambassadors and extension of the co-planning team to support students' positive mental health and to widen student contribution to the improvement in teaching and learning ➤ Increase the number of DSLs in the school to widen safeguarding expertise ➤ Ensure all stakeholders have a secure understanding of the principles of a growth mindset and are therefore demonstrably resilient, positive and embrace opportunity 	<ul style="list-style-type: none"> ➤ Ensure links with business, FE and HE and alumni are optimised to enrich provision, raise aspirations and create career pathways for current students. ➤ Create a 3 year plan for the improvement of school facilities which will lead to continual small scale improvements and in the long term, to the redevelopment of the gym, Sixth Form and Ebbisham facilities ➤ Take on the leadership of the GLF Teaching School and SCITT to secure greater access to new teachers ➤ Finalise MAT partnership plans ➤ Develop cross-departmental approaches with partner schools which serve to improve provision, sharing of resources and the depth of understanding of pedagogy and curriculum change ➤ Develop a fundraising strategy which targets specific areas of school development and engages increased numbers of parents in improvement activities