



Clifton High School
co-educational nursery pre-school to sixth form



Our Medium Term Strategy

Delivering Excellence in a
Diamond Edge School
2019-2022

The Diamond Edge Model



Realising Individual Brilliance

Introduction from Dr Alison Neill, Head of School

Clifton High, from its inception over 140 years ago has had a tradition of enterprise and high academic standards, with a progressive and forward thinking outlook. Principally, Clifton High is a school for parents who want their child's emotional and personal development to be given the same level of importance as their academic achievements. Parents comment on the excellent relationships between staff and pupils - relaxed but always respectful. The rapport, encouragement and support available to every single child, pupil and student create an atmosphere where children and young people can develop happily and progress successfully.

Focus on the individual child has guided the School's development over many years, through the introduction of the Diamond Edge Model of education, our continued commitment to small class sizes, the quality of our staff, academic rigour and outstanding pastoral care.

What follows is a broad summary of our Development Plan, which sets out the key areas the Leadership Team and I will prioritise. As you know, my retirement takes effect at the end of August 2020. That said, I want to reassure the whole School community that we will work hard and maintain the momentum and dynamic of the School with no less persistence than before. Taking forward our new Development Plan, with a programme of continual improvement in our facilities, whilst ensuring sound fiscal management, will ensure the School is 'handed over' to my successor in excellent order and 'shipshape' Clifton High fashion.

I want to take this opportunity to say what a privilege and pleasure it has been, and continues to be, to work with the children and young people who energise our School daily.



Our Vision

As a school, we will continue to provide an outstanding learning experience for our children and young people, building upon our well-established and excellent pastoral structures. Clifton High is renowned for its close family community and our parents are highly engaged, committed and loyal.

We will continue to provide the one school ethos from 3-18; we firmly believe that to deliver a meaningful education there must be an emphasis on the development of the whole person, where emotional literacy and social competencies are as important as knowledge and academic qualifications.

Staff will encourage our young people to learn how to think and develop positive learning habits. Our pupils and young people will acquire a varied tool box of skills, essentially 'thinking skills', to choose from at the most appropriate moment in school or in their personal lives and become self-directed in their learning.

Our current School Development Plan runs from 2019-22. In drawing up this comprehensive plan we considered the following:

- Our aims and ethos
- Views of our pupils
- Views of our parents
- Recommendations of our staff
- Recommendations of our governors
- Our competitors
- Social and economic factors
- Business objectives

School Numbers:

Currently we have around 600 pupils on roll, 49% boys and 51% girls.

It is our intention to remain a medium-sized school so that we continue to offer a personal approach to both our pupils and their parents. We will look to sustain our current pupil numbers in the Senior School which is nearly at capacity, while our Sixth Form continues to grow.

Following the successful launch of the Hive in the summer of 2019, we will continue to expand and develop our Nursery Pre-School and Junior School as a flagship offering in the Bristol independent school market.

Our Development Plan 2019-2022



Diamond Edge Model of Education

Clifton High is the only school in the South West to offer a distinctive Diamond Edge Model structure of co-education. At Clifton High, the boys and girls are taught separately, between Years 7-9, in the core subjects of English, Mathematics, Biology, Physics, Chemistry and Games. This provides a bespoke learning environment at the beginning of what can be a difficult transition from Junior to Senior School. This model also ensures that pupils remain in mixed gender groups for some of their classes, which is crucial for their personal, social and emotional development.

Our Ethos

The School's aim is to develop grounded and well-rounded individuals; effective thinkers who can approach their studies and their futures with a positive attitude and confidence; forward looking with the cognitive flexibility and emotional literacy to succeed; collaborative thinkers who respect and listen to the opinions of others; global thinkers with a social conscience and genuine empathy and regard for individuals who are less fortunate than themselves.

Pupils throughout Clifton High are:

- Creative and curious learners
- Motivated by a strong work ethic
- Positive and pro-active
- Happy and proud of their individual achievements
- Supportive of the success of others
- Keen to participate
- Respectful of staff, enjoying strong working relationships with them
- Confident and poised communicators
- Proud to be a member of the Clifton High School Community

Their personal development is focused on being:

- Respectful of difference, others and diversity
- Able to bounce back after failure or disappointment
- Flexible and adaptable to change; solution focused
- Able to confront the unexpected with intelligence and compassion
- Aware that with privilege comes responsibility
- Committed and motivated to achieve
- Socially competent with strong values and self-awareness
- Ambitious and confident to pursue new ideas

Character and strength of the School:

- Diamond Edge Model of Education
- Well-established and excellent pastoral structures
- Dedicated, inspiring and committed teaching staff
- A knowledge of individual pupils and celebration of their personal progress and success
- A strong sense of community and family with shared values
- One school ethos from age 3-18
- Location in Clifton Village, beautiful grounds and buildings
- Onsite sports facilities including a swimming pool, climbing wall and fitness suite and offsite sport facilities at Coombe Dingle shared with the University of Bristol



Self-Development and Adaptability

Strategic Aim

To extend opportunities and experiences so that pupils and staff are equipped with a skill set for external and internal change.

Priority Action Plan

- All pupils to have, and embrace, substantial opportunities to develop their toolkit and learning habits as adept thinkers, across the curriculum and extra-curricular provision of the School, as they become autonomous learners.
- Develop a Junior Leadership Compass Pathway from Year 3-6
- Establish greater participation of pupils in volunteering and charitable schemes across the School and in the wider community.
- Encourage an attitude and approach in staff and pupils to be solution-focused, ready and responsive to navigate the many and complex challenges and changes that life presents.
- Develop individualised induction for all staff, including Business Support, to ensure a parity of excellent provision across the School to develop a learning community for all.



Teaching and Learning

Strategic Aim

To ensure that pupils across the School have access to consistently excellent learning opportunities and experiences, both within and outside of the classroom.

To ensure that pupils understand and aspire towards the characteristics of good learners and effective thinkers.

Priority Action Plan

- Develop and implement strategies to encourage pupils to independently take ownership of their learning in order to become more effective learners and thinkers and be self-directed in their learning.
- Increase the opportunities for the enrichment of the curriculum, so that all pupils are encouraged to apply their knowledge to a wider context.
- Support and monitor all teaching staff in the consistent delivery of excellent lessons, ensuring that the progress of all pupils is evidenced.
- Use data to identify pupils at risk of underperforming and provide intervention strategies to improve individual target setting and monitoring.
- Continue to develop the use of new technologies in the classroom to ensure that pupils are equipped for the future.

The Business of Education (including Marketing)

Strategic Aim

To continue to improve the School's existing facilities and implement a fiscally responsible plan for future development and public benefit.

To promote and market the School through wider engagement, branding, events and innovative techniques and platforms.

Priority Action Plan

- Marketing and launch of the Hive - building our community from the early years.
- Digital future; work towards consolidation of an eco-approach; school promotional materials, online digital 'prospectus', marketing, communication and advertising.
- Adapt financial systems to enhance management information, reduce costs and improve the experience for governors, parents and staff.
- Build on the established infrastructure and increasing awareness amongst the Friends of Clifton High. Raise awareness and donations from those Friends to fund the Capital Project and meet the increasing need to underwrite bursaries.
- Maintain the Green Flag status obtained in 2015 and 2018, as an indicator of a focus on sustainability and increased pupil engagement with environmental issues.



91% of teachers agreed that teaching pupils in single-sex classes enabled them to plan lessons better suited to the preferred learning styles.

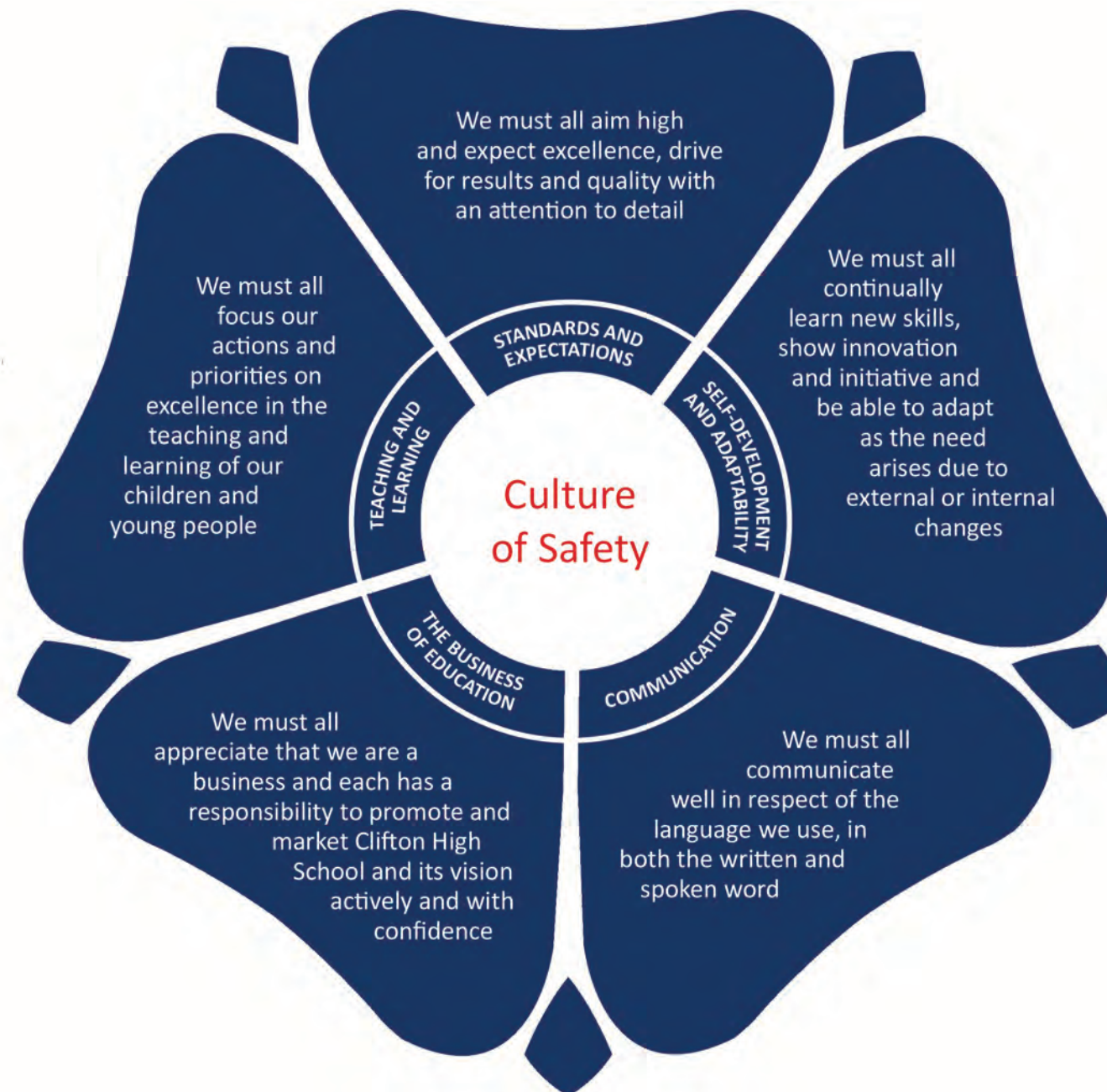
75% of teachers said that teaching pupils in single-sex classes makes behaviour for learning easier to manage.

Boys at Clifton High agreed that they enjoyed being hands on and interacting with the lesson, and respond positively to competition.

Girls agreed that they are more comfortable in a less stressful situation, listening, reading, making notes, taking part in role play and debate.



Strategic Actions and Priorities



66% of pupils in Years 7-9 strongly agreed that they 'feel more comfortable contributing to whole class activities, for example discussions, when taught in single-sex classes'.

91% of our pupils in Years 7-9 strongly agreed that it is important that some subjects are taught in mixed-sex classes so that they are able to work with people of different genders.

85% of girls in Years 7-9 expressed their enjoyment at studying STEM subjects.

72% of girls chose at least one STEM subject at A level.



Standards and Expectations

Strategic Aim

To provide a framework for staff and pupils to ensure that standards and expectations are high, clear and consistent.

Priority Action Plan

- Instil within each pupil an understanding and appreciation of their responsibility to conduct themselves appropriately and to respect the school environment and all members of the community.
- Embed new policies, relating to behaviour, to ensure there is a culture of consistently improving conduct across the School where staff set and expect exemplary standards in terms of achievement and discipline.
- Ensure a consistent approach by teaching staff in the recording, monitoring and communication of academic and pastoral matters.
- Enhance teaching standards across the School by promoting the sharing of good practice, professional development and a more rigorous quality assurance process, including gaining pupils' perspectives on their experiences.
- Continue to recruit motivated and high calibre staff, relevant specialist teachers across the School to enrich and strengthen the educational experience further.



Communication

Strategic Aim

To ensure internal and external communications are clear and timely, using the best technologies.

Priority Action Plan

- Continue to review and update the School's website; ensuring that current and prospective parent experience is of a high quality; that the site is as user-friendly as possible and communication is consistent across platforms.
- Provide regular updates to parents, a Safeguarding, Child Protection and Mental Health Digest, and on topical and relevant issues.
- Continue to listen and respond to pupil voice across the School via Pupil Council and parents' voice via Parent Ambassador meetings.
- Implement instant and effective communication to pupils and parents via the Parent and Pupil Portals.
- Review and update marketing and communication strategy and develop an Action Plan for ongoing improvements within the School, as well as pupil recruitment.

Culture of Safety

Strategic Aims

To ensure that all members of the School community fulfil their shared responsibility for the safety, safeguarding and wellbeing of the pupils, whilst maintaining compliance with the Independent Schools Inspectorate, Keeping Children Safe in Education, National Minimum Standards and the Health and Safety Executive.

Priority Action Plan

- Ensure that all pupils across the School feel physically and emotionally safe and are empowered to seek advice and support, together with their families, from our extended Designated Safeguarding Team.
- Promote the importance of positive mental health for all, through assemblies and PSHE, whilst identifying and aiming to prevent mental health concerns through personalised support from our newly formed Mental Health Team.
- Support pupil wellbeing by offering pupils sufficient exercise, nutritious lunches and outdoor experiences, as well as providing opportunities for them to express their views.
- Continue to educate pupils and raise parental awareness of e-safety by encouraging pupils to have a clean digital footprint and supporting families in the responsible use of modern technologies.
- Continue to review the School site with regard to security and accessibility.



Our Strategic Intent

Teaching and Learning

The School's priority and focus for all of its actions must be excellence in the teaching and learning of its children and young people. Clifton High takes pride in the knowledge that each pupil is known and valued, and staff motivate each individual to progress and realise his or her individual brilliance, giving extra support where necessary. The School aims to deliver a personalised, differentiated, quality-assured learning experience, which is both inspiring and challenging. Our approach is to encourage risk-taking and confidence in exploring new ideas and independent thinking.

Self-development and Adaptability

Society and the world of education are constantly evolving, and both pupils and staff at the High School are encouraged to be adaptable and embrace change. We must all be solution-focused, ready and responsive to navigate the many and complex challenges that life presents. The School is committed to increasing and extending opportunities and experiences for both pupils and staff, to equip them with skills which ensure they are able to respond to both internal and external change. There is opportunity for self-development at every level, in order that staff and pupils reflect on their approach, continue to learn and demonstrate initiative and flexibility.

Standards and Expectations

Staff provide a framework for pupils to ensure that standards and expectations are high, clear and consistent to achieve excellence. The School offers a challenging environment with a diverse range of opportunities. To maintain and develop standards, new staff are appointed strategically, bringing with them a diverse skills-set, fresh ideas and strong current practice. At every level in the delivery of a first-class education, School expects staff and those working with its pupils, to interact with appropriate attention to detail and a customer-first ethos. For every pupil standards of excellence are expected in terms of respect for others, authority and property; with privilege comes significant responsibility.

Communication

The School encourages the use of correct and appropriate communication in respect of the language we use, both written and verbal, at every level. Through education, pupils and staff are aware of how they communicate and present themselves, both within the School community and to a wider environment. Our young people are global citizens.

The Business of Education

Our pupils, staff and parents act as ambassadors for the School to ensure its continued success as a leading independent Bristol school, offering excellent education and an excellent working environment for staff. As a business we all have a responsibility to promote and market the School and its vision with confidence. The School will continue to implement a fiscally responsible plan for its future development, improving its facilities for its own and public benefit.

Culture of Safety

The health, wellbeing and personal safety of our pupils is our first priority. All those working at Clifton High School share a commitment to upholding a culture of safety for our pupils, both on and off site, and are mindful that in a 3-18 school, young people are sharing a setting with young adults. All staff and adults working at the School are aware of the importance of pupils' mental health and wellbeing. The culture of safety is created by all those who work and interact with the pupils, upholding and committing to the values and competencies required to maintain the highest standards. The School expects all staff, pupils and parents to share this culture.

The Diamond Edge Model



Realising Individual Brilliance

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Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors and volunteers to share this commitment.
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