



# The Trafalgar School

at Downton



Who and what we are....  
School vision, aims and values  
October 2021

## OUR PURPOSE

# TOWARDS A LIFE FULFILLED

## EMPOWERING YOUNG PEOPLE TO BE THE SOURCE OF THEIR OWN SUCCESS

*Empowering young people to be the source of their own success is our commitment in enabling our students towards a life fulfilled.*

## OUR VISION FOR YOUNG PEOPLE

What does this look like (Our definition of outstanding - our curriculum impact):

By the time they leave our school our young people will be able to communicate effectively<sup>1</sup>. They will be able to solve mathematical<sup>2</sup> and scientific<sup>3</sup> problems. They will be able to express themselves creatively and imaginatively<sup>4</sup>. They will have a strong sense of self<sup>5</sup>, a sense of others<sup>6</sup> and a sense of place<sup>7</sup>. They will make informed choices that effect positively on their own wellbeing<sup>8</sup>. They will ask questions, be reflective and adaptive; capable of thinking and acting for themselves and ready to join forces with others to achieve a goal<sup>9</sup>. They will be positive in their mind-set and willing to face up to a challenge. They will be active and healthy in mind and in body<sup>10</sup>. Our students will have a keen care for their environment and feel a close connection with their natural world<sup>11</sup>. Our young people will understand what is right and what is wrong<sup>12</sup>, and stand up for equality and human rights. They will appreciate other cultures and traditions<sup>13</sup>. Our young people will be thoughtful, caring and active citizens making a difference to their community and to society.

## KEY PERFORMANCE INDICATORS (KPIs)

How will we know we have achieved our vision?

- All students will exceed an average Academic Standard of 2 or better
- Progress (P8) in all subjects will be greater than 0.5
- Disadvantaged students will make accelerated progress
- All students will achieve the minimum attainment in the core subjects of a Grade 4 with a growing proportion achieving a 5

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Although not exclusive to:

- <sup>1</sup> English
- <sup>2</sup> Maths
- <sup>3</sup> Science, Design Technology
- <sup>4</sup> Creative Arts (Art, Music, Drama, Design Technology)
- <sup>5</sup> PSHE
- <sup>6</sup> History, Geography, RE
- <sup>7</sup> Geography
- <sup>8</sup> PE, Food Technology
- <sup>9</sup> Team sport
- <sup>10</sup> PE/PSHE
- <sup>11</sup> Geography
- <sup>12</sup> RE, History
- <sup>13</sup> RE, Geography

- By the end of Year 11 all students will be able to access courses at Level 3 or pursue apprenticeships or other work based programmes of choice.
- Stakeholder surveys suggest the strategic aims are met fully

## COMMUNICATING THE VISION



**TOWARDS A LIFE FULFILLED**

By the time you leave here you will be able to communicate effectively. You will be able to solve mathematical and scientific problems. You will be able to express yourself creatively and imaginatively. You will have a strong sense of self, a sense of others and a sense of place. You will make informed choices that effect positively on your own wellbeing. You will ask questions, be reflective and adaptive; capable of thinking and acting for yourself and ready to join forces with others to achieve a goal. You will be positive in your mind-set and willing to face up to a challenge. You will be active and healthy in mind and in body. You will care for your environment and feel a close connection with their natural world. You will understand what is right and what is wrong, and stand up for equality and human rights. You will appreciate other cultures and traditions. You will be thoughtful, caring and active citizens making a difference to your community and to society.

**THE TRAFALGAR SCHOOL FOR YOU**

GREAT PEOPLE - GREAT TEACHING - GREAT OUTCOMES

## STRATEGIC OBJECTIVES & \*STRATEGIC AIMS

*Our purpose is to empower students to be the source of their own success. We will do this by:*

### **SAFEGUARDING**

1. Providing a healthy, safe, supportive and happy learning environment *so that \*all students have the opportunity to grow emotionally, socially, morally, intellectually and spiritually.*

### **WELLBEING**

2. Building positive relationships and a strong community *so that \*all stakeholders feel valued and a sense of belonging.*
3. Upholding high standards of behaviour<sup>14</sup> *so that \*all students have a moral understanding and a sense of civic responsibility to make the world a better place.*
4. Promoting the physical, mental and emotional health of the child and the importance of a positive mind-set *so that \*all students live long and happy lives.*
5. Teaching students to ‘fail well’ *so that \*students can rise to a challenge and are able to overcome barriers and setbacks.*

### **CURRICULUM – ‘BUILDING CULTURAL CAPITAL’**

6. Sharing a passion for our subjects and a love of life and each other *so that it \*inspires others.*
7. Developing ‘academic habits’<sup>15</sup> *so that \*all students become highly effective people.*
8. Delivering a curriculum that is knowledge rich and secured through application *so that \*all students can both develop and demonstrate their understanding and capability.*
9. Providing teaching (and assessment) of the highest quality *so that it motivates, stimulates, builds confidence and ultimately \*enables students to think and act for themselves.*
10. Providing a co-curriculum *that \*builds character and develops lifelong interests.*

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<sup>14</sup> Manners, integrity, honesty, trustworthiness, self-control, stewardship – As defined in our values

<sup>15</sup> See Page 7. Criteria for academic ‘habits’ or standards

## **“BEING TRAFALGAR”**

### **THE TRAFALGAR VALUES**

*Our values define us and underpin our ambition of a life fulfilled through empowerment.*

### **STRONG & SPIRITED | GIVING | DETERMINED | COMPASSIONATE ENTHUSIASTIC | TRUSTWORTHY | RESPECTFUL | OPEN-MINDED**

#### **I AM STRONG AND SPIRITED**

I believe that, as an individual and within a community, I am in charge of my own destiny and I have the power to change the world both for others and for myself. I am self-motivated.

#### **I AM GIVING**

I look for opportunities every day to serve other people and to make the world just that little bit better in whatever way I can. By doing this I improve my own sense of self-worth. I understand the importance of civic responsibility, of being a positively contributing member of society.

#### **I AM DETERMINED**

I do not give up even if the road gets tough. I am resilient, I persevere and I achieve my goals. I understand that commitment to a long term goal is the key to a successful and fulfilled life and gives me roots.

#### **I AM COMPASSIONATE**

I care about others and myself and I understand that sometimes people need our support.

#### **I AM ENTHUSIASTIC**

I enjoy life and I appreciate everything I see and do. I find joy in the smallest things. I always give of my best and expect the same from others.

#### **I AM TRUSTWORTHY**

I strive to do what is right and I value honesty and trust.

#### **I AM RESPECTFUL**

I realise that everyone has talents and gifts and should be respected. I expect that both for and from myself. I listen to others and I am courteous. I am socially confident and I understand the importance of self-regulation.

#### **I AM OPEN- MINDED**

I understand that difference is a positive thing and that no one way is always the right one. I am tolerant of others and expect the same towards me.

# **TRAfalgar Curriculum Statement**

## **CURRICULUM INTENT – ‘BUILDING CULTURAL CAPITAL’**

- Sharing a passion for our subjects and a love of life and each other *so that* it inspires others.
- Developing ‘academic habits’ *so that* all students become highly effective people.
- Delivering a curriculum that is knowledge rich and secured through application *so that* all students can both develop and demonstrate their understanding and capability.
- Developing environmental awareness and care for the world *so that* students can contribute positively to the future of the planet.
- Creating positivity about mental and physical health so that students can take care of themselves and live a long and fulfilled life.
- Providing teaching (and assessment) of the highest quality *so that* it motivates, stimulates, builds confidence and ultimately enables students to think and act for themselves.
- Providing a co-curriculum *that* builds character and develops lifelong interests.

## **CURRICULUM IMPLEMENTATION**

Key concepts in subjects are identified with progression in these concepts mapped sequentially (see progression maps). Substantive and disciplinary knowledge is organised (see knowledge organisers) and ‘chunked’. We have adopted the pedagogical approach of ‘I do, we do, you do’ – a gradual release of responsibility to the student. We make ‘things’ matter through our passionate delivery, relevance, contextualisation, questioning, provocation, challenge and experimentation. Students demonstrate what they have learnt through independent application (you do) and ‘seek meaning’ in what they have learnt or do not fully understand (response to assessment). Our co-curriculum brings to life what students are learning. It both introduces students to, and builds on interests and experiences and is mapped against our school values.

## **CURRICULUM IMPACT**

By the time they leave our school our young people will be able to communicate effectively. They will be able to solve mathematical and scientific problems. They will be able to express themselves creatively and imaginatively. They will have a strong sense of self, a sense of others and a sense of place. They will make informed choices that effect positively on their own wellbeing. They will ask questions, be reflective and adaptive; capable of thinking and acting for themselves and ready to join forces with others to achieve a goal. They will be positive in their mind-set and willing to face up to a challenge. They will be active and healthy in mind and in body. Our students will have a keen care for their environment and feel a close connection with their natural world. Our young people will understand what is

right and what is wrong, and stand up for equality and human rights. They will appreciate other cultures and traditions. Our young people will be thoughtful, caring and active citizens making a difference to their community and to society.

## ACADEMIC STANDARDS

### **CRITERIA FOR AN OUTSTANDING LEARNER**

*It is important to understand that the following academic ‘habits’ or standards need to be explicitly taught and not assumed. Time should be spent overtly developing and encouraging these academic habits in lessons.*

#### **AN OUTSTANDING STUDENT:**

- Arrives ready and prepared to learn with all necessary equipment.
- Self-regulates their behaviour and maintains a high level of concentration.
- Is attentive. Listens actively to the teacher and to peers.
- Can think and act for themselves is not over reliant on the teacher.
- Has a positive attitude to lessons, showing interest and enthusiasm.
- Participates fully in lessons, both in written work, practical learning, and discussion.
- Completes their ‘best work, first time’<sup>16</sup>. Leaves no gaps.
- Perseveres and doesn’t give up, demonstrates resilience.
- Actively engages in improving their work and performance, sets themselves aspirational goals.
- Completes homework to the required standard, they may often go above and beyond.

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<sup>16</sup> See Exercise book standards