

Achieve Collaborate Enjoy - ACE



Ibstock Junior School



Strategic Vision 2016–2021

Version

This version will be reviewed at the full governing body meeting in September 2017, amended following that review and will be presented to the governing body for final approval in November 2017

The next review is due by: September 2018

Foreword

We are pleased to present our long-term strategic plan for Ibstock Junior School.

Our intention in developing the plan is to set out and communicate our vision, ethos and long-term direction for the school, so that we are all clear on where we are going and what we are trying to achieve.

We are proud of the school's achievements and values and look forward to continuing with the excellent progress made in recent years to make this a truly outstanding school.

We would welcome any comments or suggestions.

Michelle Venezia (Chair of Governors) and Phil Lewin (Headteacher)

Contents

1	Plan development and review	1
2	School context, history and development	2
3	Vision, Motto and Values	3
4	Strategic Priorities	4
5	Implementation, Monitoring and Evaluation.....	5

1 Plan development and review

1.1 What and who?

The strategic plan is a high level long-term plan, extending over a period of 5 years, from 2016-2021. It sets out the school's vision, values and long-term strategic priorities. It is aimed at the key stakeholders in the school: children and their parents, staff, governors and other stakeholders.

The plan is developed through discussion by, and consultation with, staff, governors, parents and pupils. It is informed by school self-evaluation. School self-evaluation may also lead to amendment of the plan during the year.

The plan incorporates the school's response to the recommendations made in its last Ofsted Inspection Report (March 2016).

The strategic plan is complemented by the School Improvement Plan (SIP), a shorter-term operational plan extending over a period of 1-2 years. The SIP is developed by the staff team and sets out in operational terms how the long-term strategy of the school is to be achieved.

1.2 Review and revision of plan

The plan will be reviewed annually at the first Governing Body meeting of the school year. It will be revised every 3 years, whilst maintaining a long-term perspective, extending over 5 years.

2 School context, history and development

2.1 Brief description

Ibstock Junior School is a Local Authority maintained school and is a member of the Forest Way Teaching School Alliance.

The school offers a teaching and learning environment of the highest quality to children between the ages of seven and eleven.

IJS is located in a large and expanding village which is the school's main catchment area. Most children have attended the feeder infant school (St Denys) and then leave to attend the middle school (Ibstock Community College). The school comprises of a Victorian building on the main road through the village, with new (2017) extension housing five classrooms and a multipurpose studio behind that. In addition the school has a large playing field behind the school which houses two further 'mobile' classrooms.

2.2 History

The school has provided education for the children of the village over many generations. The school has had a poor reputation locally for over 15 years and there has been an uncomfortable relationship between senior leaders and the local community between 2009 and 2014. Until very recently, the children leaving the school have always achieved a level of attainment significantly below the national average in English and mathematics. Since the appointment of a new headteacher and governors just over three years ago, there has been a dramatic improvement in outcomes for children will starting to be recognised within the community.

2.3 Community

The school community is predominantly white British in origin and many people have traditionally come from families where three generations have lived in the village. Recent housing developments are beginning to attract more families from across the country but this is not yet affecting the diversity within the school community.

The percentage of pupils with special educational needs and entitled to free school meals is around the national average.

2.4 Performance history, Ofsted rating

Date	Ofsted Grading	Ofsted Classification	Combined SATs Reading Writing Maths	National
Jul 17	2	Good	69%	61%
Jul 17	2	Good	68%	53%
Mar 16	2	Good	86% (2015 June)	80%
Nov 14	4	Serious Weaknesses	63% (2014 June)	78%
Mar 13	3	Requires Improvement	51% (2013 June)	75%
Apr 11	3	Satisfactory	57% (2011 June)	74%
Feb 08	3	Satisfactory	50% (2008 June)	71%
Jun 04	3	Satisfactory	Not available	NA

In the school's most recent inspection, March 2016, the school was rated Good.

Ofsted noted that to improve further, the school needs to:

- i) Improve the plans for improvement so that they are more detailed to allow governors to hold all leaders to account
- ii) Ensure that teachers always challenge the most able pupils to achieve the best they can
- iii) Ensure that progress in writing is at least as good as in reading and mathematics by expecting pupils to write consistently well in all subjects
- iv) Ensure that children have a broad understanding of cultures and religions other than their own

2.5 Background and Current Position

We are confident that our school community is led by a governing body and leadership team who have a clear vision for our school and the ability and experience to secure the commitment of all stakeholders to that vision.

We value all contributions and will make every effort to celebrate our successes.

We will act with integrity and consistently in line with our agreed vision, setting clear goals to structure the strategic intentions. We will reconsider and revise the vision where necessary and encourage a visionary approach at all levels.

Ibstock Junior School has already made great progress since the appointment of a new head teacher and chair of governors in August 2014; however we are not complacent and seek to ensure that the next 5 years are as productive as possible. As a community, i.e. governors, parents, staff and pupils, we have developed our core values and these will form the basis for all our planning and review.

As a leadership team we have a real sense of responsibility that, as leaders, we will keep abreast of new educational theory and practice. However, we will always ensure we act in the best interests of our children and the community we serve.

3 Vision, Mission Statement and Aims

3.1 Vision

Ibstock Junior School is a place where all children learn and flourish in a safe, happy and stimulating environment. We aim to move our school from Good to Outstanding.

Our vision is that IJS will be a truly learning centred school, which strives to nurture the creative talents of all its learners. IJS will be a happy, healthy school where our pastoral and support systems will ensure that everyone feels safe to learn, by 'having a go', making mistakes and persevering. We will develop a range of learning and personal skills in our learners which will enable them to think independently. All aspects of school life will be designed to inspire confident learners and equip them with the skills they require to thrive in an increasingly complex and changing world. A broad global dimension will permeate the curriculum and the effective use of ICT and computing will underpin and inspire learning.

Our school will be rooted proudly in its successful past but will be dynamic and forward looking; it will be somewhere that remembers to enjoy the experience of today. We will have a school where everyone has a clear sense of where they are now, where they would like to get to and how they are going to get there.

3.2 School Motto

Achieve Collaborate Enjoy - ACE

3.3 Aims

We seek to:

- Be a happy, welcoming and caring school where we recognise, affirm and develop the unique gifts and talents of each individual
 - Provide a safe, purposeful and stimulating learning environment where all children can flourish
 - To value childhood as an intrinsic right of all children
 - Enable every child to learn, grow and reach their full potential
 - Help children develop high self-esteem, confidence and a strong sense of identity
 - Inspire the children through a child-centred, thematic and creative curriculum
 - Capture the children's natural curiosity and foster a desire for learning and high achievement in a changing and challenging world
 - Work together as a hardworking, dedicated and enthusiastic community, where all contributions are valued
 - Recognise and value parents as the first educators of their children, fostering positive relationships and strong working partnerships between the school, parents, and all those responsible for the children's welfare and education
 - Teach the children to value and celebrate diversity within the school, our country and the wider world.
 - Help the children develop respect and responsibility for themselves, for others, and the world in which they live.
- Support the mental health and wellbeing of all children, staff and governors within the school

4 Strategic Priorities

(Please note these are not listed in priority order)

A. To build a culture of success and achievement

We develop educators who believe that all pupils can achieve and be successful.

We believe every child should continually aspire to further develop and extend his/her learning, as well as become a confident, independent and resilient learner.

We monitor and evaluate pupil progress data to track pupils' progress and we challenge, not just identify, underachievement.

We maintain a focus on narrowing the gap between vulnerable pupils and their peers, as well as challenging the underachievement of all pupils.

We set inspirational, yet realistic, targets for each pupil so that they can make the best possible progress.

B. To establish a growth mindset learning culture

We create the conditions that enable effective learning to take place.

We challenge adults' and children's thinking about success and performance; we promote the belief that intelligence can be grown and developed with persistence, effort, and a focus on learning – all children can achieve and be successful.

We develop children's conceptual understanding of learning, to develop a love of learning and to take an active and lead role in their own learning and progression.

We expect the sustained use of best practice in Assessment for Learning (AfL) within our classrooms.

We regularly review our teaching and learning policy to seek to provide an agreed and consistent framework for our creative practice.

C. To develop an aspirational and inspirational curriculum

We plan a curriculum that is based upon the provision of a breadth of opportunities; a creative and challenging curriculum, with key skills at the core, enriched by visits and experiences.

We create learning experiences which bring together all the areas of the curriculum, and present these in topics which are designed in partnership with the children, which are fun, exciting, relevant and engaging.

We deliver a curriculum that provides highly positive, memorable experiences and rich opportunities for high quality learning. It has a very positive impact on all pupils' behaviour and safety, contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development.

D. To encourage the understanding of values to support children's spiritual, moral, social and cultural development

We enable all children to understand a range of values

We model the values we expect from the children

We develop children's use of a values vocabulary to help them explain and discuss issues

We ask all stakeholders for their opinions and support to develop a joint understanding of core values

E. Strengthening engagement between the school, parents and community

We work to strengthen partnerships between the school, parents, and the local community.

We are a community underpinned by respect, where everyone feels they have a voice - we hear, listen, respond and inform with timely and effective means of communication.

We consult with stakeholder groups including pupils, governors and parents to measure the impact of initiatives and identify areas requiring support.

We promote the school as a highly valued resource centre for the benefit of our wider community.

F. Developing and embedding sustainable, high quality and robust leadership throughout the school

Governors contribute to the strategic direction of the school, ensuring clarity of vision and ethos.

We develop efficient and effective processes for the governing body and support, monitor and challenge the Senior Leadership Team and Middle Leaders.

We seek out and replicate excellent practice, developing collaboration to stimulate innovative approaches, share best practice and coordinate focused professional development.

We provide leadership opportunities for staff who demonstrate initiative, drive and vision.

G. Prioritising excellence in staffing

We monitor the recruitment, management and retention of staff and recognise the importance of staff in developing successful children..

We aim to develop a reputation within the teaching community as an ideal place to learn, practice and develop teaching.

We build the capacity of staff to implement a cohesive school wide approach to teaching and learning, including classroom management that supports a creative, engaging and challenging learning environment.

We expect staff to reflect confidently on their own learning and identify their development needs.

We support the development of robust and effective performance management and continuing professional development opportunities for improving teaching, based on the identified needs of staff, as well as the needs of the school.

H. Continuing strong financial management

We oversee, monitor and implement strong financial controls and achieve best value.

We secure funding to resource our learning community and enable staff and pupils to be successful within a building which is "fit for purpose".

I. Improving the school environment

We will ensure that the future development of the school is well managed for future generations of Ibstock children and their families.

We value the state of repair of the school, its look and feel, so that it supports learning and reflects our ethos.

We continue to enhance our physical learning environment, both indoors and outdoors.

5 Implementation, Monitoring and Evaluation

5.1 Implementation of the plan

The strategic plan sets out nine strategic priorities and gives long-term direction for implementation.

The School Improvement Plan (SIP), developed by the staff team, describes how this strategy is to be implemented in the short to medium term.

5.2 Monitoring

Each committee of the governing body monitors the development and implementation of the SIP. The committees report on this to the full Governing Body.

5.3 Evaluation

The governing body will use external advisors, the Forest Way Health Check and Ofsted inspections as key evaluation tools.