



Together we make a difference

Strategy 2019



JUNE 20 2019 v1-0

Dobcroft Junior School
Approved by: The Governing Body

Introduction

The three core functions of a schools governing body are:

1. Ensuring clarity of vision, ethos and strategic direction.
2. Holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff.
3. Overseeing the financial performance of the organisation and making sure its money is well spent.

Following the work done to refresh the vision of Dobcroft Junior School in 2018, the governing body and senior leadership team (SLT) met for a whole day workshop in May 2019 to review and agree the strategic direction of the school towards achieving its vision.

This document sets out the approach undertaken and the resulting strategic themes that the governing body and SLT consider are necessary to address to achieve our vision.

These themes will be reflected in the school's annual improvement and development plan for 2019/2020. Towards the end of the 19/20 academic year, progress towards achieving the aims of the themes will be reviewed and where necessary the strategy will be adjusted to reflect the progress made.

It is anticipated that the overall themes of the strategy will remain relevant until Summer 2021 at the earliest, at which point a detailed review and update will be undertaken.

Stimulus

To develop a rounded view of the challenges and opportunities faced by the school, and the current educational climate, the strategy workshop was seeded with observations and thoughts on 9 strategic themes. These were presented by members of the governing body or SLT with expertise in each area and covered lessons learned from the previous year, and identification of any specific opportunities there are for accelerating our progress towards our vision together with any risks that may hinder our progress.

The areas of stimulus were :-

- School self evaluation for 18/19, SWIP schools peer review
- Finances
- School attainment data, curriculum and OFSTED
- Pupil voice (obtained through a school assembly and pupil questionnaire)
- Parent voice (obtained through the SLT/parent engagement group and a parent questionnaire)
- Staff voice (obtained by the staff governors and a questionnaire)
- SEND provision
- Wellbeing
- Risk/Health and Safety/Safeguarding

Vision and Strategy

Our vision is structured into three stands around our 3 key stakeholders:

- Pupils
- Staff
- Parents and carers

Our School Vision

Dobcroft Junior School is a welcoming, thriving, inclusive community with high expectations. Our environment, values and ethos promotes a broad spectrum of learning experiences which bring to life the curriculum and extra curricular activities. We encourage creativity, inclusivity and a love of learning in all our children.



Revision 11 *Together we make a difference*

Our **vision** describes what the school will look like in three to five years' time

Our **strategy** sets out how the vision will be achieved.

The **school development plan** is the operational plan to lay out the actions needed to deliver the strategy.

Each strand of the vision has specific outcomes as follows:

Pupils

- Pupils make good academic progress
- Pupils feel happy and safe
- Pupils have a wider skills & knowledge for the next stage
- Pupils are compassionate & polite

Staff

- All our staff are passionate about and committed to ensuring that every child is encouraged and Inspired to achieve their potential
- All our staff feel proud to be part of the Dobcroft Junior School Team

Parents

- Parent/ Carer are engaged
- Parent/Carers work in a trusting and supporting partnership with the school throughout their child’s journey

The stimulus and any other specialist domain knowledge was used to create a strategic view on what is needed to make progress on each of our vision outcomes. This work was completed in two groups to provide different perspectives and then brought together under each strand.

These strategic views were then clustered around common themes and prioritised based on their potential impact on the outcomes of the children.

The verbatim feedback from the exercise has been retained as a reference point for future work, and the five themes with the greatest impact have been taken forwards into our strategy. These are detailed below, together with proposed sources of evidence to measure how we are progressing in each theme. The numerical order of the themes does not necessarily correspond to their priority, it is anticipated that priorities will vary each year.

Strategic Themes 2019 onwards

Strategic Theme 1	Space and Facilities
<p>The overriding theme identified is lack of appropriate space and facilities within the school for the activities needed to fully deliver the vision. This includes lack of appropriate space for teaching specialist subjects (e.g. music), lack of good quality PPA space for teaching staff to work in, lack of the right balance of specialist intervention space to deliver the specialist needs of our pupils, and lack of high quality outdoor space to support outdoor learning and creative play at lunchtime and breaktimes. Teaching and learning is underpinned by aging IT hardware.</p> <p>The school has access to very limited capital funding year on year, and has limited reserves of capital funding.</p> <p>This theme cuts across the staff and pupil strands of the vision. It cuts across all years and all groups of children and staff, with specific impact on SEND pupils.</p>	
<p>Strategic focus areas</p> <ul style="list-style-type: none"> - To deliver a step change in the quality and quantity of accommodation available for the school to use and the facilities within it. - To ensure we prioritise the use of funds to achieve the greatest strategic impact - Identify potential new sources of funding, for example, grants or specific targeted fundraising activities. <p>It is anticipated that action to progress this focus area will extend beyond 2021.</p>	
<p>What evidence will we use to measure this?</p> <ul style="list-style-type: none"> - Monitoring the completion and implementation of the results of an assessment of the accommodation, its condition against the needs and wants of the school. Funding allocated on the basis of a prioritized list of projects with long term actions identified in addition to short term gains - The creation of new and refurbished accommodation – for example, a new building (ideal), new single mobile, use of a music mobile, outdoor learning classroom, new intervention spaces, stage and chair storage, provision for specialist teaching spaces such as cooking, improved/additional breakout space - Space features less often when discussing key constraints in school 	

Strategic Theme 2	Mental Health and Wellbeing
<p>Poor mental health undermines educational attainment. Ensuring the mental health and wellbeing of all staff and pupils is therefore fundamental to achieving our vision. Happy and engaged staff lead to happy and engaged pupils who enjoy learning. The pressures on schools, teachers and students both in and out of school are greater than they have ever been and our aim is develop a whole school positive mental health and wellbeing ethos which raises awareness and understanding amongst staff, pupils and parents/carers and provides them with the tools to help them build confidence, resilience and capacity to learn.</p>	
<p>This theme cuts across the staff and pupil strands of the vision. It cuts across all years and groups of staff.</p>	
<p>Strategic focus areas</p> <ul style="list-style-type: none"> - To embed a whole-school approach to promoting positive mental health and wellbeing within an ethos of high expectations and constant support where mental health and wellbeing is at the core of what we do. - To provide support to the staff community to set a whole school culture of positive mental health and wellbeing, support and value and ensuring that impact on staff workload is considered when making decisions. - To ensure that through the promotion of positive mental health and wellbeing, children are helped to understand and express their feelings, build their confidence and emotional resilience and therefore their capacity to learn. - To increase the awareness and understanding and reduce stigma amongst students, staff and parents/carers of issues involving the mental health and wellbeing and to provide support at an early stage to any student or staff member who is or appears to be suffering from mental health issues. 	
<p>What evidence will we use to measure this?</p> <p>Staff</p> <ul style="list-style-type: none"> - Staff voice - Low staff turnover, trending flat or reducing - Feedback in exit interviews - Reduced absence due to sickness related to workplace stress <p>Pupils</p> <ul style="list-style-type: none"> - Reduced levels of absenteeism - Fewer behavioural incidents in lessons and breaks - Staff perception of pupils - Feedback from parents - Pupil voice - Healthy minds survey 	

Strategic Theme 3	Parent and Carer Engagement
<p>This theme covers parental engagement in its broadest sense, including the relationship between parents and carers and the school staff, the involvement of parents and carers in their children’s learning out of school, and the involvement of parents and carers in school activities both in school hours and out of school hours.</p>	
<p>This theme cuts across all three strands of the vision but sits predominantly with the Parent/Carer strand. It cuts across all years, with the emphasis on the different approaches which are required for each year, and the different impact on individual parents.</p>	
<p>Strategic focus areas</p> <ul style="list-style-type: none"> - To develop our “Dobcroft Journey” to provide openness and clarity to parents about our approach to helping children develop the skills and experiences they need to be successful in future life. This includes the differences and expectations of pupils and parents/carers in each year group. - To devise a more consistent approach to home/school communications, provide more clarity of which methods will be used when, and raising the profile of alternative methods of communication including the school website and social media. - To develop our methods of providing feedback to parents/carers formally and creating more opportunities for regular informal contact celebrating positives as well as challenges. - To understand the barriers to parents becoming more involved in school life, (both in school hours and out of school hours) and to identify, develop and promote a wider range of more appropriate opportunities for parents to support the school. 	
<p>What evidence will we use to measure this?</p> <ul style="list-style-type: none"> - Increased number of parent/carers volunteers - Decreased number of concerned parents and fewer complaints - Increased showcases of pupil work and attendance - Increased number of opportunities for engagement - More parent led activities - Better feedback - Increased responses to questionnaires - Smoother transitions, pupils and parents/carers settle quicker. 	

Strategic Theme 4	Curriculum and Attainment
<p>We aim to provide an exciting curriculum, which fulfils the legal requirements of the current National Curriculum and government guidelines. Although the National Curriculum is central to the school's curriculum it is not the whole curriculum.</p>	
<p>This theme emphasizes the strategic need to continue to ensure the curriculum is kept under constant review to ensure that children receive a broad, balanced and stimulating education that addresses their intellectual, physical, social, spiritual and personal development. This includes ensuring that children of differing abilities and needs are able to progress at a pace appropriate to them as individuals and that support is provided for children who have special needs and opportunities are provided to stretch particularly able children.</p>	
<p>This theme is relevant to the pupil strand of the vision and cuts across all years.</p>	
<p>Strategic focus areas</p> <ul style="list-style-type: none"> - To ensure that attainment for all groups of pupils continues to improve, with a focus on building on the previous good work in Maths and Reading, and ensuring that no student, and particularly prior middle attainers, is overlooked. - To develop and review the curriculum to ensure it reflects best practice and is cognisant of the revised Ofsted 2019 inspection framework - To ensure that the curriculum includes adequate opportunities to explore the school values, opportunities to gain a breadth of experiences outside the classroom environment for all pupils and makes best use of the school's location and surroundings. - To ensure that SEND provision is appropriate for the anticipated long term increase in needs 	
<p>What evidence will we use to measure this?</p> <ul style="list-style-type: none"> - Children's books - Internal data/assessment results - Increased number of children working at greater depth and trending positively - Feedback from parents - Content of school blogs - Feedback from SWIP schools and their peer reviews - OFSTED feedback 	

Strategic Theme 5	Staff Professional and Team Development
<p>The biggest resource and the biggest impact on success on any school is the staff. The key to achieving success is having a passionate, skilled and enthusiastic school staff who enjoy their work and who are challenged to develop and given the support to succeed.</p>	
<p>This theme places emphasis on the need to ensure that all staff are engaged and motivated, that all individuals are provided with the right support to develop their professional skills, that all staff are given the opportunity to share their achievements and pride in the school and that the staff team feel they share in responsibility for the success of the school.</p>	
<p>This theme is directly relevant to the staff strand of the vision and is applicable to all staff. It is indirectly relevant to the pupil and parent stands of the vision.</p>	
<p>Strategic focus areas</p> <ul style="list-style-type: none"> - To continue to develop a personalised staff performance management process to ensure that all staff receive a high level of both challenge and support to develop and meet their individual career aspirations - To develop, support and encourage staff to take advantage of knowledge sharing both within the school to ensure consistency of outcomes, and externally with other schools to share best practice and learn from others experiences. - To continue to develop and build on the one team culture in the staff team where everyone feels they contribute fairly, where people look out for each other, where constructive feedback is the norm and where effort and success are recognised and celebrated. 	
<p>What evidence will we use to measure this?</p> <p>Professional</p> <ul style="list-style-type: none"> - Positive impact on teaching and learning of performance development process - Increased staff engagement with activities - Staff opinion of CPD quality and relevance - Positive staff morale - Increased consistency across school - Increased links with external schools as staff feel they have something to share and are supported in doing so <p>Team</p> <ul style="list-style-type: none"> - More equal split of responsibilities - Staff voice – all staff feel supported - Positive staff morale 	