

# Towards Excellence



Northern Parade Infant and Junior Schools  
A Kings Group Academy

# Strategic Overview



2016-2019  
Moving Forward within the  
New World

# Rationale

To Celebrate:

- The shared understanding of what these schools value.
- The development of a strategic plan, within the rapidly changing context of NPS
- The high standards, shared accountability and staff trust that is already been achieved.

To explore our thoughts / feelings:

- To be an 85% school - all year groups at age expected or better
- With 15%, all year groups at greater depth
- How do we maintain the high standards without over stretching the staff, using experienced, good teachers to support others?
- To ensure a robust recruitment policy, only high quality staff.
- How robust is our leadership and management at all levels, across both schools?
- To explore how our values have changed

2020 vision:

- Clear values for a Primary School, which are embedded in the ethos and shared.
- The vision is valued by all the stake holders.
- Leadership is effectively distributed.
- To maintain focus on Progress and to be secondary ready.
- To maximize the use of our new facilities

# Our work so far

## Creating and living the vision:

### 2016/2017

- progress towards a common set of values
  - INSET attended by the whole staff to establish common values
  - Designed a programme of rewarding books from the Values Dragons
  - Whole school review of our behavior management
- Review of the staffing structure
  - Expansion of the leadership team to include year leaders to be assistant heads and introduction of TLRs
- Dragon day :
  - All children in their houses find out about the different values
  - All children in their houses look for the dragons who promote each of the values

### 2017/2018

- progress towards a common set of values
  - INSET attended by the whole staff to develop a growth mindset in the adults

- Evaluate the behaviour management system and refine for the start of term. All staff trained
- Embedded the value Dragons across both schools
- Building work did have a detrimental impact on everyone's learning behaviors and outcomes
- Distributed Leadership
  - Created and enlisted 7 non class based assistant heads
  - Established roles and responsibilities for AH
  - Adaptation of leadership skills for large school
  - Leadership training for AH

2018/2019

- Managing the expansion
  - All staff understand and support the vision for the innovation space, including the use of the UTC's Lego WeDo and mindstorm.
  - Pupils are calmer, enjoy and take advantage of the reorganized outdoor space
  - Successfully hosted the Shanghai exchange and staff have embraced teaching for mastery.

# Our Values Are:

Team Work



Resilience



INDEPENDENCE



CHALLENGE



CREATIVITY



# What does it mean to be a learner in this school?

## Our Value of Independence

Independence is about:	For the learner, this means:	For teaching, this means:
<b>Self Managing</b>	<ul style="list-style-type: none"><li>○ Finding resources</li><li>○ Making choices</li><li>○ Having the confidence to take risks.</li><li>○ Knowing how to cope with failure.</li><li>○ Developing self help skills / social skills.</li><li>○ Understanding end goal.</li><li>○ Challenging themselves.</li><li>○ Know their learning intentions.</li><li>○ Review their learning.</li><li>○ Being proactive and taking ownership of learning.</li></ul>	<ul style="list-style-type: none"><li>○ Giving a variety of experiences to understand why something is a good choice.</li><li>○ Providing support, a safe environment, to cope with failure, value ideas and efforts.</li><li>○ Provide support and time for the learner to do things for themselves.</li><li>○ Knowledge of and planning for the end goal.</li><li>○ Using assessment to inform planning.</li><li>○ Discussing with the learner their strengths and weaknesses.</li><li>○ Planning challenge opportunities.</li></ul>
<b>Developing and Applying skills. (Problem Solving)</b>	<ul style="list-style-type: none"><li>○ Acquiring a wide variety of skills (from the Nat. Curr. Document).</li><li>○ Using those skills.</li><li>○ Applying their learnt skills by consolidating and practice.</li><li>○ Sharing those skills with other learners.</li><li>○ Evaluating the choice of skill, their application and the outcome.</li><li>○ Being allowed to make choices in the way they learn.</li><li>○ Being proactive and taking ownership of</li></ul>	<ul style="list-style-type: none"><li>○ Planning to provide that variety and progression.</li><li>○ Planning for a variety of opportunities.</li><li>○ Planning for the application of learnt skills.</li><li>○ Be prepared to fail.</li><li>○ Model strategies for evaluation.</li><li>○ Provide reflection time.</li><li>○ Provide opportunities for explaining – modeling vocabulary and strategies.</li></ul>

learning.

## Our Value of Challenge

Challenge is about:	For the learner, this means:	For teaching, this means:
High Standards/ High expectations	<ul style="list-style-type: none"><li>○ Knowing what's expected of them.</li><li>○ Time to reflect on / act upon marking feedback.</li><li>○ Thorough evaluation and reflection.</li><li>○ Maintain high standards in everything.</li><li>○ Having the skills to persevere and/or find own solutions.</li></ul>	<ul style="list-style-type: none"><li>○ Personalising the learning.</li><li>○ Low threshold high ceiling.</li><li>○ Depth of knowledge of the year group, at age related.</li><li>○ Sharing targets and objectives with the individual children.</li><li>○ Using formative assessment to challenge all pupils.</li></ul>
Taking Risks	<ul style="list-style-type: none"><li>○ Having a wide range of skills to problem solve.</li><li>○ Not giving up – persevering</li><li>○ Moving out of their comfort zone.</li><li>○ Being confident.</li><li>○ Developing the skills to deal with the outcomes.</li></ul>	<ul style="list-style-type: none"><li>○ Being creative with the curriculum.</li><li>○ Developing a wide range of Hooks and end products.</li><li>○ Providing an environment of mutual trust, respect and support.</li><li>○ Create an ethos to learn from mistakes.</li></ul>



# Our Value of Team Work

Team Work is about:	For the learner, this means:	For teaching, this means:
Different roles within the group	<ul style="list-style-type: none"> <li>You understand and have developed, the skills needed to undertake a specific role within a group.</li> <li>You are valued, no matter what your position/responsibility within the group is.</li> <li>All members of the group have corporate responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Planning activities to be completed in a group, with specific roles.</li> <li>Skills for specific roles are known and taught.</li> <li>There is a sense of ownership of the learning and the environment.</li> <li>Creating and following fair systems</li> <li>Developing roles and responsibilities within the classroom.</li> </ul>
Accountability	<ul style="list-style-type: none"> <li>Group roles are evaluated.</li> <li>Group activities are evaluated.</li> <li>High quality work is produced for all activities by all members.</li> <li>There are known consequences for under achieving.</li> </ul>	<ul style="list-style-type: none"> <li>Planning evaluation activities into the curriculum timetable.</li> <li>Following commonly agreed procedures for presentation.</li> <li>Setting boundaries for each piece of group work.</li> <li>Everyone understanding and carrying out their roles and responsibilities</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Understanding why decisions have been made or actions taken.</li> <li>Following conflict resolutions</li> <li>Being open, honest and accountable for own actions / decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Being transparent with the rationale for decision making.</li> <li>Being committed to carry through decisions</li> <li>Creating and/or supporting a no blame culture.</li> </ul>

# Our Value of Creativity

Creativity is about:	For the learner, this means:	For teaching, this means:
Time and Space	<ul style="list-style-type: none"> <li>○ Time to think and give their ideas</li> <li>○ Open ended tasks without a per-planned end product</li> <li>○ Freedom to explore own ideas</li> </ul>	<ul style="list-style-type: none"> <li>○ No hands up, ask specific questions to specific pupils.</li> <li>○ Allowing the learning to direct the end product.</li> <li>○ Not planning the finished article</li> <li>○ Using the learner's starting points</li> </ul>
Evaluating	<ul style="list-style-type: none"> <li>○ Valuing each other's ideas</li> <li>○ Learning how to give constructive criticism.</li> <li>○ Given time to respond to feedback</li> </ul>	<ul style="list-style-type: none"> <li>○ Effective questioning to develop the learners critical thinking.</li> <li>○ Responding to the evaluations to enhance learning.</li> </ul>
Creating ideas / experiences	<ul style="list-style-type: none"> <li>○ Being given varied and enjoyable experiences.</li> <li>○ Experiencing visits, visitors and people linked to the local community.</li> <li>○ Working with different groups and people.</li> <li>○ Use of good quality resources.</li> </ul>	<ul style="list-style-type: none"> <li>○ Planning broad and balanced learning experiences.</li> <li>○ Use of visits, local community and visitors linked to topics.</li> <li>○ Variety of working experiences provided e.g. partner, groups and team teaching</li> <li>○ Good quality resources by maintaining and updating.</li> <li>○ Sufficient resources for teaching</li> </ul>

# Our Value of Resilience

Resilience is about:	For the learner, this means:	For teaching, this means:
Self Esteem	<ul style="list-style-type: none"> <li>○ Being proactive and taking ownership of learning.</li> <li>○ Developing a sense of belonging.</li> <li>○ Own strengths acknowledged.</li> <li>○ Setting own targets.</li> <li>○ Sharing learning with important adults.</li> <li>○ Knowing that ideas and strategies are valued.</li> <li>○ Outside experiences and knowledge are valued.</li> </ul>	<ul style="list-style-type: none"> <li>○ Personalised learning.</li> <li>○ Meaningful feedback linked to next steps.</li> <li>○ High expectations linked to learner's full potential.</li> <li>○ Clear explanations of end goal.</li> <li>○ Informing and involving important adults.</li> </ul>
Bounce-back-ability	<ul style="list-style-type: none"> <li>○ You are given the opportunities to develop confidence.</li> <li>○ Understanding why decisions have been made or actions taken.</li> <li>○ Being open, honest and accountable for own actions / decisions.</li> <li>○ Go out of your comfort zone</li> </ul>	<ul style="list-style-type: none"> <li>○ Being transparent with the rationale for decision making.</li> <li>○ Being committed to carry through decisions.</li> <li>○ Creating and/or supporting a no blame culture.</li> <li>○ Avoid eliminating risk</li> </ul>
Perseverance	<ul style="list-style-type: none"> <li>○ Know your goal</li> <li>○ You don't give up too soon</li> <li>○ Problems are seen as a challenge not a blocker</li> <li>○ To continue steadfastly</li> </ul>	<ul style="list-style-type: none"> <li>○ Insist on tasks being completed</li> <li>○ Keep energy levels up</li> <li>○ Remind them of their successes</li> <li>○ Resist rescuing them upon meltdown.</li> <li>○ Be prepared for things to take longer than planned.</li> </ul>

Costs - Staffing / Resources / Capital

## Capital: When completed: highlight red

### Buildings/Grounds:

1. £50K sports cage / sports track
2. £6K Y6 lockers
3. £10K Decorate the Junior Halls
4. £40K high level windows in Quad
5. £4K New outside door Y5/Y6
6. £1K Yr carpets
7. £3K Junior Dining room benches and seats

### IT:

1. £4K Purchase additional i-pads
2. £1K Radio station
3. £4K New screen and projector for the Junior hall
4. £30K Year group i-pads

## Staffing

Rising numbers = more staff

A non-class based assistant head in every year group

## Classroom Resources:

	Infant:	Juniors:
2013/14	£24K	£20K
2014/17		£70K
2017/18		£70K