



# Vision, Mission and Schools Aims Report

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This report provides the detail of each school aim. The Aims are broad in nature providing purpose and direction for the school community and its leaders. They may be used by governors, leaders, school staff and volunteers to reflect on the current position and leadership direction. They are a reference and provide clarity amidst an often overwhelming and challenging circumstances. Each aim has been linked to one or more of the 39 school leadership areas.

## Vision:

At Chesswood Junior School we will inspire our whole school community to enjoy their learning adventure and have fun along the way. We will ignite a passion for learning throughout the school community; securing excellence, empathy and equality in all that we do.

## Mission:

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.



# School Area Aims Leadership



## Communication

*ID Links:* L01, L02, L04, L07

Maintain highly effective and purposeful communication, embracing new technology. Ensuring consistently effective communication - is vital in a large, busy school. We aim to ensure, effective, timely & accurate communication - for all stakeholders within the school community. Our school website is the 'shop window' and often provides the first impressions for families, agencies that hold us to account and to fellow professionals that increasingly refer to our site as a result of its exemplary content. As such we aim to sustain and expand this exemplary means of communication.

## Direction

*ID Links:* L01, L02, L03, L04, L05, L06, L07, P01, P02, P03, P04, P05, P06, P07, SEN, T01, T02, T03, T04, T05

Governance arrangements will ensure challenging scrutiny of the leadership group's work - securing public confidence in the work of the school and the maintenance of very high standards.

The leadership group will provide clear and well communicated educational direction. Ensuring the school has and enacts a vision, aims and values that underpin future direction and help it meet very high expectations.

We will maintain a forensic attention to detail that will in turn guide policy to meet statutory requirements and the very best practice in all areas of school life.

## Ethos

**ID Links:** L01, L02, L06, P01, P02, P05, P06, SEN, T01, T02, T03, T04, T05, Y3, Y4, Y5, Y6

We will sustain a highly positive and inclusive primary ethos focused on securing the best possible childhood experiences at school whilst always building robust readiness for secondary education and preparedness for securing high quality employment in future.

## Finance

**ID Links:** L01, L02, L03, L04, L05, L06, P01, P02, P03, P04, P05, P06, P07, SEN, T01, T02, T03, T04, T05, Y3, Y4, Y5, Y6

Through forensic financial management, we will strive to ensure excellence in all aspects of school life. Consistently efficient and effective financial control of finite resources will ensure leaders and governors secure the very best value for each and every pound we spend and secure additional opportunities for children, as a result. We expect school financial management to be highly responsive to changes in revenue and expenditure throughout the year ensuring opportunities are seized at the earliest stage and the decisions are taken that maintain confidence and stability for all.

## Partnership

**ID Links:** L01, L02, P03, P06, SEN, T01, T04, T05, Y3, Y4, Y5, Y6

We rely on the philosophy Ubuntu “I am because we are”. This simply guides us to understand that optimum achievement can only be secured with optimum partnership which relies solely on developing and sustaining positive, trusting relationships. With this in mind, we seek to take the lead in building positive relationships that are appropriately honest and empathetic to the needs of others recognising parents, school colleagues and wider professionals have their own perspectives, context, rights and needs. Based on a culture of respecting the rights of others and taking our responsibilities seriously we seek to choose the optimum path with others in the best interests of each individual child.

## Personnel

**ID Links:** EAL, L01, L02, L03, L04, P01, P02, P03, P04, P05, P06, P07, SEN, T01, T02, T03, T04, T05, Y3, Y4, Y5, Y6

We will endeavor to recruit and most importantly retain talented personnel, committed to making a real difference to children's lives, whilst at the same time robustly enforcing safe recruitment practices. We will seek to build and maintain a working environment that is positively challenging for all; recognizing the journey so far for individuals, groups and the whole school and determining the next reasonable and realistic steps to take to support continuous improvement. This culture will ensure that staff believe demands placed on them are achievable and are therefore a motivating force.

We will ensure the number and experience of personnel meet the demands of sustaining an outstanding school experience for all. Provision of robust induction and continuing professional development will enable all staff to complete their role with increasing effectiveness and success – all will be able to meet the ever increasing demands placed on schools, with confidence.



# School Area Aims

## Learning



### Achievement

**ID Links:** A, DT, E, EAL, G, H, ICT, L01, M, MFL, Mu, PE, PSHE, RE, SCI, SEN, T01, T02, T03, T04, T05, Y3, Y4, Y5, Y6

At Chesswood Junior School we will make every effort to ensure that all children enjoy their learning journey and secure significant success. As a priority, we seek to secure high levels of attainment for all children, regardless of need. Preparing them for opportunities, responsibilities and experiences of the present, of secondary education and of adult life in a world that is undergoing continuous change. We seek to ensure children's progress, in lessons and over time, is consistently strong. Children will be guided to achieve challenging learning targets. Whilst any children at risk of slow progress or low attainment are identified early and effective arrangements put in place to accelerate their learning. We will move swiftly to work in close partnership with the child and family wherever slow progress or low attainment occurs. We recognize learning for some children is frustrated by their special needs; our specialist inclusion staff team will always seek to remove barriers and lessen frustrations for each child whilst working in close partnership with parents and school colleagues. Good attainment and progress are largely secured through high quality teaching, a real, relevant and engaging curriculum and a close positive partnership between home and school. However, the importance of good parenting ensuring children are ready for school and ready for learning cannot be underestimated – so all families are asked to put their children's learning and development very high on their list of priorities – investment of time and energy in these early years will pay great dividends for your child in future.

### Curriculum

**ID Links:** A, DT, E, EAL, G, H, ICT, L01, L02, M, MFL, Mu, PE, PSHE, RE, SCI, SEN, T01, T02, T03, T04, T05, Y3, Y4, Y5, Y6

The curriculum will be highly organized, responsive and coherent. As a result, children will secure substantial positive experiences and rich opportunities for high quality learning within and beyond the school environment i.e. through our core curriculum; highly flexible home learning programme and our rich and exciting extra-curricular opportunities. Furthermore, due to the high levels of engagement, and its real and relevant nature, the curriculum will maintain a very positive impact on all children's behaviour and safety. Whilst contributing well to children's' academic achievement it will also significantly enhance spiritual, moral, social and cultural development – aspects critically important to securing a fulfilled life and becoming a valued member of any community – local, national and international.

### Teaching and Assessment

**ID Links:** A, DT, E, EAL, G, H, ICT, L01, L02, L04, M, MFL, Mu, P02, P05, P06, PE, PSHE, RE, SCI, SEN, T01, T02, T03, T04, T05, Y3,

Academic staff will maintain high expectations of each and every child. They plan and teach lessons that actively involve, interest and engage all children. Academic staff will seek to secure optimal learning by creating a highly responsive learning environment listening to, carefully

observing and skillfully questioning pupils during lessons in order to reshape tasks and explanations to improve learning. Children and teachers will assess learning and progress regularly and accurately. As a result, they will know how well they have done and what they need to do to improve. Parents will also be kept very well informed of their children's achievement throughout the year and therefore fully involved as a partner in their child's education.



# School Area Aims

## Pastoral



### Attendance and Punctuality

**ID Links:** L01, L02, L06, L07, P01, P02, P03, P04, P05, P06, SEN, T01, T02, T03, T04, T05, Y3, Y4, Y5, Y6

All members of the school community will have good reason to take pride in their school and the part they play in making it an exceptionally positive environment for all to learn. As a result, all children really want to attend school and get there on time. School will work in close partnership with families to optimise attendance for all children and ensure their learning experience coherent. Unless there are exceptional circumstances the minimum expected attendance rate for any child is 96%. This aspect is never more important the following the severe disruption all children have experienced to their school experience and learning in response to the COVID 19 pandemic.

### Behaviour

**ID Links:** EAL, L01, L02, P01, P02, P03, P04, P05, P06, SEN, T02, T03, T04, T05, Y3, Y4, Y5, Y6

The Bright Sparks community code is the foundation for guiding the behaviour and positive actions of all members of the school community knowing their rights and taking their responsibilities seriously. The politeness and manners of all within the school community are expected to be key features allowing all to feel genuinely welcome and happy – Showing Courtesy, Care and Kindness – all of the time, is a priority for all, to include regardless of difference.

Childhood is a time for making mistakes and we take responsibility, in partnership with parents, to ensure children are able to put things right when they have caused upset or harm to others. The expectation is that all children learn from mistakes and avoid making them twice. The school will use the wide range of consequences at its disposal to reinforce strong, consistent and positive expectations leading children to take responsibility for their actions.

We strongly encourage all members of the school community to hold very positive attitudes to their learning. Behaviour within and outside lessons is expected to be impeccable as all are highly conscious of the need to learn lots and learn fast to keep up with expectations! Again, the impact of the Covid 19 pandemic and its disruption to all aspects of children's school experience only adds to our need to secure and maintain behaviour consistently in line with or above age related expectations.

We will not tolerate bullying and take substantial and robust action to prevent its occurrence in all forms, including Cyber bullying. However, in the rare instance that it does occur we will take swift action to ensure there is a clear message that it is not acceptable and will ensure the

situation is put right.

We will use the availability of comprehensive data to analyse and understand behaviour patterns and particularly any trends for individual children - whether they are responsible or a victim or somewhere in between.

## Child Health and Well-Being

**ID Links:** L01, L02, P01, P02, P03, P04, P05, P06, SEN, T01, T02, T03, T04, T05, Y3, Y4, Y5, Y6

Early health and well-being provides a firm foundation for later life. Allied to SMSC; securing child health and well-being ensures improved achievement for all in the widest sense. It is therefore, a core school responsibility. It is an integral part of the ethos, values and principles pervading children's school experience underpinned by a 'Formal curriculum' that supports children's ability to stay healthy; enjoy a sense of well-being and hold a zest for life.

## Equalities

**ID Links:** L01, L02, L03, L04, P01, P02, P03, P04, P05, P06, SEN, T01, T02, T03, T04, T05, Y3, Y4, Y5, Y6

All are expected embrace and welcome difference in themselves and each other to make Chesswood Junior School a truly inclusive community. We don't seek equality, instead we focus on equity, where we strive to ensure individuals get what they need rather than get the same as others within the context of a welcoming, confident and inclusive culture.

The whole school community fully supports its duty as a public body to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- Support core British Values – democracy; the rule of law; individual liberty; mutual respect & tolerance

As a school, we will always act robustly to any behaviour, intentional or reckless, that would put inclusion at risk within our community.

## Safeguarding

**ID Links:** L01, L02, L03, L04, L06, L07, L08, P01, P02, P03, P04, P05, P06, P07, PSHE, SEN, T01, T02, T03, T04, T05

Ensuring children's safety is our first and foremost priority. Our safeguarding procedures will be consistent, thorough and robust - they will always put the child's needs first and ensure the earliest protection for those at risk of harm. We work in close partnership with families and professional services to address risks and threats positively and rapidly to reduce current harm and longer term negative consequences. Children will feel safe and know how to keep themselves safe within and beyond the school environment in response to the risks that life can and does pose. They will be confident and responsible to take action when there are threats or risk that may result in harm for themselves or others.



# School Area Aims

## Premises



### Estate Management

**ID Links:** A, DT, ICT, L01, L02, L03, L04, L05, L06, Mu, P01, P02, P04, P07, PE, SCI, SEN, T01, T02, T03, T04, T05, Y3, Y4, Y5, Y6

The learning environment, includes all parts of the school site. We will inspire learning and active play within and beyond the curriculum. It is to be maintained to a high standard and will be consistently clean, tidy and safe allowing the curriculum to be taught safely and effectively. It will increasingly be designed and developed to enhance the core curriculum and extra curricular activities alongside support for learning outdoors as part of normal practice.

### Health and Safety

**ID Links:** A, DT, ICT, L01, L02, L03, L04, L05, L06, L08, P01, P02, P04, P05, P06, PE, SCI, SEN, T01, T02, T03, T04, T05, Y3, Y4, Y5,

We will consistently seek to maintain the right balance between sustaining a healthy and safe environment for all site users whilst ensuring learning opportunities are experienced to the fullest extent. We expect risk to exist within the school environment, including the building, the grounds, the equipment and the activities however we expect to be conscious of the risks and manage them appropriately for the wide range of site users. We will use data and analysis systems to recognise trends and arising risks at the earliest stage, taking action to reduce risk to an appropriate level.

We will ensure we are compliant with statutory guidance at all times. We will maintain a wide range of robust and well-rehearsed routines understood by site users so that children, staff and visitors are confident in actions they should take to keep themselves healthy and safe. Leaders will continually seek to design policy and practice that maximises the health and well-being of all site users thus maximising their positive experience at Chesswood Junior School.