



Vision, Mission and School Values Report

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This report sets out the school vision and mission. It provides an introduction by the head teacher who sets out the foundation vision, mission, aims and values, that underpin the Chesswood Junior School ethos and school development process. The values set out in this report define the spirit that all governors, leaders, staff and volunteers, enact our normal daily practice.

Our 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.

Our 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.

Introduction

The stated Vision, Mission, Values and Aims underpin everything we do at Chesswood. Importantly they set the tone for how we each undertake our role so that each child and family enjoys a consistent high quality experience. We have taken each of these to underpin the essence of our strapline - DREAM - ASPIRE - ACHIEVE. We believe that childhood is the best place to DREAM big about the future. As children grow and mature they will be supported to consider those dreams and where they might lead them in their life. We work with children and families to enable them to ASPIRE to ACHIEVE those DREAMS in the future. We are acutely aware that DREAMS and ASPIRATIONS change overtime and a new course may need to be set, most importantly children have a direction in which to travel, a direction that we hope and expect gives them the desire, motivation and inspiration to be the BE THE BEST THEY CAN BE - BECOMING A TRUE CHESSWOOD BRIGHTSPARK.

To ensure each and every child now and in the future can BE THE BEST THEY CAN BE and families continue maintain trust and faith in Chesswood Junior School, each individual governor, leader, staff member and volunteer needs to support and enact each in good faith. In doing so, we may all enjoy belonging to one highly effective, highly performing team. That high performing team must work cohesively to ensure its energy and action aligns to enable purposeful, well founded improvement. Individual leaders planning, collaborating and co-operating as one Chesswood Team focus on 39 areas. There are 25 whole school themes e.g. finance; governance or teaching. There are a further 14 additional curriculum or theme areas e.g. English, geography and English as an additional language.

Leaders ensure each area is highly organised and has clear direction. Leaders within the areas set out the vision and value for the specific area, this crystallises its individual importance ensuring the wider community, [particularly those whom will act on the leaders leadership decisions understand the core purpose. This is further supported by a set of principles that act as a succinct guide regarding the non-negotiables for the area - a framework for action. Finally, the leader will determine the strategy they will employ to take their area and their community forwards.

Each area has one or more core objectives that it sets out to achieve and act as the central focus in the coming months and years.

Each leader will quality assure the impact or their intent and implementation. They evaluate outcomes against success criteria based on valid and reliable evidence. Each year they will report formally using the annual area (Ofsted) leadership report. The report for each year will underpin how the leader accounts for compliance, achievement and good practice. The report contains improvements secured, the key issues or aspects remaining and an overview of the next steps required. These aspects will be reported against their formal statement for that academic year. They identify the evidence sources and a reference to that evidence to support the statement.

Based on the next steps, individual leaders will design project planning actions and success criteria in more detail and set about implementing the action typically with and through others.

In addition to all of the above, area leaders are responsible for setting policy and guidance out in writing and managing their online presence through the school website.

From all of the above senior leaders set out the whole school foci, a small number of cross cutting themes that require multiple areas to succeed in order to meet the objectives. We publish our whole school foci within the school brochure and the school website in more detail. Actions from a wide range of areas are then linked to appropriate whole school foci. Leaders are guided and supported in their work through the school information database structure, providing oversight and review to governors and senior leaders.

I hope you find this overview interesting and informative, should you have further questions please email me at: head@chesswood.w-sussex.sch.uk or contact the area leader, if you know the member of staff responsible.

Yours faithfully,

Andrew Jolley
Head Teacher

Values

Our values apply to all members of the school community when undertaking activity directly and indirectly related to Chesswood Junior School. They apply in spirit and deed for all. As part of being a public servant a number apply when not part of school related activity e.g. respect and inclusion.

Children and community first

The welfare of children and young people is paramount – know, understand and apply core policy and practice consistently. Every action, decision and thought by adults in the school community will be to place children's needs and their childhood before all else. Protecting and safeguarding them from harm; making genuine connections with them by knowing them as individuals. Because of our interactions and positive relationships, even in challenging circumstances, children will have an unshakeable belief that we will act in their best interests and have deep trust and faith in that outcome. Having placed the needs of children first and foremost; we then must ensure the adults in the school community are and feel an equal part of the team regardless of role; are confident and happy in their roles, in their team and as a member of the school community; have their professional development needs met. Individuals or groups that would act to erode that for children or adults will be supported to recognise expectations; act in good faith in accordance with them or consider whether Chesswood Junior School continues to be the most appropriate school community - I am because we are... Our community is successful, safe and happy because of the consistent sustained actions of individuals in line with our values, vision, mission, principles, policies, processes and guidance.

Excellence

Being the best we can be individually and as a team - supporting the notion that "I am because we are". Excellence for individuals varies therefore we focus on the best an individual can be; taking the next steps to improve from where the individual is NOT where they should be. Excellence may only be secured for individuals when the individuals around them in their group or the school community are also seeking to be the best they can be. Sometimes individuals needed scaffolding support to be the best they can be for shorter or longer periods within the finite resources of the school and our ability to meet the need.

Individuals, groups and the community cannot possibly secure excellence without each member of the community seeking to be the best they can be. Our shared purpose starting with our values, vision, mission and aims is the foundation of excellence for all that is why individuals hold the clear responsibility to support these consistently in spirit and deed.

Inclusion

A sense of community and inclusion is central to our values, as is the Ubuntu notion of "I am because we are...". Individuals will be at their best when the whole community and its values are practised consistently. A measure of community strength is inclusion at times of significant challenge.

We seek to empower and involve members of the school community. Individuals are encouraged to be assertive regardless of age, status or role – listening, understanding, discussing and confronting where appropriate. We expect to be challenged in our thinking and actions as part of a healthy community.

Positivity

This is a large school community and there are always children, families and/or members of staff who face seemingly insurmountable challenges – the challenges must be understood from the perspective of the challenged e.g. children placed in care; children with disabilities. Our philosophy, at all times, is to enable individuals (children and adults) and families to take the 'next step' rather than be overwhelmed by the whole journey - the greatest journeys can only start once the first step has been taken.

We will remain relentlessly solution focussed, expectant of success, and 'look on the bright side'. The needs of the individual will be central to our thinking in the context of maintaining a positive community experience for all. We will be ready to adjust and be creative with solutions before determining need cannot be met.

Empathy and compassion

Understanding and caring about the issues, worries, concerns or the situation for other community members first. With that understanding, we set thoughtful positive next steps; engaging and co-producing wherever possible.

Equity

Ensuring that individuals, groups and the whole community gets what they need, within the finite capacity we have available. In many circumstances this may not be equal treatment, support or experience. Seeking to ensure individuals get what they need rather than all individuals getting the same, underpins achievement for all.

Truthfulness

Demonstrating honesty at all times, regardless of the potential consequences. Showing a willingness to reflect carefully and responsibly on our own actions and the actions of others. Taking responsibility where possible, acting with integrity and putting things right without delay whenever it is appropriate – and expecting others to do the same.

Respect

Respecting the rights of others and taking our responsibilities seriously. Recognising the Ubuntu notion of "I am because we are"; respect is an interrelated web of relationships, even one break in the web reduces the effectiveness of the school community and its achievements. We expect all members of the school community to demonstrate courtesy, care and kindness, at all times, regardless of the challenges faced. Respecting the agreed decision-making process and expectations in spirit and deed underpins achievement for all. When the decision does not align with our own beliefs there are processes, including whistleblowing, to follow however outside those processes members of the community are expected to follow, in good faith, the policies, processes and expectations for Chesswood Junior School.

Courage

In the face of one's own or others fear, doubt or worry we continue to take the best course of action or inaction. Including, where the least worst may be the very best option. Always actively seeking, acting and relying on the information available at the time to support well founded and considered judgement.

Responsibility

At all times, we must respect the rights of others and take our responsibilities seriously. We embrace and proactively seek personal responsibility before seeking external factors that may be responsible. In doing so, we demonstrate integrity and are able to effect positive change.