

Clapham Manor – Where are we going?

Vision for the Future 2014 - 2019

Consultation document for parents and carers/children/governors/staff

(To be adapted according to the audience)

Our Aims

We aim to provide the highest standards of education, in an inclusive environment, through effective learning and teaching for all, with a broad, balanced and personalised, relevant curriculum that includes all statutory requirements. We value equity and inclusion and believe that in supporting all learners to become confident individuals able to live safe, healthy and fulfilling lives they will become lifelong learners and responsible citizens who make a positive contribution to society that deals effectively with economic, social and cultural change.

To:

- ensure that our school reflects and celebrates the diversity of the community and that everyone develops respect for all
- recognise learners' similarities and differences and provide creative learning opportunities that are tailored to ensure all learners reach their full potential
- encourage and develop independent thinking, risk-taking and problem-solving skills, develop learners confidence and positive self-identity and ensure that everybody shows kindness and understanding towards others
- ensure the efficient use of resources: human, physical and financial, in order to provide best value. We will also provide a safe, caring, happy and stimulating atmosphere within an aesthetically pleasing sustainable environment
- provide inspirational leadership and efficient management, with effective communication at all levels. We will empower our children to gain these skills for themselves
- continue to encourage team work amongst all the staff and stakeholders, promoting respect, openness and honesty, where everyone has a voice
- maintain a committed educational partnership between children, staff, parents/carers and Governors. We will also further establish links with other educational providers and the wider community, including our collaboration of partner schools.

Background

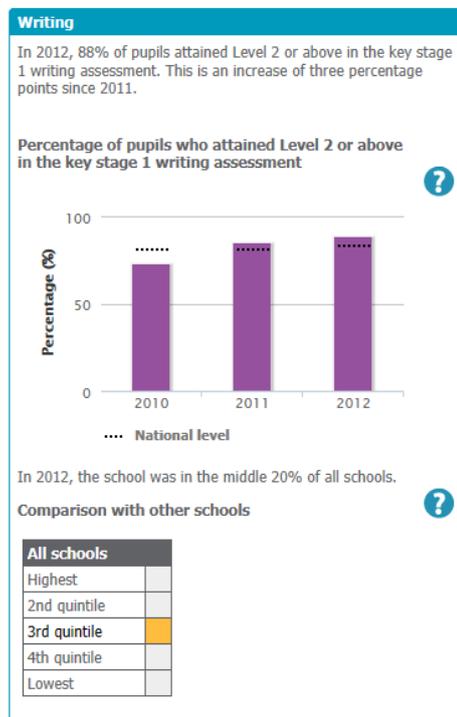
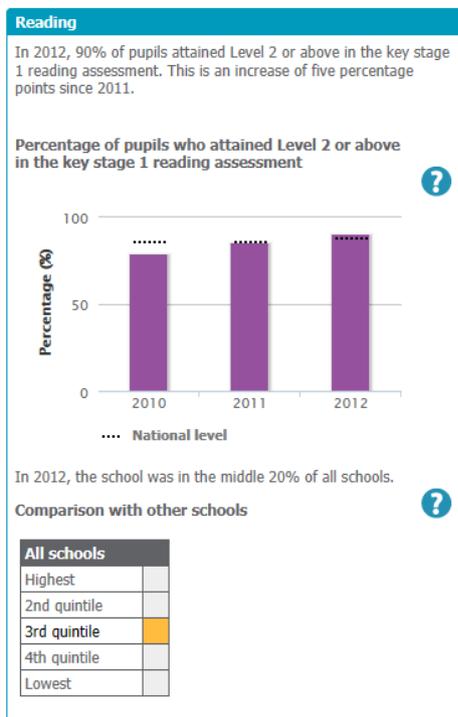
At the staff in service training (Inset) in September 2013 the Headteacher, as part of his presentation, looked back over the successes of the past few years. He started by quoting the last Ofsted report of 2007 where the inspector wrote to all children, parents and carers regarding the inspection. Carmen Rodney, Her Majesty's Inspector included the following in her letter:

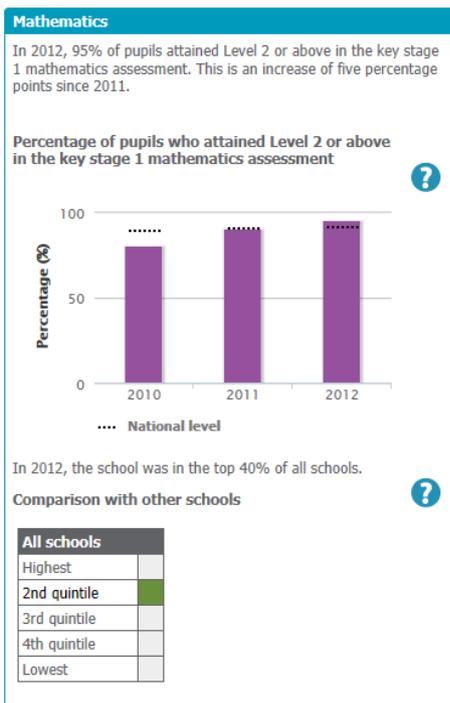
“Your headteacher, teachers and governors are doing a fantastic job. They want you to do very well and have great plans in store.”

1. “To raise standards, particularly at the end of key stage 1”.
2. “A Children’s Centre”.
3. “A new playground”.
4. “A new extension”.

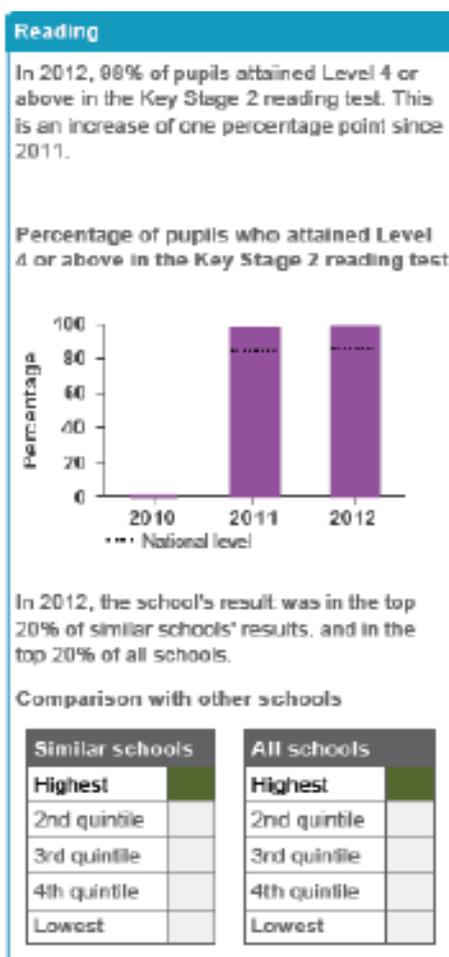
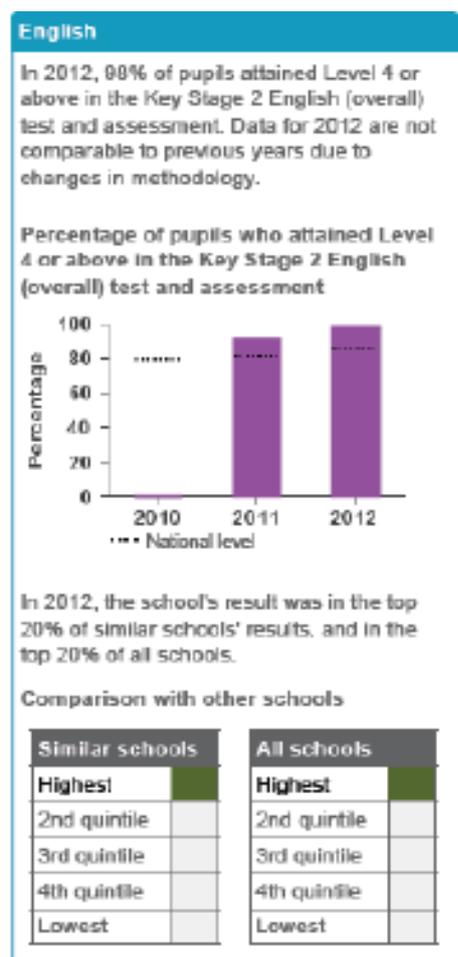
1. “To raise standards, particularly at the end of key stage 1”:

Clapham Manor school standards have risen since this time and are now above national average. Our key stage 1 results for 2013 are the best ever. The next task is to deliver the new national curriculum in September 2014 so it is still child centred with a more cross curricular thematic approach.

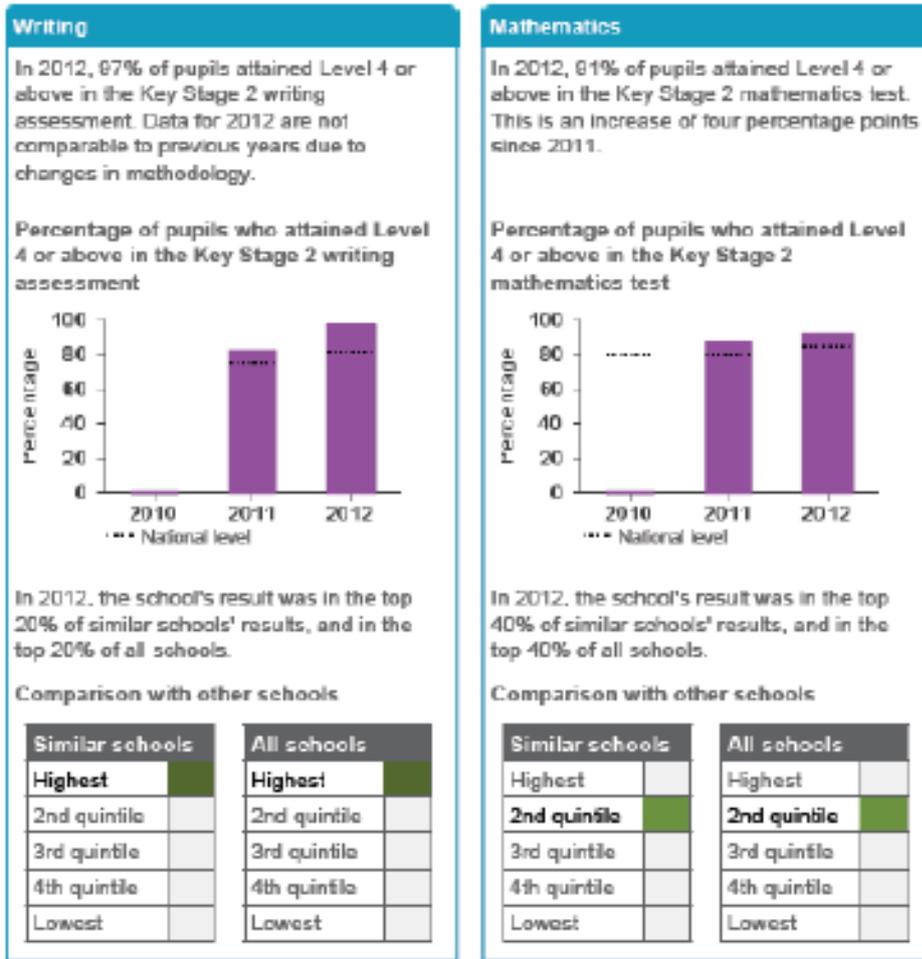




Ofsted data dashboard - KS1



Ofsted data dashboard - KS2



Ofsted data dashboard – KS2

2. “A Children’s Centre”:

We have established a fantastic Children’s Centre providing services to our local community, improving life chances for parent/carers and children. This was inspected in April 2012 and was rated outstanding by Ofsted.



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3. “A new playground”:

After 25 years negotiation, a site known as 28A Grafton Square was finally purchased by Lambeth Council. Following extensive consultation with parents, carers, children and governors this has now been landscaped into our Olympic playground.



4. “A new extension”:

Our new award winning extension was completed in 2010. This extension provided a great new learning environment, comprising of new classrooms, music rooms, office space and staff accommodation. The school has appeared on BBC and ITV television in recognition of architectural excellence.



Where are we going? Our Vision for the future 2014-2019:

The Headteacher stated that although we have an annual School Development Plan (SDP)(see Appendix A for 2013 – 2014) which identifies the priority areas for the school in that academic year, we needed to look forward and involve everyone in our school community in planning for the future. The Headteacher explained that through a period of consultation over the Autumn and Spring Terms 2013 – 2014, views and ideas would be gathered from all stakeholder groups on how the school could move forward with the needs of the children at the heart of the vision.

Structured around the four key areas below, this vision would provide a medium term pathway for the school's development, linking the annual SDP our vision for the future 2014-2019. ,:

1. To continue to raise achievement, ensuring all pupils reach expected age-related standards, and to increase the percentage of those exceeding.
2. To continue to provide opportunities for staff to extend and further develop the quality of their teaching.
3. To continue to provide opportunities for staff to extend and further develop the quality of their leadership and management skills.
4. To provide all pupils with a solid understanding of respect, courtesy and good conduct and how to live in the wider community and to ensure all pupils are kept safe.

Process of consultation:

Clapham Manor's vision for the future 2014-2019 will belong to the Pupils, Parents, Staff, Headteacher and Governors and as such its development must also be a partnership to ensure that the needs of the children are at the heart of the vision. A framework for the process of consultation is outlined below.

- Initial agreement by governing body to consult with the school community and to seek the views of the stakeholders - October 2013
- Involvement of the governing body to gather their ideas for future development of the school through their three committees - October/November 2013
- Collect pupils' ideas, through the School Council, following discussion and activities within class and in assembly - November 2013
- Governors to hear views of committees December 2013
- Consultation and discussion with staff via Early Years and Key Stage 1 and 2 meetings - January 2014
- Discussion with SMT - January 2014

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- Share with parents/carers pupils' ideas and gather their views via our Parents' Forum - February 2014
- First draft of vision statement/development plan to be submitted for approval by the governors - February 2014
- First draft of vision statement/development plan to be discussed with SMT and this to be fine tuned – February to March 2014
- Final draft of vision statement/development plan to be submitted to governors for final approval - March 2014

Governor's initial thoughts:

- "How could society, technology, the global community and local community change over the next 5 years? How has it changed over the last 5 years and what would you have done if you had known these changes would take place?"
- "What do we want more than anything else? A school which leads all others in its development of inclusive, considerate, inquisitive and confident children, taught by a motivated and happy staff team in a safe environment which supports the best learning experience."

Board of Governors Committee – Achievement and Curriculum:

- Important to maintain focus on high standards of academic achievement
- Opportunity to introduce learning more relevant to our community, harnessing and strengthening our links across a spectrum of areas – additional foreign languages spoken locally – start in Key Stage 1
- Build more creative and expressive learning – possibly transforming Grafton Square into a vocational learning space
- Food technology
- Extending outdoor learning – making use of three Forest School Teachers
- Focus is needed on ensuring our strategic direction equips our children for the unknown

Board of Governors Committee – Pupils, Parents & Community:

- Creative use of computers throughout new curriculum
- Increased role of second language teaching
- Individual sports for those that find team sports too challenging
- Community food growing in Lambeth – brings the focus into schools- maybe linked to Venn Street Market
- expand role and prominence of outdoor education
- emphasise specialist subjects – PE, Art and MFLs – potential for scholarships to secondary schools
- arts and crafts can be good for those pupils with less interest/ confident in more academic subjects
- stronger use of class blogs on the school website, which area already a great success

Head Teacher's initial thoughts:

I am aware that governors, staff and other stakeholders have shared with me a wide range of exciting new ideas, which do not appear here, but which we are committed to considering as part of this consultation process.

1. To introduce the new national curriculum to the school community, making it relevant to today, bringing it alive; ensuring that learning includes pupils' first hand, real life experiences. Schools from 2014 are free to include other subjects/topics of their choice in planning and designing programmes of study.
2. To investigate the possibility of converting the workshops in the Olympic playground to arts and crafts areas, as part of our expanded programme of experiential learning (see above). This will help to extend the opportunities that are well established in Foundation Stage and Key Stage One, through child initiated play based learning and through our forest school curriculum. The need for these new learning opportunities has been strengthened by my visit to Finland (sponsored by The British Council, Comenius Scheme) where I observed the value of vocational learning. Finnish children that I interviewed (in Years 5 and 6 – Finnish Grades 3 and 4) felt pride in craft work that they designed, discussed and made. These opportunities also allowed pupils to learn about risk and to be responsible. The current classroom environments at Clapham Manor do not lend themselves to these practical/vocational learning experiences.
3. Following food technology statutory regulations for September 2013 we need to provide an area for cooking. The best suited area is the discovery room next to the top hall. Given the national epidemic of childhood obesity, this area would be an ideal place for family learning experiences with regard to healthy meals.
4. To develop a charter stating that all children will have opportunities for the following experiences:
 - a 24 hour camping trip
 - a week outward bound course
 - to learn to play a musical instrument
 - to experience places of worship of all major religions
 - to learn a foreign language.
5. To further develop the infant, junior and Olympic playgrounds to facilitate outdoor learning, thus enabling cross curricular interactive learning. Proposals to be considered:
 - a. Extension of Reception Natural Environment into the junior playground
 - b. Weather Station
 - c. Outdoor musical instruments
 - d. Replacement of climbing frame in infant playground
 - e. Integration of Nature Garden into infant playground
 - f. Writing wall in infant playground (chalkboard)
 - g. Opportunities for pupils to perform outdoors – stage area.

Pupils Initial Thoughts

The children were asked a range of question based upon improving learning and the school environment both inside and outside. Below is a summary of the responses from Reception Class up to Year 6.

Improving our learning

1. How does Clapham Manor help you to learn?

- Working in teams
- Using ICT (ipads)
- Teaching that is exciting
- Lots of resources
- Feeling supported and cared for
- Going on trips
- Sport
- Help with behaviour and self-control

2. What would help you improve your learning?

- Combing subjects to make a bigger project
- Children to choose projects
- Games that help us to learn
- More PSHCE
- Children to cause less distractions in the classroom
- Everyone following class and school rules
- More drama, dance and singing
- More trips

3. How could you improve your Maths, English, Science and ICT skills?

- Not wasting time
- More resources in science (lab equipment)
- Revision booklets for ICT
- More ICT equipment
- More group discussion
- More thinking time
- Combining subjects

4. What would make learning even more enjoyable at Clapham manor?

- Trips
- Write stories and sharing them with younger children
- Being kinder to each other
- More clubs during and after school
- More doing, less listening
- More visitors

5. How could we improve our school environment?

Inside

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- Food technology room
- Swimming pool
- More flowers and plants

Outside

- Scooters in the playground
- Bird houses
- Choose which playground to use
- Tree house
- Netball and football tournaments
- Bigger variety of sports
- New habitats for insects
- Camping trips
- More trips
- Water fountains always working
- More lessons outside

Summary

The children shared many positive points about how the school helps them to learn; including the new ipads, teaching that children feel is exciting and also feeling supported and cared for throughout the school. They feel their learning would be improved if all children followed class and school rules and it was expressed a few times that children would like to see learning being combined even more to create bigger projects.

Equipment came up in a few questions, including ICT and Science. More trips and visitors were felt to be helpful towards their learning also.

Children expressed a lot of interest in bird houses and insect houses. Children really liked the idea of a food technology room and more cooking linked to learning.

Early Years, Foundation Stage and Key Stage One Thoughts/ Comments

- Pupils being encouraged to develop inquiring minds and imagination
- Learning as purposeful, relevant and making use of technological changes
- Creating more opportunities for pupils to support each other
- Food technology room
- Camping trips for all year groups!
- Gold certificate having a 'tea-party' with the head or deputy
- More purposeful spaces – for example dance studio for dance lessons and find another space for music lessons
- full time language teacher to teach all year groups in a fun and interactive way
- 'Wednesday's World of Work' where different parents, professionals and experts are invited in to talk about their job/career in assemblies
- enterprise group where children run a weekly tuck shop. They order the tuck, sell it, total profits and invest in other things

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- PSHE scheme called 'Be the best that you can be' as being more meaningful to children than SEAL. If we took on this scheme, an inspirational figure visits the school to kick start it. (Eg an Olympic athlete who was once in a gang and changed her life around)

Key Stage Two Thoughts/ Comments

- * Create a Clapham Manor Curriculum – more opportunities for creativity
- * Real Life experiences
- * Teaching Languages from KS1
- * Food growing – incorporated into the curriculum
- * To have pride and passion for our school and our community

Where are we going? Our Vision for the Future 2014-2019

The below is an working summary of the key thoughts and ideas gathered from the Head Teacher, Governors, Governor Sub Committees, Senior Leaders, School Council and other pupils.

We intend that this summary (when finalised) will spark a broader consultation with pupils, parents, carers, staff and governors, which will begin to move us towards a final strategic priorities linked to the framework set out the Vision for the Future 2014-2019 section for the next five years.

What matters to us about our school?

- Pupils need to develop curiosity/ inquiring minds
- Pupils need to be able to use their imagination and to be creative, not just in art, but across the curriculum
- What children learn must be purposeful and relevant, both in terms of our local community, life skills and the technological changes in the world
- Pupils need real life experiences in order for their learning to be useful and for them to be able to apply the learning in their lives

Our Priorities and Next Steps in Achieving These

We want children to:

- Learn academic and vocational skills that prepare them for secondary school and for life. We will achieve this through:
 - o creating a new curriculum that includes more opportunities for vocational learning, arts, crafts, food technology, computing and cross curricular projects
 - o creating experiential learning through an expanded natural thinkers curriculum in EYFS and Key Stage 1, which in future would include more growing vegetables and cooking food that has been grown
 - o re-developing the buildings on the Grafton Square site, as well as many rooms in the main school building, creating resources that help to facilitate broad academic and vocational learning
 - o creating a new food technology classroom immediately above the school kitchens in the classroom next to the upstairs hall
 - o renovating the infant and junior playgrounds taking account of our new focus on 'natural thinkers' (including children's interest in bird and insect habitats) in Key Stage One and food technology curriculum in Key Stage Two, including food growing, selling and cooking
 - o learning from schools in Sweden and Finland that have advanced vocational learning and whose countries are high performing PISA countries (these links will be funded by the British Council)
- Be advanced and confidence operators of computers, supporting child care an important life tool and which will support their academic and employment prospects. We will achieve this through:
 - o ensuring teachers use computers throughout the new curriculum

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- expanding opportunities for pupils to use ipads and other computers across all curriculum areas

- Be able to speak a modern foreign language other than English, broadening their opportunities in life, to travel, visit and live in other countries. We will achieve this through:
 - ensuring all pupils can begin to learn a Modern Foreign Language in Key Stage 1 and to begin to become fluent in at least one language by the end of Key Stage 2 (with the opportunity of starting to learn another language spoken by one of our local communities)
 - employing a team of specialist Modern Foreign Language Teachers (possibly shared with other local schools) to ensure children begin to learn a language in Key Stage 1 and are beginning to be fluency by the end of Key Stage 2

- Be confident social and emotional people, able to live happily with a range of varied and diverse relationships, under-pinned by strong moral and ethical beliefs. We will achieve this through:
 - ensuring that all children to experience a social educational learning as part of a 24 hour camping trip and a week outward bound course
 - have the choice of exciting sports and arts, within and outside of curriculum time
 - be kind to each other and create more opportunities for pupils to support each other with their learning, expanding student leadership beyond School Council
 - developing our resources to support children with additional needs, including our SALT provision, Learning Mentors, Learning Support Assistants, Dramatherapy
 - ensuring that PSHE is central to our new curriculum and that there is a strong CPD programme to support teachers to deliver PSHE effectively
 - creating a Clapham Manor children's charter, confirming what opportunities all our pupils should have for formal and informal learning

Clapham Manor Children's Charter

- ???