Lindale Church of England Primary School

Vision Document

Introduction 1

The Visioning Process 2

Outcomes 5

Modelling the Key Words 6

Appendix A: Parents Feedback 7

Appendix B: Staff Feedback 8

Appendix C: Governors Feedback 8

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Introduction

Since arriving at Lindale a year ago, it has been my privilege to begin to get to know and work with your fantastic enthusiastic children, supportive and interested parents, committed and knowledgeable governors and dedicated staff.

I am determined that we should provide the very best educational opportunities and learning environment for the children in our care. My belief is that through providing opportunities in an environment where children feel happy, safe and loved, they will be willing to challenge themselves, take risks and pursue their dreams.

We are a rapidly improving school, and are striving to become even better. We recognise though that in order to achieve the outstanding school that we are aiming for, it is about all of us creating and shaping the future for our children. In the words of the song, 'We are stronger together'.

The purpose of the 'Engagement Evening' has been to shape the future of Lindale School for all the children who come our way. I am very grateful to Ian George who led us through the process and has now helped me craft our new Vision Statement and this document.

Our new Vision Statement

Inspiring Our Children

begins the start of a new chapter in the life of our school and will be the beacon to guide our decision making and actions. I hope you will join me in endorsing this simple yet strong expression of our commitment to our children and each other.

Sarah Coleman
Head Teacher

Those who took part:

Parents:

Claire Greenhalgh
Lucy Warren
Emma Roy
Diane McMullen
Sarah Keast
Richard Wells
Dave Sumner

Staff:

Kim Poel
Liane O'Kane
Katy Carr
Fiona Massey
Catherine Bradder
Claire Dawson
Kim Law
Ann Morris

Governors:

Rob Medcalfe
Lisa Jefferson
Jo Turner
Elaine Towler
Jenny Leahy

The Visioning Process

Introduction

When dealing with any topic that people feel passionate about, it is important to instil some level of structure so that everyone is given an equal opportunity to contribute. For some this may be a little frustrating, but in our case it was openly accepted as the approach that would yield the most robust outcome.

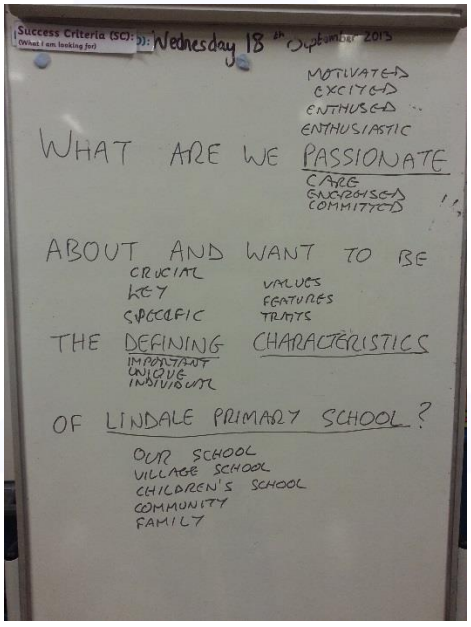
Those present were split into three groups representing parents, staff and governors; the three key stakeholder groups. Although the pupils were not directly represented, their absence will be remedied through feedback and the involvement of the School Council.

A vision statement is often seen as a 'nice to have' or a 'vague aspiration.' However, its construction and review can form a strong catalyst for driving action and maintaining a focus on the key issues that will move the school forward.

For all those involved, the vision should describe the essence of what they would want the school to be and for which they themselves are willing to work. This will mean change and so the vision serves a secondary purpose of providing a beacon that encourages people to look forward to what might be, rather than relying on the history of what they once had.

By adopting the following process the intention has been as much about producing the best possible outcome as it has been about engaging those most willing and able to go the extra mile in supporting the school and those people most closely involved with it.

Issue Statement



We started the evening by spending some time exploring what seemed to be a simple statement:

"What are we passionate about and want to be the defining characteristics of Lindale Primary School?"

By expanding on the key words (underlined) we were able to broaden our perspective on the critical issues we would need to consider as we thought about the future of the school.

Idea Generation

Once everyone had taken time to think about the issue statement in its broadest sense, time was spent in silent reflection capturing key thoughts on post-it notes.

One idea was written per note and summarised as much as possible without losing the context. This was to help others who would read the notes later in the process.

Affinity Diagram

Within each group, all the notes were put on the wall and reviewed before being sorted into similar themes. Each post-it group was then given a heading to summarise the content.

This step was performed in silence to encourage everyone to push forward their own views on what was most important without being unduly influenced by others.

Interrelationship Diagraph

The next step was to prioritise the themes through a process of pair-wise comparison.

Whilst this was going on, Mrs Coleman showed everyone her do-it-yourself didgeridoo making skills and Mrs Morris demonstrated the new break dancing moves she had been learning.

Visualising Our Priorities

Once all of the themes had been compared with each other, they were prioritised from critical drivers to those that could wait until resources were available to implement more changes.

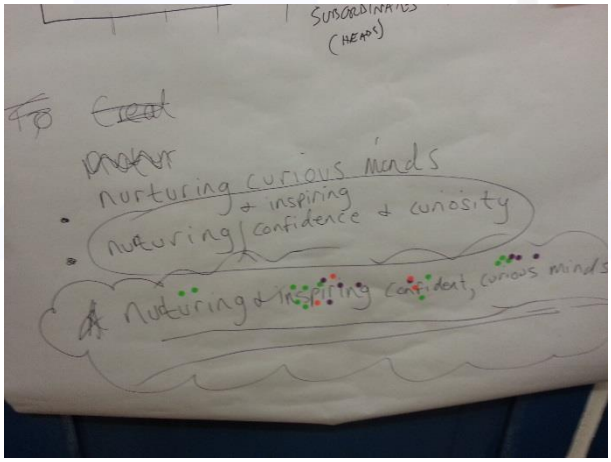
Whilst some of the results could have been predicted, other drivers were less obvious and highlighted the importance of starting from a holistic view.

Distilling the Essence of Our Vision

The headings were then used, starting with the key priorities, to generate the building blocks of the vision statement.

This generated a great deal of discussion as the three groups built upon the exploratory conversations they had already had to draw some conclusions around the essence of their collective ideas.

Appreciating the Work of the Other Groups



Once the three groups had produced their draft proposals for the vision statement, representatives presented their outcomes to members of the other groups.

Those present were then encouraged to mark with sticky dots the words and phrases that resonated most with their own beliefs and values for the school.

This ended the work for the evening.

Outcomes

Affinity headings

Although the work carried out during the evening was directed toward the generation of the school's new vision statement, it is grounded in practicality and need. As a result, this work can also be used to develop the Mission Statement that will underpin the delivery of the school's Vision.

The output generated by parents, staff and governors are recorded in appendices A, B and C, respectively.

Voting

The appreciation shown toward each other in the placement of dots is summarised below in the graph of key words and count.

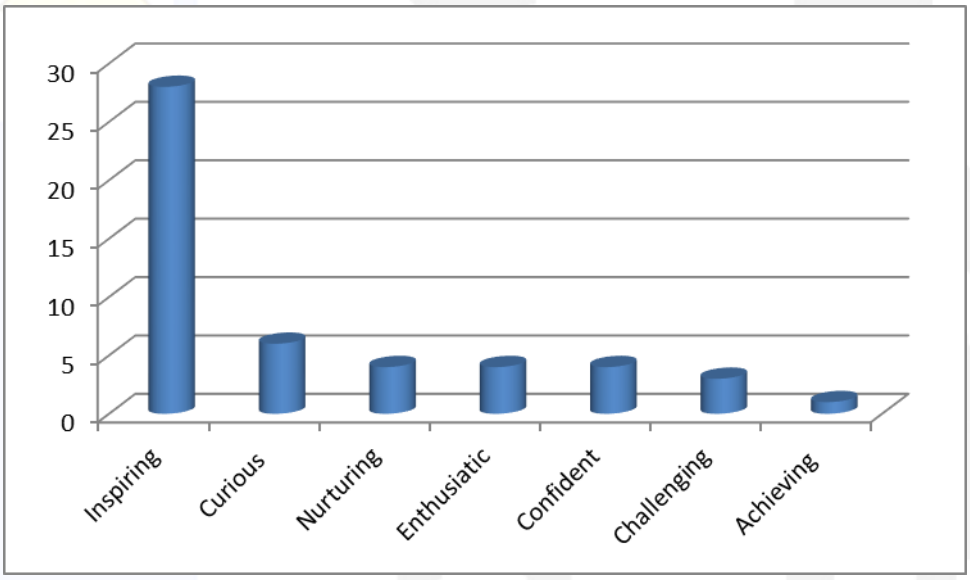


Figure 1: Graph of Key Words and Attributed Votes

The range of words was selected from all three groups, some being repeated. This demonstrated that all stakeholders had achieved a good level of consensus whilst demonstrating their unique insights as parents, staff and governors.

"Inspiring" was by far the most valued of the words, although it is clear that they all share perspectives on what will make the school a focus of exceptional work and support to the children and other stakeholders it serves.

To this end, all the words listed above were modelled to provide context for the vision statement proposed below.

Modelling the Key Words

As parents and staff we need to be…

Nurturing (and) **Challenging**

So that our children will be…

Curious (and)

Confident (and)

Enthusiastic

We can't do this unless our school is…

Inspiring

and focused on their …

Achievement

Our school sits at the centre of this approach. It was the parents who proposed the 'less is more' vision statement below. However, it was clearly a reflection of the belief and values of all three groups and echoed in the work of both staff and governors.

It is therefore proposed that the vision statement for Lindale Primary School be:

"Inspiring Our Children"

Appendix A: Parent Feedback

PRIDE IN THE SCHOOL ENVIRONMENT	MORE EFFECTIVE COMMUNICATION	LEARNING CORE VALUES	INSPIRING A LOVE OF LEARNING
Better access to School Uniform provider	Increase timely communications	Pupils should be taught core values(eg treat others like you would like to be treated)	They have fun
Beautiful environment	Less irrelevant texts	Respectful of one another	Children encouraged to explore learning
Bell back	Parents know what's going on with their child	Character; Kindness; Truthfulness	Instil a love of learning
Get the school bell working	Change is met & considered	The importance of hard work	The children to be inspired, excited & delighted to learn
Smarter better dress code for teachers	More comments on homework	Grit/Perseverance - sometimes life is difficult - get on with it	Be inspired
	Online communication with parents	Reward is a privilege earned not a right	Encouragement
			Life changing experiences

EXCELLENT ROUNDED EDUCATION	INCREASED PARENTAL INVOLVEMENT	MORE COMPETITIVE SPORT	SCHOOL DINNERS
Creativity	Greater parental involvement, interest, support	A sports day that celebrates individuals achievements& allows a parents race	Hot school dinners (2)
Excellent education	Something to get new parents involved	More sports teams	Option for a warm nutritional lunchtime meal
Strong emphasis on Eng; Maths & Science Yr 4,5,6		Facilities for sports. A flat area for football, hockey, track.	
Progression in French			
Education for life - Life skills e.g.sewing, baking, woodwork	**SAFETY**	**CONSISTENCY IN BEHAVIOUR MANAGEMENT**	**OPTIONAL CHILDCARE**
Childs abilities are catered for	Keeping the children safe & aware	Everyone to be treated evenly (children)	Optional childcare pre & post school
Individual learning goals for each child			Make resources available to bring each child along
Projects to serve the community			
Pupils should have mastery of reading, writing & arithmetic	**CHRISTMAS PLAY**		
Make art more exciting and dynamic	Xmas play - keep to one week		
More focus on transition to secondary Yr 6			
More forest school maybe after school			
Free choice in early years			
Creative approach to learning			

Appendix B: Staff Feedback

CONFIDENCE &	VARIED EXPERIENCES	CARING FAMILY	RECOGNISING INDIVIDUALITY
Children who are confident	Our own school minibus t that trips could happen more spontaneously sometimes	Caring staff	Individuality is encouraged & celebrated
Build confidence	Choice of in at 8:30 onwards till 9:20 choice topic work driven by personal choices of the children	Children & staff who look after each other	Gifts are recognised and developed
To have confident children	Children who have the skills to tackle anything THE WORLD	There should be a caring friendly atmosphere	Respect for individuality
Children can express themselves confidently	Creative curriculum built into timetable to develop such skills as emotional intelligence etc	Children who care about each other and the world	Celebration of difference and individuality
Children who love themselves as well as others	Music & dance	The children look after each other	Celebrate individuality
Children shouldn't feel like failures	Opportunity to take part in musical arts sport activities	Create a supportive and family atmosphere	A school that celebrates every unique individual
Believe ALL children can achieve	Time in curriculum for passion choices by children of topic work	Fairness and equality	
Most children are enthusiastic to take on change	Lessons that allow multiple learning skills eg History/literacy/dt/maths		
	Should be lots of exciting valuable experiences		
	Inspiring curriculum		
	Life skills		

PASSIONATE TEACHERS	ENVIRONMENT	OUTDOOR LEARNING	CURIOUS MINDS
Enjoyment, love of learning inspirational depth	A bigger indoor hall for PE with apparatus	Outdoor education	Motivated excited and enthused children
Be passionate about what you teach	Larger playground area so that 2 spaces could be made separate	Learning through play	A love of the world and all things in it
Enthusiastic passionate teachers	A flat field!	Outdoor learning as well as indoor learning	Develop creative minds
Develop outstanding teachers		Passionate about outdoor play activities, outward bound	Curious minds who want to find out more!
Utilise passion and skills of staff to enthuse and inspire deeper life long learning			Children should be motivated and excited about learning
			Nurture aspirations

COMMUNITY RELATIONS	HIGH EXPECTATIONS	HAPPY	SAFE
There must be effective communications	Children who exceed the expected	Happy children (2)	Safe environment
Maintain good community links	The children recognise each others achievements, no matter how small	Happy staff and children	Sate and secure
Involve and inspire parents	Have high expectations		
	Hot school dinners for all who want it plus staff		

Appendix C: Governor Feedback

SET BEHAVIOURAL EXPECTATIONS	ATMOSPHERE	ENTHUSIASM ABOUT SCHOOL	THE WELL BALANCED CHILD
A system of deterrents which work!	Calm atmosphere	An environment which is conducive to learning	Arts creativity
Discipline at school which is fair to all children	Pleasant atmosphere	Children who want to learn	Ways to express self
Good behaviour	Happy fun school	Confident children	Creative thinking
Well behaved children	Caring sharing environment	Children who are enthusiastic about school	Children encouraged to think for themselves
Polite children	Friendly atmosphere		Whole child body, mind spirit
Children respect each other			Well balanced children fit to face the future

USING OUTSIDE ENVIRONMENT	ENGAGE WITH WIDER COMMUNITY	PROVIDING CHALLENGES FOR CHILDREN	ENABLING CHURCH LINK
Use environment	World view	Finding challenges for children	A church ethos
Great outside environment	Lindale school /Village	Stretching	Links with church
	Belonging to community	Progress forward	
	Extra curricular activited (wide range)	Believe we can be better together & individually	

HEALTHY SCHOOL
Sporting achievements
Children encouraged to be healthy