

FGB Strategic Direction

Ravenscote Junior School

At a meeting of the governing body on Wednesday 21st May, governors spent time discussing the strategic direction for Ravenscote Junior School.

When considering the future we focused on what outcomes we wished to achieve 3 to 5 years down the line. The outcomes are as follows:

- **To become a premier primary school, recognised locally, nationally and internationally.**
- **To provide outstanding experiences for all children in the local community.**
- **For parents to be integrated in their children's learning experience.**
- **To develop outstanding teachers & leaders of primary education.**
- **For all pupils to achieve above average progress in an inclusive learning environment.**

Premier Primary School

- Our aim is simple, we want our school to be the best it can be – ‘no excuse, no compromise.’ Over the past 5 years we have continued to refine and develop systems routed in high expectations and above average achievement.
- As a leading local school we are continually over-subscribed, and recently the number of parents wishing to send their child to Ravenscote has doubled, we expect this rate to continue.
- Schools from across the country have visited us to see how we have developed bespoke systems and teaching strategies, which have all impacted on our core business of teaching and learning.
- In the 1980s the school had a national and international reputation – our aim is to continue to develop Ravenscote so once again it is recognised as a beacon school internationally.
- As a school we are hugely ambitious – this ambition is infectious and we believe we have a duty to teach and lead ambition. Our children are ambitious as a result. Nothing is impossible as we foster the hopes and dreams of all our children. We expect our children to be the best, therefore, we must illustrate how as a school we aim to be the best.

Outstanding Experiences for all Children in the Community

- Ravenscote provides all children with a range of experiences that help shape personality, academic ability and social awareness.
- As a school we provide a blend of high quality teaching and learning in a traditional sense, within the classroom, but the “Ravenscote Experience’ is much more than just this.
- A child’s fond memories will revolve around residential, educational trips, assemblies, visitors to the school, friendships with peers and adults, etc...Every school will say they do all of these but what makes Ravenscote different is the staff. We do not ‘go through the motions’, we recruit staff that actively participate so that the children maximize their experience.
- The experiences at Ravenscote evolve, we do not stand still, we must continue to do this as the world our children live in continues to evolve.
- Key to this outcome is the involvement of children beyond our gates – when we say community, we believe that all children within our town should have similar experiences – we have a duty to our wider community.
- We want every school to provide the experiences our children receive. We want to learn from other schools how we can further develop our children’s provision.
- Providing high quality experiences helps develop a more ‘rounded child’ and helps prepare them for future education and life long learning.

Parents Integration in their Child’s learning Experience

- Parents as partners is key. As a school we believe we can touch the stars if parents are fully involved with their child’s education.
- As a learning organisation we need to provide our parents with information to help support their child’s experience.
- A child’s experience should be a families experience – as a family evolves one remembers fun experiences which are shared, we as a school need to involve parents in these experiences, whilst giving the children independence. An example of this is placing photos on the website whilst pupils are away – this involves parents in the experience.
- As a school we cannot take for granted our parents, and we should provide a balance between parents requests/ demands and our professional view of the children’s needs.
- As a school we need to consider how we ‘harness technology’ to help support parents with their child’s learning. For example, if we could provide a platform

for parents, that could help teach them what their child is learning, the experience for the child and parent becomes more 'fluid', resulting in high achievement.

- Integrating parents into the learning experience will have a direct impact on the children's learning.

To Develop Outstanding Teachers & Leaders of Primary Education

- Our success is down to outstanding teaching and effective leadership and we have a duty for an impact in the wider system. In the past (1980s) Ravenscote was known for producing Head teachers for local schools.
- As we evolve we need to bear this in mind but also recognise that we have spent the past few years identifying and nurturing talent. The impact of this has been significant – last year we achieved the best results in the schools history. Leaders within our school are identified at recruitment and we develop their talents, as a result we have a high proportion of outstanding teachers.
- In addition to this we have 'waves of leaders' coming through our school – this has helped to develop and grow our capacity, ensuring we are in an exceptional position to embrace and lead change.
- Our leaders are pro-active not reactive, as a result our children are taught by the very best staff around.
- As a large junior school we have a duty to develop teachers, in 3 to 5 years time our aim is to be a Teaching School, and possibly a provider for teacher training.
- We have a reputation for developing leaders, which is second to none, but now we must embed the key aspects so that the school continues to develop leaders of education. If we can produce more head teachers locally then we can begin to ensure the experiences in our community are similar for all children.

For ALL children to achieve above average progress, in an inclusive environment.

- As an organisation we embrace diversity and appreciate that we are all different, but should be treated the same.
- Learning and progress is the 'rock' of our school and we should always ensure that every child, no matter their starting point, achieves above average progress.
- A child's learning journey is not a smooth one, however we have developed systems to ensure a greater degree of consistency.
- Every child has special needs and we need to tailor our curriculum to embrace this, as well as drive their learning forward.

- We have key data indicators which we want to be at the top of, for example in Raise Online we wish to see a 'sea of green boxes'. If our data is premium we will know that every child no matter their starting point, will be making above average progress.
- Achievement is not solely seen within data. We want our children to be aware of their community and to illustrate exceptional social behaviours. As we prepare our children for further education we must equip them with the appropriate etiquette to enable them to excel.

Additional Considerations:

- To be the best we can, we need to be involved in helping to shape and take control of government policy.
- As more and more training is being led through schools, we need to develop a commercial side to Ravenscote, so we become a CPD provider, and leader of highly effective training.
- The National College of School Leadership now runs all courses through schools and providers – we need to be in a position to do this.
- We need to help develop schools locally and nationally, we must impact on the standards achieved across our community and beyond.
- We have developed an innovative curriculum and we must maintain the ability to lead creativity and grow leaders of creativity.
- Our success has been achieved by being in control of situations and not being 'done unto'.