



La Moye School Strategic Plan 2019-2023

John Baudains, Headteacher, Version 3, September 2019

La Moye School - Mission and Principles

Doing the best for every child so that they become successful learners, confident, resourceful individuals and responsible citizens.

Develop effective learning skills and dispositions to ensure we **aspire**

Make good progress and **achieve** across the curriculum, ready for future challenges

Working **together** in a safe environment that promotes well-being, strong values, and a sense of community

Children's voice and needs at the centre of decision making

A positive, solution-seeking approach

Reflective, self-improving, research-driven practitioners

Excellent standards of teaching and learning

An engaging and rich curriculum, reflecting our unique Island

Effective, aspirational leadership at all levels

Strong partnership between home and school

Globally aware and ecologically responsible citizens

Networking locally and globally

Important Influences on Education

This strategy cannot stand alone from all of the political, economic, social, technological, environmental and educational pressures and changes that will take place during the period of this strategy. We recognise that a variety of issues will influence our work and development. It is important that we understand these issues and that our strategic plan takes these into account, whilst ensuring they are not excuses for poor progress or achievement. It is the responsibility of the leadership in school to negotiate these influences in such a way that ensures success for the children and staff at La Moye School.

With the UK focus on Brexit and a great deal of change in Jersey, **we are going through a period of considerable political uncertainty**. Trends such as centralisation could cause additional pressures. The pace of change in Jersey at present is rapid, and changes that are coming may not necessarily be foreseen. The 'One Gov' programme may well result in short term pressures as Departmental staffing changes, resulting in some temporary gaps in services. The teaching unions have a high degree of influence on the island, and this results in the need for partnership working.

Financial and resourcing pressures are likely to intensify in the short to middle term, resulting in pressure on the school budget. The ongoing short term nature of the budget remains a challenge, resulting in short term rather than medium/long term planning. Creativity and developing new and innovative ways of working, including working in partnership across schools will become essential. Limited access to training for staff and limited budget for CPD continues to be an issue, resulting in most training needing to be 'in house'. Currently there is a challenge with recruiting staff to promoted posts, and it is unlikely this pressure will ease in the near future. It will be vital to 'grow our own' leaders to ensure the school has a breadth of leadership.

There remains in Jersey a significant financial inequality between families in Jersey and this impacts on children's success at school. There is a need to ensure we close the attainment gap for our Jersey Premium children, and can ensure we accurately and robustly evidence the impact of this work. Some families are struggling with the cost of residential trips and so careful thought needs to go into the costs of these and the ways we can support families.

One of the key social changes we are expecting is an increasing need and demand for support with **well-being and mental health**. The school will need to continue to develop proactive approaches to supporting children and families in this area, through a **Mental Health Strategy**. Ongoing work to support parents with aspects of parenting remains a need, and ensuring there is staffing to do this will be essential as the lack of wider services results in school taking a key role in many cases. Jersey continues to have issues with high levels of drug and alcohol use, and this often impacts on family life and on children's care. Support linked to other agencies is needed here to ensure children get the best possible deal. Rates of Domestic abuse in Jersey are high, and so this is another factor we need to educate children about and safeguard them from. As new **equality and discrimination** laws are passed, the school will need to respond to ensure it is compliant and work with other agencies towards this, for example our landlords, Jersey Property Holdings.

We are an inclusive school and our school community is becoming increasingly diverse, with more children coming into school with additional needs. This requires staff to be highly skilled, adaptable and flexible to meet the needs of the children we work with, and **results in a need for ongoing training for staff and flexible approaches to meet these needs**.

The school has a moral and ethical responsibility to be environmentally aware. The need to look to more renewable sources of fuel and energy, and the desire to be 'Carbon neutral' are difficult to manage within this economic climate, but are important considerations. However, work to become single use plastic free has gathered pace, and this looks set to become the norm. Ongoing work to look at waste, pollution, air quality, traffic and transport

The development of technology and its influence in our lives seems only likely to intensify. This creates a challenge to the school as financial implications of staying 'up to date', is significant. Unless there is more central investment in this area, creative solutions will be needed to ensure development. In addition, the tendency to be rather risk-averse, whilst keeping children safe in school, comes at the expense of innovation. Staff training in this area is also irregular, and so partnerships and access to online materials will be needed to support teacher knowledge.

Parents have a right to information about their child's learning, and under FOI and GDPR laws, requests for information can happen readily. There is a need to **ensure the school is open and transparent with its information** and so ensuring a positive online presence through an up to date website and social medial page will be essential. The tendency has been for an increasingly litigious culture will also mean the need for precise policies and procedures and the need to ensure compliance with them is greater than ever. We also need to ensure we continue to find ways of gathering and acting on the views of our community and parents to inform our ongoing development.

The impact of the online world on safety is significant, as most bullying and online safety issues the school deals with now happen outside of school, mainly linked to online gaming and social media. The prevalence of social media and the sometimes unhelpful and unpleasant nature of the interactions on these platforms results in school having to react to issues that are out of our control. Younger and younger children are accessing content regularly that is not really suitable for them. Further support for parents in managing these pressures at home is needed. With many people being permanently connected to the internet in some form and the 'live updates' that this results in, it is very easy for rumour to seem to be fact. Therefore, ensuring the right messages are communicated at the right time, and in the right way is vital.

remain important future focuses. Children are highly motivated to take part in this area, and developing pupil voice and action further in this area will be essential.

The need to raise standards is a key driver for the school. There is a need for continuous improvement, and this is typical in world class education systems. Scrutiny, centrally and from parents, is likely to be closer than ever, and so there is a need to evidence effective practice and be adaptable and proactive. The need to ensure children make excellent progress in English and Maths- and think and learn deeply in these areas- continues to be vital. However, there is increasing recognition in Jersey and the UK, that the wider curriculum must also be carefully planned and structured. **The school will need to focus considerable energy on ensuring the curriculum is rich, vibrant and ensures challenge and progress in all areas for all children.**

Being evidence and research led is another key theme in education. We cannot waste time and resource investing in ineffective approaches, and so drawing on the research of eminent education writers, such as John Hattie and Shirley Clarke will be vital features of future development. Ultimately we strive to **ensure all staff are reflective, informed and driven practitioners,** so that they work to improve their impact each day for the benefit of our children.

All of this requires high quality leadership at all levels, and depends on recruiting, retaining and developing high quality teachers and support staff. As Jersey develops its school reviewing approaches, and the school continues to develop its internal monitoring and reviewing systems, there is a need for ongoing training and development of leaders within the school so they can drive improvements and develop practice.

La Moye School Strategic Goals and Key Outcomes 2019-2023

Enabling every child to *Aspire, Achieve, Together*.

Enabling every staff member to *Aspire, Achieve, Together*.



1- Rich, Engaging Curriculum

- Progress and Attainment in Reading
- Progress and Attainment in Writing
- Progress and Attainment in Maths
- Mapping and Planning our unique Curriculum
- Progress and Attainment in Wider Curriculum

2- High quality, inclusive Teaching, Learning and Assessment

- Effective Planning for all
- Clear Learning Intentions/ Success Criteria
- Assessment and tracking progress
- Effective Feedback
- Stimulating Learning Environment

3- Effective, Aspirational Leadership and Management

- Subject/Area leadership skills and training
- Monitoring the curriculum and teaching and learning
- Impactful actions by leaders lead to improvement
- Efficient procedures and policies

4- Safeguarding

- Compliance with Health and Safety
- Compliance with Data Protection
- Online Safety Curriculum
- Mental Health Strategy
- Rights Respecting Schools and PSHE

5- Strong Partnerships

- Developing school partnerships
- Developing cluster working
- Developing research based practice
- Developing community links
- Ensuring a global perspective

La Moye Strategic Plan Roadmap		
Area	2019-2020	2020-2021
Curriculum: Main Focus	<ul style="list-style-type: none"> • Hampshire Writing • Cornerstones – Wider Curriculum • Curriculum mapping 	<ul style="list-style-type: none"> • Reading • Science • IT
Curriculum: Embedding	<ul style="list-style-type: none"> • Maths No Problem • Jigsaw PSHE • Discovery RE 	<ul style="list-style-type: none"> • Hampshire Writing • Cornerstones – Wider Curriculum
Teaching, Learning and Assessment: Main Focus	<ul style="list-style-type: none"> • Planning the curriculum • Assessment using SIMs • Learning Intentions and Success criteria • Outstanding teacher programme 	<ul style="list-style-type: none"> • Questioning • Lesson Study and peer working
Teaching, Learning and Assessment: Embedding	<ul style="list-style-type: none"> • Feedback • Learning Environment 	<ul style="list-style-type: none"> • Planning • Assessment • Learning Intentions and Success criteria
Leadership and Management: SLT	<ul style="list-style-type: none"> • Curriculum vision • Curriculum mapping • Assessment and SIMS 	<ul style="list-style-type: none"> • Mental Health Strategy • Policy review
Leadership and Management: Subject/Area Leaders	<ul style="list-style-type: none"> • Subject visions • Monitoring • Skill development • Action planning 	<ul style="list-style-type: none"> • Subject policies
Safeguarding	<ul style="list-style-type: none"> • SIMS data recording • Risk assessments- site • Rights Respecting Schools 	<ul style="list-style-type: none"> • Mental Health Strategy • Online safety curriculum • Ensuring compliance through auditing all areas: Health and Safety/Data Protection
Partnership: Children's Voice	<ul style="list-style-type: none"> • RRSA- Bronze • Review PSHE and SRA policies and procedures 	<ul style="list-style-type: none"> • RRSA- Silver
Partnership: Other schools	<ul style="list-style-type: none"> • Western cluster moderation 	<ul style="list-style-type: none"> • School partnership- local school/s