



Alexandra

Primary School

Aspire, Perform, Succeed

Strategic Overview

At Alexandra Primary School, through consultation with teachers, children support staff, parents and with Governor support we have established that school will be concentrating on developing the following key areas.

In relation to children school will:

- Place emphasis on developing the whole child;
- ensure consistently high quality teaching and learning;
- strive to ensure all pupils make good or better progress;
- continually work at diminishing the difference for disadvantaged children.

In order to achieve these four aims, school will develop the following in relation to the school culture and organisation:

- continually striving to build capacity and sustainability;
- building a culture of teamwork and collective accountability;
- ensuring high levels of staff satisfaction and job fulfilment;
- strengthening partnerships within and across schools particularly the partnership with parents and the community.

School Governors have agreed that school should concentrate on pedagogy in order for us to deliver better outcomes for children. Focusing on the things that matter and emphasising a positive internal school climate so that we:

- Streamline bureaucracy and minimise routines and paperwork
- Focus only on activities which impact positively on pupils' learning
- Strengthen our celebration of achievement and success
- Build a climate which supports teamwork, partnership and enjoyment
- Ensure workloads are manageable in order to maintain good health

Children have provided their views on teaching and learning, we consider this of great importance when discussing teaching and learning.

Below outlines how children would like teachers to behave towards them each day. Children want teachers to:

- Greet me each day at the door;
- Ask about me and be interested in how I am doing;
- Really listen to me;
- Smile at me;
- Laugh with me;
- Trust me to do independent learning;
- Let me find my own answers;
- Tell me how I am doing;
- Have high expectations of me;
- Arouse my interest and curiosity – tell stories that are relevant, interesting and funny;
- Give me challenging work.

Staff have agreed with these statements.

Our teachers have also discussed what they want teaching and learning to look like at Alexandra Primary School, we will review this annually:

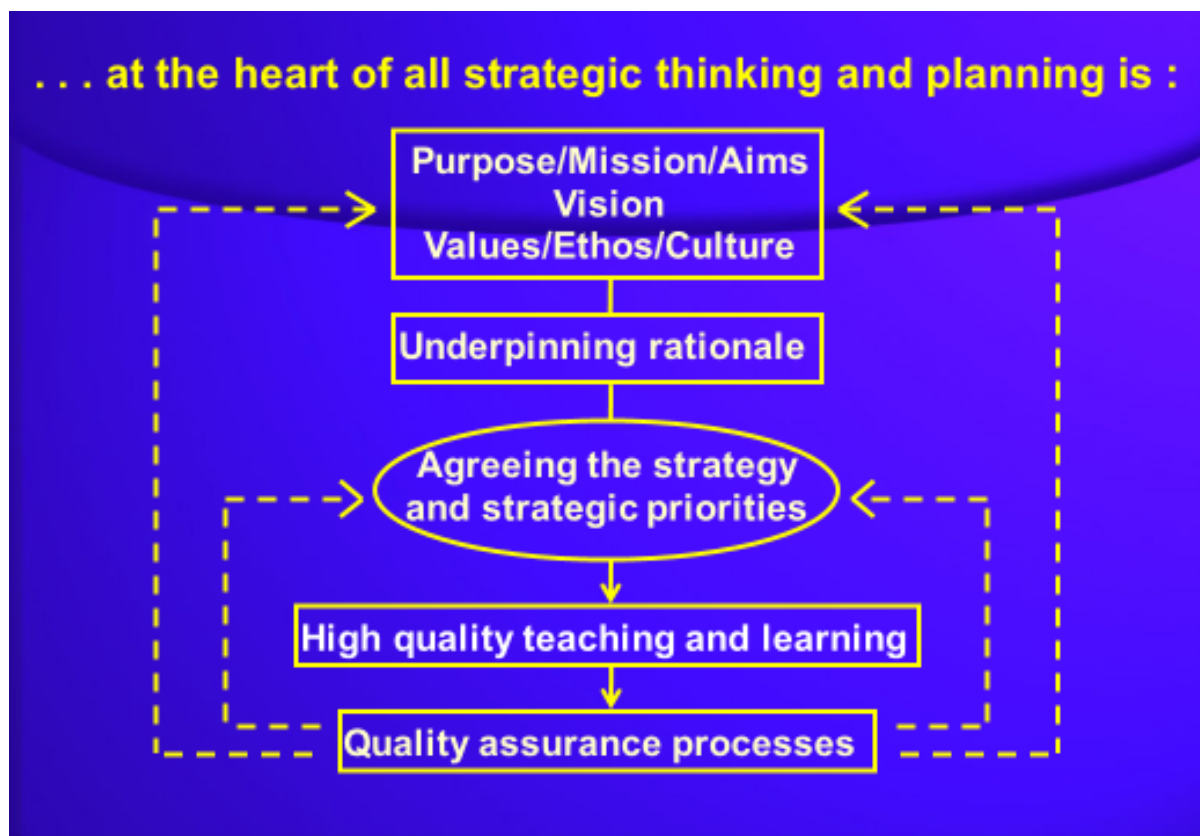
- Teachers **manage** pupils' **behaviour** highly effectively with clear rules that are consistently enforced.
- Teachers **check pupils' understanding** systematically and effectively in lessons. They identify pupils' misconceptions, **offering** clearly **directed and timely support, enabling almost all** to catch up if they are falling behind.
- Teachers are determined that **pupils achieve well**. They encourage pupils to try hard, recognise their efforts and ensure that **pupils take pride** in all aspects of their work.
- Pupils **love the challenge** of learning and are **resilient to failure**. They are **curious, interested learners** who seek out and use new information to develop, **consolidate and deepen their knowledge, understanding and skills**.
- Teachers **demonstrate deep knowledge** and understanding **of** the **subjects** they teach, introducing subject content progressively and **constantly demanding more** of pupils.
- Teachers plan lessons very effectively, making **maximum use of lesson time** and coordinating lesson resources well. They provide adequate **time for practice** to embed the pupils' knowledge, understanding and skills securely.
- Teachers **embed reading, writing and communication and, where appropriate, mathematics** exceptionally well **across the curriculum**, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- They use **questioning highly effectively** and demonstrate understanding of the ways pupils think about subject content.
- **Pupils** are **eager** to know how **to improve** their **learning**. They capitalise on opportunities to use feedback, written or oral, to improve.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about **what pupils can do to improve** their knowledge, understanding and skills. The **pupils use this feedback effectively**.
- Teachers **set challenging homework**, in line with the school's policy and as appropriate for the age and stage of pupils, that **consolidates** learning, **deepens understanding** and prepares pupils very well for work to come.
- Teachers have **consistently high expectations** of all pupils' attitudes to learning.
- Pupils **thrive in lessons** and also regularly take up **opportunities to learn through extra-curricular activities**.
- **Parents** are provided with **clear and timely information** on how well their child is **progressing and** how well their child is doing in **relation to** the **standards** expected. **Parents** are given **guidance** about how **to support their child to improve**.
- Teachers are quick to **challenge stereotypes** and the use of derogatory language in lessons and around the school. Resources and teaching strategies **reflect and value** the **diversity** of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

Governors play an increased role in strategic leadership.

“Governing bodies are the key strategic decision makers and vision setters in every school and academy. They are also a key part of the overall system for school accountability. Governing bodies have a vital role to play in driving up school and pupil performance and ensuring that resources are used well to give every child the best possible education.”

Lord Nash, Governors’ Handbook, January, 2015

An action plan directly relating the school priorities has been agreed and is being monitored and evaluated. We use the principles for school improvement set out in the diagram below:



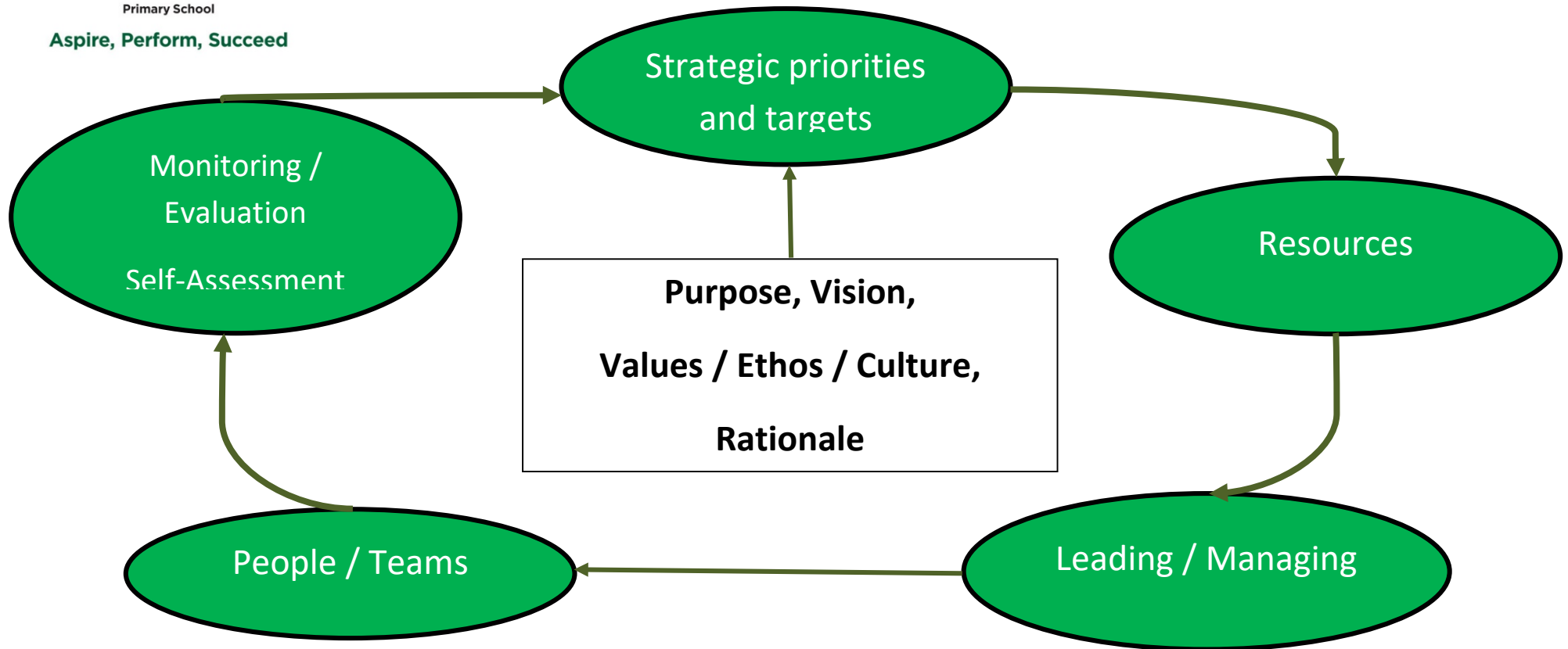
To support Alexandra Primary School to achieve the areas above, school places an emphasis on building cross school partnerships to support school improvement for example the school is a member of the Hounslow Education Partnership, Peer Challenge, Collabor8 network a soft federation of like-minded schools.



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Strategic Thinking and Planning at Alexandra Primary School



- What are we here to achieve?
- What are our priorities?
- What is the roles of leaders / managers?
- What is the role of other staff?
- What improvements can we afford?
- What about monitoring improvement?

- Clarity of vision/ school aims and values
- Strategy / development plan priorities
- Leading / managing / motivating / supporting
- Being involved, delivering, developing
- Obtaining and managing resources
- Monitoring / evaluating / reviewing progress

Our Alexandra Primary School Aims

At Alexandra Primary School we aim to encourage all children to:

- **Aspire to be successful learners who enjoy learning**
- **Perform as well as they can, make progress and achieve and become confident individuals who are able to live safe and fulfilling lives**
- **Succeed as responsible citizens who make a positive contribution to society**

... and when children enter their next stages of education and then ultimately employment the young people know that educators and employers want them to have the following attributes; to have...

- a good grasp of basic knowledge and skills;
- be reliable, take responsibility and show resilience;
- an ability to build and maintain relationships;
- an ability to work collaboratively in a team;
- creativity and use problem solving skills;
- an understanding of how to keep themselves fit and healthy, physically and emotionally.

Alexandra Primary School's Moral Purpose:

Alexandra Primary School will work collaboratively to ensure that all children have a world-class, rounded education, through an ambitious and creative curriculum. We will enrich and enhance pupil's learning and life experiences, enabling every child to develop a love of learning and achieve outstanding progress and attainment.

This will be realised through our commitment to, and participation in, a systematic, sustainable and accountable framework of challenge, support and continuing professional development for school improvement, drawing on best practice locally, nationally and internationally.

Emotional Literacy / well-being is a clear indicator of academic achievement, success and satisfaction in later life. We are committed to promoting children's emotional literacy / wellbeing and incorporating appropriate activities into children's routines and school life. Such activities may include: well-being, resilience, personal responsibility, growth mindset, kindness, mindfulness and gratitude. We will promote our ethos through assemblies, work-related tasks and school projects via the School Council and our Rights Respecting Committee. Our school values equip children with the knowledge and skills to support, encourage and enable them to be in charge of their own wellbeing.

APS School values and the values of our Collaborate (C8) partners, the 5R's and British values all link together with the value of respect and compassion, as part of respect, being particularly important to promote British values.

