

HEADTEACHER VISION FOR THE YEAR 2019-20

Each school year I present my vision for the coming academic year to shape the direction of travel for the school based on a local/school, national/ international and philosophical focus where I share rules for life (skills, values and attitudes) to run alongside a curriculum innovation. The teaching curriculum is planned through the School Development Plan.

2013-14	2014-15	2015-16	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
<p><u>School</u>: Post-Ofsted action plan <u>Local</u>: sustainability <u>National</u>: new National Curriculum (emphasis on maths) <u>International</u>: standards – lessons from HT trip to Finland & Netherlands (arithmetic)</p>	<p><u>School</u>: mindfulness, PHSE, P4C, memorable experiences, history & geography <u>Local</u>: sustainability – saving energy, becoming even greener, renewable energy <u>International</u>: critical thinking skills – boosting our children’s brain power – lessons from research trip to Japan</p>	<p><u>School</u>: Behaviour: a calm environment and mindful individuals <u>Local</u>: consolidating sustainability (third year) <u>National</u>: <u>new Ofsted framework</u> (Inspection due July 2016) <u>International</u>: Phase one ICT –lessons learned from research trip to Sweden</p>	<p><u>School</u> – Developing reciprocal reading & growth mindset <u>Local</u> – Safeguarding and Special Educational Needs and Disability (SEND) <u>National</u> – Outstanding practice (Ofsted inspection due from July 2016) <u>International</u> – Maryland goes Google initiative – lessons from research trip to Singapore</p>	<p><u>School</u> –Developing reading comprehension (Point Evidence Explain – P.E.E.) & growth mindset <u>Local</u> – Safeguarding – keeping our children safe in every area. <u>National</u> – Journey to ‘outstanding’ <u>International</u> – ICT innovation third year - Maryland goes Google initiative – lessons from research trip to Singapore</p>	<p><u>School</u> – Developing reading comprehension Talktime, Behaviour <u>Local</u> – Safeguarding – keeping our children safe in every area. <u>National</u> – Journey to ‘outstanding’ <u>International</u> – ICT innovation third year - Maryland goes Google initiative – lessons from research trip to Singapore</p>	<p><u>School</u>- Digital Literacy: The Media Room <u>Local</u>- i. Sustainability- Origins ii.Safeguarding iiiBlack History - Recognising the Past, Shaping the Future <u>National</u> Journey to ‘outstanding’ and the new Ofsted Framework. Intent, implementation and impact? <u>International</u> – Lessons from research visit from Japan.</p>

HEADTEACHER VISION for school year Sept 2019-20

Review of Vision 2018-19

- **Developing reading comprehension through Talktime.** This has been achieved as pupils have made excellent levels of progress in reading comprehension across the school. Maryland has been invited by the Mayor of London to be part of the Schools for Success programme, showcasing best practice in education. This was because the school has helped low achievers make progress in the **top 6% of London schools.**



Excerpt from SEF, September 2019:

Pupil Outcomes KS1

KS1 cohorts make **outstanding progress in KS1** from the end of EYFS with overall attainment at the end of KS1 in reading, writing and **maths** in line with performance nationally.

Focus on higher-level **reading** has had significant impact. **2017 - 17% achieved GDS. 2019:24% achieved GDS.**

Higher attaining pupils made outstanding progress from the end of EYFS making **+3.3 progress in reading and maths** combined

Pupil Outcomes KS2

Gender. Boys made significantly higher levels of progress in **reading** and maths.

Children consistently make **outstanding** progress in reading, writing and maths. Progress across these subjects is sustained and well above the national. **Progress of boys Reading +2.5 and Maths +3.3. Compared to Girls Reading +1.8 and Maths +1.7**

- **Local- Safeguarding.** We have become proud of how we keep our pupils safe. Everyone is vigilant to the safety of our pupils at Maryland. We are all mindful of the expectations for keeping children safe at our school. Ofsted were impressed with our knowledge and experience. We know how to keep our pupils safe, we now need to shift this focus from keeping our children safe, to safeguarding their mental health and their wellbeing. (From physical wellness to mental wellness)
- **International- ICT innovation.** We now embed Google into our teaching, children use Google to help them learn at school and home. STEM has been introduced integrating maths, science and technology as part of our digital journey. The use of Google has helped our wellbeing, we save time by sharing and jointly inputting on documents, we have used Google forms that has helped save us precious time to get staff and parent feedback.

1) SCHOOL FOCUS: Coming soon: The New Media Room. (Previously: ICT suite)

We will be renovating the ICT suite into a Media Room next April. the media room will be a space for producing film to capture performance. Pupils will use it to improve their oracy and confidence, to stimulate boys' adventurous writing, to support music performance and practice, to support chn's creative skills for assemblies, big events, website and podcast material. It will be a space that stores our *library*, digital and technological resources such as our new green screen, B-bots, computers, film and music equipment. Not only do we have an area to store futuristic resources, but we can also use the space to catalogue our precious historical resources such as our selection of Victorian newspapers (from Stratford Library). This will be a space for pupils, teachers and parents to develop their **digital literacy**. We hope to eventually do away with the AVA room and restructure the libraries as I saw on my visit to Singapore schools.



Part 2- Sustainability: The official definition is about meeting the needs of the present without compromising the ability of future generations to meet their own needs.



Year on year, I include sustainability in my HT vision. It is our responsibility to educate our pupils about how to sustain, preserve and respect the world we live in now and the years to come (See our motto!) In my 2009 vision statement I said that the Government had no official approach to sustainability and it was our duty to repeat it until it became totally embedded in our school.. That was 10 years ago. The Government is finally catching up with Maryland. Looking



back, we have come a long way as an innovative school. 10 years ago, year groups had a writing task in their Writing Record Books and sharing assembly.:

Y6 - Dear Prime Minister - letters re global warming - what would those letters contain now? Who would Y6 write to now in 2019 ? Or blog? Things have got much worse over the10 years. Were they concerned about the impact of pollution and high emissions? What does hybrid mean? What is wrong with fossil fuel?

As a school we will start by teaching the children about Greta Thunberg, the 16 year old who is transforming the way we think about climate change. This young girl, who suffers from Aspergers, is an inspiration to us all. Her latest campaign is focussed on the fires in the Amazon in the face of Presidents who do nothing.

Y5 - What a Wonderful World - wrote poems about what the world would be like in 20 years time - (2029). What would they write now in 2019, 10 years on ? What about energy, e.g. the magic of getting power from the sun, the wind, and water. Solar panels, sun pipes and wind farms are now part of their lives. What about smartphones, self driving cars, and everything wireless - and not to mention 5G.

Y4 - Save our Endangered Animals -back then it was to do with hunting animals but the direction has changed to a different kind of killing - saving Sea Life from plastic pollution,.

Y3 - The 3 Rs (reduce, reuse and recycle) 10 years later and we have 6 Rs - Rethink, Reduce, Re-use, Recycle, Repair and our latest one - REPLACE. The children already understand the issue with single use plastic which was not identified as a problem 10 years ago. Our campaign to replace plastic with biodegradable materials where possible has been a successful lesson for the children, e.g. paper straws, cardboard pens. They now need to consider what else in our daily lives can be replaced, starting with bamboo toothbrushes. What about packaging?

Y2 - Heal the World , Y1 and EYFS Grow Your Own and teach your Granny how to recycle - with the introduction of orange bags and recycling bins.

What would the 2019 version of this be?

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For 2019-20 we will focus on Replace: It will be everyone's duty to think about what we can replace with sustainable material and to ensure the children make this their mission for this year. We have trialled cardboard pens to replace those with plastic shafts. We no yoghurt pots and the school kitchen provides reusable water bottles for packed lunches. We need to plastic at our events where possible or organise recycling properly. The children can start to get replacing their plastic toothbrushes with Bamboo toothbrushes - that is 520 less plastic items going cat's dish is made from bamboo and what about going back to natural sponges and loofahs?



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Did you know that Morrisons have introduced reusable paper carrier bags as their first choice of bags to reduce the use of plastic bags and hope to eventually replace them as they have done in the USA? What else can we replace?

Origins (or as the infants say 'oranges')

In 2013 we ensured children understood the concept of where food originated from after we realised that some had no notion of food production and that Tesco was the origination of all things edible. This came about when we opened Cluckingham Palace chicken coop in 2012 and a children were surprised that we could produce our own eggs, not just get them from the supermarket. Children loved the project of Origins. It is to do with appreciation and value – especially to value the natural resources in the world. It is a very simple way to get children to understand the hard work, effort and carbon footprint that goes into their simplest favourite item, e.g. a tin of baked beans or fish fingers on their plate. For the Harvest Assembly we will at the origination of everyday items we would find in our shopping baskets, for example baked beans, chocolate (a Bounty bar is an interesting one),



biscuits (analyse what goes into a Gingerbread man biscuit, the journey of the ginger) , cereal such as the journey of a Rice Krispies or Coco Pop. We made links with manufacturers which was quite amazing. Older children may want to look at the origination of inanimate objects that depend on resources from other countries, e.g mobile phones which are made up of 30 elements including copper, gold, silver, cobalt and lithium which are all very rare on this planet and are running out.

2. LOCAL FOCUS:

a) Black History Month, Newham 2019: **Recognising the Past, Shaping the Future.**

At Maryland, we do not celebrate Black History Month every October as a one-off tribute to black achievers but our school ethos is to celebrate the achievements of Black History all year round. To mark Black History Month this October, Newham Council is looking for an event that explore the journey of how African and Caribbean history has contributed to the Newham and UK of today and how it will continue to influence the future. Maryland will be hosting and art exhibition and art walk titled 'Recognising the past, Shaping the future' that showcases profiles and history of key figures/ events in the UK/ Newham such as Windrush, Malorie Blackman, Zadie Smith, Mary Seacole, Frank Arthur Bailey, Walter Tull, John Charles, and investigate their impact today for our community and pupils. The art work will be produced by the pupils on 4 art afternoons, where the whole school will dedicate lesson time to investigate these key figures, their impact today. They will then produce a piece of artwork based on the style of key black artists such as Alma Thomas and Jean Michel Basquiat . We have been awarded a grant of £1000 to ensure the project is of a high standard as it will go on Eventbrite.



Some pieces of art will be produced individually and some will be produced collectively. Pupils will also investigate the history of the abolitionist Samuel Gurney (the name of the street the school is on) The art exhibition would demonstrate the pupils' understanding of these key figures, their achievements, impact on our society. Details of the art days will be confirmed by Miss Charlery.



3. **National Focus. i. Ofsted:** the new Framework, effective from September 2019.

Our last Ofsted was in December 2017. (Next Ofsted inspection due from December 2020 onwards) This year, we need to be ready for the new framework.

Intent	Implementation	Impact
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What we teach, why we teach and the impact this is having on pupils will be the focus for Ofsted. Everyone needs to think **planning, teaching and books!** Initial preparation for this has taken place with our review of the afternoon curriculum planning. Mr Du Plooy, the headteacher of Dersingham Primary School, and an Ofsted Inspector trialling the new framework, will be providing training for potholders on 19.11.19. Further training will be provided through staff and TA meetings.

ii. Relationship Education There has been widespread media coverage regarding the new introduction of compulsory Relationships Education for primary pupils in September 2020. The DoFE will be introducing guidance in September 2019. Maryland will be consulting parents as we develop our curriculum, but what is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content. As you will know, the school has worked hard to gain an outstanding level of parental support for the school. Please note that RSE, *relationships and sex education*, is solely taught at **secondary** level.

4. International Focus: Lessons from Japan. *Using the lessons of 'Lesson Study' to improve our teaching and learning.*

In January 2020, we will be welcoming Professor Kihara again to Maryland. This time, he will be bringing 8 teachers from the Osaka area, along with 3 other university staff. He will be visiting on 24.9.19 to organise the visit in January. He will be visiting Sandringham, St Stephens (primary schools), Kingsford Community School (secondary) and University College London to research best practice in UK education. This is an opportunity for Maryland to showcase what we do best. In return, we are researching the opportunity for a teacher exchange. The Japanese exchange will be a chance for them to learn from us and an opportunity for us to learn from them. Maryland has also been approached by a group of 20 schools in India who are visiting the UK for an awards ceremony at the House of Commons and would also like to visit schools that represent 'the world's best education system'.



Mrs.Lorna Jackson, Headteacher

September 2019.

Researcher: Ms Boreham, DHT.