

HEADTEACHER VISION FOR THE YEAR 2021-22

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. Look at the timeline below and see whether you can feel the difference the HT vision has made on the climate of the school.

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<p><u>School</u>: Post-Ofsted action plan</p> <p><u>Local</u>: sustainability</p> <p><u>National</u>: new National Curriculum (emphasis on maths)</p> <p><u>International</u>: standards – lessons from HT trip to Finland & Netherlands (arithmetic)</p>	<p><u>School</u>: mindfulness, PHSE, P4C, memorable experiences, history & geography</p> <p><u>Local</u>: sustainability – saving energy, becoming even greener, renewable energy</p> <p><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</p> <p><u>Local</u>: consolidating sustainability (third year)</p> <p><u>National</u>: <u>new Ofsted framework</u> (Inspection due July 2016)</p> <p><u>International</u>: Phase one ICT – lessons learned from research trip to Sweden</p>	<p><u>School</u> – † Developing reciprocal reading & growth mindset</p> <p><u>Local</u> – Safeguarding and Special Educational Needs and Disability (SEND)</p> <p><u>National</u> – Outstanding practice (Ofsted inspection due from July 2016)</p> <p><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</p> <p><u>Local</u> – Safeguarding – keeping our children safe in every area.</p> <p><u>National</u> – Journey to ‘outstanding’</p> <p><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</p> <p><u>Local</u> – Safeguarding – keeping our children safe in every area.</p> <p><u>National</u> – Journey to ‘outstanding’</p> <p><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</p> <p><u>Local</u>- i. Sustainability- Origins</p> <p>ii. Safeguarding</p> <p>iii. Black History - Recognising the Past, Shaping the Future</p> <p><u>National</u> Journey to ‘outstanding’ and the new Ofsted Framework. Intent, implementation and impact?</p> <p><u>International</u> – Lessons from research visitors from Japan.</p>

2020-21	2021-22
<p>Coronavirus Pandemic National lockdowns</p> <p style="text-align: center; font-size: 2em;">X</p>	<p><u>School</u> - OFSTED prep i. Maryland Story - preparing for Ofsted</p> <p><u>National</u> - Values Education. Wellbeing (Health at every size)</p> <p><u>International</u> - sustainability , world developments - citizens for the future</p>

HEADTEACHER VISION for school year Sept 2021-22



Review of 2020-21

There are 3 key points to sum up the pandemic year and that is:

-national lockdown shortened the school year, although the school remained open throughout the lockdown for key workers' children.
- ...home learning became a new way of education
- ...and wellbeing became the priority for everyone of us

SCHOOL FOCUS: PREPARING FOR OUR NEXT OFSTED INSPECTION

Our last inspection was in December 2017 where we were graded good with outstanding features. Due to the pandemic, our 2020 visit was **postponed**. Inspections are running **up to 6 terms behind**, and we are already 2 terms late which hopefully will give us more time to get back to normality. However we must not be complacent and believe that planning ahead is key - it is also the key to success and I always tell my SLT to 'look around the corner'.

In December 2017 we were given one key issue to improve which was **providing more support for lower attaining pupils so that they make more rapid and sustained progress**. Well, we blasted that one out of the water as we are now a Mayor of London School for success for just that, where we have ended up supporting other schools. We will demonstrate to Ofsted that we ensure provision for ALL children is of the highest standard, and, with our **bespoke curriculum** due to the pandemic, it is even more vital that we show the inspectors that this is the case.



How will we prepare for the inspection?

School Priorities are in the SDP (School Development Plan April 21-March 22) but what Ofsted will want to see is the **impact** on the children of what we are providing. You can list as many objectives as you like but the question will be 'and so what?', **our intention** for those children, how we **implement** those intentions and finally what the **outcomes** are for those various groups.

Demonstrating all of the above should not be a problem for Maryland as our approach thrives on confidently **showcasing** what we are proud of at Maryland and the children's wonderful response to those things.

We also need to have a shared understanding on how we are working to improve any weak areas that may not match Ofsted's expectations.

Therefore, the school will be producing our own **Getting Ready for Inspection** guide, or, in other words, *Maryland's Story*. That is what the inspection is, telling our story, where our excellent staff are all characters participating in that story. If everyone contributes to their 'chapter' then we will have a shared narrative and equally high shared expectations and a successful outcome.

So what will be in the Maryland Ofsted Preparation guide?

1. What the inspectors will look at this year. **COVID-19 adaptations in our school, Harmful sexual behaviour protocol, EYFS inspection changes.** They will also conduct 'deep dives' in their refocus on subjects, and also look at early reading - early is not age related here, but they mean the starting out for anyone who needs to learn to read.
2. Recent Ofsted reports from other schools similar to ours
3. Ofsted readiness powerpoint from September 2016.
4. Teaching & learning tips for outstanding practice (teachers and TAs)
5. What you should know about the various groups and the progress they are making
6. Unique learning opportunities: critical thinking, learning outdoors
7. Safeguarding, including premises security - fail this and we fail everything
8. Values including British Values/ Eliminating discrimination and advancing equality of opportunity
9. Behaviour including wellbeing opportunities
10. Preparing yourself for interviews - you will never be alone
11. Stakeholder views - ensuring parents, governors and children say the right things
12. Children presenting work that reflects their disposition, ability and positive attitude to learning.



The guide will be a living, working document which will be constantly updated and shared with all stakeholders, including governors. The Maryland staff team constantly demonstrate our beliefs and values because of the shared ethos, the positive environment, and the unique 'story setting' of this school. We are a model school for so many areas of education (see below) but we need to put ourselves in the shoes of someone not familiar with the setting to truly understand what makes us unique.

What would you **see** if you were a visitor to Maryland, and what would you **hear** to convince yourself that values education is being taught:

They will be talking to more people about how our initiatives are **implemented**, collecting verbal as well as visual **evidence** to tell Maryland's story.

Having a living guide will help us pull our plans together but most importantly will be for you to look at the school with fresh eyes, refer to it as our school, own it, own everything we do, collaborate and come back together again, celebrate together and most importantly love the work you do with our amazing children.

So let us show what makes us one of the most sought after school's in the neighbourhood.

[The story begins with Maryland being a model school for:](#)

Read Write Inc - 2006

Attendance strategies - 2008

Google Education 2012

Growth Mindset strategies - 2013

Critical Thinking lead school - 2014

RHS Horticulture and Outdoor education - 2016

House of Lords Parliamentary Review- research school 2017

Mayor of London School for Success 2019-20

Mayor of London School for Success 2020-2021

Mayor of London School for Success 2021-2022

Education for Change - Anti-racist teaching 2021

Art4Change exhibitor for Newham Council 2021-22

Global School Award 2021



We must be proud, and aware, of our achievement. Our Maryland story continues...

2. LOCAL FOCUS:

a) VALUE based EDUCATION (VbE) AND WELLBEING

At Maryland Primary School it is our aim to raise standards by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere and came out of a research trip to Singapore by the Headteacher in 2017.

Since the introduction of VbE we have explored a selection of 6 school values in depth, our pupils have learned what these mean to their lives, and the wider world. Our school has truly been transformed by VbE and we will continue to develop this approach and attitude.

Our School Values are: Teamwork, Resilience, Respect, Ambition, Courage and Kindness, and are now well embedded in shared behaviours, shared language and spiritual reflection across the school. Our pupils are using ethical vocabulary and reasoning skills like never before. They can discuss fairness, justice, racism and relationships.

Schools are required to teach pupils about the British Values of (in short):

Tolerance

Respect

Individual Liberty

The Rule of Law and

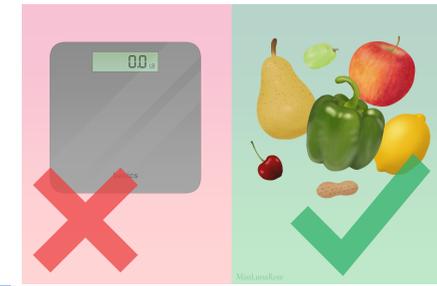
Democracy

But remember, we will teach the children that 'Tolerance' implies 'putting up with' and is not enough unless it is coupled with 'Respect for...'. What about other values? The children need to recognise other values important to life, not just the Maryland 6. Through '**talk time**' **discussions** and assemblies, we will introduce other values, such as 'honesty' and 'peace' which will hopefully spark courageous conversations for all involved. We will continue to develop our bank of values led Power Points for use in class or assembly.

All staff will conduct regular Values Learning Walks to make sure that as we move through the school we can see the vision in action in the classrooms, corridors, displays and even the outdoor environment.



HEALTH AT EVERY SIZE



b) HEALTH AT EVERY SIZE

We must develop ethical language around healthy lifestyles and this is where the Health at Every Size programme will support us. We will move away from critiquing size but focus on fitness and personal health including positive body images. Our local authority has one of the highest numbers of overweight as well as underweight children. Our pupils are measured in YR and Y6 and the results shared with parents. We have had feedback from many parents who dispute their child being labelled as obese or underweight. We have, however, witnessed that some of our stocky as well as the leanest children are the fittest. Alarming, body image has been the cause of self-harm in some of our families. We will therefore promote fitness and healthy eating rather than promoting size. The following links will support our approach:

www.haescommunity.com

This is the main website with all the information about the HAES approach. It's where it started by Linda Bacon.

www.bodyhappyorg.com

This is an online resource for parents and teachers which follows a HAES approach and tries to encourage children to have a positive attitude to their bodies whatever they look like. The Body Happy children's book is recommended.

<https://www.instagram.com/theconfidenceclub21/?hl=en-gb>

This is a link to the instagram account for "Confidence Club" which is run by two primary school teachers who are 'fed up of diet culture'. There are many examples of resources here.

<https://www.fatdoctor.co.uk>

This website is less to do with schools and children but is still part of the picture. A GP who is on a warpath (sometimes quite angrily on her social media) to change the way the NHS approach health - she argues that there is actually little to no real evidence that 'fat is bad' - she wants to stop people from being denied medical care 'until they lose weight'. She has a lot of interviews with people on her Instagram account that are very informative (<https://www.instagram.com/fatdoctoruk/>).

<https://committees.parliament.uk/work/226/changing-the-perfect-picture-an-inquiry-into-body-image/publications/>

This is a link to the parliamentary report again which has all the evidence that BMI approach is not logical,, that the national child measurement programme is racist and causes many more issues with kids and families health than it solves. It argues that as a country we should be taking a HAES approach to enhance our pupils' wellbeing and self esteem.

3. INTERNATIONAL FOCUS: SUSTAINABILITY

In my vision 2019-20, I asked staff to ensure pupils understand that they are accountable for sustainability in very small ways that will eventually make a difference. The focus was on the awareness of the impact of single use plastic. We have come a long way and children are in no doubt about plastic pollution. The school's Eco warriors had a war on plastic straws, plastic toothbrushes, plastic water bottles and disposable cups. They organised the crisp packet and used biro's campaign, which I hope will restart. The lockdown helped a little with paper reduction, so too use of email and texts to parents and google Education home learning, The school kitchen supported us by getting rid of plastic yoghurt pots (but had to reintroduce them due to Covid), polystyrene ice-cream pots, and single use plastic water bottles. The staffroom set up a recycling station and new handriers around the school reduced the use of paper towels. The whole point of sustainable education is to prepare our students to be citizens for their future, as our motto says. We need to teach them to teach their families about sustainability and what convenience is doing to our planet.



The next step is to ensure children understand **global warming** and **climate change** which is having a huge impact on the weather around the world. Older children may have seen on the news the devastation caused by wildfires, floods, hurricanes, volcanic eruptions, drought, tropical storms and temperature extremes. Hurricane Grace and Tropical Storm Henri left a trail of devastation across many areas of the world, especially on the island of Haiti..

Although the past 18 months of pandemic has reduced the amount of travel, the world is more dependent on remote contact, media and therefore ELECTRICITY. Some places are still producing electricity by burning fossil fuels, sending carbon into the atmosphere. We will be promoting alternatives to fuel, such as solar power and wind power. The aim, as with plastic pollution, is for a change of habit. Do you know children are always surprised to know we have solar panels on our school roof (we may take some drone photographs to show them). The electricity they produce controls the wind catchers in the 3 halls - you can see there is power from the control panels on the walls.

So how will we do this?

Our Eco Warrior Team (consisting of staff and pupils) will redesign content for our recently reinstated whole school assemblies (post Covid pandemic), to ensure children better understand how our day-to-day actions have consequences and the combined effect of these results in our **global climate**. These assemblies will also allow children to become more confident to talk about and implement changes in habits which will impact positively on the environment on a global scale.

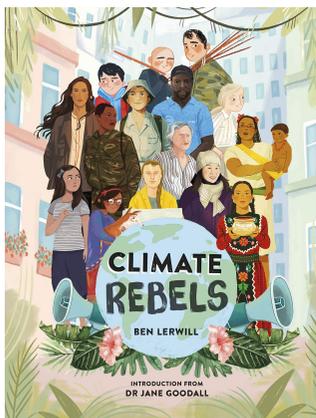
The children will have opportunities to explore sustainable energy through the use of technology, whether it be visiting *hydroelectric dams* across the UK virtually using online resources or children creating their own informative presentations using green screen technology to educate others. Children will also research further afield to see what developments are taking place worldwide including inventions such as *bladeless turbines*.



In addition to this, children will gain the **memorable experience** of actually visiting a renewable energy site in person, this will include places such as solar or wind farms. Here the children will gain first-hand experience of the mechanics of renewable energy and further discover how this impacts on the environment and communities.



Children will be encouraged to apply their creative skills in order to create a sustainability themed project which will demonstrate their developing knowledge and understanding in this topic - this may include constructing mini prototypes or producing a piece of art for example. In order to further develop children's confidence in speaking about this subject children will have increased opportunities to present their findings and work to their peers and staff - all children from Year Reception to Year 6 will create, write and deliver a speech based on the following title (will be differentiated) "*Renewable energy - what is it and how can using it make us better citizens?*".



A range of new exciting texts will be made available to the children including 'CLIMATE REBELS' by Ben Lerwill. This text, in line with our E4C approach, contains a collection of powerful stories about inspirational people across the world from many different nationalities and cultures who have inspired positive change for sustainability - this will in-turn help to inspire our children at Maryland to create better futures for themselves. These texts will be used for a range of purposes including: guided reading, Time Owed, whole class opportunities including curriculum teaching/lessons.

Let us make that change!

Mrs.Lorna Jackson, Headteacher

Mr.Darren Lock, Deputy Headteacher

September 2021