

HEADTEACHER VISION FOR THE YEAR 2022-23

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 <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 visitors from Japan.</p>

2020-21	2021-22	22-23
<p>Coronavirus Pandemic National lockdowns</p> <p style="text-align: center; font-size: 2em;">X</p>	<p><u>School</u> - <u>OFSTED prep</u> i.Maryland Story - preparing for Ofsted <u>National</u> - Values Education. Wellbeing (Health at every size) <u>International</u> - sustainability , world developments - citizens for the future</p>	<p><u>School</u> <u>OFSTED prep post Covid</u> <u>Local</u> Newham SEND review - <u>impact on our school</u> <u>National</u> - <u>suffering poverty</u> <u>International</u> Climate change</p>

HEADTEACHER VISION for school year Sept 2022-23



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** and is now nearly 2 years overdue .

We have been told to ‘watch out you 2017 schools’.Ofsted are catching up with you this year!

Remember that we were given only 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.

How have we prepared for the inspection?

Subject leaders have worked hard to prepare progression maps, post holder reviews, and impact reports for the website. Last year, we worked on our [curriculum intention statement](#) and our [whole school priorities](#).

School Priorities are in the SDP (School Development Plan April 22-March 23) but what Ofsted will want to see is the **impact** on the children of what we are providing., **our intention** for those children, how we **implement** those intentions and finally what the **outcomes** are for those various groups.

We must ensure that we are confidently **showcasing** that we are proud of Maryland and our reputation. Others are proud of us, as we know -our governors, parents, and the Education Department.

Last year we produced our own [Getting Ready for Inspection](#) guide. Since our separation caused by the pandemic, we need to be collegiate, working together in cross phase teams - focussing on Maryland as a whole school, not just bubbles.



So, do you know what is in the Maryland Ofsted Preparation guide?

The guide is a living, working document which will be constantly updated and shared with all stakeholders, including governors. The Maryland staff team constantly demonstrates 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.

Last year I wrote in my vision 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. We were then visited by Paul Smith, the head of standards for Newham, he described Maryland as... 'Engaging, interesting, colourful, vibrant. There was the unexpected awe and wonder, it was captivating. I was surprised to learn about the migration history of Newham. We had captured the children's histories and journeys.'

This has reaffirmed what we know about our school. Ofsted will challenge us to describe progress at Maryland. (starting from EYFS). They are still inspecting Early reading - that is beginner readers of any age (the information on progress in [Early reading](#). See slides 12 and 13 so you are familiar with the reading progression from the Nursery to Year 2. There is no doubt that reading is a key focus in our school and we must continue to make it shine.

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

Maryland is 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



Comments from our SIA, Judith Wilson supports how well we have done!

Outcomes were positive

- *EYFS 73%, above national*
- *Phonics year 91%, above national*

Overall strengths

The hard work and focus of the whole team in driving forward reading has been successful. The Literacy Tree scheme has been effectively led, managed and delivered. Displays throughout the school reinforce and highlight this focus on reading, leaving the visitor in no doubt this is a school celebrating a wide range of diverse literature readily available for children to read. The focus has had a very positive impact on reading at KS2 with 82% at age related expectations and 28% of children exceed expected. The school continues to build on and champion diversity in the curriculum.

We must be able to speak proudly, and be aware of our achievements. Our Maryland story continues...

2. LOCAL FOCUS: NEWHAM SEND REVIEW DEC 2021

Summary

- There is a great deal of dissatisfaction among parents and carers.
- Children and young people are not seen quickly enough by some therapists. Waiting times are too long.
- Children and young people do not have timely access to autism spectrum disorder (ASD) assessments.
- Systems do not support the sharing of information between services in a timely way or determine what difference services are making to the experiences of children and young people.
- The quality and timeliness of EHC plans are variable. They often do not include information about health and social care needs and provision.
- Parents do not have the information they need to make decisions about their children's futures which can cause feelings of anxiety or isolation.

This is an indictment on an area of support for inclusive schools and explains some of the difficulties we have experienced in trying to get external diagnoses and support. Things are improving within the LA now but we, as professionals, must be vigilant and knowledgeable about determining special needs.

Inclusion & SEND at Maryland:

It is not just about making things accessible, for example ramps, left handed scissors. Inclusion & SEND at Maryland is about ensuring that every child **thrives by ensuring they are happy and feel socially included, not just physically included.**

We must be vigilant to take care over resources that support our children to not only access but enjoy their time at school. Items purchased for needs We must focus on children's overall social, emotional and academic development. There needs to be a focus on teaching and supporting mental health. Our values-led curriculum develops character and teaches all our children about humanity. We must continue to develop our excellent relationships with parents and ensure that transition for children between year groups and phases is with ease. Every child must be a Maryland success story and we should all be aware of their journeys.

3. National focus: Poverty, Economic crisis & The cost of living

Post-covid, the headlines are predominantly about the cost of living crisis and its impact on our lives and mental health. We need to see this as the new 'pandemic'. We know that our families are suffering financially.

Here are the last 4 years of Pupil Premium figures. From April 2022, free school meal entitlement is now extended to all families with no recourse to public funds.

2019/20 - 102 pupils- 25%

2020/21- 107 pupils 26%

2021/22- 131 pupils 34%

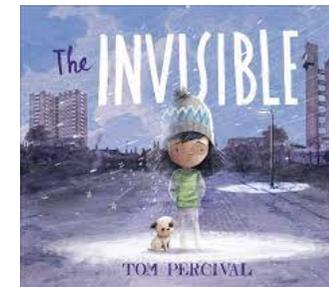
2022-23- 150 pupils 38%

Last year, we expanded our work on equality. (so it is not just gender and race) to highlight the issue of child poverty. We purchased *The Invisible* and wrote teacher guidance to accompany this powerful story about a girl whose family does not have enough money to pay rent and bills and they have to leave their home full of happy memories and move to the other side of the city. Guidance can be found [here](#). Please ensure that you spend time with your class, reading the book. (there are 3 copies in school)

I want staff to remember that poverty impacts on mental health and achievement.

As a school we will focus on:

- remaining vigilant, noticing signs of poverty or homelessness and reporting it straight away



- providing enrichment opportunities for all children
- signposting to our support teams, e.g. our FSW and Children's Centre
- signposting to Wright Ed breakfast club and holiday food programme

Did you know that the following services are available:

Children's Centre

- Provide a range of integrated services to meet the needs of the wider community.
- Focussing on the most disadvantaged families to reduce the inequalities in their children's development and school readiness.
- They support parents with their aspirations, self-esteem and parenting skills. Outreach and family support workers help by early intervention.
- The health visitors, social workers and early year's practitioners' work together to support the most vulnerable families.
- Other services: Debt management, housing advice, ESOL courses etc

School Family Support

Provides emotional and practical support and advice to families who are experiencing long or short-term difficulties.

- check the families' eligibility for free school meals
- subsidise or cover the cost of trips for those families in need of support
- referral to organisations for food parcels
- Community links Christmas appeal
- Holiday activities and food programme (HAF) holiday and food projects/ summer camps
- Food bank referrals visits for individuals (3 times per year) (this is not dependent on income, it is based on circumstances.)
- Discreetly providing school supplies, preowned uniforms and basic necessities to those in need
- Start Young project- Child sponsorship, see above.
- Health: GP/optician and dentist referrals
- Applications for different benefits ie. DLA, PIP, universal credit etc
- Liaise with Hestia DV services
- Housing and homeless application and advice on procedures
- Bereavement referrals and support
- Talking with parents about difficulties they face within their homes,
- Advice on loans and budgeting
- SEMH intervention for children
- In year, reception and secondary transition support

- Attending meetings with parents, challenging service providers in order to support parents.
- Giving guidance on parenting skills
- Contacting energy suppliers for support and arranging payment instalments.
- Supporting parents with NRPF (No recourse to public fund)
- Refer children who are on FSM and disadvantage children to after school clubs

Start Young Charity - Maryland is a pilot school

As a school we are extremely proud to be part of this pilot and see it as a key strategy to support children’s future aspirations as well as providing support for the necessities of school life that can sometimes put unnecessary stress on the most vulnerable families. Our governing board has described how excited they are to see this pilot scheme at Maryland. We see it as a strategy that underlines our school motto, ‘where our children’s future matters most’. For more information see below.

The pilot supports children from 5 years upwards and uses a mentoring initiative to support the children and school as the pilot progresses. Each of our children is partnered with a Start Young Buddie (SYB) or sponsor.

The buddy is from a professional capacity and will correspond with each child through letter writing, via the Charity and School. The Start Young Buddie supports purchasing school uniform, P.E kit, educational and career advice amongst other benefits which will be provided to the school. Each child also commits to attending a community club, i.e., Cubs, Scouts, Rainbows and Brownies, for one evening a week. All costs are funded by the charity.

Children write a letter to their SYB once a month and can share what they do in school and how they are progressing in their chosen community club. This supports reading and writing with other educational benefits. The scheme will support each child until school leaving age, where the buddy will then assist with securing work experience or support for their future career path.

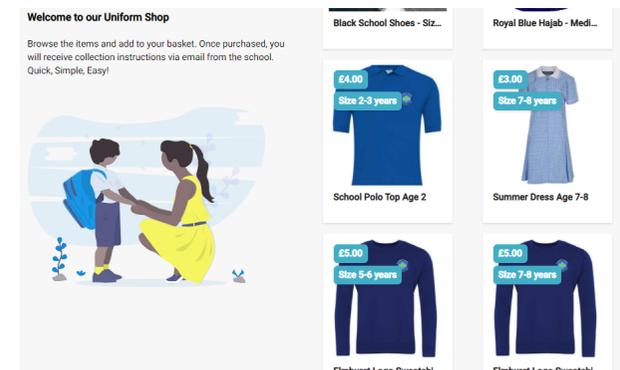
Nearly new uniform

New legislation directs schools to support families by providing nearly new uniform. The information will be made available on the school website, not only offering a cheaper option for families but also helping work towards achieving net zero carbon emissions.

In the UK, an estimated 350,000 tonnes of clothes end up in landfill every year and encouraging families to use second-hand uniform can reduce waste and bring down emissions from manufacturing new garments, while making it cost-effective for families.

NCMP (National Child Measurement Programme) UPDATE

Governors, parents and staff have set up a working party to review the National Child Measurement Programme.



The impact of body image on mental and physical health

This is a House of Commons Committee report, with recommendations to government. The Government has two months to respond.

Second Report of Session 2022–23

Author: [Health and Social Care Committee](#)

Related inquiry: [The impact of body image on mental and physical health](#)

We are way ahead in being proactive about body image, we have included this in our Equality training. This is a follow up report that came out on the 9th August this year, whilst we spoke about this last year. We introduced HAES (Health At Every Size) in the vision last year.

One of the recommendations states that, '[greater research is needed on the casual pathways that are leading to a rise in body image dissatisfaction](#)' It is about how you feel about your body, with good self-esteem and feeling happy about ourselves. Instances of body shaming have got worse in KS2 in our own school (possibly via social media) and must be addressed. Our Learning Mentor has been trained how to deal with this.

4. INTERNATIONAL FOCUS: CLIMATE CHANGE

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, led by the Eco Warriors and Mr.Watson.



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 handriens around the school reduced the use of paper towels. We have also reduced our printing by at least 25% during the last year, saving paper and ink costs.

But a greater threat is now upon us...climate change and global warming which is having a huge impact on the weather around the world. We have watched as countries around the world are devastated by wildfires, floods, hurricanes, volcanic eruptions, drought, tropical storms, mudslides and temperature extremes.

Now, however, we have felt the impact first hand with the recent (and ongoing) drought, the unprecedented heat wave with temperatures reaching 40 degrees and the flash floods which hit London in August.

- We must teach our children to be future ready, to solve the complex problems our world is facing and to understand that it will take many solutions.
- We must teach them about WATER and POWER CONSERVATION alongside carbon reduction.
- We must teach our children about animals around the world, raising their profiles to encourage all of us to care more.

We must teach about alternatives to fuel, such as solar power, hydrogen, biomass (waste) and wind power. The aim, as with plastic pollution, is for a **change of habit** the same way that people have now become used to electric cars, charging points and phasing out diesel cars.

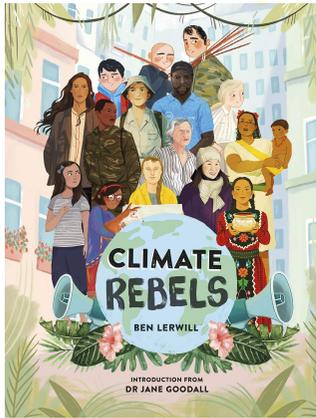
For 2022-23 we will be impacted by the new heating system installed during the holidays, fuel energy costs (heating bills are set to rise even further) so too water costs and the rise in electricity bills - we use a huge amount of power due to all the electrical devices.

We must teach about

- saving water by using water butts
- considering how to save more water generally at school
- turning off unused electrical items such as projectors and screens

- Only use it when you need it philosophy
- Classrooms have between 4-6 radiators - use the thermostat controls
- We will not be permitting any charging of electric cars - also consider charging your personal devices at home - 70 mobile phones on the premises - unless in an emergency.
- In the Autumn term, we will have a creative home learning project with children and parents on how they are recycling or saving water, gas, electricity.
- Vigilant to areas where heat is escaping or water is leaking.

Children will be encouraged to apply their creative skills 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 spoken report 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 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. We are asking staff to support this initiative by providing ideas on how to save energy in the school and looking out for exciting ways to teach this.

Let us make that change!

Mrs.Lorna Jackson, MBE Headteacher September 2022

