



HGJS VISION and 5 Year Plan



INSPIRE...

...children and staff to grow a life-long love of learning, developing skills, tools and personal qualities to maximise personal potential.

ENABLE...

...children and staff to build the confidence and resilience, to embrace the opportunities and challenges of their next stages of learning.

ACHIEVE...

...outstanding progress through the nurture of individual talents to secure successful outcomes for staff and children alike.



The HGJS vision is the product of ideas from children, staff and parents, gathered by the governing body to set the strategic direction of the school. Pursuing our vision starts with making a commitment to our staff as well as our children, setting high expectations and continuously developing their skills. We aim to put HGJS at the centre of the community, collaborating with other schools and building partnerships to enhance the experience of our children and staff.

The following **5 Year Plan** demonstrates how HGJS will pursue its vision through ambitious, comprehensive objectives, all built on the pillars of our vision: to ***INSPIRE***, ***ENABLE*** and ***ACHIEVE***.



5 YEAR PLAN

INSPIRE children and staff to grow a life-long love of learning, developing skills, tools and personal qualities to maximise potential.

SHORT TERM (1-2 YEARS)	MEDIUM TERM (2-4 YEARS)	LONG TERM (4-5 YEARS)
<p>Inspiring learning</p> <ul style="list-style-type: none"> Develop school site to further meet needs of outdoor learning Ensure every child has a range of 'school memories': learning opportunities that stand out <p>Personal development/ Academic mentoring</p> <ul style="list-style-type: none"> Preferred model of academic mentoring in place to support vulnerable pupils Embed coaching model for staff peer modelling <p>Learning from each other</p> <ul style="list-style-type: none"> More paired and intra class school activities: peer mentoring/ reading buddies Volunteering opportunities investigated for Year 6 Timetable of outside speakers to inspire learning 	<p>Inspiring learning</p> <ul style="list-style-type: none"> Inter and intra school subject specific challenge days for all <p>Personal development/ Academic mentoring</p> <ul style="list-style-type: none"> Explore opportunities for immediate feedback sessions following mentoring periods Further develop academic mentoring to support a year group <p>Learning from each other</p> <ul style="list-style-type: none"> Using talents to inspire others <ul style="list-style-type: none"> DT/ Music composition/ PE coaches/ Art projects Using community talents to inspire through e.g. workshops Develop further volunteering opportunities Model of distributive leadership in evidence 	<p>Inspiring learning</p> <ul style="list-style-type: none"> Consider Forest school approaches with CAP liaison Establish further challenge days, coordinating within CAP and beyond. <p>Personal development/ Academic mentoring</p> <ul style="list-style-type: none"> Consider introducing academic mentoring across the school Personalised learning, individualised PDPs and CPD Develop a culture of learning resilience to facilitate exploration, accepting the risk of failure as a learning pathway <p>Learning from each other</p> <ul style="list-style-type: none"> School is learning hub where staff and pupils link with local schools to train/ develop learning Volunteering is embedded in year 6 and developing across other year groups Model of distributive leadership in evidence beyond school bounds, e.g. within CAP.



ENABLE children and staff to build confidence and resilience, embracing the opportunities and challenges of their next stages of learning.

SHORT TERM (1-2 YEARS)	MEDIUM TERM (2-4 YEARS)	LONG TERM (4-5 YEARS)
<p>Developing the broader curriculum</p> <ul style="list-style-type: none"> • Embed values/ ideas from values education • Develop Great Learner Project outcomes within the wider curriculum <p>Community voice</p> <ul style="list-style-type: none"> • Promote clear links between pupil voice and school's actions • Further develop meaningful volunteering opportunities for secondary school pupils to promote learning within our school. Focus on one school with one or two subjects • Develop and promote positive attitudes and behaviours in recognising and celebrating diversity and inclusion • Continue to explore and promote inter-school collaboration through the CAP • Understand the developing local area approach to academisation and work with others who are like-minded to establish the preferred route for the school which will benefit pupils and staff <p>Preparing our pupils for the modern world</p> <ul style="list-style-type: none"> • Continue to ensure pupils are aware of the need for e-safety awareness and good practice • Continue to promote e-safety awareness with tin the parent body • Continue to audit current ICT provision to ensure it is fit for purpose • Develop links with liaison group schools to share expertise across linked schools 	<p>Developing the broader curriculum</p> <ul style="list-style-type: none"> • Pursue values education accreditation <p>Community voice</p> <ul style="list-style-type: none"> • Move towards a Self-governed school council • Build on secondary school links developed to expand to more than one school and/or more subjects • Appropriate CAP development • MAT development as appropriate following research <p>Preparing our pupils for the modern world</p> <ul style="list-style-type: none"> • Update ICT provision in line with audit and technological development whilst working within constraints of budget • Develop e-safety awareness and good practice in pupils and staff in line with any new developments in this area 	<p>Developing the broader curriculum</p> <ul style="list-style-type: none"> • Review school curriculum to ensure it meets local needs <p>Community voice</p> <ul style="list-style-type: none"> • Foster critical awareness and proactivity • Use community engagement as a vehicle for leadership development • Establish school at heart of community as a community hub <p>Preparing our pupils for the modern world</p> <ul style="list-style-type: none"> • Ensure ICT keeps pace with new developments and is innovative • Use expertise from other schools and organisations within CAP and beyond • Build a 'critical thinking' culture to balance proliferation of information streams and social media • Foster resilience, drive and adaptability to cope with the demands of the future



ACHIEVE *outstanding progress through the nurture of individual talents to secure successful outcomes for staff and children alike.*

SHORT TERM (1-2 YEARS)	MEDIUM TERM (2-4 YEARS)	LONG TERM (4-5 YEARS)
<p>Quality of teaching and learning</p> <ul style="list-style-type: none"> Secure progress that is at least 'at or above national average' Year on year, an increasing proportion of teaching is outstanding Embed robust assessment practice that facilitates achievement <p>Being a Great Learner</p> <ul style="list-style-type: none"> Continue to promote a 'Try and fail' approach for staff and pupils through articulating learning journeys Coaching model develops continuous drive for personal improvement <p>Nurturing</p> <ul style="list-style-type: none"> Use appropriate and proven external expertise to support beyond educational needs Maintain close relationships with relevant outside agencies 	<p>Quality of teaching and learning</p> <ul style="list-style-type: none"> Secure progress that is consistently above national expectations Develop an adaptable assessment system, reactive to national expectations <p>Being a Great Learner</p> <ul style="list-style-type: none"> Self-managing Action Research Group introduced <p>Nurturing</p> <ul style="list-style-type: none"> Attitudes to learning consistently include self-motivation and a personal drive to be better 	<p>Quality of teaching and learning</p> <ul style="list-style-type: none"> Maintain progress that is consistently above national expectations Maintain consistently outstanding teaching <p>Being a Great Learner</p> <ul style="list-style-type: none"> Actively seek and research best practice and ways to improve: a proactive, problem solving culture <p>Nurturing</p> <ul style="list-style-type: none"> Consistently outstanding attitudes to learning are seen throughout the school