



‘We strive to improve heart and mind’

*Cor et Mentem Colere Nitimur*

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# GOVERNOR DAY

## REVIEW OF MISSION STATEMENT, VALUES & VISION

JULY 9<sup>TH</sup> 2019

# Note:

- This deck was shared with staff
- A workshop took place with them on 1<sup>st</sup> July 2019, developing thoughts which formed slide 20, which is a new addition to the deck
- Other content has been retained for reference.
- Governors: please specifically consider/review the worksheets and use this deck as reference

# Agenda

1. What is the purpose of governance?
2. What makes us 'us' and where we are going?
3. Do we feel our Mission Statement is still fit for purpose?
4. What is the 'Intent' of our curriculum?
5. How will we 'Implement' our curriculum?
6. What is our future 'vision' for the school?

# What is the purpose of governance?

To provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

All Boards have three core functions:

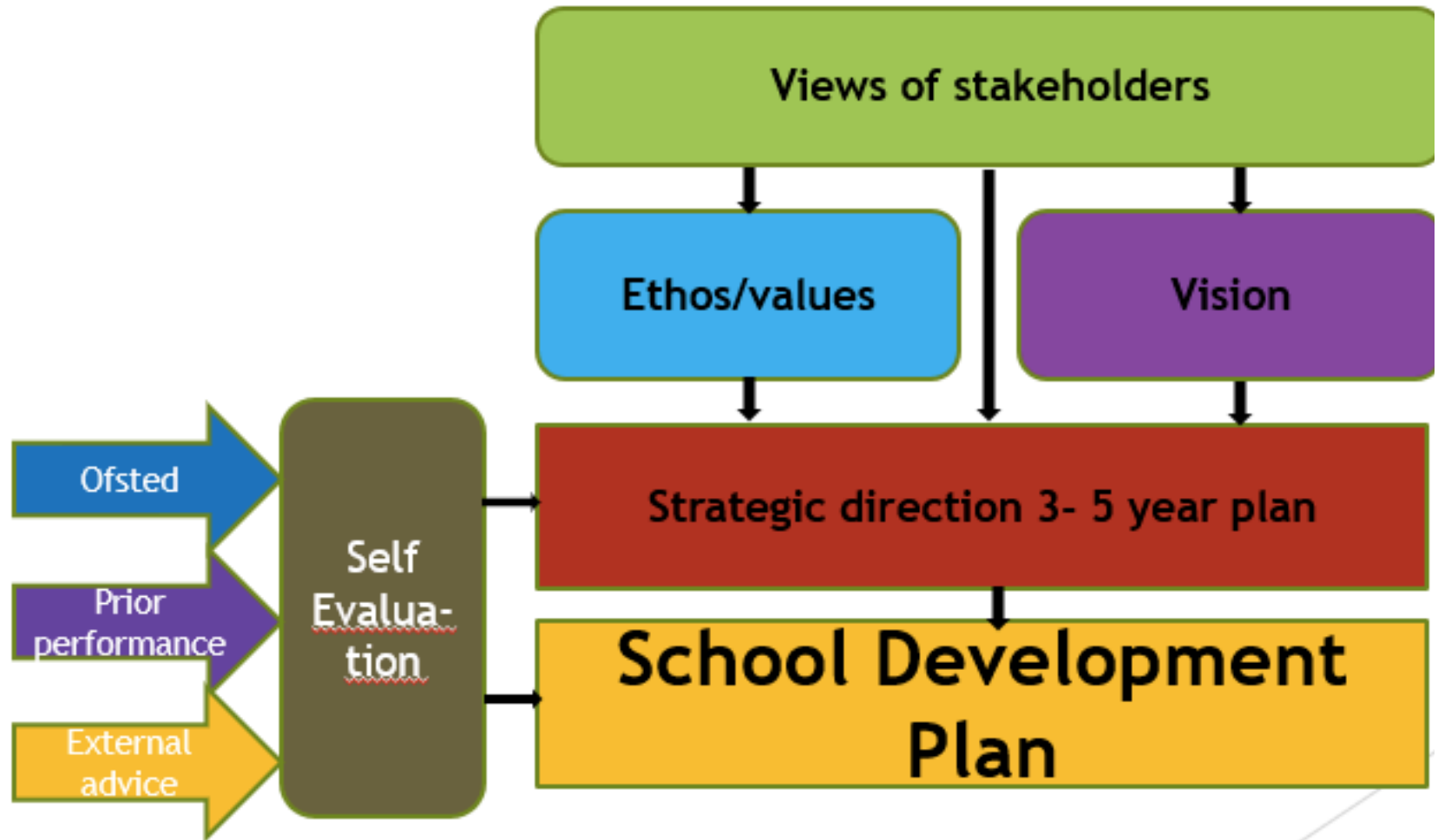
1. Ensuring clarity of vision, ethos and strategic direction
2. Holding executive leaders to account for the educational performance of the organisation and its pupils
3. Overseeing the financial performance of the organisation and making sure its money is well spent

*DfE Governance Handbook, 2017*

# What makes us 'us' versus 'where are we headed?'

<ul style="list-style-type: none"><li>✧ <b>Culture</b></li><li>✧ <b>Ethos</b></li><li>✧ <b>Values</b></li><li>✧ <b>Mission</b></li><li>✧ <b>Strap-line</b></li></ul>	<ul style="list-style-type: none"><li>✧ <b>Vision</b></li><li>✧ <b>Strategy</b></li></ul>
<p>These are all about who we are, what is important to us and what makes us 'us'.</p> <p>They provide a framework for making decisions.</p>	<p>Our vision represents the future we wish to create.</p> <p>It says where the school, staff, pupils, parents and governors want to be in three or five years' time.</p> <p>Our vision underpins our strategy, which is a high level plan to achieve our vision.</p>

# How do the strategy and school development plans work together?





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# DO WE FEEL OUR MISSION STATEMENT IS STILL FIT FOR PURPOSE?

(REFERS TO WHAT WE DO NOW, AND HOW WE DO IT NOW)

# Our Mission Statement (updated in September 2014)

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires pupils to develop a thirst for knowledge. This is delivered in a safe, supportive and nurturing environment promoting self-discipline, motivation and excellence in learning. We encourage strong partnerships and positive relationships amongst pupils, parents, carers and the wider community.

***Feedback/input in section 1) of the worksheets:  
Is this still relevant to us today?***





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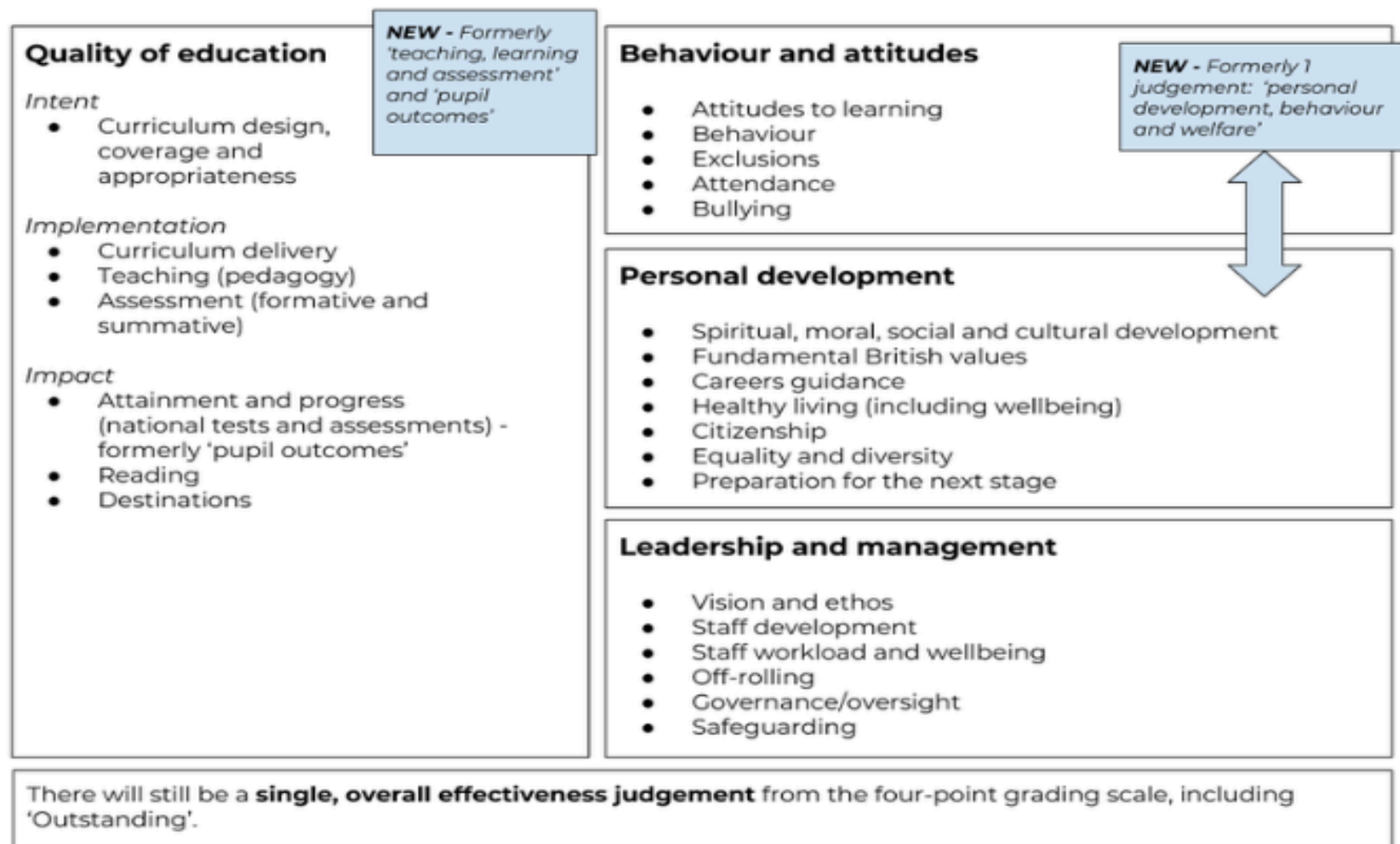
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# WHAT IS THE ‘INTENT AND IMPLEMENTATION’ OF OUR CURRICULUM?

## The 4 inspection judgements

# Ofsted's New Framework



# Ofsted – Quality of Education

**Previously** Ofsted had two judgement areas:

- a) Teaching, Learning and Assessment
- b) Pupil Outcomes

These are now bundled together, and called ***Quality of Education***

**In practice, this means we need to be clear on the answers to 3 key questions:**

- 1) What are we trying to achieve through our curriculum? (**Intent**)
- 2) How is our curriculum being delivered? (**Implementation**)
- 3) What difference is our curriculum making? (**Impact**)

# A high quality curriculum...

- Is **deliberately** thought through and planned, in terms of its intent, implementation and impact
- Is **ambitious** - at least as ambitious as the national curriculum
- Clearly considers the **sequence** of content necessary for pupils to make progress
- Has a clear **purpose for assessment**
- Provides pupils with the **transferable knowledge** they need for subsequent learning
- Is one where **all pupils** have access to its content
- Is one where subjects aren't dropped to make space for **exam preparation**
- Depends on a number of factors relevant to a **school's context, pupils' backgrounds** and the **knowledge and expertise of curriculum leaders**
- Has clear methods for **reviewing** and **evaluating** its content, checking what pupils know and can do
- Has clear leadership (often distributed) and **ownership**

(According to Head of Research at Ofsted)

# Ofsted will judge Quality of Education by evaluating the extent to which: (Intent)

- Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- Learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

# Ofsted expectations – Important to note:

- Our school leadership team should be prepared to discuss our curriculum with inspectors using the 3 focal points (intent, implementation and impact), even if we're due an inspection between now and September. Inspectors will be using this working definition, but we won't be downgraded for not having our curriculum in line with the new inspection framework
- We aren't expected to overhaul our curriculum or devise creative or elaborate activities for the sake of it. We can use an existing model that best suits us, providing we have done so thoughtfully, with clear reason, and have adapted the curriculum where necessary. However, we do need to show that careful thought has gone into our curriculum, and that it's applied and talked about consistently across the school
- There's no Ofsted-prescribed curriculum
- Ofsted doesn't prefer any particular curriculum approach
- Ofsted will not grade intent, implementation and impact individually
- Curriculum is not the same thing as timetable, or what qualifications you offer
- Curriculum encompasses, but is much more than, 'what will be on a test'
- Your curriculum cannot be vague - it needs to be a specific plan of what pupils need to know overall, and in each subject

(From the Key)

# Intent

- ***What will our curriculum contain, and why?***
- What do we want a Chilton Foliat pupil to look like when they leave (what is our vision for our pupils? – see more in next section)?
- How does this connect with our mission statement, our proposed values and commitment to ‘strive to improve heart and mind’?
- What skills and knowledge do we want our pupils to have?
- What shows we are ambitious? Inclusive? (SEND, disadvantaged)
- Are we considering our Christian ethos and distinctiveness?
- What indicates we deliver the knowledge & capital they need for life?
- Are we considering the full range of subjects?
- Are we able to ensure this is embedded in their long-term memory?
- Have we considered how this fits with the other Ofsted judgement areas?
  - Quality of Education
  - Behaviour & Attitudes
  - Personal Development
  - Early Years
  - Leadership & Management

# Example of a Statement of Intent in development

## ► School Values

Your school will already have outlined your values and ethos.

Linking these to clear learning outcomes is a powerful way to start your statement, and sets the tone for how your curriculum is designed.

With many schools having a mission summed up in a single sentence, reviewing what values are at the core of it is a good starting point. For example:

### **'Working Together for Success'**

#### **Key values:**

**Success**

**Collaboration**

**Communication**

**Inclusion**

Then, cementing these through the learning that is taking place in your school provides a valuable foundation for each subject to be delivered on. Find a way to make your intention for each of these values clear.

We have clear and consistent methods for celebrating success.

Children have the opportunity to share and support one another's learning.

Communication and feedback is regular and valuable in every subject.

Every learner has the chance to progress in every lesson.



**What** are we trying to achieve through our curriculum? (Intent)

An initial attempt at outlining our school's INTENT,  
based on our mission statement?

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Friendship

Love

Thankfulness

Other?

Other?

Gives us a sense of security, makes us feel supported, safe to grow, learn from mistakes, and build special relationships

We love God and his gifts, including our planet, we love learning, we love one another, we love ourselves

We are thankful for our educational heritage, our British values, our community and for the world around us



**What** are we trying to achieve through our curriculum? **(Intent)**

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Friendship

- What do you think we deliver through this?

Love

- What do you think we deliver through this?

Thankfulness

- What do you think we deliver through this?

**See section 2) in worksheet section**

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We

- Collaboration, working together, community, charity, friendship, inclusion, the planet, British values,

Strive to  
Improve

- Growth mindset, perseverance, aspiration, courage, determination, ambition, physical exertion

Heart

- Love, wellbeing, friendship, physical health, thankfulness,

Mind

- Academic excellence, thirst for knowledge, broad & balanced curriculum, curiosity, mental health

# We strive to improve heart and mind

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We

- **Working together**, collaboration, community, church, British values, charity, inclusion, the planet

Strive to  
Improve

- **Courage**, aspiration, growth mindset, perseverance, determination, ambition

Heart

- **Love, thankfulness**, wellbeing, friendship, physical health

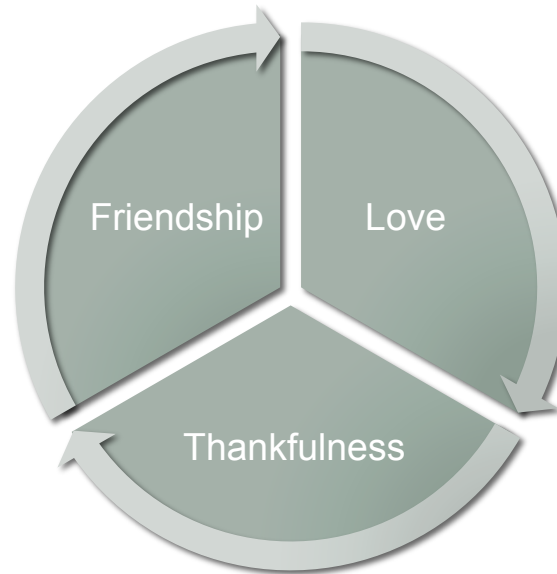
Mind

- **Thirst for knowledge**, academic excellence, broad & balanced curriculum, curiosity, mental health

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**HOW?**



Additional or  
alternative values to  
consider to reflect  
growth mindset? E.g.  
courage or curiosity?

***How do we deliver the INTENT our curriculum?***

How are we delivering our mission statement?

How are we developing pupils to be 'Chilton Foliat pupils'?

How are we developing ambition? Inclusiveness? (SEND, disadvantaged)



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# WHAT IS OUR FUTURE VISION FOR THE SCHOOL?

# Vision - Why is it important ?

*When our aspirations are set out clearly and with confidence, they become a powerful vehicle for communicating what we want to achieve to the wider community, and our strategy will then determine how we intend to get there.*

- It outlines where the pupils, staff, parents and governors want the school to be in three or five years' time, with an emphasis on the key goals
- It should be robust enough to inform and guide planning, energies, effort and expenditure, for the foreseeable future
- While it should not be too lengthy, it needs to be fuller than a mission statement, which tends to refer to the here and now

# A few example questions to ask ourselves

- How would we like the school to look in the future?
- What do we want to teach?
- How do we want to teach it?
- What outcomes do we want for our learners?
- What attitudes to learning do we want to see?
- How/what resources could be used?
- What levels of staffing might be needed?
- How could the premises be used?
- How could parents be involved? What relationship would we have?
- What is the place of the school in the community?



To envisage what we aspire to look like in the future, we consider our school in 4 areas:

- a) Key stakeholder experience
- b) Size and structure
- c) Educational outcomes and provision
- d) Environment and facilities

# a) Key stakeholder experience

What would we like these stakeholders to be saying about the school in 3-5 years?

Pupils:

Staff: **What would you like to be saying about the school, as an employer, if it was the best version of itself it could be?**

Parents/Carers:

Church:

Community:

- How can the experience of being a pupil at our schools be improved?
- How can the experience of being an employee of the school be improved?
- How can the parental experience be improved?
- How can we improve our relationship with the church?
- How can we improve our relationship with the community?

**Chilton Foliat CE VA Primary School would be even better if ...**

***See section 3a) in worksheet section***

## b) Size and structure

### What would we like to look like in 3-5 years?

- No. of pupils? (Note: the school's financial breakeven with the current staffing overhead needs to be >95-100 pupils)
- Staffing profile – good balance of experience? No. classes, teachers, TAs, other support staff?
- Any benefit to alternative org structures? Multi Academy Trust? Federation? Streamlining some functions across schools?
- Succession planning, staff, governors?

**Chilton Foliat CE VA Primary School would be even better if ...**

***See section 3b) in worksheet section***

## c) Educational outcomes & provision

### What will we be delivering in 3-5 years?

- What qualities do we want children to have by the time they leave our schools? (links to intent!)
- Ofsted rating?
- Educational Key Performance Indices?
- What would make the educational provision even better?
- How could we better provide for specific needs, e.g. SEND, wellbeing, G&T, behavioural, LAC, EAL, disadvantaged?
- What additional/other extra curricular provision would we like to offer? Why?
- What resources aren't affordable today that you would like to be able to afford in the future? Why?
- What experiences can't we offer to children today that we would like to offer in the future?

**Chilton Foliat CE VA Primary School would be even better if ...**

*See section 3c) in worksheet section*

## d) Environment & facilities

**What facilities and tools do we need to be successful in 3-5 years?**

- What other areas do we need to invest in to further improve? What further equipment?
- How can we further improve the learning/teaching environment?
- Are our IT systems fit for purpose? What additional investment is needed in our IT & systems?
- Are our buildings and property fit for purpose? Do they enable us to work effectively? How could it be improved?
- How could we improve our procurement/contracts?
- How can safeguarding and health & safety be improved?
- Are we maximising economies of scale?

**Chilton Foliat CE VA Primary School would be even better if ...**

***See section 3d) in worksheet section***

# Sources

- Department of Education Docs e.g. The Governance Handbook, Ofsted's Education Inspection Framework, Ofsted's School Inspection Handbook
- Wiltshire governor training
- The Key for Governors
- Newsletters & updates
- Other sources on the internet



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# APPENDIX

# Ofsted's School Inspection Handbook

## **177. Sources of evidence specific to curriculum intent**

Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore:

- whether leaders are following the national curriculum and basic curriculum or, in academies, a curriculum of similar breadth and ambition
- how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills
- how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points
- how leaders have ensured that the subject curriculum contains content that has been identified as most useful, and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills
- how the curriculum has been designed and taught so that pupils read at an age-appropriate level.



# Ofsted's School Inspection Handbook

## Implementation

180. In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.

181. Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that:

- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.
- Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.
- Teachers check pupils' understanding effectively, and identify and correct misunderstandings.

# Ofsted's School Inspection Handbook

## Implementation continued...

- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.
- Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.