

WHITEFIELD PRIMARY SCHOOL

Vision into Action Policy



Adopted: May 2015

Review date: May 2018

WHITEFIELD PRIMARY SCHOOL

VISION INTO ACTION

“Vision without action is merely a dream. Action without vision just passes the time. But with vision and action you can change the world.”
(Nelson Mandela)

We believe that in order to take this school forward we must create a vision for the future and we must translate this vision into action which requires clear direction and leadership.

We agree with Burt Nanus who defines a vision as a realistic, credible, attractive future for an organisation. We believe our vision must:

- be ambitious and aspirational
- be appropriate for the school and for the times
- set standards of excellence and reflect high ideals
- clarify purpose and direction
- inspire enthusiasm and encourage commitment
- be well articulated and easily understood
- reflect the uniqueness of the school, its distinctiveness, what it stands for and what it is able to achieve

Our vision is encapsulated by our school mottos which are shared and promoted by the whole school community:

“Nothing But the Best.”

“Reach for the stars!”

“Attend every day and achieve in every way.”

We will ensure that all stakeholders are made aware of the vision and realise that working towards the achievement of the vision is an ongoing process.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims

- To create a vision for the future that is realistic and credible and translating this vision into action through clear direction and strong and dynamic leadership.
- To be aware of all the best in current educational thinking both nationally and locally and to absorb this into our clear vision of the future.

- To work with one another and other schools in order to share good practice in order to improve this policy.

Procedure

Role of the Governing Body

The Governing Body has:

- a clear vision for the further development of this school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Head teacher as the strategic leader has to:

- formulate the vision by understanding all aspects of the school and understanding the stakeholders connected with it;
- communicate the vision to all stakeholders in a clear well articulated way in order to inspire enthusiasm, encourage commitment and engender a sense of belonging and ownership;
- implement the vision through strategic planning which links the present to the future and shows how we intend to move toward our vision;
- devise a strategic plan that includes specific and measurable goals to implement the vision, that recognises where we are at present and covers all the areas where action is needed to move toward the vision;
- ensure that implementing the vision does not stop with the formulation of the strategic plan but that the real implementation of the vision is in the execution of the strategic plan throughout the school, in continually monitoring progress and in the continual revision of the strategic plan as changes in the school take place;
- monitor the effectiveness of this policy;
- report to the Governing Body on the success and development of this policy

Overall, the main role of the strategic leader is:

**“to catalyze a clear and shared vision of the organisation (school) and to secure commitment to and vigorous pursuit of that vision.”
(Collins and Porras)**

The vision of the leadership team is ambitious:

“The pursuit of excellence in all of the school’s activities is demonstrated by an uncompromising and highly successful drive to strongly improve

achievement or maintain the highest levels of achievement, for all pupils, including disabled pupils and those who have special educational needs, over a sustained period of time. Key leaders focus relentlessly on improving teaching and learning, resulting in teaching that is likely to be outstanding and at least consistently good.” Ofsted evaluation schedule Jan 2012

Role of the Senior Leadership Team (SLT)

The SLT will:

- work closely with the Headteacher to develop and implement the vision;
- provide resources to support this policy;
- monitor the progress and development of this policy;
- assess the impact of this policy

Role of School Personnel

School personnel will:

- comply with all aspects of this policy
- undertake appropriate training;
- promote the vision of the school with children, parents and colleagues

Role of Pupils

Pupils will be aware of and share the vision of this policy

Role of the School Council

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents/Carers

Parents/carers will be aware of and share the aspiration of this policy.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and other school events
- meetings with school personnel

- communications with home such as weekly newsletters
- reports such as the Head teacher's report to the Governing Body
- information displays in the main school entrance

Monitoring the Effectiveness of the Policy

When the need arises the effectiveness of this policy will be reviewed by the Head teacher and Governors.