



Children and Young People's Services

Vision for a School of the Future

The Shropshire Primary School of the Future will be characterised by a set of aims and standards which will be supported and developed by Headteachers and governors. Shropshire County Council fully supports the Every Child Matters agenda and its five principal outcomes. These are that children should: be healthy; stay safe; enjoy and achieve; make a positive contribution and achieve economic well-being. In the detail of the vision statement below, characteristics of a school for the future are cross referenced with these outcomes. These are not of themselves transformational items. Almost all Shropshire primary schools already show these characteristics and provide a good quality of education.

The Vision for a School of the Future does not attempt to provide a complete picture for a successful school. Headteachers and governors have a key role in turning the Vision into a plan for a school to meet local needs and aspirations a providing diversity in the schools system. For example, there will be a need to develop a curriculum statement to support the vision for a broad and balanced curriculum, based on this vision and national guidelines. There are already a number of documents, such as the SACRE Agreed Syllabus (which contributes to the vision to cultivate moral development and social cohesion) which will play a part in defining the school of the future. Many key partners will have to be involved in detailing a complete picture from the broad vision. School should also identify their own development plans and needs for support through self evaluation. Monitoring of the school vision will form part of Shropshire County Council's interaction with schools. The vision does not attempt to define what facilities a school of the future should have on site or to which it should have access. This will be developed as part of Shropshire County Council's plans for the Primary Capital Programme.

A Shropshire School of the Future will:

1. Link effectively to earlier learning experiences (Enjoy and Achieve)

The school will have good links to local early education providers (including nursery classes and units where appropriate) and use data from these links to inform the curriculum for children joining the school. There will be discussion and coordination of curriculum and assessment methods and data, and provision for children with special education needs.

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2. Provide a High Quality, Inclusive Education (Stay Safe, Be Healthy, Enjoy and Achieve, Achieve Economic Wellbeing)

The school will be appropriately staffed and managed to provide a high quality inclusive education. Lessons will be well prepared and structured and will cater for the needs of all children. Behaviour will be managed positively. Moral development and social cohesion will be promoted. The ethos of the school will be known to all involved and will permeate all aspects of school life. A safe and healthy lifestyle will be actively encouraged.

3. Use ICT as a major tool to enhance learning (Enjoy and Achieve, Achieve Economic Wellbeing)

The use of ICT will be integral to teaching and learning activities across the curriculum. Schools will also use ICT flexibly to support efficient management and administration, and in the personalisation of learning goals. The school will build on the experiences of digital devices to which children have previous experience and ready access. The school should be prepared to incorporate these experiences in lessons and private study. The school will adopt a flexible approach to the use of ICT to make the most of opportunities provided by new developments.

4. Meet the Needs of Each Child (Stay Safe, Enjoy and Achieve, Achieve Economic Wellbeing)

The school will employ innovative and effective approaches to teaching and learning with a clear focus on personalised learning¹ which take into account the individual development of pupils. The range of learning experiences and activities offered will support the full range of pupils' individual learning styles. Opportunities will be provided for individual study. Learning activities will take into account the full range of ability in the learning group and appropriate foundation and extension materials will be available throughout the lesson for children of differing abilities. The educational needs of individual pupils will be recognised and catered for in lessons, in the physical environment and in social and informal learning activities. Careful use of assessment information will ensure appropriate challenge for pupils with additional educational needs and for gifted and talented pupils.

5. Offer a Broad and Balanced Curriculum (Be healthy, Enjoy and Achieve, Achieve Economic Wellbeing)

The school will provide a broad and balanced curriculum to all its pupils which at least meets current national guidelines and are tailored to the needs of all its pupils. The curriculum will promote the development of personal skills and qualities as well as subject-related knowledge and skills and should be inspiring and relevant. Safe and healthy lifestyle choices will be promoted. The curriculum will foster the development of pupils' personal, social and emotional skills and qualities. The curriculum and operation of the school will promote sustainability and sustainability education.

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6. Make available a range of life experiences outside the classroom (Be Healthy, Enjoy and Achieve, Make a Positive Contribution)

The school will make available opportunities for learning and personal development outside the formal classroom, such as trips and visits, charity and voluntary work in the community, joint learning and sports activities with other schools and residential visits for older children.

7. Link With All Appropriate Partners to Support Children (Be Healthy, Stay Safe, Enjoy and Achieve)

The school will continue to develop effective links with parents and carers, including opportunities provided by digital technologies. The school will develop effective information sharing and, where appropriate, intervention strategies with relevant statutory agencies and advisory services provided or commissioned by the local authority. The school will be aware of options to commission its own or additional support from partners. The school will have a strategy to use services from partners such as health and social care, private and voluntary sectors and national initiatives to support the curriculum and the needs of individual children.

8. Create a high quality learning environment (Be Healthy, Stay Safe, Enjoy and Achieve)

The school will be an appropriate location for learning, in terms of both fabric and atmosphere. Fabric will be well maintained and well designed and appropriate to the use to which it is being put. Displays will both celebrate achievement and promote and support learning. Cooled drinking water will be available to pupils and toilets will be of a high standard. An atmosphere conducive to learning will be maintained through a positive ethos and behaviour management. Facilities will include appropriate spaces for large and small group teaching, individual study and research, support work, intervention by health and other agencies with pupils and, where appropriate, their families, preparation of healthy meals and space to eat them, spaces for outdoor learning and play, access to appropriate PE facilities both indoors and outdoors. Appropriate storage facilities will be available. ICT infrastructure will be flexible and be capable of teaching ICT skills and enhancing learning across the curriculum.

9. Prepare Children for Later Stages in their Learning Journey and Foster an Approach to Learning for Life (Enjoy and Achieve, Achieve Economic Wellbeing)

Pupils will develop the skills and motivation to become independent learners. Learning will take place both within and beyond the school environment. The school will have strong links and good coordination with all local secondary schools to which children are likely to transfer. Transition arrangements will be well managed and promote the continuity of the learning process. Pupils will be encouraged to visit secondary schools and discussion will take place with secondary school staff to discuss the individual development and any special educational needs of each child.

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10. Provide Extended Services to Support the Child and Home (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution)

Extended school services will be provided which give opportunities for the development of learning and personal skills and qualities of children and their families. Schools will be aware of their options for commissioning or directly providing these services, and will coordinate provision with local communities, other primary schools and local secondary schools. Schools should consider providing these services in local communities as well as or instead of on the school site. School assets will be available for appropriate community use, bearing in mind the need to keep children safe at all times. This particularly applies to sport and recreation facilities, but schools will also help to facilitate community learning where possible. Schools might also want to provide a venue for family or community celebrations.

11. Care for and develop its staff (all ECM outcomes)

A highly skilled and motivated staff is essential to underpin all the characteristics listed above. Staff will enjoy a good quality working environment, have access to continuing professional development (CPD), be able to discuss and share with other practitioners, have access to the equipment and facilities they need to do their job, have space to prepare and work, and be able to maintain an appropriate work/life balance. CPD is the process by which staff are able to increase their professional skills and knowledge, and also to be continually motivated and enthused about the key responsibilities that schools have in developing the next generation. An appropriate balance between professional and home life is essential if staff are to be emotionally, physically and mentally prepared to undertake the important roles they play in the lives of pupils and their families.

¹ Personalised learning is a term for a range of teaching and learning strategies which focus on individual learner achievement through matching activities to needs and abilities. More can be read on the DCSF Teachernet 2020 Vision website.