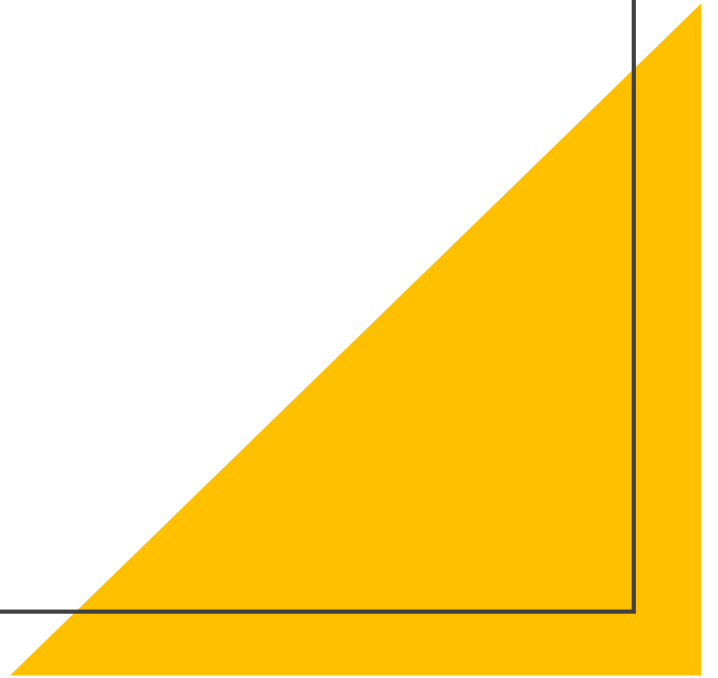


# Vision

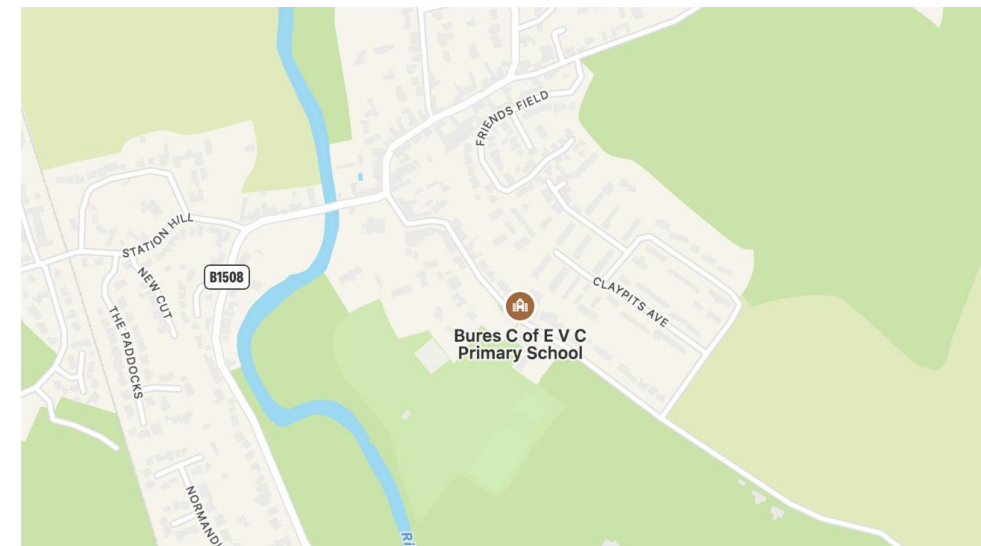
Bures CEVC Primary Workshop for Parents



Five years ago, the Governors at Bures realised that their School was sitting in a bit of time warp settled securely between the borders of Essex and Suffolk resting firmly on its 'outstanding' laurels.

Education had moved on, children had moved on, society had moved on but somehow life at Bures Primary School had not.

Change was essential and I was appointed to bring this about.



Change!



Whoever coined the phrase a change is as good as a rest has clearly never had to lead change in any capacity – the last thing change brings is rest –

fear, sadness, anger, resentment, **yes** -  
rest **not so much!**

## The Bures Way!



Our journey of change began with my attempts to get past the seemingly insurmountable barrier commonly known as 'The Bures Way'.

I was welcomed and accepted into the school but every time I tried to do anything it seemed to be greeted with phrases like that's a great idea but that's not The Bures Way, or you could do that but it doesn't really fit with The Bures way

# The Bures Way!?

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- High Achievement - X
- Great support for SEND pupils - X
- Parents as partners - X
- Staff excited and supported - X

Unfortunately, this was the same Bures Way that had led to the percentage of children achieving the expected standard dropping 11% below the national average to a woeful 50%.

The Bures Way that led to a queue of parents of children with Special Educational Needs waiting to speak to me about the lack of support their children had received.

The Bures Way that kept parents at arm's length with a closed-door policy

and the Bures Way that left many staff feeling unsupported and deskilled clinging to old fashioned teaching methods and working hard to do the wrong things right.

The Bures Way that really wasn't working!



# A New Direction

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Thankfully since then, slowly but surely the senior leadership team, staff and governors have worked together gradually implementing change and driving things in a new direction.

We model the behaviours we want to encourage, and promote the values we know will lead to the best outcomes for our children.

A key turning point was moving from a behaviour policy based on naming and shaming to one of understanding and supporting children as individuals through positive praise and encouragement.

The pandemic gave us the perfect opportunity to show our care for every member of our community – our key workers club housed not only our own pupils but those from our community for whom provision was not made elsewhere.

Our desire to build resilience had members of staff sleeping on the floor to allow children to fully participate in their residential trip. We gave them the care and love they needed to succeed.

# A New Direction

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- High achievement for staff and pupils
- Everyone included and supported
- Parents as partners



Parents enjoy being welcomed into school and encouraged to be partners in their child's experience – 100% of parents responding to our survey agreed that they would recommend our school to another parent.

And despite a pandemic this year we gained the highest level of achievement in EYFS assessments and Y1 phonics tests and a score 10% above the national figure for Reading writing and maths combined in Key Stage Two.

This is why, about a year ago we found ourselves ready to re-evaluate our vision statement to direct us in doing the right things right. But where to start?

To find a way we looked towards the great practice in other outstanding schools. We spent hours around the table debating our core values. We knew we wanted the vision to paint a picture which could be embraced by everyone. Getting our thoughts down on paper was by far the hardest part. It might have been easier to get blood out of a stone or writing out of a Year 2 class on a Friday afternoon.



We have come a long way and we know there is still plenty more to do.  
To direct us all on the next part of our exciting journey, here is our vision:



# Our Vision



**Together we experience every day as an exciting adventure that never stops. We treasure time close to home but are ready to expand our horizons, exploring beliefs, visiting different lands, and celebrating cultures. We discover characters who have made a difference, both great and small. Side by side we wrestle with mathematical monsters and scientific beasts. We create the unimagined – works of pure beauty. We savour the victory when we accomplish each quest before moving on to the next. We learn to fight the fear of failure and joyfully celebrate every success.**

**At Bures, we dare to dream big - embracing the adventure within.**

# What does the Bible say?

“I press on towards the goal to win the prize for which God has called me heavenwards in Christ Jesus.”

Philippians Chapter 3 v  
14

It was the task of our Foundation Governors to find a Bible verse which links perfectly to our new vision. We will be teaching the children this verse and exploring what it might mean to them.

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# Our Mission Statement (AKA Big Hairy Audacious Goal)

By 2027 - Ninety percent of children will achieve expected standards or above through being active learners.



We added this ambitious mission statement which we think is achievable. It sets high expectations for all pupils with the recognition that a small proportion who have particular needs or difficulties may not reach the expected level but will also be enabled to achieve the very best they can.



# Interpreting our vision?

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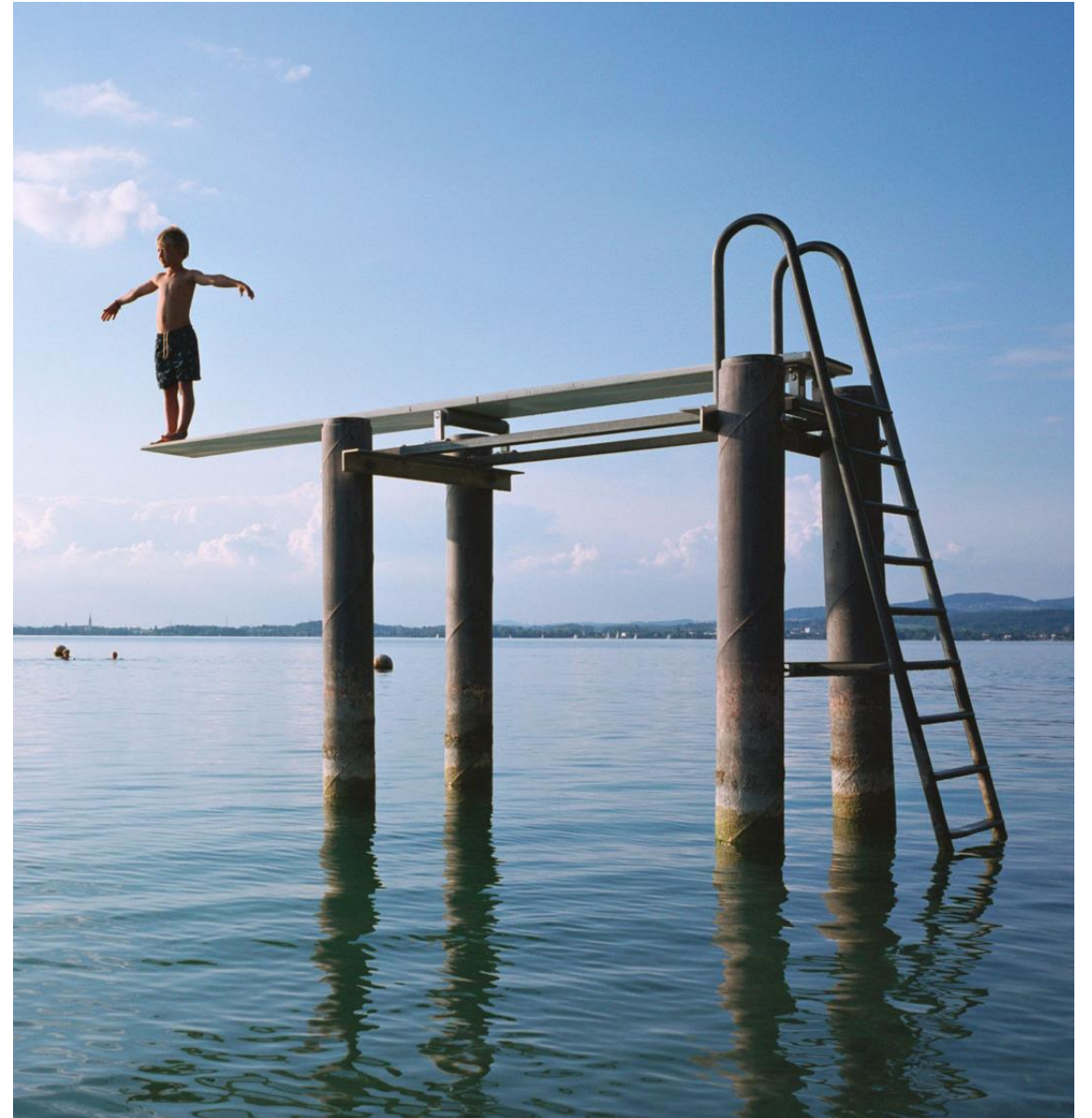
What does it mean?

At the workshop we asked parents to look at a range of pictures - think about which ones they would choose to match with our new vision and explain why. This provided some really interesting discussion and encouraged everyone to look at the wording of the vision statement more closely. The next two slides show the pictures that were popular with all groups!









# Playing our part – Next steps



How can we as parents help our school and our children to achieve this vision?



K- Keep

I – Improve

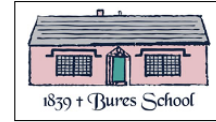
S – Stop

S - Start

The next task for parents was to consider how they could play their part in helping our school and our children achieve the vision. They shared ideas about what to Keep / Improve / Stop and Start. I took this opportunity to get on my usual soapbox to talk about encouraging the children to be more independent. It is only by allowing them to fail and to experience difficult things that they are able to realise their potential and take responsibility for their own actions.

# Home School Agreement

We talked about the fact that some of the things we might want to Keep / Improve / Start / Stop might be linked to the things that all parents agree to when they sign the Home School Agreement! You might want to take some time to create your own KISS Chart!



## Home / School Agreement

We the parents / carers shall endeavour to:

- Give our child every help with their schooling; speaking to them positively about school activities and staff at all times and encouraging them to do their very best
- Ensure that our child attends school regularly, on time and properly equipped
- Inform the school as soon as possible on the first day of our child's absence
- Keep the school informed of any concerns or problems which may affect our child's work or behaviour
- Speak to school staff as soon as possible if we are concerned about anything which may have occurred in school
- Support our child in completing homework activities and other opportunities for home learning
- Get to know about our child's life in school by attending Parents' Evenings to discuss progress, reading weekly newsletters and attending the Parent Workshops scheduled each term
- Work closely with school staff to ensure our child behaves well in line with the School Behaviour Policy
- Support the school's policy on school uniform

We the school team shall endeavour to:

- Ensure your child's safety and well-being at all times
- Provide a balanced and carefully planned curriculum which meets the needs of your child and the requirements of the National Curriculum
- Keep you fully informed of your child's progress
- Contact you as soon as possible if we have concerns about your child's work, behaviour or attendance
- Resolve any problems or concerns you may have as quickly and effectively as possible
- Hold regular Parent's Evenings and provide an annual written report on your child's progress
- Plan and deliver an informative Parent Workshop each term which will provide you with the information you need to support your child's education effectively at home
- Set homework activities which meet the needs of your child
- Be open and welcoming, offering you opportunities to become involved in the daily life of the school

Signed: \_\_\_\_\_ Parent/s of: \_\_\_\_\_

Signed: *PM Sater* Headteacher



# A Couple of Examples!

<u>KEEP</u> <ul style="list-style-type: none"><li>- <u>NOT</u> CARRYING BAGS.</li><li>- SEESAW/TAPETRY</li><li>- MRS SLATER @ THE GATE</li><li>- FOREST SCHOOL.</li></ul>	<u>IMPROVE</u> <ul style="list-style-type: none"><li>- READING @ HOME.</li><li>- READING LOGS / TEACHERS.</li><li>- CHILD'S PROGRESS REPORTS,</li></ul>
<u>START.</u> .NOT CHOC FRIDAY. <ul style="list-style-type: none"><li>- PARENT/GRANDPARENT READING SESSIONS.</li><li>- START/KEEP READING NEWS LETTER.</li><li>- CHECKING BAGS.</li><li>- OPEN BOOK FRIDAY. (ONCE A MONTH).</li></ul>	<u>STOP.</u> BEING LATE !! SOO MANY EMAILS. (ADD TO NEWSLETTER). (E.O.D.)

## Keep

- Attendance importance.
- Communications ↔ both ways
- Art shows

## Improve

- Independence
- Rewarding effort
- Value of parents' evening

## Stop

- Parents:
- Perfectionism / Pressure
  - Threats / negativity

## Start

- Parents:
- Allowing them to fail
- Children:
- managing their own time
  - focusing on positives

Thank you for taking  
time to read this!  
We would love to hear  
any comments you may  
have!  
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