

One-Page Strategy - Draft

What does success look like from different perspectives?

Pupils' Perspective

I have friends
I am happy and safe
I am listened to
I am understood
I learn and achieve
I am excited about my future

Family's Perspective

We are listened to
We understand our child's progress
We are welcomed and included
We know what has happened as a result of our feedback and involvement
We feel optimistic about our child's future

Colleagues' Perspective

We are valued and appreciated for the work we do
We are listened to and heard
We are able to succeed in our unique roles and develop professionally
We know what is expected of us and are able to achieve this
We have high expectations for ourselves and our school – we challenge mediocrity

Governors, Trustees and Leadership teams

We deliver and are known for our offering personalised outstanding education that takes a long view of success - focuses on our pupils working and achieving when they are adults not just when they leave school
We have the information we need to know that pupils and staff are achieving their outcomes
We listen to pupils and families and their feedback shapes our decision making
We are recognised for our personalised education practices and use of the person-centred thinking tools
We are confident that the personalised curriculum is achieving success and enabling pupils to move towards aspirations

Partner School's Perspective

We are clear about our role and its importance
We contribute our expertise and this is valued
We work together with The Rise School in a collaborative way which recognises our contribution
Our pupils and staff achieve because of our shared expertise, experience and resources

Community School's Perspective

We are proud to have the Rise School pupils as part of our community
The pupils and employees make a valued contribution to their local community
The Rise school share its experience and learning for the benefit of all schools in the area.
We see previous Rise School pupils working and contributing to local businesses and the community

How can person-centred practices help us deliver this success?

- Matching Support
- One-page profiles
- Communication charts
- Decision making
- One-page class profiles
- Working/ not working
- Person-centred reviews (include important in the future)
- Achievements and Aspirations
- Relationship Map
- Perfect week

- One-page family profiles
- Working/ not working
- Person-centred reviews
- Doughnut based home school agreement
- Community Circles

- One-page profiles for colleagues
- Learning logs
- Achievements and Aspirations
- Positive and Productive meetings
- Person-centred Teams
- Doughnut
- Person-centred supervision
- Person-centred team review
- Matching support
- Working Together for Change

- One-page profiles
- 4 plus 1
- History Map
- Person-centred teams review
- Positive and productive Meetings
- Working Together for Change

- Working Together for Change
- One-page School profile
- Working/ not working from different perspectives
- Doughnut

- Community Map
- Working/ not Working from different perspectives
- One-page profile – people and organisation
- Community Circles

How will we know how well we are doing?

% Pupils with one-page profiles that meet our quality standards and separate up to date Achievements and Aspirations
% Pupils with communication charts and decision-making agreements
% Pupils with 6 monthly person-centred reviews with outcomes and SMART actions
% classes with one-page class profiles reviewed using working and not working

% Families with family one-page profiles
% Families attending the person-centred reviews
% Families who contribute to annual Working and Not working to inform school development plan
Number of families who participate in the Working Together for Change event
Number of Community Circles

% Colleagues with one-page profiles that meet our quality standards
% Colleagues with up to date Aspirations and Achievements
% Meetings that use Positive and Productive meetings format and agenda
% Colleagues involved in annual person-centred team review
% Colleagues contributing working/not working to Working Together for Change to inform school development plan

% Governors and Trustees with one-page profiles that meet our quality standards
% Meetings that use the Positive and Productive Meeting format and agenda
Number of Governors and Trustees involved in Working Together for Change
% Governors and Trustees participating in annual person-centred team review

Number of community partners contributing to working/not working about our partnership
Number of businesses and organisations that we have one-page profiles for (as an organisation)
Number of Community Circle facilitators that come from local businesses and organisation

Number of partners schools contributing to working/not working about our partnership
Number of Community Circles in our partner schools