

**Stratford-sub-Castle  
Church of England Voluntary Controlled Primary School**



# **STRATEGIC PLAN**

**2014 - 2018 #4**

*Learning for Life in a Positive and Caring Christian Community*



**ACTIVE LEARNING  
DOING/ THINKING/UNDERSTANDING**

# Our vision is to provide...

Learning for Life in a Positive and Caring Christian Community

## The purpose of this plan...

The purpose of this document is to set the direction of travel for our school over the next four years. It also sets down our commitment to the way we will travel on that journey!

This document records our priorities 2014-2018. They are the result of the following process.

We have ...

- ✓ taken into account the current changing political & social climate
- ✓ met with parents to discuss the ethos and curriculum, listening to perceived strengths and weaknesses
- ✓ conducted parent, pupil, ex-pupils and staff questionnaires
- ✓ listened to ideas developed in School Council
- ✓ held staff meetings to review progress of the last SDP and identify future priorities
- ✓ held Governing Body meetings to review the last SDP and discuss future priorities
- ✓ monitored the work of the school and shared findings with staff and governors
- ✓ analysed the EYFS Profiles, SATs in KS1 & 2, Teacher Assessment
- ✓ analysed data including Data Dash-board and Raise online
- ✓ held Site/Premises committee meetings to identify priorities and action plan.
- ✓ analysed appraisal objectives and professional development needs
- ✓ analysed and reviewed school performance with the school's SIA.

## Who are we and what do we value?

**Our current pupils say...**

they value our smiling, happy atmosphere. Pupils like coming to school because they like learning and Y6 tell us they "feel ready/ well prepared" to leave us and want to keep learning in the future. (Pupil questionnaires/ interviews January 2013 / 2014)

**Our former pupils say...**

their time at Stratford allowed them to build confidence and take on leadership roles. The school helped me to make friends and be a good person. Learning activities were exciting, memorable and varied. They feel they were prepared well for secondary school. (Ex-pupil questionnaires March 2014)

**Parents indicate...**

that they strongly support the school because, they value the caring and happy climate / ethos, as well as the sense of order, belonging and good behaviour. They tell us that their children develop into confident young people who enjoy learning. (Parental Questionnaires March 2013/ January 2014)

**Staff believe...**

they make a positive difference to children's lives and therefore enjoy coming to work. Members of staff feel part of a team and value working together in order to promote positive outcomes for children. (Staff Questionnaires July 2013)

### **Visitors to the school say....**

"The school is one of the most nurturing and child-friendly environments I have visited. In my varied roles I have travelled the world and this school is amongst the best I have ever seen." (Professor Sir Al Aynsley Green Children's Commissioner for England 2005- 2010)

"Pupils are enthusiastic and extremely willing to take part and have a go at new activities." (Sports coach July 2014)

"The two groups of children I have worked with are the fittest groups I have worked with this year." (Bikeability teacher July 2014)

"All the children took part with enthusiasm and listened extremely well (St John's Ambulance staff July 2014)

### **OFSTED says we are a good school...**

"The proportion of pupils known to be eligible for free school meals is well above average. The percentage of disabled pupils and those with special educational needs, including those with a statement of special educational needs, is well above average. Most of these pupils have difficulties related to language, communication and social skills."

"The headteacher, deputy headteacher and staff share high ambitions for every pupil whatever their circumstances or the challenges they face. They are ably supported by the governing body in pursuing further school improvement. "

"The teaching of reading is good because it is structured and systematic. Pupils are grouped according to their abilities within class. The school's plans to group pupils from the Reception Year and Years 1 and 2 together according to their needs, are well chosen. They arise from staff evaluating their practice and pupils' learning, and striving for further improvement. Sessions focusing on reading skills continue for as long as a pupil needs them."

(OFSTED Inspection Report March 2012)

### **SIAS says we are an outstanding church school...**

"Stratford sub Castle VC Primary School is an outstanding Church of England primary school. Its provision for the needs of all learners is exemplary, rooted in Christian values and perspectives which permeate and unite the whole school. The quality of the school as a community and its focus on the aspirations and successes of all children have led to immense strengths which command the respect and support of all stakeholders."

"An established strength is the uncompromising commitment of the whole school to inclusion. This is driven by the core Christian values of the school, by its underlying spiritual life and by the shared vision of the school of all stakeholders, including pupils and their parents and carers."

(SIAS Inspection Report May 2012)

### **The headteacher says...**

Our school was judged to be "good" by OFSTED for the first time in March 2012. In May 2012 the school was judged to be "outstanding by SIAS". Over the last ten years the school has improved levels of attainment and achievement. This has been a challenge due to the high levels of SEN (46% in some year groups), FSM and child protection amongst pupils. Tracking indicates that the children who are particularly vulnerable are the pupils who face "a cocktail of challenges" i.e. those who fall into two, three or even four vulnerable categories. We have worked hard to make the children who face "a cocktail of challenges" feel valued, safe and ready to learn. Children now make better than expected progress in the majority of areas. We must continue to help our pupils gain even more ground, so that they may be more open to life's opportunities and experiences.

(Kay Bridson July 2014)

# What do we stand for?

## Aims of Our School

As a Church of England School we aim....

- to ensure that each child knows they are valued and supported, so that they can reach their full potential, spiritual, emotional, social, physical and intellectual, in an ethos of Christian love, tolerance and understanding
- to serve the whole community and warmly welcome children and their families whatever their faith, culture or means
- to provide a happy, safe and stimulating environment so that each pupil has the opportunity to achieve and acquire skills and knowledge required for life now and in the future
- to promote a positive and purposeful environment where effort, progress and attainment are encouraged, rewarded and celebrated.



To achieve our aims we foster the following Christian values:

**LOVE ☺☺ HOPE ☺☺ COURAGE ☺☺ PEACE ☺☺**  
**TRUTHFULNESS ☺☺ FORGIVENESS and**  
**RECONCILIATION ☺☺ GENEROSITY and**  
**THANKFULNESS ☺☺ COMPASSION and COMMUNITY**  
**☺☺ EQUALITY and INCLUSIVENESS.**

## To achieve our aims we...

- provide all our pupils with the opportunities to learn and achieve within and beyond the National Curriculum
- encourage all within the school community to be motivated, confident and active learners
- work in partnership with parents
- develop links with the Church and wider community
- teach strategies for learning
- encourage learning for understanding
- provide challenge with support
- cater for different styles of thinking and learning
- encourage learning and understanding through doing
- encourage the use of whole brain learning
- promote positive self-image and high self-esteem
- provide regular opportunities for review and reflection
- actively listen to children
- provide timely and accurate feedback to learners
- encourage pupils to question and think critically, and make informed choices
- nurture an awareness and understanding of their own and other cultures, religions and beliefs
- nurture a sense of personal and social responsibility
- encourage our pupils to be emotionally literate - to solve problems and "move on" with their lives
- provide opportunities for creative experience
- nurture a sense of awe and wonder in the world around us
- encourage our pupils to approach life with an open, flexible attitude and a sense of humour.

## Our vision for learning, is that our children are ACTIVE!

ACTIVE LEARNING = DOING 😊 THINKING 😊 UNDERSTANDING 😊

## Our commitment to our children as learners...

We are committed to helping each child learn in a happy, safe and stimulating environment. By the end of their time at Stratford-sub-Castle Primary School, we want each child to be 'launched' into the 'Big Wide World' as confident and inspired learners. We believe that each child has a natural curiosity and enthusiasm for learning. We aim to 'fuel' and sustain each child's learning journey. Our vision for learning is that children are actively DOING, THINKING and UNDERSTANDING. We believe:

- we are role models; we are all learners
- every part of the school day provides an opportunity for learning
- every child is an instinctive learner and naturally curious
- that positive self-esteem and self-belief lie at the core of learning and that the motivation and commitment of learners cannot be taken for granted
- learners need to be "let into the secret" and provided with the appropriate building blocks to progress their learning
- in promoting positive self-image and high esteem
- in engaging positive emotions
- that individual learners have legitimately different behavioural needs
- in maintaining a supportive and safe environment where "put-downs" from staff and peers are not accepted.



We are committed to responding to the needs of our pupils. In doing so we develop learning experiences that are:

- hands on / first hand (active!)
- linked in a cross-curricular way and linked to previous learning
- developing the skills of "learning to learn"
- designed to maximise opportunities for oracy
- designed to develop solid basic skills within real and meaningful contexts
- enhanced by ICT
- enhanced by use of the outdoors; our grounds, locality and visits
- adapted to the interests of our pupils and responsive to their enthusiasms and curiosities
- designed to extend each child's understanding and knowledge of themselves and the world around them.

## What are our strengths?

Monitoring and evaluation indicates that:

- key leaders focus relentlessly on improving teaching and learning resulting in the majority of teaching being outstanding and the rest consistently good
- the SLT model good practice and work closely with teachers in the classroom. Staff meetings focus on improving outcomes for pupils by improving teaching. Teachers within the school support each other to do the best for all children
- staff are constantly striving to meet the high expectations of the SLT
- high professional standards of all staff lead to respectful relationships at all levels
- staff are enthusiastic and motivated, they are channelled to very good effect
- the curriculum provides pupils with highly positive, memorable experiences. Rich opportunities for high quality learning have a positive impact on behaviour and safety.
- well planned, thoughtful and targeted interventions ensure good progress for vulnerable children, including those supported through the Pupil Premium
- parents are engaged to the benefit of pupils, including many parents who have had poor experiences of schools and other institutions
- the school's safe-guarding arrangements are outstanding, demonstrated by a very strong commitment to CP and the recognition that each child is an individual.
- all leaders and managers including the governing body consistently communicate high expectations and ambition. This is based on careful analysis of data and a deep understanding of the performance of all children and adults in the school.
- governors ensure funds are used wisely to meet the needs of all pupils.



# What do people value and want to maintain?

## Children say...

- happy atmosphere (their friends!)
- wanting to come to school every day because they like learning
- staff who help and care

## Parents say...

- ethos : caring and based on good values
- learning is linked and meaningful to pupils (the topics work really well!)
- access to staff

## Staff say...

- ethos
- strong team work amongst staff
- wanting to come to school every day because they like their job (making a difference)

## Governors say...

- ethos
- size of the school (we do not want to get any bigger!)
- inclusivity without compromising standards
- open mindedness over academy status

# What are our priorities for our future improvement? (RAG rated June 2016)

## Achievement of pupils in our school...

- increase rates of progress in maths so that the majority of pupils make better than expected progress by the time they leave the school at the end of Y6
- raise standards of attainment in writing so that more pupils attain Level 5 by the time they leave the school at the end of Y6
- ensure the assessment in foundation subjects is used to good effect
- continue to track pupils on an individual basis and target interventions as appropriate
- ensure pupils make rapid progress in EYFS and have their needs accessed quickly

## Quality of teaching in our school...

- increase the number of outstanding lessons being taught by focussing on "Learning and Teaching" in supportive teams and by working in partnership with cluster schools
- provide each new teacher with a mentor, whether an NQT or not
- provide each new TA with a mentor, whether experienced or not
- use Appraisal to prioritise training needs of staff
- develop new curriculum without losing the excellent elements of past practice
- maintain and develop excellent provision for ICT and outdoor learning

### **Behaviour and Safety of pupils in our school...**

- continue to develop the skills of "Learning to Learn" in everyone!
- continue to develop as a "Rights Respecting School"
- ensure links with the Church remain strong and enable our children to explore "the big questions in life". Develop philosophical thought amongst our pupils
- develop a love of language amongst our pupils through poetry and story telling
- develop each child's inner thesaurus
- continue to develop the role of Premises Manager
- maintain improving emotional development by keeping adult/ pupil ratios as high as possible
- maintain use of TAs at lunchtime to provide high quality support for play for all our children

### **Leadership and Management of our school...**

- continue to focus on teaching and learning. Support for all staff to learn and develop as professionals
- encourage teams to work together, no one to feel isolated or take sole responsibility for whole school development projects
- high priority to staff development and training. Use each other, cluster links and high quality courses
- continue to ensure SENco / DHT has no fulltime class responsibility
- build up capacity to respond to staff absence (courses or illness) within staffing at school
- review governance of the school and adapt and evolve as necessary.

### **Equality in our school...**

- introduce new SEN Code of Practice
- move from Individual Education Plans to "My Plans"
- embed new SEN procedures into the daily practice of the school. Ensure they are workable and have a positive impact on the children involved
- develop a "Local Offer"
- continue to give high priority to punctuality and attendance
- continue to develop "Nurture Group"
- maintain a Parent Support Adviser

### **Our premises...**

- continue rolling programme for redecoration
- develop garden as "Rights Respecting School Garden"
- continue to develop KS1 and KS2 outdoor area
- develop better toileting and intimate care facilities
- develop more appropriate accommodation for Nurture Group (Buttons), Early Birds and Night Owls.

**Our priorities will inform School Development Plans over the next four years and help set the compass for our journey!**



Stratford-sub-Castle Church of England Primary School: Update to Strategic Plan # 4 (April 2017)				
Learning for Life in a Caring and Christian Community				
Celebrate our ability to treat each child as an individual! (Not just the pupils with SEN)				
Keep the pupils skipping into school with a smile! Motivate pupils to learn and hold them accountable for their learning so they know when they've achieved!				
Area for Development		2016/2017	2017 / 2018	2018/2019
Areas covered by Ofsted	Teaching, Learning and Assessment.	Outstanding teaching – outstanding questioning. Assessment expectations embedded. Tracking embedded. Maintain the buzz! Home learning more impactful on standards. Review Marking / Curriculum / T&L Policies. Presentation	Outstanding teaching – outstanding feedback. Assessment & Tracking: refine processes and ensure impacts on learning. Ensure HL impacts on mastery tasks. Review Handwriting Policy. Improve outdoor learning provision (Wild Area)	Review Assessment Policy. Improve outdoor learning provision. Review Marking / Curriculum / T&L Policies. Is learning DOING/ THINKING/ UNDERSTANDING?
	Outcomes for children / Achievement	Increase rates of progress in Maths. (X tables) (Mastery Tasks) Raise standards of attainment in Writing. GPS. Greater focus on monitoring 'groups'. Measure the non- academic outcomes	Improve levels of attainment in Maths. Increase rates of progress in Maths. (X tables AND DIVISION (Mastery Tasks). Raise standards of attainment in Writing.	Improve levels of attainment in Maths. Increase rates of progress in Maths. (X tables AND DIVISION (Mastery Tasks). Raise standards of attainment in Writing.
	Leadership and Management	Broaden SLT and expand subject teams. Develop Task Sheets to ensure monitoring and evaluation is a separate exercise. Investigate the future of our school in the changing educational landscape. Gather information and share.	Ensure 2016 / 2017 procedures and processes are embedded. Ensure sustainable. Develop plan for the future of our school in the changing educational landscape.	Ensure 2017 / 2018 procedures and processes are embedded. Ensure sustainable. Implement plan for the future of our school in the changing educational landscape.
	Personal Development and Welfare	Develop Restorative Justice. Rights Respecting School garden. Positive mental health strategies. Bereavement Policy. Medication	S&R Education, Anti-bullying, Policies. Positive mental health strategies. Mindfulness	Review Behaviour for Life & Learning Policy.
	Spiritual, Moral, Social and Cultural	Develop 'deep sea' thinking. Internet Safety Day (use of Images) Purchase and develop use of PHSE Scheme of Work.	Develop use of Understanding Christianity & RE Scheme of work. Internet Safety Day. PSHE Scheme of work & mindfulness	Develop use of Understanding Christianity & RE Scheme of work. Internet Safety Day. PSHE Scheme of work & mindfulness
	Governance	Finance Committee	Tesco funding / Military grant. SEN funding. Ensure PE Grant is spent sustainably. Future funding? (Fairer funding formula impact?)	Future funding? (Fairer funding formula impact?). Strategy as LA involvement reduced? Funding for school meal provision.
Curriculum and Standards Committee		Improve the summarisation of monitoring and evaluation activities. (Distil the message). Are milestones on SIAP being achieved? Ensure governors with special responsibilities make relevant visits.	Are milestones on SIAP being achieved? Evaluate the processes developed for monitoring & evaluation. Monitor and evaluate impact of improved outdoor learning provision.	Are milestones on SIAP being achieved? Monitor and evaluate impact of improved outdoor learning provision.
Premises/ H&S Committee		School security, Critical Incident Plan. H&S Audit. Develop the Wild Area (up use & accessibility) Develop 'compliance' systems (H&S)	Astro-turf track renewal. Develop outdoor classroom. Develop 'compliance' systems (H&S) Critical Incident Plan. H&S Audit. Monitor and evaluate impact of improved outdoor learning provision.	Critical Incident Plan. H&S Audit. Develop outdoor learning. Monitor and evaluate impact of improved outdoor learning provision.
Staffing Committee		Support office staff during time of transition. Appoint new Admin / Finance officer. Pay policy	Audit staffing levels. Pay policy.	Audit staffing levels. Pay policy.
Safeguarding Committee		Working Together to Safeguard Children in Education 2016. Impact on all relevant policies. Develop use of SharePoint for governors. Ensure school web-site is regularly updated. Updates for governors.	Review Safer Recruitment Policy. Data Protection Policy. Develop use of SharePoint for governors. Ensure school web-site is regularly audited. Updates for governors.	Review Use of Photography Policy. Ensure school web-site is regularly audited. Updates for governors.
Documents including policies		Working Together to Safeguard Children in Education 2016. Impact on all relevant policies. Policies on 'cloud' and new website.	Review British Values Statement. Monitor all Safeguarding policies.	Review Charging & Remissions Policy, Data protection Policy, Complaints, Behaviour Principles, Whistle Blow
Church School	Distinctive Christian character and meeting the needs of all learners	Develop system of evidence collection which is manageable and meaningful. (Preparation for next SIAMS). Restorative Justice.	Develop use of Understanding Christianity & RE Scheme of work. Impact of Restorative Justice? Review Rights & Reps.	Develop use of Understanding Christianity & RE Scheme of work. Impact of Rights and Responsibilities.
	Impact of collective worship	Time to think and reflect on the 'big issues'. Review Collective Worship Policy. Feedback from parents and pupils.	Time to think and reflect on the 'big issues'. Impact of Collective Worship Policy? Feedback from parents and pupils.	Time to think and reflect on the 'big issues'. Impact of Collective Worship Policy? Feedback stakeholders.
	Effective RE	Develop use of Scheme of Work. Training for 'Understanding Christianity'. Staff training.	Develop use of Understanding Christianity & RE Scheme of work.	Develop use of Understanding Christianity & RE Scheme of work.
	Reflecting on the spiritual, pondering on & asking important questions.	Develop 'deep sea' thinking. Introduce pupils to 'Understanding Christianity' : 'The Big Frieze.'	Develop use of Understanding Christianity & RE Scheme of work. Mindfulness	Develop use of Understanding Christianity & RE Scheme of work. Mindfulness
Stakeholders	Pupils (Equality, Diversity & Inclusion)	Listen to 'groups' of pupils (Monitor and Evaluate), SEN Policy Develop comprehensive Pupil Premium Strategy. Review Home / school Agreement. Accessibility / Inclusion Policy & Plan.	Review Tackling Extremism& Radicalisation Policy. Pupil Premium Strategy evaluate & adapt. Accessibility / Inclusion Policy & Plan.	Review Intimate Care Policy. Premium Strategy evaluate & adapt. Accessibility / Inclusion Policy & Plan.
	Parents and families	Help Parents to support learning, especially Maths. Provide relevant information and workshops. Q & A sessions. Move first Parents' Evening to earlier in the year. Review Home /School Agreement.	Help Parents to support learning, especially Maths. Provide relevant information and workshops. Q & A sessions. Develop drop in sessions for parents (Friday am?)	Be responsive to the support needs of parents – workshops.
	Governors	Raise profile of Parent Governors. Develop use of SharePoint. Involve stakeholders in strategic planning. 360 feedback for C of G.	Evaluate the use of SharePoint. Develop plan for the future of our school in the changing educational landscape.	Develop plan for the future of our school in the changing educational landscape.
	Staff	Training to improve feedback to pupils. Marking and verbal feedback. Scaffolding learning. Restorative Justice. Acceptable Use Policy.	Review Code of Conduct. Coaching to improve feedback to pupils. Raise profile of scaffolding learning across the school.	Coaching to improve questioning @ feedback to pupils. Ensure expectation are appropriate.
	Community	Develop visits to school for community (collective worship) Increase numbers of people listening to children read / learning mentors. Review Visitors Policy.	Develop drop in sessions for parents (Friday am?) Develop links with Church and village residents.	Develop links with Church and village residents. How can
	Wider Community	Whole School Topic Day: British Values / Remembrance. Invite visitors into school to support learning from various cultures and religions.	Whole School Topic Day: British Values / Remembrance. Invite visitors into school to support learning from various cultures and religions.	Whole School Topic Day: British Values / Remembrance. Invite visitors into school to support learning from various cultures and religions.

