

**Stratford Sub-Castle Primary School: Strategic Plan Summary (2019/2020 to 2023/2024)**

**Strategic priority 1.  
Wisdom, Knowledge  
and Skills**

A curriculum founded on the National Curriculum, woven together in a coherent way; enabling teachers to excite and enthuse, independent, self-motivated & self-reflective learners

**Strategic priority 2.  
Hope & Aspiration**

Every young person accesses high-quality provision, achieving the best possible outcomes, regardless of prior attainment or background

**Strategic priority 3.  
Community & Living Well  
Together**

Children, families, staff, governors and the community work together to constantly improve the quality of relationships, levels of participation and the flourishing of local, national and global communities.

**Strategic priority 4.  
Dignity and Respect.**

Every young person's 'Stratford Journey' provides a launch-pad, building: confidence, resilience, tolerance, enthusiasm and the knowledge and skills to lead responsible, successful and fulfilled lives.



## Strategic priority 1. Wisdom, Knowledge and Skills

All practice is under-pinned by the National Curriculum, SACRE and 'Understanding Christianity' documents.

Our '*curriculum offer*' ensures progression of learning across the school (breadth and depth), takes into account the unique Stratford community/ environment, as well as having our '*curriculum principles*' and woven through it.

Subject planning takes into account the vision / intention for that subject and the vision / intention for the whole curriculum. It allows pupils to build on prior learning including knowledge skills and attitudes.

Pupils maintain their enjoyment for reading and excitement for books. They read and benefit from a wider genre of books and quality reading material by the time they leave Y6. Reading is evident across the curriculum.

Developments in the teaching of writing ensure that pupils enjoy writing and are taught the skills to produce good quality writing for a range of audiences and purposes. Writing is well-presented and pupils take pride in developing their own handwriting style.

Consistent implementation of our Calculation Progression and consistent approach to stem sentences means that pupils enjoy maths, are confident with fluency of number and possess effective reasoning skills and mathematical vocabulary.



## Strategic priority 2. Hope & Aspiration

All pupils are enthused and engaged in their learning. As a result, attendance is maintained above the national average, progress is good and positive behaviour supports personal and academic development.

Teachers know the profile of their class well and are able to plan and teach exciting lessons, which take into account the learning interests and development of all individuals in their care. As a result, all pupils feel a sense of belonging, valued and empowered to succeed.

Experienced and skilful staff provide pupils with a high-quality learning experience and effective pastoral support. Staff feel valued, a sense of belonging and empowered to succeed.

Families are supported by the school to support and encourage their child's learning and development. Mental health and well-being is given a high priority as well as reading, writing and maths.

Pupils leave the school as confident, resilient, tolerant and enthusiastic young people who live and work well with others and who know and live out their rights and responsibilities as global citizens.

The curriculum extends pupils' horizons and helps them to know about and understand that the village of Stratford-sub-Castle, the city of Salisbury and the county of Wiltshire are part of a much, much bigger world. A world, which is ever more connected and interconnected.



### Strategic priority 3. Community & Living Well Together

Curriculum Leadership ensures our *'Curriculum Offer'* and *'Curriculum Vision'* is implemented consistently. Monitoring and review ensures that progression of learning across the school (breadth and depth) takes into account the unique Stratford community/ environment, as well as having our *'curriculum principles'* woven through it.

Curriculum Leadership ensures that subject planning takes into account the vision / intention for that subject and the vision / intention for the whole curriculum. It ensures that pupils build on prior learning, including knowledge skills and attitudes.

Curriculum Leaders and their teams are supported/ challenged by Governors and the SLT to work together effectively and to develop the required skills to deliver our curriculum.

Governors ensure that the school fulfils its statutory duties with special regard to safeguarding. The governors ensure that resources are managed well and leaders are held to account for the quality of education.

Staff and Governors work with consistency to implement whole school strategies and systems. The need for consistency is recognised and is a constant focus. Staff and Governors model positive and appropriate working relationships. *'Challenges'* are modelled appropriately for pupils.



## Strategic priority 4. Dignity and Respect.

An **ETHOS** which supports each pupil on their personal 'Stratford Journey', so that they have a strong sense of belonging whilst being comfortable in their own skin.

A **CURRICULUM** based on agreed '*curriculum principles*' which maintains, develops and sustains enthusiasm for and active participation in learning.

A child centred **LEARNING ENVIRONMENT** which promotes activity, relevance, safety, security and which opens horizons.