STOKE ROW CE PRIMARY SCHOOL

'Shine like Stars'

Vision and Strategic Plan 2017-2022

Our Mission (2017 – 2022)

'Shine like Stars'

Through a culture rooted in Christian values, we create a caring and fun community where everyone develops a love of learning and achieves their full potential. We provide our children with the highest quality of education based around our core principles: kindness, respect, perseverance, excellence and achievement.

Our aims:

- **Pupils –** We wish to instill in you a love of learning and to fulfil the potential of every child
- **Parents** – We aim to build strong partnerships in the best interests of your child and teach your children in a safe and happy environment founded upon our core Christian values
- **Staff** – We aim to have an outstanding staff team who are able to develop professionally and who are invested in the school's on-going success
- **The community** – We are a valued asset at the heart of our community

School Development **Cycle**

Monitoring by:
- School Governors/SIP
- OfSTED

5-year Vision & Strategic Plan

School Self Evaluation (SEF)

Annual School Development Plan (SDP)

Outcomes and results inform planning for following year

Statutory duties / national requirements

3 SDP priorities

On-going strategic initiatives

Performance management targets

The Effectiveness of Leadership and Management	The quality of teaching, learning and assessment	Personal development, behaviour and welfare	Outcomes for pupils & early years	Spiritual, moral, and cultural development
Governors and the school leadership team will possess appropriate skills to manage the organisation; professional development and succession planning will be actively pursued	We will apply a clear and robust assessment system in line with the expectations of the national curriculum	Children will express pride in personal achievements both inside and outside school, driven by a culture of praise and recognition	We will consistently achieve SATS results above county and national averages	Children, staff and parents will understand the school values and all children will be expected to model them
Our staff will consistently report high levels of job satisfaction and demonstrate high levels of motivation	We will individually track the progress of disadvantaged groups of children (PP, SEN and LAC) and will rigorously evaluate all interventions in these groups	Attendance at school will be above national averages and interventions will be urgently pursued for any persistent absence	All year groups will achieve clear and measurable progress, assessed at regular intervals throughout the year	There will be evidence of growth mindset throughout the school
We will proactively manage our budget to ensure resources are used to best effect	We will invest in information technology and teaching aids to create a first class internal learning environment	We will apply a zero tolerance approach to bullying or any form of discrimination	Pupils will participate in a wide range of activities and acquire a diverse set of skills	An active and healthy lifestyle will be promoted, both in the classroom and via outdoor and sporting activities
Staff, parents and external reviewers will report positively on the culture and leadership of the school	We will maximise our use of the local area, giving all children the opportunity for outside learning	We will actively monitor staff workload and innovate to avoid excessive working hours	Transition to secondary education will be smooth, with evidence of positive feedback from secondary schools	Children will demonstrate social confidence and emotional intelligence
We will manage our property and buildings with constant regard to Health and Safety	Teaching at the school will be consistently good or outstanding across a broad curriculum	We will set and monitor ambitious targets to ensure equality across all protected characteristics	The early years environment will provide a nurturing and effective grounding for education and GLD will consistently be above national averages	The school's Christian ethos and religious education will be championed and evaluated by a dedicated governance committee

THE EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Goals:	What does this look like?	How are we monitoring it?	Barriers to achieving it
Governors and the school leadership team will possess appropriate skills to manage the organisation; professional development and succession planning will be actively pursued	• Committed governing body with a breadth of experience and skills including finance, education, the church, technology and public sector knowledge • Pertinent training for both staff and governors which is regularly evaluated • Active consideration for succession planning through targeted recruitment of both staff and governors	• Governor skills matrix • Succession planning to be a standing item in personnel committee meetings • Structured feedback from staff and governors after training • Robust appraisal system for employees and regular self-assessment of governors (NGA 20 questions)	• Availability of applications for both staff and governor posts • Budget constraints • Relationships between all people involved • Not being able to release staff to complete training of development opportunities
Our staff will consistently report high levels of job satisfaction and demonstrate high levels of motivation	• 90% of staff strongly agree or agree in relation to specific questions on the staff survey • High levels of motivation are seen through high quality teaching and pupil engagement • Staff are keen and willing to contribute to the overall ethos of the school	• Staff survey • Lesson observations • Performance management targets met and discussions during appraisal • Personnel committee	• Financial resources • Workload • Relationships between employees • Class needs
We will proactively manage our budget to ensure resources are used to best effect	• The Headteacher and the finance committee have a robust monitoring process to understand the budget • Transparent reporting of budget variances • Building an appropriate surplus	• Regular finance meetings • Close relationship between bursar and chair of finance committee • Finance committee report to FGB	• Relationships between employees and governors • Funding formula- uncertainty in government finance and changing landscapes • Availability of local support services • Enforced costs increases and specific requirements of intake of pupils
Staff, parents and external reviewers will report positively on the culture and leadership of the school	• 95% of parents strongly agree or agree that the school is lead and managed effectively • Positive feedback from external reviewers • Leadership and management graded 'good' or 'outstanding' in Ofsted and SIAMS	• Staff survey • Parent survey • External reviewers- school improvement partner, the diocese, other Headteachers, Ofsted, SIAMS	• Difficulty recruiting to leadership positions • Governor appointments • Relationships • Not being able to release staff to complete training of development opportunities
We will manage our property and buildings with constant regard to Health and Safety	• Well maintained buildings • A good rating in the Health and Safety audit (no significant findings) • Health safety records and training matrices consistently updated • Secure perimeter	• Health and safety audit • Regular governor and senior leadership safety and premises review	• Financial constraints • Expertise • Age of buildings • No school hall

THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Goals:	What does this look like?	How are we monitoring it?	Barriers to achieving it
We will apply a clear and robust assessment system in line with the expectations of the national curriculum	• A system which all staff are confident using including both assessment tests and formative teacher judgements • On-going assessment and scheduled assessment at key points in the year which inform teaching and have impact on pupil outcomes • A system which both parents and governors can understand and hold the school to account by	• Moderation with other schools • Results in statutory assessments- EYFS, KS1 and KS2 • Staff meetings	• Continuously changing expectations nationally • Having enough materials to effectively assess pupil progress towards end targets • Financial barriers to purchasing bespoke assessment packages
We will individually track the progress of disadvantaged groups of children (PP, SEN and LAC) and will rigorously evaluate all interventions in these groups	• Disadvantaged pupils identified immediately and provision put in place to support these pupils • Detailed analysis of the effectiveness of interventions based on feedback from those providing the interventions (TAs) and class teachers • Targeted use of funding	• SenCo monitoring on a termly basis • TA observations • Pupil progress meetings	• Trained staff leaving and individual staff competency to deliver interventions • Timetable pressures and demands on TA time • Attendance record of pupils
We will invest in information technology and teaching aids to create a first class internal learning environment	• Up to date technology and computers for all pupils (one per child) in every classroom • Computer programs purchased in advance and installed on laptops so pupils are able to use them as part of their learning • New smart boards for teachers to deliver effective whole class teaching which can be interactive and run all learning support programs • Employ an ICT specialist teacher in partnership with other local schools	• Monitoring of computing equipment by ICT governor and external ICT provider' support plan • Lesson observations and governor days • Moderation with other schools to ensure our equipment is up to date and in line with other partnership school provision in our area	• Having the financial capacity to improve provision of ICT equipment • Costs of the upkeep of equipment • Staff competency regarding the Computing curriculum
We will maximise our use of the local area, giving all children the opportunity for outside learning	• Weekly forest school extended to all year groups • Regular provision of outdoor learning opportunities in planning • Long term curriculum planning taking into account the local area and opportunities to explore it	• Lesson plans • Monitoring of long term plan • Short term SDP	• Financial barriers to be able to afford Forest School • Forest school leader leaving and recruitment issues
Teaching at the school will be consistently good or outstanding across a broad curriculum	• All observations and book monitoring will highlight teaching and learning which fulfils the Ofsted handbook criteria of 'good' or 'outstanding' • Curriculum planning covers all aspects of the curriculum and takes every opportunity to interweave skills across different subjects	• Lesson observations • Learning walks • Book monitoring • Teaching and learning committee • Governor days	• Time pressures on the curriculum • Recruitment if experienced staff leave • Financial pressures to buy non-core curriculum resources

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Goals:	What does this look like?	How are we monitoring it?	Barriers to achieving it
Children will express pride in personal achievements both inside and outside school, driven by a culture of praise and recognition	• School reward systems will enable every child to achieve peer recognition for personal achievements • Rewards will be closely aligned to the school values • Children will confidently present their work and other achievements to parents, governors and external assessors • >90% of staff and parents strongly agree or agree that there is a strong culture of praise and recognition	• Record / audit of internal rewards • Governor days • Child-led parents evenings • Parents' survey • Staff survey • Pupil survey	• Insufficient attention given to ensure that all children have opportunities for peer / public acknowledgement of achievements • Inconsistent application of reward systems among staff • Parents / carers' expectations
Attendance at school will be above national averages and interventions will be urgently pursued for any persistent absence	• Attendance figures will be in the top 25% for primary schools nationally • Persistent absence will be addressed with active interventions, involving outside organisations as required; these interventions will be fully documented and anonymously reported to governors • The impact of absence on educational achievement and progress will be assessed, documented and reported to parents / carers	• Headteacher's reports, including specific reporting of attendance rates for Pupil Premium children and those with Special Educational Needs • Pupil progress meetings • Reports on interventions and their effectiveness • Minutes of discussions with outside organisations and parents / carers	• Social circumstances beyond the school's control • Ineffective interventions on behalf of other organisations • Term time holidays
We will apply a zero tolerance approach to bullying or any form of discrimination	• Instances of bullying or discrimination are recorded less than once per year across the school • Staff understand their responsibilities and the mechanisms for reporting / whistleblowing if they observe bullying or discrimination among children or staff	• Headteacher's reports (behaviour section) • Behaviour records • Staff survey • Children's survey • Parents survey	• Inadequate staff training • Working relationships between staff • Poor relationship between parents / carers of children involved in incidents and school leadership team • Lack of understanding of bullying and discrimination
We will actively monitor staff workload and innovate to avoid excessive working hours	• Staff workload, especially teachers' working hours, will be below national averages for primary schools • >90% of staff will agree or strongly agree that governors and school leaders are committed to addressing excessive workload • Interventions will be introduced in response to any demonstrable increase in workload	• Staff survey • Teachers' hours monitoring exercise • Personnel committee minutes • Minutes of individual discussions between staff and governors	•Workload generated by government / local authority initiatives beyond school's control •Reduction in staff due to financial constraints •Increase in non-teaching work, eg managing complex social and emotional needs, extensive liaison with external agencies
We will set and monitor ambitious targets to ensure equality across all protected characteristics	• Equality will be pursued actively with regular review of targets and compliance • 100% of staff and parents will agree or strongly agree that equality is maintained at the school • Equality is prioritised as part of broad, non –core curriculum	• Single equality plan (including accessibility plan) / targets with regular updates • Full Governing Body discussion • Staff survey • Parents survey	•Individual attitudes among staff or parents •Financial constraints, (eg building modifications for people with disabilities) •Lack of training

SPIRITUAL, MORAL AND CULTURAL DEVELOPMENT

Goals:	What does this look like?	How are we monitoring it?	Barriers to achieving it
Children, staff and parents will understand the school values and all children will be expected to model them	• Supportive parent body who understand that their children's care and success is school priority. • Children demonstrate that they have a good attitude to learning. • The school values are evident through children's behaviour in school and visible within the learning environment	• Lesson observations • Governor Days • Parent Survey • Staff Survey • Behaviour records and reports to governors • Pupil Survey	• Relationships between staff and parents • Parents not engaging with school communication • Individual needs within classroom impacting on overall classroom behaviour.
There will be evidence of growth mindset throughout the school	• Supportive classroom climate. • Self belief that skills can be learnt through hard work, effort and persistence • Children are willing to try new things, develop resilience and do not have a fear of failure. • Strong collaboration between staff	• Lesson observations • Social and emotional measures • Pupil Survey • Book monitoring	• Inherent negative behaviours and limiting beliefs. • Fixed mindset
An active and healthy lifestyle will be promoted, both in the classroom and via outdoor and sporting activities	• High levels of participation in school sporting clubs and external competition (100% of the school to participate in an external competition at least once a year). • Variety of sporting clubs offered • School Allotment cultivated by pupils • Cycling Proficiency scheme taught to all Year 5/6 pupils • Forest School offered to all pupils • Further opportunities to develop skills in external clubs highlighted to pupils • High uptake of school meals and healthy eating within school actively promoted • All weather pitch to replace current grass area	• PE lesson observations • Record of involvement in activities • Events section on Headteacher's Report • School Games Award • Sports Pupil Premium Impact document	• Low uptake on school meals • Poor lunchbox choices • No all weather pitch, making outside activity challenging in winter months • Budget constraints
Children will demonstrate social confidence and emotional intelligence	• Children taking increased responsibility e.g. school council, sports leadership and house captains • International links to other schools • Links in local community are strong and evident • Partnership with other schools are valued and active • Evidence of pupils in school caring for one another and understanding each others' needs	• Feedback from visitors and external agencies • Exit interview for school leavers carried out by School Governors • Evaluation from global citizenship program • Behaviour records and reports to governors • SIAMS report and grading	• Challenge of interacting with local community, whilst ensuring all safeguarding needs are adequately met. • Lack of time, within curriculum to foster and encourage links
The school's Christian ethos and religious education will be championed and evaluated by a dedicated governance committee	• Capable and dedicated committee who are pro-active and ensure actions are followed through. • Outstanding SIAMS	• Committee feedback to FGB • Committee feedback • Diocesan advisor meetings • SIAMS report and grading	• Relationships between committee members • Budget constraints • Appointing sufficiently qualified members to committee • Parent body not supportive of Christian ethos

OUTCOMES FOR PUPILS & EARLY YEARS

Goals:	What does this look like?	How are we monitoring it?	Barriers to achieving it
We will consistently achieve SATS results above county and national averages	• Attainment and progress is shown to be above average when measured against both county and national results	• Acquisition of county and national SATS data • Comparison of EYFS, KS1 and KS2 results with county and national data	• Budget constraints • Finite teacher and TA resource • Disproportionate effect on results caused by individual achievement within small cohort sizes
All year groups will achieve clear and measurable progress, assessed at regular intervals throughout the year	• Improvement in attainment is evident each year, not just in SATS years • Year group progress is also apparent at stages within each year rather than at one point only (three times per year)	• Internal measurement systems • Comparison with partnership schools' data	• Budget constraints • Finite teacher and TA resource • Disproportionate effect on results caused by individual achievement within small cohort sizes
Pupils will participate in a wide range of activities and acquire a diverse set of skills	• Diverse activities are offered during and outside school hours • After-school clubs run by staff • Third-party workshops • Examples include Forest School, netball, cycling proficiency, music, running, science and technology • Trips linked to the curriculum topics to inspire learning • All children, including disadvantaged pupils, have access to all activities	• Participation is measured on a regular basis to ensure that the benefits are received by as many children as possible • Diversity is monitored by ensuring that new activities are offered e.g. rotating clubs and trip venues	• Budget constraints • Availability of staff and other volunteers • Equipment resources
Transition to secondary education will be smooth, with evidence of positive feedback from secondary schools	• Pupils are shown to settle in to their new schools quickly and confidently • Academic preparation provides a solid foundation for the next level • Social development aids integration of our children at their new schools • Close liaison with a range of secondary school to ensure pupil individual needs are met	• External reviewers, including secondary school teachers • Survey of parents with children at Stoke Row and secondary schools	• Time constraints on surveying activity • Curriculum pressures in KS2
The early years environment will provide a nurturing and effective grounding for education and GLD will consistently be above national averages	• Children are happy and settled within EYFS • Year 1 transition is aided by a close working relationship between KS1 staff and the physical proximity of classrooms • GLD is consistently above national and county averages • Early years environment is well resourced and every opportunity is taken to promote learning in an outstanding classroom environment	• Internal measurement systems- early years profile • Comparison with partnership schools' , county and national GLD data • Parent survey • Learning journals • Lesson observations and monitoring • External validation from EYFS team	• Budget constraints • Finite teacher and TA resource • Disproportionate effect on results caused by individual achievement within small cohort sizes