



Stanbridge Primary School

3 Year Strategic Plan

September 2015– August 2018

Achievement

Curriculum

Leadership

Partnerships



Our motto:

'Aim high and fly... Small changes make a BIG difference.'

Each year we will keep our motto the same, but aim to have a new tag line to keep this fresh and keep the children interested.

Stanbridge Primary School Vision

At Stanbridge Primary School, children are at the heart of everything we do. Our school community flies forward together, through any weather. We strive to foster a love of learning and a passion to aim high and be world class, preparing children for life's wonderful adventure!

Our School Values

1. Respect
2. Togetherness
3. Uniqueness
4. Creativity
5. Pride
6. Curiosity

Stanbridge Strategic Goals 2015 – 2018

- **Children reach the highest levels of achievement and personal development across the curriculum.**
- **Children develop a love of learning and a passion to aim high and be world class as a result of a highly engaging curriculum.**
- **Leaders are highly ambitious and have an uncompromising drive and to ensure the highest levels of achievement for all children.**
- **Home and school partnerships are strong enabling children to thrive in a supportive, highly cohesive learning community.**



Stanbridge Primary School Strategic Goals and Success Criteria 2015-2018

<u>Achievement</u>	<p>Strategic Goal 1: Children reach the highest levels of achievement and personal development across the curriculum.</p> <p>Success Criteria:</p> <ul style="list-style-type: none">• % of children meeting and exceeding AREs in English and Mathematics is consistently within the upper quartile nationally (when adjusted to take account of Statemented children).• Attainment of vulnerable and SEN/D children in English and Maths is within the top quartile nationally.• 90% of children meet or exceed the National Curriculum expected level of attainment in ICT at the end of KS1 and KS2.• Quality of teaching, learning and assessment in English and Maths is judged to be outstanding across the school.• Intervention groups are highly effective in closing the learning gaps with 85%+ of children meeting the objectives set.• Home learning and parental engagement is highly effective with 90%+ of parents/carers attending learning meetings 3 times a year.• Learning objectives within lessons are challenging and enable excellent progress.• Children act as role models and share their learning with others locally, nationally and internationally.• Our learning environment and school website are high quality and celebrates our high expectations across the school.
<u>Curriculum</u>	<p>Strategic Goal 2: Children develop a love of learning and a passion to aim high and be world class as a result of a highly engaging curriculum.</p> <p>Success Criteria:</p> <ul style="list-style-type: none">• Outstanding curriculum provision enables meaningful cross-curricular links.• Opportunities for child led, independent learning that will equip children with skills for life.• Opportunities for enterprise, problem solving and innovation.• Memorable and enjoyable learning experiences for all through wow days, themed whole school curriculum days and visits/visitors.• High levels of attainment, progress and challenge, with English and Maths skills applied across the curriculum.• Teachers and children are given flexibility to allow children's interests to be pursued through a creative planning approach.• Outdoor learning and forest skills embedded across the curriculum.• High quality, innovative ICT provision with learning and skills linked across the curriculum. (Stanbridge TV as a showcase for children's work).• Highly effective core and foundation teams to drive a world class curriculum.

<u>Leadership</u>	<p>Strategic Goal 3: Leaders are highly ambitious and have an uncompromising drive and to ensure the highest levels of achievement for all children.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • Staff morale is high as a result of SLT actively seeking to motivate staff through positive encouragement and celebration of staff achievements. • Staff at all levels are engaged in personal professional development. • The use of coaching (Up in Ten/ Outstanding Teachers Programme strategies) are used effectively to develop outstanding practice across the school. • All stakeholders are actively involved in the work of the School Development Plan and it is a highly effective tool for school improvement. • 95%+ of children and their parents agree that the school is well led and managed. • The Governing Body evaluates their effectiveness regularly and systematically challenges senior leaders to ensure the strategic development of the school and governance is outstanding. • Safeguarding policy and procedures as evaluated to be outstanding.
<u>Partnerships</u>	<p>Strategic Goal 4: Home and school partnerships are strong enabling children to thrive in a supportive, highly cohesive learning community.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • The school hosts annual parent workshops for English, Maths and ICT/E-Safety and these are well attended by parents. • Homework model is innovative and exciting for children with appropriate challenge for all ages and stages of learning. • Annual parent tours enables children’s achievements to be celebrated. • Parents are provided with clear and timely information about their child’s learning and progress and have a clear understanding of the new AREs. • Children’s wellbeing and welfare needs are fully met through high quality advice, support and guidance to parents from school staff. • School attendance is high (96%+) and the school works closely with parents if there are concerns or worries to address these swiftly.

Goals		2015-16		2016-17		2017-18	
		Success Criteria:	Strategy:	Success Criteria:	Strategy:	Success Criteria::	Strategy:
Goal 1: Achievement	English – Reading and Writing	<ul style="list-style-type: none"> 70% of children in Yr 6 achieve or exceed ARE in Reading and Writing. 75% of Yr 5 children meet AREs. 80% of Yr 3 and 4 children meet AREs in Read/Write. 85% of Yr 2 children meet AREs in Read/Write. 90% of Yr 1 children meet AREs in Read/Write. 	<ul style="list-style-type: none"> Embed reading strategies – awards, reading tree, home learning diaries. S Glos. Time4Reading challenge. Extra opps. for reading across the curriculum. 3 x highly effective Reading Rangers. Writing/Reading ARE CPD. 	<ul style="list-style-type: none"> 80% of children in Yr 6 achieve or exceed ARE in Reading and Writing. 50% of children in Yr 6 make better than expected progress. 90% of pupils in Yr 1 and 2 meet AREs 85% of pupils in Yr 3-5 meet ARE. EYFS Reading and Writing EGL in top 20% of S Glos. schools. 	<ul style="list-style-type: none"> Improve teacher Subject Knowledge (higher reading/writing skills). Engage specialist teachers to support most able. 4 x highly effective Reading Rangers. 	<ul style="list-style-type: none"> 85%+ of children in Yr 6 achieve or exceed ARE in Reading and Writing. 85%+ of all other year groups achieve or exceed AREs in Reading and Writing. End of KS English data in top quartile nationally. EYFS Reading and Writing GLD in top 10% of S Glos. schools. 	<ul style="list-style-type: none"> One of our school SLT to become Specialist Leader of Education (SLE) in Maths to share best practice. CPD from good to outstanding.
	Maths	<ul style="list-style-type: none"> 70% of children in Yr 6 achieve or exceed AREs in Maths. 75% of Yr 5 children meet AREs. 80% of Yr 3 and 4 children meet AREs. 85% of Yr 2 children meet AREs. 90% of Yr 1 children meet AREs. All children know tables to 12x12 by end of Y4. 	<ul style="list-style-type: none"> Introduce Singapore Maths strategies. NEXUS Mastery network. Concrete apparatus routinely used in all classes. 3 Number Ninjas introduced to support mental maths learning. Tyson Times Table Challenge to further embed. 	<ul style="list-style-type: none"> 80% of children in Yr 6 achieve or exceed ARE in Maths. 50% of children in Yr 6 make better than expected progress. 90% of pupils in Yr 1 and 2 meet AREs. 85% of pupils in Yr 3-5 meet ARE. EYFS Number EGL in top 20% of S Glos. schools. Monitoring shows increased mastery. 	<ul style="list-style-type: none"> Embed Singapore Maths. Embed Mastery curriculum. Engage specialist teachers to support most able. Increase Number Ninjas x 4. 	<ul style="list-style-type: none"> 85%+ of children in Yr 6 achieve or exceed ARE in Maths. 85%+ of all other year groups achieve or exceed AREs in Maths. End of KS English data in top quartile nationally. EYFS Maths GLD in top 10% of S Glos. schools. 	<ul style="list-style-type: none"> One of our school SLT to become Specialist Leader of Education (SLE) in Maths to share best practice.

	Other	<ul style="list-style-type: none"> • Raise teacher expectations when applying writing or Maths skills across the curriculum. • Increase % of Outstanding Teaching. • Achieve Silver Sports Kite Mark. 	<ul style="list-style-type: none"> • NEXUS data sharing. • NEXUS T&L networks. • Remove fixed groupings in Eng/Ma. 	<ul style="list-style-type: none"> • Vulnerable children achieve AREs at same rate as peers. • Innovative Eng/Ma teaching across the curriculum accelerates progress. • Achieve Inclusion Quality Mark www.inclusionmark.co.uk • Achieve Gold Sports Kite Mark. 	<ul style="list-style-type: none"> • Embed NEXUS Research and Development network. • IRIS video observations. 	<ul style="list-style-type: none"> • Foundation subjects teaching, learning and assessment judged to be outstanding. 	<ul style="list-style-type: none"> • International training and development opportunities explored.
--	-------	--	---	--	---	---	--

Key Strategies and Milestones

Goals	2015-16	2016-17	2017-18
Goal 2: Curriculum	<ul style="list-style-type: none"> • AREs and Classroom Monitor/Nexus assessment system fully embedded and used to rigorously assess children's progress. • 4 themed days across the year to provide innovative and memorable learning experiences for children (PEPD, HUMS, CD and SCIT). • Stanbridge TV films created by pupils to showcase ICT learning and cross curriculum links, particularly with English and Maths. • Stanbridge Digital Leaders (Yr 5 and 6) assist in leading innovative ICT practice across the school (leading staff meetings and training sessions, showcasing skills to children). • Develop PlayPod loose parts play with training and development for staff team. • 360 degree E-Safety audit award achieved. 	<ul style="list-style-type: none"> • Review curriculum and adapt/modify based on research and development network and feedback from children. • Improve links with local secondary schools (Yr 5 – 9 pathway) and share curriculum innovations/resources. • Children in Yr 5 and 6 to lead an enterprise (e.g. sell/eat produce from the school allotment and further promote healthy eating and sustainability across the school). • School achieves Gold Sing Up Award • A 'forest schools campus' is established, providing opportunities for scientific and sustainability learning. • IT suite further developed to include 3D printing, robotics and CAD. 	<ul style="list-style-type: none"> • IT suite/resources used to train teachers across the LA in innovative use of technology. • School achieves Arts Mark (quality mark). • Hold an animation week using a range of STEM skills. • Video conferencing used to maintain international links with partner primary schools in China and Europe. • Within Nexus, hold a kit car competition. • Within Nexus, plan and develop a 'cultural camp-out' festival. • Further develop enterprise with a £20 start up project for every year group. Introduce financial literacy unit in each year group.

Goals	2015-16	2016-17	2017-18
	<ul style="list-style-type: none"> Hold a jobs jamboree day to enable children to learn about a range of careers and reflect on their aspirations for the future. International school links introduced between Stanbridge and Number 1 1 Primary School in Liupanshui, China. 	<ul style="list-style-type: none"> Second international link established with a contrasting school (within Europe). 	

Goals	2015-16	2016-17	2017-18
Goal 3: Leadership	<ul style="list-style-type: none"> School leaders and teachers use technology daily for effective communication, tracking of children's progress and analysing gaps in learning. 2 Senior Leaders to become facilitators for the Outstanding/Improving Teachers Programme (OTP/ITP) within the Nexus Teaching School. 2 Middle Leaders complete the ML Development Programme. HT to carry out 8 school inspections as an Ofsted Inspector and feedback learning reflections to SLT and governors. Survey parents and children and analyse feedback about school leadership and school developments. Introduce a yearly staff challenge – Park Run, mountain climb, canoeing/dragon boat race. Safeguarding audit completed and all actions followed up, grading provision as outstanding. Governor's action plan developed to assist in moving towards outstanding governance. 	<ul style="list-style-type: none"> One Special Leader of Education appointed. Teachers are part of the Nexus Teaching School Research and Development group. Learning to be fed back as part of whole staff CPD for innovative teaching and learning development. School to mentor 1 School Direct teacher trainee. A further two Middle Leaders complete the ML Development Programme. 2 Senior Leaders continue to facilitate OTP/ITP and use skills to support teaching across our school. Annual safeguarding audit to ensure provision remains outstanding. Review of Core and Foundation Team effectiveness. HT, DH and SLT take part in a 360 degree reflection/feedback process. Governors self-evaluation carried out – assessed to be outstanding. 	<ul style="list-style-type: none"> 2 Specialist Leaders of Education appointed. Member(s) of SLT embark on NPQH training. Review succession planning – development of leaders at all levels. Annual safeguarding audit to ensure provision remains outstanding. Nexus School Councillors form a network to lead a cross school project. Review the last two years of the staff challenge. Develop this further to include other schools within the Nexus learning partnership. Children to develop and lead 'Stanbridge University' with a graduation ceremony to further raise aspirations.

Goals	2015-16	2016-17	2017-18
	<ul style="list-style-type: none"> Children's leadership roles embedded (Eco Warriors, Digital Leaders, School Council, Children's PTA) 	<ul style="list-style-type: none"> Year 6 children compare a termly celebration assembly. 	

Goals	2015-16	2016-17	2017-18
Goal 4: Partnerships	<ul style="list-style-type: none"> Hold parent workshops to share new ARE system of assessing pupil progress. Further develop Playtime Buddies roles and responsibilities across the school in partnership with Play Leader (Chris Gardner) Hold two parent tours to showcase children's work and inform parents about the new re-wire developments (Term 2 and Term 5) Change Trackers and assessment tool used holistically and in partnership with parents to target set and plan provision for children with additional needs. Introduce 'school gates' parents running club weekly (and community Park Run event). PTA fundraise for sports/outdoor learning shelter. 	<ul style="list-style-type: none"> Introduce a new pupil 'Justice Council' to support children in behaving well and raising anti-bullying awareness. THRIVE (Nurture system) established across the school. All staff trained to implement this approach. Establish partnership days with parents/carers during term time and in school holidays – picnics, theatre trips, day trips. Develop core skills workshops for parents to learning alongside their child. PTA fundraise for our 'forest schools campus.' School investigates ways to share children's learning and progress with parents digitally/online through a learning platform. Investigate and develop extended school provision further to enable more parents/carers to tap into after school childcare activities. Further promote healthy schools status through lunchbox survey, posters and playtime healthy snacks promotion. 	<ul style="list-style-type: none"> Digital/online learning platform for parents/children fully embedded. PTA fundraise for a kit car and robotics equipment. Involve parents/carers in planning the 'cultural camp out' across the Nexus learning partnership. Further develop activities to enhance children's learning experiences during the school holidays. Review transitions from Nursery to EYFS, Year 2 to Yr 3 and Yr 6 to Yr 7. Develop a programme of transition activities for parents/carers and use in school.