



Strategic 3 Year Plan 2023 2024-2026 2027

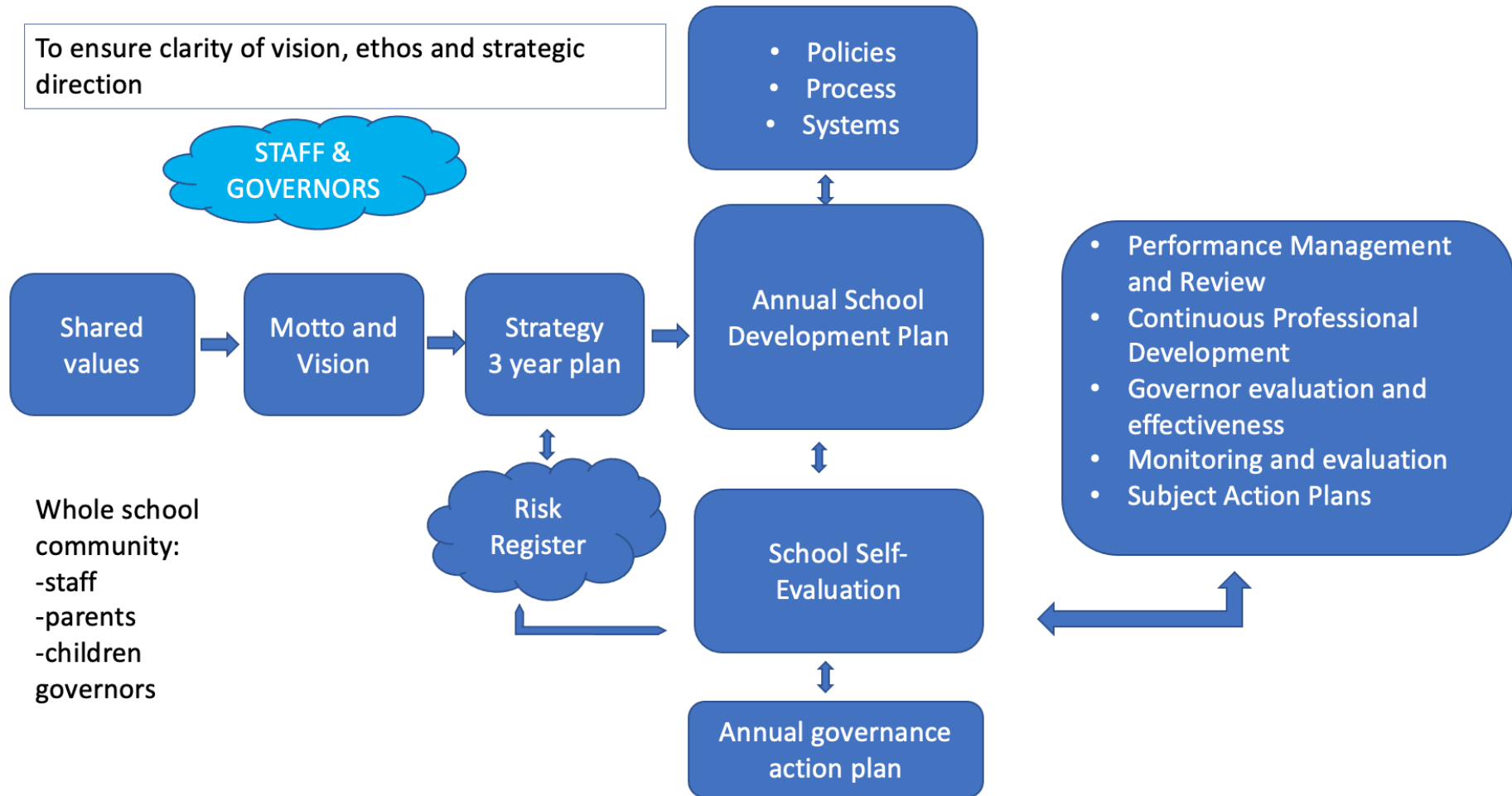
'Nurture, Inspire, Discover, Create'

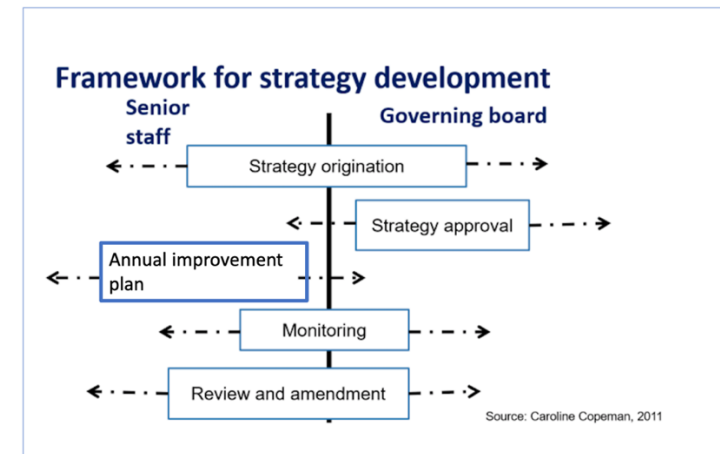
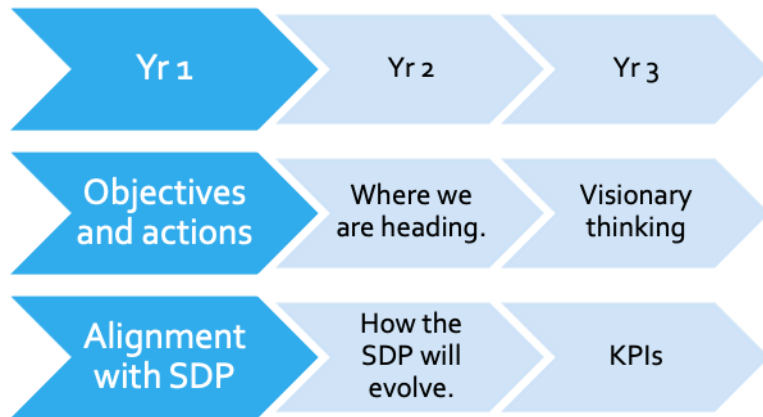


Stathern Primary School
'Nurture, Inspire, Discover, Create'

Stathern Primary School 3 Year Strategic Plan

Created by staff and governors, together, and encapsulating the voices of our children and their parents as part of our strategic planning process. The diagram below represents our model of a system approach to developing our strategy, using our school ethos and values as the driving force. Each year, alignment and review will be considered as the annual school development plan is formulated, hence cementing our school improvement process.





Our strategy origination and development, as a shared activity, reflects the Framework for Strategy Development as identified above and in accordance with governor roles and responsibilities of the Board as strategic leaders. Furthermore, our plan reflects the pyramid approach to a strategic planning process allowing fluidity across the annual review process. Our Year 1 actions align directly with our School Development Plan and reflect our financial planning. Annual review will take place as a joint activity between staff and governors each September.

What is it?

- document that cements our vision, ethos and values into a clear plan.
- enables governors to fulfil their first core function; to ensure clarity of vision, ethos and strategic direction.

Why have it?

- Yr 1 will inform the priorities for improvement in the annual school development plan
- it will enable a shared and sharply focused drive for school improvement

How we will review, evolve and update it?

-Each September we will hold a staff and governor partnership strategy session where we review performance against the KPIs by answering the following questions:

- 1) What are we already good at? Informs the SEF.
- 2) Do any of the objectives and timeframes need amending, adjusting or rewording?
- 3) Does the new plan reflect our shared ambition for the strategic direction for the school? Yr 1 objectives inform the annual development plan.

| | | | |
|---|--|---|---|
| Core Area 1 | Quality of Education – Curriculum and Standards | | |
| Objectives | <ul style="list-style-type: none"> To create a motivating curriculum that inspires all children to discover a lifelong love of learning and to nurture their personal, individual achievements. To be an Outstanding school. | Evidence | <ul style="list-style-type: none"> External monitoring/Ofsted report External and internal data and analysis Curriculum intent/vision and plans SDP and impact measures |
| Year 1 | Year 2 | Year 3 | Key Performance Indicators (KPI's) |
| <ul style="list-style-type: none"> Staff training, time, collaboration to develop all research informed curriculum areas, planning and assessment that focuses on specific subjects where development is still needed Refine homework linked to skills and knowledge-based curriculum Focus groups targeted for intervention as supplement to quality first teaching Specific focus upon writing, and early reading Improved comms to parents on pupil progress Continuing and building on opportunities for planned trips and visits plus expert visitors to inspire children. | <ul style="list-style-type: none"> All curriculum subjects at same standard of implementation and impact measured. Wider school achievements and opportunities (sporting and creative) maximised for all pupils. | <ul style="list-style-type: none"> External validation for quality provision for foundation subjects, i.e Arts Mark, | <ul style="list-style-type: none"> Ofsted grade Outstanding Teaching is at least 'good' with majority outstanding. Pupil attainment is in the top quintile regional or national? -progress scores in R, W, M are at least +1. Pupil feedback reflects motivation and enjoyment Assessment in all subjects shows excellent pupil progress External validation of SLT judgements SLT/gov monitoring reports Platinum Sports Mark awarded Involvement in Vale and Belvoir Sport School Partnership |

| | | | |
|--|--|---|--|
| Core Area 2 | Personal Development – Behaviour and Attitudes | | |
| Objectives | <ul style="list-style-type: none"> To embed an inspirational curriculum that promotes self-belief through strong character and resilience To nurture empower children to value their relationship with mental and physical wellbeing so that they can embrace discover sustainable and lifelong learning. | Evidence | <ul style="list-style-type: none"> School motto, vision statement and values Pupil voice Curriculum maps and long-term planning School self-evaluation Pupil destinations High pupil attendance Behaviour Policy Visitors to school from different roles/jobs Curriculum days Assemblies/celebrations Parent surveys Attendance at clubs Child led clubs Parent/pupil survey |
| Year 1 | Year 2 | Year 3 | Key Performance Indicators (KPI's) |
| <ul style="list-style-type: none"> Promotion of healthy lifestyles, healthy eating, physical and mental wellbeing. All pupils have leadership opportunities in school – Sports Crew, child led clubs PALS SMSC, RE, British Values are high priority areas and monitored and resourced Monitor implemented new RE curriculum Diversity and equality threads throughout the curriculum and ethos Visits that enhance PD such as RE visits and external visitors to school | <ul style="list-style-type: none"> Transition to secondary schools Inspire through careers and jobs through our curriculum Skills to develop own wellbeing, anxiety and stress | <ul style="list-style-type: none"> Teaching beyond the school grounds, real-life learning embedded | <ul style="list-style-type: none"> Case Studies Pupil destinations - alumni Effective links with secondary schools Stakeholders report vision is evidenced in school Behaviour log |

| | | | |
|---|---|--|---|
| Core Area 3 | Leadership and Management | | |
| Objectives | <ul style="list-style-type: none"> To use continuous professional development (CPD) and collaboration to inspire teachers to design and create an outstanding curriculum that allows pupils to thrive and make a difference to the world we live in Governor capability and alignment to the benefit of the staff team Leadership that aligns with local and national collaborations | Evidence | <ul style="list-style-type: none"> CPD records – staff and governors Governance structure and associated reports/minutes/action log External audit/QA reports Work/collaboration with other schools HT and staff Performance Management and Review |
| Year 1 | Year 2 | Year 3 | Key Performance Indicators (KPI's) |
| <ul style="list-style-type: none"> CPD linked to SDP and GAP priorities Collaborative approach and cohesion across schools Governor action plan and commitment to training Frequent governor visits build positive relationships and continue to build as governors become more 'expert' in each subject link partnership Vale Governor collaborative is strengthened Maths Mastery approach in KS1 evidenced in observations, planning, interviews | <ul style="list-style-type: none"> Vale governance collaborative is strengthened Inspiring CPD at all levels | <ul style="list-style-type: none"> Management/communication of village growth/school structure (if development is going ahead) Maintaining knowledge of and relationships with all children as the school grows Vale/school future direction re academisation is explored | <ul style="list-style-type: none"> CPD records show impact upon pupils as reported in SEF Governor monitoring evidences outcomes Ofsted readiness objectively assessed Curriculum planning reflects inspirational curriculum Vale governance records/minutes 2 training events this year Succession plan that links to staff development and staff structure Governance succession plan Phonics result improved from 54% to 80% |

| | | | |
|---|---|---|--|
| Core Area 4 | Staff Development | | |
| Objectives | <ul style="list-style-type: none"> We nurture all staff. All are valued and have the opportunities for them to create and contribute to improved outcomes for children through well planned, continuous professional development. Staff wellbeing is paramount. Staff have access to support (external and internal) to develop their own and others mental, physical, and financial wellbeing All staff are recognised as rounded individuals and are invited to bring their own skills and interests into the classroom to enhance provision and inspire others where appropriate discovery towards better outcomes for all. | Evidence | <ul style="list-style-type: none"> HT report School self-evaluation Staff training records quality of teaching and learning reports Performance Management and Review External and internal attainment and progress data Staff wellbeing survey Governor wellbeing |
| Year 1 | Year 2 | Year 3 | Key Performance Indicators (KPI's) |
| <ul style="list-style-type: none"> Ethos of praise and recognition of individual and team success Open-door opportunities to observe and work alongside others for positive/constructive feedback and collaborative planning, curriculum staff meetings and rolling out CPD Bringing resources and effective practice into curriculum meetings across Key Stages and classes. Health and wellness training for staff and children Subject leadership roles clarified and continual CPD Team teaching and coaching with collaborative planning | <ul style="list-style-type: none"> Headteacher exploration of strategic and executive leadership roles. | <ul style="list-style-type: none"> Funding and facilities from new housing development lead to improvements in teaching and learning space. Stathern is at forefront of support and development of other schools. Haring good practice and receiving external recognition | <ul style="list-style-type: none"> Staff report sense of wellbeing Staff roles are clearly defined, and leadership roles are fulfilled Strong leaders are developed and share practice across our and other schools Performance Management Review Headteacher instrumental in work of Vale Collaborative Partnership Headteacher professional development is nurtured Staff succession plan |

| | | | |
|--|---|---|--|
| Core Area 5 | Parents and Community Links | | |
| Objectives | <ul style="list-style-type: none"> For parents to feel fully engaged and confident in the school To discover opportunities available to nurture close links with local/national/global organisations and businesses. Local links with village community and parents' links/skills within school | Evidence | <ul style="list-style-type: none"> HT Report Parent/stakeholders surveys Performance data Website/social media platforms Feedback from beneficiaries and other external contacts |
| Year 1 | Year 2 | Year 3 | Key Performance Indicators (KPI's) |
| <ul style="list-style-type: none"> School website is overhauled and improved Develop face-to-face parent open evenings based on survey feedback Celebrating differences and Everyone's Welcome embedded into curriculum School works seamlessly with parents and the community. Sense of community cohesion visible in school | <ul style="list-style-type: none"> Local businesses offer opportunities for pupils Managing expectations around the school and village growth Parents share skills in the classroom/volunteer for school events School is visible in local community and church | <ul style="list-style-type: none"> Our children are fully prepared for life as global citizens aware of equality, diversity and inclusion. | <ul style="list-style-type: none"> Parent survey reflects confidence and pride in the school Concerns and Complaints Policy is effective Attendance at open evenings by stakeholders (parents) Parent survey shows confidence that school is responsive to feedback Complaints are documented and reported (reduced number) case study forms show effective management and resolution HT report shows attendance at events is increasing |

| | | | |
|--|--|---|--|
| Core Area 6 | Learning Environment – Premises and Accommodation | | |
| Objectives | <ul style="list-style-type: none"> • Develop use of increased break-out space for interventions and flexible learning provision (Nurture/discover) • To improve the school environment further to enable and support creativity and pupils’ wellbeing (Inspire, create, nurture) • To work with outside agencies i.e. VCP, LLp and Academy Trusts for skills and resources • Developing external opportunities to experience different environments (pupils and staff) | Evidence | <ul style="list-style-type: none"> • Stat 1 build spend • Financial planning and monitoring • HT report • Pupil and staff voice • LA feedback/school growth • Ofsted/external audits • Feedback from school stakeholders |
| Year 1 | Year 2 | Year 3 | Key Performance Indicators (KPI's) |
| <ul style="list-style-type: none"> • Ongoing rolling programme of décor/improvements developed i.e furniture and curtains • Learning zones in classes, beanbags, rugs as appropriate • Physical resourcing of curriculum areas • Resources/skills shared across schools • Recycling more opportunities for this in the school environment • Access to outside different learning environments, i.e., park, woods | <ul style="list-style-type: none"> • WHAT DOES THIS LOOK LIKE, PLEASE TEAM?? | <ul style="list-style-type: none"> • Virtual reality • Doors to outside from the classrooms • We have an outdoor classroom | <ul style="list-style-type: none"> • Site is extended and NOR increases • Financially stable • Stakeholder voice reflects positive change in décor/premises |

Parent and Pupil Page – Strategic Planning at Stathern Primary School

| <p>Quality of Education. Curriculum and standards</p>  | <p>Personal development.</p>  | <p>Leadership and Management</p>  | <p>Staff Development</p>  | <p>Parents and Community Links</p>  | <p>Premises and Accommodation</p>  |
|---|---|--|---|---|--|
| <p>We will create a motivating curriculum that inspires all children to discover a lifelong love of learning.</p> <p>We will nurture their personal and individual achievements.</p> <p>We will be an Outstanding school.</p> | <p>We will embed an inspirational curriculum that promotes self-belief through strong character development and resilience.</p> <p>We will empower children to value their relationship with mental and physical wellbeing.</p> <p>We will demonstrate our commitment to equality, diversity and inclusion in ALL that we do.</p> | <p>We will inspire our teachers to design and create an outstanding curriculum.</p> <p>We will ensure that governance work aligns with and benefits the whole staff team.</p> <p>We will discover leadership collaborations both locally and nationally.</p> <p>We will be leaders and respected by other schools, sharing great practice and process.</p> | <p>We will nurture and value all staff for them to create improved outcomes for children and themselves.</p> <p>We will discover and create opportunities to develop staff wellbeing.</p> <p>We will recognise the skills and interests of all staff to develop our school and to inspire others.</p> | <p>We will ensure that parents feel fully engaged with and confident in the school.</p> <p>We will create links with village, local, national and global groups and organisations.</p> <p>We will inspire all our school community to make a positive difference.</p> | <p>We will create capacity as the school grows for better break-out space.</p> <p>We will improve the décor to inspire creativity and nurture wellbeing.</p> <p>We will work with Vale schools to share skills and resources.</p> <p>We will create opportunities for our children to experience different environments.</p> |