



LIGHTHOUSE  
SCHOOLS PARTNERSHIP

# Lighthouse Schools Partnership Federation of Bishop Sutton and Stanton Drew Primary Schools Strategic Plan 2022-2025



## **Federation ethos**

### **Vision**

*Where every child can dream, believe and achieve*

### **Mission**

*The Federation aspires to provide the highest quality of learning experiences in a safe, caring environment in which each member of the school is respected as an individual and allowed to grow in confidence and develop to their full capability. We teach our children to be understanding and respectful of each other and the community we live in, and our children will have the confidence and skills to be happy and successful in our ever-changing world.*

### **Values**

*We value: Kindness (including Respect and Empathy), Excellence, Honesty, Friendship, Trust, Determination, Confidence, Creativity, Independence, Aspiration, Responsibility, Curiosity, Courage, Happiness and well-being*

## **Ambition**

To be recognised as a Federation where we:

- ✓ Provide an inspirational and creative curriculum to inspire children's aspirations
- ✓ Inspire our children to be independent, curious and confident
- ✓ Provide excellent teaching to ensure our achievement and attainment is above national expectations and where all children make excellent progress
- ✓ Prepare our children with the necessary knowledge, skills and resilience to confidently face the challenges in their lives
- ✓ Provide a caring environment where every person matters with strong home/school partnerships
- ✓ Attract and retain inspirational staff by ensuring the Federation is a rewarding and supportive place to work
- ✓ Create a stimulating, supportive and safe learning environment that is enhanced with first class teaching and learning resources
- ✓ Employ efficient and effective procedures to allow our focus to be on improving education
- ✓ Have sustainable, rigorous and robust financial control which allows us to further develop our future provision
- ✓ Lead with passion, clarity and vision for the community in which each school serves as well as the wider Chew Valley area
- ✓ Aspire to be recognised as a centre of excellence by all our stake holders

**For children this means:**

*I am in a safe place to learn. I know what is expected of me and I am treated as an individual. Learning opportunities are relevant, interesting and meet my needs. I have help if I need it. I am always challenged to reach my potential and understand what I need to do to progress my learning. I am learning how to deal with life through strong social and moral values. I have an excellent understanding of the world around me and its diversity. School is enjoyable.*

**For parents this means:**

*I am included in and supportive of my child's learning journey. The school listens to me and has high expectations for my child. I feel that my child is treated as special and known to everyone. I feel confident in the way that the school keeps me informed of my child's progress and growth as an individual as well as news and events in the school community.*

**For staff and governors this means:**

*I am highly valued in my role and continually encouraged to develop. I constantly seek ways to develop in my role. I have a key part to play in making sure that every child achieves their very best. I make sure that the learning environment is safe and inspiring for all children. I support the ethos of the school. I want children and their parents to be part of a shared approach to learning.*

**Vision:** *Where every child can dream, believe and achieve*

**Strategic Goals:**

- ✓ To ensure that the education provided by the Federation enables all children to gain skills, knowledge and experience in a wide variety of engaging and sustainable learning opportunities (educational outcomes and longer term employment prospects)
- ✓ To use collaboration and partnership to develop the best possible staff who are responsible for providing strong and improving outcomes
- ✓ To support the well-being of children and staff so they are healthy, independent and resilient

**Priorities for 2022-2025:**

- Sustaining developments in maths and English
- Enhancing the curriculum and developing pedagogical principles (including Quality First Teaching and re-visiting our 'universal offer' to support all children)
- Making sure that environmental education and messages are integral to our curriculum and core values (children are aware of sustainability and climate change and have an active responsibility)
- Further developing the offer and support for SEND & PP children delivering ambitious outcomes
- Reviewing and improving inclusion and diversity practice
- Monitoring and improving attendance rates
- Continuing to improve the broader learning environment and opportunities for non-class based learning
- Continuing to prioritise high quality professional learning and CPD
- Building our relationships with other stakeholders (including parents & governors) both within the Federation and further afield (MAT schools, LA schools and nationally/internationally)
- Maintaining our robust safeguarding procedures
- Ensuring that pupil and staff well-being are high priority
- Securing financial security through careful budgeting and regular monitoring
- Reducing our carbon footprint and our impact on the environment through improved sustainability and spending choices

## Milestones & Indicators

2022-2023	2023-2024	2024-2025
<p>Continued focus on phonics/reading, writing and maths including timely response to any actions from Trust visits</p> <p>Fine tuning of our ambitious curriculum ensuring 'golden threads' are explicit</p> <p>Subject leaders have secure knowledge of the quality of teaching and learning in their subject area</p> <p>Pedagogical principles reviewed and embedded in daily teaching (including peer challenge/support and teaching 'walkthroughs')</p> <p>Audit from drop-ins and produce Pedagogical Principles handbook and training for all staff (INSET)</p> <p>Develop Quality First Teaching Principles and universal provision across both schools (including participation in LSP development work and CPD)</p> <p>Check SEND provision within the main curriculum (ie provision/support/adjustments for SEND children)</p> <p>Introduce Edukey Provision Map, embed the SEND diagnostic tools and increase pupil voice</p> <p>Embed the use of Trust diagnostic/screening tools and</p>	<p>Review progress and outcomes/adjust plans &amp; priorities</p> <p>Review OfSTED focus subjects (Art, Science &amp; Geography) plus PE, MfL &amp; Computing*</p> <p>Review subject leadership and assessment procedures (subjects above) Review/Adjust <i>*from Monitoring &amp; Evaluation Schedule</i></p> <p>Focus on communication friendly classrooms and the use of technology to support SEND children</p> <p>Review annual data 22/23 for SEND and PP children and plan actions/amendments</p> <p>Engage with LSP plans to develop a multi-disciplinary team e.g. EP, SALT, OT and Behaviour Specialist Engage in LSP process for traded services (if available) for 23/24</p> <p>Receive key messages from LSP Schools</p>	<p>Review progress and outcomes/adjust plans &amp; priorities</p> <p>Review non-OfSTED focus subjects (History, D&amp;T, RE, Music &amp; PSHE)</p> <p>Review subject leadership and assessment procedures (subjects above) Review/Adjust <i>*from Monitoring &amp; Evaluation Schedule</i></p> <p>Trauma informed and Equalities Duty training for all staff</p> <p>Review annual data 23/24 for SEND and PP children and plan actions/amendments Annual review</p>

<p>intervention programmes</p> <p>Review and revise the PP strategy, closer monitoring of SEND/PP attendance</p> <p>Diversity and inclusion has higher profile for staff and children including staff training and pupil assemblies/workshops</p> <p>Review Curriculum areas for diversity (Maths and English)</p> <p>Review and revise Attendance Policy and procedures to promote high attendance rates</p> <p>Draft updated premises plan – linked to LSP SCA to review buildings condition and planned maintenance work</p> <p>Review and maximise other learning opportunities e.g. Outdoor classroom, Forest School, Assemblies, breaks &amp; social time</p> <p>All staff receive focussed and highly effective professional development identified from appraisal, staff meeting discussions, Trust visits etc achieving excellence in professional learning &amp; development</p> <p>Teachers’ subject and pedagogical knowledge continues to build over time</p>	<p>(Backwell &amp; Yatton Schools) on NS pilot of Early Intervention and plan changes/improvements at BS and SD</p> <p>Update Accessibility Policy/Plan and Equality Scheme</p> <p>Further training for all staff so the needs of SEMH children are met through high quality trauma-informed practice and a strong pastoral system</p> <p>Review curriculum areas for diversity (Art, Science &amp; Geography, PE, MfL &amp; Computing)</p> <p>Review data and trends in attendance – plan/adapt/prioritise</p> <p>Revised 5-year plan in place that reflects School Condition Reports and items for H&amp;S and Fire Safety audits</p> <p>Review curriculum areas for other learning opportunities (Art, Science Geography, PE, MfL &amp; Computing)</p> <p>Review annual CPD and support offer (inc. support from Subject Leaders)</p> <p>Review Staff handbook as well as handbooks for Maths, English and</p>	<p>Annual review</p> <p>Review curriculum areas for diversity (History, D&amp;T, RE, Music &amp; PSHE)</p> <p>Review data and trends in attendance – plan/adapt/prioritise</p> <p>Update the revised 5-year plan</p> <p>Review curriculum areas for other learning opportunities (History, D&amp;T, RE, Music &amp; PSHE)</p> <p>Review annual CPD and support offer (inc. support from Subject Leaders)</p> <p>Be recognised as a school of choice by staff due to support for development of skills, and achieving a strong work/life balance</p>
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<p>Leaders ensure that highly effective engagement takes place with all staff to identify and resolve issues (including workload)</p> <p>Staff have opportunities to learn from each other as well as from other colleagues in LSP and providing staff with excellent learning opportunities to support career progression, develop future leaders</p> <p>Parents and governors have a clear understanding of our high expectations, of what is taught and how they can support children and staff</p> <p>Information provided for parents is extensive (Newsletters, communications from teachers, emails, ClassDojo messages, curriculum workshops, text messages, website etc)</p> <p>Governor visits back into regular cycle to support SIA and H&amp;S visits as well as other key events (Open School etc) as well as termly visits (x6/year)</p> <p>Governor survey April 2023</p> <p>The Federation continues to build local community links – through fine tuning of the curriculum offer as well as projects, visits, visitors etc (and linked to diversity and environmental education priorities). Introduction of ‘Archie Project’/Reminiscence Learning</p> <p>The Federation develops links with other schools in different communities e.g. France and Canada</p>	<p>Pedagogy</p> <p>Check that support systems for work/life balance and career opportunities are excellent for all staff</p> <p>Review Pedagogy Handbook and the impact of Teaching ‘Walkthroughs’</p> <p>Review from annual parent survey and increased parental satisfaction</p> <p>Annual review</p> <p>Review impact of LGB activities including school visits</p> <p>Review outcomes/progress from Governor survey April 2024</p> <p>Review Wow days/visits, add any new links to community</p> <p>Regular (monthly) communications started through Global School Alliance</p>	<p>Review Staff handbook as well as handbooks for Maths, English and Pedagogy</p> <p>Review impact of LGB activities including school visits</p> <p>Governor Survey April 2025</p> <p>Chew Valley Lake Project started ahead of 70<sup>th</sup> anniversary (with local Primary Schools and CVS)</p> <p>Explore link with another school in</p>
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<p>The Federation PSHE/SMSC/pastoral systems all contribute significantly to children's' well-being and academic progress (additional wellbeing survey in April 2023 for KS2 children)</p> <p>The Federation systems to develop and support staff well-being and career progression contribute significantly to staff satisfaction at work as well as staff welfare and enabling the Federation to develop and retain talented and capable staff (Staff survey April 2023).</p> <p>Safeguarding procedures are robust and well understood by all staff and governors (inc. B&amp;NES Annual audit, Safeguarding Governor meetings x6/year, SCR reviews and participation in LA and LSP meetings)</p> <p>Aiming towards financial security through careful budgeting and regular monitoring (beyond LSP minimum requirements)</p> <p>Respond to environmental surveys commissioned by the Trust to reduce carbon footprint and our impact on the environment through improved sustainability and spending choices (see Trust Strategic Plan)</p> <p>Audit our 'green initiatives' including recycling, composting and energy usage. Plan to reduce landfill waste and increase level of recycling and composting</p>	<p>Review policy and practice to support staff wellbeing and career development</p> <p>Review B&amp;NES audit 22/23 and plan amendments</p> <p>Continue close monitoring through SBM and SLT meetings and finance group</p>	<p>developing country</p> <p>Review B&amp;NES audit 23/24 and plan amendments</p>
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***Evidence for progress towards the three strategic goals above will come from:***

- *The School family:*
  - *Annual questionnaires and audits – children, staff, governors and parents (including Y6 exit questionnaire)*
  - *Pupil conferencing and notes from School Council meetings*
  - *Behaviour and anti-bullying records, and attendance reports*
  - *Federation website*
- *LSP*
  - *Visit notes from LSP advisors*
  - *IDSR, Insight data, LSP Trust, LA and other relevant school data e.g. attendance data from SIMS*
  - *Work scrutiny meetings, moderation meetings and related evidence*
  - *Lesson observations and Appraisal discussions/notes*
  - *Teachers' planning and feedback (TAR) documents*
  - *Overviews of pupil progress and data provided on INSIGHT (inc reports for LGB and the Trust)*
- *Government*
  - *Results from Statutory assessments (EYFS/Y1 Phonics/ Y2 and Y6 SATs)*
- *Governors*
  - *Minutes of LGB meetings, staff meetings*
  - *Learning walks from senior leaders and governors*
  - *School Self-evaluation documentation (SSE)*