

**Lighthouse Schools Partnership**

**Federation of Bishop Sutton and Stanton Drew Primary Schools**



**Strategic Plan 2019-2022**

***Federation ethos***

*Learning together for life tomorrow*

*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.*

*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 school 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 operates as well as the wider Chew Valley area

## 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 wants the best 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.*

## 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.*

## Aim 1: To ensure that the education provided by the Federation enables children to gain knowledge and experience in a wide variety of engaging and sustainable learning opportunities

Priorities:

* *Continuing to embed the principles of mastery in maths and develop a clear progression in problem solving & reasoning*
* *Developing a revised curriculum with clear progression in all subjects across the key stages*
* *Revisit quality texts to evoke high quality reading and writing outcomes*
* *Enrichment (trips, visitors, theme days, WOW days) and ‘real life’ links*
* *Pupil outcomes in core and foundation subjects*
* *Pupil premium and SEND outcomes*
* *SMSC education*
* *Specialist teaching in subjects*
* *Cross-curricular links including RWM (reading, writing and maths)*
* *Greater involvement for subject leaders in identifying strengths, needs and impact of curriculum changes*

Outcomes by 2022 will be:

* A revised curriculum that is ambitious and gives all learners the knowledge and cultural capital they need to succeed in life. The curriculum has been coherently planned and sequenced, and subject leaders regularly evaluate the impact of their subject(s)
* All teachers have excellent subject knowledge and present teaching ideas clearly; checking understanding and identifying misconceptions to accelerate learner’s progress
* Children develop detailed knowledge and skills across the curriculum and achieve well; progress and attainment in reading, writing and maths is above national standards with 25% children working at greater depth
* Children with SEND and PP children achieve in relation to their peers and systems are in place to reduce/remove barriers to their success (self-esteem, resilience, attendance, language acquisition, SEMH issues etc)
* Improvements to SMSC education ensure that children are prepared for life in modern Britain including access to wider curriculum experiences
* Children experience a wide range of opportunities to support their learning including extra-curricular and enrichment activities

## Aim 2: To ensure that all members of our Federation community know their roles and responsibilities and consistently communicate high expectations and high ambition

Priorities

* *Leadership and Management including middle leaders and governance*
* *Parental engagement and support*
* *Consistently good behaviours for learning and during transition & recreation times (BS)*
* *Collaboration and partnerships including moderation, shared training opportunities and sharing expertise (within the Federation, with other local schools, within the MAT)*
* *Improvements to governance following academisation and plans for financial stability and sustainability*
* *Support for all staff for work/life balance and career opportunities*

Outcomes by 2022 will be:

* Leaders have a clear and ambitious vision for achieving high-quality inclusive education through strong, shared values, policies and practice
* All staff have high expectations for children’s behaviour and this is reflected in children’s positive behaviour and conduct
* Leaders also have due regard to pressures on staff and are realistic and constructive in managing staff
* Governors understand their role and carry this out effectively; they ensure that resources are well managed as well as providing challenge and support to senior leaders
* Leaders focus on improving staff’s subject knowledge to enhance the teaching of the curriculum; this includes focused and highly effective professional development
* Leaders engage effectively with all stakeholders to enhance learning in its broadest sense
* Leaders seek and replicate excellent practice, developing collaboration to stimulate innovative approaches, share best practice and coordinate focused professional development

## Aim 3: To embed good mental health, general well-being and positive self-care behaviours in children, to support them in becoming global citizens who are able to contribute positively to society

Priorities:

* *Children’s mental health provision*
* *Children’s physical health and well-being*
* *Developing children’s resilience and learning behaviours*
* *Embedding healthy living behaviours and self-care skills*
* *Introducing revised PSHE curriculum and revised RSE policy & practice*
* *Further developing pastoral care systems (including CPOMS/Vulnerable tracker merge) and behaviour/reward systems*
* *SMSC education supports the general well-being of children*
* *Explore the possibility of links with other schools in the UK and abroad*

Outcomes by 2022 will be:

* The Federation helps to prepare children for life in modern Britain by equipping them to be responsible, active citizens with a strong sense of school and British values
* The curriculum extends beyond the academic and provides high-quality and planned opportunities to enhance children’s spiritual, moral, social and cultural development so that they are prepared for life in modern Britain
* The Federation PSHE/SMSC/pastoral systems all contribute significantly to children’s’ well-being and academic progress
* Links with other schools have been established to develop children’s understanding of the diversity of the world around them

## Aim 4: To promote a positive learning environment that shows that children are engaged in their learning and are deeply involved in assessment processes and the feedback of learning experiences

Priorities:

* *Improvements to feedback & learning policy including timetable adjustments*
* *Focus on quality learning environments and resources – classrooms and other areas including working walls and other displays to enhance learning*
* *Developing opportunities for outdoor education including the conservation area*
* *Further developing pastoral care systems and behaviour/reward systems (see 1, 2 & 3 above)*
* *News systems relating to compliance/premises (LSP) managed and scheduled with resources to prioritise and respond to issues arising*

Outcomes by 2022 will be:

* All learners make good and better progress; teachers and leaders use assessment systems to help children embed and use knowledge fluently
* Revised systems for ‘Behaviour for Learning’ with a focus on social times as well as promotion of the schools’ culture and communication of anti-bullying education
* Teachers make accurate assessments to focus on narrowing the gap between vulnerable pupils and their peers, as well as challenging the underachievement of all children
* Children provide valuable insights into their learning experiences through regular opportunities to provide feedback

***Evidence for progress towards the five strategic goals above will come from:***

* *Annual questionnaires and audits – children, staff, governors and parents (including Y6 exit questionnaire)*
* *Pupil conferencing and notes from School Council meetings*
* *ASP, IDSR, Insight data, LA and other relevant school data e.g. attendance data from SIMS*
* *Results from Statutory assessments (EYFS/Y1 Phonics/ Y2 and Y6 SATs)*
* *Minutes of GB meetings, staff meetings*
* *Behaviour and anti-bullying records*
* *Visit notes from LSP*
* *Work scrutiny meetings and related evidence*
* *Lesson observations and PM discussions/notes*
* *FGB minutes*
* *Teachers’ planning and feedback documents*
* *Learning walks from senior leaders and governors*
* *Behaviour and attendance reports*
* *School website*
* *Self-evaluation documentation*

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