

Slade Primary School



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Strategy 2021 to 2025

Adopted by the Governing Body on 14th July 2021

Introduction.

This Strategy has been developed by the governors of Slade Primary school in close consultation with representatives of the school staff and leadership.

This strategy forms part of the school's process of continuous self-improvement by providing objectives which take the school towards the realisation of the school Vision. The Vision was developed in consultation with staff and governors at the start of the 2017/18 academic year and was reviewed as part of this strategy update. It was agreed the Vision remained current and relevant to the school today, with the only addition being a reference to wellbeing to reflect the greater focus on this area.

In adopting this strategy, the governors undertake to fully support the school and its leadership towards the achievement of these strategic objectives.

Slade Primary School: Vision

Our vision of Slade Primary School is of:

- Children who love and respect themselves as individuals; who are proud of their behaviour and achieve personal success and happiness.
- A supportive school family who all share in and explore vibrant learning experiences which motivate and challenge all.
- A school where each child's individuality is celebrated within a caring, creative and inspirational learning environment.
- Keeping high standards at the core of all aspects of school life with a strong focus on wellbeing and learning.

Strategic Objective One:

Slade Primary School will consistently deliver excellent **teaching and learning** which will prepare every child for later life and ensure they achieve their maximum potential from their individual starting point:

- Teaching and learning is consistently excellent across the school and in all areas of the curriculum.
- Every child will love the challenge of learning and will be resilient to and learn from failure; they will grow as curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills in all aspects of the curriculum both academic and personal.
- The intent of our curriculum is to inspire all children to learn; every child will thrive in lessons and regularly access opportunities to learn through an inspiring range of extra-curricular activities too.
- Leaders plan to ensure that the quality of provision is both sustained and developed, enabling staff to grow as practitioners as we learn from others, both in school and from our wider professional networks.
- Appropriate and effective support is provided for each child who needs it from their first day, based on a well-informed understanding of their abilities and needs.
- Parents and Carers understand how to enhance and enable their child's learning and how their child is progressing in relation to the standards expected.
- Where learning or feeling happy at school is a challenge, support is provided to parents and children in person or remotely.

Deliverable:

- Throughout each year group and across the curriculum all pupils make substantial and sustained progress, develop excellent knowledge, understanding and skills, considering their different starting points.
- Our results will be consistently amongst the best similar schools nationally and locally.
- 100% of teaching is consistently excellent as judged by the school's leadership and moderated by external monitoring. An increasing and sustained percentage of this teaching will be judged to be outstanding using the Ofsted Framework.
- An inclusive, challenging, accessible and inspirational curriculum across all key stages. This will be judged using Educational and Healthcare Plan (EHCP) reviews, external agency monitoring, feedback from the pupils and parental questionnaires.

By when:

- Upward pupil progress will be clearly evident in data presented to governors by the end of the 2021/22 academic year with evidence of embedded practice and sustained progress in the data presented in subsequent years.

Milestones:

- By the end of the 2021/22 academic year the curriculum intent for all subjects across all year groups will have been reviewed to ensure the school's high standards are being met. This will have been communicated to all staff and parents and carers ensuring progression throughout the school is evident.
- Termly reports to governors will show positive pupil progress throughout the 2021/22 academic year. This data should include evidence of the continued development of an inclusive and accessible curriculum.

Strategic Objective 2 – School Staff

To research opportunities and develop plans for our **school staff** that:

- Develop and extend training to allow staff to maximise their career potential while strengthening the school's ability to deliver first class teaching and learning.
- Embed the Staff Wellbeing Charter in the school culture and ensure the school remains a happy and positive place to work.
- Create a policy to define a hybrid working model which balances the needs of the school and offers staff flexibility to perform their duties through a combination of in-school and out of school commitments fully and effectively.
- Identify small incremental improvements that can be made which are beneficial to staff and potentially simplify duties and improve time efficiencies.
- Increase the school's commitment to collaboration with other organisations, with the school as a leading partner, where there are mutual benefits to be realised, leading to a two-way flow of good ideas and increasing professional opportunities for the staff.

Deliverables:

- A review of staff training with scope that aims to captures aspirations and future career potential.
- The School Wellbeing Charter in operation and showing consistent benefit and operation.
- A school Hybrid Working policy in operation and showing positive impact on the school.
- A review identifying small improvements that can be made and promoting Every Idea Counts.
- The identification of suitable organisations to collaborate with and joint agreements on the objectives and scopes of those partnerships.

By When:

- Discover and scoping, Hybrid Working policy to be completed by the end of academic year 2021 / 2022.
- Embedded operation of changes and effective collaboration with partners by the end of academic year 2022 / 2023.

Milestones:

- End of Term 2 2021 / 22 - scope and priorities.
- End of Term 4 2021 / 22 – discovery and interim reporting, draft Hybrid Working policy.
- End of Term 6 2021 / 22 – final report on collaboration, training, and adoption of Wellbeing Charter, adopt Hybrid Working policy.
- End of Term 6 2022 / 23 – final reporting on achievements and effectiveness of all objectives.

Strategic Objective Three:

To develop plans for our **school buildings and outdoor space** that:

- Provide more, much needed, educational space for pupils, enabling the full curriculum to be delivered effectively in an environment that reflects the pride and passion that they feel about their school.
- Create a more sustainable future for Slade School's pupils, staff and the wider Tonbridge community, delivering a healthy learning environment with good air quality and thermal comfort using innovative, ecologically friendly systems where possible.
- Enhance the wellbeing of pupils and staff through the provision of indoor and outdoor spaces and equipment that support their physical health and mental health.

Deliverables:

- Adequate teaching space for the full curriculum, including Design and Technology.
- Congregational space for 420 pupils and 90 staff.
- Transport/parking provision to support effective and efficient teaching.

Milestones:

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- End of Term 2 2021/22 - scope and priorities agreed, feasibility funding agreed.
- End of Term 6 2021/22 - design process including budget and programme plan, planning submitted.
- End of Term 6 2022/23 - planning permission secured, delivery funding secured, contractors engaged.
- End of Term 6 2023/24 - building works complete.