

**Our School - Vision, Values, Mission, Aims and Strategy**

The Governing Body of Slindon C of E Primary have produced a three-year strategic plan that sets out our school priorities and describes the important milestones we need to achieve along the way. This includes our vision, mission, strategic aims and the values that underpin all we do. We regularly track progress to ensure continuous improvement whilst taking into account changes and developments that we have made or needed to introduce.

Our strategic plan has been developed by the Governing Body; it recognises the many existing strengths of the school and builds upon these. We are committed to meeting the needs of our pupils, helping them to realise their potential and to move with confidence into the next stage of their education

Our vison

At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is Unique and want to ensure they are able to Learn and Develop in a high quality learning environment. We enrich the spirit in an Enabling Environment, in which Positive relationships foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 50; 22-23

Let Your Light Shine ~ Matthew 5:16Galatians 50; 22-23

Galatians 50; 22-23

Our strategic aims

2) Behaviour and attitude

For the children to understand the importance of respect and responsibility, in an ever changing world. To ensure they have a clear view of the rule of law.

3) Personal development

Children to have access to a wide range of extra-curricular activities and opportunities.

1. Quality of education

All children to have access to a broad and balanced curriculum, which allows for progression across the school.

5) Early Years

To ensure the Early Years environment is inclusive, supportive and fit for purpose

6) Financial management

Schools priorities will be supported and targeted.

School will remain financially viable.

4) Leadership and management

School to work towards federation and looking towards MAT structures in the future.

We have identified key objectives against each of these strategic aims. A separate document, the School Development Plan (SDP) produced by the Senior Leadership Team, will cross reference these strategic aims in the annual plan. The annual plan has more detailed actions, measures and targets.

1. Quality of education

All children to have access to a broad and balanced curriculum, which allows for progression across the school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Overall plan | 2023-24 | 2024-25 | 2025-26 | Success Criteria |
| Clear progression of skills across the school. | Progression is reviewed after one year of completion.  Progressions in all foundation subjects. | Progression is reviewed after two years.  Adjustments are made. | Progression continues to be reviewed.  Progression of skills is evident for all groups. | Progression for all foundation subjects will be in place.  Books will show a clear progression across the school.  Pupil voice will show an understanding of how the subject has developed. |
| Disadvantaged children will make the same progress as their peers. | Monitoring continues, with more disadvantaged children in line with their peers.  Subject leaders analyse them as part of their subject analysis.  Interventions and QFT are targeted and ensure progress. | Monitoring continues, with more disadvantaged children in line with their peers.  Subject leaders analyse them as part of their subject analysis.  Interventions and QFT are targeted and ensure progress. | Monitoring continues, with more disadvantaged children in line with their peers.  Subject leaders analyse them as part of their subject analysis.  Interventions and QFT are targeted and ensure progress. | Disadvantaged children are making progress in line with their peers.  Disadvantaged books show clear progress.  Subject leads analysis of data shows clear progress. |
| All children access a broad and balanced curriculum. | Maths, reading and RE a focus for the year.  Subject leaders can identify and discuss the intent, implementation and impact of their subjects. | Art, DT, music a focus for the year.  Subject leaders can identify and discuss the intent, implementation and impact of their subjects. | Science, PSHE and PE a focus for the year.  Subject leaders have all been involved in training for their subjects.  Confidently discuss the strengths, areas for development and next steps. | Subject leaders will be able to discuss their subject .  Pupil voice will show a clear understanding of subjects.  All gaps in the curriculum will be closed. |

2) Behaviour and attitude

For the children to understand the importance of respect and responsibility, in an ever changing world. To ensure they have a clear view of the rule of law.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Overall plan | 2023-24 | 2024-25 | 2025-26 | Success Criteria |
| Children understand how respect and responsibility affect day-to-day life. | School introduces Eco-Council and Worship committee.  Children take responsibility for events within the school. | Continue with events across the school year.  Work towards a silver Eco-Council award. | Cycle of collective worship and evaluation is established.  School working towards a Green flag. | Have child led groups running in the school.  Events and fundraising organised by the children.  Pupil voice shows an understanding of respect and responsibility. |
| Children understand the British Values, particularly the rule of law. | Take part in Parliament week.  Ensure SMSC is being taught throughout the curriculum.  Children to identify the British values through pupil voice. | Take part in Parliament week.  Ensure SMSC is being taught throughout the curriculum.  Children to identify the British values through pupil voice | Spirituality is understood by all of the children.  Take part in Parliament week.  Ensure SMSC is being taught throughout the curriculum. | Children to have an understanding of the Rule of Law and British Values.  SMSC to be incorporated into the curriculum. |
| Behaviour continues to be good, with no low level disruption. | House points to be revamped.  ELSA to be incorporated into a post. |  |  | Behaviour continues to be good or outstanding. |

3) Personal development

Children to have access to a wide range of extra-curricular activities and opportunities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Overall plan | 2023-24 | 2024-25 | 2025-26 | Success Criteria |
| A wide range of extra curricular activities will be available. | Some external providers are used to run clubs.  Clubs continue to be run and well subscribed. | Provision of before and after school care. | Continue provision for all of the school community. | Staff continue to run clubs.  Run before and after school clubs. |
| The children will participate in sporting events. | Continue to engage with ‘The Regis School.’  Children to engage in tournaments.  Intra events to be more common place within the school. | Continue to engage with ‘The Regis School.’  Children to engage in tournaments.  School to host a tournament | School to achieve a gold sports mark. | A wide variety of children to participate in events.  The Sport premium plan to be used to good effect.  PE lead to be confident leading the subject. |
| Contextual trips will be commonplace in the school. | Trips to be planned which are linked to a subject.  Follow up work is to be planned linked to the trip. | Trips to be fully incorporated into the curriculum, with clear links to work. | All children to have access to trips within the school. | Trips planned are contextual and lead to further learning.  All staff are confident planning trips. |

4) Leadership and management

School to work towards federation and looking towards MAT structures in the future.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Overall plan | 2023-24 | 2024-25 | 2025-26 | Success Criteria |
| Federate with a school with the same ethos, vision and values. | Governors meet and discuss the terms of the federation.  School begins the process of federating. | School joins into a federation.  Begins to look towards a MAT, with federated school. | School is part of a MAT. | School joins into a federations with a similar school. |
| Research MATs and decide on the most appropriate. | Governors meet and discuss the terms of the federation.  School begins the process of federating. | School joins into a federation.  Begins to look towards a MAT, with federated school. | School is part of a MAT. | School joins into a federations with a similar school. |
| Join MAT structure. | Governors meet and discuss the terms of the federation.  School begins the process of federating. | School joins into a federation.  Begins to look towards a MAT, with federated school. | School is part of a MAT. | School joins into a federations with a similar school. |

5) Early Years

To ensure the Early Years environment is inclusive, supportive and fit for purpose

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Overall plan | 2023-24 | 2024-25 | 2025-26 | Success Criteria |
| Early Years outdoor area, will be revamped to make it more appealing. | Sheds and sunshades renovated.  Children to have access to high quality resources. | Outdoor learning area to have new benches, trays and blackboards for the children to access. | Outdoor learning area to be refurbished and have clear areas used but the children. | Early Years area to be attractive and well resourced.  Children to be using the outdoor area consistently. |
| Ensure all of the children have access to high quality intervention and support. | TAs to be trained to deliver the programme to small groups.  Intervention training for maths and phonics to be put into place. | Phonics to be fully embedded within EYFS.  Interventions to be short, sharp and specific. | Phonics to be at, at least national. | Children to be accessing high quality intervention.  Staff are well trained and confident in their role. |
| Maintain a good child: adult ratio. | Maintain a ratio of 1:8 in the morning. | Maintain a ratio of 1:8 in the morning. | Maintain a ratio of 1:8 in the morning. | Link budgeting to the staffing of EYFS. |

6) Financial management

Schools priorities will be supported and targeted.

School will remain financially viable.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Overall plan | 2023-24 | 2024-25 | 2025-26 | Success Criteria |
| School priorities will be identified. | Using the strategic plan, future forecasting and school development plan to identify priorities. | Using the strategic plan, future forecasting and school development plan to identify priorities | Using the strategic plan, future forecasting and school development plan to identify priorities | School priorities to be identified and provided for. |
| Finances will be put in place to support the priorities. | Budget directed towards priorities with clear monitoring in place. | As prior. | As prior. | The priorities are managed financially with clear provision put in place. |
| The school to reach its pan. | Try to ensure we are first choice for 12 children.  Continue to hold open days and update the website and social media platforms. | Try to ensure we are first choice for 12 children.  Continue to hold open days and update the website and social media platforms. | Try to ensure we are first choice for 12 children.  Continue to hold open days and update the website and social media platforms. | For the school to be at 84 capacity. |