

KEMBLE PRIMARY & SIDDINGTON CE PRIMARY SCHOOLS

School Strategy 2017- 2021 (4-Years)

SCHOOL VISION

- ‘To have fun, do our very best and look after everyone in a caring community’.
Kemble Primary School
- ‘To have fun, do our very best and look after everyone in a caring Christian community’.
Siddington C of E Primary School

Our vision is our statement of the kind of school we want to be part of. We can break this down into the following elements:

Vision Element	What does this mean?
1 To have fun	Providing learning opportunities which are engaging, practical, varied, exciting and that children want to take part in.
2 To do our very best	Providing opportunities for every child to achieve the best of their ability now and in the future.
3 To look after everyone in a caring [Christian] community	Providing opportunities for everyone at school and beyond to be valued, supported and respected.

STRATEGIC GOALS

The strategic goals are a time bound set of stated objectives, which will help us achieve our school vision. Some goals take years to achieve, and we do not want to lose sight of them over time. This strategy document covers the 4 school years 2017 to 2021. During this time we want to make progress year on year (via the School Development Plan, an annual document) and over the period as a whole towards our stated vision. Within the next four years our strategic goals are to:

- 1) Provide and improve outcomes and opportunities for children, by using our resources efficiently.
- 2) Achieve ‘Outstanding’
 - a) In all Self Evaluation Framework areas at both schools.
 - b) In SIAMs inspections at Siddington Church of England Primary School.
- 3) Ensure that the schools are at the heart of their community.

STRATEGIC PRINCIPLES

We have two sets of principles that we promote amongst all our staff and children which guide our behaviours at all times. These are our School Values and our Learning Gem Owls.

Our **school values** help us to ensure that we look after everyone in a caring community and therefore underpin our strategic aim of ensuring that our schools are at the heart of the community. We want all of our children and staff in the schools to be compassionate, to show respect to others, to be courageous, to be truthful, to be thankful and to show forgiveness. These are whole school values and are displayed prominently in the schools.

Our second set of guiding principles is our **Learning Gem Owls**, which focus on ways that we learn and work together. They are used in class by staff to identify actions and behaviours that will equip our children for life by encouraging actions and behaviours that will be useful in later learning, at work and in our communities. Owls will be constantly discussed and the achievement against these will be celebrated weekly.

Amethyst: Cooperating with a partner

Ruby: Supporting others

Diamond: Taking responsibility

Topaz: Collaboration in a big group

Emerald: Courageous

Sapphire: Keeping focus

FROM STRATEGY TO ACTION

The Strategy will under-pin all four of the School Development Plans developed during the 2017-2021 period.

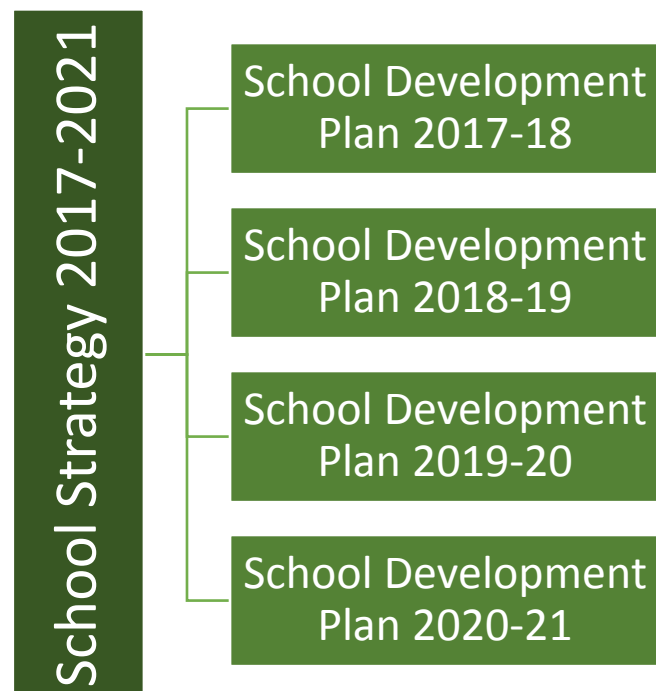
The Head Teacher will work with staff and governors to ensure that for each academic year the School Development Plan addresses both subject specific priorities as well as whole-school priorities.

Subject Leaders are responsible for developing their subject-specific areas of focus and the Head Teacher is responsible for putting in place whole school foci areas. All staff and governors are expected to support and promote these activities as they are implemented.

Regarding progress towards 'Outstanding' in OFSTED and SIAMS, the Head Teacher will use the Self Assessment Framework (SEF) and the SIAMs toolkit to monitor school progress against the requirements. The Head Teacher and Governors will review the Strategy on an annual basis to see how progress is being made and to realign any of our annual targets.

We do not plan to change our long-term goals unless we have achieved them or there were contextual changes. The Strategy Review will be carried out at the final Governors' meeting before the end of the Summer Term, so that the School Development Plan can be developed accordingly for the following academic year¹.

For each of our goals, we have identified priority activities (which must be completed by the end of the year). If we are doing well, we will try to achieve activities listed for the following year.



¹ Noting that the SDP cannot be finalised until November

1. To provide and improve outcomes and opportunities for children, by using our resources efficiently	
Year	Priority Activities
2017-18	<ul style="list-style-type: none"> • Join the Corinium Education Trust and become part of a Multi-Academy Trust. <ul style="list-style-type: none"> - Ensure detailed communication between staff/parents and governors at each stage. - Facilitate time for questions and queries. • Start to develop a risk register
2018-19	<ul style="list-style-type: none"> • Start to realize some of the benefits from becoming a MAT. • Arrange for regular specialist teachers to demonstrate outstanding lessons and share resources.
2019-20	<ul style="list-style-type: none"> • Identify suitable partners for the MAT. • Begin to share the benefits of MAT in practical terms with local schools.
2020-21	<ul style="list-style-type: none"> • Grow the MAT to beyond the initial 3 schools. • Be a beacon school to share our successes

2A: To achieve 'Outstanding' in all Self Evaluation Framework areas	
Year	Priority Activities
2017-18	<ul style="list-style-type: none"> • To ensure that learning gem owls are embedded in all classes and are included in recognition. Owl certificates put in place with explanation to parents and children. • Benchmarking process is understood and harmonized across the school. <ul style="list-style-type: none"> - Moderation of all subjects to added to subject development plans
2018-19	<ul style="list-style-type: none"> • Once joining the MAT we will undertake whole school peer reviews to prepare for future assessments. SLT of MAT schools to create peer review model. • The new benchmarking process is embedded across both schools. Teachers to visit / observe other schools in MAT as part of moderation action plan
2019-20	<ul style="list-style-type: none"> • Provide a higher profile for foundation subjects. • Secondary / primary link teachers working together and using specialisms
2020-21	TBC

2A: To achieve outstanding at Siddington Church of England Primary School in SIAMs inspections.	
Year	Priority Activities
2017-18	<ul style="list-style-type: none"> • New foundation member for governing body • To restart the ethos committee • To provide more opportunities for multi-faith experiences. • Plan visitors for multi faith experiences Roll out new Understanding Christianity project and Gloucestershire RE Scheme
2018-19	<ul style="list-style-type: none"> • To do an internal evaluation of the school against SIAMs framework • New RE leader to create action plan for evaluation to include understanding spirituality, monitoring collective worship & improving knowledge of Bible stories
2019-20	<ul style="list-style-type: none"> • Progress against those areas identified. • Use of Margaret James from diocese to evaluate work carried out
2020-21	TBC

3: To ensure that the schools are at the heart of their community.	
Year	Priority Activities
2017-18	<ul style="list-style-type: none"> • School Values are present in every aspect of our schools: <ul style="list-style-type: none"> - Focus on one value per term - Values are visible in every class room • Developing a growth mindset: <ul style="list-style-type: none"> - Adopting a Gem Owls school points system, instead of those based on academic achievements. - Incorporate into the awards system – alongside the Christian, Brann / Head Teacher award. - Adopting Gloucestershire Healthy Living and Learning Award. - Continue to promote our Citizenship award scheme • By taking particular care of those children who may be disadvantaged (Pupil Premium (PP), Special Educational Needs (SEN) and those with mental health needs): <ul style="list-style-type: none"> - By re-considering the timing and provider (teacher or teaching assistant) of interventions to ensure that in providing interventions in one area, children are not missing out on other valuable opportunities taking place elsewhere. - By providing greater challenge to the most able disadvantaged children. <p>Children</p> <ul style="list-style-type: none"> • By ensuring the children are engaged in school decision-making through the elected School Council. <p>Parents</p> <ul style="list-style-type: none"> • By encouraging a culture of active parental engagement throughout their child’s education. <ul style="list-style-type: none"> - Strong PTAs at both schools - reinvigorate the Siddington PTA. - Providing opportunities to help parents get involved their child’s learning and to learn with them. - Working with parents and families to help them understand the importance of daily school attendance. (Ofsted area of priority). • School charities to be based locally if possible. • To identify the viability of providing a pre-school at both schools.
2018-19	<ul style="list-style-type: none"> • Engage if possible local businesses for work at the school. • Develop the Siddington PTA further. • Make further use of village amenities (village news, hall, playing fields etc.). • Assuming it is financially viable – make plans for providing a pre-school facility. • If not financially viable - make provision for other pre-school learning opportunities in both school areas. • By ensuring that the Governors come from a varied background and have a diverse range of skills and connections. • By incorporating our school visit destinations, so that they demonstrate our multi-cultural and multi-faith country.
2019-20	Implement pre-school learning opportunities.
2020-21	

Appendix A: Sources of Information

In formulating our school development plan we draw on the following sources of information:

- Our Ofsted reports
- School Self-Evaluation form and RAISE Report
- Feedback from parents and children
- Our School Values
- Learning Gem Owls
- Structural and organizational changes to the school e.g. opening an additional class at Siddington, additional staff resource at management level and moving towards a Multi Academy Trust.
- Statutory Inspection of Anglican and Methodist Schools Report

Ofsted Report Recommendations

Siddington March 2017

- work planned provides even greater challenge, especially in mathematics, for the most able and the most able disadvantaged pupils so that these pupils achieve the highest standards
- leaders continue to improve attendance, especially for the most vulnerable pupils, by working with parents and families to help them to understand the importance of attending school each day.

Kemble Oct 2017

- developments in writing provision continue to raise the proportion of pupils reaching expected and higher writing standards across the school
- maintain the drive to improve outcomes for disadvantaged pupils across the school
- communication with parents continues to improve, especially through accurately representing the quality of the school's work on its website and by responding to parents' ongoing feedback.

SIAMs Report Recommendations

Siddington CofE School was inspected and graded as 'Satisfactory' in the last SIAMs Report October 2015.

- Develop a clear understanding of spirituality to enable staff to plan effective opportunities for spiritual development in collective worship, religious education (RE) and at other times during the school day.
- Ensure that the monitoring of collective worship, RE and the school's Christian distinctiveness by school leaders and foundation governors is consistently effective and carefully focused on the key areas for development so that these can inform plans for future improvement.
- Improve pupils' knowledge of Bible stories so that pupils are able to understand what they mean for Christians and apply this to the school's values and their own lives.

Appendix B: Potential School Level Activities

This table provides some of the suggestions for things we could implement to deliver our objectives at a whole school level. Some of the activities listed in the table below are already taking place, whilst some have been recently suggested as continuing development opportunities.

To have fun: Providing learning opportunities which are engaging, practical, varied and can be applied that children want to take part in.
Key focus areas <ul style="list-style-type: none"> • An increase in planned engagement activities through SODA and MODA (<i>No. of activities every week; child feedback</i>) • A school plan for providing a variety and diverse range of curricular/extra-curricular activities which incorporate input from the subject leaders and linked to teaching plans (<i>No. of trips; child feedback</i>)
Examples of how we will achieve this at a whole school level <ul style="list-style-type: none"> • By introducing SODA (start of the day activities) and or MODA (Middle of the day): <ul style="list-style-type: none"> ○ Covering all subjects, but focus on core subjects. ○ Where possible, weeks will be themed (linked across days) ○ Will mix two or more of subjects (core and foundation), where practical. • By starting each new topic with a WOW day (to hook the children into learning about something new from the get go). • By demonstrating, where possible how our learning applies to real life (in particular through field trips or visitors coming into class). • By ensuring that there is a balance between curricular and extra-curricular activities to promote a love of learning. • By continued development of the outdoor areas in both schools. • By continued development of sports and the arts
To do our very best Providing opportunities for each and every student to achieve the best of their ability.
Key focus areas <ul style="list-style-type: none"> • Focus on disadvantaged pupils/ Pupil Premium make expected or better progress and attainment. • Focus on Special Educational Needs of Disabled (SEND) children make at least expected progress • Progress and attainment is raised for reading high achievers • Progress and attainment is raised for maths high achievers • KS1 and KS2 spelling attainment is raised • English Grammar, Punctuation and Spelling (EGPS) is taught systematically in every year group. • Moderation Action Plan implemented. Measurements: <ul style="list-style-type: none"> • Data; Questionnaires;

- By continuing to embed the Learning Gem Owls, which help children develop skills applicable throughout education and life
- By having a clear Transition Plan towards becoming part of the Multi-Academy Trust, which is understood by Staff, Governors, the Diocese know about joining the MAT and Parents.
- By ensuring that children are provided with the same opportunities (teaching, trips and visits) across both schools and when applicable the MAT.
 - Subject staff to plan lessons together (curriculum meetings every term).
 - Joint staff training across the Federation and then the MAT.
- By ensuring that any assessment and or data collection is joined up, consistent across both schools and fit for purpose, to ensure it provides a useful benchmark upon which to determine next steps or make decisions.
 - Adopt a Moderation Leader either at Federation or Subject Leadership level. Subject leaders have this written in their job description already
 - Develop a rolling programme of assessment methods and assessment criteria, including how the resulting data should be applied consistently to drive change and development.
- By introducing a more flexible timetable which provides a higher profile for foundation subjects. I do not think we can be any more flexible with the timetable!!!!
- By producing a year planner to fix staff and governor meeting dates as early as possible.
- We will implement the SIAMs Report recommendations in the following ways:
 - By ensuring that a new Collective Worship RE programme is rolled out across both schools and understood by all staff.
 - By including into our school visits, destinations which demonstrate our multi-cultural and multi-faith country.
 - Worship areas inside the school and garden.
- To ensure the ethos committee continue to evaluate and develop the Christian ethos at Siddington School in leadership at all levels, in RE and in worship

To look after everyone in a caring community

Providing opportunities for everyone at school to be valued and that everyone values and supports those around them at school and beyond.

- Presence of the school values in every aspect of school activity. [Compassion, Respect, Courage, Truthfulness, Thankfulness, Forgiveness].
- There is a focus on a growth mindset -rewarding children for both academic and non-academic achievement.
- Staff teaching is as joined up and consistent across both schools.
- Interventions for vulnerable children do not disadvantage their learning in foundation subjects.
- Focus on parental engagement in both schools – implement a Parent Engagement Plan.
- Focus on the wellbeing of school staff

Everyone

- School Values are present in every aspect of our schools:
 - Focus on one value per term
 - Values are visible in every class room
- Developing a growth mindset:
 - Adopting a Gem Owls school points system, instead of those based on academic

achievements.

- Incorporate into the awards system – alongside the Christian, Brann / Head Teacher award.
- Adopting Gloucestershire Healthy Living and Learning Award.
- Continue to promote our Citizenship award scheme

Teaching Staff

- By looking at ways that staff teaching the same year groups or subjects harmonize their teaching – to create consistency across children of the same age and a flow of teaching throughout the academic opportunities in the Foundation and then MAT.
 - Set up class emails – partner classes to write / email / visit each other.
 - Go on partner class trips together.
 - Compare lesson outcomes (e.g. science experiment results).
- By taking particular care of those children who may be disadvantaged (Pupil Premium (PP), Special Educational Needs (SEN) and those with mental health needs):
 - By re-considering the timing and provider (teacher or teaching assistant) of interventions to ensure that in providing interventions in one area, children are not missing out on other valuable opportunities taking place elsewhere.
 - By providing greater challenge to the most able disadvantaged children.
- By exposing all children to all areas of the curriculum – development of the whole child (in particular citizenship, Relationships and Sex Education (RSE) and Personal, social, health and economic (PSHE) education).

Governors

- Equality, Diversity and Inclusion for teachers/parents?
- By ensuring that the School Governors are appropriately trained and skilled to support the school.
- By ensuring that the Governors come from a varied background and have a diverse range of skills and connections.
- By ensuring that the school is supported to develop a risk register – possibly following the Cirencester Deer Park format.
- By supporting the drive towards becoming part of a Multi-Academy Trust (Corinium Education Trust).

Parents

- By encouraging a culture of active parental engagement throughout their child's education.
 - Strong PTAs at both schools
 - Providing opportunities to help parents get involved in learning with their children
 - Providing opportunities to help parents help with their child's learning.
 - Working with parents and families to help them understand the importance of daily school attendance. (Ofsted area of priority).

Children

- By ensuring the children are engaged in school decision-making through the elected School Council.