



Stower Provost Community Primary School

Strategic Plan

2018 – 2023

This version was reviewed at the Governing Board meeting of July 12th 2018 amended following that review and is presented to the governing Board for final approval on September 20th 2018. The next review is due by: October 1st 2019.



Foreword

We are pleased to present our long-term strategic plan for Stower Provost Primary School. This is Stower Provost's first 5-year strategic plan and its purpose is to set out and communicate our vision, ethos and long-term direction for the school, so that we are all clear on where we are going and what we are trying to achieve in the period up to 2023. It has taken into account all key stakeholders in the school, including children and their parents, staff and governors. It is a working document, which sets out a range of goals, actions and priorities; we will use it to inform our day-to-day work, judge our progress and help us to decide how to use our resources. The strategic plan is complemented by the School Development Plan (SDP), a shorter-term operational plan extending over a period of 1-2 years. The SDP is developed by the staff team and sets out in operational terms how the long-term strategy of the school is to be achieved. Our strategy for the next 5 years is clear and aspirational, but it will not prevent us from taking advantage of any new opportunities that might arise to make this a truly amazing school for the whole community. We are proud of the school's achievements and values and it is our intention that Stower Provost will be a thriving and successful school by providing even better opportunities for our children to excel and be happy. We would welcome any comments or suggestions.

Vanessa Lucas (Chair of Governors) and James Stanford (Headteacher)

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Together we grow

At Stower Provost Primary School, we value the benefits of working together in a small, caring community where learning is at the heart of all we do. Everyone is challenged and encouraged to thrive and achieve as an individual, preparing them to be confident and active citizens in modern Britain.

Our vision is to create a school community where the uniqueness of every child is valued. We strive to instil in the children a lifelong love of learning and ambition for their future where they are proud of their achievements.

Stower Provost Strategic Goals 2018 - 2023

- to inspire our children to be independent, inquiring and confident
- to create a stimulating and supportive learning environment in order to ensure the highest levels of achievement and attainment
- to employ efficient and effective procedures to allow our focus to be on improving education
- to ensure Stower Provost is a rewarding and supportive place to work
- to lead with passion, clarity and vision for the whole school community

Development

This plan was developed by the Board of Governors working with staff, parents and the school children, as follows:

- A planning meeting was held on May 17th 2018 attended by a core group of governors and the headteacher which focused on the development of the vision statement and strategic priorities
- The core group of governors and the headteacher met on June 22nd 2018 to draft the strategic plan.
- The Head and Chair of Governors shared the draft plan and invited comments from parents at a forum held at the school on June 28th 2018.
- The draft plan was presented to the Full Governing Board meeting on July 12th 2018.
- The Head shared the plan with the staff for their review and input on September 3rd 2018.
- The plan was communicated to the children via the School Council and their input was sought on its development.
- The final version was presented for approval at the Full Governing Board meeting on September 20th 2018.
- The final version was published to the whole school community in October 2018

The development of the plan involved inputs from the following:

- Governors: Vanessa Lucas, Becky Trim and Sarah MacAndrew
- All Governors present at Full Governing Board meeting on July 12th 2018.
- Whole staff: views from staff meetings, TA meeting and discussions with office staff
- Parent views (key points from the parent questionnaire Spring 2018) and parent forum
- Ofsted: Feedback from inspection of December 2016 incorporated into strategic priorities
- Children: the school council told their classmates about the vision and asked questions in their year groups to get opinions of the children

School Development Plan 2018-19

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together in order to improve further and to be the best that we can be. Our School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. It is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement. This year there are three Key Priorities for the plan. We wish to achieve each target as fully as possible; therefore our targets will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Current School Development Plan priorities 2018 - 19

- Improving the effectiveness of leadership and management
- Improving standards of attainment for all children
- Improving the quality of teaching and learning

This strategy cannot set itself apart from all the social, economic and political pressures and changes that take place in any 5 year period and we recognise that a variety of issues will influence our work and development. The following have been identified as key areas of influence over the next 5 years:

- Impact of new technologies
- Changing world of work
- Changes to childhood and meeting learners' wider needs
- Raising standards and developing staff
- Resources and collaboration
- Environment and sustainability
- The curriculum and the future of learning
- Government initiatives and educational changes

Overarching Aims

Therefore we believe that the following key issues will be relevant to Stower Provost Primary School. In relation to our children:

- The emphasis on developing the whole child
- Ensuring consistently high quality teaching and learning
- Ensuring all pupils make good or better progress
- Continually striving to build capacity and sustainability
- Building a culture of teamwork and collective accountability
- Ensuring high levels of staff satisfaction and fulfilment
- Strengthening partnerships within and across schools

Implementation of the plan

The strategic plan sets out four strategic priority areas and gives long-term direction for implementation. The School Development Plan (SDP), developed by the staff team describes how this strategy is to be implemented in the short to medium term.

Monitoring

The Board of Governors monitors the development and implementation of the School Development Plan to ensure the school is progressing towards meeting each of the strategic priorities. Governors are aligned to each priority area and report back to the Full Governing Board at regular meetings. Overall progress is recorded and used to both challenge and support the school towards achieving its ultimate aims.

Review

The plan will be reviewed annually at the first Full Governing Board meeting of the school academic year. It will be revised every 3 years, whilst maintaining a long-term perspective, extending over 5 years.

The table below sets out the milestones that we want to achieve during the life of this strategic plan. In the short term we have highlighted areas that will be in the first SDP for 2018-2019.

Area of development	Short term	Medium term	Long term
<p>Quality of Leadership and Management</p> <p>Improving the effectiveness of leadership and management</p> <ul style="list-style-type: none"> ➤ to lead with passion, clarity and vision for the whole school community 	<p>Further develop systematic processes and procedures across the school for quality assurance and performance management</p> <p>All governors are well trained with the necessary skills; governors robustly question and challenge school leaders, rigorously holding them to account for the effectiveness of the work of the school</p> <p>Develop teacher led learning community approach to professional development</p>	<p>Monitor effectiveness of quality assurance and performance management processes and procedures across the school</p> <p>Effective governance in place across all areas</p> <p>Develop teacher led learning community approach to professional development</p>	<p>Rigorous processes and procedures for high standards of quality assurance and performance management are in place across the school</p> <p>Maintain highly effective governance across all areas</p> <p>Effective teacher learning community drives CPD and continually enhances skills of all staff and pupils standards</p>
<p>Quality of Teaching, Learning and Assessment</p> <p>Improving standards of attainment for all children</p> <ul style="list-style-type: none"> ➤ to inspire our children to be independent, inquiring and confident ➤ to create a stimulating and supportive learning environment in order to ensure the highest levels of achievement and attainment <p>Improving the quality of teaching and learning</p> <ul style="list-style-type: none"> ➤ to employ efficient and effective procedures to allow our focus to be on improving education 	<p>Children continue to develop independence and a desire to do one's best.</p> <p>Implement new Feedback and Marking policy</p> <p>Review curriculum to match needs of all pupils</p> <p>Develop boys progress across all areas</p> <p>Teaching is rarely less than good</p>	<p>Review Feedback and Marking Policy implementation</p> <p>Review impact of quality of teaching on outcomes for all pupils and groups</p> <p>Teaching is always good or better</p> <p>Review consistency of teaching and learning across all areas</p>	<p>Effective and consistent Feedback and Marking policy implementation</p> <p>Review assessment and evaluation materials</p> <p>Teaching is good or outstanding across the curriculum</p>

<p>Behaviour and Welfare</p> <ul style="list-style-type: none"> ➤ to inspire our children to be independent, inquiring and confident ➤ to employ efficient and effective procedures to allow our focus to be on improving education ➤ to ensure Stower Provost is a rewarding and supportive place to work 	<p>Behaviour and attendance (above national average) shows improvement from 2017-18.</p> <p>Develop a consistent approach to positive behaviour support and positive discipline</p> <p>Develop support for children at risk of becoming persistent absentees</p> <p>Support health and well being</p>	<p>Pupils demonstrate a positive attitude to learning and others</p> <p>All staff use consistent approach to positive behaviour support and positive discipline</p> <p>Support for children at risk of becoming persistent absentees is embedded and the number of children that fall into this category is well below national average</p> <p>Pupils demonstrate a good understanding about keeping healthy and safe</p>	<p>Pupils highly adept in managing their own behaviour and supporting others</p> <p>Pupils understand very clearly what is unsafe and how to stay safe</p> <p>Attendance continues to be above the national average. Parents support the schools wish to eradicate holidays in term time.</p>
<p>Effective Partnerships With Others</p>	<p>To further review and develop positive partnerships and engagement with parents</p> <p>Develop links with other schools through sports and music opportunities</p> <p>Further develop use of pool for other schools</p> <p>Further develop the school grounds</p>	<p>Review parent information sharing including reports</p> <p>Ensure the partnerships and links impact positively on the quality of teaching and learning</p> <p>Further develop Forest school links with other schools</p> <p>Investigate use of school facilities for community use</p>	<p>Investigate project to enhance community involvement in the school</p>