

West Ashtead Primary School

Strategic Plan

April 2016 to March 2020



This plan sets out how we want our school to be by 2020 and should be considered in conjunction with our Aims .The plan builds on our many existing strengths.

Our Vision

To provide a broad, stimulating and creative education, where pupils maximise individual progress in a respectful, caring and safe environment.

West Ashtead is an inclusive school which aims to provide a broad, creative and stimulating education for all. As an ambitious school we encourage all learners to challenge themselves and each other to achieve high standards and not settle for second best. We aim to ensure that all pupils make excellent progress so that they can be successful at secondary school and beyond.

Aims

The aims of West Ashtead Primary School are;

- Provide a secure and happy environment that supports the development of the whole child, academically, socially, physically, emotionally and morally
- Promote respect for oneself, others (irrespective of religion, ethnicity, gender, ability or disability) and the environment.
- Provide a broad, balanced, creative, relevant and stimulating curriculum offering equality of opportunity.
- Set high expectations that create independent and motivated learners with a love of learning, so that each child achieves their full potential in all areas
- Strengthen the partnerships between pupils, parents, staff, governors and the community and have pride in ourselves and the school.
- Secure strong links within the village community in order for the school to be part of the wider community
- Develop confident young people who are willing to take risks and rise to challenges whilst taking responsibility for their choices and actions, in preparation for playing an active role in a diverse and ever-changing world.

Learning

We believe children learn best if;

- We offer a a wide range of learning opportunities
- We encourage enthusiasm for and enjoyment of learning
- We encourage them to set high standards of expectation and to challenge themselves to do the best they can
- We develop their skills and techniques of observing, recording, communicating, interpreting and evaluating the world around us.

Attitudes

- We help to develop confidence, self-esteem and respect
- We ensure that the School Behaviour policy is based on promoting and encouraging positive behaviour
- We ensure that the school rules are based on common sense and the notion of treating others as one would wish to be treated
- We encourage awareness, concern and care for our world.

Values

- Our core values, the 3R's, are central to the culture of West Ashtead
- We believe these values encapsulate all of the other important values and qualities we want in our community
- We encourage all members of the community to embrace the 3R's in their lives, both in and out of school
- The values are: **Respect Resilience Responsibility.**

Strategic Objectives

The school has three strategic objectives:

1. Developing opportunities and outcomes for children

This means:

By the end of Year 6 all pupils will have made excellent progress and be ready for secondary school. The number exceeding expected progress will continue to grow. We will continue to look for more effective ways to promote learning for all pupils, widening the range of activities available to them, making greater use of the local environment and developing links and partnerships with other organisations.

2. Developing opportunities and outcomes for adults

This means:

West Ashtead will be a centre for learning for the whole community. We will look for ways to make the school's facilities available to adult groups. We will look for ways for members of the local community to support the children's learning and we will ensure that all members of staff see themselves as learners and we will provide opportunities for them to develop themselves professionally.

3. Ensuring sound financial management of our resources

This means:

Ensuring the school has a strong financial management process in place and ongoing financial viability. We will continually look for ways to ensure the most efficient use of our resources, including staffing, always looking to achieve 'value for money'.

Key Performance Indicators

The Key Performance Indicators (KPI's) are those pieces of information that, whilst not telling the whole story, tell enough of it to indicate whether the plan is being delivered or not. They are progressive, incremental and link to the annual school development plan. The key performance indicators are connected to each strategic objective and provide the data which determine whether a particular strategic objective is being met.

Key Areas of Activity

Progress towards achievement of the strategic objectives can be organised across two key areas of school activity. In essence these key areas are cross cutting themes which intersect with the three strategic objectives. They provide a focus for monitoring and evaluating the successful delivery of the strategic plan.

Critical Success Factors

Critical success factors are those things that will enable success. The absence of a critical success factor can severely limit the ability of the school to realise its objectives and mission. As such they are things that require regular monitoring to ensure that the necessary enablers are in place for the school to achieve success. Regular monitoring will focus on the extent to which they are in place and, where they are not, the likelihood and impact to the school of them not being in place.

Where there is a high likelihood of a critical success factors being “off track” and having a possible negative impact on the school as a result, the board of governors will ensure appropriate mitigating actions are identified and implemented.

The Critical Success Factors for West Ashted are:

Finance

- Sufficient income to run the school
- Sufficient contingency
- Sufficient capital funding
- Sufficient diverse income streams

Pupil Numbers

- Sufficient number of pupils on role
- Sufficient number of pupils in feeder schools likely to join the school
- Pupil morale and wellbeing is positive

Stakeholder Relationships

- Quality of the relationship with feeder schools is positive
- Quality of the relationship with the community is positive
- Quality of the relationship with parents is positive
- Staff morale and wellbeing is positive

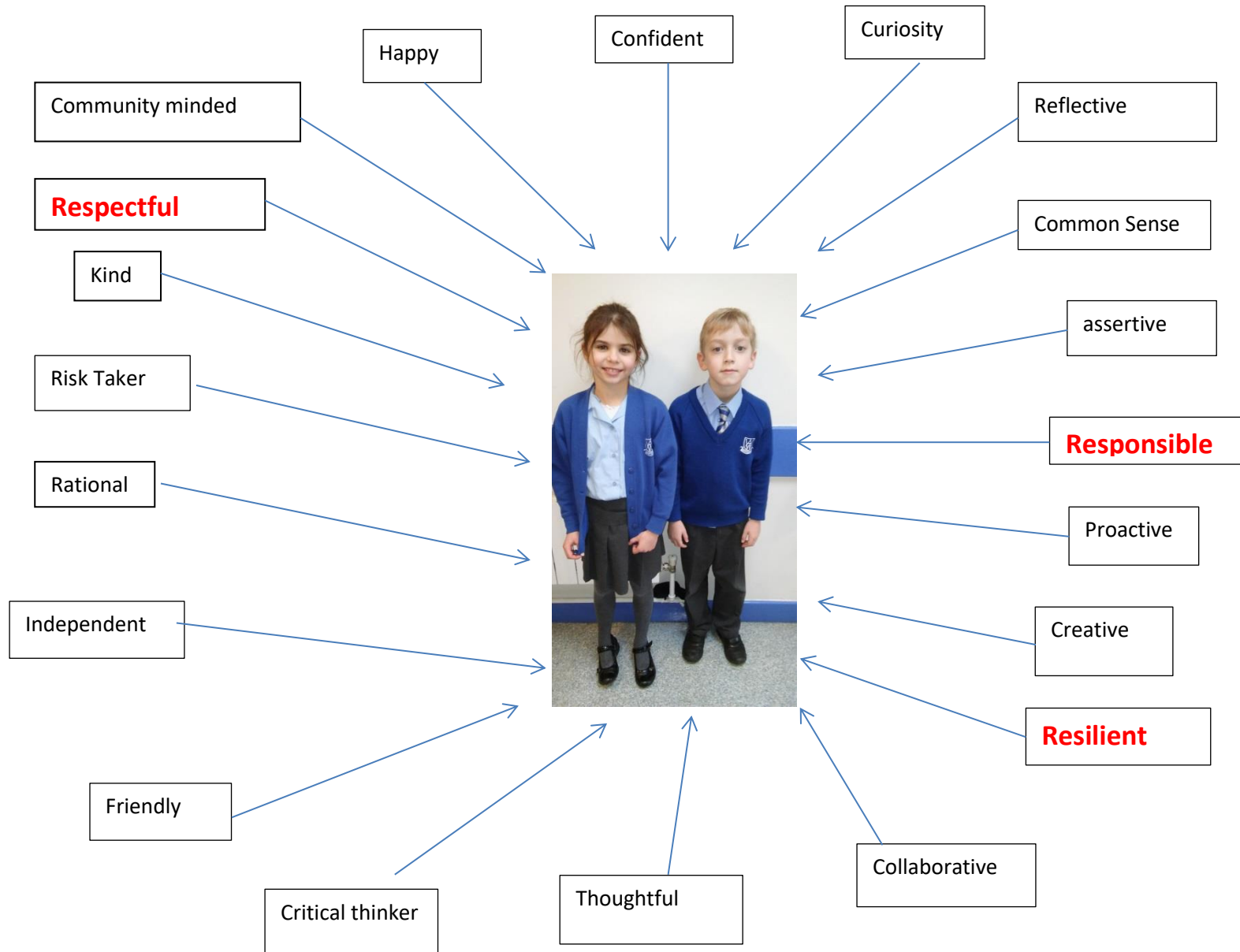
Teaching and Learning

- All teaching is good or better
- Teachers have sufficient facilities and resources to teach the whole curriculum
- Timetable allows sufficient time for all subjects to be taught effectively

Monitoring, Evaluation and Review

The governing body will monitor progress against fulfilment of the strategic objectives. They will do this through the committee structure of the governing body, through governor visits and at full governing body meetings. The focus of monitoring and review will be the key performance indicators and critical success factors (CSF's). They provide the bridge to the school development plan and enable the annual plans of the school to contribute to the fulfilment of the strategic plan. Each committee will take ownership for reviewing specific KPI's and CSF's relevant to the terms of reference of the particular forum. The full governing body will review the strategic plan on an annual basis as part of its cycle of business.

We want all of our pupils to have these qualities to make them successful learners:



	Teaching and learning	Grounds and Premises	Community	Key performance indicators
Developing opportunities and outcomes for children	<p>All pupils progress well in reading, writing and maths throughout their time at West Ashtead so are ready for Secondary school.</p> <p>A comprehensive assessment system allows pupil progress to be tracked across the curriculum.</p> <p>A broad curriculum in which all subjects are valued equally is taught throughout the school.</p> <p>Enquiry based learning Promote enterprise skills Promote lifeskills: DT, money, 1st Aid Inter year group/ inter school activities</p> <p>Enrichment activities Special visitors Special/curriculum weeks Trips – day -residential - local</p> <p>More ‘wow’ events, eg astro dome, forest school More open ended creativity More collaborative activities</p> <p>Promoting independence More self/peer assessment Develop talk for learning/ metacognition/ dialogic teaching</p> <p>Promoting positive attitudes Core values Every learner to have a positive attitude to education. Increase pupil voice When appropriate, IT used to complete and submit homework More responsibilities for older children- e.g. opening of the gates, ringing the bell at parents’ evening, supervising Infants in</p>	<p>Develop environmental facilities: Pond and nature area Allotment Orchard</p> <p>Develop sports facilities: Create Multi Use Games Area by Resurfacing ball games playground Develop quiet area outside for reading, drawing etc.</p> <p>IT Wi-fi network & wireless devices to allow IT access across school site.</p> <p>Create Resouces room in current ICT suite to house library, reading scheme and Humanities subject resouces. Qube becomes a dedicated Performing Arts room</p>	<p>Wide range of learning resources on school website to support learning at home</p> <p>Set up breakfast and after school club Increase community use of school’s facilities</p> <p>Play leaders – organised games at break/lunch Marketing of school – web/ publicity Develop collaborations with other local schools. Develop partnerships with organisations including schools overseas. Continue to support Rhianna’s fund in developing schools and other projects overseas.</p> <p>Develop links with local sports clubs. Represented at more community events – e.g. Ashtead Village Day, Traders’ Evening, Choirs at OAP homes, Ashtead Spring Clean.</p>	<ol style="list-style-type: none"> 1. End of KS test results: All mainstream pupils achieve expected outcomes in both attainment and progress. 2. Pupil enjoyment of learning: questionnaires confirm that most pupils enjoy school. 3. Quality of teaching: all teaching good or better consistently. 4. Impact on local community: Using position at March 2016 as a baseline, and drawing on anecdotal evidence, number of applications for places etc we can demonstrate that the school’s local reputation is high. 5. Using position at March 2016 as a baseline, the number and quality of partnerships and collaborative events increases: The school can demonstrate the positive impact of each partnership.

	Teaching and learning	Grounds and Premises	Community	Key performance indicators
	the playground, Squabble Busters – preparing children for secondary school. Increase number and range of extra curricular clubs			
Developing opportunities and outcomes for adults	Happy, fulfilled and motivated staff, each with regular access to CPD. Code of Excellence for TAs School subsidises extended training courses for staff School works with partners to promote Initial Teacher Training via SCITT and university courses. Regular workshops for parents on helping children/parenting skills		Look for opportunities to rent school facilities to adult groups.	<ol style="list-style-type: none"> 1. Outcomes for teachers and students trained here: analysis shows that positive outcomes result from support provided by West Ashted 2. Number and attendance of training/workshop events: The school can list events held and positive feedback from attendees.
Management of resources	<p>Strong financial management systems ensure:</p> <ul style="list-style-type: none"> • Regular reviews of spending to identify possible savings • Self evaluation of strategic goals by governing body to ensure resources available for their achievement. • Effective forward planning to anticipate needs. • Cost efficiencies/ value for money are sought. <p>Strong personnel management systems ensure:</p> <ul style="list-style-type: none"> • Regular Skills audits identify strengths and weaknesses of staff and governing body. • Regular reviews of staffing structures so all needs are covered efficiently and succession planning covers future needs . 	<p>Improve the school's energy efficiency</p> <p>Replace remaining Crital windows Install solar panels.</p> <p>Ringfence lettings income for capital projects</p> <p>Build new room, next to Qube for breakfast/afterschool club and community use.</p>	<p>Opportunities for generating income are identified and realised.</p> <p>Opportunities for encouraging voluntary community involvement in the school are identified and realised.</p>	<ol style="list-style-type: none"> 1. Balanced budget, with small surplus. 2. Financial value of income generating activities: Amount of income increased on 2015-6 baseline 3. Impact of reviews on organisational efficiency