

Windmill Primary School Strategic Plan

Foreword

We are pleased to present the strategic plan for Windmill Primary School. Our intention is to set out and communicate our vision, ethos and long term direction for the school so that we are clear about where we are going and what we want to achieve.

We are proud of what we have achieved in recent years to become an Outstanding School and we want to ensure that we continue to deliver the very best education that we can for the children of Windmill Primary School.

Plan, Development and Review

The strategic plan is an ongoing 5 year plan of strategic intent. It sets out how the school vision and long term priorities will be achieved within a specified time scale. The document is aimed at all stakeholders in the school including children and their families, staff, governors and the local community.

The implementation of the strategic plan is mapped out in more detail in the school improvement plan (SIP) which identifies key actions for staff and governors on an annual basis.

How We Developed This Plan

The school vision was developed through discussion and consultation with staff, children, governors and parents. This plan is constructed by the governing body to outline how to deliver the school vision.

Review of Plan

The plan will be reviewed annually by the Governing Board.

Risk Appetite

The Governing Board have agreed the risk appetite for the school.

School Vision and Values

Achievement through Creativity, Community and Challenge

Our aim is for Windmill Primary School to be a school of excellence where high expectations are fundamental to all that we do. The school will be a happy place where children and adults feel safe and valued in an environment where relationships are based on respect and kindness. Our children will experience a broad and rich curriculum which will be delivered in a vibrant and creative environment, where all children are challenged and experience the excitement of learning. The curriculum will offer a wide range of opportunities available to all so that our children leave Windmill prepared for the future; as well rounded, confident individuals and critical thinkers who have the skills and aspiration to be lifelong learners. We will have strong links with the local community as well as established global links. Diversity will be celebrated and we will be fully inclusive. Strong communication between the school and all stakeholders will be a strength so that everyone feels involved in the life of the school. Equality will be at the core of the school ethos so that every member of the school community feels like they belong and are valued. The school's everyday practices will address the issues of climate change and the principles of "reduce, reuse and recycle" will be at the heart of the school culture. The physical and mental health of the children and staff will be a high priority with structures and systems in place to promote healthy living and well-being.

This vision will be delivered by a strong and effective leadership team, shared with all stakeholders and embedded in a culture where high expectations, team work and professionalism make it the first choice school for parents children and staff.

	Intent	Implementation	Impact and Assessment
<i>To provide excellence in learning and teaching</i>			
1.	<u>Curriculum:</u> The school's curriculum will be broad and rich, integrating creative learning approaches and best practice in planning and delivery for all subjects.	<p>Continue to develop the school curriculum plan, including:</p> <ul style="list-style-type: none"> • Embedding Write Stuff and SPELL strategy to raise attainment and progress in writing. • Continue with mastery maths to close the gap for lower attainers. • Develop staff understanding of metacognition and dilemma-led learning as lesson planning tools. • Build on strength of science in school and Primary Science Quality Mark. • To improve the quality of the computing curriculum. • To improve quality of teaching of DT. • Develop effective assessment for foundation subjects. <p>Specific actions are developed in the annual school improvement plan.</p>	<p>Pupils acknowledge the breadth of the curriculum and show interest in learning. Governor reports show development and challenge. Governors monitor to assess:</p> <ul style="list-style-type: none"> • whether any areas are poorly planned or coordinated • whether core curriculum initiatives are followed across the school • whether new initiatives are effective and sustainable given the available resource.
2.	<u>Learning culture:</u> The school will maintain a vibrant and creative learning environment by recruitment, retention and development of excellent teachers.	<p>A clear learning culture is established by the School Leadership. Staff members are recruited, trained and developed in line with this culture. School identifies key areas for professional development of staff and continues to allocate resources.</p>	<p>Monitoring of staff turnover shows benefits of learning culture and development. Governor monitoring with staff and students reflects this culture.</p>
3.	<u>Progress and high expectations for all pupils:</u> The school is committed to helping all pupils make good progress from joining the school to the end of KS2, and to provide additional support pupils need to succeed and close learning gaps.	<p>High expectations for pupils are embedded as they enter and develop within the school. Specific support plans in place to close the gap for learners particularly affected by lockdowns (22/23 Yr 4 and 6). Continuing to develop support for SEND and effective interventions.</p>	<p>SLT and governors monitor data and benchmarking. Monitoring of 'pupil's voice' shows that pupils feel an appropriate level of challenge in learning.</p>
4.	<u>Excellent outcomes:</u> For percentage of pupils achieving expected standard in maths, reading and writing to be consistently above national average, with many pupils exceeding the expected standard.	<p>Focus on continuous improvement in core subjects, including effective internal assessment, monitoring of issues and latest research</p>	<p>Governors monitor data and benchmarking and prompt the need for targeted actions to tackle areas of concern.</p>

To create a vibrant and creative environment (Physical)			
5.	<u>School environment</u> : We will develop the environment inside and outside the school to maintain it as a stimulating and welcoming for pupils and staff.	Target poorer quality areas for investment as funding is available.	Governors to assess the repairs and maintenance backlog.
6.	<u>Health and safety</u> : It is essential that the school is a safe and healthy environment and we will prioritise this in developing and improving the school environment.	Proactively look for areas of improvement as part of annual resource plans.	Governors monitor reportable H&S incidents.
7.	<u>Sustainability</u> : We will make improvements to make the school environment more sustainable, such as making changes to reduce energy use.	Governors to request support from parents with specific knowledge of sustainability to create an implementation plan for this area. School leadership to monitor availability of funding streams to reduce carbon emissions.	Metering shows a reduction in energy consumption. Waste is reduced.
8.	<u>Biodiversity</u> : We will make improvements to encourage increased biodiversity on the school grounds.	Continue to develop Green Club and outdoor learning to build children's understanding Look for projects to develop biodiversity in school grounds.	Environmental projects monitored as part of school improvement plan and communication with school community.
To create a vibrant and creative environment (Culture)			
9.	<u>School culture</u> : School should be a calm, safe place where everyone feels they are valued, which will be reflected in behaviour and other policies.	Regularly reviewing policies and strategies around behaviour, bullying and other relevant areas to ensure school community remains calm and safe. Develop Equally Safe initiative in school to ensure inclusion for all.	Issues are identified early and any common issues are addressed appropriately. Governors monitor: <ul style="list-style-type: none"> • Student views • Head teacher reports • Behaviour reports • Nurture team resource • Related policies
10.	<u>Opportunities for all</u> : The school provides opportunities for all students beyond the curriculum in music, sport and other activities	Ensure the music curriculum and extra-curricular activities are maintained at a high standard with opportunities such as Choir and Orchestra continuing. Continue to offer wide range of sporting and other physical activities through PE and outside the school curriculum.	Governors monitor the range of opportunities.
11.	<u>Diversity and equality</u> are key strengths of the Windmill community and will be reflected and developed across the school.	Improve the Diversity of the Governing Board. Ensure a broad diversity of celebrations throughout the year.	Diversity of the Governing Board reflects the school population. Pupils feel that the school environment is inclusive of their identities.

12.	Windmill will prepare pupils for the future through an understanding of key <u>global issues</u> such as climate change and environmental impact.	Developed through curriculum planning and SIP	Governors monitor inclusion in the curriculum and activities and events.
<i>Physical and mental health of children and adults</i>			
13.	<u>Mental health and anxiety:</u> We will focus on the mental health of all members of the school community, developing a supportive community and supporting those pupils and staff with specific mental health or educational needs.	Initiatives to support staff wellbeing. Effective resourcing of nurture team to support SEND pupils and wider pupil wellbeing	Pupil and staff surveys show that the environment supports mental health and well-being. Governors monitor number of pupils needing support from the nurture team.
14.	<u>Physical health</u> is important to develop rounded, confident individuals and this will be a focus in Windmill's curriculum and school community.	Focus on providing health food for pupils. Make opportunities for daily exercise for al e.g. daily mile.	Governor monitoring shows school meals are healthy and regular exercise is incorporated into the school day.
15.	<u>Staff wellbeing:</u> The wellbeing of school staff is a priority for Windmill and the school leadership is committed to consulting and supporting staff with mental health and wellbeing.	Regular consultation with staff and developing initiatives to support and improve staff wellbeing.	Staff surveys reflect this commitment. Staff wellbeing is part of agenda for governors meetings
<i>Developing community links</i>			
16.	<u>Communication:</u> Windmill is at the heart of its local community and we will take steps to reach out and engage positively with the wider community.		Community Governors report to FGB shows active engagement with the community.
17.	<u>International links:</u> Strong international links with other schools are important for our pupils to understand the diverse experiences of others around the world and broaden their learning.		International links shape parts of the curriculum, monitored via Curriculum Committee.

