



Kildwick CE VC Primary School Strategic Plan 2022-2025

Background:

The three-year strategic plan gives direction to the school in implementing its vision and enables the governing board to focus on its significant role of monitoring delivery of school priorities.

Our vision and values are at the centre of everything we do. They underpin our teaching and learning, enabling all children to fully enjoy school life in a caring Christian environment.

Vision:

The school vision statement is '**Learning to live, living to love, loving to learn**'.

As a Church of England School the biblical underpinnings to this vision are core.

It describes our ambition not only to foster a love of learning amongst our children, but to teach them to live positive, productive lives where they love and respect their neighbours.

On moving to secondary school, we aim to ensure that all children clearly demonstrate these qualities.

Learning to live

Jesus wishes us to have 'abundant life' and we have a responsibility to enable our children to learn what this means for them. (*John 10 v10*)

Children will:

- Appreciate the link between physical activity, healthy eating and happiness
- Have positive mental health/wellbeing so they can learn and play with others
- Have the knowledge and skills to progress to the next stage of their learning

Living to love

The 'greatest commandment' is that we love one another (*Matthew 22 v34-40*) and love should underpin all that we do.

Children will:

- Feel safe in school and know how to keep themselves safe in the world
- Love and respect each other, developing and maintaining positive relationships with their peers and with adults
- Understand the need for equality and opportunity for all

Loving to learn

Jesus loved to learn from the teachers in the temple (*Luke 2 v46*) and his disciples loved to learn from him. We aim to follow this example and enable our children to love learning new things.

Children will:

- Demonstrate respect for difference and diversity both within the school community and beyond it
- Demonstrate an enquiring mind and the courage to learn new things
- Fulfil their potential as independent learners

Ethos and Values

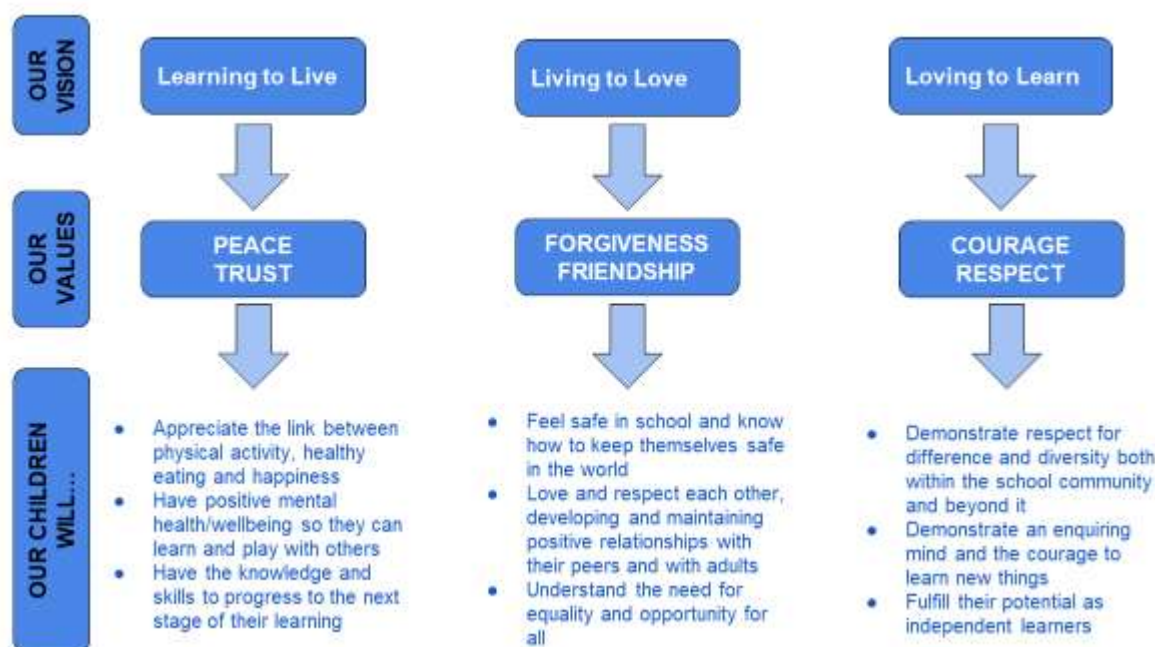
The school has a strong Christian ethos where the development of skills and knowledge is underpinned by love and respect for each other, and a strong connection between school, home and the local community, especially St Andrew's Church.

The school provides high-quality teaching and challenging learning opportunities for every child, alongside exciting and extensive extra-curricular activities.

The six Christian values building from our vision and underpinning our ethos are:

Peace, Trust, Forgiveness, Friendship, Courage and Respect.

We encourage children to recognise these throughout daily school life.



3-year priorities

The development priorities for 2022-2025 will help us to achieve our vision. This document sets out the broad priorities, in vision order, with critical outcomes, in turn, for children, staff, the school community, senior leaders and governors. Success criteria, how we will know when these have been achieved, for Year 1 have also been identified - success criteria for subsequent years will be set following review.

The detailed implementation plan associated with each priority and associated critical outcome is set out in the School Development Plan.

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| Our vision: |
| Learning to live, living to love, loving to learn (<i>John 10 v10, Matthew 22 v34-40, Luke 2 v46</i>) |

| 2022-2025 Strategic Priority 1 | Critical Outcomes | Year 1: 2022-2023 | | | |
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| | | Success Criteria | Specific budget / resource | Staff lead | Governor monitoring |
| Kildwick CE Primary School is working towards carbon net zero by 2030 setting an example to the whole community Learning to live | a) Children understand the need for environmental sustainability, valuing 'God's Creation' | i. Children are supported and encouraged to live sustainably, including reducing energy usage and food waste and increasing recycling | Actions have the long-term potential to offset energy usage within the £14,325 estimated annual energy costs | Tbc | HB |
| | b) Environmental sustainability underpins the approach to teaching and learning | i. Development of a cross-curricular approach to sustainability ii. Maximise utilisation of Peggy Wilson Field through Forest School and curriculum use | Budgets for any development of the PW Field to be discussed | SLT TW / DH | HB |
| | c) The school promotes and models courageous advocacy, locally, nationally and globally in achieving long term environmental sustainability | i. Collective Worship includes a strong 'saving creation' theme | | TW | MG |
| | d) Senior leaders maintain a focus on environmental sustainability across the life of the school | i. Role description for sustainability lead agreed and staff lead identified ii. Audit of existing sustainability responses completed and single climate action plan | Costs for planned actions tbc | TW Tbc | HB |

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| | | drawn up - using the NAEE four Cs model | | | |
| | e) Governors prioritise environmental sustainability | <ul style="list-style-type: none"> i. Sustainability link governor identified - aligned with climate action plan ii. Governing board agrees a relevant sustainability pledge e.g. the 'Let's go zero campaign' | Through governing board | | All |
| 2022-2025 Strategic Priority 2 | Critical Outcomes | Year 1: 2022-2023 | | | |
| | | Success Criteria | Specific budget / resource | Staff lead | Governor monitoring |
| The distinctive Christian ethos of school within the wider cultural landscape is further strengthened | a) Children understand the Christian ethos of the school whilst valuing diversity and showing empathy with diverse communities | <ul style="list-style-type: none"> i. Children are able to talk about school vision and values and how these impact on their emotional well-being and learning ii. Children demonstrate that the school Christian ethos and Collective Worship have helped them in their daily lives iii. Children demonstrate that they value diversity | Mosque visit £1,100 | Tbc TW DA / LF | MG All Tbc |
| | b) Staff promote the school vision and values in the classroom | <ul style="list-style-type: none"> i. School vision and values are a strong feature of classroom practice | | TW | MG All |
| Living to love | c) The school demonstrates a systematic approach to charitable advocacy locally, nationally and globally | <ul style="list-style-type: none"> i. School approach to charitable advocacy reflects diverse communities and need and clearly communicated to parent/carers, St. Andrew's church and other stakeholders | | TW / DA / LF | MG |
| | d) Senior leaders strengthen the implementation of a coherent approach to spiritual development | <ul style="list-style-type: none"> i. The school vision and values are a key theme in the Collective Worship programme | | TW | MG |

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| | through the RE curriculum and Collective Worship | ii. Links with St Andrew's Church within the new KCB Parish strengthened iii. Evidence across the year that children shape and lead Collective Worship - in class and whole school | | TW TW | |
| | e) Governors ensure ethical decision making is at the heart of all discussions | i. Governing board practice and decision making is consistent with best practice, and reflective of school vision and values | Through governing board | | All |
| 2022-2025 Strategic Priority 3 | Critical Outcomes | Year 1: 2022-2023 | | | |
| | | Success Criteria | Specific budget / resource | Staff lead | Governor monitoring |
| Clear and strong school strategic direction, resource management and leadership is maintained Learning to live Loving to learn | a) Children continue to have an enriching school experience, feel safe at school and demonstrate positive emotional health and well-being | i. Survey evidence shows that children have positive emotional health and well-being, feel safe at school and accessing a range of activities | | TW | Well-being GS Safeguarding JP H&S JC |
| | b) All staff maintain consistently high expectations of all children | i. Assessment shows children achieving in line with national expectations ii. Clear evidence of 'closing the gap' - between those with lower and higher starting points, intervention and SEND | ii Links to Priority 4 critical outcome a) Intervention budget (£) PP (£16,580) 'Recovery' (£1,414) 'Notional' SEND budget (£) | TW SEND DA Subject leads | HB SEND JP All |
| | c) The school ensures available resources are carefully utilised supporting access for all children to | i. Impact report for governors evidences that all children are able to access all school activities | | TW | CQ |

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| | all activities | | | | |
| | d) Senior leaders ensure continued strong communication between school and families, and all stakeholders | <ul style="list-style-type: none"> i. Parent/carer and stakeholder engagement strategies reviewed ii. Evidence of a high level of parent/carer' satisfaction with school | | TW TW | Tbc Tbc |
| | e) Governors ensure a robust risk management approach to change | <ul style="list-style-type: none"> i. Succession planning ensures key Governing board positions are filled and vacancies kept to a minimum ii. Governing board engages with the evolving 'MAT agenda' - with transparent discussions, decision making and communication with stakeholders iii. Governing board invests in staff development - both nurturing staff and ensuring knowledge and skill-set maintained | Through governing board | TW TW / All TW | JP All All |

Note: Priority 3 reflects the likely evolving nature of school organisation and governance following the March 2022 Schools White Paper 'Opportunity for All'

| 2022-2025 Strategic Priority 4 | Critical Outcomes | Year 1: 2022-2023 | | | |
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| | | Success Criteria | Specific budget / resource | Staff lead | Governor monitoring |
| Provision of a broad inspiring and inclusive | a) All children develop as readers, achieve their best in all subjects and are able to access a range of | i. A systematic consistent 'high quality' approach to reading for all children is evidenced across the school | i. Links to Priority 3 critical outcome b) Intervention budget | DA / LF / DH | Tbc All |

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| <p>curriculum alongside exciting and expansive activities nurturing all children to achieve their best</p> <p>Loving to learn</p> | wider activities | <p>ii. Pupil premium, 'recovery' and SEND resources are optimally used to improve outcomes for children</p> <p>iii. 'Monitoring dashboard' demonstrates that all children are able to access expansive nurturing 'extra curricular' activities</p> | <p>(£)</p> <p>PP (£16,580)</p> <p>'Recovery' (£1,414)</p> <p>'Notional' SEND budget (£)</p> | <p>TW SEND DA</p> <p>TW</p> | <p>HB JP</p> |
| | b) Staff work as a team providing wide ranging opportunities and sharing best practice and ideas | i. Evidence that subject leader monitoring embeds 'best practice' - including from collaboration and shared CPD with other schools | Within CPD budget (£3,200) | TW | JP All |
| | c) The school promotes 'pupil voice' in all areas of school life | <p>i. Vision leaders 'work' with children in all year groups</p> <p>ii. 'Pupil voice' features strongly in school newsletters</p> | Resource allocation tbc | <p>TW / LF / DH</p> <p>TW / LF / DH</p> | All JP |
| | d) Senior leaders both empower staff and ensure their well-being is a priority | <p>i. Staff supported through access to CPD and 'development time' ensuring continued provision of an inspiring curriculum and school activities</p> <p>ii. Staff well-being survey and other activities demonstrate positive well-being</p> | Within CPD budget (£3,200) | <p>TW / DA / LF / DH</p> <p>RC</p> | JP GS |
| | e) Governors value a broad curriculum, rich extra-curricular activities and strong 'pupil voice' within a nurturing school context | <p>i. Broad curriculum provision central to Governing board curriculum meetings - reflected through governing board minutes</p> <p>ii. Extra-curricular monitoring dashboard regularly reviewed at governing board meetings</p> <p>iii. Governing board ensures the well-being of children and staff, and headteacher, is centre to decision making - reflected through governing board minutes</p> | Through governing board | <p>TW / DA / LF / DH</p> <p>TW</p> <p>TW</p> | All CQ JP All |

