



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

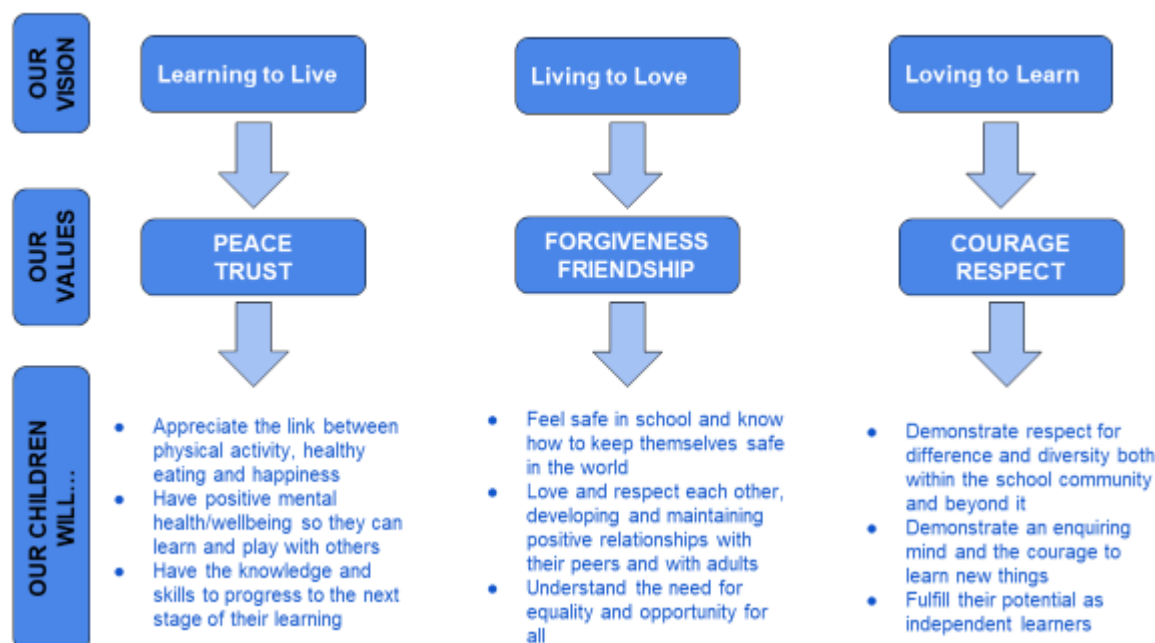
The school has a strong Christian ethos where the development of skills and knowledge is underpinned by love and respect for each other, and a strong connection between school, home and the local community, especially St Andrew’s Church.

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 3 are shown building on those set for earlier years.

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

Y3: 2024-2025

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 3: 2024-2025			
		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	a) Children understand the need for environmental sustainability, valuing 'God's Creation'	<ul style="list-style-type: none"> i. Children are supported and encouraged to live sustainably, including reducing energy usage and food waste and increasing recycling ii. Whole school approach to sustainability and valuing God's Creation evidenced including through CW, classroom displays and newsletters iii. Through their behaviour children demonstrate an appreciation of the impact of their own actions on the environment 	Eco-energy grant approx £2,000 remaining - children to input into focus	TW	HB
	b) Environmental sustainability underpins the approach to teaching and learning	<ul style="list-style-type: none"> i. Development of a cross-curricular approach to sustainability ii. Maximise utilisation of Peggy Wilson Field through Forest School and curriculum use across all class groups iii. School utilisation of Peggy Wilson Field enhanced by community and volunteer groups. 		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	
	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 (currently headteacher lead) ii. Audit of existing sustainability responses completed and single climate action plan drawn up using agreed model		TW	HB
	e) Governors prioritise environmental sustainability	i. Governing board agrees a relevant sustainability pledge e.g. Plastic Free School		TW	HB All
2022-2025 Strategic Priority 2	Critical Outcomes	Year 3: 2024-2025			
		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	i. Children are able to talk about school vision and values and how these impact on their emotional well-being and learning ii. Children are at the centre of CW and demonstrate that the school Christian ethos and CW have helped them in their daily lives iii. Children demonstrate that they value diversity		Tbc TW DA	All JP
	b) Staff promote the school vision and values in the classroom	i. School vision and values remain a strong feature of classroom practice		TW	All

Living to love		ii. School vision and values (living to love) explicitly underpin the approach to the development of positive learning behaviours			
	c) The school demonstrates a systematic approach to charitable advocacy locally, nationally and globally	i. School approach to charitable advocacy clearly communicated to parent/carers, St. Andrew's church and other stakeholders		TW / DA	
	d) Senior leaders strengthen the implementation of a coherent approach to spiritual development through the RE curriculum and Collective Worship	i. The school vision and values remain a key theme in the Collective Worship programme ii. Links with St Andrew's Church within the KCB Parish strengthened iii. Evidence across the year that children shape and lead Collective Worship - in class and whole school		TW TW TW	
	e) Governors ensure ethical decision making is at the heart of all discussions	i. Governing board practice and decision making leads by example and is consistent with best practice and is reflective of school vision and values			All

2022-2025 Strategic Priority 3	Critical Outcomes	Year 3: 2024-2025			
		Success Criteria	Specific budget / resource	Staff lead	Governor monitoring
Clear and strong school strategic direction,	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 ii. All children are able to access a range		TW	Well-being Safeguarding JP H&S

resource management and leadership is maintained Learning to live Loving to learn		of enriching activities within the local community broadening learning opportunities and preparing them for the future			
	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 Intervention budget (£16,175) PP (£17,710) 'Notional' SEND budget (£38,836)	TW SEND DA Subject leads	HB SEND AF All
	c) The school ensures available resources are carefully utilised supporting access for all children to all activities	i. Impact report for governors evidences that all children are able to access all school activities ii. Organisation of the intervention programme linked to classroom learning optimally uses available resources supporting the most vulnerable		TW	CQ
	d) Senior leaders ensure continued strong communication between school and families, and all stakeholders	i. Regular engagement with St Andrew's Church and the wider community ii. Continued evidence of a high level of parent/carer' satisfaction with school		TW TW	KL

	e) Governors ensure a robust risk management approach to change	<ul style="list-style-type: none"> i. Governance succession planning ensures key governing board positions and 'Chair' transition are managed and vacancies kept to a minimum ii. Governing board continues to engage with the evolving 'MAT agenda' - with transparent discussions, decision making and communication with stakeholders iii. Governing board oversight of staff development ensures access to high quality development opportunities 	Through governing board	TW TW / All	JP All
--	---	--	-------------------------	--------------------	---------------

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

2022-2025 Strategic Priority 4	Critical Outcomes	Year 3: 2024-2025			
		Success Criteria	Specific budget / resource	Staff lead	Governor monitoring
Provision of a broad inspiring and inclusive curriculum alongside exciting and expansive activities nurturing all children to achieve their best	a) All children develop as readers, achieve their best in all subjects and are able to access a range of wider activities	<ul style="list-style-type: none"> i. A systematic consistent 'high quality' approach to reading, for all children, including approaches to 'reading at Home' continues to be evidenced across the school ii. A systematic consistent 'high quality' approach to writing for all children is evidenced across the school iii. Intervention resources are optimally used to improve outcomes for, and nurture, vulnerable children iv. 'Monitoring dashboard' demonstrates that all children are able to access expansive nurturing 'extra-curricular' activities v. A systematic consistent approach to the 	<ul style="list-style-type: none"> i. Links to Priority 3 critical outcome b) Intervention budget (£16,175) PP £17,710 'Notional' SEND budget (£38,836) 	<ul style="list-style-type: none"> DA DH TW SEND DA TW 	<ul style="list-style-type: none"> JH All HB/AF/JP Curriculum lead

Loving to learn		teaching of Foundation subjects in mixed aged classes is evidenced			
	b) Staff work as a team providing wide ranging opportunities and sharing best practice and ideas	<ul style="list-style-type: none"> i. Evidence that subject leader monitoring both embeds 'best practice' - including from collaboration and shared CPD with other schools and supports staff-well being ii. Intervention lead has classroom time supporting collaborative team working 	Within CPD budget (£2,700)	TW	JP All
	c) The school promotes 'pupil voice' in all areas of school life	<ul style="list-style-type: none"> i. Vision leaders 'work' with children in all year groups ii. 'Pupil voice' features strongly in school Newsletters 		TW / DH TW / DH	All JP
	d) Senior leaders both empower staff and ensure their well-being is a priority	<ul style="list-style-type: none"> i. Staff CPD builds from performance management ensuring continued provision of an inspiring curriculum and school activities ii. Staff supported through access to CPD and 'development time' iii. Staff well-being central to CPD provision iv. Staff well-being 'activities' demonstrate positive well-being 	Within CPD budget (£2,700)	TW / DA / DH	JP JP
	e) Governors value a broad curriculum, rich extra-curricular activities and strong 'pupil voice' within a nurturing school context	<ul style="list-style-type: none"> i. Broad curriculum provision central to Governing board curriculum meetings - reflected through minutes ii. Governor curriculum monitoring includes a key focus on the teaching of Foundation subjects in mixed aged classes iii. Extra-curricular monitoring dashboard regularly reviewed at governing board meetings iv. Governing board ensures the well-being of children and staff, and headteacher, is 	Through governing board	TW / DA	All Curriculum lead

		centre to decision making - reflected through minutes			
--	--	---	--	--	--

Following agreement on the strategic plan the staff team will draw up Y3 of the development plan taking each of the strategic priorities and success criteria and slotting in appropriate termly milestones