



Our Strategic Plan 2025-2026

Our Vision

‘As each one does their part, we grow in love’ Ephesians 4 v 16

In our school community we nurture strong relationships, forming a secure foundation from which our children can flourish. We promote positive mental health and emotional well-being for all, and grow as a family recognising our unique contributions so that we are stronger together than we are apart.

Our Aim

At Winterbourne Earls CE Primary School, we aim to encourage a culture of excellence, the highest quality teaching and learning and memorable inclusive experiences. Pupils are inspired to reach their full potential in an environment where relationships reflect the Christian values of the school.

Winterbourne Earls CE Primary School is more than just a school; it is a place where...

Building positive relationships with each and every person is paramount

Every individual is loved, accepted, cared for and shown unconditional positive regard

We show ‘deliberate botheredness’ towards every child

Learning is values-based, with our Christian values guiding us, helping us to think and behave in a positive manner

Kindness is recognised and embraced

There is a collective purpose and ‘can-do’ attitude

Attention is always paid to the positive

Everyone has something unique to offer and is celebrated

Children feel safe and happy

Expectations are consistently high, there is an ethic of excellence and very best outcomes for all is a constant focus

Pastoral support across every area of school is outstanding

Good mental health and wellbeing is key for all staff and children

Behaviour is exemplary

Safeguarding is everyone’s responsibility and we ensure we are always ‘professionally curious’

We are proud of our school and feel a real sense of belonging

Our Objectives

We have identified three key strategic objectives, in order to achieve our vision:

To further develop the curriculum offer to ensure the intent and implementation are embedded securely and consistently across the school, ensuring all pupils are given the knowledge and cultural capital they need to succeed in life

To further develop our happy successful environment where exemplary behaviour is the norm by extending the opportunities for children to flourish

To provide highly effective leadership and management to deliver outstanding outcomes for all pupils.

2025 2026 Our Current Position

Objective 1 : Quality of Education and Early Years To further develop the curriculum offer to ensure work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced.					Objective 2 : Behaviour and Attitudes and Personal Development To further develop our happy successful environment where exemplary behaviour is the norm by extending the opportunities for children to flourish and contribute to the community					Objective 3 : Leadership and Management To provide highly effective leadership and management at all levels to deliver outstanding outcomes for all pupils. To ensure subject leader expertise is further enhanced.				
1	2	4	6		1	2	4	6		1	2	4	6	
				(1.1) It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.					(2.1) Pupils are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.					(4.1) Leaders have a clear and ambitious vision for providing high-quality education to all pupils. Policies are monitored and used to guide practice.
				(1.2) The school's curriculum is further enhanced/ adapted to ensure active learning, curiosity and creativity and designed to be ambitious for all pupils including SEND/DL, developing their abilities to apply what they know and can do with increasing fluency and independence.					(3.1) The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.					(4.2) Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently builds and develops over time. Teachers access Quality First Teaching training through the County Hubs initiative and Pickwick Learning. New/student teachers are supported through coaching and mentoring.
				(1.3). Over the course of study, teaching is designed to help pupils remember long term the content they have been taught and to integrate new knowledge into larger ideas.					(3.2) The school prepares pupils for life in Modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs.					(4.3) Those responsible for governance understand their role and carry this out effectively. Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account
				(1.4) Reading is prioritised across school, with a focus on implementing and embedding the new Just Reading and Fluency Project strategies. High quality texts are sourced which engage readers and show a range of different cultures, characters and where possible link to the curriculum.					(3.3) The school provides high-quality pastoral support. Pupils have an age-appropriate understanding of healthy relationships and the protected characteristics.					(4.4) The school has a positive and effective culture of safeguarding. Positive partnerships with parents are nurtured.
				(1.5) Pupils use and apply their spelling, punctuation and grammar skills to write with the sophistication and accuracy that are expected for their age. A structured plan of milestones for each year group to achieve is implemented and becomes embedded										(4.5) Leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school
				(1.6) Maths: Pupils use and apply number facts with the accuracy and fluency expected for their age. A structured plan of milestones for each year group to achieve is implemented and becomes embedded										(4.6) The Christian school values are extended through the Church School Flourishing programme, the work alongside the chaplain and the pilot of the Archbishop's Young Leader's Award. Preparation for SIAMs and RE is a focus.
				(5.1) Early Years: The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.										

Key	
	Secure and embedded
	Target for focus and review
	Not yet a target for focus or review

