



Our Strategic Plan 2023-2024

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 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.

Our Long Term Objectives:

Objective 1 : Quality of Education and Early Years 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	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	Objective 3 : Leadership and Management To provide highly effective leadership and management to deliver outstanding outcomes for all pupils.
<p>We will aim to ensure:</p> <p>(1.1) 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.</p> <p>(1.2) Pupils' work across the curriculum is consistently of a high quality.</p> <p>(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.</p> <p>(1.4) Reading is prioritised across school, with a particular focus on embedding the new Little Wandle early reading and phonics scheme across EY and KS1. Reading attainment is assessed and gaps are addressed quickly and effectively.</p> <p>(1.5) Teachers present subject matter clearly, checking pupils' understanding, identifying misconceptions accurately and providing clear, direct feedback.(22/23)</p> <p>(1.6) Assessment for Learning is used effectively to inform teaching and provide timely intervention at the point of need.</p> <p>(1.7) Pupils use and apply their spelling, punctuation and grammar skills to write with the sophistication and accuracy that are expected for their age.</p> <p>(5.1) In EY, the impact of the curriculum on what children know, can remember and do is strong. DL and children with SEND achieve the best possible outcomes.</p> <p>(5.2) In EY, staff are expert in teaching phonics and ensure children practice their reading from books that match their phonics knowledge.</p> <p>(5.3) Staff in EY present information clearly to children, promoting appropriate discussion about the subject matter being taught. They check understanding, identify misconceptions and adapt their teaching as necessary.(22/23)</p> <p>(5.4) Children are ready for the next stage of education. By the end of YR, children achieve well, particularly those children with lower starting points.(22/23)</p>	<p>We will aim to ensure:</p> <p>(2.1) Behaviour and attitudes are exceptional.</p> <p>(2.2) Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated and difference is valued and nurtured.</p> <p>(2.3) 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.(22/23)</p> <p>(3.1) The school goes beyond the expected, so that pupils have a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p> <p>(3.2) There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work. (22/23)</p> <p>(3.3) 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. (22/23)</p> <p>(3.4) 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.</p> <p>(3.5) The school provides high-quality pastoral support. Pupils have an age-appropriate understanding of healthy relationships and the protected characteristics.</p>	<p>We will aim to ensure:</p> <p>(4.1) Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</p> <p>(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. This consistently translates into improvements in the teaching of the curriculum. Teachers access Quality First Teaching training through the new County Hubs initiative. New teachers are supported through coaching and mentoring</p> <p>(4.3) Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.</p> <p>(4.4) Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.</p> <p>(4.5) 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 for the quality of education.</p> <p>(4.6) The school has a positive and effective culture of safeguarding. A thorough Travel Plan is created in conjunction with Salisbury Councillors/County team.</p> <p>(4.7) The Christian school values are celebrated</p>

SDP 2023 2024 Our Current Position (Assessed in Terms 1, 2, 4 and 6):

Objective 1 : Quality of Education and Early Years					Objective 2 : Behaviour and Attitudes and Personal Development					Objective 3 : Leadership and Management												
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				(1.1)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					(2.1) Behaviour and attitudes are exceptional. Building positive relationships with each and every person is paramount.					(4.1) Leaders have a clear, ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.								
				(1.2) Pupils’ work across the curriculum is consistently of a high quality. Pupils are seen to be actively embracing an ‘ethic of excellence’.					(2.2) Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated and difference is valued and nurtured.					(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. This consistently translates into improvements in teaching.								
				(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.					(2.3) 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.(22/23)					(4.3) Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.								
				(1.4) Reading is prioritised across school, with a particular focus on embedding the new Little Wandle early reading and phonics scheme across EY and KS1. Reading attainment is assessed and gaps are addressed quickly and effectively.					(3.1) The school goes beyond the expected, so that pupils have a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.					(4.4) Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.								
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				(1.7) Pupils use and apply their spelling, punctuation and grammar skills to write with the sophistication and accuracy that are expected for their age					(3.4) 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.					(4.7) The Christian school values are celebrated, recognising that they underpin the ethos of the school, enhancing a sense of belonging								
				(5.1) In EY, the impact of the curriculum on what children know, can remember and do is strong. DL and children with SEND achieve the best possible outcomes					(3.5) The school provides high-quality pastoral support. Pupils have an age-appropriate understanding of healthy relationships and the protected characteristics.													
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