



Widewell Primary Academy

Strategic Plan - 2017 -2020

1.0 Purpose of this Document

The Widewell Governing Board wished to develop a clear vision and set out how the school should progress following the appointment of a new Head Teacher and restructured leadership team in 2014. This document is designed to provide a high level overview that allows the Board to measure progress on a broad spectrum of activity, part of which is to move the school from a 'good' to 'outstanding' Ofsted accreditation at its next review. It is not a detailed management plan for delivery which is a leadership responsibility. Governors wished to take a broader view of the culture, staff development and facilities within the school as well as the imperative of pupil attainment and personal growth. The agreed objectives ensure that the school not only plays a significant role in pupil's achievement but assists in the school contributing to, and being valued by, the local community. In addition is intended to clarify what role Widewell wishes to play as part of the newly formed Horizon Multi-Academy Trust (MAT). The document's primary purpose is to provide a strategic reference for Governors to simply measure the progress in delivering the Board's agreed goals and inform and focus the work of the Senior Leadership Team (SLT) in propelling Widewell Primary Academy forward and maximise its role within the MAT.

2.0 Process

The process has been as inclusive as possible and guided by a small working group of senior staff and Governors and disseminated at Board meetings. The first phase has involved a visioning exercise that promoted an unconstrained debate to explore individual ambitions, voiced, captured, and distilled into seven key objectives. These were then deliberated and challenged in greater depth by partnering individual Governors with an individual member of staff. The objective was to review each element of the strategic guidance for school development plans and other initiatives to be undertaken by the Senior Leadership Team within the plan period. A clear roadmap and programme has been established together with a framework for delivery within the plan period. The document is designed to initiate a dynamic process and should be reviewed and updated annually by Governors at the conclusion of each academic year to provide an exemplary environment in which pupils can thrive.

3.0 Element 1 – Curriculum Development



Vision

To provide a stimulating environment in which children are nurtured, feel secure and confident, and enthused and motivated to learn through a **distinctive curriculum**.

The responsibility of the SLT to continually review and identify gaps in the depth and breadth of the curriculum over the life of the plan including staff capability to ensure delivery of a core component of the strategy.

Tasks

SP1a Investigate and implement methods to develop a dynamic curriculum that addresses the progressive demands of the individual year groups as pupils move through their time at the school. Plan Years 1 & 2.

SP1b 2016 curriculum audit has identified gaps in drama, visual arts, dance and geography that will be addressed in Year 1 of the Plan.

SP1c Carry out regular Subject Leader Workshops to assess individual staff training needs. Plan Years 1 - 3

SP1d Introduction of a mapping system for both staff and pupils to identify any weaknesses and help development of individual skills and monitor progress through performance management reviews. Operational by Year 2 of the Plan.

SP1e Identify and dedicate external areas of the site for outdoor teaching and learning programmes for environmental awareness including the earth's resources and a changing climate. Year 1 of the Plan.

SP1f Design and implement initiatives to instil healthy living and awareness of food production and security. Plan Years 1 & 2.

4.0 Element 2 – Maximising Talent



Vision

Developing highly trained, capable, caring teachers, and support staff, that are dedicated to **maximising the individual talent** and potential of every child.

It is a primary responsibility of the Head Teacher to motivate the teaching staff to help deliver the direction the Governors wish to pursue.

Tasks

SP2a Present the Governor's strategic aspirations to all members of the staff and ensure there is a clear understanding of the determination and commitment to deliver targeted improvements within the agreed timescales documented in this strategy. Plan Year 1.

SP2b Identify and nurture individual staff members' interests through discussion, staff meetings and reviews, to ensure enhanced support and professional development can be programmed and measurable targets agreed for each member of staff and their area of interest. Detail these requirements in the School Development Plan. Constant over the Plan Period.

SP2c Ensure performance improvements are suitably recognised and celebrated and also be seen to take action where required for under achievement to reinforce confidence in the ethos and culture of the school. Constant over the Plan Period.

SP2d Review the scope of talent on the Governing Board in order to assemble a depth of understanding and the pressures the educational sector faces. Ensure that adequate training is undertaken to help balance breadth of experience and involve external support for the Head Teacher and SLT where necessary.

SP2e Strengthen individual Governor responsibilities for subject areas and opportunities for contact, monitoring, and observation with key staff through a minimum of six Governor visits per academic year. Plan Years 1 to 3.

5.0 Element 3 – The Learning Environment



Vision

Provision of high quality environment with facilities and tools essential to an **enhanced learning environment**.

It is the responsibility of all the adults associated with the school community to manage accelerating technological and environmental change together with the impact of the financial efficiencies and educational improvements being sought by central government policies. This element has to address the physical and physiological aspects of the school environment for all ages in order to be stimulating, secure, and above all a safe and welcoming place.

Tasks

Site and Buildings

SP3a Continue to improve the basic internal and functional aspects of the building to stabilise the aging structure, its envelope and services, through planned maintenance, targeting DoE grant regimes where possible, and carefully budgeting expenditure for fixtures, fittings, and maintenance of the IT infrastructure. Plan Years 1 to 3

SP3b Develop and document an outline site masterplan that describes the facilities required for outdoor learning, sporting, environmental, and horticultural activities. This must also demonstrate how the site can remain secure and present a key asset to the Horizon MAT to protect its long term future for educational and community use. Phased development must consider the potential for the longer term expansion and replacement of the existing building once it has exceeded its design life. Plan Year 1.

SP3c Implement short and medium term enhancements to the immediate surroundings of the school, including playgrounds, and the visual impact of the frontage onto Lulworth Drive. This is to improve safety and signage to signal the distinctiveness of the school and benefit the school and the local community. This should reflect the pursuit of excellence, champion good design and avoid homogenisation. Plan Years 1&2.

SP3d Install a MUGA. Plan Year 2.

SP3e Agree and protect the location for a multi-use sports hall and changing facilities and explore funding opportunities to commence construction within the plan period. Plan Years 2 & 3.

SP3f SLT to explore improvements and implement strategies for learning through discovery, group learning, peer engagement, self-organised learning, and appropriate use of technologies and internet tools in a progressive digital era. Years 1 & 2.

SP3g Provide opportunities to develop cohesive relationships through collective and/or congregational activities in the realm of the visual arts, drama, music and sport. Develop a strategy to integrate these softer curriculum activities as a key plank of giving pupils the widest experience of life skills, to discover and enhance potential for individual talent.

SP3h Develop engagement with external innovative organisations that can visit and inspire specific areas of the curriculum.

6.0 Element 4 - Parent Engagement



Vision

Improve **engagement** with the school to encourage parental support for continued learning and child development in the home environment.

This can initially be approached through the Widewell Parent Teacher Association to make the interface and involvement with the school a more exciting and rewarding experience. Maintain and develop role of Parent Support Advisor to encourage contact with the school.

Tasks

SP4a Maximise the opportunities for parents to visit through events, staff/parent evenings and social gatherings.

SP4b Communicate and reinforce Widewell's expectation for behavioural standards both in school and outside.

SP4c Reinforce the notion that education is a partnership between the school and home. Initiate and maintain a dialogue with the parent body through informal and formal meetings.

SP4d Define and measure the mechanisms that are more successful in gaining parent involvement

SP4e Develop, promote and manage activities at the school that can establish it as a core community asset and valued place to congregate and socialise. Plan Years 1 to 3.

7.0 Element 5 – Life Skills



Vision

Provide pupils with the skill sets and motivation to be able to achieve in the next stages of their education by building confidence as a **foundation** for life beyond Widewell.

This is a single responsibility of the teaching staff and visiting lecturers.

Tasks

SP5a Instil the importance and value of interpersonal relationships and respect for differing opinions, ethnicities, capabilities and shared responsibility.

SP5b Inspire the excitement and fulfilment gained from knowledge, skills and creativity.

SP5c Prepare pupils for a changing world where globalisation, technological advancement, and climatic change is accelerating at an unprecedented pace.

SP5d Identify individual insecurity and take measures to encourage self-belief to prepare the child for the leap into secondary education.

SP5e Widen horizons by introducing external visits and talks about the world of work.

8.0 Element 6 - The Natural Environment



Vision

Respect for the natural environment, diversity, and the simple understanding of the pressures on the planet and how these might be mitigated.

This is a vital component in raising pupil's awareness of the human impact on the planet in a rapidly changing world. This will be increasingly important within their lifetime. Although themes are already embedded in the long term planning of the curriculum, and included as part of the geography syllabus, there are greater opportunities to broaden pupil experience. The Widewell site and exceptional proximity to the varying habitats, from coast, farmland and moorland wilderness, offer opportunities to inspire through teaching, discovery, and hands on external activity.

Tasks

SP6a Develop the activities involved with our wild garden area and introduce specialists to explain the diversity of life and habitats that can be found in a small patch of ground, and its enhancement.

SP6b Embed in the curriculum, where possible, mechanisms to deepen the appreciation of the natural world and our impact on diversity, extinctions, fragility of climate zones, habitats, and consumption of finite resources.

SP6c Continue the initiatives centred around food production and quality, and the important role of the west country plays in agriculture and fishing.

SP6d Introduce projects and excursions that enlighten the understanding of the natural beauty of Devon and Cornwall, its World Heritage Sites, and the built environment.

9.0 Element 7 - Community Engagement



Vision

To be a **congregational focus** at the heart of the Widewell community that contributes to its opportunities and cohesion.

This is an important initiative for the Community Governors and the SLT to raise awareness of the contribution to wider community that Widewell can and wishes to play. This starts with the immediate vicinity, goes beyond to the MAT partners, to improve and benefit community life.

Tasks

SP7a Maintain the 'open door' policy, ease of access, and raised visibility of the Head Teacher to the parent body and record outcomes.

SP7b Explore the opportunities to increase the impact of open events and parent visits. Interrogate the desire for expectations and desire to increase social cohesion.

SP7c Communicate and build relationships through social media, the school website and others means of digital and printed media.

SP7d Improve awareness of the accessibility of the school facilities and grounds for social and sporting use.

SP7e Research the potential and develop a business plan to generate additional income from the assets, and soften the impact of the reduction in government funding. Pursue market opportunities to enhance support facilities required for community use and that of the MAT.

SP7f Broadcast success and achievements.

10.0 Programme and Implementation.

11.0 Monitoring and Reporting.

Graham Lobb

Revision 3

28th November 2016