



Learning, Achieving, Caring and Sharing

Strategic Plan 2019 - 2022

1. Vision and Values

Vision

Our vision is for the Winns Primary School to be a great community school, where progress and attainment are outstanding, and where there is a safe, happy learning environment that develops and nurtures the whole child.

Values

Our key values are in our school logo:

Learning, Achieving, Caring, and Sharing

These translate into our specific values:

- A developmental approach to **learning** that seeks to establish children's conceptual understanding
- An emphasis on each child **achieving** the highest possible standards by making the best possible progress in relation to their starting points alongside the highest possible attainment
- A **caring** environment that seeks to ensure all children and their families are included and able to experience a safe, secure, and welcoming school
- A developmental culture within the school community that is based on **sharing** and learning from each other's experiences, knowledge, and understanding.

2. The School Context

The Winns is a three-form entry primary school with around 560 pupils in total in Years R through 6. We have about 40 pupils in Nursery. We are housed in a modernised Edwardian building that originally opened in 1907.

The Winns is a very diverse school environment, with over 50 first languages represented. About 40% of pupils have a language other than English as their first language. Approximately 20% of pupils are White British.

We are a 'Good' school with aims to become a 'Great' school overall. We have a level of performance across the school that is borderline Outstanding and many of the developments planned are a further refinement of existing practice.

3. Ofsted Judgement

The most recent Ofsted inspection took place in March 2017. The Inspection judged The Winns to be a 'Good' school, with outstanding features.

The inspectors said many very positive things about The Winns. Their report identified two areas for improvement, and suggested that:

- pupils have the opportunity to apply their mathematical skills more frequently so they deepen their understanding of new ideas
- the most able pupils have the opportunity across subjects to undertake more tasks where they have to take greater responsibility for planning and investigating lines of enquiry.

March 2017	2 - Good
February 2012	2 – Good
June 2009	3 - Satisfactory

4. Strategic Priorities 2021 to 2024

The strategic priorities for the period were formulated at a strategy away-day comprising the governing body and the senior leadership team. For each of these five, key targets have then been set. If these targets are met (by 2024, unless stated otherwise), then we will have achieved our strategic goals.

	Strategic Priority	Linked targets and KPIs
1	Maximise Attainment and Progress for all pupils at the school	<ol style="list-style-type: none"> 1. Achieve progress at KS2 that is 'Well Above National Average' (i.e. in top 10%). KS2 results across all subjects to at or above Waltham Forest averages in terms of pupils reaching age-related expectations. 2. Effective teaching to be in place to challenge the more able pupils with the proportion achieving Above Expectations at KS1/KS2 at or above the Waltham Forest average. 3. Narrow the gaps between Pupil Premium and all children across all year groups. 4. Attainment to be increased according to the school's internal monitoring consistently across all year groups from a Reception baseline. 5. Outcomes at the end of KS1/KS2 at or above Waltham Forest averages for all pupils. 6. Outcomes in phonic screening at or above Waltham Forest averages.
2	Be recognised as a 'Great Community School' with all pupil places filled.	<ol style="list-style-type: none"> 1. Redevelop the EYFS playground to support early-years learning objectives. 2. Develop empty classrooms into spaces that are used to improve educational outcomes for children. 3. Launch the new school website in 2021 and engage parents on varied channels. 4. <i>Engage/promote school in the community by including ecological initiatives to address the climate emergency.</i> 5. Fill all Nursery and Reception places, and review options to expand Nursery provision.
3	Ensure effective staff development to develop the quality of teaching and leadership.	<ol style="list-style-type: none"> 1. Implement a CPD programme so that all teaching and support staff have access to high quality training over the year that extends beyond INSET days. 2. Candidates for leadership at all levels to be identified, trained and qualified to apply for promotion opportunities within the school.
4	Embed a carefully sequenced, engaging curriculum that is aspirational for all pupils	<ol style="list-style-type: none"> 1. Develop a core curriculum that supports distinct subject teaching beyond a Maths and Literacy core – History, Geography, Art, Modern Languages etc. – including necessary teacher subject knowledge via CPD (3.1). 2. Enhance the curriculum to reflect the diversity of the children and local community. 3. Maintain a high-level and range of provision for SEN, family welfare support and children's well-being. 4. Provide extra-curricular provision in a range of different clubs, with at least 70% of the school population taking part in an extra-curricular activity each term. Monitor and close gaps in take-up of this provision by pupil premium, gender and ethnic diversity.

5. From Strategy to Plan

This document details the strategic goals for the planning period as set by the Governing Body of the Winns. This is a key input into the School Development Plan (SDP) that is prepared by the Senior Leadership Team (SLT) and then approved by the Governing Body.

The SDP provides the operational detail of how the strategic goals will be achieved.

6. Review Frequency

It is important that the Strategy and SDP are reviewed on a regular basis. This will occur annually at the start of each academic year. The Strategy will be reviewed and updated by the Governing Body; and the SDP by the SLT.

This review process will update the Strategy and SDP so that they are always on a rolling three-year forward basis.