



# Edward Feild Primary School Kidlington

## Strategic Plan 2019-2023



### Version

Version 1.1; Values, Mission and Vision approved at Full Governing Body meeting 20<sup>th</sup> May.

Next review due by June 2020.

## Foreword

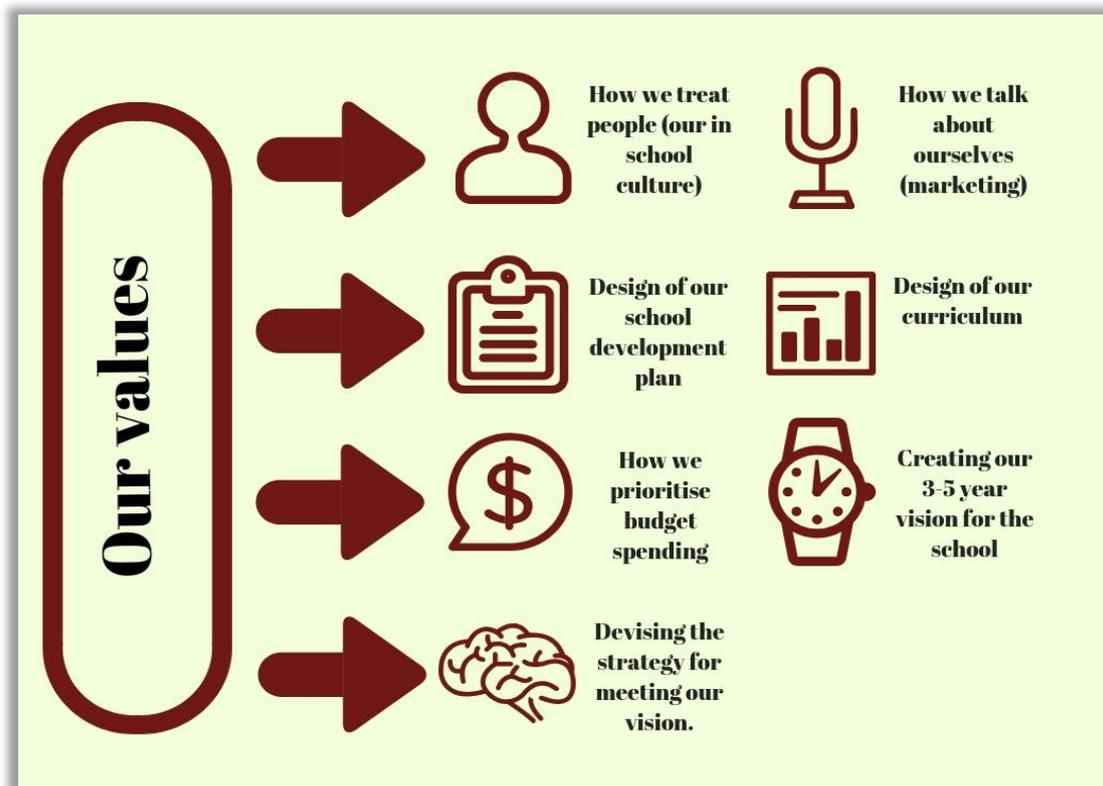
We are delighted to present our long-term vision for Edward Feild Primary School. The purpose of this document is to clearly articulate the values, mission and strategic direction of the school. That is not to say that previously we had none, but this is the first time we have captured all of this information clearly so that it can be presented to staff, parents and any other interested parties. When it comes to values, there are so many worthy and important values to choose from, but we have tried to identify the values that already underpin what we believe in at the school and those which came across as the most important from our recent staff and parent surveys.

It's easy to undervalue values. We either think of them as a given – we all have values whether we are conscious of them or not – or perhaps somewhat dismissively as a liberal fad, a fleeting trend for corporations and institutions trying to present themselves as socially responsible. But at Edward Feild we believe strongly in the values that we have chosen, and we want to make sure they are at the heart of everything we do.

We are extremely proud of our school and all the people in it. We are a good school – officially according to our most recent inspection, but also generally. You can feel it when you come in, see it in the behaviour of our children, in the work over the wall displays, in the standard of class assemblies, and in the joy we see in the playground. Our strategy is designed to take us from strength to strength, ensuring that we continue to improve and ultimately offer the best education for our children.

Ros Letellier (Chair of Governors) and Simon Jackson (Headteacher)

Contact: [governors@efs.oxon.sch.uk](mailto:governors@efs.oxon.sch.uk) or [head@ef.oxon.sch.uk](mailto:head@ef.oxon.sch.uk)



## 1. Plan development and review

### 1.1 WHAT AND WHO?

The strategic plan is a high-level long-term plan extending over a period of 5 years, from 2019-2023. It sets out the school's values, mission, vision and long-term strategic priorities. This document, which pulls it all together, is intended to give members of our school community visibility and insight into what goes on at our school educationally, since so much is invisible or intangible. Decisions that affect teaching and learning are based on evidence of what works best or have a wider purpose - and we hope that through this document will offer help illuminate some of this.

The plan has been developed by governors and senior leaders in collaboration with other members of staff and drawing on the insights given by our recent surveys. It is also informed by school self-evaluation and incorporates our response to the recommendations made in our last [Ofsted Inspection Report \(May 2017\)](#).

The strategic plan is the foundation for the annual School Development Plan, which sets out the priorities for the coming academic year that will take us forward towards the achievement of our long-term aims. In this 5-year plan we make no attempt to plot priorities or specific activities over the entire period as it will be adaptive and subject to change.

### 1.2 REVIEW AND REVISION OF THE PLAN

The plan will be reviewed annually by the governing body at an extra-ordinary meeting to be held in June each year. A more comprehensive review should occur at least every 5 years, or sooner if there are major changes in the school's operating context and wider environment that demand it.

## 2. School context, history and development

### 2.1 BRIEF DESCRIPTION

Edward Feild is a friendly, inclusive community school for children aged five to eleven. With just over 300 pupils currently on roll, we are a 'small large' or 'large medium' sized school, with potential for a two-form intake.

We also have an independent pre-school on site, Robins, for children aged 2 and over, and a Breakfast Club and After-school club run by Magpies.

We are situated off the Bicester Road in Kidlington, at the top of a long, leafy driveway - a feature that puts us back a reasonable way from the road and makes the site peaceful and tranquil.

We are fortunate to benefit from an extremely large field and outdoor area that gives our children plenty of space for play and learning outside. Our field backs onto Gosford Secondary school and Sports Centre, which means we have easy, safe access for swimming lessons and cross-school activities. It was at one time part of the paddocks of Kidlington Zoo and is rumoured to have been the elephant enclosure!

### 2.2 HISTORY

Edward Feild was a curate at St. Mary's Church in Kidlington. Described as an ardent educationalist, he raised money to build one of the first schools in Kidlington, which opened in December 1828 in School Road. He later became Inspector for National Schools (1840) and Bishop of Newfoundland (1844). Our school, formerly known as Kidlington County Junior School, was renamed Edward Feild School in 1964 to commemorate the life and work of this dedicated priest and educationalist.

The six houses of the school - Lavrock (green), Star (orange), Hawk (purple), Bermuda (yellow), Halifax (blue) and Eden (red) - are all associated with Edward Feild and his worldwide adventures.

### 2.3 PERFORMANCE HISTORY, OFSTED

At our last inspection, the school was rated GOOD. Ofsted noted that to make further improvements we should focus on:

Improve the quality of teaching and learning by ensuring that:

- teachers set work at the right level of challenge, particularly for the most able pupils
- the planning of subjects other than English and mathematics is effective, and pupils achieve well in the wider curriculum.

### Summary of key findings for parents and pupils

#### This is a good school

- Leaders and governors have addressed the previous weaknesses in leadership and management and in teaching and learning. Pupils' achievement is now good.
- Teaching and learning are good and improving because senior leaders make effective checks and provide useful training.
- Disadvantaged pupils do well. This group is a high priority for school leaders. Most disadvantaged pupils make similarly good progress to other pupils in reading, writing and mathematics.
- Support for pupils who have special educational needs and/or disabilities ensures that these pupils make at least good progress in their learning.
- In the early years, children are warmly welcomed into the bright and stimulating environment, both inside and in the outdoor area, where they feel safe and secure. Teaching in the early years is effective and children make good progress.
- Current pupils do not make consistently good progress in subjects other than English and mathematics. Planning across the wider curriculum is underdeveloped, leading to variability in the depth of pupils' knowledge and understanding.
- Leaders of English and mathematics are clear about how to plan the curriculum for pupils. They assess and track pupils' achievement precisely.
- School leaders check robustly whether teaching and additional interventions are helping the pupils make rapid progress. They adapt the support quickly if there is any underachievement.
- Governors are effective. They bring a wide range of knowledge and experience to the school. Governors are supportive and challenging and ensure that additional funding is spent wisely.
- Pupils' personal development, behaviour and welfare are good. Pupils are polite and courteous to each other and to adults. They display positive attitudes to learning.
- Not all teachers are equally skilled at challenging pupils. Some tasks, particularly for those who are most able, are not consistently well matched to their abilities.

You can find the full inspection report at: <https://files.api.ofsted.gov.uk/v1/file/2696621>

## 2.4 BACKGROUND AND CURRENT POSITION

For the academic year 2017/2018 (latest results) we have a lower than national average percentage of children with a statement of special education needs or and education, health and care plan (0.7% versus 3.1%). Our percentage of children whose first language is not English is slightly higher, at 25.2% versus 21.3%. While our percentage of pupils eligible for pupil premium funding stands at 14% against a national average of 24.3%.

Our 3-year average scaled score for attainment in reading (in the KS2 reading test) is 104, in line with the average for English state-funded schools. In 2018 it was slightly higher than average at 106 (versus 105).

Our 3-year average scaled score for attainment in maths (in the KS2 maths test) is also 104, in line with the average for English state-funded schools.

The data shows that writing is pulling down our percentage of students achieving the expected standard in reading, writing and maths. Writing therefore continues to be a big focus for school improvement.

You can find more information on how Edward Feild compares to other schools at: <https://www.compare-school-performance.service.gov.uk>

We are confident that our school community is led by a governing body and leadership team who have a clear vision for our school and the ability and experience to secure the commitment of all stakeholders to that vision.

We will act with integrity and consistently in line with our agreed vision, setting clear goals to structure the strategic intentions. We will reconsider and revise the vision where necessary and ensure a visionary approach at all levels.

### 3. Values, Ethos, Mission and Vision

#### 3.1 VALUES

As discussed in the foreword, our values are extremely important, and were the starting point for our mission and vision. We believe that this selection gives a good balance of values related to learning, well-being and character. We selected these by drawing on feedback from parents, staff and governors through our recent surveys. Our ethos, below, describes why we believe these values are the most appropriate for our school.

#### Our 8 core values

<b>Perseverance</b> 	<b>Challenge</b> 
<b>Curiosity</b> 	<b>Teamwork</b> 
<b>Equality</b> 	<b>Health</b> 
<b>Kindness</b> 	<b>Creativity</b> 

#### 3.2 ETHOS

**Perseverance:** We believe in giving children a growth mindset and encouraging them to keep trying even when they find things difficult. We teach children that it's OK not to be the best at everything but that it's important to do our best and keep aiming for improvement.

**Challenge:** We believe that personal growth is one of the fundamental points to life. We encourage children to push themselves to achieve their full potential.

**Curiosity:** Children are naturally curious and want to know more about the world. We want to nurture this and show them that the power to learn and discover more is in their hands; that learning opportunities are everywhere. We want to give children a broad and varied curriculum so that they can discover their natural interests and increase their understanding of how subjects and skills fit together.

**Teamwork:** Teamwork is a hugely important skill not only for the world of work but for life. Being able to work well with others, collaborate, listen to other points of view, negotiate, and communicate respectfully yet assertively are life skills are not always explicitly taught but can have an enormous impact on personal and professional success in adulthood. We want to give our children a head-start with these skills.

**Equality:** We believe absolutely in the equality of all and aim to foster a culture of appreciation, acceptance and tolerance. We mean this *not only* in the obvious ways relating to race, religion gender, sexual orientation and physical and mental ability, but also academically. We deliberately do not stream our children by ability because we do not pigeon-hole.

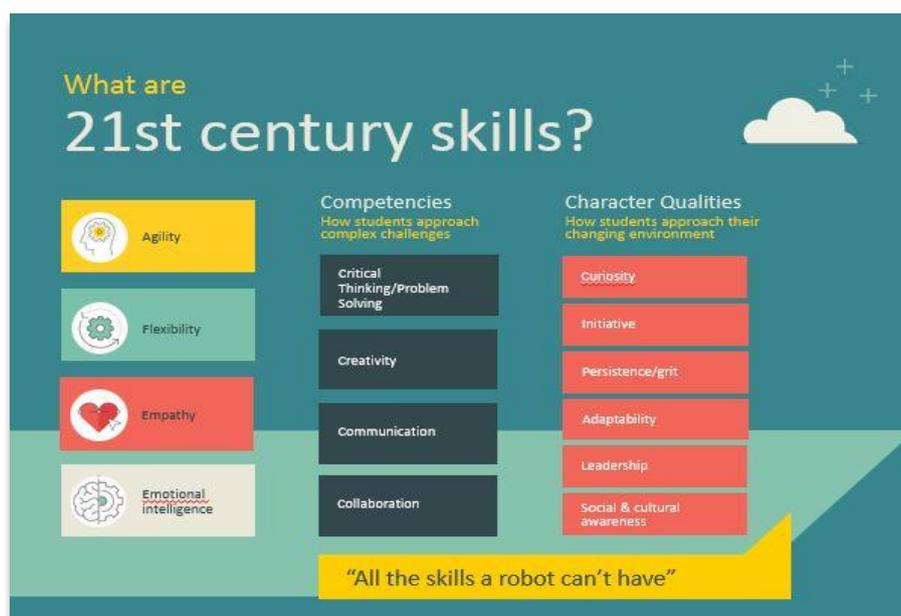
**Health:** With childhood obesity levels rising and increasingly alarming statistics coming out about child and adolescent mental health, we believe it is important to teach our pupils how to look after themselves physically, through nutrition and exercise, and psychologically, by building self-esteem and teaching self-care.

**Kindness:** Kindness is at the heart of our school. We want everyone to treat each other and themselves kindly, with empathy and compassion. We would hope that this will shine through in all our communications with each other, be it staff and parents, staff and children, children and staff, or children and parents.

**Creativity:** Creativity can be lost in a curriculum that is overly focused on learning facts and figures. But we know it's a hugely important skill for life, and an essential part of a broad curriculum. The creative arts contribute greatly to the beauty and wonder of life, while also being an important vehicle for cultural and philosophical expression, allowing us to explore and interpret life and the universe, develop empathy and wisdom.

## 21<sup>st</sup> century skills

We believe these values are also highly appropriate for the age we live in, with the knowledge that the world is changing rapidly, and with it the world of work. There has been much written about the evolution of job roles and the skills that will be most important for people to possess in the future for jobs we cannot yet conceive of. Experts believe these will largely be the skills that computers cannot possess such as critical thinking, creativity, communication and collaboration, and attributes such as curiosity, perseverance and adaptability. Our values reflect this, as well as other important values that promote well-being and happiness (for life isn't only about employability!)



## 3.3 MISSION

We provide an education that allows all our children to reach their full potential and flourish academically, physically, socially and emotionally, so they leave us as caring, confident members of society with a lifelong love of learning.

### 3.4 VISION

Our vision encapsulates statements of intent about how we want our school to be. These are largely things we are already doing to a greater or lesser extent, and want to continue with, refine or improve further. Making them explicit targets ensures that we maintain a focus on specific strategies to achieve them. And by articulating them in this way, we hope that parents of children at the school will be able to see the rationale behind the decisions we make, the composition of the curriculum, and teaching and learning initiatives. The first five aims relate to quality of education, while the last three are more operational in nature. We welcome ideas on how we can strengthen engagement between the school, parents and community (aim 6).

### Aims

1. Children will leave this school having met or exceeded the age-related expectations for English and Maths, ensuring they have a firm foundation for their ongoing education.
2. Children will receive a well-rounded education in the wider curriculum as well as core subjects, that explicitly develops social skills, life skills, a positive attitude to learning and a desire to push themselves.
3. Children will leave this school with good self-esteem and confidence, a growth mindset, and an understanding of what it takes to look after their mental as well as physical health.
4. Children will leave this school with a love of reading and an understanding that reading is the key to life-long learning and self-development.
5. Children will leave this school with a well-developed sense of compassion, kindness, equality and respect for others.
6. We will continue to strengthen engagement between the school, parents and the community.
7. We will continue to have strong financial management and ensure the sustainability of the school in the context of local demographics.
8. We will continue to recruit and retain high calibre staff, leadership and governors, providing or facilitating professional development to ensure our aims are achieved.

## 4. Strategic Priorities

The followings lists are not exhaustive – these are indicative suggestions of how the aim might be achieved. Nor are they ordered by importance. Final priorities and the order in which they will be looked at will be determined by staff, SLT and governors through the evolving School Development Plan, with due regard given to resources, urgency, co-dependency and school context.

### Aim 1

Children will leave this school having met or exceeded the age-related expectations for English and Maths, ensuring they have a firm foundation for their ongoing education.

- Continuing to build on our whole-class reading approach.
- An effective, child-centred system of summative assessment that feeds back into planning and teaching.
- Developing an innovative, child-centred approach to formative assessment.
- Increasing our focus on problem solving in maths.
- Delivering targeted intervention with children who need help to catch up and keep up, with relevant support for those with Specific Learning Difficulties.
- Continuing to develop our teaching of writing and comprehension skills.
- Continuing to develop/ maintain our teaching of phonics.
- Providing additional challenge for higher attainers in these subjects.
- Empowering our subject leaders – and through them the whole staff.
- Exploring best-practice examples from other schools and research-based approaches.
- Developing provision for new students who arrive in school with no skills or are EAL.
- Increasing the teaching of Maths within other subjects.
- Developing Speaking and Listening (oracy) using the speaking and listening progression document. Explore more spoken outcomes rather than written.
- Developing the use of manipulatives in maths.

### Aim 2

Children will receive a well-rounded education in the wider curriculum as well as core subjects, that explicitly develops social skills, life skills, a positive attitude to learning and a desire to push themselves.

- Conducting a large-scale project to define our wider curriculum.
- Creating knowledge frameworks for History and Geography.
- Providing challenge and depth.
- Cross-curricular learning and problem solving.
- Developing soft skills (such as teamwork, communication, collaboration) through our teaching of the wider curriculum and classroom strategies (e.g., peer review, brain/buddy/boss).
- Specific focus on anti-bullying/ inclusion/ tolerance.
- Encouraging and nurturing ambition/ motivation (Learning without limits).
- Nurturing and developing resilience and adaptability.
- Teaching of metacognitive strategies.
- Developing stronger links with Robins.

### Aim 3

Children will leave this school with good self-esteem and confidence, a growth mindset, and an understanding of what it takes to look after their mental as well as physical health.

- Offering children the opportunity to participate in a wide variety of sports and physical activities and to represent the school at least once.
- Providing good quality Physical, Social and Health Education (PSHE)
- Teaching children explicitly about healthy eating and healthy habits and why they are important.
- Helping children understand their strengths and weaknesses.
- Helping children learn to learn.
- Giving children strategies to review and edit their own work.
- Giving children opportunities to show their talents in different areas.
- Continuing to develop a growth mindset among pupils.
- Exploring how we can devote some time to mindfulness, yoga and meditation.
- Teaching children about managing screen time and internet safety.

## Aim 4



Children will leave this school with a love of reading and an understanding that reading is the key to life-long learning and self-development.

- Introducing children to good literature.
- Ensuring reluctant/ struggling readers are exposed to good quality texts.
- Ensuring that children get the opportunity to read every day.
- Teachers modelling good reading comprehension through talk.
- Giving children the opportunity to read/research for projects.
- Looking at how we can reward regular reading, e.g through incentivised reading challenges.
- Developing curiosity and wonder so children seek answers to their questions independently.
- Developing our school library and the way it is used.

## Aim 5



Children will leave this school with a well-developed sense of compassion and kindness, respect for others, and respect for equality and diversity.

- Introducing character education (developing explicit characteristics and mindsets around our values)
- Using literature to showcase and develop skills such as empathy, tolerance, etc.
- Providing good quality Physical, Social and Health Education (PSHE)
- Rewarding kindness
- Whole school ethos delivered through many aspects of the school day, including assemblies, projects, etc
- Developing our anti-bullying ambassadors programme
- Working with parents and carers

## Aim 6



We will continue to strengthen engagement between the school, parents and the community.

- Ensuring staff, including leadership are available for parents to talk to before and after school.
- Making governors – particularly those who are parents - more visible in the school.
- Encouraging openness and communication.
- Setting a culture of collaboration.
- Regularly canvassing parent views and feelings.
- Taking part in local schools' partnership sporting events.
- Attending local leadership meetings.
- Continuing to develop our cross-links with Gosford Secondary school.
- Liaising with PCSOs over local issues (particularly road safety and parking).
- Developing our relationship with the Cherwell District Council.
- Developing more community links with e.g., retirement homes.

## Aim 7



We will continue to have strong financial management and ensure the sustainability of the school in the context of local demographics.

- Ensuring we have the correct skills on the governing body.
- Closely monitoring our financial projections to see whether we need to revisit joining a Multi Academy Trust.
- Making staffing decisions that are realistic in the budget context.
- Developing a strategic plan to increase admission numbers including pre-school and out-of-school provision.
- Prioritising professional development costs where possible.
- Continuing to raise additional capital funding through third-party rentals.
- Continuing to work with the Friends of Edward Feild to raise additional funding and ensuring this is strategically deployed.
- Effective spending of Pupil Premium and Sports Premium funding.
- Increase number of pupils.
- Reviewing financial procedures (new ones) with new governor team.
- Reviewing premises plan (5 years).
- Continuing strong performance management of all staff.
- Annual leadership self-review.
- Annual safeguarding review.

## Aim 8



We will continue to recruit and retain high calibre staff, leadership and governors, providing or facilitating professional development to ensure our aims are achieved.

- Continue subscription to Oxfordshire County Council governor services or investigation of alternative such as National Governance Association membership for the whole body.
- Setting research objectives for key members of staff.
- Ensuring there is a positive culture in which all staff feel appreciated and supported.
- Trying to ensure there is a good work-life balance and that teachers are not placed under undue stress.
- Identifying staff training needs based on the achievement of our goals and ensuring these are fulfilled.
- Encouraging governors and staff to keep abreast of policy and news in education.
- Developing governors understanding of the school through learning walks, discussions with subject leaders and involvement in school events.

## **5. Implementation, Monitoring and Evaluation**

### **5.1 IMPLEMENTATION**

The strategic plan sets out eight strategic priorities and gives some long-term direction for implementation. The School Development Plan, developed by the Senior Leadership Team describes how this strategy is to be implemented in the short to medium term.

### **5.2 MONITORING**

Progress towards achievement of the School Development Plan is monitored and scrutinised through the School Development Committee who report back to the full governors. Achievement of our vision will be a standing item on the agenda for our full governing body meetings, and governors and leaders will hold an extra-ordinary strategy meeting once a year at the end of the summer term at which we evaluate progress and determine whether any revisions to the strategy are required for the coming year.

### **5.3 EVALUATION**

The School Development Plan will set out targets and or measurements for individual strategies for ensuring our aims are achieved, and these will be monitored by governors. The school development plan will continue to be structured according to the headings of the Ofsted inspection framework in order to make it easier to see how we are performing in each area. Within this, the plan will make clear which of our aims each development priority supports as initiatives may contribute to several aims at once.

Governors will continue to develop their knowledge and understanding of the school through regular visits. Governors with a link responsibility in a particular area should aim to visit the school once a term to explore how progress towards meeting our aims is being achieved in English, Maths, through SEN and Pupil Premium initiatives, and by leadership and management. Visit reports should focus on how our values, mission and vision are being implemented throughout the school.

We will continue to survey parents and staff for their views and feelings on how well our values and vision are being achieved and whether they continue to be the most appropriate for our school community.