



Edward Feild Primary School Kidlington

Strategic Plan 2019-2023



Version

Version 1.4; Reviewed June 2023

(Values, Mission and Vision approved at Full Governing Body meeting 20 May 2019).

Foreword

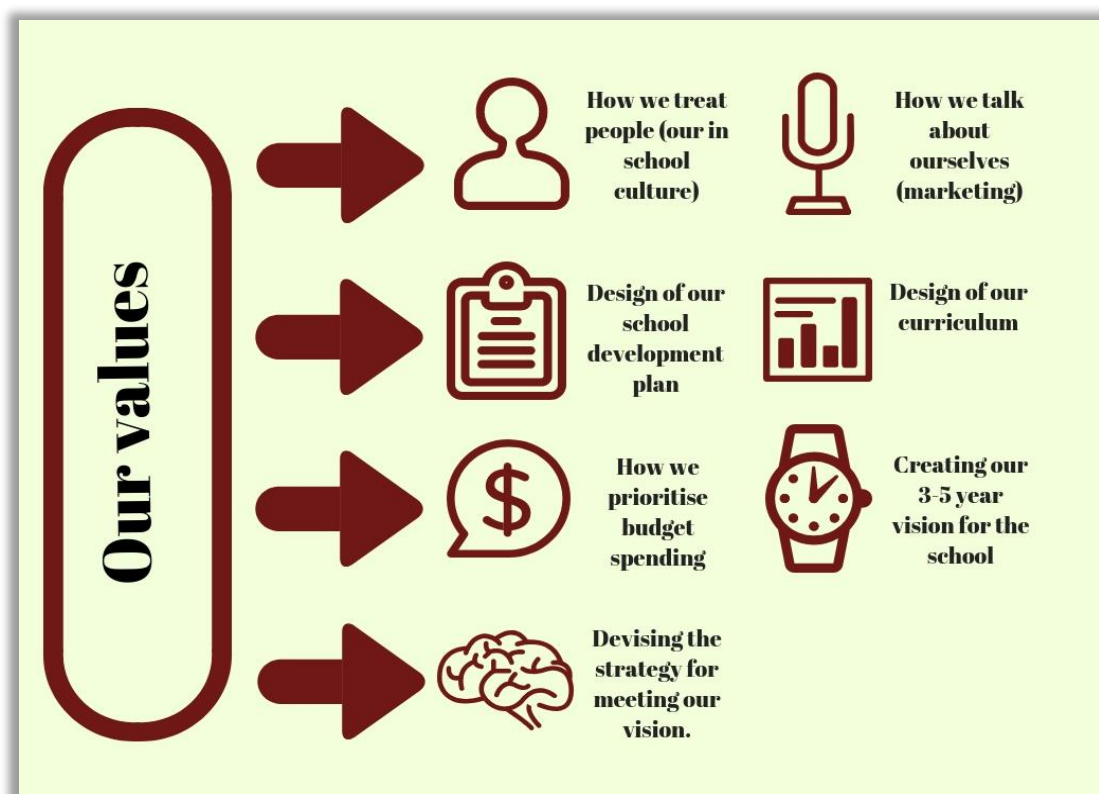
We are delighted to present our long-term vision for Edward Feild Primary School. The purpose of this document is to clearly articulate the values, mission and strategic direction of the school. That is not to say that previously we had none, but this is the first time we have captured all of this information 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 or 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 four 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 the independent Robin Preschool on site, for children aged 2 and over, and The Beehive Breakfast Club and After-school Club, now run by the school after we took over in September 2021.

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 Hill 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 (2022), 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

Due to the impact of the COVID-19 pandemic, most exams and assessments did not take place in the 2019/20, 2020/21 or 2021/22 academic years. The government also announced that it would not publish school or college level results data on Compare school and college performance (also commonly referred to as school and college performance tables) in autumn 2020 or autumn 2021, and that this data would not be used to hold schools and colleges to account.

For the academic year 2018/2019 (last available 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 (0.3% versus 1.6%). Our percentage of children whose first language is not English is slightly higher, at 26% versus 21.2%. While our percentage of pupils eligible for pupil premium funding stands at 13.5% against a national average of 23%.

Our 3-year average scaled score for attainment in reading (in the KS2 reading test) is 106, one point higher than the average for English state-funded schools. In 2019 it was several points higher than average at 108 (versus 104).

Our 3-year average scaled score for attainment in maths (in the KS2 maths test) is 106, again a point ahead of the national average for English state-funded schools. As for English, in 2019, we again outstripped the national average by 4 points (108 v 104).

The data shows that writing is still pulling down our percentage of students achieving the expected standard in reading, writing and maths. Writing and vocabulary therefore continue 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

Perseverance 	Challenge 
Curiosity 	Teamwork 
Equality 	Health 
Kindness 	Creativity 

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. **Due to the Covid-19 pandemic this value has become even more important as we prioritise the mental health and wellbeing of our children and staff during a difficult and unsettling time. Our focus on the Zones of Regulation is an example of how the school aims to empower our pupils to recognise their own, and others', emotional and psychological states, give them a vocabulary to talk about it, and strategies for self-care and regulation.**

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.

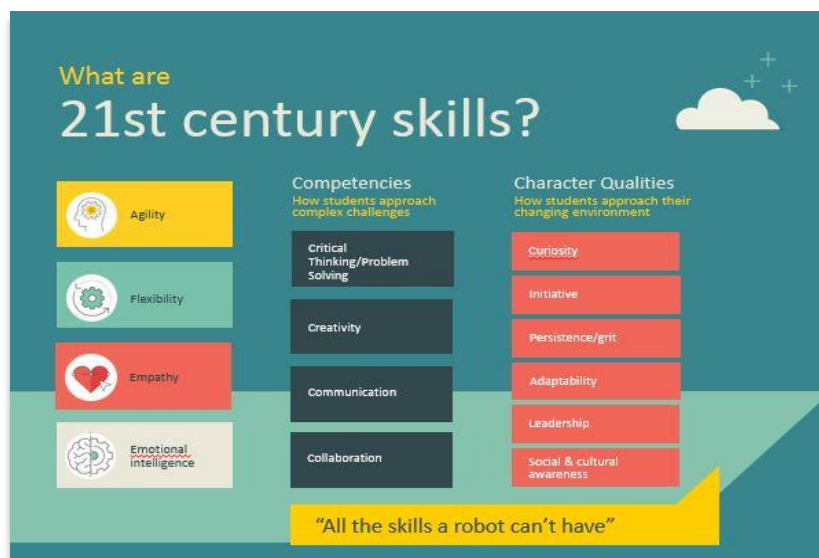
3.3 STRAPLINE

It is difficult to reduce all of this down into a single encapsulating statement, but we feel it is important that students, staff and all members of the school community are able to easily understand and articulate the culture of our school. Our strapline pulls out the two major threads that wind through all of our values and our aims – the desire to see all of our children leaving the school with a thirst for learning, a growth mindset, and the skills to excel in their education – alongside a hope that they will leave us as caring, compassionate individuals who think of others as well as themselves, respect and value difference and uphold British values.

Learning for Life, Caring for All

21st 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).

While the pandemic has made it more challenging to meet some of our curriculum-related aims in the shorter term, we believe they remain the right ones for the school.

Aims (with the values they support)

Perseverance 	Challenge 
Curiosity 	Teamwork 
Equality 	Health 
Kindness 	Creativity 

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.

AIM 2



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

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.

AIM 4



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

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.

AIM 6



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

AIM 7



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

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.

4. Implementation, Monitoring and Evaluation

4.1 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.

4.2 MONITORING

Progress towards achievement of the School Development Plan is monitored and scrutinised through the Curriculum and Standards 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.

4.3 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.

School Development Strategies

Now in the third year of the plan, we are able to share some of the ways that the school has been working towards the achievement of the vision. Please note that this is not an exhaustive list of the very many ways in which teachers, subject and key stage leaders, senior leaders, pastoral and support staff work to provide an optimal learning experience for children in our school on a daily basis. However, it will give you an idea of our strategic focus over the past three years.

Please also note that as a result of Covid school closures greatly disrupting continuity of education in both 2019-2020 and 2020-2021 it was not always possible to fully complete objectives, while in addition 'school recovery' – a focus on mental health, wellbeing and identifying learning gaps – rightly took precedence over some of our long-term strategic aims. (See the governor statement in the appendix for more information).

2021-2022





Category	Objective	Achieved 	Relevant to Aims...
Quality of Education	<p>Introduce a new phonics scheme for Reception and Key Stage 1 and ensure that those children who are identified as working below age related expectations in phonics/reading in Reception, KS1 and Lower KS2 are given support to enable them to catch up.</p> <p><i>Success Criteria</i></p> <ol style="list-style-type: none"> The % of Year 1 and Year 2 children achieving aged-related expectations in the phonics screening check is inline or exceeds the national average Children working below age related expectations make accelerated progress <p><i>Action</i></p> <ul style="list-style-type: none"> Teacher given responsibility for phonics teaching across the school Staff trained (Teachers and TAs) in delivering new phonics scheme Books and teaching resources purchased Children's phonic attainment assessed at start of term (KS1/children in LKS2 who are identified by teachers as working below age related expectations Lead teacher meets termly staff to review scheme TA assigned to role of supporting those children who are working below age related expectations-timetable drawn up for booster sessions Children assessed regularly and given extra support when necessary Phonics lead to attend SLT (termly) to feedback on progress/impact Teachers/TAs observed teaching phonics and feedback/coaching given X3 per week reading sessions introduced with 95% decodable books 	<p>In progress</p> <p>In progress</p>	Aims 1 and 4
Notes:			
Quality of Education	<p>Embed 'in the moment feedback'</p> <p><i>Success Criteria</i></p> <ol style="list-style-type: none"> Teaching staff understand and use a wide range of approaches to give children feedback during lessons 	In progress	Aims 1, 2 and 3

	<p>2. Children develop the necessary language that allows them to give their talk partners effective feedback</p> <p>3. Feedback impacts on the children’s progress</p> <p><i>Action</i></p> <ul style="list-style-type: none"> • Staff meeting focused on ‘In the moment feedback’ • Lesson drop-ins focused on ‘in the moment feedback’ • Coaching discussion following lesson drop-ins 		
Notes:			
Quality of Education	<p>Continue to develop a wider curriculum that reflects our vision and values</p> <p><i>Success Criteria</i></p> <ol style="list-style-type: none"> 1. Teachers have a shared understanding of how the most effective ways of teaching vocabulary 2. During classroom drop-ins children’s work and oral responses demonstrate a good understanding of the vocabulary taught 3. Subject leaders monitor their subjects, ensuring coverage, progression, revision and that their subject reflects the school’s vision and values. <p><i>Action</i></p> <ul style="list-style-type: none"> • Support for subject leaders from AHT to write action plan for the year • Subject leadership part of performance management targets • Subject leaders invited to SLT meetings to discuss progress and impact (termly) • Lesson drop-ins focused on wider curriculum-feedback/coaching given • Subject leaders given opportunities/time to develop own knowledge through subscriptions to organisations, reading latest research etc. • Subject leaders monitor use of revision slides 	<p>In progress</p> <p>In progress</p> <p>In progress</p>	Aims 2, 3 and 5
Notes:			
Quality of Education	<p>Identify children who have fallen below age-related expectations (due to COVID) and ensure appropriate support is put in place to accelerate progress and allow them to ‘catch-up’</p> <p><i>Success Criteria</i></p> <ol style="list-style-type: none"> 1. The % of children working at age related expectations and above increases at each assessment period. 2. The % of Y2 children passing the phonics screening check in November is inline or above national averages 3. The % of Y1 children passing the phonics screening check in June is inline or above national averages <p><i>Action</i></p> <ul style="list-style-type: none"> • Children in Reception/KS1 and lower Key Stage 2 will have regular phonics assessments and support will be put in place using dedicated phonics/reading support TA (in lower KS2 only children who have been identified by class teacher as needing support will be assessed). • Teachers will pre-teach, post teach and give 1:1/small group support to those children who are working below age related expectations • ‘In the moment feedback’ given to children so misconceptions can be corrected early on 	<p>In progress</p> <p>In progress</p> <p>In progress</p>	Aim 1

	<ul style="list-style-type: none"> Formative and summative assessment used to ensure planning is well focused and targets the needs of the children 		
Notes:			
Quality of Education	<p>Ensure that continuous provision in KS1 provides opportunities for consolidation, play to develop vocabulary and challenge</p> <p><i>Success Criteria</i> Children in KS1 have opportunities for consolidation, play to develop vocabulary and challenge allowing them to make good progress and reach ARE</p> <p><i>Action</i></p> <ul style="list-style-type: none"> KS1 team leader monitors provision planning KS1/HT team leader 'drop ins' check how children are engaging with continuous provision and what activities are available Termly pupil voice Monitoring of children/in school data is used to target provision 	In progress	Aims 1 and 2
Notes:			
Behaviour & Attitudes	<p>To embed zones of regulations</p> <p><i>Success Criteria</i> Children are able to articulate which zone they are in and understand what they can do to move to a different zone</p> <p><i>Action</i></p> <ul style="list-style-type: none"> All classrooms to have a zones of regulation display and key ideas recapped at least once a week Zones of regulation to be recapped termly in PSHE sessions Zones of regulation to be recapped weekly in assembly Information about Zones of Regulation shared with parents on website 	In progress	Aim 3
Notes:			
Behaviour & Attitudes	<p>Create a sensory room to further support SEND children</p> <p><i>Success Criteria</i> Sensory room created for SEND children which allows children to take sensory breaks resulting in increased focus during learning time</p> <p><i>Action</i></p> <ul style="list-style-type: none"> Sensory room created TAs trained by SENCo in how and when to use it SEN children able to take sensory breaks when needed 	In progress	Aims 1, 2, 3
Notes:			
Behaviour & Attitudes	<p>Support families through the introduction of Family Links parenting classes</p> <p><i>Success Criteria</i> Family links parenting classes introduced that equip parents with the skills to manage home behaviour in a positive way</p> <p><i>Action</i></p> <ul style="list-style-type: none"> Families invited to join course via pastoral support assistant 3 courses run during the academic year Feedback at the end of each course analysed and acted upon 	In progress	Aim 6
Notes:			
Personal Development	<p>To embed school values</p> <p><i>Success Criteria</i> Children understand the importance of the school values and are able to 'live' the values</p> <p><i>Action</i></p>	In progress	Aims 3 and 5

	<ul style="list-style-type: none"> Regular assemblies focus on school values Different school value focus each term Wider curriculum reflects school values Children rewarded in Friday assemblies for demonstrating values School values need to be displayed around the school 		
Notes:			
Personal Development	<p>To ensure RSE provision meets new requirements</p> <p><i>Success Criteria</i> Staff understand and are able to deliver the requirements of the new RSE curriculum</p> <p><i>Action</i></p> <ul style="list-style-type: none"> New RSE lead attends a course to ensure that they have a clear vision of RSE RSE nutshell reviewed Teaching monitored and feedback given Two year overview plan completed onto long-term plan 	In progress	Aims 2, 3 and 5
Notes:			
Leadership & Management	<p>Develop the role of subject leaders</p> <p><i>Success Criteria</i> Subject leaders ensure there is progression/coverage of the curriculum in their subject and that their subject reflects the vision of the wider curriculum</p> <p><i>Action</i></p> <ul style="list-style-type: none"> Subject leader example plan shared with staff Subject leader role part of all teacher's performance management Support from AHT when needed Subject leaders given access to membership of subject associations to allow them to get the latest research/advice 	In progress	Aim 8
Notes:			





2020-2021

Category	Objective	Achieved 	Relevant to Aims...
Covid Recovery	<p>Recovery - Learning</p> <p><i>Success Criteria:</i></p> <ol style="list-style-type: none"> Teaching staff are able to effectively support children who may have gaps in their learning. Gaps are identified in children's learning and appropriate teaching strategies are used to close these gaps Class work/assessments in term 2 show that children are retaining and able to apply knowledge. <p><i>Action</i></p> <ul style="list-style-type: none"> Identify children who need extra support (using COVID Catch-up Premium) and put in place effective intervention. Continuous provision approach in KS1 Maths document shared on how to support children with gaps in their learning Maths lessons have regular opportunities to review past learning 	  	Aim 1

	<ul style="list-style-type: none"> Regular work breaks for children given in first few months of return to school 		
Notes: The second period of school closure meant that we were unable to completely fulfil this objective – particularly in respect to Term 2 assessments, which didn't take place.			
Covid Recovery	<p>Recovery- Physical and mental wellbeing</p> <p><i>Success Criteria:</i> Children are able to discuss their feelings and are ready to learn</p> <p><i>Action</i></p> <ul style="list-style-type: none"> Introduce and use zones of regulation Focus on physical fitness in PE sessions PSHE unit focused on giving children the opportunity to express feeling about their COVID experience Texts 'Rain before the Rainbow'/'Here we are' used to help children express feelings Pastoral support available at playtimes Increase the number of play therapists available and identify children who need support 	□□■	Aim 3
Notes: This was a huge priority for us in September 2020 as we welcomed pupils back – many of whom had been away from school for 5 months. We felt it important to focus on mental health and wellbeing.			
Covid Recovery	<p>Online Learning</p> <p><i>Success Criteria:</i> Children are able to continue to learn effectively in the event of another lockdown or if they are quarantining.</p> <p><i>Action</i></p> <ul style="list-style-type: none"> Twilight session used to access Google Classroom training materials KS2 homework set on Google Classroom Team leaders to draw up list of children who aren't accessing Google Classroom so technical support can be offered or an appropriate device KS1 to introduce Oxford Owl so that children have access to good quality books that are linked to the phonics being taught in class Ensure children have a range of good quality content that they can access- TT Rockstars, Numbots, Oxford Owl, Create a section on the website that children can access in the event of them being quarantined Create a remote learning policy that is agreed by staff and governors. 	□□■	Aims 1 and 2
Notes: Between the two periods of school closure we worked hard to take our remote teaching and learning to a new level. Surveys conducted with parents during this period showed that overall parents were very happy with the blend of synchronous and asynchronous learning and the amount and challenge of the work provided. Teachers went above and beyond to adapt to new ways of working, juggling remote and in-school teaching for key worker and vulnerable children.			
Quality of Education	<p>Develop a continuous provision approach in KS1</p> <p><i>Success Criteria:</i> KS1 children have access to indoor and outdoor continuous provision</p> <p><i>Action</i></p> <ul style="list-style-type: none"> Teachers devise an approach and suggested timetable based on research carried out during previous academic year Teachers offer opportunities for continuous outdoor and indoor provision during the day Provision is regularly reviewed by KS1 team leader and HT through data being shared and learning walks 	□■□	Aims 1 and 2

	<ul style="list-style-type: none"> Appropriate resources purchased to support continuous provision 		
<p>Notes: While we were able to make a good start on this during the academic year 2020-21, we were unable to implement it to the desired degree due to the disruption of Covid. This was carried over as an objective to the next year where we continue to make good progress.</p>			
Behaviour and Attitudes	<p>Teach children to self-regulate their emotions. <i>Success Criteria:</i> Children are increasingly able to self-regulate their emotions <i>Action</i></p> <ul style="list-style-type: none"> SENCo to train all staff on zones of regulation Key Stage teams to meet to develop a zone of regulation approach that is appropriate to the Key Stage Lessons will take place on Zone of Regulation during Autumn term and then strategies will be reinforced during the year Coordinator will monitor the impact on zones of regulation 	□□■	Aim 3
<p>Notes: The Zones of Regulation programme has now been fully embedded at our school and children have an increased awareness of their emotional state along with the vocabulary to express themselves. They are more aware that it is natural to experience a variety of moods and that they can take an active role in controlling the way they feel and behave.</p>			
Personal Development	<p>Continue to embed new values into school <i>Success Criteria:</i> Children understand values and are able to demonstrate them in everyday school life <i>Action</i></p> <ul style="list-style-type: none"> Plan assembly timetable for the year so that each half-term includes assemblies on values, a focus on a different world religion, anti-bullying and a book celebration. Introduce new values-based certificates for our Friday celebration assemblies. Embed values in sports days 	□□■	Aims 3 and 5
<p>Notes: Children are increasingly able to articulate the school values. The value-based certificates ensure that children are rewarded not only for academic achievement but also for positive attitudes and behaviours.</p>			
Leadership & Management	<p>Develop the role of subject leaders in school (wider curriculum – beyond the subjects developed last year) <i>Success Criteria:</i> Subject leaders have a good understanding of the strengths and areas to develop in their subject. The quality of lessons/work show improvement. There is a clear progression in skills across the subject. <i>Action</i></p> <ul style="list-style-type: none"> Subject leaders given staff meeting time throughout the year to work on developing their subjects All teachers have targets for subject leadership AHT to support subject leaders All subject leaders to complete a nutshell document for each subject 	□■□	Aim 8
<p>Notes: Good progress was made on this during the year, but Covid disruption prevented this objective from being completely achieved.</p>			

2019-2020

Category	Objective	Achieved 	Relevant to Aims...
Quality of Education	<p>Embed 'in the moment feedback' <i>Success Criteria:</i></p> <ol style="list-style-type: none"> Teaching staff understand and use a wide range of methods to give children feedback during lessons. Children develop the necessary language that allows them to give their talk partners effective feedback. Approach helps with teacher workload. <p><i>Action</i></p> <ul style="list-style-type: none"> Teachers review 'in the moment feedback' strategies during September INSET days Learning walks carried out by SLT with focus on the in the moment feedback- feedback given to teaching staff when appropriate Staff meeting Appropriate training given to new teachers 		Aims 1, 2 and 3
Notes: In the moment feedback is a central part of our school improvement strategy and one of which we are very proud. This has now been embedded in every class and we continue to build on it to make it ever more effective and impactful.			
Quality of Education	<p>Develop a wider curriculum that reflects our vision and values - this year with a particular focus on History, Geography and Science, and a focus on developing oracy and vocabulary across the curriculum. <i>Success Criteria:</i></p> <ol style="list-style-type: none"> A wider curriculum is developed that reflects vision and values in history, geography and science. The curriculum is coherently planned and well sequenced. Pupils work in history, geography and science is consistently of a high quality. Children retain knowledge that is taught. Vocabulary is explicitly taught to allow all children to use it, particularly those children who are lower attaining, PP or SEND. Opportunities to develop oracy are explicitly planned in history and geography units <p><i>Action</i></p> <ul style="list-style-type: none"> SLT/history and geography co-ordinators work together to devise approach to teaching history and geography- including sequencing and unit plans Teaching teams are given staff meeting time to plan units History/Geography co-ordinator monitors the impact of units e.g. book monitoring, pupil interviews, feedback from teachers. 		Aim 2
Notes: Due to Covid disruption we were unable to embed the new curriculum for Geography, History and Science to the extent we would have liked, and opportunities for monitoring and assessment were reduced so we were unable to evaluate the impact on children's work and retention of knowledge. We are, however, confident that we have a very well planned and exciting curriculum in each of these subjects which will be further embedded as we move forward.			
Quality of Education	<p>Develop and implement new monitoring and evaluation schedule. <i>Success Criteria:</i></p>		Aim 8

	<p>1. Monitoring and evaluation schedule ensures senior leaders have a good understanding of the strengths of the quality of education and those areas that need to be developed and when necessary appropriate support is put in place.</p> <p>2. The quality of teaching and learning remains good or better</p> <p><i>Action</i></p> <ul style="list-style-type: none"> • In conjunction with a teacher focus group develop a new monitoring and evaluation schedule that fits the needs of our school • Monitoring and evaluation schedule is shared with teaching staff. • Monitoring begins and when necessary feedback is given. • All members of SLT are part of the monitoring and evaluation of teaching • Development areas identified and appropriate training put into place. 	<p>□□■</p>	
<p>Notes: Covid again proved an obstacle to achieving this objective, however the groundwork was put in place.</p>			
<p>Behaviour and Attitudes</p>	<p>Continue to carefully monitor attendance and put effective interventions in place to engage and increase attendance of the lowest attenders.</p> <p><i>Success Criteria:</i> The attendance of our lowest attending pupils improves.</p> <p><i>Action</i></p> <ul style="list-style-type: none"> • Attendance monitored termly • Monitoring shared with SLT and pastoral support. • Pastoral support and Headteacher meet termly to discuss lowest attending children and to make an action plan for how to engage and raise their attendance. • Ensure vulnerable children have access to clubs. • Engage vulnerable children through partnership cycling project. • Pastoral support worker to support families 	<p>□□■</p>	<p>Aims 2 and 6</p>
<p>Notes: Pre-Covid we were offering a wide range of extra-curricular activities, with priority given to vulnerable families. Our pastoral worker continued to do an excellent job throughout lockdown on encouraging vulnerable families to take up the places available to them and maintaining regular contact throughout.</p>			
<p>Behaviour and Attitudes</p>	<p>Ensure that incidents of bullying remain low.</p> <p><i>Success Criteria:</i> Incidents of bullying remain low.</p> <p><i>Action</i></p> <ul style="list-style-type: none"> • Governor pupil survey to look at how children feel about bullying/safety in school • Results of survey analysed and fed back to SLT/staff/parents. • Introduce anti-bullying assemblies every half-term to ensure children understand what bullying is and what to do if they witness it or are victim of it. • Embed school values through assembly programme and PSHE lessons. 	<p>□□■</p>	<p>Aim 5</p>
<p>Notes: In a parent survey in Dec 2019, 90% of parents stated that their children felt safe at school. 72% said that their child had not been bullied at our school, and of the remainder, 20% felt that the school had dealt with bullying effectively. Some children in UKS2 had the opportunity to take part in anti-bullying ambassador training. When completed they planned and organised termly anti-bullying assemblies and organised events to keep the anti-bullying message high on the agenda. The school had a competition to design a buddy bus stop and bus stop and bench can be found on both the KS1 and KS2 playgrounds.</p>			
<p>Personal Development</p>	<p>Embed new values into school</p> <p><i>Success Criteria:</i></p>	<p>□□■</p>	<p>Aims 3 and 5</p>

	<p>Children understand values and are able to demonstrate them in everyday school life</p> <p><i>Action</i></p> <ul style="list-style-type: none"> • Plan assembly timetable for the year so that each half-term includes assemblies on values, a focus on a different world religion, anti-bullying and a book celebration. • Introduce new values-based certificates for our Friday celebration assemblies. • Introduce kindness ambassadors for KS1 and KS2 • Train KS2 playground friends to support younger children on the KS1 playground • Embed values in sports days • Give upper KS2 children opportunities to develop leadership skills through supporting younger children with Forest School 		
<p>Notes: Each event at sports day was linked to a value – perseverance, teamwork, challenge etc – reinforcing the message that it's not always about being the best, but about bettering yourself. Some children in UKS2 had the opportunity to take part in anti-bullying ambassador training. When completed they planned and organised termly anti-bullying assemblies and organised events to keep the anti-bullying message high on the agenda. The school had a competition to design a buddy bus stop and bus stop and bench can be found on both the KS1 and KS2 playgrounds.</p>			
<p>Leadership & Management</p>	<p>Develop the role of subject leaders in school (wider curriculum)</p> <p><i>Success Criteria:</i> Subject leaders have a good understanding of the strengths and areas to develop in their subject. The quality of lessons/work show improvement. There is a clear progression in skills across the subject.</p> <p><i>Action</i></p> <ul style="list-style-type: none"> • Subject leaders given staff meeting time throughout the year to work on developing their subjects • Staff meeting about expectations for new subject leaders • Subject leader plans are shared at PM meetings and subject leadership is a target for all staff • Consultant training on subject leadership. • SLT support for subject leaders- especially History/Geography and Science. 	<p>□□■</p>	<p>Aim 8</p>
<p>Notes:</p>			
<p>Leadership & Management</p>	<p>Introduce CPOMs into school to further strengthen safeguarding procedures</p> <p><i>Success Criteria:</i> Staff understand how to use CPOMs to enter concerns and use it routinely. DSL's use the system to support their safeguarding work.</p> <p><i>Action</i></p> <ul style="list-style-type: none"> • DSL training session with CPOMs • Tablets purchased for staffroom and staff study • Training session for staff • LADO audit to check that system is being used appropriately • Admin team to upload historical chronologies • Lead DSL to ensure new staff are trained on CPOMs • Safeguarding policy changed to include CPOM 	<p>□□■</p>	<p>Aim 6</p>
<p>Notes: This has been fully achieved and has vastly enhanced our administrative procedures around safeguarding.</p>			

Appendices

APPENDIX 1

Addendum to the School Strategy July 2020

We, the governing board, still feel that the objectives identified for prioritisation in our long-term strategy are the right ones for our school. However, in the current circumstances, we recognise that the over-riding priority for the coming year will be around the response to Covid-19. The closure of schools from the end of March to all but the children of key workers and those considered most in need of being in school, will clearly have had an impact on the learning of many children in our school.

We are grateful to the staff for the very high-quality Online Classroom that was set up to support home learning, which was available immediately, and which has grown in scope and innovation over the period of closure, and which has been invaluable to parents attempting to keep children's learning simmering at home. Nevertheless, we recognise that parents are not teachers and that many will have been juggling work with 'home-schooling' during this time, all while rightly prioritising children's mental health. Therefore, we understand that the school may have to place an increased focus on 'catch up' in the core subjects in the short to medium term. This will have an implication for Aim One of our strategy: *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.* It should go without saying that the school will still be working extremely hard to achieve this aim, but we must also recognise that Covid-19 has made the achievement of this much harder.

While catch up will be important, we also recognise that the past few months have been strange and unsettling for many of our children, and sadly for some, an emotionally turbulent time. While we must give children credit for their resilience and adaptability – traits which have very much been in evidence among the children we have been welcoming back since the wider re-opening on June 1st to Reception, Year 1 and Year 6 (followed at Edward Feild by Year 2 at the beginning of July) – we must also ensure that there is a balance between learning and mental health, especially as restrictions on what we can do at school remain in place. In this our values of Kindness and Health will be most important.

As we prepare to welcome more children back to school full-time in September, we know that school life will not be able to return fully to normal. We will still have to work around minimising social contact, and some of the wider enrichment activities that we pride ourselves on offering may have to be put on hold. Sadly, this will also affect our ability to deliver on 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*) in the short to medium term. We have every faith, however, that the school will do everything possible within the boundaries of safety and compliance with government guidance. We know, also, that a large amount of work has recently gone into curriculum planning for a number of 'non-core' (i.e., not English and Maths) subjects and we expect that this will have a hugely positive impact on our progress towards Aim 2 over the coming years, assuming that the school timetable is not massively disrupted again as it has been this year.

The school will continue working towards the other aims to the degree that is possible over the coming year, but we recognise that while responding to the Covid-19 situation the emphasis for all schools will need to be on school recovery rather than school improvement.

We would like to thank the leaders and staff at Edward Feild once more for the professionalism, courage and dedication they have shown throughout this period.

The Governors

July 2020.

Appendices

APPENDIX 2

Addendum to the School Strategy July 2023

We, the governing board, still feel that the objectives identified for prioritisation in our long-term strategy are the right ones for our school. This year we were due to update the strategic plan based on what we envisaged the next 5 years would hold, this would have been partly built with our Senior leadership team and our 2022 Ofsted in mind. Therefore, due to the recent changes in headship we will defer a full update by 1 year to allow welcoming and onboarding of our new Headteacher and other staff members.

We have however recently reviewed our visions and value and update/add the following points.

AIMS

Aim 4 has been updated to include writing as priority for school improvement.

Additional Aims

AIM 9

We will continue to have high educational and behavioural expectations of the whole school community including children, staff and parents/carers, while providing emotional and practical support, within a motivating, empathetic and encouraging framework that is in line with our school rules and values.

AIM 10

We will continue to provide meaningful support for the needs of children with SEND, including giving support and advice to children's parents and the staff who work with them.

ACADEMISATION

You may be aware that over the last 6+ years the Governing Board has been considering if academization would be in the best interests of the school stakeholders (children, staff, parents), initially this was driven by pressure from the government to accelerate academization. At that time, we felt we were in a strong position and our 2017 Ofsted inspections confirmed this and therefore it was not the right time to progress.

Over the intervening years the landscape has changed, not due to the strength of our school which continues to be good but by the increase pressures related finance, SEND and generally the wholesale reduction in educational support service provides by the local authorities.

So, with budgets and staff under pressure and dwindling support from the local authority and the government, we have over the last few years, rigorously reviewed the pro and cons of academization and conducted best fit criteria with several Academy trusts, prioritising our school's ethos and vision.

We are in discussion with academy trusts and should we look to proceed this will be subject to move to a full consultation with Edward Feild staff and parents, plus a thorough due diligence process on both sides and agreement from the DfE.

The Governors

2023