

Reed First School 5-year strategic plan

Our vision

Our vision is to have a school which is warm and inclusive, a place where families are welcomed and involved as part of our community. Our children's experiences are memorable and take into account their individual needs, interests and aspirations. Staff encourage and model growing minds and celebrate those who independently seek challenge and show resilience as part of the learning journey. Pupils become confident life-long learners who leave us ready for the next stage of their learning for life and as citizens of the future.

OBJECTIVES		2023/24	2024/25	2025/26	2026/27	2027/28
OBJECTIVE 1 <u>Leadership</u> To offer an outstanding quality of education in a small setting without financial compromise.	ACTION	Research educational group partnerships. Research possible strategic directions for the school in terms of expansion. Plan for changes needed to meet agreed direction. Establish firm links between the school and local business partners. Finance team to research and action additional funding streams in the form of grants and fundraising for capital projects.	Promote the agreed structure of the school as part of our unique offer. The arrangement of the rooms, classes and staffing are mapped to enable agreed composition of the school by Sept 2025.	The agreed structure of the school actioned. Ensure facilities are of a high quality to ensure outstanding teaching and learning across the school.	The agreed structure of the school is reviewed and further plans if needed are put into place.	The agreed structure of the school is reviewed and further plans if needed are put into place.
	OUTCOME	A firm direction for the school's structure will be in place with a clear rationale and agreement from all members of our school community. Local business partners will undertake projects with the school to support projects and therefore sustainability. The financial position of the school is sustainable. The finance team has a clear plan for accessing additional funding for projects which will enable the plan for the structure of the school to be realized.	Prospective and existing families choose Reed First School for its offer and guarantee of high quality experiences in a small setting with a clear direction. The vision for the school enables pupil numbers to grow with a staffing structure which is high quality and sustainable. Additional funding is on track to enable planned projects to go ahead.	The structure of the school further enhances the educational and wider curriculum opportunities for all pupils. Staff, parents, pupils and governors describe the school as small with a family feel but one with high expectations and an outstanding offer.	The financial position of the school is enabling an outstanding quality of education with a clear direction for continued sustainability.	The financial position of the school is enabling an outstanding quality of education with a clear direction for continued sustainability.

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<p>OBJECTIVE 2</p> <p><u>Leadership</u></p> <p>All leaders to ensure that priorities for improvement focus precisely on what is needed to improve the quality of education further.</p>	ACTIONS	<p>Governors to work together to understand their role and carry this out effectively.</p> <p>Governors establish a clear monitoring schedule to demonstrate understanding of priorities and to ensure monitoring is robust.</p> <p>Governors to establish stronger links with the parent body to improve communication between them and share what their plans and impact are.</p> <p>Teachers as middle leaders work collaboratively to work towards school improvement.</p> <p>Establish research based professional development between teaching staff to support improvement drive.</p> <p>Establish clear methods for assessment across the curriculum.</p> <p>Continue to work with other local schools to developed shared methodologies and research into effective teaching and learning.</p>	<p>Governors evaluate their impact as part of leadership and use partner governing bodies to support their professional development as governors.</p> <p>Governors to make use of Herts Improvement Partner to evaluate the effectiveness of governance since the Ofsted inspection in 2022.</p> <p>Action plan for Governance to be set as a result of this.</p> <p>Develop team teaching approach to CPD to give teaching staff supportive environment to develop their teaching with a focus on: presenting subject matter clearly, promoting appropriate discussion about the subject matter being taught. Checking pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.</p>	<p>Governors review their impact including reflecting upon opinions of staff, parents and pupils.</p> <p>Teaching staff and support staff to agree focus for CPD which will impact on further whole school improvement as well as individual CPD.</p> <p>Staff and governors complete evaluations of all CPD including a focus upon the impact of the training or research.</p>	<p>Governors review their impact including reflecting upon opinions of staff, parents and pupils.</p> <p>Teaching staff and support staff to agree focus for CPD which will impact on further whole school improvement as well as individual CPD as part of annual target setting and School target setting.</p>	<p>Governors review their impact including reflecting upon opinions of staff, parents and pupils.</p> <p>Teaching staff and support staff to agree focus for CPD which will impact on further whole school improvement as well as individual CPD as part of annual target setting and School target setting.</p>

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	OUTCOMES	<p>An action plan for governance is established.</p> <p>All governors have a clear understanding of the school priorities and the rationale behind them.</p> <p>All governors take an active and supportive role in the progress towards school improvement.</p> <p>All teaching staff make a significant contribution towards school improvement and understand their role in this.</p> <p>There is a robust system in place to give a clear picture of standards across the curriculum.</p> <p>Work with other education professionals has an impact on the decisions and directions we make to ensure the best possible outcomes for our pupils.</p> <p>Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.</p>	<p>Governors to work with other governing bodies and the local authority to ensure a clear shared understanding of their roles and responsibilities.</p> <p>Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, build and improve over time.</p> <p>All staff report that opportunities for CPD (including research projects) are good and are able to identify the impact the CPD has had on teaching learning and outcomes for pupils.</p>	<p>All governors are confident to describe their role, the impact they have had and have a clear understanding of priorities and progress.</p> <p>Teaching staff arrange team teaching and research based lesson studies as part of their usual practice.</p>	<p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.</p> <p>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.</p>	<p>Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p>

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<p>OBJECTIVE 3</p> <p><u>Quality of Education</u></p> <p>To ensure that all pupils achieve as well as they can in all subjects.</p>	ACTIONS	<p>Ensure that every national curriculum area is planned and sequenced so that the end points that it is building towards are clear and that pupils develop the knowledge and skills, adding to what has been taught before, to be able to reach those end points.</p> <p>Ensure reading continues to be given a high priority and that this is achieved through well planned use of the school library.</p> <p>Ensure that the maths mastery approach is embedded across the school with a more stable staff structure in place and continued partnership with matrix maths hub.</p> <p>Years 3 and 4 to take part in HfL Making Fluent and Flexible Calculators Project.</p> <p>Ensure that what is unique about our curriculum is clear in what we do and why.</p> <p>Establish clear methods for assessment across the curriculum.</p> <p>Ensure that our forest school offer has a clear sequenced so that the end points that it is building towards are clear and that pupils develop the knowledge and skills, adding to what has been taught before, to be able to reach those end points.</p> <p>Plan the intent for additional curriculum for Personal Social Health and Economic Education.</p> <p>Ensure our pupils with SEND are supported to see equal opportunities for achieving well. SEND brokerage visit.</p>	<p>Ensure that every national curriculum area is enabling all pupils to achieve well.</p> <p>Continue to monitor the impact of the school planned curriculum.</p> <p>Evaluate the impact of assessment system and check its reliability to give an accurate picture of standards in every curriculum area across the school.</p> <p>To take part in The Early Years Quality Standards (EYQS) scheme.</p> <p>Ensure every pupil has a broad and balanced curriculum with a focus on life skills.</p> <p>Implement a Personal Social Health and Economic Education curriculum.</p>	<p>Ensure that every national curriculum area is enabling all pupils to achieve well.</p> <p>Continue to monitor the impact of the school planned curriculum.</p> <p>Ensure a wider range of pupils developing a broad array of non-academic skills, through both classroom strategies and extra-curricular enrichment activities such as debating, cultural visits and volunteering.</p> <p>Focus in addition on particular skill sets and interest in extra-curricular opportunities offered.</p> <p>Evaluate the impact of our Personal Social Health and Economic Education curriculum.</p>	<p>Continue to monitor the impact of the school planned curriculum.</p> <p>Evaluate the impact 'life skills' offers and the range of experiences offered to ensure all pupils have engaged successfully in enrichment activities.</p> <p>Evaluate the continued sustainment of pupils reaching at least the expected standard in end points across key stages in every curriculum area.</p>	<p>Continue to monitor the impact of the school planned curriculum.</p>

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	OUTCOMES	<p>The learning journey every pupil has been on over the year is evidenced clearly.</p> <p>Lessons demonstrate full accountability for the pupils' prior knowledge and understanding as precisely as possible.</p> <p>All pupils are able to demonstrate a love for reading, including a growing knowledge of text types, authors and genres.</p> <p>Every class has a clear reading journey.</p> <p>Monitoring of maths clearly demonstrates the expected maths mastery approaches.</p> <p>Monitoring clearly demonstrates progress in the fluency of maths across the school.</p> <p>Middle and senior leaders are equally knowledgeable of the intent, implantation and impact of every curriculum area.</p> <p>Our vision for the education of our pupils includes 'life skills' in addition to those taught through PSHE, including: financial management, cooking and survival skills.</p> <p>SEND Brokerage visit will offer advice and targets to further support pupils with SEND.</p> <p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p>	<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.</p> <p>The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.</p> <p>There is a robust system in place to give a clear picture of standards across the curriculum.</p> <p>Early Years Quality Standards Gold Award is achieved: a setting led research and development project which 'makes a difference' to outcomes for children.</p> <p>In EYFS, the impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.</p>	<p>Over the course of study, it is clear that teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p> <p>Monitoring demonstrates that pupils recognise the links that have been made between learning sequences both short and long term.</p> <p>Pupils, families and staff identify the impact planned activities and opportunities have in their life skills.</p>	<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p>	<p>The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice.</p> <p>Pupils' work across the curriculum is consistently of a high quality.</p>

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<p>OBJECTIVE 4</p> <p><u>Behaviour, attitudes and wellbeing</u></p> <p>To establish a safe and open environment where all members of the school are well supported.</p>	ACTIONS	<p>Develop a whole school approach to involving all pupils in being reflective learners both in self- assessment and peer assessment.</p> <p>Embed use of Regulation Stations across the school, including use of a designated well-being space accessible for all.</p> <p>Continue to support individuals where additional nurture sessions are of benefit. This is to include outside agencies when necessary.</p> <p>Offer a wide range of experiences both within the curriculum and as extra-curricular.</p> <p>Actively promote wellbeing resources available to all staff, governors and families.</p>	<p>Embed a whole school approach to involving all pupils in being reflective learners both in self- assessment and peer assessment.</p> <p>Ask for regular feedback from pupils, staff, parents and governors about wellbeing and value as part of the school community.</p>	<p>Evaluate the impact of peer and self- assessment through pupil voice. Prepare any necessary changes for 2026.</p> <p>Use PSHE sessions to focus on the support of each other.</p> <p>Establish links with local community groups for the pupils to develop an understanding of how they can support others in the community.</p> <p>Identify key interests and talents to nurture across the school in order to plan for further opportunities in 2026 /27</p>	<p>Set up key activities throughout the year to support and nurture key talents and interests through clubs, visits, visitors.</p>	<p>Review the impact of focus of wellbeing and a bespoke experience based upon pupil interests and talents across the community.</p> <p>Identify any gaps to be filled which will benefit the school's continued progress.</p>

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	OUTCOMES	<p>Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p> <p>The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy.</p> <p>Staff report that they feel supported both personally and professionally.</p> <p>Parents and Governors feel fully involved and part of the community.</p>	<p>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties.</p> <p>Staff remain at the school as it is a place they want to work.</p> <p>Governor positions are filled and all members can evidence a clear understanding of their role and the priorities for the school.</p>	<p>Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.</p>	<p>The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p>	<p>The school offers rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.</p> <p>Staff consistently report high levels of support for well-being issues.</p> <p>Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.</p>

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<p>OBJECTIVE 5</p> <p><u>Engagement and partnership</u></p> <p>To offer rich experiences in the curriculum and through extra-curricular activities, to strengthen the school's offer.</p>	<p>ACTIONS</p>	<p>Establish firm links between the school and local business partners.</p> <p>Continue to grow links to local schools for CPD.</p> <p>Continue to strengthen work with local rescue services.</p> <p>Engage our local community with our school through pre-school library sessions.</p> <p>Parent and carer sessions with the Headteacher to become a termly event.</p> <p>Teachers as middle leaders to identify workshops to offer to support parents and carers in supporting the education of their children.</p> <p>Establish annual event to celebrate the rural farming community.</p> <p>Establish annual event to connect all members to the cultural diversities of our pupils.</p>	<p>Establish links to local people to further develop our curriculum, for example: local artists, crafts people, trades people.</p> <p>Links to the local community supports our work to equip all pupils with clear 'life skills'.</p> <p>Links with the local community enable us to correct possible gender bias.</p>	<p>Embed links with local community members to enhance the curriculum.</p> <p>Establish links with wider community groups of different faiths as part of our curriculum development.</p> <p>Establish links with local community groups for the pupils to develop an understanding of how they can support others in the community.</p>	<p>Establish a community links support map. This will include support to the school and outreach from the school which supports others.</p> <p>Partnerships are to be established and cemented.</p>	<p>Review the impact of the partnerships across the community and identify any gaps to be filled which will benefit the school's continued progress.</p>

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	OUTCOMES	<p>Local business partners will undertake projects with the school to support projects and therefore sustainability.</p> <p>Our curriculum design in some subjects, identifies possible opportunities to bring learning to life and make clear links to the community.</p> <p>Work with other education professionals has an impact on the decisions and directions we make to ensure the best possible outcomes for our pupils.</p> <p>In partnership with local police, the school sets up a 'Crucial Crew' workshop for all local first schools.</p> <p>Local families make use of our library and identify the positive impact our story sessions have to socialize within the community and to promote a love of reading as soon as possible.</p> <p>All pupils feel valued and represented.</p> <p>Parents and carers state that the school supports them well and that the offers of additional information are useful and impactful.</p> <p>Parents and carers state that their views are listened to and where possible actioned.</p>	<p>Our curriculum design in every subject identifies opportunities to bring learning to life and make clear links to the community.</p> <p>Opportunities are frequently given for children to learn through the use of our local community.</p> <p>Members of the wider community report that they are included in the school and identify the school as an important part of the community.</p>	<p>Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.</p> <p>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</p>	<p>Working with an established network of businesses, individuals, groups and organisations, becomes a part of the school with is threaded through all that we do.</p>	<p>Pupils, staff, parents and governors recognise and celebrate the rich experiences in the curriculum and through extra-curricular activities offered.</p> <p>The impact on local partnerships is evident and a strength of the school.</p>