

Fladbury C.E. First School

5 Year strategy

2022/3 – 2026/27

Our Vision

John 10:10, "I came that you may have life and have it to the full."

Every child at Fladbury will know they are loved by God, have a happy heart and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their bright future with an open mind.

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Current Assessment/our school currently

Our school is situated in the centre of Fladbury Village and the catchment area for the school includes the villages of Lower and Upper Moor and Wyre Piddle. Fladbury School is part of the Pershore pyramid and most children transfer to St Nicholas CE Middle School, Pinvin and finally progress to Pershore High School.

Our school has a strong Christian ethos and enjoys close links with the Church and local community. The children are taught in small class groups with high expectations of both academic work and behaviour. The school promotes a caring atmosphere with relationships based on mutual respect and concern. The individual needs of pupils are given high priority in all aspects of school life. The school management views the education of each pupil holistically by encouraging and providing opportunities for creative, physical and spiritual development.

Our school has been assessed as Good by Ofsted in its last Graded Inspection (March 2023) and awarded a Judgement 1 following a Statutory Inspection of Anglican and Methodist Schools (January 2024). The inspection findings indicate that the school is living up to its foundation as a Church school.

Where we want to get to

Our aim is to be an exceptional school which remains at the heart of the community, and to increase the opportunities we already create to enable our children to thrive and succeed.

Our strategy sets out how we plan to achieve this aim and confirms the longer term direction for our school to become a Primary school and to move our Pre-school Governance to Maintained rather than Governor led. The strategy will be used when making decisions for the school and the Governing Body will use it to assess progress against our priorities.

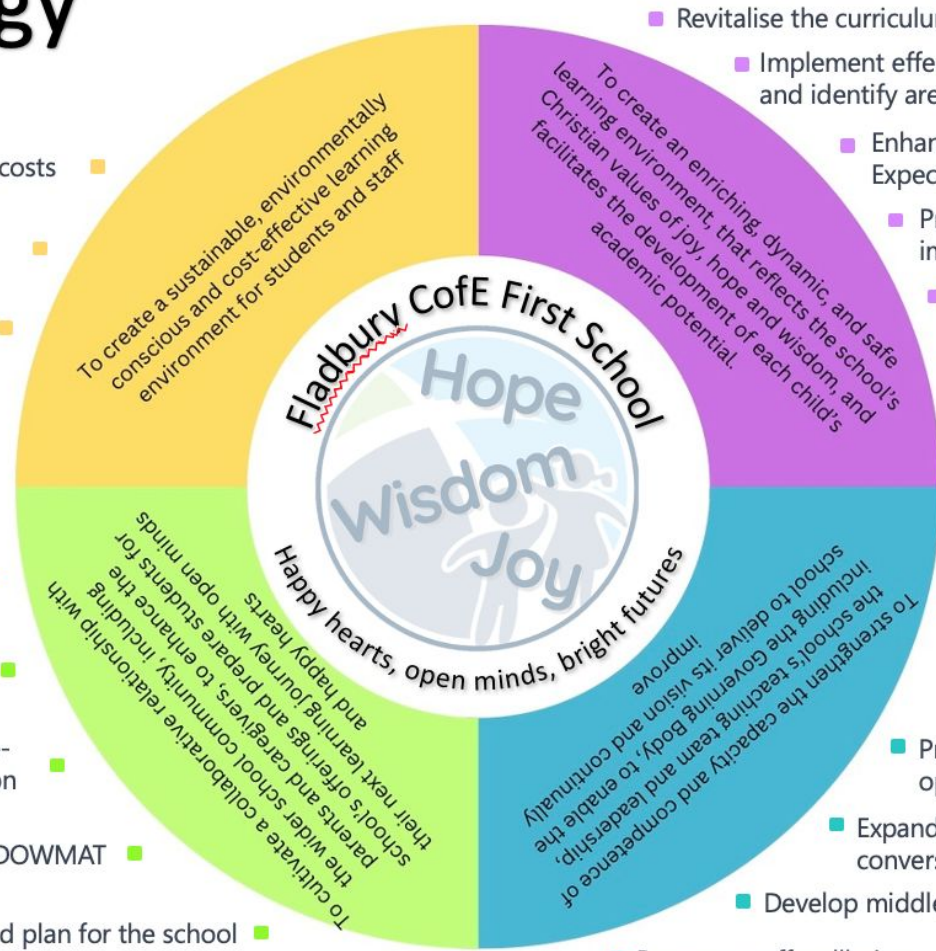
We are proud of the school's achievements and values. We look forward to driving the excellent progress made in recent years to make this a truly outstanding school.

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5 Year Strategy



Reduce energy usage and costs ■

Reduce waste and increase recycling ■

Increase awareness of sustainable practices ■

To create a sustainable, environmentally conscious and cost-effective learning environment for students and staff

- Revitalise the curriculum to align with the school's vision and values
- Implement effective assessment strategies to track progress and identify areas for improvement.

■ Enhance the children's attainment of Age-Related Expectations

■ Prioritise the development of phonics and implement a Mastery Maths approach

■ Emphasise the wellbeing of students by prioritising positive behaviour and attitudes

■ Prioritise Early Years education to provide a strong foundation for academic success

To create an enriching, dynamic, and safe learning environment, that reflects the school's Christian values of joy, hope and wisdom, and facilitates the development of each child's academic potential.

■ Create a succession plan for the Governing Body

■ Conduct a skills audit for the Governing Body to ensure that it has the necessary skills and experience to manage primary conversion and growth

■ Provide ongoing professional development opportunities for teaching staff

■ Expand the teaching team in support of the primary conversion

■ Develop middle leaders within the school

■ Promote staff wellbeing

To strengthen the capacity and competence of the school's teaching team and leadership, including the Governing Body, to enable the school to deliver its vision and continually improve

To cultivate a collaborative relationship with the wider school community, including parents and caregivers, to enhance the school's offering and prepare students for their next learning journey with open minds and happy hearts

Successfully complete the primary conversion process, including implementing PAN changes ■

Improve the school building and infrastructure ■

Investigate the possibility of bringing the Pre-school into the Fladbury First School provision ■

Investigate the possibility of joining the DOWMAT ■

Revitalise the communication methods and plan for the school ■

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Learning environment and curriculum

Expected Outcomes

- Our broad and balanced curriculum will be rooted within the needs of our children and will be ambitious, rich and engaging, while enabling the children to live the school vision
- Our children will all make good progress from their starting points & where appropriate children will achieve at or above the national average
- A new phonics scheme will have been implemented which will lead to an improvement in the children's attainments in reading and writing
- A new approach to teaching mathematics will have been implemented which will lead to an improvement in the children's attainments in this subject
- Our children will have outstanding attitudes to learning, behave exceptionally well & can explain how they keep themselves safe, including online
- Our children will be able to stay at Fladbury through their Upper Key Stage 2 education, with an appropriate and engaging curriculum
- Accommodation changes to enhance the learning experience for our children, eg revitalised library and creation of a spiritual garden, a new classroom and alterations to current classrooms to enhance the learning environment

Team capacity and competence, inc Governors

Expected Outcomes

- Our teachers will have the subject knowledge, skill and confidence to adapt the curriculum and their teaching to the needs of all children
- Our staff and the Governing Body will have tailored development plans which identify and make arrangements for continued professional development eg through courses and coaching
- Our school will be school of choice for highly qualified, talented, and forward-thinking staff capable of inspiring our children during their time in the school
- Our Governing body will understand the vision and values of the school and be committed to ensuring the school has a challenging strategy that will further develop the school offering; and hold the school to account on finance and curriculum
- Increased use of volunteers to further embed the school into the heart of the community, eg through reading and visits to discuss work roles which will enrich the learning and bring the curriculum to life

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Enhance school offering

Expected Outcomes

- By 2026/27 our school will have converted to a Primary school * with the PAN met year on year, enabling the maximum number of children to benefit from the excellent schooling Fladbury provides
- All space in our school will be used to support the curriculum and classrooms will not sit empty and unused
- Our library will be revamped to support reading achievements.
- Our school will have a premises plan to ensure that routine maintenance takes place.
- The governance arrangements for our pre-school will be reviewed to ensure they are fit for purpose and effective. This will include consideration as to whether they should become a maintained pre-school.
- Our communications plan will ensure that those we communicate with have the information they need, when they need it and in an appropriate format.

** This is subject to the appropriate funding being available from DfE to enable the school building changes to be delivered and Pershore High School being ready to accept Year 7 pupils*

Environmental change

Expected Outcomes

- Our decisions in relation to building and resources will routinely consider sustainability, and options to reduce waste and increase recycling.
- Our carbon footprint will be understood and we will look for opportunities to improve performance year on year.

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Focus for the year

- Embedding the freshly implemented new approach to phonics - MET
- Implementing a maths mastery approach - MET
- Improving and strengthening the FGB approach to link visits - MET
- Implementing effective assessment strategies for children's achievements – PART MET

End year assessment

Due to a change in TA staff this year extensive work has been undertaken to ensure that all now involved in phonics are confident and consistent in their delivery. In addition, a workshop was held for parents so they could better understand the new approach and therefore better support their children at home. These workshops will be repeated each year. Implementing the new phonics scheme and supporting actions, as described above, saw an increase in ARE from 69% for Year 1 in 2021/22 to 82% for Year 1 in 2022/23.

The maths mastery approach was implemented at the end of the academic year across the school. Despite the late implementation the percentage of children at or above ARE improved from 63% in 2021/22 to 70% in 2022/23. Further work to embed this change will now be undertaken to maximise further improvements.

Extensive work has been undertaken to strengthen the link visits by Governors. These visits are used to monitor progress on specific areas and report any concerns back to the governing body. During the year a standardised reporting form was introduced and training, particularly for new Governors, was delivered.

The curriculum for all subjects has been reviewed to ensure cohesion and progression throughout Early years, Key stage 1 and 2, reflecting the revised class structures. The assessment end points for maths and English were established, ensuring they were meaningful not only to the subject matter/topic but also the relevant year groups. This work will be replicated for the remaining subjects in 2023/24.

Amendments to 2023/24 year

- Embed the maths mastery approach to deliver further result improvements
- Confirmation of funding received from DfE so primary conversion now needs further development
- Implementing effective assessment strategies for children's achievements

2022/23

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Focus for the year

- Implementing effective assessment strategies for children's achievements
- Embedding the maths mastery approach
- Creating a Governors' Development Plan PART MET
- Reviewing Preschool Governance arrangements - MET
- Establishing high level approach and plans for Primary Conversion, inc reviewing building plans MET
- Reviewing the accommodation, and adjusting room usage to meet the needs of our children, especially those with SEN requirements MET

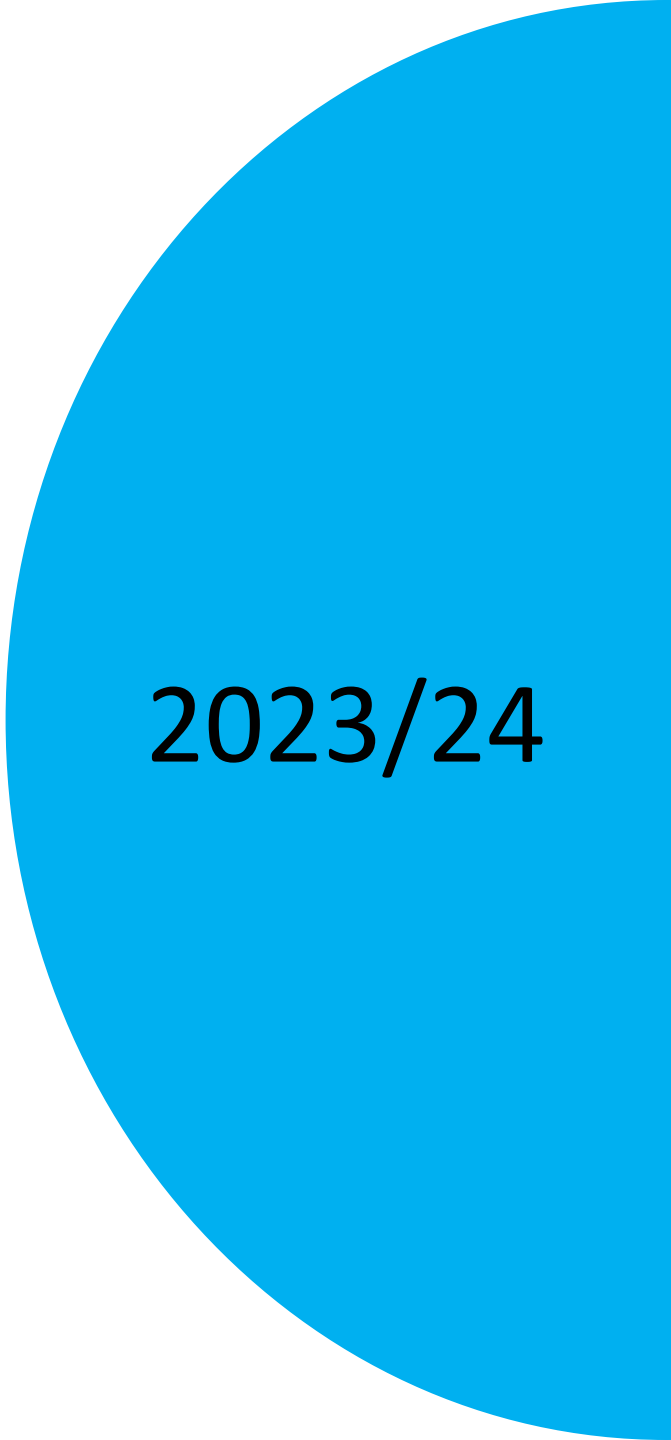
End year assessment

The Preschool Governance arrangements were reviewed early in 2023/24 when it was confirmed that the Primary conversion consultation included the ambition to amend the Governance arrangements. The work to change the governance arrangements will therefore now be included in the Primary Conversion Project.

The assessment endpoints for all subjects have now been established, and they will be used at the end of each unit of work throughout the year. As they are used staff will consider any enhancements that may be needed to further improve them.

Amendments to 2024/25 year

- Creating a Governors' Development Plan to include new Governors
- Primary conversion consultation to begin September 2024 with outcome known by November 2024
- Monitor Pre-School income following changes in Government funding



2023/24

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Focus for the year

- Converting to a primary school by September 2025 (Year 5 initially)
 - a) Developing a premises plan in line with conversion proposals*
 - b) Developing an effective upper KS2 curriculum in preparation for primary conversion*
 - c) To effectively organise provision within the UKS2 class*
- To monitor and review curriculum and provision for priority subjects
- Develop/improve a home/school partnership
- To maximize Pre-School income
- To improve emotional and educational resilience of children
- Developing Governor Development Plan to include new Governors

2024/25

Amendments to 2025/26 year