Wootton Primary School Governing Body's Strategic Vision

The aim of this document is to set out our shared vision for the school over the next 3 and 5 years, the long-term strategy from which the annual school development plan is derived.

It was drawn up by governors in consultation with all stakeholders.

In 5 years the school we aim to be a school of excellence where the children are central and high expectations and aspirations are fundamental to all we do so that all our children can achieve success through an outstanding education within a small caring community school.

We will have consistently high standards of teaching, learning, progress and attainment.

We will REAP what we have grown, in a safe and inclusive learning environment, so that everyone in our school community is Respectful, Empowered, Aspirational and Persevering.

Vision Breakdown 3 years	Vision breakdown 5 years	How we will know our vision has been achieved – Vision indicators?	What are the risks and inhibitors that may stop us achieving our vision?	What does the school need to do to overcome the risks and barriers to achieve its vision?
Overall Effectiveness Wootton provides a consistently good education with outstanding features Continue to retain features of small community school with all children and their families being known by staff. Children continue to enjoy being part of the school.	Wootton is an outstanding school Retain family small school ethos with each child individually known and valued and enjoying their education	Self-assessment against Ofsted criteria and National Curriculum validated by external reviews, including Ofsted Children, parent, staff and all stakeholder views elicited	Excessive staff turnover. Budget restraints which hinder support and challenge. Inadequate resources Lack of stakeholder commitment	Ensure strong staff development. Rigorously monitor – challenge and support Manage budget Gain extra funding All staff ensure know children and families well. Families and community engaged in supporting learning

Standards				
Children achieve standards in line with comparable schools and cohorts	Children achieve within top 10% of comparable schools	End of Year data for National Assessment compared with statistically similar schools and cohorts	Gaps in pupil progress. Inaccurate teacher assessment. Lack of challenge and or support. Lack of pace.	Excellent and consistent Assessment for Learning used throughout school. All children's needs are understood and urgently addressed
Staff and Governors Building on existing competency and confidence, Leaders are successful in their well-developed roles. There is strong succession planning in place for leadership roles, particularly 'middle leaders' Staff teamwork strong with shared values and mutual respect. Staff morale high Staff are proud and committed to work at Wootton. Staff and governors access high quality training and	Staff and governor practices are recognised and deployed as exemplars of good practice on island and beyond. Staff expertise utilised by other schools to benefit of Wootton (financial) Staff accessing National training and higher-level qualifications relevant to their roles. Governors committed to appropriate regional and national networking and training.	Performance management Feedback from staff, parents, pupils Governor skills audit annually Training record and review of evaluations from training, including impact.	Difficulty in recruitment to fill staff and governor vacancies Lack of funds to attract experienced more expensive staff and for national training costs.	Continue to appoint most appropriate candidates for each vacancy. Develop leadership roles within staff Encourage access to networking and training to support staff and governor development Encourage staff and governors to engage in relevant National training and conferences as their roles develop.

networking beyond the local area.				
Vision Breakdown 3 years	Vision Breakdown 5 years	Vision indicators	Risks and inhibitors	Actions needed
Curriculum The intent to implement a broad, exciting, fun and challenging curriculum for all pupils within National framework and expectations is achieved. The curriculum is relevant to children and has a positive impact	Strong innovative curriculum using current issues and interests of school stakeholders to good effect Continue to develop and use external sources/people, including international opportunities to enhance.	Monitor children's outcomes and attitudes. Work scrutiny and focus discussions. Feedback from children, stakeholders and visitors.	Lack of flexibility Insufficient resources Difficulty in sourcing enhancement opportunities.	Within National framework use input from stakeholders Develop links with external groups/people who can support curriculum Develop links with other schools, phases and further Education establishments to enhance curriculum Develop international networking, links and opportunities Further develop links with businesses
Early Years Foundation Stage (EYFS) Provision continues to be recognised as exemplary practice with end of year outcomes above National EYFS staff disseminate good practice and	EYFS is recognised locally and nationally as exemplary practice with outcomes well above national average. EYFS staff to support practice across island	Outcomes with greater percentage of children working at exceeding standards Comparison with local and national data.	Staff changes Preschool entrance data for cohorts Level of engagement	Further develop staff so all staff build knowledge and expertise. EYFS understood across whole school and integral to all staff development and whole school learning.

pedagogy across the school		External moderation and validation (local authority and Ofsted)		
Community School valued and seen as integral part of local community, building on current strengths Strong links with local and Island community. Strong links with Island businesses further developed and utilised	School highly regarded locally and across island. Links with other schools and educational establishments eg Universities, nationally and internationally Business links extended and developed to support school	Monitor school involvement with community and businesses. Feedback from all stakeholders, visitors and links	Introspection. Community or businesses reluctant or unable to give time/resources Difficulty sourcing best links for school	Governor responsible for development of links. School look for opportunities to broaden networks to further engage with community, business, agencies and other schools and educational establishments Use IT to develop international links
Finance Operate within budget with no detrimental effect to pupils.	Operate within budget and have additional financial input	Budget monitoring School Business Manager's reports Audits	Variance in pupil numbers affecting income. Staffing issues beyond school control	Ensure planning and expenditure within budget. Careful procurement, working collaboratively with other schools and agencies where appropriatf Build capacity to cover emergencies. Be proactive in applying for additional funding and grants. Develop fund-raising opportunities

Facilities and resources				
Fully utilise and resource areas refurbished in 2019. Develop outdoor areas for play and learning

Have good resources and areas for specific activities

Have appropriate IT resources

Use organisations, businesses etc eg Forest School

Up to date equipment well organised and used | Have fully utilised year-round safe outdoor areas. Research, provide and use most up to date resources to support learning | Annual resource and facility review Monitoring usage and impact of facilities and resources | Facilities not utilised to full extent, including (where possible) generating income Resources not well organised or checked

Planning too late to acquire research and appropriate resources | Review resources, facilities and enhancement opportunities eg parent and community skill audit Organise resources well so easily accessed and well utilised

Research facilities, resources (particularly IT), groups and people to support curriculum and learning.

Fundraise for specifics. |