

WOOTTON BASSETT INFANTS' SCHOOL

"Where learning is fun"



Strategic Plan 2023—2025



Created: July 2022

Next Review Date: July 2023



Foreword and Ethos

Our School Values

- We are kind
- We are gentle
- We respect and look after property
- We are honest
- We listen to each other
- We try our best
- We are proud of our achievements and those of others

Foreword

This document sets out Wootton Bassett Infants' School's 3 year strategic plan for the academic years 2022/23 to 2024/25, with the purpose of clearly communicating our vision, ethos and long term plan for the school.

The Senior Leadership Team and Governing Board are responsible for the plan and will review it on an annual basis. The plan is developed taking into account the views of all key stakeholders; our children and their parents/carers, staff, governors and the wider community.

The strategic plan is an overarching framework for the school and whilst it helps to inform the day to day running of the school it does not define it. Though our strategy for the next 3 years is clear this will not prevent us from taking advantage of new opportunities which may arise to make the school the best that it can be.

Mrs Alison Pass
Headteacher

Our Ethos

"Wootton Bassett Infants' School, where learning is fun!"

Both Governors and staff have definite aims with regard to the children who will be in our care and these underpin the whole ethos of the school that we want to create.

Parents are encouraged to work in partnership with us in the development of their child, thus strengthening the bond between school and home life.

- We **encourage** all of our children to **enjoy and achieve** in all aspects of school life
- We strive to **develop confident, enthusiastic and effective** learners
- We **challenge** all learners to reach **their full potential**
- We **develop** their **personalities** whilst supporting British values
- We **celebrate** children's **work and achievements**
- We create a **harmonious working atmosphere** in a **safe and creative** environment

We want your child to take with them lasting fond memories of their time at Wootton Bassett Infants' school. After all, learning should be fun!



Our Values and Vision

Our Values

Our school values have been developed by the children and teachers, and everyone agrees to abide by these rules.

The School Values are;

- We are kind
- We are gentle
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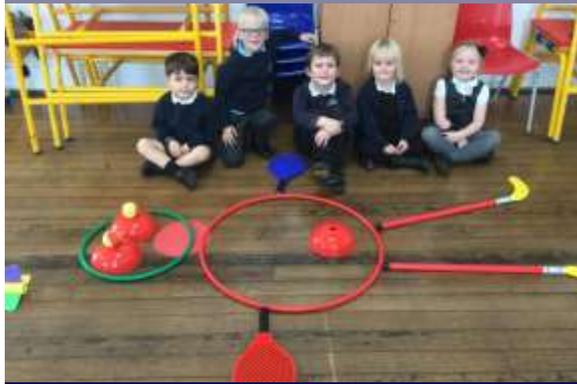
Our Vision

Our vision is to;

- Nurture children's spiritual wellbeing, whilst providing a safe, stimulating and attractive learning environment.
- Deliver a rich, broad and balanced curriculum through hands on experiences and promote a learning partnership between school, home and community.
- Encourage tolerance, inclusion and celebrate diversity, reinforced during our daily assemblies which promote spiritual, moral and cultural development, thus developing a caring community.
- Provide an environment which allows children to become literate, numerate and achieve personal excellence in all of their activities.
- Value each child as an individual whose needs are constantly changing and developing.
- Promote involvement in community and cluster events, accessing a wide range of activities that support our cultural capital vision and immerse the children in their learning.

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Our School

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Our School

Our school is situated in the heart of the community in Royal Wootton Bassett. We are a two form entry infants only school which has seen a continuous improvement in results over recent years. For the 2021/22 academic year the school achieved results in line with national and were in the top 20% of the country for Greater Depth standard in Reading and in Writing. By the end of Year 2, 93% of children achieved the expected standard in the phonics screening check.

The year 1 and 2 classrooms are situated in the new building and the reception children remain in the more homely surrounds of the original Victorian building, which also accommodates the school hall. The school also has a purpose built library and a large playground area which is enjoyed by all of the children.

The school constantly strives to improve the quality of education, behaviour and attitudes, personal development and leadership and management through continuous self assessment and measurement of impact.

We are particularly proud of the work that we do with pupil premium and SEND children who benefit from additional funding which enables us to provide targeted intervention where needed and the additional support that they require.

The Evolving World

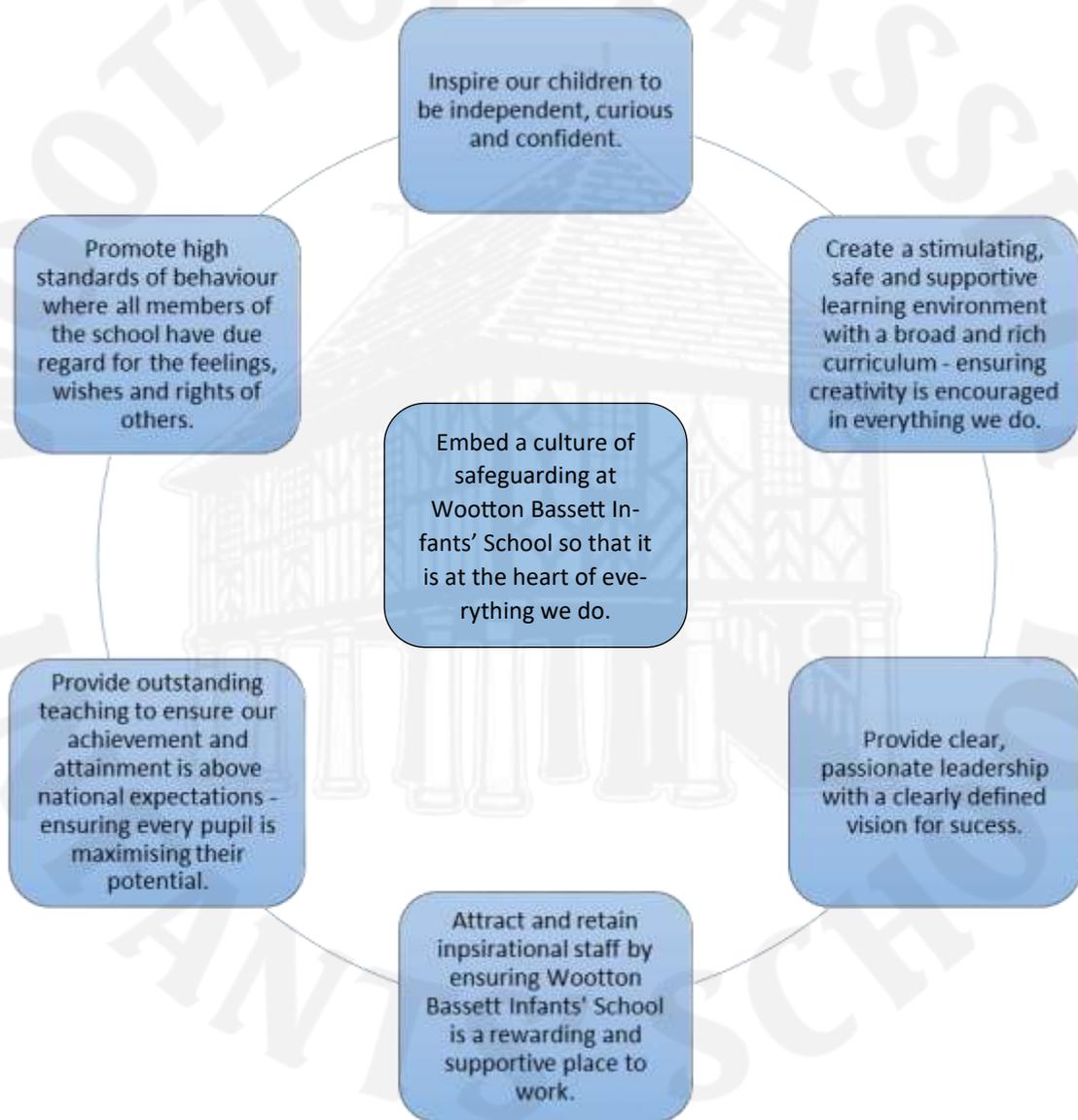
We aim to equip the future generation with the knowledge and cultural capital they need to succeed as educated citizens in modern day society with sound judgement and strong core values which will enable them to thrive, be safe, and be the best that they can be. Our intention is for every child to leave Wootton Bassett Infants' School well prepared with a broad skillset, interest in the world around them, and a range of life-long learning experiences which will inspire them throughout their future education and beyond, contributing positively within our community.

Reading is at the heart of our curriculum and we utilise arts and crafts as tools for learning and understanding the world around us. Art is used effectively to stimulate and engage pupils and is skilfully woven into all aspects of the curriculum. The school also embraces modern technology to enhance the learning experience and at the same time enabling children to develop relevant skills for a modern era.

The school continually seeks to improve communication with parents and the wider community. Our website provides information and relevant materials to help parents engage with the development of their children whilst reducing our paper output and lowering our environmental impact.

Our Strategic Objectives

Our school will be the first choice for parents because we are committed to our vision and values and care about everyone's wellbeing.



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Leadership

The Senior Leadership Team (SLT) identifies the schools strengths and areas for improvement to ensure that standards and attainment continues to be monitored and evaluated accurately. The SLT ensures that there is an effective plan of succession and that any subsequent recruitment enhances the schools effectiveness. The SLT consists of the Headteacher, Assistant Heads and the SENCO and school leaders ensure there is a strategic overview of the school to enhance year on year planning.

There is a robust performance management cycle for all staff which ensures support and training is targeted towards continuous improvement and delivers tangible benefits both for the school and individual members of staff.

The leadership team continues to develop communication between the parents and the wider community, with particular regard to information communicated via our website.

The SLT strive to ensure that attendance is improved, and by raising the profile of the Attendance Policy, will educate both parents and carers of their legal duty.

The strategic objectives, values, vision and ethos of the school are directly linked to the performance objectives of the Headteacher, and also cascade down to other senior leaders, teaching and non teaching staff. The governors work with senior leaders to agree SMART (Specific, Measurable, Achievable, Relevant, Timely) objectives and hold leaders to account for the educational attainment and the effective and efficient performance management of staff.

At Wootton Bassett Infants' School we aim to develop a "whole team system" whereby **ALL** staff opinions count.

Leadership

"We aim to provide clear passionate leadership with a clearly defined vision for success."

2022/2023	2023/2024	2024/2025
Effective strategic leadership is provided and there is a culture of high standards and expectations. Key	Staff proactively take on leadership roles across the curriculum evidenced through performance re-views.	Staff build on their leadership skills to ensure that future senior leaders are identified and developed to support effective succession

Success Criteria
Teaching staff demonstrate strong and confident leadership skills which are evidenced through fully supported continuing professional development, in-depth and quality performance management and a robust curriculum.

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Governors and Safeguarding

“We will embed a culture of safeguarding at Wootton Bassett Infants’ School so that it is at the heart of everything we do.”

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Governors

The purpose of the Governing Board is to work with the senior leadership team to set the school’s vision, ethos and strategic direction. They also hold the headteacher to account for the educational performance of the school and its pupils and oversee the financial performance of the school to make sure money is well spent.

The Governing Board consists of a diverse group of volunteers from a variety of backgrounds who are elected to bring their skills and experience for the benefit of the school with one common goal of delivering the best for our children. The Board is constructed of staff, parent and co-opted members, led by a chair and vice chair. As with recruitment of staff the Governing Board must use active succession planning to ensure the board continues to have the skills and leadership it needs to remain effective.

The Governing Board employs a clerk. This is a crucial role and ensure the effective functioning of the board. The clerk should not only be a good, effective organisational and administration role but also support the board to understand their roles, functions and legal duties. The clerk also supports the chair to facilitate strategic debate and decision making.

Safeguarding

All adults at Wootton Bassett Infants' School have a duty of care towards pupils. This means we will act upon concerns working in line with our policies. Staff, governors and volunteers receive regular safeguarding training and the school aims to provide an environment where pupils feel safe and are able to talk to a trusted adult if they have a worry or concern. The school provides opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety, and well-being and the governing body ensures the school has effective safeguarding policies and procedures in line with national and local requirements and these documents are publicly available on the website.

2022/2023	2023/2024	2024/2025
To embed safeguarding best practice, polices, training and curriculum links within the whole school and consider the introduction of an online platform to record and monitor concerns.	Online platform is fully embedded used consistently. Reflect upon and respond to the context of our school and the local area in our safeguarding plans and policies.	Review and update previous years safeguarding action plan. Reflect on and respond to the context of our school in our safeguarding policies
Success Criteria		
Parents agree that the school has effective safeguarding processes and children report that they feel happy and safe at school. Children can confidently articulate how to keep themselves and others safe at home, at school and online. Safeguarding culture is strongly em-		



Staffing

“Attract and retain inspirational staff ensuring Wootton Bassett Infants’ School is a rewarding and supportive place to work.”

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Teachers

Teachers continue to work within the framework of the national curriculum, providing interesting, fun and engaging lessons to the children. The school strives to be a “great place to work”, and to recruit and retain the best teachers and staff by providing good opportunities to develop.

Teaching staff strive for continuous improvement, and achieve this through their Personal Development Plans (PDP). The PDP is monitored during the year and at their annual performance management review, which includes the setting of objectives that they will be measured against.

The school strives to recruit staff that will enhance the school, its reputation and performance. All newly qualified teachers receive a focused induction and will be allocated a suitably qualified and experienced mentor.

The school also ensures that there is an appropriately qualified person designated as SENCO (Special Educational Needs Coordinating Officer).

The senior leadership team and governing board support teachers to achieve a good work and home life balance by developing efficient working practices which enable a reduced workload. Teachers will work within a supportive environment in which they will feel valued.

Teaching Assistants and Support Staff

Teaching assistants and support staff are deployed to ensure that teachers and pupils receive adequate support from staff with the correct skill sets. The SLT, with support from the governing board, will ensure the effective and efficient use of these personnel.

Recruitment for teaching assistants and support staff will be based upon the requirements for the school and pupils, and will be regularly reviewed by the governing body. The recruitment policy supports our commitment to employ the best people that will bring added value to the school.

2022/2023	2023/2024	2024/2025
<p>Output from staff surveys confirms that staff feel supported and well-being is monitored.</p> <p>The performance management cycle is complete.</p>	<p>Opportunities for professional development are provided and a succession plan is in place. Staff are confident and successful in their teaching and curriculum leadership roles.</p>	<p>A supportive working environment is embedded in the school and staff are actively encouraged to develop the skills they need to be successful.</p>
Success Criteria		
<p>Staff feel valued and the performance management is effective in driving improvements. The school has a great reputation as a workplace with low turn over of staff. When job vacancies arise, they attract a high numbers of desirable applicants</p>		



Academic Achievement & Lifestyle

“Provide outstanding teaching to ensure our achievement is above national expectations, ensuring every pupil is maximising their potential.”

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Academic Achievement

The school seeks to maintain and improve upon its already high standards in Key Stage 1. Our aim is to explore further opportunities to benefit the children, such as outdoor learning, and at the same time narrowing the attainment gap for disadvantaged children, across all subject areas.

Teaching staff continue to review current methods and seek new sources of best practice through partnerships with external bodies and links with other schools. The use of performance data will be the basis to strategically plan and improve outcomes for both our pupils and the school. The data will also be used to identify appropriate interventions that will raise the attainment of children that may be falling behind and to challenge children that are exceeding expectations. The school continues to stay abreast of developments within the National Curriculum and the Ofsted framework to ensure that all requirements are met.

Lifestyle

At Wootton Bassett Infants' School, we promote personal wellbeing and development through a comprehensive taught programme of Personal, Social, Health and Economic (PSHE) education that gives children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

The promotion of a healthy lifestyle through exercise in the form of sport, dance and a balanced diet is encouraged throughout the children’s time at school. Our children learn about healthy eating and we work with our catering partner to provide free lunches that are both healthy and interesting, with seasonal menus and themed days which help support national events and learning topics.

2022/2023	2023/2024	2024/2025
To implement new phonics programme and achieve high quality learning.	Phonics programme and maths mastery approach is embedded and children are fluent readers and confident mathematicians. The number of interventions are falling and attainment is in line or better than national expectations.	Outdoor learning and access to continuous provision is embedded across the school. Children are confident, independent learners and communicate effectively with each their peers and adults.
To secure firm foundations in number sense and fluency.		
To develop use and impact of continuous provision in EYFS.		
To embed outdoor learning		

Success Criteria

Children are active learners and make good progress from their starting points. Quality First Teaching is evident across the school and attainment is above national expectations.



Pupils and Parents

“Inspire our children to be independent, curious and confident.”

“Promote high standards of behaviour where all members of the school have due regard for the feelings, wishes and rights of others.”

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Pupils

Pupils are continually encouraged to take an enthusiastic attitude towards learning and the development of a love of reading and the arts and crafts encourages this. We recognise the importance of play to help in the development of the whole child. Our aim with this approach is to ensure that the children are happy, confident, feel successful and are motivated in their learning. The children are allowed to thrive and develop in a relaxed, friendly and cosy atmosphere.

Children are provided with a rich and broad curriculum and are encouraged to be confident in communication with each other and the staff. As well as the core methods of communication, such as speech and writing, we aim to ensure that our children are sufficiently prepared for future education and beyond through the use of technology.

The school behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We apply this behaviour policy in a consistent way throughout the school community to encourage children to become positive, responsible and increasingly

Parents

Parents are encouraged to work in partnership with the school in the development of their child, thus strengthening the bond between school and home life.

The school provides a range of opportunities for prospective parents to have a look around, including an annual open day whilst children are at work and play. Tours are given by either a member of the SLT or one of the governors and this provides the opportunity to ask questions.

The school provides parents with all the information they need to support their child through various media, including the school website. We continue to develop and update the school website as our primary information source for parents supplemented by other means of communication including text messaging and social media.

2022/2023	2023/2024	2024/2025
Explore new ways to further improve home/school relationships and seek feedback from new parents in relation to the induction process.	Build on the successes of the previous year in induction and topic specific engagements. Pupil numbers are sufficient to maintain six classes.	Wootton Bassett Infants' School is first choice for parents and classes are fully subscribed.

Success Criteria

The school and children are highly regarded by the local community. Open days and other events intended to enhance links with parents and the wider community are well attended



Community

The school seeks to enhance its relationship with the community through activities such as the Christmas Carol Concert and cluster school sporting and music events. Our children can be seen regularly visiting our High Street; viewing the buildings of the town, alongside visits to the local library and church. The school also visits the local Chinese Restaurant as part of their learning activity for Chinese New Year.

The school is actively involved with the community and has close links with local nurseries and schools, predominantly Old Court Pre-School and Noremarsh Junior School, alongside many other settings. The children and teachers regularly integrate with our partner schools through shared events and activities and we will continue to develop such relationships to ensure children have a smooth transfer from pre-school and onwards to junior school.

Community volunteers are also a big part of the school. Whether past parents, governors or other member of the community, we will continue to encourage and support our community volunteers, ensuring that they feel valued when taking part in, and supporting school activities.

Facilities and Budget

Following significant capital expenditure over recent years the school has benefitted from four new classrooms, a purpose built library and complete renovation of the outside space. Walls are used to display the children’s work and bright, colourful displays can be found in all shared spaces. The older building continues to be monitored, maintained and improvements completed as funds become available. The school recognises and thanks the school PTA (Parent and Teacher Association) for their tireless fundraising, which has contributed towards additional equipment for the classroom and playground areas.

Across the education sector schools are facing budgetary challenges due to lower birth rates, resulting in fewer pupils and further compounded by cost of living pressures, however the headteacher and governing body continuously reviews expenditure to ensure money is well spent and resources are used efficiently and effectively.

2022/2023	2023/2024	2024/2025
Promote the school more widely in the community to increase awareness and secure improved pupil num-	→	

Success Criteria
The school is recognised as being at the heart of the community and is fully subscribed.

Community, Facilities & Budget

“Create a safe and supportive learning environment with a broad and rich curriculum, ensuring creativity is encouraged in everything we do.”

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Mrs Alison Pass, Headteacher

DM

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