



Knights Templar Community Church School & Nursery



“Be the best you can be with a zest for living, a thirst for learning
and a spirit of kindness.”



Strategic Plan 2021 - 2024

Foreword

We are pleased to present our Three Year Strategic Plan for Knights Templar Community Church School. Our intention in developing the plan is to set out and communicate our vision, ethos and long-term direction for the school, so that we are all clear on where we are going and what we are trying to achieve.

The first stage is to ensure that our school leaders have a thorough self-evaluation process, which identifies what we are doing well and what we need to focus on to improve. This is summarised in our school SEF (Self-evaluation form.)

The strategic plan is complemented by the School Improvement Plan (SIP), a short-term operational plan extending over a period of 1-2 years. The SIP is developed by the staff team and led by school leaders, setting out in operational terms how the long-term strategy of the school is to be achieved, through our **intent**, what we want to achieve, the **implementation** of strategies to achieve the intent and identifiable measurable **impacts** on the quality of teaching and learning. Its audience includes stakeholders in the school, children and their parents, staff, governors and external school links.

We continually update our plan considering the views of parents, pupils, staff and governors. The feedback forms part of our self-review process and feeds directly into our Improvement Plans, as we strive to provide the highest levels of quality first teaching and learning.

The plan will be reviewed by the Governing Body in the first half of the Autumn Term.

THE STAFF AND GOVERNORS WILL WORK TOGETHER TO ENSURE ALL CHILDREN LEAVE KNIGHTS TEMPLAR AS CONFIDENT LIFELONG LEARNERS AND RESPECTFUL CITIZENS

Community

Just over half the children in West Somerset, compared to almost 70% nationally, achieved a good level of development at the end of reception in 2015/2016. Too many children do not achieve the Early Learning Goals in speaking, reading, writing and numbers. This means that when they start school these children need to make a lot more progress to keep up with other pupils. Their learning may continue to be delayed later in their school life, unless rapid progress is achieved.

The West Somerset Area was scored as the worst area for social mobility; second worst on the Early Years Social Mobility Indicators and first on Adulthood Social Mobility Indicator. It is a high retirement area, with little or no skilled employment and a high proportion of seasonal employment. West Somerset became an Opportunity Area in 2017 with the aim "Children in West Somerset will begin school with a strong start, with the proportion achieving a good level of development rising to above the current national average."

Ofsted Rating

In the inspection in February 2017 Ofsted rated the school as "Good" but noted that to improve Leaders and those responsible for governance should ensure that:

- *a greater proportion of pupils meet the national expectations in the Year 1 phonics screening check and can also apply their phonics knowledge more consistently when writing on their own.*
- *disadvantaged boys leaving the Reception Year are better prepared for key stage 1, especially in writing.*
- *attendance continues to improve, in particular for disadvantaged pupils.*

At Knights Templar Community Church School, our vision is:

"For each child to be the best they can be, with a thirst for learning, a zest for living and a spirit of kindness."

HOPE

- Their own spiritual awareness and sense of awe and wonder
- Ambition for themselves to live a full and curious life
- Their own life pathway, set with goals along the way and the belief that they can be successful

LOVE

- A sense of Christian right and wrong and to be able to make the right choices
- Fairness and generosity to other
- Care for their own physical and emotional well-being

COMMITMENT

- Independence, perseverance and energy in their learning
- Consideration, courtesy and manners at all times
- To be the best person that they can be

BELONGING

- Pride in themselves and their Church School community
- An understanding and empathy for other
- Respect for the different views and feelings of all citizens

Our School Ethos

School Aims underpin everything that we do. We believe that all people who come to our school, whether staff, pupil, parent or visitor, should be valued as individuals in their own right. We expect respect and courtesy from everyone in our school. Staff strive to provide a model of this behaviour and praise children when they show a caring and cooperative attitude. We teach children to be aware of the own actions, take responsibility for themselves and encourage independence. We understand that children need help in managing their emotions so children are helped to identify their feelings and think these through.

We have recently introduced a "relationships policy" which sets out the importance of all of our school-linked relationships, the role that we all play in supporting one another and the significant impact that this role modelling has on our young learners. This is closely linked to the Trauma Informed School training and subsequent approach that we have adopted to guide and support positive behaviours from everyone in our school.

Strategic Priorities

Provide excellence in Whole Child Education

- ✓ Maintain and sustain the passion for learning and teaching in the school, of both pupils and staff
- ✓ Provide opportunities to develop rounded individuals, to achieve a child's best potential
- ✓ Provide a motivating environment to sustain and develop the excellent staff, providing opportunities for development
- ✓ Ensure that progress and attainment are achieved within and across each year group, to ensure that we sustain and build on the outcomes of the Ofsted Inspection

Continue to Build on Community Partnerships

- ✓ Be an outward looking school, seeking relationships with the community to provide enriching activities and opportunities to develop and progress the curriculum

- ✓ Nurture and protect the SMSC (Spiritual, Moral, Social and Cultural) environment (links across ages, collaborative working, challenge time, collective worship)
- ✓ Foster positive and collaborative relationships between the school body (pupils, staff, governors) and parents, volunteers, church, immediate locality and the wider area

Provide Effective Use of Resources

- ✓ Manage the budget to make the most effective use of limited resources caused by a lack of income owing to school closures caused by the COVID situation 2020/2021.

Provide Effective and Committed Leadership, Governance and Financial Control

- ✓ Be proactive, and reactive to government policy and funding recognising uncertainties and challenges and making the best decisions for the school
- ✓ Embed high standards of strong and effective leadership, governance and financial control. Endeavouring to attract highly skilled and motivated governors.

Provide Effective staff development and succession

- ✓ Ensure good quality development opportunities are provided to staff in all departments and at all levels from high quality providers both within the local area and beyond
- ✓ Through quality development opportunities and effective mentoring, high quality staff are initially attracted to the school, retained and provide natural succession solutions.

Safeguarding

Is an absolute foundation for the school where the emphasis has been and continues to be delivering a safe, supportive and secure learning environment for staff, pupils, parents and visitors to the school. A place where all staff are vigilant and confident in dealing with all safeguarding issues.

Implementation, Monitoring and Evaluation

The strategic plan sets out four strategic priorities and gives long-term direction for implementation. The School's self-evaluation Form (SEF), School Improvement Plan (SIP), developed by the staff team describes how this strategy is to be implemented in the short to medium term.

Monitoring

The School Improvement Plan is reviewed and updated as progress is made against a monitoring-cycle, which is set up at the start of the year and forms an annual process of review and reform. Our quality assurance measure ensure that monitoring outcomes are actioned and the impact is measured.