

Strategy for 2023 - 2026

Introduction and purpose of our strategy

Introduction

Strathmore Infant and Nursery School is a LA community school in the town of Hitchin rated 'good' by Ofsted (March 2018). The current number of pupils on the roll is 199, of which 26 are in Nursery part-time. The school has a relatively new senior leadership team, teaching staff and governing board, and this context has provided a good opportunity for the governing board to develop this strategic plan.

The purpose of this 3 year strategic plan is to provide an overarching framework to guide the direction of continued school improvement, to guide investment into the school and to underpin the detailed operational plans for the school's future.

The development of our strategy

This strategy was developed by the governing body, in consultation with staff. Planning commenced in Spring 2023 after feedback from a HCC CSV visit in November 2022 with a focus on strategic governance. The governors and all staff met on 17th April 2023 and dedicated an INSET day to a strategy workshop, where we undertook SWOT analysis to develop the basis of the strategic plan. The strategic plan was further developed by a governor strategy working party, including the headteacher and deputy head, with final approval sought at the Full Governing Board meeting in July 2023.

Implementation and monitoring

The strategy sets out our overarching aims and priorities for the school, which will be developed and incorporated into the School Development Plan to cover the short to medium term implementation of the plan. The plan will be monitored termly through the SDP and fed back to the governing body.

Strategy review

We will review the strategy annually. This will be embedded into the annual programme of works. The strategy will be fully revised every three years.



Strathmore Infant and Nursery School

Our strategy 2023 – 2026

Nurturing Brilliant, Resilient Minds

As members of the Strathmore family, our children will grow intellectually and emotionally in a supportive and stimulating environment.
We foster a lifelong love of learning that is attentive to our students' needs and interests.
Our well-rounded curriculum promotes critical thinking, perseverance, and health and wellbeing.
They learn to value themselves, others and the world we live in.
Children are at the heart of our vision.

Our motto and vision

Our strategic priorities

Underpinned by our continued focus on

High quality education for all

A brilliant sequenced and progressive, broad and balanced 'Strathmore' curriculum

High expectations for all learners, including children with PPG and SEND through appropriate adaptations and holistic support

High quality Continuous Professional Development for all staff

Strengthening the school's role in the community

Strong engagement and partnership with parents and carers

Effective links with other schools / community bodies to enhance opportunities for children and ensure our school celebrates the diversity of our community

Purposeful relationship with Wilshire Dacre enabling collaboration and smooth transition

Strong, effective leadership

Strong leadership at all levels – governing board, SLT, subject leadership, pupil leadership

Effective financial leadership and commercial innovation to unlock opportunities to ensure long term financial security

Leading the way in environmental sustainability through our eco-school status, Forest school and the wider curriculum

Our values – *Be safe, Be kind, Be respectful*

Safeguarding

Equality, Diversity and Inclusion *including our commitment to anti-racism*

Wellbeing for everyone

High quality education for all

	A brilliant sequenced and progressive, broad and balanced 'Strathmore' curriculum	High expectations for all learners, including children with PPG and SEND through appropriate adaptations and holistic support	High quality Continuous Professional Development for all staff
Why this – where are we now?	<p>Embedded DfE accredited systematic phonics and reading scheme. Improved sequence of learning, core texts and clear objectives in our writing curriculum. Strong maths results. Work underway to develop a sequenced, progressive and holistic curriculum including forest school for all and our own tailored Strathmore PSHE curriculum.</p> <p>EYFS curriculum with strong 7 areas of learning evident within provision and core ambitions.</p>	<p>Reputation as school which supports SEND pupils well. Nearly all pupils make 100% progress in R, W, M or from their starting points.</p> <p>Positive impact on SEND pupils confidence and meeting EHCP outcomes. Established links with external advisors and follow guidance given.</p>	<p>Relatively new teaching staff, with newly appointed subject leads. Refer to gaps in staff audits? We have invested in quality CPD opportunities for staff this year including external support from HfL in EYFS, Maths and Literacy. We have also bought in professional support from a local company focussing on curriculum development. BPTAA award achieved in Spring 2022. Previous years have included vocabulary and retrieval training.</p>
What would great look like?	<p>Further develop more purposeful enrichment opportunities which are Strathmore specific - what do we want our children to have experienced before they leave? E.g. 7 things before they're 7.</p> <p>Increased outdoor learning opportunities e.g. LotC award, forest school, use of allotments built into curriculum mapping. Continue to ensure diversity is a priority within our curriculum.</p>	<p>Increased parental engagement and pupils continue to make good or accelerated progress.</p> <p>Continue opportunities for PPG and SEND to access enrichment.</p>	<p>Staff feel empowered to share their CPD and provide CPD to others. High quality, research based teaching and learning opportunities are explored and embedded into our Strathmore curriculum.</p>
Impact indicators <i>(how will we know if we're achieving our aims?)</i>	<ul style="list-style-type: none"> Maintain / improve results Clearly articulated curriculum for all subjects Evidence from monitoring visits Evidence from external visits – HIP, JARV, moderators, consultants etc. 	<ul style="list-style-type: none"> Maintain / improve progress of SEND / PPG children. Evidence from monitoring visits 	<ul style="list-style-type: none"> Training log Staff survey Evidence from monitoring Evidence from external visits – HIP, JARV, moderators, consultants etc.

Strengthening the school's role in the community

	Strong engagement and partnership with parents/carers	Effective links with other schools / community bodies to enhance opportunities for children and ensure our school celebrates the diversity of our community	Purposeful relationship with Wilshire Dacre enabling collaboration and smooth transition
Why this – where are we now?	<p>Termly workshops on wellbeing, phonics and vocab. Opportunities across the year for parents/carers to see their child's learning and be part of the school community. Strong and committed PTA (FOSSA). Community forum started in 2022 but low uptake, and feedback from parents is that they'd like to be more involved.</p> <p>21-22 attendance was lower than national at 93.4% however currently we are at 94.7% which is above national. This is after a strong focus on attendance and building communication with parents/carers regarding the importance of children being in school every day. We would still like to improve to above 95%.</p>	<p>Links with feeder school and some other local schools. Planned International Day - June 23. Some visits from local community such as local vicar, volunteers, etc. Relatively new SLT and teaching staff provides good opportunity to refresh and rebuild community links.</p>	<p>Good transitions for SEND pupils in particular. Visits planned in throughout Year 2. Providing all Year 2 pupils with visits to WD and not just pupils with SEND in 2023. Staff meetings planned and some shared training.</p>
What would great look like?	<p>Parents and carers aware of the breadth and depth of our curriculum through website, workshops, learning fairs, and consider recording to increase accessibility. Parent community actively involved in supporting the school through FOSSA, regular volunteering (such as reading, careers week etc) and one-off volunteering events such as grounds day/ trips.</p> <p>Leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education.</p>	<p>Increased communication and links with local secondary schools, Hitchin primary schools and schools further afield. Pupils to develop an awareness of diversity within our local community (local faith groups, charities etc) through the curriculum but also through visits, fundraising, assemblies, etc.</p>	<p>Increased opportunities for collaborative working such as staff training, joint community events, links with other subject leads.</p> <p>Further develop transition for all pupils in Strathmore such as Year 1 having an opportunity to visit WD as well as other visits in Year 2. Discuss communication, parent/carer engagement, and feedback from WD on preparation and transition of Strathmore children. Aim for annual joint community event between WD and Strathmore.</p>
Impact indicators	<ul style="list-style-type: none"> Annual calendar of regular parent curriculum events and volunteering. Maintained / improved parent survey results. Improved attendance statistics to be more in line with Hertfordshire targets of 96%. 	<ul style="list-style-type: none"> Annual calendar of regular community visits / events. Parent survey re: celebrating diversity 	<ul style="list-style-type: none"> Evidence of collaboration e.g. annual joint staff meeting / training / joint community event / sporting event for Y1 Developed and consistent transition plan. Feedback from staff at WD

Strong, effective leadership

	Strong leadership at all levels – governing board, SLT, subject leadership, pupil leadership	Effective financial leadership and commercial innovation to unlock opportunities to ensure long term financial security	Leading the way in environmental sustainability through our eco-school status, forest school and the wider curriculum
Why this – where are we now?	Relatively new SLT, middle leader team and governing board in 2022-2023. Leaders focus on upskilling staff to be leaders. Staff work collaboratively and seek support from colleagues to develop good practice. Governors provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school. Leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education. Regular volunteers. Eco-council ongoing and new school council in 2023.	Following a restructure in 2021, finances have been closely monitored by HT and governors. School finances are used wisely to improve CPD, curriculum resources and premises development. Unfunded staff pay increases, cost of living increases and limited funding in 2023 have impacted on what was previously a strong position. FOSSA is effective and has helped with contributions towards the school.	Eco-school status and Green Flag award achieved - renewed annually. Allotments created by parents/carers and being maintained by the eco-council and staff. TAs completing the RHS award. Staff member completing level 2 RHS award. Every class attends weekly forest school sessions for a term a year, which teaches pupils how to respect the environment and use natural materials as well as having a positive impact on wellbeing. The school understands how to reduce waste in school with compost bins, less paper used on displays, recycling, trophies and not certificates, etc.
What would great look like?	<p>All leaders feel empowered in their roles. Pupils understand that leadership is not just being part of a group and we can all be leaders. Governors feel confident to question staff about the curriculum and know how it is implemented across the school. SLT ensure further opportunities are provided for staff and pupils to lead effectively.</p> <p>We aim to be a school recognised for developing Early Career Teachers or those starting their teacher training.</p>	The financial strategy will be closely linked to the governor strategy and carefully monitored to ensure spend is linked to our school priorities. Potential ways of generating / improving financial income will be explored and pursued where commercially viable to ensure our future ideas can be implemented. Finance experience of governors strengthened.	Climate action plan in place (to include curricular and extra-curricular activity, procurement, adaptation and decarbonisation plans) owned by sustainability lead. Maintain Green Flag award, use RHS trained staff effectively to further improve our sustainability within school and the curriculum. Ensure our curriculum has a strong focus on sustainability (e.g. sustainability week, allotments being used to grow vegetables for our DT curriculum). Maintained / expanded access to forest school sessions. Key priorities such as reduced laminating.
Impact indicators	<ul style="list-style-type: none"> • Becoming a schools direct school or school identified for student teachers. • Governor – skills audit – strengths and continuous improvement across the governing board • Training records • Succession planning • Staff survey • Parent survey • External visits – HIP reports 	<ul style="list-style-type: none"> • Evidence of commercial innovation e.g. more partnerships / sponsorships / fundraising log • Clear evidence of decisions taken to reduce deficit 	<ul style="list-style-type: none"> • Maintain Green Flag award • Eco school status • Evidence from monitoring visits

Continued areas of focus

	Our values	Wellbeing for everyone	Equality, Diversity and Inclusion	Safeguarding
Why this – where are we now?	Renewed vision and values in 2022 developed with all stakeholders. Interwoven into our personalised PSHE curriculum.	Wellbeing of staff is good and leaders consider workload. This was a thread in SDP 2018-2021 and has formed a wellbeing culture. New PSHE curriculum prioritises wellbeing for all pupils.	SARG group created in 2020 with extensive research completed. Moved to EDI group in 2023 with EDI governor and EDI working party with school staff.	Safeguarding is effective and a priority at Strathmore. Systems are effective and consistent. Records are detailed, factual and actioned. Pupils feel safe at the school. Safeguarding review completed April 2023.
Next steps for continued development	Continue to embed our school values and ensure they are prevalent in all aspects of the school day and in all areas of the curriculum.	Further improving wellbeing for staff and pupils as evidenced in surveys. Creating overview document.	Anti-Racism audit to be completed May 2023. Renewed EDI action plan and policy. Annual international day.	Continually monitor changes to KCSIE and keep training and policies up to date.
Impact indicators	<ul style="list-style-type: none"> Evidence from monitoring visits Feedback from visitors 	<ul style="list-style-type: none"> Evidence from monitoring visits Staff survey Parent survey 	<ul style="list-style-type: none"> Implementation of equality action plan Evidence from environmental monitoring visits Evidence from external visits Parent survey 	<ul style="list-style-type: none"> Evidence from monitoring visits Evidence from external visits Parent survey Training log Up to date SCR