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| **OUTCOMES** | **AIM** | ***Our Long term vision and goals*** | | **Living healthy and well**  ***Every child is cared for and has the capacity to be more caring themselves*** | | **Learning skills for Life**  ***Every child has the skills and self confidence to make positive choices*** | **Love of Learning**  ***Every child has a positive attitude to learning and achieves the***  ***best they can*** | **Learning environment**  ***Every child works in an environment that is conducive to learning and reflects the school's ethos*** | **Looking beyond the horizon**  ***Every child is part of the wider educational picture and benefits from collaboration*** |
| **OBJECTIVES**  **TARGETS** | *The specific targets to achieve these aims* | | Every child can recognise and respond to what is appropriate behaviour in school and at home by:   * Learning to regulate their own behaviour and feelings appropriately * Establishing and maintaining good relationships with peers and others * Identifying what bullying is and where to get help from if needed * Knowing what is needed to be healthy through exercise and diet * Recognising the signs of stress in themselves and others and know what to do to help * Knowing how to recognise potentially unsafe situations and take appropriate action * Being able to access more support when it is needed through school and signposting to other agencies | | Every child understands themselves well and can identify with a local, national and global community by:   * Understanding what it means to have a Growth Mindset and be willing to learn from mistakes * Being supported to take risks and become more resilient in learning and in life * Being well-prepared for physical and emotional change in the future * Recognising discrimination and radicalisation and knowing how to challenge it * Having a good understanding of how to manage money * Developing an identity as a member of a Westbury Park house * Developing awareness of the rights and responsibilities of being a World and British Citizen | Every child is able to demonstrate an independent, deep love of learning and make links between subjects by:   * Developing thinking skills and philosophical thought * Learning through a broad and balanced curriculum that enables deep thinking to take place * Focusing on mastering English and maths skills that can be applied widely to different contexts * Focusing on music, art and creativity * Being provided with opportunities to extend and develop learning in English and maths * Being given early intervention to secure phonics, literacy and maths skills if needed * Using ICT as a tool for learning to give access to a world of knowledge and promotes science and technology | Every child works and plays in an environment that is fit for purpose and reflects the school's commitment to quality by:   * Creating new play areas for Early Years and in the Keystage 1 playground to provide challenge and creative play opportunities * Improving the school hall so that it can be used more flexibly and creates a pleasant place in which to eat * Refurbishing the Early Years space to be fit for purpose, including improving ICT facilities * Refurbishing toilets and washing facilities across the school to improve hygiene and health * Creating additional group rooms and a library to enhance learning * Providing high quality school meals | Every child is part of an organisation that is making a significant contribution to improving outcomes for all children by:   * Developing new ways of collaborating with other schools in the North West of Bristol * Sharing good practice from our school with other schools to help raise standards * Training aspiring middle leaders through courses at this school in the first year and in other institutions in the second year * Creating a sustainable model of school organisation that ensures succession planning is in place for key leadership roles * Developing links with secondary schools and universities to enhance action research projects |
| **PROVISION** | **EDUCATIONAL STRATEGY** | *What are we going to do to reach meet these objectives?* | | * Give children opportunities to express concerns and learn resilience strategies through weekly circle time * Put in place a structured PSHE curriculum that focuses on fostering positive relationships, including mindfulness training * Introduce a curriculum strand to teach awareness of healthy eating and exercise * Monitor transition points [end of EY, Year 2, Year 6] effectively * Pupil Progress meetings focus on whole child's development, including attendance and lateness * Expand Gingerbread Club to allow access to more self esteem support * Behaviour code is enforced and parents are involved early in process * Identify routes for family support | | * Teach children the principles of Growth Mindset and the importance of being resilient learners, including inspirational speakers * Use the Six School Values to underpin teaching in Collective Worship and Class Assemblies * Challenge children to take risks and support learning as a consequence * Support children in making mistakes and learning from them * Deliver high quality Sex and Relationship Education to prepare children for next stage of life * Develop PSHE units on values, managing money and being aware of radicalisation issues [Years 5 &6] * Promote Rights Respecting Schools Award [RRSA] levels 2 and 3 * Create responsibility post for developing the house system | * Curriculum design takes into account the value of music, art and drama, whilst maintaining the best of the current curriculum plans * Develop marking and feedback to ensure that children are able to prove their learning by application * Enabling children who need early intervention to be targeted with teacher led interventions to close the gap in learning * Ensuring vulnerable groups of children are given targeted support with teacher led interventions to close the gap * Develop teaching and learning reviews to enhance quality of teaching and learning further * Tracking progress in year effectively to ensure progress is made * Using data to identify trends and show where there may be challenges | * Utilise opportunities for external funding streams to enable follow through of aims for improving the learning environment * Budget for some improvement each year as well as repairs and maintenance * Reviewing provision of school meals and maximising quality of food, service and environment when current contract expires * Draw up plans for re-developing Early Years teaching areas and outside space to create facilities that are fit for purpose * Draw up plans to complete improvements to play areas, including additional play space for Keystage 1 * Draw up plans for improving the hall, library and toilets, group rooms and front of school areas | * Collaborate with North Bristol schools in creating a structure for school improvement and accountability * Share good practice through the North Bristol schools structure * Develop shared staff training opportunities amongst North Bristol schools * Continue to offer aspiring middle leadership course and oppor-tunities to lead specific projects related to school improvement * Keep abreast of changes in Ofsted inspection frameworks and the role of the Regional Schools Commissioner * Seek collaboration with academic   institutions to develop action research work in school   * Develop links with Redland Green School |
|  | **AIM** | | | **Living healthy and well** | | **Learning skills for life** | **Love of learning** | **Learning environment** | **Looking beyond the horizon** |
| **PROVISION** | **RESOURCE**  **STRATEGY** | | *What will we need in order to meet these objectives?* | * Structured PSHE curriculum plan in place * Gingerbread Club funding and staff trained appropriately * Appoint parent liaison worker to support vulnerable families * Prioritise funding for offsite sports and co-ordination of activities * Funding for PP champion continues | | * Training for all staff in principles and practice of Growth Mindset * Fund resources and assessment for RRSA levels 2 and 3 * Residential visit enabling fund * Teacher focus on identifying risk taking and learning from mistakes in marking and feedback * Responsibility post for houses | * Review curriculum to ensure that creativity is enhanced through themed days and enrichment weeks * Prioritise developing ICT by increasing range and quantity of devices * Funding teacher-led intervention programmes * Responding flexibly to new assessment requirements | * Dedicated person to apply for alternative funding streams to facilitate improvements * Continue to apply for DfE grants * Budgeting to include an element of improvement as well as repairs and maintenance * Plans for hall, group room and toilet improvements | * Time for members of Senior and School Leadership team to engage with North Bristol schools to offer and receive school improvement strategies * Time for aspiring middle leaders to develop action research projects to drive school improvement * Diversification of income streams |
| **MILESTONES** | | *What steps will we need to take by 31st March each year to make sure we meet these objectives?* | **2016** | Circle time and PSHE is embedded in school culture.  Gingerbread Club expanded with trained staff | Training for all staff and Governors on Growth Mindset takes place  Create responsibility post for houses  RRSA level 2 preparation completed | New tracking and assessment systems accurately monitor children's progress  ICT strategic plan for whole school 2016 to 2019 is prepared by ICT leader | Refurbish EY rooms and group rooms above Year 2 and school hall upgraded. Playground development plans in place | Full involvement as a strategic partner in school improvement and accountability for North West Bristol schools. Succession plan in place |
| **2017** | Family liaison worker appointed to support families  Review of transition points to identify further improvements | Higher level training for staff to implement Growth Mindset  RRSA level 2 achieved  Teaching on radicalisation/values | Curriculum review identifies areas of strength and development once new National Curriculum is embedded in school practice | Develop Keystage 1 and EY play areas to create attractive play areas for imaginative and creative play. Attract funding to re-develop the library | Middle leaders course offered beyond the school to other aspiring middle leaders in North West Bristol schools |
| **2018** | Develop school grounds to enable children to grow own plants  Conflict resolution training | Teaching on radicalisation and values is embedded in curriculum  Preparation for level 3 of RRSA  Review of inspirational speakers | Monitoring of progress of vulnerable groups, including Black Caribbean children, shows that progress is good  Music, art & creativity enrichment week | Attract external funding to re-develop toilets and washing facilities in main building, including facilities for the disabled and improved accessibility | Developed links with other schools, especially Redland Green School, improve transition and collaboration enhances learning experiences |
| **2019** | Evaluate behaviour and discipline policies  Focus on healthy eating in enrichment week | Re-visit school values and adapt or change as needed  RRSA level 3 achieved  Review SRE curriculum resources | Develop further opportunities for music, art and creativity  Review STEM across the curriculum and through a range of enrichment activities | Attract external funding in order to  create additional break out rooms for small group teaching and 1:1 interventions | Strategic development of collaborative structures enable the school to contribute to school improvement more widely |
| **2020** | Absence recording is automated to improve accountability  Mindfulness training for staff | Child conferences on Growth Mindset and learning from mistakes  Determine new framework for teaching about money matters | New ICT strategic plan for 2020 to 2022 is prepared by ICT leader  Impact assessment of confidence and depth of learning by child conferencing | Attract external funding to re-develop the hall and serving areas to create more storage space and improve access to the hall for community use | School plays an increasingly significant role in school improvement and accountability that benefits many children |
| **QUALITY CHARACTERISTICS**  **(SUCCESS CRITERIA)** | | ***How will we know when these objectives have been met and we can celebrate?*** | * Behaviour is improved by early intervention [Parent Questionnaire /Child Voice] * Children actively take part in PSHE lessons and understand how to be safe in the real and virtual world * Circle time is embedded across the school and is effective * Children and parents manage transition points successfully and feel confident moving to a new phase of the school or beyond * Parents can access early support in school and be signposted to further support if needed * Absences and lateness is reduced and support in place to help families manage this better * Gingerbread Club is expanded so that more children can benefit from self esteem and mindfulness techniques to improve social skills | | * All children are confident to talk about taking risks in their learning and learning from mistakes * Residential visit feedback shows that these have developed resilience and Growth Mindset from children and parents * Marking and feedback shows children taking risks and learning from mistakes in learning * The house system is overhauled and is effective in promoting a greater sense of identify and belonging * RRSA levels 2 and 3 are achieved on time and embedded in school culture * Teaching of SRE, money matters, radicalisation and values is embedded in the curriculum and a clear progression of concepts can be mapped across the school | * Child conferences show that children are confident and deep learners who can apply skills to new situations * Challenging annual targets for progress and attainment are set and met * Children are given opportunities to develop their learning in English and maths with specialist teachers * Children who need intervention programmes are able to access these quickly and effectively * Vulnerable groups make good progress and almost all meet age related expectations * Black Minority Ethnic achievement is better than national BME outcomes * A robust and effective tracking system is in place to identify early challenges and the Pupil Progress Meeting programme identifies ways to provide appropriate support | * Learning environment meets the needs of the school community and enables maximum use to be made of the available space * Playtimes are improved because there are a wider and better range of play opportunities * Lunchtimes are improved by fresh and locally produced food being cooked to a high standard by dedicated school chef * Learning spaces are fit for purpose and have appropriate ICT infrastructure in place to support learning * Disabled access is improved and is clearly identifiable as a priority across the school * Front of school is fit for purpose and presents a smart, contemporary and high quality public face to the school | * The school is a key strategic partner in the North Bristol Schools organisation and drives school improvement and promotes accountability amongst the members of the group * A succession plan is in place to ensure continuity of high quality of leadership is maintained when key leaders leave the school * Aspiring middle leaders course enables new leaders to learn more about the strategic role of school leadership and creates opportunities for projects that impact on school improvement * Staff training is shared between schools and benefits all those involved * Children gain from being part of a bigger organisation and can learn by collaborating with others |

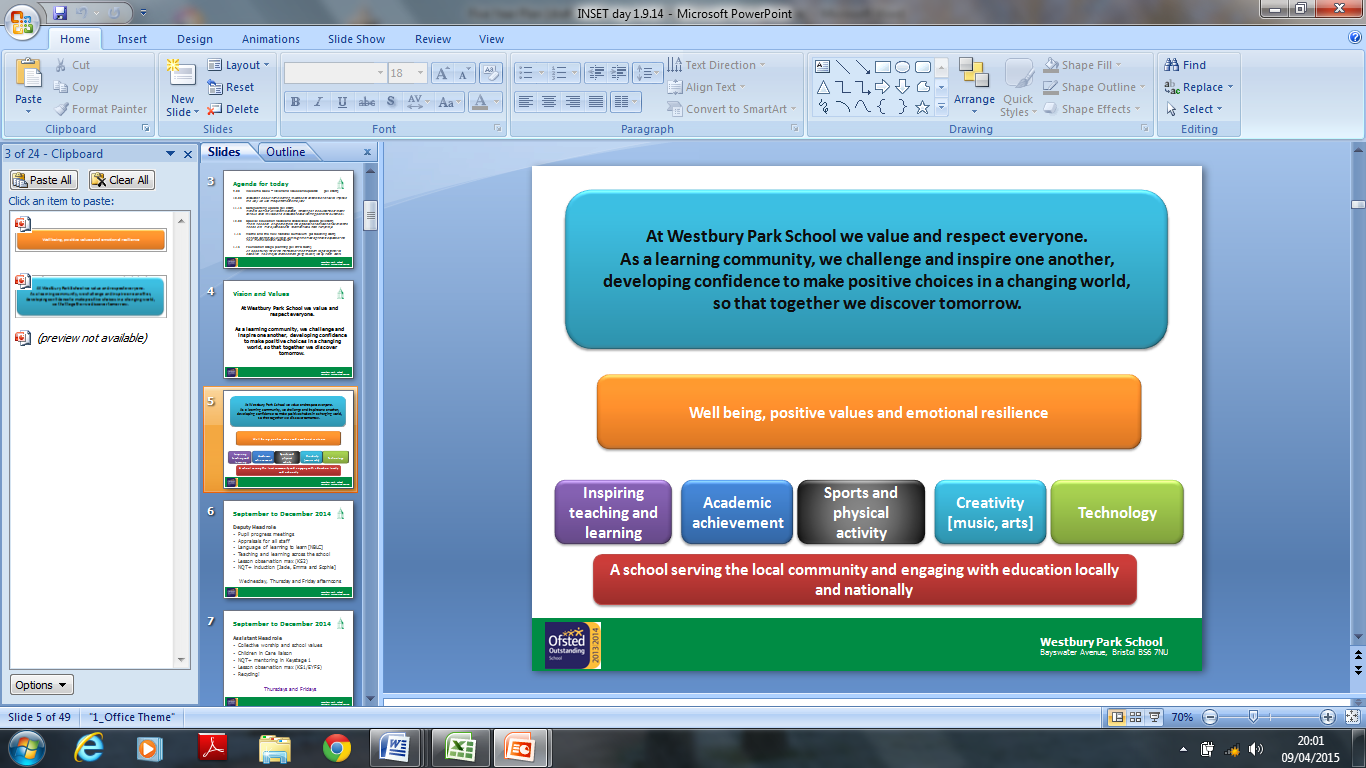


Fig 1: Westbury Park School Vision Diagram [2010]

**School Values**

**Love of learning**

* Enjoying learning and taking pride in our work
* Working hard and trying our best
* Developing interests and talents within and beyond the classroom
* Looking at mistakes as learning opportunities
* Sharing with others the excitement of new ideas and experiences
* Celebrating each others’ achievements

**Respect**

* Respect for others regardless of any differences
* Encouraging self respect and developing empathy for others
* Being polite to others
* Listening to and being considerate of the opinions and needs of others
* Caring for the environment in school, around Westbury Park, throughout Bristol and the world

**Kindness**

* Being fair and friendly to everyone
* Sharing willingly
* Treating others as we would like to be treated
* Remembering kind hands and feet and words
* Knowing when to compromise

**Forgiveness**

* Realising when we have done something wrong
* Saying sorry and really meaning it, so we can start again
* Trying our hardest to forgive others

**Trust**

* Being open and honest
* Feeling safe and secure
* Showing loyalty to our friends appropriately

**Responsibility**

* Knowing when to ask for help
* Being ready to learn
* Being determined and not giving up
* Listening and trying to understand
* Learning to make the right choices Fig 2: Westbury Park School Values [2014]

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Fig 3: Westbury Park School Model for School Improvement [2015]

**Experiences & Enrichment Offer**

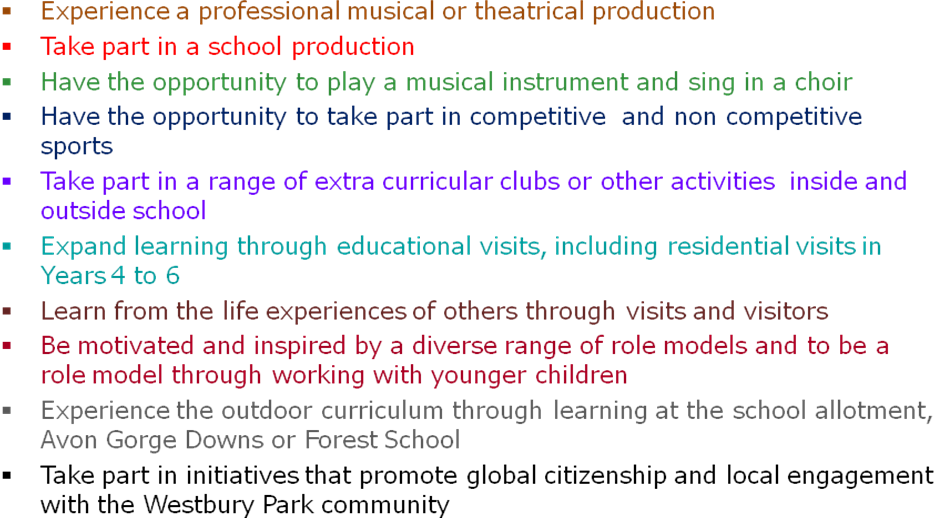
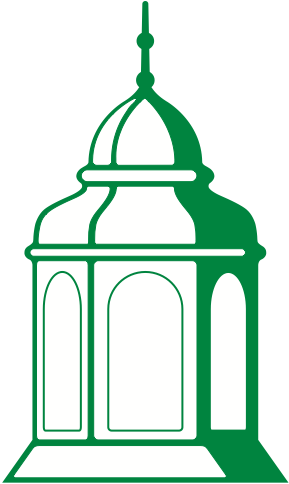


Fig 4: Westbury Park School Core Offer for Experiences and Enrichment [2014]

Westbury Park School 



Five Year Plan

*2015 to 2020*

*At Westbury Park School we value and respect everyone. As a learning community,*

*we challenge and inspire one another, developing confidence to make positive choices*

*in a changing world, so that together we discover tomorrow.*

*Prepared by members of the School Leadership Team, staff, Governors, parents and children between January and March 2015.*

*This plan was devised using our knowledge and understanding of education at the time but we are aware that the educational landscape may*

*change over the course of the next five years and therefore the plan may need to be refreshed in the light of these changes.*