



Governor Strategic Plan 2023-2028

We are a proud, reflective, 'community' primary school, who listen to stakeholders, seeking excellence and solutions to further improve. This document sets out our Strategic Vision, in consultation and with representation from pupils, parents, staff and governors.

Following our 'Good' Ofsted rating, in November 2021, our commitment and determination to educate, offer exceptional pastoral care and raise pupil outcomes, remains at the forefront of everything we do.

Our current main strategic goals are to:

- Be the local primary school of choice.
- Enable social mobility through cultural capital and academic progress.
- Use financial acumen and effective resourcing to fulfil the plan.

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1. Summary

In our ever-changing and developing world, we constantly consider our pupils' needs, community, environment and challenges that are faced, now and in the future, offering the strategy to positively embrace and better lives.

Our school philosophy, based on evidenced research, is that early life intervention is imperative in order for children to thrive, so that they gain the foundations needed, to develop and flourish. Our vision starts even before the children join us, as we collaborate with other agencies and pre-school provisions to ensure that our pupils have the best start to school life.

Every child is entitled to the best education and pastoral care. Our expectation is that they attend every-day to experience all that school has to offer. We invest in our pupils' futures and are passionate in creating social mobility, which significantly changes lives.

It is our intention that our pupils' destinations are aspirational and choice led. We aim to close the gap and make a difference, in all identified groups, addressing any circumstantial factors that can affect a child's future, including personal development, education and location.

Whilst our school demographic is rich and diverse, the socio-economic difference in West Cheltenham determines our drive to provide excellence, over and above, for all of our pupils, in order that they 'Aspire, Believe, Care and Achieve'.



2. Our Pupil Needs

Communication

Speech and language
Vocabulary
Expression
Presentation
Performance
Debate
Negotiation
English as an Additional Language
Literacy
Cultural themes and content
Adapt to audience

Broad and balanced curriculum

Core: Phonics, Reading, Writing, Maths, Science
Foundation subjects
Priority focus:
STEM
Computing Technology
Music
Art
Modern Foreign Language

Cultural Capital

Educational Visits
Residential
Use of local area
Pupil Interests
Extra-curricular activities
Cultural Capital Offer
Communication
Closing the Gap
Local community
Life Skills

Mental Health

SEMH
Young Minds Matters
THRIVE
External agencies
Positive mindset
Therapies
Mindfulness

Personal Development

Positive Relationships
Friendships
Rules and Routines
British Modern Values
Social, Moral, Spiritual and Cultural Development
Values: Perseverance, Positivity and Pride
Transitions
First Aid

Physical Health

Fine motor
Stamina
TEAM and competitive sports
Swimming
Outdoor learning
Orienteering
Playtime
Riding bikes, scooters
Cycling Proficiency
Dance
Health eating/drinking
Breakfast Club
Travel Plan
Daily Mile



Community and Sense of Belonging

Wentworth – Intergenerational project
Places of worship
Celebrating cultures
Local schools
PCSO
Boy's Brigade and Fuel
Forest School Learning Initiative
Glos Wildlife Trust
Everyman Theatre

Environment

Open spaces
Forest School
EYFS areas
Gardens – flowers & wildlife
Grow fruit and veg
Eco-friendly
Sustainable living
Climate change
Outdoor structures
IT Green Room
Role-Play
Library
Displays
'Legacy Projects'

Challenge and Support

Equality
Difference & diversity
Gender
Special Educational Needs
More Able
English as an Additional Language
Minority Ethnic Groups

Addressing mobility through thorough assessment, quality first teaching and intervention

Destinations

Local Secondary Schools
Grammar School - 'Shaping Futures'
Further Education
Aspiration – 'Do or be who you want to be'

Finance
Business
Enterprise
Money management
Careers
Apprenticeships
Trades
Vocation

Pastoral care

Nurture
Keeping safe
Maslow's Law
Engaging Families
Restorative Justice
Time 2 Talk

3. Vision, Mission and Values

Our Vision is for everyone to '**Aspire, Believe, Care and Achieve**', as we:

- Encourage pupils to **ASPIRE** and aim high - personally and academically.
- **BELIEVE** that everyone deserves the same opportunities; foster self-belief, core values and learning skills to be a successful learner.
- Work in a happy, safe and **CARING** learning environment.
- **ACHIEVE** our aspirational goals and targets.

Our Mission is to:

- Develop the whole child through **personal development**, the **curriculum**, **cultural capital** experiences and opportunities, to enable **social mobility**.
- Prepare our pupils to be **mentally and physically healthy, positive and caring individuals**, in order to thrive and lead happy, successful lives.
- Nurture **positive relationships**, supported through **effective communication, collaboration** and **networks**.
- Teach our pupils to be **engaged, productive and fulfilled citizens**, through our behaviour expectations, '**Be Ready, Be Safe and Be Respectful**'.
- Be an **inclusive** school community, promoting **equality** through our education and pastoral care, for our diverse demographic.
- Pupils **achieve national expectations**, or the **best outcomes** from their starting points.
- Work alongside **parents, carers**, external agencies and the **local community** to provide a '**family**' approach and celebrate success.

Our Values: Perseverance, Positivity and Pride.

These core values are at the heart of all that we do and how we behave. They are values that are used throughout personal development, learning and life. They are the driving force of our Vision and Mission.

- **Perseverance:** continuing to try to achieve a particular aim despite difficulties.
- **Positivity:** being positive in your attitude and focusing on what is good in a situation.
- **Pride:** being pleased or satisfied, when you, or people who are connected with, have done something well or own something that other people admire.

Achieving the Strategic Goals

4. Our People

'It's the People who make the Place!'

We pride ourselves on our **positive relationships**. It is imperative that people learn how to **communicate** and relate with each other. Positive attitudes are key to being **open-minded**, learning, **collaborating** and **making a difference**. As a school, we actively work as part of a **team**, with delegated **leadership** and plan for **succession**. Stakeholders are our **ambassadors**.

We are a school **family** and a proud, diverse and inclusive **community** school, where everyone is unique and special! The school invests in people and their futures, to ensure the best outcomes for all.

Pupils are respectful, kind and caring, with positive learning attitudes. They take responsibility as learning leaders, champions for subjects and areas of the school, such as librarians, play mentors and lead on new initiatives. We involve, compete and show-case our pupils in talent shows, performances, competitions, at school and within the local community. Pupil voice informs school improvement.

Supportive **parents, carers and families** want the best outcomes for their children, instilling the school vision, mission and values, participating in school events, projects, feedback and parent groups/meetings. They fundraise and are active participants in the school's improvement journey.

An experienced, compassionate, well-trained and highly skilled **staff team**, use relevant and up to date teaching and learning methods, to meet pupils' and identified groups needs in order to accelerate progress. Career professional development and networking opportunities retain and train new personnel, creating experts and champions. Curriculum and Middle Leaders are developed and share best practise. Staffing ratio meet pupil need.

Our expert **pastoral support team** work with children, families and external agencies to signpost and safeguard all. Nurture and care are central to our pupils', in order for them to become well-rounded individuals, develop and grow. Access is shared for adult education and support, promotes independent living and better life outcomes.

Governors are recruited and succession planned, to support, challenge and commit to everyone making a difference, ensuring the best outcomes for our pupils. Varied skill sets and experience share best practise and inform improvement.

Our school community will be represented in our Governing Board, Staff, School Council and other groups where voice is heard.

Action Plan

| | Objective | Action | Who | When | Evaluation |
|-----------|--|--|--|---|------------|
| Pupils | To engage pupils' as responsible leaders and active participants of school life and improvement. | School Council – class representatives are elected, a rolling programme is followed, class voice is heard, active planned projects (Eco) and outcomes celebrated. Pupil Curriculum Leads – take part in learning walks, pupils voice and celebrating subject areas. Houses – house captains are elected, house meetings are held, competitive events with whole school house competition and team work take place. Children lead charity days – awareness of good causes and other's needs. School jobs are awarded and actioned by pupils: dining hall helpers, play leaders, peer mentors, librarians, performances (class assemblies, seasonal, talent shows, music recitals, enrichment, gardening). | HT Cls DHT DHT HT & CTs | Sept Fortnightly RAPs Timetable Timetable AT1 Annual calendar | |
| Parents | To engage parents, carers and family members actively take part and be ambassadors of school life and improvement. | The FOHWPS actively fund raise to provide resources. Parent Forum or Champions are developed to share parent voice in school matters including VMV, school improvement and projects. Parents are involved in curriculum information meetings, class workshops, performances and assemblies, as well as home learning events. Age related expectations are shared in English, Maths and other subject areas through curriculum overviews, knowledge organisers and home learning provision. The Graduated Pathway: SEND, neurodiversity, mental well-being meetings, events and signposting shares relevant information and support. Parent voice is regularly monitored and feedback into 'You said, we did' feedback. Parents and extended family share skills, connections and expertise to support talents and careers information. | DHT HT/D HT CTs Cls SEND Co HT & CTs | Plan Annual Calendar Termly Annual Calendar Termly Termly TBA | |
| Staff | To delegate leadership and accountabilities and provide succession plans. | Recruit the best staff against our essentials and desirables. Staffing ratio meet pupil need and our highest value resource. Review staffing structure with Governors to enable middle leadership, retention and succession. Retain staff through training: safeguarding, GLOSSI, CLP, networks, moderating. Support workload and well-being through audits and discussion. Share best practise, supporting other schools, training school – SEMH and Behaviour Management. Research based reading and piloting in classes: interventions, EEF. Relevant teaching and learning through GLOWMATHs transformaths, NCTEM. Technology and AI training and information sharing for improved teaching and resourcing of lessons. Child-interest led content, pupil voice to inform fun and engaging lessons. Curriculum Leaders take part in 'deep dive' sessions to enable confidence and clarity in their work. Middle Leaders are developed and peer coach others. (Paul Dix - Behaviour, Curriculum, Monitoring, NQPSL) | HT Govs HT SLT/ CTs Cls | On-going SDP RAPs | |
| PST | To provide the best support children and their families in pastoral care. | Recruit and retain pastoral staff to increase capacity and build the team. Provide nurture when needed based on pupil needs e.g. breakfast, group. Keeping safe work to accompany PSCH/E/RSE/E-safety, links with Child Protection and social care. Early help intervention – working with families to prevent escalation – as well as referring. Engaging families in EH, adult courses, sign posting, coffee mornings and self-help. Restorative Justice approach used to support pupils/adults where needed; prevent conflict and deal with issues. Increase capacity for Time 2 Talk to more pupil groups. Invite external agencies into school as supportive community 'fair' in the hall – enable access to help and advice. | DHT DHT FSW | On-going When needed | |
| Governors | To increase capacity in Governance and delegated duties. | Recruitment – full governing board sought from range of backgrounds and skill sets. Governors training in place – safeguarding, basic and subject specific. Skills audit and matrix. Distributed leadership according to strengths in subject areas. Subject visits to school as well as other school events to experience school life. | HT/CG Clerk | AT1 On-going AT2 AT1 on-going Timetable | |

5. Our Place

'There's no place like school!'

Our school premises are **well-maintained** and developed, **with eco-friendly** and **sustainably cost-effective systems**, providing the **best learning environments, indoors and out**. Our location is well signposted and has **'kerb appeal'**.

Capital Projects are annually planned to maintain and sustain the school buildings, along with continued support from GCC. The school budget is used to enable effective learning environments. Bids and funding are sought to support costs.

Classrooms are spacious, light and airy, with natural décor. Learning resources and manipulatives are readily available for pupils.

Displays are welcoming, offer **learning walls** and share **pupil's work** to a high standard - celebrating a variety of subjects and learning. 'Learning without Lessons' is incorporated through the use of displays, timelines and technology. Displays are multi-lingual and inclusive.

Large **outdoor spaces** provide a sports field, trim trails, daily mile track, bikes and **well-equipped playgrounds**, with play-structure and a magical, mature, **forest school**. Our **Early Years outdoor area** provides learning and physical development opportunities, through play. Outdoor areas are developed for **play and gardening**.

Our **library** provides a quiet haven for **nurturing readers**, with a **variety of exciting books** and texts. **Author visits** and book signings, local library visits and visitors, as well as **bedtime stories** are regular events.

A **cookery room** and catering facilities provide enriching cookery sessions. Junior **'Master Chef'** funding is raised through collaboration with local businesses and festivals. **'Cookie club'** fundraises.

Apex **Signage** shares the school's location from the roadside. Areas are demarked and obvious to the eye.

IT and Green Room enables the use of technology.

Legacy Projects showcase pupil's work and collaborations – capturing special memories of school life.

Action Plan

| | Objective | Action | Who | When | Evaluation |
|----------------------------|---|---|---|---|------------|
| Capital | To maintain and sustain the school building. | Scheduled roof work in place. LED lighting bids and replacement. Ceiling tiles replaced. Window replacements. Heating system and heaters. | HT & SBM GCC | Work Plan | |
| Classrooms/ learning areas | To ensure that decoration is in order. Well-resourced areas in place. | Maintenance, painting programme in place to re-decorate classrooms and learning areas. Subject specific resources in place. | SBM | AT2 Y5 Y6 ST3 Hall | |
| Displays | To celebrate children's work and share learning in the environment. | Subjects allocated to boards – range of curriculum areas. Welcome multi-lingual signage. Classroom non-negotiables. Learning walls – consistent. 'Learning without Lessons' – History Timeline, QR codes. TV with celebrations displayed in foyer. | HT CLs HT SBM HT CTs CLs HT CLs HT SBM | AT1 AT1 Termly Termly Plan ST3 | |
| Outdoor | To effectively use the outdoor space for learning and recreation. | Maintain grounds – GCC. KS1 play structure (pirate ship) – fund raise/bid. Forest School – Badger den, bug hotels, swing, wildlife cameras. Play areas developed: mud kitchens, role-play, large games. Shaded areas – sails. | SBM HT SBM HT CTs CTs HT SBM | Work Plan ST5 ST3 ST5 | |
| EYFS | To enable play-based learning in and outside. | Mirrored learning areas outside as well as inside. Physical development: climbing, riding trikes, play equipment. Reading and writing opportunities. | CT HT CT CT | AT1 AT1 | |
| Play | To provide opportunities for speaking and listening. | Role-play room and reading area in KS1. Organised, labelled, shared resources boxes in storage. | HT CTs | ST6 | |
| Gardening | To teach sustainability and healthy lifestyles. | Vegetable patches maintained and planted by children at lunchtime. Fruit trees picked and fruit sold (donations) or used in cooking. Wild flower border within the school fence-line. Sensory herbaceous borders – Glos Wildlife Trust. | CTs TAs CTs TAs HT CTs TAs | ST4 AT1 ST3 | |
| Library | To provide a quiet haven for reading a wide range of texts. | Books sorted and re-organised. Fund and re order books. Relevant displays of authors, book reviews and text types. Author visits, book signings. Local library visits and 'bedtime' story events. | CL RAP | AT2 ST5 Annually Assembly | |
| Cookery | To teach the children how to cook as a life skill, as well as use in business enterprise fundraising. | New cooker and any resources needed in upstairs room. Staffing resources. Fundraising 'Cookie Club'. Junior 'Master Chef' – local business Creeds and Food & Drink festivals. Local restaurants visited for pupils to cook – pizza. | DT CL HT CM CM & CTs CL CTs | ST6 Termly Action Plan TBC | |
| Legacy Projects | To celebrate and share pupil memories. | The Cobalt Unit – Lion Club – Wentworth project. Willow sculptures. Swing, Bug hotels, Cameras and other forest school art – planned into lessons. | Y2 CT HT CTs | ST6 SpT4 TBC | |
| IT Green Room | To promote computing and technology; communication. | Bid for new PCs. Green screen, iPad and film equipment set up for KS2 role-play 'Kidzania'. | C CL SBM HT | 2025-26 | |
| Signage and 'kerb appeal' | To promote the location of the school. | Apex signage along the fence line – read from road. Forest school sign on external fence and internal gate access. | SBM HT SBM HT | ST4 ST6 | |

6. Our Purpose

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.'

We provide the **best quality of education** by teaching a **relevant, ambitious and progressive curriculum** making **learning fun and engaging**. Our **purpose** is to **accelerate pupil progress**, improve **social mobility** and **life outcomes** through our **curriculum, cultural capital offer** and provision.

Our school is **child-centred** in all we do and our **common interest** is to provide the **best pastoral and academic** education.

The carefully and **well-designed, progressive curriculum** offers a broad and balanced range of subjects, so that knowledge and skills learnt support the development of the whole child. This is regularly reviewed and adapted to improve learning outcomes, **using research-based, accredited schemes and programmes**.

Curriculum Leads receive **certification and awards** for dedication to subject areas such as The Arts Mark, GHLL, Mental Health Champions and Lead,

Priority focus on positive **mental health and well-being**, through THRIVE, Young Minds Matters, GHLL Healthy and Mental Champions School, with a Mental Health Lead. Elsa and other programmes are used to support SEMH. **Positive mindset**, self-regulation and calming techniques are taught and used.

Personal Development is a fundamental subject area that our school excel in. The **whole child** is considered and developed through positive relationships, respect and core values.

Our **Cultural Capital Offer** is fundamental in providing opportunities and experiences that will further develop the children's ability to make connections between our curriculum and their knowledge, skills and understanding of the world around them, as they navigate and demonstrate social and cultural expectations and awareness.

STEM is promoted through links to the RAF (rocket launch), science laboratory lessons at Pates Grammar School and visits to the Science Festival and other local business links.

Technology is used in lessons, as well as online practice and retention tools, for example in phonics, number and times-tables, and beyond. **Computing** and tech collaborations with the Cyber Hub, Pates Grammar School and Cleeve Resource Hub enable up to date teaching and learning.

The **Arts** skills and talents are developed and show-cased, leading to performances, recitals and recognition.

Communication is a vital for the development of a child and a key driver in **social mobility**. The ability to be able to organise and retain information and thoughts, talk about, discuss, present and debate **cultural capital** themes through a variety of curriculum subjects, is key at the appropriate social and cultural times, depending on the **audience** and the need. **English as an Additional Language** and **Modern Foreign Language** are taught and then supported through online schema and APPs.

We are **proud** of the **accelerated progress** made by our pupils from when they start with us. **Key stage 2 outcomes** are ever-increasingly in-line with **national expectations**. Pupils transition to a range of secondary destinations including **grammar school** pupil placements.

Our school focuses on **achievement for all**. We intend to close the gap and accelerate progress in groups: Gender, More-able, Special Educational Needs, Pupil Premium and English as an Additional Language.

Destination links and networks with **local secondary schools** and in particular the 'Shaping Futures Programme' with **Pate's Grammar School**, offer amazing opportunities for our pupils to experience the **transition** and facilities of secondary school life.

Sport is a **strength** of our school, with **sportsmanship, skill and competition** linked to house events. We collaborate with other schools in **swimming** and competitive sports. Our **Travel Plan** supports movement 'scoot, ride or walk' to school, with **Balance-ability** in Reception Class and **cycling proficiency** lessons in upper KS2. Accessing local areas – linking cultural capital to cycle paths, visiting farms, parks. Outdoor learning is promoted and part of provision.

Business and Enterprise Projects teach **financial** knowledge, skills and understanding, open doors into **careers** and **securer ways of living**.



Action Plan

| | Objective | Action | Who | When | Evaluation |
|--------------------------|---|---|--|---|------------|
| Curriculum | To provide the best quality of education through a relevant, ambitious curriculum. | Well-designed, progressive, relevant, broad and balanced curriculum remains in place. Phonics, GPS, reading, writing and maths – fundamentals taught daily. Curriculum reviewed, updated and adapted for the needs of the pupils, using research-based accredited schemes. (Sounds Write, KAPOW, Collins, Language Angels) Resources accessible and improved to support teacher workload and well-being. Curriculum leads train and become experts, leading and monitoring, associations and awards. Priority focus subject areas: Personal Development, Physical Health, STEM, Computing, Arts, Business/Finance. See Below and SDP. | SLT CLS CTs CLs/SLT | SDP RAPs Timetable | |
| Cultural Capital Offer | To promote social mobility through cultural opportunity and experiences. | Cultural Capital Offer reviewed and updated – see CC Offer for more details – rolling programme. Whole school timetable of visits and visitors linked to the curriculum. Extra-curricular clubs: girls and boys' football, science, art, sport, Young Voices, dance. Wentworth – Intergenerational Project in collaboration with the Everyman Theatre. Cheltenham Festivals: Science, Music, Literature. Y6 residential. | SLT CTS Y2 Y6 | AT1 On-going ST3 On-going ST6 | |
| Communication | To address on entry baselines, improve vocabulary acquisition and support children with EAL. | LA links to fast tracked Speech and Language teaching and learning support. TAs trained and liaise with speech specialists. Vocabulary taught daily through phonics, GPS and other subjects. Knowledge Organisers share knowledge and new vocabulary for subjects – in school and home. English lessons are teach effective communication explicitly. Children take part in class assemblies, performances and plays – reading and speaking with expression. Reading in class and presentations are regularly practiced instilling confidence. Debate is planned in lessons and as part British Modern Values – democracy and liberty. Techniques to share support and challenge are evidenced in lessons. Persuasion and negotiation skills are nurtured in lessons and play. English as an additional language is addressed through phonics, modelling, support, APP. Make links with other schools with different demographics: Turkey (online); Local independent school. Plan for children to speak in front of different audiences: class, whole school, parents, visitors. Use local school stage for performances in school and on a local stage. | SENDCo CTs TAs CTs CLs CTs CTs CTs CTs SLT CLS CTs CTs CTs HT CLs SLT | On-going Daily Unit Ongoing Assembly timetable Ongoing Events calendar Ongoing Ongoing ST3 Calendar | |
| Mental well-being | To be mental health champions and advocate mental well-being. | THRIVE intervention. Young Minds Matters – referrals to support and class/school visits. GHLL pupil survey feedback informs next steps plans. PST work towards and evidence Mental Champions with GHLL. Mental Health Lead awarded to trained member of staff. Positive mindset, self-regulation and calming techniques are taught and used. | SENDCo CTs PCL FCW SENDCo Ongoing | Termly Ongoing Annually ST6 Ongoing Ongoing | |
| Personal Development | To develop the 'whole child' to become a participating citizen. | Behaviour expectations and rules 'Be ready, be safe, be responsible' shared, Class Charter agreed Positive Relationships built over time with all – rooted in mutual respect. Friendships – assemblies, playtimes, play leaders, friendship bench and stop. PSHE and SRE curriculum taught and improved; includes First Aid and other life skills. British Modern Values: assemblies, displays, events, debate and votes, link to school council. Social, Moral, Spiritual and Cultural Development – taught through RE, assemblies. Values: Perseverance, Positivity and Pride shared throughout school and referred to regularly. | SLT PCL All | SDP RAP | |
| Physical Health | To ensure that children learn how to live healthy lives, exercise and enjoy competitive sports. | Sports Curriculum – reviewed and adapted. House sports events – competition. Sports Day – team athletics. Swimming at Cheltenham College. Travel Plan: Big wheel week, bikes and balance bikes, bike shed and scooter racks, local area adventures to use the cycle paths, cycling proficiency. Daily miles and regular movement breaks. Healthy eating is promoted through cooking lessons, feedback-led menus from pupil questionnaires, tasting menus, music recitals and entertainment whilst dining. Orienteering and Forest School – outdoor learning. Gardening and growing food – links to 'Place'. Cheltenham Football Club – lessons and club visits. Gloucester Rugby Club – lessons and club visits. Move More – lessons and after school clubs. Competitions and local school links. See Sports Strategy for further details. | Sp CL CTs | Sports Strategy Calendar Timetable | |
| STEM Computing | To teach STEM and prepare our pupils for future career and awareness. | Links with local business and national events e.g. Cyber Hub, Road to RIAT, Pates Grammar, Science Festival. Seek STEM Governors. Audit and purchase over time new technology, including coding equipment. Buy more iPads for whole school use. Maintain laptops and regular server cleanse. Science club – after school. Science experiments, Planetarium as part of curriculum or whole school rewards. | Sc CL Govs Sc CL HT HT SBM Sc CL | Ongoing ST4 Ongoing AT2 AT2 ST3 AT1 ST4 | |
| The Arts | To expose pupils to 'The Arts' as part of cultural capital offer. | Art Curriculum – skills based – reviewed and updated to the need of the school. Artists, musicians, performers invited into school. Visit art galleries, theatre e.g. ballet, Drama club and link with The Everyman Theatre. Compete at Cheltenham Dance Festival. Music recitals – Violin, Ukulele and Piano recitals for parents, visitors and Wentworth. Local church events – singing and playing instruments. | A CL A CL CTs CTs Tas Sp CL TA TA | Termly Ongoing CC offer ST4 ST3/4 Termly Annually | |
| Business and enterprise | To teach financial knowledge, skills and understanding, open doors into careers and securer ways of living. | Business and Enterprise Projects: 'Cookie Club', '£1 Club', business days to raise money through fairs and events. Banks visit school to talk about opening accounts to save money. Charity events – Houses. Parents and visitors share how they started businesses – inspirational talks. 'The Apprentice' business workshop with St Edwards sixth form business students. Work with Gloucestershire College to link students with pupils to collaborate in vocations and trades. | CTs HT DHT | Ongoing Annually Termly Ongoing | |
| Transitions Destinations | To enable aspirational and choice led destinations. | Local secondary schools: All Saints 'Taster Days', 'Shaping Futures Programme' with Pate's Grammar School, as well as Language day, Science Lab, performances. Link with Glos College for students to talk about career aspirations in beauty, business and trade. Careers fair: promote trade, business, vocation, apprenticeship and further education. Re-visit links with the University of Gloucestershire. | Y5 Y6 CTs HT HT | Annually | |

7. Our Partnerships

'It takes a village to raise a child!'

As a community school, we form positive relationships and work with local schools, groups and businesses. **Engagement and Communication** is important to share best practise, learn from others, reflect and celebrate our successes, to promote our school.

Collaboration, communication, engagement and celebrating our success raises the profile and reputation of our school.

Community and Sense of Belonging

Our collaborations are embedded as we extend links and networks to others.

Communication

The website and social media reflect the amazing work of the school, as well as impact.

An 'Alumni' section to celebrate pupils' academic achievements.

'Good News' and impact is celebrated in newsletters, e-books, on social media and in the press.

We **reflect** as stakeholders, visitors and public feedback informs change.

Action Plan

| | Objective | Action | Who | When | Evaluation |
|----------------------------------|---|---|----------------------------|---|------------|
| Community and Sense of Belonging | To participate as citizens as a part of the local community. | Cultural Capital Offer – networks and links Wentworth – Intergenerational project with Everyman – Year 2. Places of worship – Interfaith week Celebrating cultures – display in corridor- visitors share special festivals. Local schools: Cheltenham College – swimming; CLP schools - CLs, Pates Grammar 'Shaping Futures', Languages Day, Performances, Science Laboratory, All Saints Academy – 'Taster Days', performances. PCSO, Fire Safety – People who help us – build positive relationships. Boy's Brigade and Fuel Groups – joint fundraising. Forest School Learning Initiative – prevent 'Nurture Poverty' and embrace outdoor learning, life skills – shelter and fire safety. Glos Wildlife Trust – develop outdoor areas and free visit to Robinswood Hill. Everyman Theatre – Tickets for PP children to attend the theatre. Cheltenham Festivals – PP tickets for shows and events. Dreamscheme – children go to places in the local community to experience fun and engaging activities: strawberry picking, trampoline park, ice-cream parlour, theatre. Young Minds Matters – fast track referral and SEMH support. Cheltenham Football Town – mixed and girls' football. Gloucestershire Rugby Club – class lessons. Read for Good – books for schools' scheme. Share art and other work in local doctors, dentist, shops, hospital and public places. | All Y2 CT CLs CTs | AT1 ST3 AT2 On-going TBC Ongoing Ongoing AT1 – ST6 ST3 ST6 Ongoing Ongoing Ongoing Ongoing ST4 AT1 Ongoing Termly | |
| Communication | To share and communicate our 'good news', successes and impact. | Website – statutory and updates on other areas to reflect the current school best practise. Social Media – regular posts on most popular sites including films. Alumni and destinations shared on website. Newsletters – monthly; calendars, menus and reminders weekly. E-Books used to share impact of school term, events and subject areas. Contact local press to share 'Good News'. | HT Gov | Termly Weekly | |
| Feedback and reflection | To use feedback to inform improvement and change. | Questionnaires: Staff, pupils, parents and governors. Questionnaire to parents relevant for areas needing change in school or consultation measures. Quotation notes for visitors and the public. | HT SLT All | Termly When needed | |

'Our school is full of community engagement and heart!'

