



Lighthouse Schools Partnership
Flax Bourton CE Primary School

Strategic Plan 2022 –2027

Vision¹

The school where '*Flaxiness*' thrives:

- A rich outward looking education and engaging learning opportunities, which children love, in a welcoming environment where all flourish.
- An inspiring school, where children are active learners on a site that creates a rich and exciting curriculum
- Staff feel well supported, recognised, valued, developed
- A well managed school:
 - recognised for its inspirational leadership, strong governance, financial stability and integrity, proven high standards of teaching and professional excellence
 - that works in partnership with LSP Trust contributing experienced staff and leadership for mutual advantage
 - with a reputation as a desirable employer where all teachers would love to work and all schools want to recruit from
 - that practices environmental responsibility in all its activities
- Parents are delighted in their choice of school and want to be fully involved in school life
- A school that is valued for its part in developing a cohesive local community
- A school where Christian values and ethos underpin a caring, inclusive culture and approach to education.

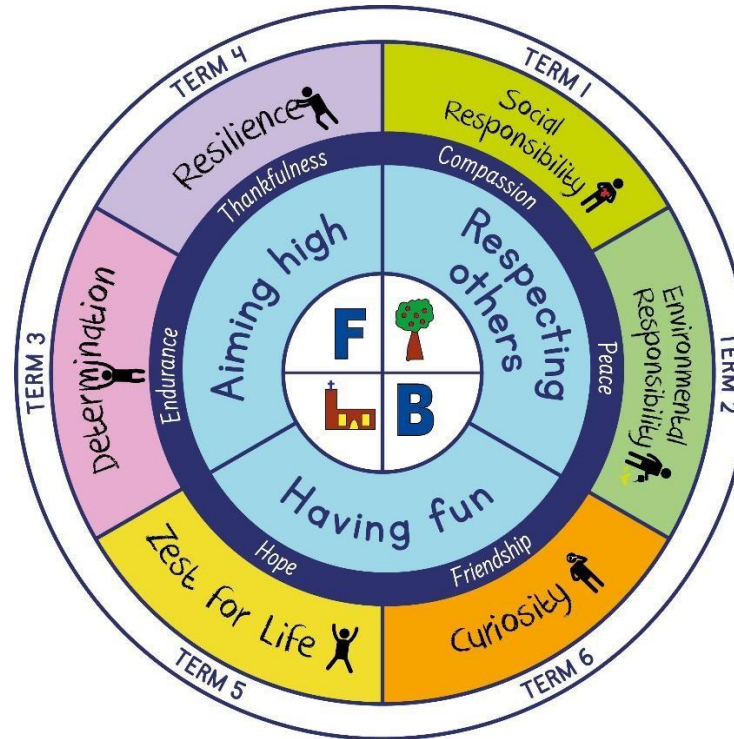
Ambition

- Happy, caring pupils taking the '*Flaxiness*' values with them as they progress in life
- A curriculum that inspires curiosity, zest for life and a love of learning
- Highly engaged staff at the forefront of their profession, taking an active role in collaborating, supporting and sharing across LSP
- Recognition for professional standards achieved by inspection bodies
- Parents actively involved in school life
- High levels of satisfaction, engagement and wellbeing across all stakeholders
- Excellent reputation and strong links within the community
- Active governors with wide ranging skills and experience and links into their areas of the community.

¹ Vision The school's vision should, in a few sentences, describe what the school will look like in three to five years' time (NGA glossary)

School Ethos and Values

Aiming high, respecting others, having fun.



Growing together, towards life in all its fullness

Strategic Aims

Aim 1: Full education (LSP SO1)

- enables every pupil to thrive at school, with all children including SEND making good progress across the whole and extended curriculum
- builds on the environment in all its senses as central to learning inside, outside and wider
- is recognised as successful and a centre of excellence by all stakeholders from parents to external accrediting bodies
- has a curriculum underpinned by the school's ethos and values.

This will be achieved by:

- aspirational teachers and staff who support individual learning needs with appropriate resources and professionals
- using an inspiring school site, where children can be active and learn about the environment
- collaboration with LSP and other providers for excellent CPD offers and recognition from professional inspection bodies
- creating an engaging and creative curriculum that promotes an inclusive culture including community links with the church and wider community

Outcomes and actions by 2025 and beyond:

Short term (2023)

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- Data outcomes to remain exceeding National and in line with LSP averages.
- Inspection bodies to recognise Flax as at least Good with Outstanding features
- Outdoor learning a feature of the Flax Curriculum and maximising the use of the school site whilst effectively covering the curriculum and enhancing pupils learning experience and enjoyment (LSP Education Strategy)

Medium term (2024)

- Flax teachers to become Lead Teachers/Moderators and lead on LSP priorities and CPD collaboration (LSP Education Strategy)
- SEND – all staff demonstrating and supported to deliver good and effective learning for all pupils through Universal Provision (LSP Education Strategy)
- Embed unlocking Letters and Sounds as Flax chosen SSP
- Identify a staff member and governor to lead on monitoring and reporting to LGB

Long term (2025 and beyond)

- Outcomes in English and Maths stay above National average levels with targets that are realistic but aspirational
- All children to make above expected progress in English and Maths
- Aspire that Inspection bodies recognise Flax as Outstanding
- Flax to have established eco school values and systems to be on track to achieve Net Zero.

Key measures

Education: achievement against RAPP and strategy outcomes; pupil learning outcomes; demand for places; results of inspections, SILP visit reports

Staff: level of CPD and training and development activity, number and quality of collaborative events, staff feedback; further measures under aim 2

Environment: high levels of use of all areas of the school estate for different learning activities; increasing evidence of environment responsibility values in pupils work and discussion; changing inclusive displays of pupils' work reflecting use and values; parents and FBSA involved in supporting activities, partnerships with Belmont Estate as a leading local centre for developing environmental education and 'hands on experiences' for children..

Monitoring governor(s) and link staff member: Kirsten Cunningham, Steve Lung

Aim 2: Wellbeing: pupils, staff, parents/families, community (LSP SO3, part LSP SO2)

To be a school where wellbeing is a key consideration in everything we do so that:

- Pupils feel safe, included, happy and in the best position to reach their potential including their social, emotional and mental health needs
- Staff enjoy their work, feel supported and safe, have the skills they need now and in the future, are valued and recognised appropriately, and choose to work at Flax Bourton
- Parents /carers and families feel listened to, a sense of belonging to the school community and engaged with as much of wider school life as they wish to including FBSA
- The community values having the school and the positive contribution to healthy community outcomes and building good relationships for a sustainable future
- The school ethos and values are experienced by all involved in school life.

This will be achieved by:

- Staff development and training planning, succession planning, safeguarding and SEND appreciation for all staff.
- Workload planning, working smarter and training to achieve this
- Supportive leadership at school and trust level, ongoing development conversations with staff including wider development opportunities across the Trust
- Communication and feedback channels for staff, pupils and parents to understand different group's needs:
- **Pupil voice** especially social, emotional and mental health needs
- **Employee voice**, to support engagement and wellbeing
- **Parent voice**, particularly areas concerning family and other issues impact on pupils' social, emotional and mental health needs
- Communication planning, community wellbeing and social activity (staff events, FBSA – fireworks etc., community use e.g. tai chi).

Outcomes and actions by 2025 and beyond:

Short term (2023/4)

- Pupil voice: identify and better understand pupil wellbeing from sources such as school council, learning walks and SILP visits.
- Enhanced LSP parent survey including appropriately reported qualitative data.

- Special and ongoing wellbeing events within programme of Wellbeing Wednesdays and wider.
- ongoing information gathering and monitoring: training and development needs – staff and governors using CPD tracker, workload issues, communication needs understood, social relationships between staff, parents and wider community.

Medium term (2024/5):

- planning and implementation and evaluation of short term planned actions, e.g. workload, staff development; planning for longer term,
- communication plan for increasing mutual involvement and contribution within wider community.
- Review measures for appropriateness, effectiveness and coverage.

Long term (2025 and beyond)

- We provide the supportive context for pupils to feel safe, included and flourish intellectually, socially, emotionally and psychologically and we can see positive results reflected in inspection and parental satisfaction.
- staff feel engaged, valued and recognised as professionals and individuals, have a sense of belonging with the personal and physical resources needed to develop in their job.
- Community recognise the school as a positive asset.

Key measures:

- **Pupil** pupil survey, pupil voice, Jigsaw worry box, safeguarding issues on CPOMS, inspection outcomes.
- **Staff** engagement (happy-app?, engagement survey), T&D records, low absence/ turnover, choice of good quality applicants for jobs, high levels of staff retention,
- **Parent** survey, parents engaging with FBSA, willing volunteers to be parent governors.
- **Community** willing volunteers from hearing reading to community/appointed and foundation governors, ease of recruiting appropriate local non-teaching staff, positive views in community through feedback channels such as village communications, appraisals etc..

Monitoring governor(s) and link staff member: Ann Parkinson, Steve Lung (?) or tbd

Aim 3: Education led Effective resourcing (LSP SO5, part LSP SO2)

Resourcing an effective learning environment to be a school which makes effective and sustainable use of resources, led by educational need, in order to derive the maximum benefit. The school: provides children and staff with the best resources available to maintain and foster an exceptional learning environment.

- Provides all children with equal opportunities to learn and develop.
- Maintains the school's strong financial position.
- Creates minimum waste and smallest possible impact upon the environment by reducing our footprint to make more sustainable impact to contribute to LSP's strategic goal to reach net zero carbon emissions by 2035.

This will be achieved by:

- Strong school leadership supported by the LGB, Trust and a dedicated business manager to effectively and efficiently manage resources.
- Understanding the resources available to the school, how they are utilised, the impact of their use, and how these aspects might be monitored to ensure resources are being used in the most effective way.
- Ensuring a robust budgeting process and implementing regular monitoring and challenge against that budget by both the school leadership team and LGB.
- Education and training to raise awareness of the impacts of wasting resources i.e. emissions, cost, mental health issues, dilapidation.
- Considering how negative impacts can be mitigated or offset.
- Engaging with the wider community and, where appropriate, making school facilities available to promote the schools resources and to support locally initiatives aligned with the school's and Trust's aims.

Outcomes and actions by 2025 and beyond:

Short Term (2023)

- Continued robust monitoring of budgets and expenditure.
- Continue audit to understand the schools environmental footprint considering energy use (electricity and oil) and its origins, waste generation (recyclable / non-recyclable), water consumption, biodiversity and emissions related to staff and pupil travel to and from school.

- Climate change incorporated into most aspects of curriculum.
- Minimise use of consumables.
- Optimise opportunities for grants to help the school contribute to net zero.

Medium Term (2024)

- Avoiding climate change becomes a key element of the school's *Flaxiness*.
- Develop Climate Action Plan (in line with LSP objectives and Let's Go Zero or equivalent)
- Programme of education/training for all school staff around conserving resources and minimising impacts i.e emissions, cost, waste, , dilapidation
- Minimise use of consumables (paper, single/limited use plastics) and budget for re-useable or technological alternatives where possible.
- reduce water consumption and increase recycling
- Seek opportunities (grants etc) to install EV charging infrastructure in the school car park, and consider whether revenue could be generated by making this facility accessible to the community outside of school opening times.
- School electricity to be 100% renewables, including on-site generation.
- Dedicate a proportion of the capital budget towards retrofitting older parts of the school building to be more energy efficient, and consider the potential
- Have at least two regular bookings for the school site per week and 10 weekend bookings per year.

Long Term (2025 and beyond)

- School is entirely powered and heated by renewable energy from either the grid or on-site solar
- Replacement of oil heating system with air/ground source or other renewable source
- School becomes an exemplar low impact educational facility
- Travel to and from school moving towards Net Zero
- Have at least three regular bookings for the school site per week and 20 weekend bookings per year Publish an annual impact report considering school resources (all aspects) including the climate action plan

Key measures:

Effective management of resources: budget vs outturn, reduction in consumption and resources relative to previous years, increased recycling and use of renewables, increased bookings for school facilities by appropriate groups

Healthy Environment: numbers walking to school; concern for the environment reflected by well maintained premises and grounds encouraging biodiversity and learning.

Monitoring governor(s) and link staff member: Ben Yearsley, Becky Macfarlane

Aim 4: Sharing and Collaborative (LSP SO4)

To be an outward looking school that contributes to its communities and Trust, sharing and collaborating with others is a key strategic consideration in all we do so that:

- The school is recognised as a centre of strength and excellence that can share the skills that the staff have and collaborate across LSP, Diocese and North Somerset.
- The school encourages positive involvement of parents in school related and wider activities to benefit from their skills and enthusiasm.
- It is an integral part of the wider Flax Bourton community involved in community events and clubs.
- The school contributes to wider involvement in the church community.

This will be achieved by

- Individual and whole school staff CPD, identified from SDP – continuing development of expertise and collaborative work with other schools that could be shared across LSP, Diocese and North Somerset.
- Develop relationships and involvement with parents and carers.
- Connections with community representatives such as parish council, play groups, older residents and other groups
- Creating an inclusive culture through links with the church and wider community.

Outcomes and actions by 2025 and beyond

Short term (2022 - 2023)

- Identify a staff member and governor to lead on monitoring and reporting to LGB
- Identify, record and utilise areas of expertise within school (staff and governors) and actively support sharing this across the Trust, Diocese and North Somerset.
- promote and implement sharing of excellence in many areas where time and resources allow
- SLT define and develop areas for parental, carer and community support and involvement
- seek opportunities for community involvement in school activities and in use of school resources where financially viable.

Medium term (2024)

- Opportunities identified and sufficient time created for staff to share their knowledge and expertise beyond the Flax Bourton School Family.
- identify financial budget support to enable this aim.
- implement SLT led parental/carer involvement.
- Identify potential parent/community/foundation governors and volunteer opportunities for future vacancies

Long term (2025 and beyond)

- families become integrated in the Flax Bourton community, friendships formed, encouraging of volunteering in the community, children identify with the community.

Key measures:

LSP, North Somerset and Diocese: days spent by staff involved in sharing or receiving knowledge and expertise outside expected training and development,

Wider community: future vacancies for governors, staff and volunteers easily attract local people, number of enquiries to be involved; level of support for FBSA events; number of joint events with church or community groups, increased bookings of school facilities by local groups and individuals,

Community cohesion: enduring friendship groups beyond school time, social isolation, willingness to be involved in wider community e.g. parish council, village hall/hub etc..

Monitoring governor(s) and link staff member: Alison Calder? + staff member