

Little Ealing Primary 5 Year Strategy

2022-2027

Reviewed and Updated – November 2024 – all changes/additions in red
– November 2025 – all changes/additions in blue

Introduction

One of the key functions of the Governing Board is to set the strategic direction for Little Ealing Primary School and to undertake long term development planning for the future.

Our goals are:

- ▶ to provide excellent teaching and learning for all
- ▶ to provide a rich and ambitious curriculum which meets the needs of our children
- ▶ to provide effective governance as a lever for school improvement

We believe that this will be achieved by earning a reputation for excellence in everything we do.

This means:

- ▶ excellent educational outcomes for our children both academically and socially
- ▶ positive relationships with our parents who are engaged and support their children in all aspects of their learning
- ▶ designing and implementing a broad and balanced curriculum which is ambitious, rich and engaging for all children
- ▶ recruiting, retaining and developing the best classroom practitioners and school leaders
- ▶ visionary leadership and governance

Our Vision

To be an outstanding School in every way.

A confident, inclusive learning community.

Our Mission

Engage, Enrich, Excel

Our Values

Kindness

Being happy, compassionate and supportive.

Respect

Being courteous, understanding and tolerant.

Responsibility

For oneself, for each other and for the community.

Honesty

Being truthful, fair and humble.

Gratitude

Being grateful, gracious and mindful.

Teaching and Learning Strategic Statement

To ensure that pupils have equal access to opportunities enabling them to fulfil their potential, whilst maintaining a broad, rich, ambitious, diverse and inclusive curriculum with high expectations for all

Little Ealing Primary School is underpinned by our values and inclusive ethos embraces members of our school community where we are equally valued. We are committed to the service of young people and to help them play their full part in society.

The staff and Governors at Little Ealing Primary School aim to provide a supportive and challenging learning environment that will offer all children opportunities to develop. We strive to ensure that all children feel comfortable and secure regardless of their race, gender, religion or ability.

In order to achieve this, we:

- ▶ Ensure that children develop numeracy and literacy skills in order to prepare them for, and later to engage with, the broad and balanced demands of the school's delivery of the National Curriculum.
- ▶ Promote high standards of achievement.
- ▶ Extend children in their areas of strength; identify, and develop skills in, any area of weakness.
- ▶ Encourage children to respect themselves and others and value the positive contribution they make to school life, supported by a systematic framework of rewards and sanctions.
- ▶ Promote high standards of personal development so that children can take responsibility for their studies, becoming capable of achieving not only as individuals but also in collaboration with their peers.
- ▶ Use our professional skill to monitor and review children's progress and achievement and report regularly on it to parents.
- ▶ Positively welcome the involvement of parents, working in a genuine partnership to enhance all aspects of school life.

Teaching and Learning

5 year priorities

- ▶ To create *an **inclusive** learning environment that fosters creativity, curiosity, critical thinking and an enthusiasm for lifelong learning through a broad, engaging, high-quality curriculum that extends children's knowledge, whilst introducing them to varied experiences locally and outside our community*
- ▶ To ensure that children, including those who are disadvantaged, are ready for the next stage in their learning journey, having a strong foundation in English and Mathematics, and have required and retained the necessary knowledge and skills to enable them to take learning forward
- ▶ To ensure staff have, and use effectively, knowledge and understanding of pedagogy and sequential learning, to provide high quality and consistent learning experiences for all pupils through continued investment in professional development

What has been achieved in the first 2 years of the strategy?

- ▶ Amazing SATS results
- ▶ Results across the school – Good Level of Development and Phonics Screening
- ▶ Ofsted report
- ▶ Children are ready for the next step in learning
- ▶ Introduction of Read Write Inc Phonics Programme and subsequent RWI Reading Comprehension Programme
- ▶ Development of writing across the school
- ▶ Voice 21 oracy – first year developed
- ▶ Focused governor visits
- ▶ Ensuring full breadth of curriculum
- ▶ Embedded specialist teaching
- ▶ Supported children with SEND to have positive outcomes at the end of Year 6

Focus for Teaching and Learning – 2025 – 2027

- ▶ This strand will need to be reviewed when the Government Curriculum Review is published for adoption
- ▶ Continue to develop writing across the school
- ▶ Continue Oracy – embed across the curriculum
- ▶ SEND and high-quality teaching drive
- ▶ Communication of the Curriculum Offer, including SEND, to parents
- ▶ Continue with adaptive teaching, active learning and high quality teaching
- ▶ Diversity and inclusion work continued
- ▶ Develop challenge offer across all subjects
- ▶ Consider how all children at LEPS access the curriculum through our Universal Offer
- ▶ Ensure Reading foundations are strong so that all are able to access the curriculum at LEPS
- ▶ Ensure the Maths curriculum includes application of skills in real life and children have secure number sense
- ▶ Develop a Computing curriculum which enables pupils to be prepared citizens – fluent and safe

Safeguarding and Wellbeing Strategic Statement

*To provide a safe, inclusive and nurturing environment
which supports the engagement of all and is conducive
to positive mental health and wellbeing*

Safeguarding and Wellbeing 5 year priorities

- ▶ To ensure that staff members are committed *and equipped* to developing the wellbeing and resilience of all children so that they feel safe and secure at school
- ▶ To ensure our curriculum and practices are underpinned by the British values* *and promote equality and diversity by teaching about protected characteristics; as well as* through the provision of a safe, engaging and respectful learning environment
- ▶ To support stakeholders to be at their best, and, should they experience difficulties due to their personal, physical or mental wellbeing, we are committed to work with them to look at ways in which we can help

*British values is a statutory part of the National Curriculum and the teachers' standards; teachers are expected to promote the British Values; *as well as equality and pupils' understanding of the protected characteristics.* These link to, and underpin, our school values.

What has been achieved in the first 2 years of the strategy?

- External validation that safeguarding is effective from external consultancy audit, Ofsted and NSPCC audit
- Introduced a senior mental health lead in school staff team and lead governor for mental health
- Monitoring and filtering systems introduced through Securus
- Staff awareness increased with weekly safeguarding emails and updates
- Parental awareness increased with information in the weekly Newsletter
- Investment in training for the Safeguarding staff team
- Annual safeguarding training for staff and governors continues
- Online safety training delivered for parents
- Governors' annual visits have shown that:
 - Children feel safe
 - Children have good understanding of E-Safety
 - Safeguarding procedures are well understood by staff
- Investment in Therapeutic Thinking training and making links with the Mental Health Support Team
- PSHE Curriculum:
 - is aligned with values
 - resilience is threaded through
 - facts for life are taught
 - E-Safety is prominent
- Transition periods are planned for, including wellbeing weeks and transition weeks to support pupils, whether moving into a new year group internally or onto secondary school and the next phase of education
- Wellbeing strategy for all stakeholders
- Green days for staff (one day a year booked time off school for wellbeing)
- Art therapy and groups with an Emotional Literacy Support Assistant have been introduced

Focus for Safeguarding and Wellbeing

– 2025 – 2027

- ▶ Continue to commit to safeguarding our pupils
- ▶ Ensure we maintain a focus on safeguarding for everyone
- ▶ Equip staff to support all children to be ready for learning and responsible members of the community:
 - ▶ Embed the behaviour policy
 - ▶ Development of teaching wellbeing and resilience
- ▶ Consider the teaching of British Values and Protected Characteristics to enable pupils to feel safe and positive in school
- ▶ Develop the new School Counselling Service to complement the school's approaches to all children being 'ready for learning.'
- ▶ Ensure wellbeing of staff, pupils and the whole school community

Staffing Strategic Statement

We aim to recruit, develop and retain a highly skilled workforce, including subject specialist teachers, who are committed to providing pupils with the best possible education and opportunities to develop the skills they need to fully access the next stage of their learning journey

Staffing

5 Year Priorities

- ▶ *To deliver a distributed leadership and management model ensuring that there is an effective staffing structure which focuses on the outcomes for all pupils including the lowest 20%. The structure will encourage internal development opportunities and succession planning within the agreed budget*
- ▶ *To further develop the coaching culture such that the school becomes a solution driven community which encourages staff members to feel they are an integral part of the school improvement plan and have ownership of their personal and school development priorities*
- ▶ *To continue to focus on the wellbeing of staff and further develop an environment that encourages personal growth through utilisation of external research and continuous professional development in order to support teaching and learning to positively impact outcomes for pupils*

What has been achieved in the first 2 years of the strategy?

- Distributed leadership model – HT, DH, AH, middle leadership team for inclusion and innovation
- Developing teachers into leaders – year group leaders and curriculum leads
- Development of staff – including LSAs into teachers , successful supervisor training, monthly meetings with support staff, finance team succession planning, growing our own staff, staff retention high
- Prioritising high quality CPD and training through Ealing Learning Partnership
- Coaching – lead coach, practitioner coaches, coaching culture to continue, Performance Management coaching
- Appraisal system has developed – BlueSky, action research based on what children need identified

Focus for staffing – 2025 – 2027

- Implement Support and Admin staff appraisals
- Developing coaching culture
- CPD to support a solution focused school
- Review of specialist teachers and consider succession planning
- Review our unique offer and promotion of this externally
- Continue and develop use of BlueSky
- Time is allocated to support personal, professional development
- Review proactively staff wellbeing and workload
- Use of AI to reduce and assist with workload

Digital and Technology Strategic Statement

*To continue to develop the school's digital strategy,
resources and capability to create skilled,
digitally-fluent and astute children at all stages*

Digital and Technology

5 year priorities

- ▶ **Online safety:** *To ensure children learn the knowledge and capabilities they need to navigate the online world safely and astutely, at school, home and beyond*
- ▶ **School digitalisation:** *To digitise the learning experience where appropriate, and invest in hardware and software to support learning outcomes and teaching efficiencies against a clear long-term plan that gives all children appropriate access*
- ▶ **Teaching Digital Skills:** *To focus on teaching digital skills such as coding, the **application of AI** and online media literacy, to help children become confident, skilled citizens of the digital world*
- ▶ **Technology Use:** *To continue to use technology to enhance teaching and learning across the curriculum*

What has been achieved in the first 2 years of the strategy?

- New server up and running
- Technology purchased including iPads and additional boards throughout school
- Purple Mash curriculum – ongoing development
- Online safety – message are coming from teachers and parents are on board through newsletters online safety workshops for parents, learning through making mistakes
- Computing competitions for Year 4-6
- Filtering and Monitoring - supporting staff and children

Focus for digital and technology – 2025 – 2027

- Development of computing curriculum, including consideration of critical thinking skills
- Publish an online safety guide for use at home incorporating the Little Ealing Primary School's values
- Rolling out of digital leaders
- Review teaching subject knowledge for computing
- Evaluate impact of a specialist teacher and enhanced technology support
- Review use of Information Communication Technology, including use of the computing suite
- Using AI to enhance teaching and learning and reduce workload
- Investigate and respond to how well-equipped staff and pupils are for the ever-changing digital landscape, ensuring they are technology enabled

Communication Strategic Statement

*To engage the wider school community to share in the life
and joy at Little Ealing Primary School, creating enrichment
opportunities for all children*

Communication

5 year priorities

- ▶ *To use the website, social media and other channels of communication effectively to showcase the school and bring to life the wonderful stories of Little Ealing*
- ▶ *To communicate with parents/carers effectively by strengthening relationships with staff through initiatives like year-ahead meetings, sharing children's learning and achievements, and creating opportunities to participate in a variety school events (including supporting the PTFA)*
- ▶ *To develop strong partnerships within the local community to enrich and broaden pupils' experiences and opportunities*

What has been achieved in the first 2 years of the strategy?

- Introduction of Class Dojo
- Parent teacher consultation – increased time slot for Pupil Premium and SEND
- Reception parents' workshops – for all and tailored to groups/individuals
- Diversity and Inclusion community meetings
- Introduction of coffee mornings after the class assemblies
- Parent voice for Ofsted – 95% recommending the school
- End of year reports – reviewed and developed
- Improved communication about learning
- Nursery – school readiness programme
- Whole school involvement – recruitment of new HT

Focus for communication – 2025 – 2027

- Plan and deliver parent workshops to support the school vision and family wellbeing
- **Create a communication manual for parents to support the induction of new pupils**
- Evaluate and develop the visits and visitors across the curriculum to utilise opportunities for teaching and learning
- Exploit fully the opportunities from using ClassDojo
- **Marketing of LEPS – producing marketing materials such as a brochure**
- **Review and consider use of social media**
- Assess the school website for needed updates and explore ways to better leverage it for communication and engagement of the local community
- Draw on parent body for specific expertise and support
- **Develop partnerships within the local community and secondary schools**

Finance and Premises Strategic Statement

To continue ensuring that the school manages its financial performance prudently, maintaining a contingency balance of between 3% and 5% of total income and ensuring that its money is well spent

Finance and Premises

5 year priorities

- ▶ *To ensure rigorous analysis of financial information with comparison against local and national benchmarks*
- ▶ *To ensure clear processes for overseeing and monitoring school improvement and financial health, providing constructive challenge to executive leaders*
- ▶ *To ensure effective controls for managing within available resources and ensuring regularity, propriety and value for money*
- ▶ **To invest in the development of school premises; creating an attractive, joyful, and well-equipped learning environment that fosters educational opportunities, promotes staff well-being, and supports community engagement and use**

What has been achieved in the first 2 years of the strategy?

- ▶ **Balanced budget over the last few years with a surplus**
- ▶ **External review of financial procedures**
- ▶ **Regular budget monitoring**
- ▶ **Increased weekend lettings**

Focus for Finance and Premises – 2025 – 2027

- ▶ Review of the key priorities and direction of travel to match the curriculum development needs
- ▶ Create a 5/10 year premises plan – how to spend the money and why
- ▶ Continue the development process – inside and outside learning spaces
- ▶ Fully utilise funding sources - Local Authority, school budget, PTFA and other income generation
- ▶ Reaching out to the community to support development of the premises
- ▶ Support changes to enable long term financial stability
- ▶ Identify opportunities to improve efficiency and reduce costs across school operations