



Our School
Vision and
Strategic Goals
2024-2028

What is our dream goal and vision for everyone at St Johns?

*We strive, shine and aspire to be the best
we can be along our **rainbow** path to the
future, remembering God's everlasting
promise (Genesis 9:16).*



*Together in love we learn with
Respect, Hope, Friendship and **Forgiveness.***

What will we do to build or achieve our overall strategic vision of enabling all children to strive, shine and aspire by becoming creative, knowledgeable and growing in confidence day-by-day to succeed and achieve?



Together
in love we
learn with ...



Strategic Footstep 1

Respect:

School maintains its distinctive Christian ethos where everyone embraces diversity, equality and inclusiveness. Adults and children have mutual respect for each other. As a growing Primary School, children of all ages know how to respect one another well. School provides an even more nurturing environment that allows pupils and staff to develop and work in a supportive and collaborative environment. We will ensure structures are in place that allow both staff and pupils to work in a safe, healthy and productive way.

Strategic Footstep 2

Hope:

In our thriving one-form entry primary school up to Year 6, we will provide outstanding quality education for all, where all teaching across the curriculum is at least 'Good' and the majority 'Outstanding.' Children will make expected progress and exceed in many areas. We will provide an engaging, stimulating curriculum that widens all children's knowledge regardless of ability. School will be financially stable and well led by a strong and dynamic staff team. Effective strategies will be used to enable children to make expected progress or exceed in many areas This includes the children with SEND.



Strategic Footstep 3

Friendship:

We want the school community to have been expanded successfully where high quality, strong relationships are promoted and built across all ages within the primary age range. The school provides a nurturing environment and there is strengthen engagement between school, parents and the community as well as supporting the school's work to grow leadership and management talent within our church school. The school will work collaboratively with other schools within The Learning Accord MAT. Children are educated in a safe and caring environment.

Strategic Footstep 4

Forgiveness:

Safeguarding is an absolute foundation for the school where the emphasis has been and continues to be on delivering a safe, supportive and secure learning environment for staff, pupils, parents and visitors to the school. We will have a successful Positive Behaviour Policy in place that is well implemented to maintain high expectations and raise standards. Antbullying awareness and the ability to solve conflicts are promoted and well established.



Strategic Footstep 1 – Respect: School maintains its distinctive Christian ethos where everyone embraces diversity, equality and inclusiveness. Adults and children have mutual respect for each other. As a growing Primary School, children of all ages know how to respect one another well. School provides an even more nurturing environment that allows pupils and staff to develop and work in a supportive and collaborative environment. We will ensure structures are in place that allow both staff and pupils to work in a safe, healthy and productive way.



Critical Outcomes	Steps to success	Year Focus
Our Children... Value diversity and respect one another in school.	- Children show know what is meant by respect and in an age-appropriate way show this to peers and adults. - Children thrive in a nurturing environment. In particular children with SEND needs and vulnerable children thrive by the reassurance and support provided in school, which includes outstanding SEND base provision. - Are provided with a range of tools and strategies for self-regulation so that learning takes place in a calm, warming and caring environment.	All 2 2
Staff... Ensure children develop spiritually, morally, socially and academically by been high quality role models for all children, living out our school Christian Values in their fullness.	- Ensure that children are educated on a daily basis using the 4 school Christian values. - Ensure that all stakeholders can articulate key aspects of the school Christian Vision and ensure that this is being achieved in full. - Provide nurturing support for all children who need it – altering approaches to meet the needs of the children and working closely with outside agencies where needed to enable all children to succeed and achieve. - Must have mutual respect for one another – children and adults and must model exemplary behaviour and attitudes in and around school at all times to inspire the children and raise aspirations. - Ensure that children understand what is meant by diversity and represent this across the whole Rainbow Curriculum in our school.	All All All All All
School... Is a nurturing environment that is loved and respected by all.	- School makes a positive impact on the community by understanding the needs within the local community and design and implement creative ways to help. - School helps to highlight to staff, children and families what is available to them in their community and to value this. - School will provide a safe and nurturing place, which is valued by staff, children, parents and governors.	2 2 All
Governors... Are dedicated to their roles in ensuring the importance in maintaining and developing further the school's distinctive Christian ethos to help meet the needs of all learners.	- Monitor and evaluate the effectiveness of a church school with a distinctive Christian ethos. - Ensure that safeguarding procedures and sufficient. - Ensure that SLT and subject leaders are providing experiences across all subjects in the National Curriculum for all children.	All All All



Strategic Footstep 2 – Hope: In our thriving one-form entry primary school up to Year 6, we will provide outstanding quality education for all, where all teaching across the curriculum is at least 'Good' and the majority 'Outstanding.' Children will make expected progress and exceed in many areas. We will provide an engaging, stimulating curriculum that widens children's knowledge regardless of ability. School will be financially stable and well led by a strong and dynamic staff team. Effective strategies will be used to enable children to make expected progress or exceed in many areas This includes the children with SEND.



Critical Outcomes	Steps to success	Year Focus
Our Children... Will have access to a positive and rich experience of their holistic learning. They will be inspired to do well and have aspirations for the future.	- The curriculum to be designed and delivered to meet the differing needs of all the children enabling them to thrive in all areas. It is reviewed and amended where needed on an annual basis. Where relevant, cross-curricular links are made but the focus must be improving the knowledge of the children in the subjects of the National Curriculum. - The content of the curriculum is sequenced and accessible yet challenging in all subject areas for all children. - Pedagogy and schemes of work are carefully selected and used to aid planning. This includes RWI Phonics, White Rose Maths, CUSP, Pathways to Write, Charanga, Jigsaw, Diocese and Kirklees RE syllabuses and Get Set for PE. - Each curriculum subject is designed to help all children consider the diverse global community in which we live. - Children are introduced to a wide range of experiences, activities and opportunities within all of their learning. - Children to thrive in all Year groups from Reception to Year 6. - Children's mental health needs addressed swiftly and appropriately, making good use of external mental health services whilst educating all about mental health through Jigsaw, AOW and 'My Happy Mind' project.	All but in full by 3. 3 2
Staff... Deliver the well planned, progressive and sequenced curriculum with rigour and enthusiasm.	- Individual staff members to be reflective of their own practice; identify CPD needs and take action to meet these. - Subject leads support and inspire staff in the lead's area of expertise and share planning and progress with Governors on a termly basis. - Increase leadership capacity in a variety of roles for both adults and children – it is to be well thought out and offered by SLT. For adults this is built into the Appraisal process and the impact of it fed back to governors. - Staff to work collaboratively in order to share and encourage best practice demonstrated by constructive challenge, offering support, receiving feedback positively, reflecting and acting on this to allow for growth and development of themselves and others. - SLT to monitor the use of resources well and make strategic decisions that do not negatively impact the learning of individuals but allow the school to be out of a deficit budget and have surplus funds for unexpected scenarios or learning resources. - All children apart from SEND children to meet the expected standard in core subjects by the end of Year 6. - SEND children are well supported and make excellent progress through the help of outside agencies where needed.	2 All 2 1 4 3 1
School... Promotes curiosity and creativity in learning and a passionate pursuit of this.	- High aspirations to be held for each child with encouragement to achieve their potential in learning and beyond. - Differences to be recognised and learning personalised effectively where needed, allowing our children to explore and flourish in their interests and curiosities. - Relevant and rich opportunities to be planned and provided for each year group throughout the school year which encourages the children to ask questions and explore their ideas. - School to be judged 'Outstanding' at OFSTED and effective as a church school through SIAMS.	All All 3 4
Governors... Understand and recognise the essence of a rich, creative and ambitious curriculum that is well resourced.	- Curriculum monitoring by Subject linked Governors (arranged in partnership with subject leads) to be robust, timely, recorded (on Monitoring Forms) and completed in an agreed timeframe. - Information from monitoring to be shared effectively with all governors to reflect on the impact of the curriculum on children and staff, allows for questioning by Governors to seek assurance where required, and includes use of data from school's bespoke and standardised assessments. - Governors to agree effective use and allocation of resources to further the curriculum and these critical outcomes for staff and children with consideration given to managing costs for families.	2 2 2

	- Financial committee to pose appropriate questions to help monitor the school budget, year on year decreasing the deficit and helping the school to become financially stable again. - Financial - we will continue to manage a sustainable financial position through prudent management of the school's resources and finance and by planning for the long-term.	All but achieved in 4
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Strategic Footstep 3 – Friendship: We want the school community to have been expanded successfully where high quality, strong relationships are promoted and built across all ages within the primary age range. The school provides a nurturing environment and there is strengthen engagement between school, parents and the community as well as supporting the school's work to grow leadership and management talent within our church school.



Critical Outcomes	Steps to success	Year Focus
Our Children... recognise and value the importance of high-quality friendships in and out of school. Children respect each other regardless of their background or appearance.	- Friendship to be promoted across the curriculum and in free time such as lunchtimes. Issues during free time to be rare, children to feel happy and safe and good provision is in place to enable all children to be physically active as well as develop socially at all ages within the primary age range. - Extra-curricular provision to be varied and encourages children with various different interests and hobbies to have a go and build/further develop friendships outside of lessons. Extensive timetable in place for the year. PE lead to monitor. - Children to learn to love their neighbour/show compassion through well planned out and delivered act of worships on a daily basis. - Children to continue to show respect, recognise and celebrate difference. Educated through act of worship and embedded throughout the curriculum. - Children to be made aware of global, national and local community issues and how we can work together to support change for the better. - Encourage each other to have a positive Growth Mindset rather than a Fixed Mindset. Daily act of worship and use of rewards during celebration worship used to promote this.	All but end of 3. 2 All All 2 1
Staff... Ensure that from an early age children form good strong, healthy relationships that are appropriate for the age of the children. High quality and invaluable relationships with staff across the Learning Accord MAT are in place.	- High quality opportunities to be put in place across the curriculum to ensure children develop socially, morally and spiritually, appropriate for their age. - Children across school to be taught to care and look out for each other despite of any age, cultural or gender differences. Act of worship, school ABC rules to help promote this. - Continue to deal with any disagreements between peers effectively, using and applying the Positive Behaviour Policy well. - SLT, subject leaders, class teachers and Admin staff form close links with other staff across the Learning Accord MAT to share good practice and attend relevant network meetings to successfully make an impact on the children back in school. - The school environment fosters positive attitudes and responses by everyone, using positive language in line with the school vision in all their interactions. - Ensure being a church school is at the heart of all we do and enables character development, curiosity, creativity, worth and that each child leaves with the potential to make a positive difference to their world. We set an example by preparing children to live and prosper in an environmentally friendly and diverse global community.	All All All 2 All All All
School... Will continue to be a safe place for all children of all ages between 4 - 11 years. Will work with other schools effectively within the MAT to share good practice, provide rigorous monitoring and raise standards for all.	- Safeguarding procedures to still be effective and relevant polices kept up to date, reviewed in a timely manner and reflect changes/updates from the Safeguarding Partnership, DfE and local community contacts. - Safeguarding Policy and Procedures to be suitable and reflect the needs of all ages up to 11 years old, Year 6. - School to have an annual plan of where and when support/networking is in place as part of staff professional development to positively impact teaching and learning in school. - Bespoke professional development/monitoring will be requested by school to the MAT to support with the annual version of the School Development Plan. - Ensure that a good transition process at the end of Year 6 is in place, like we have on entry in Reception.	All All but end of 3 All 3
Governors... Will have made key decisions regarding the future of the school with regards to	Governors will seek the views of all stakeholders and make any decisions regarding conversion to an academy in the best interests of the children and the families.	2 2/3

support from the MAT or LA after consultation with all stakeholders. Governors will make decisions carefully and ensure that the unique family feel identity of the school is upheld. Governors will explore the possibilities of providing pre-school (EYFS Nursery) education at St John's, working closely with current providers during this process.	• Governors will ensure that the distinctive Christian ethos and family feel of the school, which is unique and makes St John's special is preserved, regardless of any conversion. • Governors will challenge the Headteacher to ensure that the ethos of the school remains the same despite changes in age ranges over the time period. • Governors will carry out robust and detailed enquiries regarding the financial and educational benefit of having nursery/pre-school provision at St John's. • Assessment will include working closely with current key providers, the LA where needed, Learning Accord and DfE.	All but end of 3. 3
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Strategic Footstep 4 – Forgiveness: Safeguarding is an absolute foundation for the school where the emphasis has been and continues to be on delivering a safe, supportive and secure learning environment for staff, pupils, parents and visitors to the school. We will have a successful Positive Behaviour Policy in place that is well implemented to maintain high expectations and raise standards. Antbullying awareness and the ability to solve conflicts are promoted and well established.



Critical Outcomes	Steps to success	Year Focus
Our Children. Thrive and succeed in a safe and nurturing environment.	- Will continue to feel safe and supported by adults in school. - Children behave exceptionally well and recognise the significance of impeccable behaviour at all times. - When children make the wrong decision, they allow adults support them in teaching them how to make better choices. - Follow and live out the school Christian Values in school and at home to achieve the school vision. - Be fully aware of what bullying is and what to do if bullying does occur in school. - Continue to respond well to positive behaviour management and sanctions very rarely needed in school. - Children to have a Growth Mindset when facing challenges and when finding solutions to any conflict.	1 1 1 1 1 1 1
Staff... will ensure standards of behaviour are high and support children with learning about how to grow up as responsible citizens.	- Continue to keep children safe at all times and have high quality procedures in place to address any problems. - Work as a team and follow well thought out policies and procedures. - Continue to develop strong relationship with families up until the children are aged 11 years to assess and address need well. - Ensure that learning behaviour in class is outstanding to enable all learners to achieve their potential - rising standards.	1 1 2 2
School. continues to be the St John's family where everyone has a placed and individuality and diversity is recognised.	- Continue to foster good relationships with outside agencies and support families during challenging times where children and families are in needed e.g. During Cost-of-Living crisis. - Continue to provide a safe and nurturing environment where everyone is valued and treated respectfully. - Be at the heart of the community and continue to be over-subscribed. - Continue to have a distinctive Christian based ethos that evolves as times change - Continue to foster a good relationship with the church.	1 1 1 1 1
Governors... continue to contribute to the St John's family where everyone has a placed and individuality and diversity is recognised.	- Will ensure structures are in place that allow both staff and pupils to work in a safe, supportive, and secure learning environment and we are particularly driven by our commitment to the needs of the disadvantaged and vulnerable - Hold the SLT to account for ensuring that school meets all safeguarding requirements and evolves in line with any new requirements.	1 1