

STRIVE, RESPECT, SUCCEED



**Trust Mission:**

To provide an exceptional education that is inclusive and challenging for all and which provides wider opportunities for the children within the Epping Forest Trust to flourish

**School Vision:**

We challenge ourselves and support each other to be the best that we can be.

**School Values:**

***STRIVE:***

*We work hard with **RESILIENCE** and **CREATIVITY***

***RESPECT:***

*We respect each other with **KINDNESS** and **HONESTY***

***SUCCEED:***

*We are proud of ourselves and celebrate all our successes*

**Date:**

September 2023

Epping Forest Schools Partnership Trust:  
Key Strategy 2023-2026

Teaching and Learning	Operations and Growth	
<ul style="list-style-type: none"> <li>● Great Teaching</li> <li>● Great Curriculum</li> <li>● Great Culture</li> </ul>	<ul style="list-style-type: none"> <li>● Finance</li> <li>● HR</li> <li>● Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>● Technology</li> <li>● Governance</li> <li>● Growth</li> </ul>
<p><b>Great Teaching:</b></p> <ul style="list-style-type: none"> <li>● To ensure that the quality of teaching and learning across the Trust is exceptional.</li> <li>● To ensure that teaching across the Trust has fidelity to evidence informed research and pedagogy, forward-thinking and outward-looking.</li> </ul> <p><b>Great Curriculum:</b></p> <ul style="list-style-type: none"> <li>● To ensure the curriculum is broad, balanced and responsive to the needs, interests and experiences of the children of Epping Forest.</li> </ul> <p><b>Great Culture:</b></p> <ul style="list-style-type: none"> <li>● To ensure an exceptional personal development offer that achieves an inclusive, diverse and mentally healthy approach to learning and education.</li> </ul>	<p><b>Finance:</b></p> <ul style="list-style-type: none"> <li>● To further review operations so that all schools benefit from the efficiencies of being in a Trust</li> </ul> <p><b>HR:</b></p> <ul style="list-style-type: none"> <li>● To embed consistency in HR Practices and Policies across the Trust</li> <li>● To ensure the culture of the Trust provides opportunities for personal mastery and professional development at all levels</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>● To enable all staff and pupils to be able to use digital technologies to aid and develop communication, learning and collaboration in readiness for the future</li> </ul> <p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>● To embed consistency in our Wellbeing Offer across the Trust</li> </ul> <p><b>Governance</b></p> <ul style="list-style-type: none"> <li>● To further streamline the role of the LGBs</li> </ul> <p><b>Growth</b></p> <ul style="list-style-type: none"> <li>● To ensure the Trust continues to grow at a sustainable and responsible pace</li> </ul>	

## School Key Priorities 2023-2026

<p><b>Priority 1</b>  <b>Quality of Education:</b>  <b>Great Teaching</b>  <b>Great Curriculum</b></p>	<p><b>Improve the quality of education to exceptional by:</b></p> <ul style="list-style-type: none"> <li>● Ensuring high levels of attainment and progress in RWM through consistent approaches and providing a curriculum for all children to engage and progress.</li> <li>● Ensuring it is quality assured, broad, balanced, relevant and enriching.</li> </ul>
<p><b>Priority 2</b>  <b>Behaviour and Attitudes:</b>  <b>Great Culture</b></p>	<p><b>Improve the Behaviour and Attitudes of pupils to exceptional by:</b></p> <ul style="list-style-type: none"> <li>● Framed in TPP, all staff promote high expectations of behaviour set by the relationships policy. Positive behaviours are promoted and celebrated and a consistent restorative approach is used.</li> <li>● Continue to provide exciting and enriching opportunities for all children to want to come to school.</li> </ul>
<p><b>Priority 3</b>  <b>Personal Development:</b>  <b>Great Curriculum</b>  <b>Great Culture</b></p>	<p><b>Improve the personal development of pupils to exceptional by:</b></p> <ul style="list-style-type: none"> <li>● All children understanding, displaying and reflecting the SRS values and through meaningful play and effective mental health provision learn to work hard, respect themselves and each other and celebrate their successes.</li> <li>● Staff and pupils deal effectively with the very rare instances of bullying behaviour.</li> </ul>
<p><b>Priority 4</b>  <b>Leadership and Management:</b>  <b>Operations and Growth</b></p>	<p><b>Improve the effectiveness of Leadership and management to exceptional by:</b></p> <ul style="list-style-type: none"> <li>● Leaders at every level are strong with clearly defined roles and responsibilities and there is a high level of accountability for impact.</li> <li>● Staff development and training is promoted and staff wellbeing is consistently high profile.</li> <li>● Safeguarding is highly effective.</li> </ul>
<p><b>Priority 5</b>  <b>EYFS</b></p>	<p><b>Improve the effectiveness of EYFS to exceptional by:</b></p> <ul style="list-style-type: none"> <li>● Our EYFS promotes continuous provision and outdoor play and has robust programmes for phonics and early maths.</li> <li>● Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.</li> </ul>

**Key Priority 1**

**Improve the quality of education to be exceptional by:** ensuring high levels of attainment and progress in RWM through consistent approaches and providing a curriculum for all children to engage and progress in that is quality assured, broad, balanced, relevant and enriching.

<b>Objective</b>	<b>Key actions</b>	<b>Success Criteria, monitoring and desired impact</b>
<b>1.1 SEND: To ensure consistent management of support staff by teachers through effective planning and communicating input into learner profiles</b>	<ul style="list-style-type: none"><li>• SEN guidance shared to all teachers and a google form to be completed to evidence</li><li>• SEN LP review cycle to be completed termly, with support from SENCO where needed.</li><li>• All teachers have a PMR target related to SEND provision.</li><li>• Teachers to timetable what provisions are happening when, each term.</li><li>• Establishment of a more strategic organisation of support strategies eg Attention Autism, Gym Trail etc utilising the newly designed spaces as appropriate.</li><li>• Establishment of directed time for teachers and LSAs to communicate - enabled within year groups or phases during assembly times.</li><li>• Reworked plan for support during lunchtime.</li></ul>	<ul style="list-style-type: none"><li>• Teachers are fully aware / know how to access relevant guidance / training / formats etc.</li><li>• SRPS provisions are known, applied appropriately and effective.</li><li>• Timetables provide clarity and ensure communication and accountability.</li><li>• Strategic use of time, spaces and LSA support ensures consistency of provision and support.</li><li>• Strategic, timetabled support for teachers and LSAs to communicate and collaborate ensures a working team around the child, supporting each child.</li></ul>

<p><b>1.2 To promote Equality, Diversity and Inclusion in the curriculum</b></p>	<ul style="list-style-type: none"> <li>- Appoint an EDI lead</li> <li>- Ensure school events such as world book day/ science week are representative of our diverse community.</li> <li>- Training in EDI takes place through universal Trust offer and SRS specific training opps regarding unconscious bias</li> <li>- Look at ways of promoting other cultures e.g. through story telling sessions/ class books</li> <li>- More representation in school displays</li> <li>- Recognise other religious holidays/ events through events, HT letters</li> </ul>	<ul style="list-style-type: none"> <li>- EDI lead appointed</li> <li>- Surveys [parent/ children] report increased diversity in whole events such as WBD</li> <li>- Training shared and staff have signed Google form to state they have engaged in training.</li> <li>- Invited authors have visited to roll out assemblies/ workshops</li> <li>- Displays show consistent representation</li> </ul>
<p><b>1.3 Maths mastery: EYFS &amp; KS1 Mastering Number/ embedding phase/ maths booklets</b></p>	<ul style="list-style-type: none"> <li>- Training of 3 teachers on the NCETM Mastering Number course. Oversee training and use of materials with a view to extending across the phases next year.</li> <li>- EYFS to begin to use WRM planning and resources and will give feedback termly.</li> <li>- Year groups 1-5 to trial WRM booklets and feedback termly. Use of blue Maths books for challenges, extensions and fluency.</li> <li>- Embed prior mastery training across the school - climate walks, pupil voice, use of updated WRM.</li> </ul>	<ul style="list-style-type: none"> <li>- EYFS, Years 1 and 2 introduce a Mastering Number session 4 times a week as part of their maths teaching</li> <li>- Chn show increased confidence during these number sessions</li> <li>- EYFS teachers report chn are able to access materials successfully and show increased confidence in the maths strands of the framework</li> <li>- Teachers in years 2-5 report a reduced workload and increased enjoyment of children using clear and colourful workbooks</li> <li>- Workbooks are clearly used effectively alongside the feedback policy, dated and highlighted and</li> </ul>

		<p>evidence of verbal feedback present</p> <ul style="list-style-type: none"> <li>- Maths books used for extensions and fluency</li> <li>- Climate walks and pupil voice report that mastery is being embedded through whole class teaching, flexible grouping and appropriate challenges in maths.</li> </ul>
<p><b>1.4 Assessment: to ensure that assessment and feedback procedures and systems are effective and fit for purpose</b></p>	<ul style="list-style-type: none"> <li>- Coordinated assessment week across all Phases</li> <li>- Moderation opportunities scheduled (writing)</li> <li>- Arbor data analysis tools set up and introduced to measure attainment and progress</li> <li>- Staff drop-in workshops (Arbor)</li> <li>- Staff INSET (Collecting and using AfL; Feedback Friday)</li> <li>- Learning Walk (Feedback focus)</li> <li>- Introduce BSquared as an assessment system for SEN alongside Arbor (9th Oct 2023) and then teachers update / HD monitors this termly.</li> </ul>	<ul style="list-style-type: none"> <li>- new policy in relation to feedback and marking embedded</li> <li>- Accurate and relevant assessment data available to monitor attainment and progress</li> <li>- Teachers are able to use assessment data to identify groups to target and inform planning</li> <li>- Children receiving quality feedback (various forms)</li> <li>- consistency with WILF and WALT achieved across the school</li> <li>- Staff aware of expectations for 'Feedback Friday'</li> <li>-</li> </ul>
<p><b>1.5 To raise the profile, status and quality of teaching in Music, DT and Art across the school.</b></p>	<ul style="list-style-type: none"> <li>- Review subject leadership during teacher PMR meetings - and if applicable, appoint new leadership</li> <li>- Monitor the music, art and DT curriculum</li> </ul>	<ul style="list-style-type: none"> <li>- Strong leadership in music, art and DT</li> <li>- Leaders in these subjects have a short-term, and long term vision for their subject and can</li> </ul>

	<ul style="list-style-type: none"> <li>- Work with subject leaders in art/DT to create subject leader action plans</li> <li>- Work with subject leaders in music to create subject leader action plans</li> <li>- Music leaders to order and teach wind instruments for KS1 (recorders)</li> <li>- Subject leaders to monitor teaching in music, art and DT</li> <li>- Organise whole school art and DT projects, including experts from the local community/ students from local secondary schools</li> </ul>	<p>communicate this</p> <ul style="list-style-type: none"> <li>- Action plans for these subjects are clear, achievable and regularly reviewed</li> <li>- All children in KS1 are able to play a wind instrument</li> <li>- Children across the school are excited by, and can discuss their learning in these subjects</li> <li>- Visibility of these subjects is seen and displayed across the school</li> </ul>
<p><b>1.6 Phonics: To improve outcomes in relation to phonics (KS1) and spelling (KS2)</b></p>	<ul style="list-style-type: none"> <li>- Trial and introduce a new spelling strategy (Spelling shed Year 2/ No Nonsense Year 6)</li> <li>- Run a parent phonics workshop for EYFS and Y1 parents</li> <li>- present to Govs</li> <li>- Embed current practice in relation to ELS in EYFS and KS1</li> <li>- Cohere the pedagogy for early spelling to ensure smooth transition from KS1 to KS2</li> </ul>	<ul style="list-style-type: none"> <li>- A new spelling strategy has been introduced and stakeholders are aware of it</li> <li>- SLT monitor to see if there is coherent transition from KS1 to KS2.</li> </ul>
<p>Financial Spend/ Resourcing /CPD</p>		<p>Key Staff and Responsible Governors : Monitoring</p>

**Key Priority 2**

**Improve the Behaviour and Attitudes of pupils to exceptional by :** Framed in TPP, all staff promoting high expectations of behaviour set by the relationships policy. Positive behaviours are promoted and celebrated and a consistent restorative approach is used.

<b>Objective</b>	<b>Key Actions</b>	<b>Success Criteria, monitoring and desired impact</b>
<b>2.1 To promote pride and collective responsibility</b>	<ul style="list-style-type: none"><li>- Refer to the school values and motto and reinforce these through assemblies</li><li>- Introduce respect champions: list of children going above and beyond with their behaviour and attitude.</li><li>- Use Trust personal dev scheme of work to promote activities to reinforce collective responsibility in class</li><li>- Introduce planet protectors to ensure children are monitoring recycling and litter on playground and around school.</li></ul>	<ul style="list-style-type: none"><li>- When spoken to, children are clear about the expectations around being proud of the school and ways that they contribute to look after the school.</li><li>- Teachers report they have used the trust personal dev scheme of work for their year group.</li><li>- Planet protectors have a visible impact around the school.</li></ul>
<b>2.2 To improve play and lunchtime behaviour</b>	<ul style="list-style-type: none"><li>- introduce 'reflection' room to assist with restorative practice at lunchtime</li><li>- Introduce new access restrictions for lunchtimes to stop children entering non supervised cloakrooms</li><li>- Embed OPAL – see 3.2.</li></ul>	<ul style="list-style-type: none"><li>- Reflection room is operational and all reflection sheets are filed and monitored to look for patterns of behaviour/ regular children.</li><li>- Unsupervised areas are shut off to children</li></ul>
Financial Spend/ Resourcing /		Key Staff and Responsible Governors : Monitoring



### Key Priority 3

**Improve the personal development of pupils to exceptional by:** All children understanding, displaying and reflecting the SRS values and through meaningful play and effective mental health provision learn to work hard, respect themselves and each other and celebrate their successes.

Objective	Key Actions	Success Criteria, monitoring and desired impact
<b>3.1 The school promotes and celebrates pupil voice</b>	<ul style="list-style-type: none"><li>- Promote School Council, and the planned focus for this year's agenda in whole school assemblies</li><li>- KS1 and KS2 classes to hold School Council elections at the start of the year</li><li>- School Council to meet regularly, and every class has a follow up meeting in class, referring to the minutes of the meeting (saved on the website)</li><li>- School Council to work on a whole school community project involving a number of stakeholders</li><li>- Eco Warriors to be reintroduced.</li><li>- A staff lead to be appointed to run Eco Warriors</li><li>- The process of selecting a School Council outlined above (assembly promotion, class elections) is repeated with Eco Warriors</li><li>- Planet Protectors to meet regularly to discuss and make improvements to our school environment, with a focus on being more eco-friendly as a school. Any agreed actions/messages are fed back to the school within class meetings</li><li>- Digital Leaders reintroduced, run by</li></ul>	<ul style="list-style-type: none"><li>- SRS has a responsible and dedicated School Council who are visible to all stakeholders (children, staff, parents, governors and members of the local community)</li><li>- Children at SRS know what School Council are working on, and can explain how they are able to access this information</li><li>- SRS has an Eco committee known as 'Planet Protectors'</li><li>- A display board shows who the Planet Protectors are</li><li>- Planet Protectors can discuss how they are making the school more eco-friendly</li><li>- SRS has a technology group known as 'Digital Leaders'</li><li>- Digital leaders can discuss how they improve and assist with technology across the school</li></ul>

	<p>computing lead (CL)</p> <ul style="list-style-type: none"> <li>- Attend Digital Leader training</li> <li>- Digital leaders are appointed in UKS2</li> <li>- Digital leaders to attend training sessions</li> <li>- Digital leaders to meet regularly, taking responsibility to improve and assist with the running of technology across the school</li> </ul>	
<p><b>3.2 OPAL to improve the play offer to students at Staples Road</b></p>	<ul style="list-style-type: none"> <li>- Ongoing staff INSET (Playwork and dynamic risk assessment)</li> <li>- Play assemblies (CINI format)</li> <li>- Regular OPAL working group strategy meetings</li> <li>- Phased introduction of OPAL play activities and resources</li> <li>- Regular Play Team meetings to reinforce expectations, discuss issues and consider improvements</li> <li>- Pupil survey (Play)</li> </ul>	<ul style="list-style-type: none"> <li>- Well trained staff who are confident about OPAL and risk assessment.</li> <li>- OPAL Playground is zoned and well resourced.</li> <li>- Children engaging in creative, imaginative, safe, fair play</li> <li>- OPAL project being run strategically</li> <li>-</li> </ul>
<p><b>3.3 To promote healthy schools</b></p>	<ul style="list-style-type: none"> <li>- The School Council will focus on promoting healthy schools as their main focus throughout the year.</li> <li>- They will organise and conduct pupil surveys to find out what children are eating as snacks at breaktime, at pick up time and for birthdays</li> <li>- SLT to monitor what children are eating for breaktime snacks and at pick up time</li> <li>- School Council to visit local shops to find out the cost of swapping to</li> </ul>	<ul style="list-style-type: none"> <li>- School Council have a clear agenda which they are committed to achieving</li> <li>- We will have up-to-date data on what is being eaten as snacks which will be used as a baseline to monitor progress</li> <li>- Parents will be educated through a variety of means (newsletters, workshops, displays) on healthier snack choices for children</li> <li>- Rules on snacks will be enforced</li> <li>- Children will be eating healthier</li> </ul>

	<p>healthier snacks. This information to be presented to children in assemblies, and presentations to parents</p> <ul style="list-style-type: none"> <li>- Organise parent workshops/ parent working parties to promote healthy eating</li> <li>- SLT to decide on snack rules: for breaktime snacks, pick up times and birthdays and these rules will be made clear to children, staff and parents</li> <li>- look into Healthy Schools accreditation towards the end of the year, with a view to achieving this the following academic year</li> </ul>	<p>snacks on the playground at breaktime and after school</p> <ul style="list-style-type: none"> <li>- As a result, there will be less litter on the playground</li> </ul>
Financial Spend/ Resourcing	Key Staff and Responsible Governors : Monitoring	

**Key Priority 4**

**Improve the effectiveness of Leadership and management to be exceptional:** Leaders at every level being strong with clearly defined roles and responsibilities and there is a high level of accountability for impact. Staff development and training is promoted and staff wellbeing is consistently high profile.

<b>Objective</b>	<b>Key Actions</b>	<b>Success Criteria, monitoring and desired impact</b>
<b>4.1 To improve parent/ school communication</b>	<ul style="list-style-type: none"><li>- Explore use of Arbor for communication</li><li>- Google form to identify preferred methods of communication</li><li>- Organise parent working party</li><li>- Decide on communication streams and communicate with all stakeholders</li></ul>	<ul style="list-style-type: none"><li>- Parent survey shows increased positive engagement with communications from school.</li><li>- School can monitor take up of app from parents to target those who have not registered eg with Arbor.</li></ul>
<b>4.2 Continue to look at staff absences half termly to improve overall attendance</b>	<ul style="list-style-type: none"><li>- Monitor staff absence for the previous term at the beginning of each term</li><li>- Meet with any members of staff who fall below the expected threshold, setting attendance targets in a personalised attendance plan</li><li>- Conduct follow up meetings with anyone with an attendance plan</li><li>- If attendance doesn't improve, formal procedures will begin in accordance with Trust policy</li><li>- Process to repeat every half-term</li></ul>	<ul style="list-style-type: none"><li>- Staff attendance levels are within the expected thresholds</li><li>- Absence levels have improved for members of staff on an attendance plan</li><li>- Any HR training has been attended by key staff members</li></ul>
<b>4.3 To introduce an induction mentor to ensure all staff who</b>	<ul style="list-style-type: none"><li>- Nominate a member of SLT to be induction mentor.</li></ul>	<ul style="list-style-type: none"><li>- New staff report to be fully compliant with expectations the</li></ul>

<p><b>join the school are fully inducted</b></p>	<ul style="list-style-type: none"> <li>- Be clear about what induction covers [safeguarding/ staff handbook/ GDPR] and ensure new staff are sent google forms to complete.</li> <li>- Orientation session for all members of staff new to school</li> <li>- Buddy to be assigned to new member of staff</li> <li>- Half termly check in as well as probation reviews</li> </ul>	<p>school have around safeguarding/ professional standards</p> <ul style="list-style-type: none"> <li>- New staff feel confident to fulfil their role</li> </ul>
<p>Financial Spend/ Resourcing</p>		<p>Key Staff and Responsible Governors : Monitoring</p>

**Key Priority 5**

**Improve the effectiveness of EYFS to be exceptional:** Our EYFS promoting continuous provision and outdoor play and having robust programmes for phonics and early maths.

<b>Objective</b>	<b>Key Actions</b>	<b>Success Criteria, monitoring and desired impact</b>
<p><b>5.1 To Develop the outside area and begin to introduce natural materials.</b></p> <p><b>To Enhance children's learning in Understanding the world by focusing on past and present</b></p>	<ul style="list-style-type: none"><li>- Visit Herewood School to look at their provisions.</li><li>- To develop the outside area using natural materials.</li><li>- To support new members of the EYFS team in leading children with purposeful play.</li><li>- To share a range of stories to help develop the children's understanding of the past.</li><li>- Find/order books to develop the children's understanding about the past.</li></ul>	<p>Share ideas from Herewood with SRS reception staff.</p> <p>Add or adapt some of our current resources to use natural materials or real objects.</p> <p>Model purposeful play with the children for new members of EYFS staff.</p> <p>All adults have a good understanding of purposeful play.</p> <p>Children are able to explain the difference between past and present and achieve the ELG.</p>
Financial Spend/ Resourcing/ cpd		Key Staff and Responsible Governors : Monitoring