



# Transforming The Royal School

Loving to learn, learning to love, guided by God



# Key values and characteristics of school

***"Loving to learn, learning to love, guided by God"***  
*(Christian Mission Statement)*

The Royal School is a much smaller than average first school nestling in Windsor Great Park. We are a Church of England aided school founded by Queen Victoria in 1843. We cater for 4-9 year old children and ranges in size from 94 to 100 children. Our school is on the border of two different educational systems and attracts children from a variety of settings including families who live in the castle and the Great Park. We are a church school and we provide a high degree of spiritual and ethical guidance for our pupils based within the Christian values of our school. Families feel included in their child's education and we have an outstanding partnership with our parents, governors and outside agencies.

*"The school's strength lies in its caring family ethos, which springs from Christian teaching. Children's behaviour is excellent. Care for every individual is modelled by adults and reflected in the respect which children show for each other and staff." (SIAS 2011)*

Distinctive Christian values are explicit and deeply embedded in this inclusive school. The care, guidance and support the children are given is outstanding because our Christian ethos places a important stance on the uniqueness of each individual inside our community, whether that is a child, parent or staff member. We take every opportunity to celebrate success and reward diligence.

*"The pupil's behaviour s good, and they have positive attitudes towards learning. They say that they are safe and well cared for by staff. The staff are highly supportive of the school leadership and the morale in the school is high. The school works well with parents and as a result attendance has improved " (Ofsted 2014)*

# School Vision and Values

## Vision

***It is the aspiration for us all, for children to become confident, secure, caring and responsible individuals who can achieve personal excellence in everything that they do both at school and in their lives to develop a love of learning.***

## Aims

- To provide a broad and balanced curriculum, which gives children knowledge and the opportunity to learn and develop the basic skills and a strong foundation on which they can build.
- To encourage and identify personal achievement and talents, both in and out of the classroom, and nurture a life-long love of learning.
- To learn to respect our diverse world and take responsibility for our role within it and celebrate our unique environment, where each child feels valued and is able to be a unique member of our Christian community.
- To promote and encourage the importance of a healthy and active lifestyle and, through holistic learning, encourage children to develop an interest in, and enjoyment from and respect for our environment and the world around them for a sustainable future.
- To promote an inclusive, nurturing environment, where we learn together with parents and our community and to empower children to make the right choices and value the importance of a healthy and active lifestyle.
- To persevere in all that we do, so that we will be able to achieve our dreams, whilst respecting other people.



# Vision for The Royal School to Improve September 2015 to December 2016

To ensure that the Royal School ends the academic year 2015-16 at least a good school as defined by Ofsted.

The improvement strategy will focus on:

- Excellent outcomes for pupils
- Quality teaching, learning and accurate assessment
- Personal development(confidence and resilience)
- Strong leadership and management
- Productive engagement with and support from parents and carers
- Our distinctive Crown links and Christian beliefs
- Curriculum development matched to pupil need and interest, incorporating our unique environment
- Preparing children for their next stage in life and learning



# Ofsted said

- *Improve the progress that pupils make in writing and mathematics, especially for boys, so that it is good or better by ensuring that:  
pupils write at length, and are given as many opportunities as possible to practice their writing and mathematical skills across all subjects and topics  
the over-reliance on worksheets does not hinder pupils from improving their writing skills by only requiring them to write short responses.*
- *Improve the effectiveness of leadership and management by:  
developing the role of middle leaders so that they are better able to monitor the quality of teaching in their areas of responsibility, and holding teachers accountable for the progress their pupils make improving the systems for checking the progress of different groups of pupils across the year groups to raise achievement  
ensuring that governors receive detailed information on the progress pupils make in reading, writing and mathematics to enable them to hold senior leaders accountable for the work they do to raise achievement.*
- *An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.*
- *Improve the quality of teaching so that it is consistently good or better in every year group by ensuring that:  
the most able pupils are consistently challenged in lessons to achieve higher levels  
pupils respond to teachers' comments in marking to improve their work and further their understanding the work pupils produce is tidy and well presented in all year groups.*

# 1. Excellent outcomes for pupils

What action needs to be taken?	What have we achieved?
<p>Improve the progress that pupils make in writing and Mathematics, especially the boys, so that it is good or better by ensuring that: (See below)</p>	<p><b>In 2015,</b></p> <ul style="list-style-type: none"> <li>• Reception pupils attained higher than the RBWM average</li> <li>• Phonics check scores shows that children continue to attain well, in line with national average. Boys outperform girls and significantly outperform boys nationally, for two years consecutively.</li> <li>• Writing and maths at key stage one is significantly above national and in line with other local first schools, 60% and 40% of our children attain at the higher levels respectively.</li> <li>• We have improved our combined average scores in reading, writing and maths from a drop in 2014.</li> <li>• Children who attract additional funding do as well academically as those who do not.</li> </ul> <p><b>2016 predictions are looking even better</b></p>
<p>Pupils write at length, and are given as many opportunities as possible to practice their writing and mathematical skills across all subjects and topics.</p>	<ul style="list-style-type: none"> <li>• Regular opportunities for writing extended pieces has meant pupils are able to consolidate the skills learnt, applying technical features and their creative ideas across a range of subjects. Mathematical concepts are incorporated into science and design technology and in problem solving activities, for instance, with the result pupils are learning in real life context.</li> </ul>
<p>The over-reliance on worksheets does not hinder pupils from improving their writing skills by only requiring them to write short responses.</p>	<ul style="list-style-type: none"> <li>• Pupils now proudly use their high quality exercise books to display their cursive writing, particularly when they are writing at length or displaying their maths tasks and science activities.</li> </ul>



## Priority 1a

### To raise attainment and improve pupil skills in Reading

Key objectives	Success Criteria
<ul style="list-style-type: none"><li>Effectively introduce "Read, Write Inc" materials together with a rigorous monitoring routine to ensure a structured reading platform for the school.</li><li>Improve reading resources across the school but especially in EYFS.</li><li>Introduce regular guided reading</li><li>Plan for regular reading and comprehension activities and monitoring programme</li><li>Motivate our pupils with a Reading Award which encourages breadth and range of novels, in collaboration with parents</li><li>Increase the time pupils spend in the library in productive planned sessions and the focus of reading with a leadership responsibility</li><li>Increased skills training in ELKLAN to support speech and language needs. In addition, training in cognition and learning from local schools and professionals.</li></ul>	<p>We have achieved this when we see:</p> <ul style="list-style-type: none"><li>well matched and executed guided reading sessions.</li><li>reading materials and tasks incorporating a range of genres which broaden our pupils interests and challenge them to increasingly attain skills including inference and deduction.</li><li>teaching that caters for all pupils in an interesting, engaging way</li><li>children are applying their improved reading skills across all subject areas</li></ul> <p>We know if we have succeeded if:</p> <ul style="list-style-type: none"><li>attainment in reading demonstrates that over 85% of pupil are making expected progress and 35% working beyond national expectations, with accelerated programmes in place for those who have fallen behind.</li><li>Attainment in phonics demonstrates that 90% of pupils meet the recognised goals in all year groups.</li><li>Professional development is seen in practice and improving outcomes for pupils.</li></ul>

## Priority 1b

### To raise attainment and improve pupil achievement in Writing

Key objectives	Success Criteria
<ul style="list-style-type: none"><li>• Raising teaching standards in Writing by providing more opportunities for children to write for sustained periods with a meaningful purpose through 'Big Write'</li><li>• Effectively introduce the new SPAG (Spelling, Punctuation and Grammar).</li><li>• Ensure all children understand and use a wide range of vocabulary and punctuation correctly with high expectations for each year group.</li><li>• Children confidently write legibly and neatly in cursive script with adequate resources to ensure their success.</li><li>• Ensure teachers use skills used in teaching phonics to support young writers.</li><li>• To use our marking and assessment framework to ensure quality teacher's marking provides opportunities for pupils to correct and improve upon their work including peer assessment.</li><li>• Ensure all staff have the skills to develop quality writing with the higher expectations in the new curriculum</li><li>• Work with parents so they are best able to support their children</li></ul>	<p>We have achieved this when we see::</p> <ul style="list-style-type: none"><li>• interested, confident and controlled writers, able to write in a range of genres who are able to apply accurate spelling and punctuation</li><li>• well planned and executed lessons</li><li>• consistently high presentation</li><li>• teaching that caters for all pupils which captures imagination, excites and delivers quality written pieces from first hand experience as far as possible</li><li>• formative assessment and differentiation which provides a suitable starting point for all pupils with ongoing assessment and marking that moves learning forward and encourages child accountability.</li></ul> <p>We know if we have succeeded if</p> <ul style="list-style-type: none"><li>• attainment in writing demonstrates that 85% of are making expected progress with 35% working beyond national expectations, with accelerated programmes in place for those who have fallen behind.</li><li>• professional development is seen in practice and improving outcomes for pupils.</li></ul>



## Priority 1c

### To raise attainment and improve pupil achievement in Maths

Key objectives	Success Criteria
<ul style="list-style-type: none"><li>• Raising teaching standards in Mathematics by providing more opportunities for children to carry out investigations or solve problems (Mastery) in relevant and real life situations.</li><li>• Ensure all children understand the four rules of number and use the correct mathematical language fluently and articulately.</li><li>• Provision well matched for all abilities and at all stages in pupil learning.</li><li>• Greater use of practical mathematical equipment to aid understanding</li><li>• Ensure all staff have the skills to develop maths learning with the higher expectations in the new curriculum</li><li>• Improving teacher's marking so that it moves learning forward with pupils using 'fix it' time to correct and improve upon their work, probing and prompting understanding to develop deeper learning and clearing up misconceptions.</li><li>• Continue to develop and share the strong math's leadership responsibility, cascading this further so increasingly more staff are accountable.</li><li>• Work with parents so they are best able to support their children</li><li>• Ensure all staff have the skills to develop quality writing with the higher expectations in the new curriculum, introducing 'Talk for Maths' to facilitate this.</li></ul>	<p>We have achieved this when we see::</p> <ul style="list-style-type: none"><li>• pupils who can confidently demonstrate what they are learning, why they are learning it and what they need to do next to improve</li><li>• pupils who are able to articulate themselves mathematically, with the more able displaying mastery</li><li>• well planned and executed lessons with an emphasis on applying skills</li><li>• resources selected by pupils that aid with the task</li><li>• Increased competencies in use of core skills in Math's lessons</li><li>• formative assessment and differentiation which provides a suitable starting point for all pupils with ongoing assessment and marking that moves learning forward and encourages child accountability.</li></ul> <p>We know if we have succeeded if:</p> <ul style="list-style-type: none"><li>• achievement in maths demonstrates that 85% of are making expected progress with 35% working beyond national expectations, with accelerated programmes in place for those who have fallen behind.</li><li>• professional development and teacher skills are seen in practice, particularly with mastery and deep learning/understanding, subsequently improving outcomes for all pupils.</li></ul>

# Quality Teaching, Learning and Assessment

What action needs to be taken?	What have we achieved?
<p>Improve the quality of teaching so that it is consistently good or better in every year group by ensuring that:</p> <p>(see below)</p>	<ul style="list-style-type: none"> <li>• A more rigorous performance management system linked to lesson observations and pupil performance for teachers and support staff</li> <li>• Regularly observations and learning walks with findings and feedback used to inform practice. Evidence shows whole school practice has improved.</li> <li>• Best practice/moderation joint staff meetings with Braywood including planned lesson studies.</li> <li>• CPD linked to whole school priorities inc RWI, Big Write, middle leadership training</li> </ul>
<p>The more able pupils are consistently challenged in lessons to achieve higher standards.</p>	<ul style="list-style-type: none"> <li>• Moderation across schools and increased understanding of ARE+ (Age related plus)</li> <li>• Greater understanding of how to challenge the more able in class through ability and teacher led groups increasingly part of teacher planning and implementation.</li> </ul>
<p>Pupils respond to teachers' comments in marking to improve their work and further their understanding.</p>	<ul style="list-style-type: none"> <li>• Training on assessment and marking by LA and partner schools which has begun to make a difference. Improved marking is evident but not yet consistent and the focus; staff need to provide constructive comments with time for children to respond in order to move the learning forward.</li> </ul>
<p>The work pupils produce is tidy and well-presented in all year groups.</p>	<ul style="list-style-type: none"> <li>• Pupils now proudly use their high quality exercise books to display their cursive writing, particularly when they are writing at length or displaying their math's tasks and science activities.</li> </ul>

## Priority 2a To ensure that all teaching is at least good.

Key objectives	Success Criteria
<ul style="list-style-type: none"><li>• Through a stimulating and engaging learning environment challenge and stimulate learners through well-planned and engaging lessons. Lessons increasing will have a range of 'non-negotiables' which will be seen in all lessons across the whole school.</li><li>• Through a greater level of scrutiny ensure that all teachers know how well each pupil is doing and set work with a correct level of challenge and pace.</li><li>• Lessons are differentiated, well planned and through questioning, targets, assessment and marking children understand how to move their learning on to the next level.</li><li>• Develop the role and skills of our well-qualified and effective Teaching Assistant to support with the learning in every lesson.</li><li>• Appreciate the differences in the EYFS (reception) children's curriculum and manage the provision to enable pupils to effectively access the Early learning goals. The starting points and all subsequent learning then recorded in 'Wow books' and on O'track. Support from the LEA. Moderation in May 2016.</li></ul>	<p>We have achieved this when we see::</p> <ul style="list-style-type: none"><li>• pupils who can confidently demonstrate what they are learning, why they are learning it and what they need to do next to improve</li><li>• teachers who plan challenging, inspiring and differentiated lessons which build upon prior learning.</li><li>• assessment and differentiation which provides the basis for successful learning for all pupils</li><li>• there is a consistent pattern of expectations in each lesson and all lessons are typically of a good or outstanding level.</li><li>• That all adults are productively engaged in the learning process</li></ul> <p>We know if we have succeeded if:</p> <ul style="list-style-type: none"><li>• attainment and progress are well above the national average and meeting aspirational targets for reading, writing and mathematics and with accelerated programmes in place for those who have fallen behind.</li><li>• Professional development is seen in practice and improving outcomes for pupils.</li></ul>

## Priority 2b To ensure that all children are effectively learning in class.

Key objectives	Success Criteria
<ul style="list-style-type: none"><li>• Ensure that lessons are planned to show clear differentiation for all groups of learners. The more able pupils are consistently challenged in lessons to achieve higher standards and less able pupils can access an age appropriate curriculum through scaffolding work.</li><li>• Teachers continue to use questioning to identify misconceptions and address misunderstanding and pupils respond to teachers' comments in marking to improve their work and further their understanding.</li><li>• Together with the children create a set of learning behaviours and a new behaviour chart for each classroom. For the governors and school council to monitor the understanding of learning intentions in the classroom.</li><li>• That teachers enable pupils to use their learning in reading, writing, communication and if appropriate mathematics, across the curriculum.</li><li>• To set homework which supports the learning inside and outside of the classroom.</li><li>• Moderation of children's work takes place in school and amongst partner schools.</li></ul>	<p>We have achieved this when we see:</p> <ul style="list-style-type: none"><li>• The children are learning and engaged in the lesson. They understand the learning intention of the lesson and can articulate that to an adult.</li><li>• Lessons are well-planned, challenging and differentiated for all learners.</li><li>• The teachers have a well developed teaching style, good questioning skills and plan for all of the children's needs.</li><li>• That 100% of lessons show that teaching is judged good or above.</li></ul> <p>We know if we have succeeded if attainment and progress meets our targets.</p> <p>That when we moderate our work alongside partner schools, the standards of our books are comparable or superior due to our high baseline.</p>

# Personal development, behaviour and welfare

## What action needs to be taken?

Ofsted judged the behaviour to be good

*'Behaviour is not outstanding because a few pupils say that there are occasions when a few pupils do not behave as well as they should do and some children talk when the teacher is talking.'* Ofsted 2014

## What have we achieved?

- No lessons are disrupted because of behavior, children have written their own rules and whole school behaviour chart based upon a traffic light system has been fully adopted.
- Whole school behavioural policy has been agreed by the staff which is understood by all pupils and learning behaviours drawn up and are in place in all classrooms.
- Lunchtime behaviours are very good and TA staff are very competent in handling these issues. Staff have been on training and are keen to implement these changes. Lunchtime routines have been changed to increase turnover.
- Pupils have always been safe, happy and feel that the teachers act upon any concerns. Leadership will ensure the safety and welfare of all our pupils continues to evolve in line with legislation. All safeguarding procedures are in place.
- Training for TA staff to increase their impact including Emotional Literacy Support Assistant, playground leadership and games, Change4life.

## Priority 3a To improve resilience of pupils

Key objectives	Success Criteria
<ul style="list-style-type: none"><li>• To improve children's behaviour for learning through increased understanding of the behaviours and skills they need to learn.</li><li>• To further improve the Christian ethos of the school to help children understand the Christian Values and how these impact upon their daily lives.</li><li>• To support children's resilience in uncomfortable and unusual situations by building in a certain amount of risk-taking into their daily lives and a culture of celebrating the success of others.</li><li>• To increase the number of extra-curricular activities provided after school and continue to use Sports funding to provide high quality coaches and inter-school competitions.</li><li>• For staff to receive training on child anxiety, SED and develop the role of ELSA (Emotional Literacy Support Assistant).</li><li>• Improved attendance as children want to come to school.</li></ul>	<p>We will know we have achieved this if we see:</p> <ul style="list-style-type: none"><li>• all children are learning, engaged in the lesson understand how their behaviour impacts on their learning and targets.</li><li>• there is a positive climate for learning across the school and children can apply their learning from one subject/lesson to another.</li><li>• children demonstrate readiness to learn and a resilience amongst their peers. They are confident to express their views.</li><li>• pupils have an excellent understanding of how to keep themselves safe.</li><li>• Improved attendance from 96% to 97%.</li><li>• Effective behavioural policy in place where we can track behavioural issues.</li><li>• Very few if any elements of child anxiety.</li><li>• Child and parent opinions on behaviour and bullying is good and this is evidenced in parental surveys.</li><li>• The percentage of children participating in extra-curricular activities increasing.</li></ul>



## 4. Strong Leadership and Management

What action needs to be taken?	What have we achieved?
<p>Improve the effectiveness of leadership and management by: Developing the role of middle leaders so that they are better able to monitor the quality of teaching in their areas of responsibility, and holding teachers accountable for the progress their children make.</p>	<ul style="list-style-type: none"> <li>• Governors appointed a 0.5 executive head teacher which allowed high quality outcomes and less budget restraints. There is a leadership structure agreed and all staff are seen as leaders.</li> <li>• New job accountabilities, performance management and subject leadership guidance and training has been undertaken.</li> <li>• All leaders have worked alongside colleagues for support.</li> </ul>
<p>Improving the system for checking the progress of different groups of pupils across the year groups to raise achievement.</p>	<ul style="list-style-type: none"> <li>• All staff have been trained in effective use of assessment, tracking, data packages.</li> <li>• Data is rigorously scrutinised every half-term to ensure that pupils make consistent steps towards their targets.</li> </ul>
<p>Ensure that Governors receive detailed information on the progress pupils make in reading, writing and mathematics to enable them to hold senior leaders to account for the work they do to raise achievement.</p>	<ul style="list-style-type: none"> <li>• Governors receive details on data at every Governing Body Meeting six times a year.</li> <li>• They have had regular training on data and information through meetings and the Headteacher's report. Their understanding in this area is good.</li> </ul>
<p>An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.</p>	<ul style="list-style-type: none"> <li>• This has been achieved and the LEA found that governance was good. The committee have been restructured with clear areas of responsibility. We are working on a strategic vision for the school.</li> <li>• Governors are well trained.</li> </ul>

## Priority 4a

### Develop the role of leadership across all stakeholders

Key objectives	Success Criteria
<ul style="list-style-type: none"><li>• Creating team players, coaching, mentoring and the qualities of leadership which will move the school forward in the future.</li><li>• Leaders and governors create shared vision, mission statement and strategic direction for the school.</li><li>• Leadership structure will be embedded so that all staff have the opportunity to take onboard an aspect of school initiative e.g. playtimes.</li><li>• Engage parents in the drive to move the school forward by:<ul style="list-style-type: none"><li>• Increased communication through website , VLE, newsletters, face-to-face</li><li>• Parent/child/staff consultations and class/ curriculum events</li><li>• Giving our parents a say especially in the running of the school and our new vision.</li></ul></li><li>• Leaders and governors create a culture that enables all pupils to excel regardless of their background.</li><li>• That there is clear evidence that pupil and sports funding is having a positive impact.</li></ul>	<p>We have achieved this when we see::</p> <ul style="list-style-type: none"><li>• A clear and committed leadership team in place to drive forward the school's success.</li><li>• The school is achieving our pupil progress targets and the pupil premium pupils are performing well.</li><li>• There is a strategic vision and direction for the school which embraces our core Christian values.</li><li>• We have a clear school improvement plan and evaluation document which accurately reflects the school and its priorities.</li><li>• The Governing Body are effectively driving the strategic vision of the school by challenging and supporting the leaders in the school.</li><li>• The development/improvement plan acts as a base for school improvement and helps the school to focus on our priorities.</li><li>• Strong relationships with parents through an 'open door' policy, transparency, well informed exchanges, and listening. Regular surveys, opportunities to show them how to support their child at home and share the strategic vision of the school.</li></ul>

## Priority 4b

Middle leadership better able to monitor subject areas and be accountable for their subject area.

Key objectives	Success Criteria
<ul style="list-style-type: none"><li>• Enhance core and non-core curriculum to ensure it is broad, balanced and inspires children to learn. To use our environment to further support the learning process.</li><li>• CPD across the school is targeted to address significant aims. It will involved a variety of stakeholders including:<ul style="list-style-type: none"><li>• LEA and outside professionals</li><li>• partner schools,</li><li>• Oxford Dioceses</li></ul></li><li>• Skillset of our support staff continue to be enhanced e.g. ELSA, SEN and support in teaching small groups.</li><li>• We have clear systems in place to monitor progress and there is rigor to the assessment of data.</li><li>• Subject leaders understand the trends in their particular field. Monitoring subjects will be through dedicated days for SLT to help facilitate learning walks and book scrutiny and subject specific planning.</li><li>• Leaders share whole school targets with parents alongside regular updates through Governor's Report to parents and website.</li></ul>	<p>We have achieved this when we see::</p> <ul style="list-style-type: none"><li>• The curriculum is rich and inspiring.</li><li>• The children are learning and engaged in the lesson.</li><li>• Staff and teaching assistants feel confident, empowered and understand our priorities.</li><li>• Subject leaders understand and can talk about the school improvement targets and how they are going to meet these goals. All staff have written their action plans.</li><li>• Systems are in place to monitor and review our data and that subject leaders understand trends and how to improve standards.</li><li>• Data is reviewed every half term and if necessary changes are made to add value.</li><li>• That through book scrutiny of all subjects shows high quality work effectively marked and children's comments.</li></ul> <p>We know if we have succeeded if attainment and progress meet or targets.</p>

## 5. Productive engagement with and support from our parents.

What action needs to be taken?	What have we achieved?
To create even better communication and engagement with our parents.	<ul style="list-style-type: none"><li>• Communication and general parental support is strong as the office staff are welcoming, caring and go out of their way to help parents. Families are welcomed into school to share lunch and teachers are outside every day to answer any questions.</li><li>• To help communication we are creating a new prospectus, welcome pack for governors, new parents and staff with all relevant information including safeguarding. Lanyards are going to be in place to signify an employee of the school.</li><li>• Introduced a few whole school events where we celebrate the school and our achievements.</li></ul>
To create a mission statement, values and aims which complement our FAMILY value statement.	<ul style="list-style-type: none"><li>• Governors, staff and parents work with representative from Oxford Diocese to evaluate our values through an Ethos group.</li><li>• Christian values and ethos are totally embedded into the life of our school. Visual statements to that effect have been worked upon.</li></ul>
Positive and productive engagement with and support from our parents.	<ul style="list-style-type: none"><li>• Looking to implement a new VLE working platform for improved communication with parents so they have more information about the school. Website updates.</li><li>• New format to parents' evenings so that the child is involved in the process and understands first-hand what they have achieved and where they need to improve.</li></ul>

## 6. Our distinctiveness

### Crown links and Christian beliefs

What action needs to be taken?	What have we achieved?
<p>'There is very strong evidence that the Christian character contributes to the academic achievement, personal development and well being of all the learners regardless of their background.. SIAS 2011</p> <p>Our SIAMs Target is to:</p> <ul style="list-style-type: none"> <li>• <i>Consult all stakeholders about aspects of church school distinctiveness</i></li> </ul>	<ul style="list-style-type: none"> <li>• Whilst embracing the F A M I L Y ethos and motto of the school we have added a mission statement, children's learning motto and a value and vision statement. There is a vision statement which addresses the Ofsted 2014 recommendations and our whole school improvement priorities. Pupils, governors, teachers, parents and the Oxford Dioceses have been involved in this process.</li> <li>• The children have been involved in creating a learning motto, 'inspired to learn'. All classes own a Christian value (<i>Family, Wisdom, Respect, Love, Service, Honesty</i>) and there is an associated parable to explain its meaning.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Embed church school development in strategic development planning</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assessed the school alongside the Statutory Inspection of Anglican and Methodist Schools framework and highlighted the many aspects of the Christian distinctiveness of our school. The school documentation embeds church school strategic planning.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Explore possible visits to places of worship to enrich learning in religious education</i></li> </ul>	<ul style="list-style-type: none"> <li>• RE, PSHE, SEAL and Collective Worship planning are all strategically linked to ensure a rich spiritual experience.</li> <li>• Embed visits to other places of worship into the curriculum so that the children have a rich and reflective experience of other forms or places of worship.</li> </ul>

## 7. Curriculum development matched to pupil need and our environment

What action needs to be taken?	What have we achieved?
To fashion a curriculum which excites the learner, whilst being matched to their need and using our unique environment.	<ul style="list-style-type: none"><li>Governors and staff members are working to ensure that all areas of or curriculum or extra curricular opportunities are extended through use of our local environment either through the arts, cultural, sporting or educational.</li></ul>
To take the opportunity to enrich our curriculum using the links to the Crown Estate and the natural and unique features which surround the school.	
There is a deep understanding of the British values and the school community is working collaboratively to support each other in preparation for a Modern Britain.	<ul style="list-style-type: none"><li>British values have been explored at depth and the children have had a range of experiences which allow them to reflect upon their significance.</li><li>The school community has always been very caring and naturally supportive.</li></ul>



## 8. Preparing children for the next stage in their life and learning.

What action needs to be taken?	What have we achieved?
<p>To encourage children to take risks and new challenge inside and outside the classroom. To have have goals ad targets in all subjects and to celebrate the achievement of everyone.</p> <p><i>'Loving to learn, learning to love, guided by God' (Mission Statement)</i></p>	<ul style="list-style-type: none"> <li>• New curriculum offered to ensure that children do not get left behind. Boosts self-esteem as children are achieving and feel they have succeeded</li> <li>• Developed leadership opportunities for children e.g. showing prospective parents around the school. Leading collective worship.</li> <li>• Training for pupils in leadership in the playground and Change 4life to support pupils at lunchtimes.</li> <li>• 3 x Windsor School's Partnership tournaments and 1 x interschool tournament with partner school.</li> </ul>
<p>Systems of induction and transition from one school to another.</p>	<ul style="list-style-type: none"> <li>• Induction process into the Early Years including two visits prior to starting school and a class meeting.</li> <li>• Class meetings for whole school in new term</li> <li>• Transfer systems onto middle or primary school led by professionals where necessary.</li> <li>• Clear procedures for tracking SEND need and Senco available to apply support where required.</li> </ul>
<p>By giving children the skills to succeeded in life courage, determination and ambition to be the best that they can be and 'achieve their dreams'.</p> <p><i>'Inspired to learn' (Children's Motto)</i></p>	<ul style="list-style-type: none"> <li>• Enriched and empowering curriculum to offer pupils experiences which are uplifting and could fashion decisions made in later life .e.g.. Singing at Royal Albert Hall.</li> <li>• Behavioural code which rewards success 'can you get on the silver'. Headteacher' stickers, Star of the week has lunch with the Headteacher, reading award gets a book, writing award gets a pencil etc. Cups and prizes at the end of the year.</li> </ul>

Thank you for sharing our vision



Loving to learn, learning to love, guided by God