

Coppermill Primary School



# Strategic Vision

2019 – 2022

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# 1. Plan development and review

## 1.1 What and who?

The strategic vision document is a high level long-term plan that sets out the school's vision, values and long-term strategic priorities. It is aimed at the key stakeholders in the school, pupils, parents, staff and governors. The strategic vision document is complemented by the School Development Plan (SDP), a shorter-term operational plan extending over a period of 1 year. The SDP is developed by the Senior Leadership Team (SLT) and sets out in operational terms how the long-term strategy of the school is to be achieved.

## 1.2 How we developed the plan

This document was developed by the Full Governing Board (FGB) working with staff, parents and the pupils, as follows:

- Views of parents, staff and pupils were collected in November 2019 through the 'Vision Board' under the following headings and questions:
  - Pupil voice – *How will pupils be heard?*
  - Community – *How will we engage all members of our community?*
  - Learning – *How do we think our pupils learn best?*
  - Values – *What kind of school culture do we want?*
  - Personal development – *How will we support our school community with personal and emotional challenges?*
  - Behaviour and attitudes – *What kind of behaviour and attitudes do we expect from our school community?*
- Staff also completed a survey using the most recent Ofsted questions.
- A strategic planning meeting was held on Saturday 16 November where by SLT and governors analysed and discussed responses by the whole school community and the staff survey.
- The governors reviewed the 2015 – 2019 strategic plan and drafted the 2019 – 2022 plan using the feedback from pupils, parents and staff.
- The final draft plan was presented for ratification at the Full Governing Board meeting in December 2019.

### **1.3 Review and revision of plan**

The vision document will be reviewed annually at the first Governing Board meeting of the school year. It will be reviewed every 3 years, whilst maintaining a long-term perspective.

## **2. School context, history and development**

### **2.1 Brief description**

Coppermill Primary is a local authority community school. The age range is from 3 to 11 years (Nursery to Year 6) with one-form of entry and additional classes in Year two. The school has a nursery with the capacity to accommodate up to 26 full time equivalent places and up to 52 part-time places available in the morning, afternoon and 30 hours for some working parents. The school runs its own on-site breakfast and after-school club which is full to capacity, offering wrap-around care from 7:45am until school starts and after school until 6:00pm.

### **2.2 History**

Coppermill School first opened in 1897 and was known as Coppermill Road School. It took its name from the location of the Copper 'mill' which was located near the River Lea and the marshes in Coppermill Lane. A junior mixed department was opened in 1910. There were separate schools for senior girls and senior boys. The school was reorganised in 1946 for mixed juniors and infants and then for infants only in 1963. It stayed as an Infant school until becoming a primary school in 1990; with the demolition of the Infants' Victorian building and the opening of the new building.

### **2.3 Community**

The school is located in a community that is culturally and economically diverse; the school population consists of 23 different ethnicities and 30 languages spoken by pupils. Coppermill Primary is larger than the average-sized primary school. The majority of pupils are from a wide range of ethnic backgrounds, the largest groups being White British and Pakistani. The proportion of pupils who speak English as an additional language is well above average. The proportion of pupils with special educational needs is above that found nationally. The proportion of pupils who are eligible for support through the pupil premium grant is above average. A quarter of pupils enter or leave the school other than at the usual times. This is well above national levels. Coppermill prides itself as a harmonious community with high expectations and aspirations for all its pupils.

## 2.4 Performance history, Ofsted rating

In its last section 5 inspection – January 2019 - Coppermill was rated as Good with Outstanding features following on from its previous rating of 'Good' in all areas in March 2014. The areas that were rated as **Outstanding** were: **Personal development, behaviour and welfare** and **Early Years provision**.

The lead inspector noted what the school needs to improve further:

- Continue to develop middle leaders so that they all become effective in their respective roles.
- Enhance the curriculum, taking full account of science as a core subject, to ensure that pupils achieve highly across the full range of subjects.

# 3. Vision, Motto and Values

## 3.1 Vision statement

We **ensure** that all our pupils thrive as successful learners, through high quality teaching within a rich, supportive and safe learning environment.

We **provide** a friendly, harmonious and happy community and set high standards of respect, behaviour and achievement.

We **enable** every child to use their abilities to the full through a broad, balanced, differentiated and stimulating curriculum.

## 3.2 Motto

Learning together, Achieving forever.

## 3.3 Values

**Unity**

**Creativity**

**Empathy**

**Respect**

**Determination**

**Aspiration**

# 4. Strategic Priorities

**Theme: Pupils**

**Primary Objective:**

1. To provide an outstanding education to all pupils

**Outcomes:**

1a. Coppermill delivers an ambitious, rich and broad curriculum that engages pupils

- The full curriculum is given adequate value and time for pupils develop detailed knowledge and skills.
- Trips and enrichment are planned to stimulate curiosity and engagement.
- Pupils develop and discover their interests and talents through the provision of the school.

1b. Pupils are responsible, respectful, active citizens who contribute positively to society

- Pupils develop their character – including their resilience, confidence and independence throughout their school life.
- Pupils know how to keep physically and mentally healthy.
- Pupils have respect for themselves and others.
- Pupils understand and appreciate diversity.

1c. Pupils make excellent progress

- Teachers have an outstanding knowledge of the subjects they teach and present the learning clearly.
- Consistent progress is evident in data, lessons and books.
- Ofsted rating reflects pupils' progress.
- National tests show high progress levels.

1d. Pupil voice is valued and contributes to our school community

- Pupils see themselves as leaders and drivers for change.
- Pupils are aware of local, national and global issues and feel equipped to respond to proactively.
- Pupils know how to communicate their view coherently and confidently.
- Pupil voice is used to ensure opinions and thoughts are enacted upon.

## Theme: Sustainability

### Primary Objective:

2. To ensure the long term viability of the school

2a. Coppermill continues to be a school of choice for children and parents

- Coppermill's reputation as an excellent school is retained and upheld within the community, local authority and beyond.
- All parents/pupils joining the school stay at Coppermill.
- Ofsted rating continues to reflect Coppermill's excellent reputation.

2b. Coppermill is an employer of choice attracting good/outstanding staff

- Coppermill is a unique, enjoyable and professionally rewarding place to work.
- Personal development and well-being of staff is valued by leaders.
- There are a range of professional development opportunities for staff which includes collaboration, out-reach and progression.

2c. Coppermill is financially viable

- Financial opportunities with the soft federation WWP, LBWF and other organisations are explored and maximised.
- Long-term budget forecasting is a key part of financial management and monitoring.



## Theme: Community Engagement

### Primary Objective:

3. To enable engagement between pupils, parents, staff and wider community

### Outcomes:

3a. Coppermill provides parental engagement opportunities

- Coppermill has positive collaborative partnerships with parents in supporting their children's learning.
- Parents are provided with opportunities to give their views and feedback on the school's strengths and areas for development.
- A range of effective communication ensures hard to reach parents are supported and engaged with the school.

3b. Coppermill has links with local, national and international organisations

- The wider benefits of the soft federation – WWP – are explored and maximised.
- Coppermill develops a range of collaborative opportunities with schools locally, nationally and internationally.
- Links with charities, businesses, training centres and other organisations are established as ongoing partnerships.

3c. Coppermill is at the heart of the community

- Coppermill provides a range of events and activities to meet the needs of the whole community.
- The school is seen as a community hub which is utilised and accessed in a variety of ways.
- Positive relations continue and develop with the wider community, such as the Polish school.

# 5. Implementation, Monitoring and Evaluation

## 5.1 Implementation of the strategic vision

The strategic vision document sets out three strategic priorities and gives long-term direction for implementation. The School Development Plan (SDP), developed by the SLT describes how this strategy will be implemented in the short to medium term each year and this will be discussed at the yearly away day and then presented at the first Full Governing Board (FGB) meeting in September for ratification.

## 5.2 Monitoring and Evaluation

The FGB will use a variety of strategies to monitor and evaluate the implementation of the SDP and the overall effectiveness of the school, such as: FGB meetings to question and hold the school to account; committees reporting back to the FGB; headteacher and leadership reports; internal and external data/assessment/results, analysis and reports; school parent/pupil surveys; Parent View (Ofsted); termly visits to the school, with opportunities to visit classrooms, speak to pupils/staff/parents; reports and reviews from consultants and the local authority as well as any recent Ofsted inspections. All governors will also have link areas of responsibility with which will be agreed at the first FGB of the academic year.