



## Document purpose

This document outlines the strategic direction and priorities for Emmbrook Infant School for the three-year period of September 2019 to September 2022.

It is revisited annually by the Governors and Senior Leadership Team of the school, with input taken from stakeholders including staff, parents and children from either direct engagement or survey.

Operational activities are not included in this strategic plan, but are found in the School Improvement Plan, which aligns to the strategy, but is focused on operational execution and improvement. The SIP is a one-year document, whilst the strategy plan looks further ahead.

This document version is for the public domain, with certain sensitive analysis removed.

## Strategy summary

The EIS strategy is to put our children at the heart of everything. We do this by:

### Working within our school

- Drive value-for-money gains without negatively impacting service
- Seeking incremental funding to allow the school to continue delivering a diverse curriculum
- Blending our longer-term outlook with our shorter-term operational capability

### Working with other schools

- Sharing our experience and continually learning from other schools
- Building fantastic links with the Junior and Senior schools, enabling easy transition
- Exploring the opportunities presented from a changing demographic and sociological environment to strengthen the school

### Working within our community

- Continuing to deliver outstanding education to our community
- Identifying the gaps and weaknesses in our setting, and working to mitigate them
- Influencing the services and policies provided by Wokingham Borough Council



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Golden Rules	Outline the behaviours which we encourage children to demonstrate consistently
Celebration	Recognises the efforts, and achievements of children in their acquisition and deployment of skills, knowledge, and behaviour
Strategic Focus	The areas of focus and working groups being pursued which will enable the school to flourish and move towards its vision

### School context (An outline of the school dynamics and environment)

Emmbrook Infant School (EIS) is for children aged between 4 and 7 years old. The children are admitted to our foundation class at the start of autumn term during the academic year in which they turn five years of age.

We share a pleasant, village site with Emmbrook Junior School (EJS) and St Paul's Playgroup. The Playgroup is situated in the Emmbrook Infant School building. The Emmbrook Secondary school is on the opposite side of the road. There is an out-of-hours breakfast and after-school club which has been brought under the management of EIS (on behalf of EIS and EJS) and relaunched in September 2019. During school holidays, a privately-run school club currently offers provision and can be based in either the Infant or Junior school.

Children are taught in classes of no more than 30, and we have 2 parallel classes in each year group, making a cohort of up to 60 children. The Infant school teaches children in their foundation year, year 1 and year 2. Children transfer to Junior school at the age of 7 (end of year 2) and to Secondary school at age 11 (end of year 6).

The school is usually oversubscribed but a low birth year for 2018 has resulted in a roll of 177 at September 2019. As funding is based on pupil numbers on Census Day, the school continues to focus on filling open class seats. 5% of pupils are on the Special Needs Register (12% nationally) and the percentage of pupils eligible for the Pupil Premium Grant is 7% (24% nationally). The percentage of Black and Minority Ethnic groups is 19% (33% nationally) with 13% of the school classified as having English as an Additional Language (21% nationally). Academic outcomes place the school in the top 10% nationally. Attendance is very good and sits at 96.54% in 2018/19.



The current Headteacher, Mrs Corrina Gillard, has been in place since September 2013 and the Deputy Head, Mrs Jenny Wright, since September 2014. Both have teaching experience which spans more than a total of 60 years and the Deputy Head held Advanced Skills Teacher status. There are 6.8 full time equivalent teachers and 14 teaching assistants deployed across the school. Teaching staff and teaching assistants are experienced in their roles, with one NQT starting in September 2019. Staffing levels have remained stable over the last 10 years providing stability for all stakeholders.

The school was inspected by OFSTED in January 2019. The school was graded as Outstanding in all areas and the report recognised the strength of the team that works across the school and the outstanding curriculum, which stimulates the children’s thinking and their thirst for knowledge.

The Governing Body includes an effective core of experienced governors, with three governors new to role in 2018/19. As of September 2019, there is one open vacancy for a co-opted Governor. We have planned for a further vacancy from January 2020 and an LA Governor from March 2020.

The school also has a resource base for profoundly deaf children, and as such all staff are trained in deaf awareness. The resource is led by teachers of the deaf who are supported by learning support assistants qualified in signing.

The school holds national accreditation in Healthy Schools Award, NACE Challenge Award, Arts Mark Gold Award and the ICT Accreditation Award.

## **Motto & Ethos** (The essence of the school – our spirit, culture, and the way we do things)

**TEAM** – Together, everyone achieves more

<b>Together</b>	children, staff, parents, and governors working together
<b>Everyone</b>	being an inclusive school, ensuring everybody is valued
<b>Achieves More</b>	setting and achieving high aspirations for all



## **Vision** (A compelling picture of where we want to be)

Our vision is that we will:

- Continue to deliver outstanding education, so that all children achieve
- Share our best practice with other schools, and bring innovative ideas back
- Be the school of choice in our community

## **Mission** (What we aim to deliver today)

We deliver an outstanding educational environment which encourages happy, safe and inspired learning. Our children develop academic, social and personal skills, setting them up for life-long learning and independence.

## **Core values** (Describe those things which we won't compromise on and expect all those connected with the school to adhere, ensuring the development of well-rounded individuals)

The school core values have been honed over time and are built into the very fabric of EIS schooling, each receiving a specific focus during the year to reinforce their importance and to help children to embrace its meaning and prepare for life in modern Britain. The 10 Core Values are:

- **Respect** I understand that people's feelings and their belongings are important, and we must take care of them.
- **Resilience** I will keep trying when I find things difficult in my work and in my play
- **Empathy** I understand that everyone is different, and I am kind to everyone
- **Patience** I can wait for my turn without getting angry
- **Independence** I can do things on my own and think for myself
- **Curiosity** I like to ask questions and want to find out more
- **Honesty** I will always tell the truth, play fairly and not take things that do not belong to me
- **Self-Discipline** I know what to do in different situations and I will make the right choices
- **Confidence** I am happy to be me and not afraid to have a go
- **Teamwork** I can join in with other children, listen, use and share my ideas



### **Golden rules** (Outline the behaviours which we encourage children to demonstrate consistently)

In addition to the core values, EIS encourages all children to adhere to a set of 10 Golden Rules, which guide the behaviours expected of the children.

- Listen to every adult in school - Show me Ten
- Remember to say please, thank you and excuse me
- Always sit calmly and sensibly on the carpet
- Always walk around school
- Look after your own things carefully and tidily
- Remember to wait your turn
- Use your inside voice in school
- Respect and think of others
- Keep your school clean and tidy
- Behave sensibly and play safely outside

### **Celebration** (Recognises the efforts, and achievements of children in their acquisition and deployment of skills, knowledge, and behaviour)

Celebration is a fundamental part of school life at EIS, which is shown publicly in several montages across the school, plus during school assemblies and in the monthly school newsletter. Visitors to the school, including teachers and governors are often found enviously reviewing the many displays of both schoolwork and achievement. The school formally celebrates through:

- Silver Swans, awarded weekly in assembly and recognise when someone has made an extra or special effort – it can be work, manners, being helpful and alike
- Golden Rules Rainbow Award is for the Golden Rules and stays displayed in the main hall from the point of award to the end of the academic year
- The Core Values Tree shows the names of children who have demonstrated the core value for that month and are awarded by their teacher
- Head Teacher's award is weekly and awarded directly by the Head Teacher who will have spotted someone going above and beyond in manners, helpfulness and alike



**Strategic Focus** (The areas of focus and working groups being pursued which will enable the school to flourish and move towards its vision)

The EIS Governors continue to fulfil their obligation to the school, by ensuring clarity of vision, ethos and strategic direction. The SWOT highlights several initiatives that the Governors can lead, which will make a longer-term positive impact to the school. The aim is not to burden the school with more to do, but to make investments in time which will release cost, drive income or improve efficiency. Each strategic initiative, listed below, will have a small team of Governors focused on defining its scope, measures of success and completion. The working group will co-opt members as appropriate to build a recommendation of action(s) to the full governing board. The full governing Board then decides which of these recommendations are implemented.

Strategic Initiatives and their associated working group of members are temporary and exist only as long as the initiative remains adopted by the Governing Board. Each working group is responsible for delivering a focused and clearly defined benefit to the school and/or governance. Working groups report progress directly into the full governing board.

At the beginning of a working group, their first task is to determine a ‘Terms of Reference’ document, based on a pre-existing template. This is used to prevent scope creep and to keep the group highly focused on their task. It is the goal of each working group to disband itself as quickly as possible, as this means that their task is complete, and value has been delivered to the school.

From the analysis completed above, the follow working groups will be established (or continue):

#	Strategic Initiative	New or Continued	Brief Description
1	EJS Collaboration	N	Explore to save cost and increase efficiency. To include: a. Strategic approach to build a relationship based on trust b. Commercial collaboration including economies of scale
2	IT	C	Identify best practice and increased speed/quality of our own collaboration: Phase 1 – Governors use of O365 Phase 2 - Back Office transition to O365 Phase 3 - Classroom
3	External Funding	C	Seek incremental revenue growth from asset sweating, sponsorship, advertising and local business support. To include a. Promotion/brand b. Capital plan and prioritisation
4	Communications	N	Investigate how to maximise the quality of our stakeholder communications, to include: a. Quick wins/best practise b. Ensuring that there is no additional workload
5	Scenario planning	N	Think tank to consider strategies to capitalise on ‘what if’ scenarios across the school, so that we can be prepared for potential situations, without needing to start from ground zero. Mitigate risks and maximise opportunities

Note: 1, 2 and 3 begin with immediate effect, with 4 and 5 commencing when bandwidth allows.