



Farington Moss
St. Paul's
Primary School
3 Year Strategic Plan
2026-2029

Foreword

At St. Paul's, we believe every child is unique and deserving of respect and opportunity. Our aim is to ensure that all children are supported to “*thrive in the gift of life*” by creating an environment where they feel safe, valued, included and inspired.

This three-year strategy sets out our commitment to nurturing the whole child; emotionally, academically, socially and spiritually, while ensuring that our Christian vision is lived out in every aspect of school life.

The priorities outlined in this document reflect the values that define us as a community. They recognise the vital role that strong relationships, inclusive practice and high expectations play in enabling children to thrive. By promoting readiness to learn, ensuring equitable access to high-quality teaching, enriching our curriculum and strengthening our sense of belonging, we will create a school where every child can grow with confidence, curiosity and joy.

We have included a Glossary of Terms at the end of this strategy to provide clear definitions of key concepts, ensuring that all readers share a common understanding of the language, frameworks and approaches referenced throughout the document.

Co-production

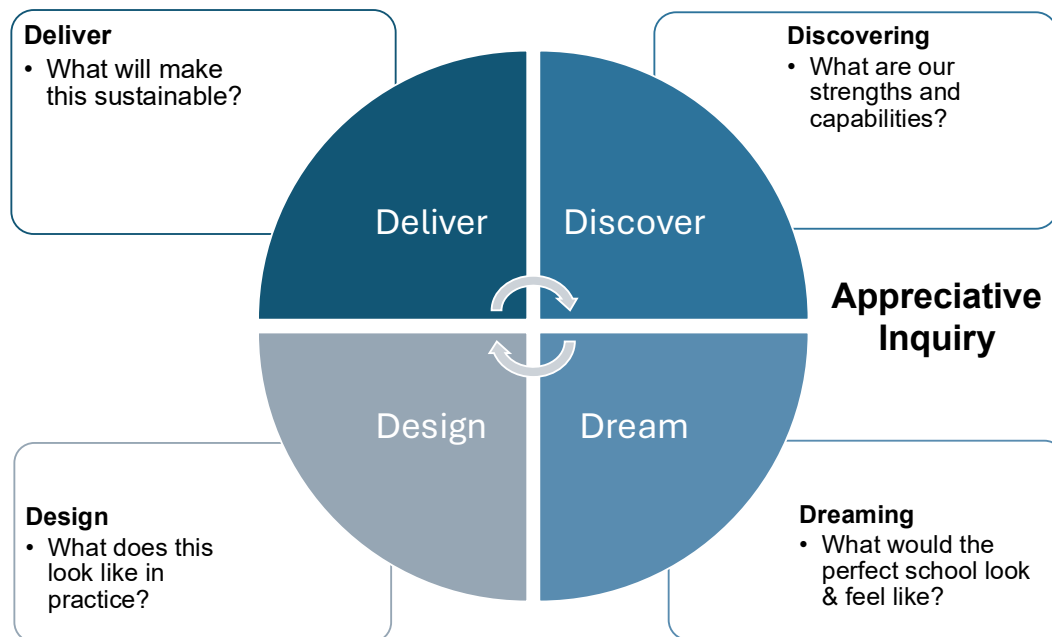
We have developed this strategy through genuine collaboration with our community, including children, families, staff, and church partners, placing our children at its heart. It reflects our shared commitment to build a school where diversity is celebrated, belonging is strengthened and every child is given the opportunity to succeed and thrive.

Using an ¹appreciative inquiry approach, as illustrated in Figure 1, we worked with staff and pupils to explore our strengths, celebrate what already works well, and build a shared understanding of the practices that enable our school to thrive. This

¹ Walker, K.D. (2023). Appreciative Inquiry. In: Okoko, J.M., Tunison, S., Walker, K.D. (eds) Varieties of Qualitative Research Methods. Springer Texts in Education. Springer, Cham.
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reflective and future-focused process enabled us to imagine and design a forward-thinking “destiny” shaped by positive change and innovation, ensuring that our strategic priorities are grounded in the very best of who we are and what we aspire to become.

Figure 1. Appreciative Inquiry, *4D Model*



Delivery of our Strategic Priorities

Our strategy is underpinned by a clear and detailed delivery plan, bringing together:

- Four Strategic Priorities
- Eight Strategic Actions

These components combine to form a **single overarching Strategic Vision**:

“To ensure all children are ready to learn, supported to succeed and empowered to thrive in the gift of life”.

As illustrated in Figure 2, delivery is structured through a **three-year strategic cycle** designed to **embed**, **deepen**, and **sustain** meaningful change across our school community.

Figure 2. Our Three -Year Strategic Delivery Cycle



SMART Framework

We have used the SMART framework in Figure 3. to structure our three-year delivery plan, ensuring that each strategic priority is **specific**, its impact **measurable**, its aims **achievable**, its focus **relevant**, and its delivery **time-bound**.

Figure 3. SMART Framework

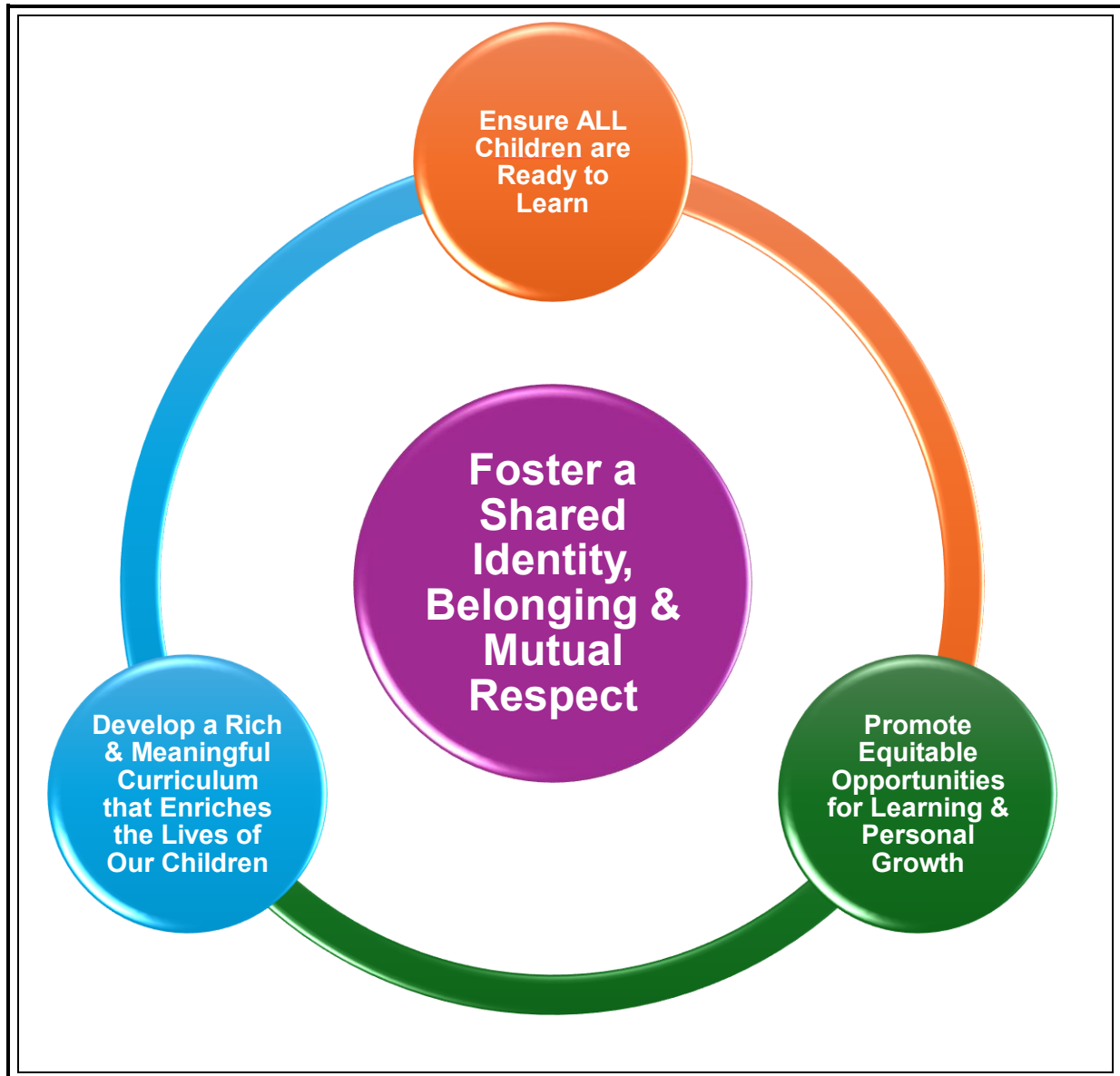


Acknowledgements

Thank you to everyone who has contributed to the development of this strategy. Your insight and collaboration have shaped its direction and strengthened its purpose. We are grateful for the time and commitment shown by the senior leadership team (SLT), staff, governors, pupils, families, church partners and members of our wider community. Together, we look forward with optimism and determination as we take this next step in our school's journey.

Our Strategic Vision

“To ensure all children are ready to learn, supported to succeed and empowered to thrive in the gift of life”.



Vision Statement

At St. Paul's, our vision is to nurture a school community where every child is equipped, empowered, and inspired to reach their fullest potential. We are dedicated to fostering a shared identity and a strong sense of belonging, built on mutual respect and inclusion. Our aim is to ensure every child is ready to learn, has equitable opportunities, and benefits from a rich, meaningful curriculum. Through strong partnerships with families and the wider community, we will create an environment that supports personal growth and enables every child to thrive emotionally, academically, socially, and spiritually.

John 10:10: *“I came that they may have life and have it abundantly.”*



Strategic Priority One: Ensure ALL Children Are Ready to Learn

Rationale

We believe that children learn best when they feel safe, included and valued. By fostering an inclusive, nurturing environment and adopting a whole-school approach to emotional health and wellbeing, we will ensure every child is equipped to ***“Thrive in the Gift of Life”***. This approach will enable all pupils to be ready to learn and enable them to succeed and flourish academically, socially, emotionally and spiritually.

Intended Impact

- ◆ A calm, safe, nurturing learning environment where all pupils thrive.
- ◆ Children flourish academically, socially, emotionally, and spiritually.
- ◆ The Christian vision is lived, modelled and experienced daily.
- ◆ Improved emotional resilience and readiness to learn.
- ◆ Increased staff wellbeing and enhanced capacity to support all pupils needs, including those from priority groups.

Strategic Action 1: Embed a Trauma-Informed and Restorative Approach

The Senior Leadership Team (SLT) will ensure that a trauma-informed and restorative approach is fully embedded across the school. By integrating the school's Christian vision and values with the Equity, Diversity & Justice (EDJ) strategy and PACE principles, staff will build relationships and create environments where every child feels safe, understood and ready to learn.

Success Criteria

- ◆ Pupils confidently explain how Christian values guide their behaviour, choices, and relationships.
- ◆ The relational behaviour policy is consistently understood, embedded, and modelled by all staff, supporting a strong sense of belonging, and underpinned by inclusive, trauma-informed and restorative practices.
- ◆ Restorative practices are routinely used to address conflict, resolve concerns and repair relationships.
- ◆ Staff demonstrate confidence in recognising and responding to trauma-related behaviours, using PACE-informed strategies to support regulation.
- ◆ Families understand, value and support the school's relational, trauma-informed and restorative approaches, recognising the positive impact on behaviour and wellbeing.

Evidence of success

- ◆ A relational behaviour policy clearly rooted in Christian values, trauma-informed practice, EDJ principles, and PACE approaches, reflected consistently in daily practice.
- ◆ Examples of restorative conversations and follow-up actions.
- ◆ Learning walks and lesson observations demonstrate consistent use of trauma-informed, EDJ, and PACE principles in teaching and curriculum delivery.
- ◆ Pupil voice reflects understanding of the school's values, expectations and the importance of positive relationships.

Lead Responsibility

- ◆ Senior Leadership Team (SLT)
- ◆ Governors

Strategic Action 2: Implement A Whole-School Approach To Emotional Health And Wellbeing

The Senior Leadership Team (SLT) will lead and coordinate the implementation of the school's wellbeing policy through a whole-school mental health approach aligned with the Senior Mental Health Lead (SMHL) role. All provision will reflect the school's Christian values and promote the wellbeing of both pupils and staff.

Success Criteria

- ◆ The wellbeing policy is clearly understood and consistently applied by all staff.
- ◆ Staff use values-led approaches confidently to support pupils' emotional wellbeing.
- ◆ Pupils demonstrate improved emotional regulation, resilience and readiness to learn, supported by calming, connection and reflection.
- ◆ Staff report improved wellbeing and healthier work-life balance.
- ◆ Pupil leadership positively contributes positively to peer support, wellbeing initiatives, and overall school culture.

Evidence of Success

- ◆ CPD records and staff feedback demonstrate increased confidence, consistency, and understanding in the application of wellbeing approaches.
- ◆ Pupil voice indicates increased feelings of safety, support and emotional readiness.
- ◆ Strong participation in wellbeing activities.
- ◆ Evidence of pupil-led initiatives contributing to whole-school wellbeing and culture.

Lead Responsibility

- ◆ Senior Leadership Team (SLT)
- ◆ Senior Mental Health Lead (SMHL)
- ◆ Governors



Strategic Priority Two: Promote Equitable Opportunities for Learning and Personal Growth

Rationale

We are committed to equity, inclusion and high expectations for every child. By adapting teaching and the curriculum to meet individual needs, particularly for pupils with SEND and other priority groups, we will remove barriers to learning and enable all pupils to achieve well. Through values-led practice, we will sustain an inclusive environment where every pupil experiences rich, meaningful opportunities to thrive emotionally, academically, socially and spiritually.

Intended Impact

- ◆ Barriers to learning are reduced through inclusive and responsive classroom practice.
- ◆ All pupils thrive emotionally, academically, socially and spiritually.
- ◆ Equitable access to high-quality teaching is strengthened across the school.
- ◆ Outcomes improve for pupils with SEND and other priority groups, with gaps reducing over time.
- ◆ A consistent, inclusive culture is evident throughout the school, rooted in Christian values.
- ◆ Pupils experience a rich, engaging and meaningful curriculum that promotes learning and personal development.
- ◆ Pupils develop independence, creativity and confidence, preparing them well for future learning and life.

Strategic Action 3: Strengthen Adaptive Teaching and Curriculum Equity

The Senior Leadership Team (SLT) will ensure all staff have the knowledge, skills and confidence to adapt teaching and curriculum delivery to meet diverse pupil needs. By prioritising high-quality teaching, inclusive strategies and early intervention, particularly for pupils with Special Educational Needs and Disabilities (SEND), and other priority groups, the school will ensure all learners can access the full curriculum and make strong progress from their starting points.

Success Criteria

- ◆ Teachers consistently adapt instruction, scaffolding and resources to meet diverse needs.
- ◆ Adaptive teaching is evident in lesson planning, classroom delivery and pupil outcomes.
- ◆ All pupils, including those with SEND and other priority groups, access the full curriculum at an appropriate level of challenge.
- ◆ Staff demonstrate secure understanding of adaptive teaching and inclusive SEND practice.
- ◆ Pupils with SEND and other priority groups, make strong progress from their starting points.

Evidence of Success

- ◆ Learning walks and observations show consistent and effective use of adaptive strategies.
- ◆ Planning and curriculum documentation include clear adjustments, scaffolds and challenge.
- ◆ Progress data evidences improved outcomes for pupils with SEND and other priority groups.
- ◆ Supervision and staff meetings demonstrate an ongoing focus on inclusion.
- ◆ Pupil voice reflects increasing confidence, independence and positive learning experiences.
- ◆ Governor monitoring confirms strengthened adaptive teaching practice.
- ◆ SLT oversight shows consistent and improving practice across the school.

Lead Responsibility

- ◆ SLT
- ◆ SENDco
- ◆ Curriculum Lead
- ◆ Governors

Strategic Action 4: Enable Personal Growth

Teachers will plan learning experiences that develop independence, creativity, autonomy and pupil choice. By embedding enrichment opportunities and ensuring equitable access for all pupils, including those with SEND and other priority groups, the school will promote engagement, enjoyment, and personal development.

Success Criteria

- ◆ Lessons provide opportunities for curiosity, exploration and pupil choice, fostering ownership of learning.
- ◆ Learning activities promote creativity, imagination and innovation, leading to high engagement.
- ◆ Curriculum planning clearly identifies opportunities for independence, creativity, enrichment and pupil voice.
- ◆ Enrichment is embedded across the curriculum, building life skills, personal development and real-world learning.
- ◆ All pupils access a broad and balanced range of enrichment opportunities equitably.
- ◆ Families recognise and value the wider opportunities provided.
- ◆ Strong partnerships with external organisations, local partners and community groups, enrich the curriculum.

Evidence of Success

- ◆ Learning walks and observations show pupils demonstrating independence, creativity and confidence.
- ◆ Classroom environments promote autonomous learning through accessible, purposeful resources and structures.
- ◆ Pupil voice demonstrates how pupils make choices and engage with creative opportunities.
- ◆ Pupil work reflects independence, originality, creativity and personal decision-making.
- ◆ Enrichment records show equitable access for all pupils, including SEND and priority groups.
- ◆ SLT and governor monitoring confirm that independence, creativity and enrichment are embedded, inclusive and impactful.

Lead Responsibility

- ◆ SLT
- ◆ Curriculum Lead
- ◆ SENDCo
- ◆ Governors



Strategic Priority Three: Develop A Rich and Meaningful Curriculum That Enriches The Lives Of Our Children

Rationale

We are committed to delivering a rich, ambitious and inclusive curriculum that nurtures the whole child. Our curriculum will enable pupils to become confident, independent learners who achieve well and develop the personal, social and life skills they need to thrive, both now and in the future. By investing in staff expertise and ensuring assessment is accurate and consistent across all subjects, we will secure a curriculum that has a meaningful and lasting impact on pupils' learning and development.

Intended Impact

- ◆ Consistent and accurate assessment across all subjects provides a reliable picture of pupil progress.
- ◆ Teachers are confident, skilled and supported to deliver high-quality learning.
- ◆ A coherent, well-sequenced curriculum leads to strong progress for all pupils.
- ◆ Pupils develop secure knowledge, skills and independence, enabling them to thrive academically and personally.

Strategic Action 5: Strengthen Staff Confidence in Assessment and Curriculum Supervision

The Senior Leadership Team (SLT) will provide protected time for high-quality Continuing Professional Development (CPD), moderation and curriculum supervision to develop staff confidence in assessment across all subjects. Through ongoing professional learning, collaborative moderation and clear subject leader guidance, staff will build the confidence and accuracy needed to use assessment effectively to inform teaching, identify need early and ensure strong progress for all pupils.

Success Criteria

- ◆ Staff demonstrate a secure understanding of assessment expectations across all subjects.
- ◆ Assessment information is used effectively to plan next steps, adapt teaching and support pupil progress.
- ◆ Moderation is routine, purposeful and embedded across all year groups, ensuring consistency and accuracy.
- ◆ Teachers' assessments are validated through internal and external moderation.
- ◆ Gaps in learning are identified early, and appropriate interventions are implemented promptly.
- ◆ Subject leaders provide clear guidance, support and feedback on assessment practice.
- ◆ Assessment data shows secure and sustained progress for all groups, including SEND and other priority groups.

Evidence of Success

- ◆ Classroom practice reflects CPD learning, with teachers confidently applying agreed assessment approaches.
- ◆ External moderation feedback validates internal judgements.
- ◆ Learning walks, book looks and planning reviews show accurate assessment, informing teaching and meeting diverse needs.
- ◆ Subject leader and governor monitoring demonstrate strong oversight of assessment and curriculum supervision.
- ◆ Clear identification and support for pupils requiring additional challenge or intervention, evidenced in planning.
- ◆ Progress data shows gaps closing, particularly for priority groups and pupils with SEND.

Lead Responsibility:

- ◆ SLT
- ◆ Curriculum Lead
- ◆ Governors

Strategic Action 6: Embed Curriculum and Writing Frameworks to Ensure Progression and Consistency

The Senior Leadership Team (SLT) will implement and embed a clear curriculum framework, including a structured writing framework, to ensure secure progression of knowledge, vocabulary and skills. By strengthening teacher understanding of progression and ensuring consistent use of shared frameworks, the school will create coherent learning journeys that help pupils build on prior learning and make sustained progress across the curriculum.

Success Criteria

- ◆ Curriculum and writing frameworks clearly map progressive knowledge, vocabulary and skills from Early Years Foundation Stage (EYFS) to Year 6.
- ◆ Teachers understand and use progression documents to inform planning.
- ◆ Pupils build securely on prior learning, with clear continuity between year groups and phases.
- ◆ The writing framework informs planning, modelling and assessment, ensuring consistent expectations.
- ◆ Teachers demonstrate strong subject knowledge and deliver well-structured learning sequences.
- ◆ Pupils show increasing independence, accuracy and sophistication in their writing.
- ◆ SLT monitor curriculum implementation through a structured review cycle.
- ◆ Staff moderate writing regularly across year groups to ensure reliability and consistency.
- ◆ Pupils make strong progress in writing, confidently understanding and applying key concepts.

Evidence of Success

- ◆ Completed and shared curriculum and writing frameworks.
- ◆ Planning reviews show clear sequencing and consistent use of frameworks.
- ◆ Book Looks and Learning Walks demonstrate progression in knowledge, skills and quality of work across year groups.
- ◆ Writing samples demonstrate increased independence, accuracy and structure.
- ◆ Assessment data in writing and wider curriculum subjects shows secure progress for all groups.
- ◆ Tracking for SEND and other priority groups shows improved outcomes and reduced gaps over time.
- ◆ Pupils articulate what they are learning and how knowledge builds over time.
- ◆ Governor monitoring confirms consistent use of frameworks and strong leadership oversight.

Lead Responsibility

- ◆ SLT
- ◆ Curriculum Lead
- ◆ Governors



Strategic Priority Four: Foster a Strong Sense of Belonging and Mutual Respect

Rationale

We believe that children learn and thrive best when they feel a deep sense of belonging and mutual respect. By developing clear Mutual Expectations and strengthening relationships with families, we will build a supportive and inclusive environment in which every pupil, family member and staff member feels valued and connected.

Intended Impact

- ◆ Children experience belonging, safety and a shared sense of identity.
- ◆ Positive and respectful relationships across the school community strengthen a culture of belonging.
- ◆ Clear, consistent expectations are understood by pupils, families and staff.
- ◆ Family engagement increases, supported by strong, accessible communication.

Strategic Action 7: Foster a Strong Sense of Belonging

The Senior Leadership Team (SLT) will promote a relational, supportive approach to attendance by working closely with pupils and families. This will involve identifying barriers early, offering timely and personalised support, and nurturing a sense of connection and trust. Through clear communication and proactive engagement, we will ensure pupils feel valued and ready to attend and learn each day, and that parents and carers feel informed, welcomed and included in school life.

Success Criteria

- ◆ Whole-school attendance is sustained at **97%**.
- ◆ Pupils and families feel supported, understand attendance expectations and can access help promptly when needed.
- ◆ Communication is clear, timely and accessible across multiple channels.
- ◆ Positive family relationships are evident, with early intervention preventing escalation into formal processes.
- ◆ Families feel confident when interacting with staff and feel welcomed into the school environment.
- ◆ Families regularly attend school events, celebrations and learning opportunities.

Evidence of success

- ◆ Attendance data evidences sustained improvement and reduced persistent absence.
- ◆ Family meetings, support plans and early-help actions, demonstrating a relational and supportive approach.
- ◆ Pupil and family feedback indicating clarity and usefulness of communication and support.
- ◆ Newsletters, ClassDojo messages and website updates, demonstrating the frequency and quality of communication.
- ◆ Increased family participation at meetings and school events.

Lead Responsibility

- ◆ SLT
- ◆ Governors

Strategic Action 8: Establish and Embed Shared Mutual Expectations Across the School Community

The school will work collaboratively with pupils, staff, families, governors and church partners to co-design and embed clear Mutual Expectations. These expectations will outline shared responsibilities, behaviours and ways of working, rooted in our Christian values to ensure a respectful, consistent and unified school culture.

Success Criteria

- ◆ Mutual Expectations are co-designed with pupils, families, staff, governors and church partners.
- ◆ Expectations are clearly communicated, displayed and understood by the whole-school community.
- ◆ Families positively engage with expectations and understand their role within the school community.
- ◆ Relationships between school, families, governors and church representatives are strengthened.
- ◆ Families have a clear understanding of the school's expectations and values and are actively engaged in decision-making processes.

Evidence of Success

- ◆ Published Mutual Expectations accessible on the school website.
- ◆ Visible evidence of belonging and inclusion across classrooms, worship, curriculum content and wider school life.
- ◆ Decisions that impact families are informed by meaningful consultation, with clear evidence that views are actively sought, heard, and influence outcomes.

Lead Responsibility

- ◆ SLT
- ◆ Governors

Glossary of terms

Aim	A broad, overarching intention that guides a strategic priority.
Appreciative Inquiry	A strengths-based approach to organisational development that focuses on identifying what works well, building on success, and co-creating positive future goals using the 4D model: Discover, Dream, Design and Destiny.
CPD (Continuing Professional Development)	Training and professional learning activities that help staff develop skills, knowledge and expertise.
CPOMS Data	Records stored in Child Protection Online Management System, a secure platform used by schools to record, monitor and manage safeguarding, behaviour, wellbeing and pastoral concerns.
EDJ (Equity, Diversity and Justice)	A values-based framework that ensures fairness, inclusion and respect for all pupils, recognising and addressing barriers to equity.
Engagement	The level of participation, involvement and connection pupils and families have with school life, learning and community activities.
Evidence of Success	Qualitative and quantitative indicators that demonstrate the impact of the action, such as data, monitoring records, surveys, progress measures or feedback.
Early Years Foundation Stage (EYFS)	Is a framework that sets the standards for the learning, development, and care of children from birth to five years old in England.
Inclusion	Ofsted define inclusion as the practices and policies that ensure every pupil, regardless of their background or needs, is supported to thrive in an educational environment.
Intended Impact	The positive difference the school expects to see as a result of the strategy being implemented.
Lead Responsibility	The individuals or roles accountable for delivering and monitoring the strategic action (e.g., SLT, SMHL, SENCo, Governors).
Moderation	The process by which teachers compare their assessments of pupils' work to ensure accuracy, consistency and shared expectations across classes and year groups.
Mutual Expectations	A collaboratively agreed set of shared behaviours, responsibilities and ways of working that define how pupils, staff and families interact respectfully and positively.
Objective	A more specific outcome or target that contributes to achieving an aim.
Ofsted Framework	The evaluation framework used by Ofsted to inspect schools in England, focusing on the quality of education, behaviour and attitudes, personal development and leadership and management.

Rationale	A clear explanation of why a strategic priority or action is important and the need it addresses.
PACE (Playfulness, Acceptance, Curiosity, Empathy)	A relational approach used in trauma-informed practice to build trust, emotional safety and strong relationships with children.
Priority Groups	Pupils who may need additional support due to factors such as SEND, disadvantage, social care involvement, English as an additional language (EAL), or other barriers to learning.
SEND (Special Educational Needs and Disabilities)	A term used to describe pupils who have additional learning needs requiring differentiated support or provision.
SENCo (Special Educational Needs Coordinator)	The school leader responsible for coordinating provision for pupils with SEND.
SLT (Senior Leadership Team)	School leaders responsible for strategic planning, school improvement and day-to-day leadership.
SMART Goals Framework	A method for setting objectives that are Specific, Measurable, Achievable, Relevant and Time-bound to ensure clarity, accountability and measurable progress.
SMHL (Senior Mental Health Lead)	A qualified member of staff responsible for coordinating and overseeing the school's whole-school approach to mental health and wellbeing.
Stakeholders	All individuals or groups with an interest in the school or strategy, including pupils, staff, families, governors, community partners and external agencies.
Strategic Vision	The long-term direction and aspirations of the school, setting out what it aims to achieve in the future.
Strategic Action	A detailed step or initiative taken to achieve an objective within a strategic priority.
Strategic Priority	A key area of focus identified by the school as essential for long-term improvement. Strategic priorities provide direction for planning, decision-making and resource allocation, ensuring that actions align with the school's vision and have the greatest possible impact on pupils, staff and the wider community.
Success Criteria	A set of statements describing what successful implementation will look like and how we know the action or priority has been achieved.
Trauma-Informed	An approach that recognises the impact of adverse experiences on children's behaviour, emotions and learning, and responds with compassion, safety and relational support.