



CKIS and Kindergarten Five Year Strategy Plan 2023 – 2028

'The wings to fly, the confidence to try'

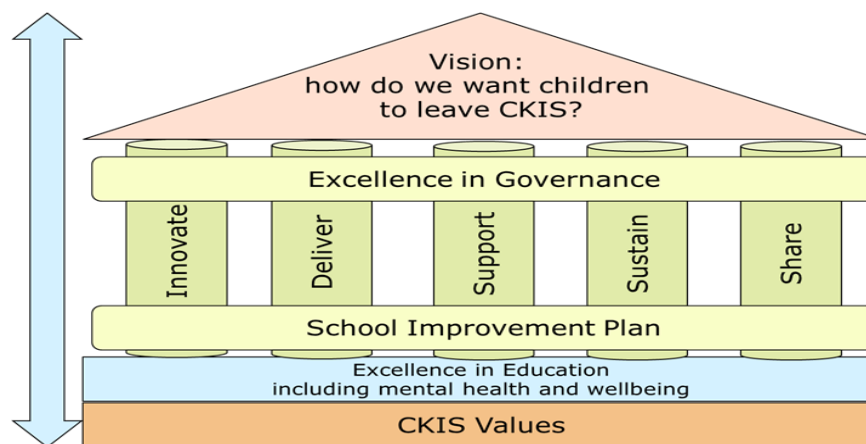
Our five year Strategy Plan sets the framework and objectives to guide the internal decision-making and elements of its corporate governance. The CKIS governing body (GB) ensures that all elements of the corporate governance are aligned with each other and the CKIS vision and values:

‘Our vision is to provide a safe and inclusive environment where every child is given the support to thrive as a kind and considerate member of our community. Our children will be passionate learners who are independent and confident when taking managed risks, resilient when facing challenges ahead.’

Our values:

*Children and community at the centre
Kindness and consideration for all
Inspirational learning that challenges and excites
Striving to reach our true potential*

The CKIS Strategy Plan is built around 5 key pillars: **Innovate, Deliver, Support, Sustain and Share.**



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Innovate

We ensure that we keep abreast of current global, national and local educational research and thinking and embed approaches that will enhance teaching and learning at CKIS. We encourage our staff to be forward thinking in order to develop their knowledge, understanding and expertise. We are outward facing in our approach and are actively involved in the Balcarras Teaching School Hub, the Cheltenham Leadership Partnership and other local teacher research groups. We are keen to identify opportunities for further involvement in both local and national research. Innovation is based on our analysis of what has the greatest impact upon improving the quality of teaching and learning and considers managed risks.

Deliver

In order to deliver excellence in education, we recognise that this starts with strong leadership and stable, trained, and qualified staff members. Given the age and stage of development of our young pupils, this also includes a commitment to ensuring a good ratio of teaching and support staff. We invest in leadership and training, both for our staff and governors. It includes highly effective training of Early Career teachers and staff to join both the school and the wider profession as a whole. We want to foster good professional relationships governed by trust.

Support

We strive to provide highly effective and timely support for our children and families through robust child protection and safeguarding policies and procedures. We also ensure early intervention and prioritisation of support for our disadvantaged and vulnerable learners through highly effective pastoral support and intervention, focused upon ensuring that every child thrives and reaches their true potential. We aim to achieve this by further developing effective well-being of children and staff. It includes strengthening our leadership of early intervention/early help in our local cluster and liaising with multi-agency professionals.

Sustain

We aim to retain high quality and expert staff for the benefit of our children's development and learning. We provide high quality 'continuous professional development' (CPD) being engaged in both national and local research networks. Growing and nurturing teachers and staff, we monitor the impact of our CPD. It includes setting a balanced budget and identifying additional funds to sustain our educational provision. Sustainability is included in our values as our children learn about and respect our environment via e.g. 'Forest School' and are involved in maintaining our status as an 'Eco School'.

Share

We believe in sharing best practices at all levels both locally, nationally and globally for the benefit of children in our wider community. We cooperate with other schools in the exchange of practices and knowledge. We encourage visits to and from other schools and regularly reach out to schools in our networks, specifically related to Early Years and Curriculum intent and implementation.

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Strategic Goal 1

To ensure highly effective governance and leadership that enables transformational kindergarten/school improvement.

Governors and Leaders will provide strategic oversight to ensure that the organisation:

- Is suitably positioned to face both the current and future educational landscape by actively exploring the potential pathway to Multi-Academy Trust.
- Builds governance and leadership capacity.
- Attracts, recruits, retains and develops the highest quality staff.
- Maintains a culture of vigilance with safeguarding and child protection as a constant priority.
- Maintains financial probity at all times, effectively managing the budget and ensuring compliance with the requirements of the ESFA.
- Maintains an exceptional learning environment for all.
- Promotes the active involvement of all stakeholders in celebrating success and identifying ongoing priorities for development.
- Takes a leading role in promoting early education in the local and national community through effective partnership and networking opportunities.

Strategic Goal 2

To provide an exceptional education for all children and pupils which empowers every learner to thrive.

Governors and Leaders will provide strategic oversight of the curriculum and the quality of teaching and learning, ensuring that it:

- Fulfils at least the requirements of the Early Years Foundation Stage Framework, National Curriculum, statutory RSE and Religious Education.
- Is suitably aspirational, broad and balanced.
- Is engaging and fully accessible for all.
- Promotes the physical and mental health and wellbeing of all children and staff and wider stakeholders.
- Responds in a measured manner to global and national research, keeping abreast of advances in technology and education.
- Encourages children to build resilience and take increasing responsibility for themselves and their environments as learners.
- Supports all children to make at least good progress and promotes high attainment for every child across all areas of learning and development/subjects.
- Maintains the organisation's reputation of excellence in the local community.

Strategic Goal 3

To ensure effective revenue streams are established to fulfil goals 1 & 2

Governors and Leaders will provide strategic oversight to ensure that the school:

- Reviews pricing at regular intervals, ensuring we are in line with competitors and other providers in the community.
- Explores options to increase provision where there is further demand (for example, after school wraparound care).
- Focuses on delivering exceptional service so that appetite for our paid for services remains.
- Explores opportunities for additional revenue streams (such as the recently introduced induction wraparound care for YR new starters).

Strategic Goal 1: To ensure highly effective governance and leadership that enables transformational school improvement.

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Pillars	Action	Success Criteria	Monitoring/Impact	Reviewed
<p style="text-align: center;"> Innovate Deliver Support Sustain Share </p>	<p>Ensure the organisation is suitably positioned to face both the current and future educational landscape by actively exploring the potential pathway to Multi-Academy Trust.</p> <p>A robust process of consultation involving all stakeholders will take place.</p>	<p>A clear decision regarding the future direction of the school's Governance has been made.</p>	<p>Ongoing discussions taking place regarding the MAT agenda in preparation for stakeholder consultation if agreed.</p>	<p>Jan 26</p>
	<p>Ensure the organisation builds governance and leadership capacity through timely review of school priorities and regular analysis of the strengths of the governing body and priorities for ongoing improvement.</p>	<p>The organisation will continue to have highly effective governance through a clear and ambitious vision which results in improved outcomes for all.</p>	<p>Clear and ambitious vision remains with robust monitoring systems in place. High standards of attendance and attainment for pupils evident in EYFS and phonics statutory assessments. High standards of progress and attainment evident across the organisation in kindergarten and school based monitoring and assessments.</p>	<p>Jan 26</p>
	<p>Ensure the organisation attracts, recruits, retains and develops the highest quality staff through rich and empowering CPD, rich networking opportunities and maintenance of high standards.</p>	<p>Staff are eager to work at CKIS and only leave to seek further professional development opportunities (which cannot be provided at CKIS).</p>	<p>Annual staff survey and leavers interview when staff leave to take up new appointments, demonstrates high staff morale linked to rich CPD and empowering working conditions which support staff health and well-being.</p>	<p>Jan 26</p>
	<p>Ensure the organisation maintains a culture of vigilance with safeguarding and child protection as a constant priority.</p>	<p>100% compliance with the annual GCC Safeguarding declaration. All staff follow our robust policies and procedures with children/families accessing appropriate and timely support where needed. Stakeholder feedback</p>	<p>100% compliance with the annual GCC safeguarding declaration maintained. Strong safeguarding culture is evident across the organisation. Staff, pupil and family surveys demonstrate that all children feel safe and secure at CKIS.</p>	<p>Jan 26</p>

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		demonstrates that all children feel safe and secure at CKIS.		
	Ensure the organisation maintains financial probity at all times, effectively managing the budget and ensuring compliance with the requirements of the ESFA.	Annual audits demonstrate that policies and procedures at CKIS are robust and that financial probity is maintained at all times.	Clean annual audits maintained each year with minor adjustments highlighted and actioned as needed.	Jan 26
	Ensure the organisation maintains an exceptional learning environment for all.	Robust monitoring and auditing alongside stakeholder feedback demonstrates that the indoor and outdoor environments are well maintained, safe and effective in supporting the kindergarten/school's aspirational curriculum.	Robust monitoring and auditing of environments (indoors and outdoors) leading to maintenance and improvements made. Three year maintenance cycle established.	Jan 26
	Ensure the organisation promotes the active involvement of all stakeholders in celebrating success and identifying ongoing priorities for development.	All stakeholders feel that their voice is valued and that the organisation makes informed decisions regarding priorities for improvement.	Annual child, family and staff surveys demonstrate high levels of satisfaction and involvement in planning for ongoing improvement.	Jan 26
	Ensure the organisation takes a leading role in promoting early education in the local and national community through effective partnership and networking opportunities.	Leaders and staff are actively involved in local and national network opportunities and these have a demonstrable impact upon improving teaching and learning across CKIS.	Leaders and staff maintain high levels of involvement in local and national networking opportunities which inform and support ongoing kindergarten and school improvement.	Jan 26

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Strategic Goal 2: To provide an exceptional education for all children and pupils, empowering every learner to thrive.

Pillars	Action	Success Criteria	Monitoring/Impact	Date Reviewed
<p style="text-align: center;">Innovate</p> <p style="text-align: center;">Deliver</p> <p style="text-align: center;">Support</p> <p style="text-align: center;">Sustain</p> <p style="text-align: center;">Share</p>	<p>Ensure the kindergarten/school fulfils at least the requirements of the Early Years Foundation Stage Framework, National Curriculum, statutory RSE and Religious Education and that the CKIS curriculum is suitably aspirational, broad and balanced.</p>	<p>All children/pupils will access the essential knowledge that they need to be educated citizens, introducing them to the best that has been thought and said and helping them to engender an appreciation of human creativity and achievement.</p>	<p>All requirements maintained and evidenced through policies, procedures and pupils' outcomes. Validated through Ofsted inspection May 24, external school improvement partner visits and other external reviews.</p>	<p>Jan 26</p>
	<p>Ensure the curriculum, learning environments and teaching is of the highest quality so that learning opportunities are engaging and fully accessible for all.</p>	<p>All children/ pupils make at least good progress and achieve exceptional outcomes.</p>	<p>Pupil standards continue to be better or significantly better than national averages.</p>	<p>Jan 26</p>
	<p>Ensure the organisation promotes the physical and mental health and wellbeing of all children and staff and wider stakeholders.</p>	<p>All children/pupils and staff feel well supported and demonstrate their true potential. Families access timely support which has a demonstrable impact on improving outcomes.</p>	<p>Formal and informal interactions with all stakeholders (including pupil voice, surveys, parent/carer events and staff questionnaires) demonstrate high levels of satisfaction with regards to the organisation promoting the physical and mental health and well being of all.</p>	<p>Jan 26</p>
	<p>Ensure the organisation responds in a measured manner to global and national research, keeping abreast of advances in technology and education.</p>	<p>All staff engage in research based professional development opportunities and internal and external monitoring highlight the exceptional teaching and</p>	<p>The organisation continues to keep abreast of advances in technology and education through research and high quality CPD. All teaching staff</p>	<p>Jan 26</p>

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		learning across the KDG and school.	are engaged in research based initiatives focused on improving the quality of teaching and learning across the organisation.	
	Ensure the kindergarten/school encourages children to build resilience and take increasing responsibility for themselves and their environments as learners.	Children and pupils demonstrate that they feel physically and mentally healthy and increasingly demonstrate our 'RESPECT' learning characteristics through daily interactions and learning opportunities.	Pupil voice, surveys and daily interactions with children demonstrate that they feel physically and mentally healthy and demonstrate our 'RESPECT' learning characteristics across daily provision and practice.	Jan 26
	Ensure the kindergarten/school supports all children to make at least good progress and promotes high attainment for every child across all areas of learning and development/subjects.	All children/pupils achieve exceptional outcomes.	Children continue to achieve strong outcomes with statutory attainment (EYFS and phonics screening) consistently higher than national averages.	Jan 26
	Ensure the organisation maintains its' reputation of excellence in the local community.	Both Kindergarten and school places remain at capacity and the local community will continue to hold the school in high regard.	The organisation continues to have a strong reputation and is highly regarded within both the local and wider Gloucestershire community.	Jan 26

Strategic Goal 3: To ensure effective revenue streams are established to fulfil goals 1 & 2

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Pillars	Action	Success Criteria	Monitoring/Impact	Date Reviewed
<p style="text-align: center;"> Innovate Deliver Support Sustain Share </p>	<p>Ensure the school reviews pricing at regular intervals, ensuring we are in line with competitors and other providers in the community.</p>	<p>Prices reviewed on an annual basis by Governors. Pricing adjustments made as required.</p>	<p>Pricing adjustments are reviewed annually and are in-line with other providers in the local community.</p>	<p>Jan 26</p>
	<p>Ensure the school explores options to increase provision where there is further demand (for example, after school wraparound care).</p>	<p>Additional capacity released (where there is demand) for Kids Club. Revenue target exceeded.</p>	<p>CKIS successfully achieved a wraparound grant from the LA to increase and improve provision as part of the Charlton Kings hub (working in close partnership with both St Marys playgroup and The Nursery School).</p>	<p>Jan 26</p>
	<p>Ensure the school focuses on delivering exceptional service so that appetite for our paid for services remains.</p>	<p>Demand for paid for services remains high. Customer satisfaction with services is strong as shown through survey results and family 'voice'.</p>	<p>Demand for services remains high and customer satisfaction is demonstrated through increase in pupils attending wraparound provision and pupil/parent voice.</p>	<p>Jan 26</p>
	<p>Ensure the school explores opportunities for additional revenue streams (such as the recently introduced induction wraparound care for YR new starters).</p>	<p>New ideas are implemented where possible to secure additional revenue.</p>	<p>All opportunities to secure additional revenue continue to be explored (including leasing, wraparound and use of nursery grant).</p>	<p>Jan 26</p>

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