

Long Whatton C of E Primary School: Strategic Plan 2026-2029

The Governing Body of Long Whatton CE Primary School has developed this three-year strategic plan to set the school's long-term direction. The plan builds upon the school's Self-Evaluation Framework (SEF), reflecting our current strengths and identifying the strategic priorities that will secure further improvement. Annual School Development Plans will identify the specific actions required to deliver these priorities, with progress monitored regularly by leaders and governors to ensure sustained improvement and the best possible outcomes for every pupil.
This strategy has been developed in consultation with pupils, parents, staff and governors. It reflects our Christian vision, celebrates the school's many strengths and sets out our shared ambition to ensure every child flourishes academically, socially, emotionally and spiritually.

Our Vision

Live, Learn, Grow and Be Thankful: Colossians 2
'Continue to live our lives in God, rooted and built up in him, strengthened in the faith as you were taught and overflowing with thankfulness'.

Our vision of '*live, Learn, Grow and Be Thankful*' is embedded in all that we do. We want our children to leave Long Whatton able to live their best lives, be enthusiastic learners, grow into their full potential, underpinned by our Christian Values.

Our Strategic Priorities

Leadership and Governance

We will drive robust leadership through highly effective CPD to develop strong senior leaders, subject leaders and teachers who embrace new methods and ideas through our external collaborations. We will provide strong, effective governance that provides support and challenge to drive improvement to secure exceptional outcomes for all pupils.

Curriculum, Developing Teaching and Achievement

We will provide an ambitious, well-sequenced curriculum delivered through high-quality teaching, enabling pupils to achieve well, with indoor, outdoor, and community environments enriching learning and supporting strong progress.

Behaviour, Attitudes and Attendance

We want a safe, happy and caring environment for pupils and staff, with the aim of instilling British and Long Whatton Way Values.

Personal Development and Wellbeing

We will instil resilience, independence, confidence and self-esteem underpinned by Christian Values for every child's Long Whatton journey.

Inclusion

We will drive and sustain a culture of early identification and effective response to individual barriers, ensuring timely, expert adaptations that lead to sustained improvements in learning and well-being, so that all pupils succeed.

Early Years

We will deliver a high-quality EYFS setting that provides no limits or barriers to children's achievement. What children know and can do will be strong, preparing them well for the next stage of their education.

Our Long Whatton Ways values

- I can do it
- Flying High
- More Than Just Me
- Thinking For Myself
- Christian Values

Net zero carbon by 2030

British Values

Equality and Diversity

By 2029, Long Whatton CE Primary School will be recognised as a school where every child flourishes academically, socially, emotionally and spiritually through an ambitious curriculum, exceptional teaching, inclusive practice and inspirational leadership rooted in our Christian vision.

The following strategic priorities set out the long-term improvements that will enable us to realise our vision and ambition. Annual School Development Plans will identify the actions required to achieve these milestone.

Strategic Priority	2026-2027	2027-2028	2028-2029	Success Measures By 2029 we will know we have succeeded because...
Leadership and Governance				
We will drive robust leadership through highly effective CPD to develop strong senior leaders, subject leaders and teachers who embrace new methods and ideas through our external collaborations. We will provide strong, effective governance that provides support and challenge to drive improvement to secure exceptional outcomes for all pupils.	Develop a culture of distributed leadership where leaders use monitoring, assessment, stakeholder voice and external validation to evaluate impact and drive continuous improvement.	Embed a highly collaborative leadership culture where monitoring consistently demonstrates strong implementation across all aspects of school life and leadership capacity is developed at every level.	Sustain leadership that is recognised externally as exemplary, with governance providing robust strategic challenge and leaders contributing to school improvement beyond Long Whatton through collaboration and professional networks.	Leadership is recognised through external review as highly effective, with governance providing robust strategic challenge and sustained school improvement.

Strategic Priority	2026-2027	2027-2028	2028-2029	Success Measures By 2029 we will know we have succeeded because...
Curriculum, Developing Teaching and Achievement				
We will provide an ambitious, well-sequenced curriculum delivered through high-quality teaching, enabling pupils to achieve well, with indoor, outdoor, and community environments enriching learning and supporting strong progress.	Develop consistent implementation of the ambitious curriculum through high-quality adaptive teaching, retrieval practice, explicit vocabulary instruction, robust assessment and the progressive development of disciplinary knowledge.	Refine assessment and monitoring so leaders can demonstrate long-term knowledge retention, curriculum impact, increasing proportions of pupils achieving greater depth and exceptional progress for disadvantaged pupils.	Demonstrate sustained excellence through exceptional outcomes, curriculum innovation and contributing to school improvement beyond Long Whatton through collaboration and the sharing of best practice.	Pupils consistently achieve outcomes above local and national averages, with increasing proportions achieving greater depth across the curriculum.

Strategic Priority	2026-2027	2027-2028	2028-2029	Success Measures By 2029 we will know we have succeeded because...
Behaviour, Attitudes and Attendance				
We want a safe, happy and caring environment for pupils and staff, with the aim of instilling British and Long Whatton Way Values.	Develop pupils' self-regulation, metacognition and leadership through the Long Whatton Way, ensuring behaviour remains exemplary.	Embed a culture where pupils increasingly evaluate their own behaviour, learning and contribution to the school community.	Demonstrate sustained exemplary behaviour with pupils acting as leaders, role models and ambassadors for the school's values within the wider community.	Attendance remains above national averages and behaviour continues to be recognised as exemplary by pupils, parents and external reviewers.

Strategic Priority	2026-2027	2027-2028	2028-2029	Success Measures By 2029 we will know we have succeeded because...
Personal Development and Wellbeing				
We will instil resilience, independence, confidence and self-esteem underpinned by Christian Values for every child's Long Whatton journey.	Develop robust systems for evaluating the impact of personal development, enrichment and leadership.	Increase pupil leadership, community engagement and equitable participation across all groups.	Demonstrate sustained measurable impact on pupils' confidence, resilience, wellbeing, character and preparation for life beyond Long Whatton.	Every pupil participates in a wide range of leadership, enrichment and community opportunities that prepare them well for life beyond primary school.

Strategic Priority	2026-2027	2027-2028	2028-2029	Success Measures By 2029 we will know we have succeeded because...
Inclusion				
We will drive and sustain a culture of early identification and effective response to individual barriers, ensuring timely, expert adaptations that lead to sustained improvements in learning and well-being, so that all pupils succeed.	Strengthen early identification and adaptive teaching through robust assessment and monitoring.	Embed highly effective inclusive practice so all pupils, including disadvantaged pupils and those with SEND, achieve exceptionally well.	Become recognised for inclusive practice where expert adaptation, early intervention and rigorous evaluation ensure outstanding outcomes for every pupil.	Disadvantaged pupils and pupils with SEND achieve exceptionally well from their starting points, with diminishing attainment gaps over time.

Strategic Priority	2026-2027	2027-2028	2028-2029	Success Measures By 2029 we will know we have succeeded because...
Early Years				
We will deliver a high-quality EYFS setting that provides no limits or barriers to children's achievement. What children know and can do will be strong, preparing them well for the next stage of their education.	Strengthen continuous provision, assessment and outdoor learning so that all areas consistently develop children's knowledge, vocabulary and independence.	Refine provision through research-informed practice, strengthening early mathematics, independence and curriculum progression.	Sustain an exceptional Early Years provision recognised for high-quality teaching, continuous provision and outcomes that consistently prepare children exceptionally well for Key Stage 1.	Children consistently achieve strong GLD and phonics outcomes and transition confidently into Key Stage 1, demonstrating secure knowledge, vocabulary and learning behaviours.

Monitoring and Review

The Governing Body will review progress against this Strategic Plan on a termly basis. Annual priorities will be translated into the School Development Plan and evaluated through the Self-Evaluation Framework (SEF). Progress will be monitored through published outcomes, internal monitoring, stakeholder voice, governor scrutiny and external review to ensure sustained school improvement and continued excellence.

Key performance indicators

Leadership and Governance	External review, governor evaluations, staff retention, leadership capacity
Curriculum, Developing Teaching and Achievement	National assessment outcomes, greater depth, internal monitoring, book scrutiny
Behaviour, Attitudes and Attendance	Attendance, behaviour records, pupil voice
Personal Development and Wellbeing	Participation rates, pupil leadership, enrichment, pupil surveys
Inclusion	SEND and disadvantaged progress, attendance, intervention impact
Early Years	GLD, phonics, Year 1 transition, external moderation