Spires Federation

Strategy (2026-2029)

Date: October 2026

Review date: September 2027

Spires Federation Strategy 2026-29

The Spires Federation is proud to be a family of friendly, caring schools where children feel valued and secure. Our enthusiastic and dedicated staff work in partnership with families, governors and the community, to provide a well-planned and challenging education for all, helping each and every pupil achieve high standards. Our children are at the centre of everything we do and we look to support their development socially, emotionally and morally as well as academically.

Our Vision is:

"To provide an aspirational education which inspires all to SHINE in our community so that they are happy, confident and equipped for life in all its fullness".

Through our motto of 'Opening Doors, Opening Minds' we believe passionately in helping each and every child become the very best that they can be. We want to help guide them to become responsible, caring citizens of the future, and so we teach values alongside the academic curriculum so that every one of our pupils has the opportunity to Shine.

OPENING DOORS OPENING MINDS

We want every child to be excited about coming to school each day and to leave having enjoyed their learning, and having been challenged to acquire new skills.

Our vision and values are central to all that we do. They underpin teaching and learning, decision-making and provide a reflective environment which prepares our pupils as successful learners, confident individuals and responsible citizens.

Our Values are:



The curriculum is planned across our three schools with a strong emphasis on creativity. Important reading, writing and mathematical skills are developed through a cross-curricular approach enabling the children to apply what they have learnt in other subjects.

We believe that all children deserve to be given a high level of individual and small group support in order to achieve their potential, and that's what makes our small schools special. The children's progress is monitored closely and all our children receive precise, targeted support throughout the year.

Our Strategy:

We are proud of our Federations achievements and values. We look forward to driving forward the excellent progress made over the last few years to make all three of our schools the best they can be.

Our strategic ambitions, as set out in this plan, are designed to give you a clear and accessible insight into the direction of our Federation. These objectives have been comprised from other documents and plans we have in place, including our individual schools self-evaluation forms and their respective improvement plans.

We have identified four key priority areas to focus on which are detailed below:

Improvement area	
Priority 1 – Effective leadership and governance	
Intended impact	**SDP Link**
We will work to: • embed the Federations vision and values in all that we do which is adhered to by all. • provide an environment of strong and effective governance through ensuring appropriate challenge of school leaders, regular monitoring and a commitment to drive continuous school improvement enabling the best possible outcomes of our children. • ensure robust leadership is in place throughout our schools from governors to senior leaders, middle leaders and subject leaders. • build on the successes of our Good and Outstanding Ofsted ratings ensuring we meet all the requirements within the Ofsted framework. • build on our strong collaborative model working with other schools to share good practice and support each other. • review at least annually, the appropriateness of the Federation joining a Multi Academy Trust whilst proactively considering the impact on our schools to ensure we deliver the best outcome for our pupils, staff and community. • seek opportunities to grow and strengthen our federation including reviewing our pre-school provision.	• Schools leaders focus on successful achievement of the priority areas within our school development plan • Subject leaders make good use of assessment. • Subject leaders have knowledge of key groups and how they are progressing within each subject. • Subject leaders monitor with a clear purpose and can articulate clear next steps. • Governors have a clear overview and knowledge of their champion subjects and provide appropriate challenge.

Improvement area	
Priority 2 – High quality of education	
Intended impact	**SDP Link**
We will work to: • maintain and strengthen a consistently embedded curriculum that is coherently sequenced and delivered with shared understanding across all schools, ensuring high-quality learning for every pupil. We will continue to secure exceptional outcomes for all groups, including disadvantaged pupils and those with SEND, through high expectations, strong teaching practice and rigorous curriculum design. • strengthen our Early Years provision through high quality teaching, maximising enrichment opportunities, developing effective outdoor provision and ensuring all environments are rich in vocabulary, where progression is challenged and provision is purposeful. • ensure all teaching is consistently good or outstanding so children make and exceed expected progress, strengthening our teaching based on identified needs of staff through robust and motivating performance management. • diminish the difference where progress gaps exist across our schools and, ensure children with special educational needs have the provision needed to be successful through pastoral support and individualised learning. encourage an understanding of the meaning and significance of faith and promote Christian values through the experiences our schools offer to all pupils.	• All TAs are used effectively to help pupils develop independent learning skills and manage their own learning. • Teachers ensure that TAs are fully utilised and prepared for their role in the classroom. • Strategic use of TAs to complement teaching. • Teachers and Teaching assistants skilfully question to ensure previous learning is embedded and that misconceptions are identified swiftly and addressed to ensure children know more and remember more. • All groups (SEND, Post LAC, FSM, GDS) make at least expected progress and meet aspirational targets. • Consistent increase in SPaG data across the school compared to previous years. Evidence of accelerated progress in results from one term to the next. • Increase in number of children achieving expected in all year groups in writing. • Increase in greater depth in all year groups in writing. • Effective intervention and support leads to at least expected progress in spelling/SPaG outcomes for SEND pupils. • Increase in combined RWMC.

	• All groups (SEND, Post LAC, FSM, GDS) consistently make at least expected progress and meet aspirational targets. • Staff effectively trained to identify the needs of all learners. • Effective internal assessments are embedded and staff are confident in their use. • Enrichment opportunities are maximised and timetabled across the Federation. • Effective provision, use of adults and routines in mixed-age classes ensure all EYFS and KS1 pupils needs are met and are learning more and remembering more.

Improvement area	
Priority 3 – Everyone is safe, well and behaviours are good.	
Intended impact	**SDP Link**
We will work to: • strengthen a culture of respect, inclusion and positive conduct, ensuring pupils consistently demonstrate high levels of self-control, motivation and contribution to school life. We will further develop opportunities for pupils to support one another's well-being and play an active role in shaping our school community. • provide a nurturing environment that allows pupils and staff to develop and work in a supportive and collaborative environment.	• All TAs are used effectively to help pupils develop independent learning skills and manage their own learning. • Teachers ensure that TAs are fully utilised and prepared for their role in the classroom. • Strategic use of TAs to complement teaching. • Teachers and Teaching assistants skilfully question to ensure previous learning is embedded and that misconceptions are identified swiftly and addressed to ensure children know more and remember more.

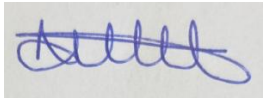
• provide a safe, supportive and secure learning environment for staff, pupils, parents and visitors to the school, where all staff are vigilant and confident in dealing with safeguarding issues. • ensure appropriate structures are in place allowing both staff and pupils to work in a safe, healthy and productive way.	• CPD has enabled subject leaders to confidently embed a consistent curriculum. • Staff are confident in delivering the curriculum to enable all pupils to flourish and achieve. • All groups (SEND, Post LAC, FSM, GDS) consistently make at least expected progress and meet aspirational targets. • Staff effectively trained to identify the needs of all learners. • Enrichment opportunities are maximised and timetabled across the Federation.

Improvement area
Priority 4 – Build our schools financial viability and sustainability
Intended impact
We will work to: • manage a sustainable financial position across our Federation, ensuing our school's finances are managed prudently and sustainably, generating revenue through increasing the number of students enrolled and identifying areas where we can reduce costs without compromising the quality of education. • provide a cost neutral pre-school and wrap around provision across our schools, working with external partners, to enable us to build our pupil numbers through positive marketing within the community to ensure all our schools are financially sustainable for the future. • implement strategies to support our schools future sustainability including; reducing energy consumption; promoting recycling and increasing awareness of environmental issues through incorporating sustainability into our curriculum and teaching about the importance of environmental stewardship. • build and strengthen engagement between our schools, parents and the community.

Our Strategic Plan has been developed to set out and communicate our vision, ethos and long-term direction for the Federation, so that as a whole school community we are clear on where we are going and what we are trying to achieve.

This plan will be used in the decision-making for the school and will be used by the governing body to assess progress against our priorities as detailed above.

If you have any comments or feedback you would like to provide about our Strategic Plan please do contact us.





Donna Winters
Executive Headteacher

Andrew Hancy
Chair of Governors

Date agreed by Governing Board: 19 October 2026