



Learning together, we grow kind hearts
and healthy minds.

Preston and Wingham Primary Schools Federation: Strategic Plan 2026-2029

The Governing Body of the Preston and Wingham Primary Schools Federation have produced a three-year strategic plan that sets out our priorities. This includes our vision, strategic priorities and the values that underpin all we do. We'll be regularly tracking progress to ensure continuous improvement. The plan recognises many existing strengths of both schools in the federation and build upon these. We are committed to meeting the needs of all pupils, helping them to realise their potential and move with confidence to the next stage of their lives.

Our Vision

Together we grow kind hearts, healthy minds and ambitious lifelong learners.

Our Aims

To create an inclusive community of lifelong learners, embracing curiosity and exploration, nurturing each learner's individual talents. Encouraging resilience and reflective learning and teaching collaboration and empathy.

Our Values **RICH**

Our school values are **Respect Inclusive Creative Hardworking**. Through these values we strive to develop character and inspire everyone to achieve in a happy, fun and safe environment.

Strategic Priority	What we already do well	2026-29 Aims
Embedding Quality of Education		
A curriculum that engages, excites and encourages a love of learning: ensuring all children have the provision they need to be successful.	Forge our own pathway: <i>We do what we feel is best for our children which is often different to other schools within the LA.</i> Flexibility of approach: <i>Constantly evaluate and review not only at a strategic level by leaders but also by teachers in their planning and delivery. This ensure children access the skills/knowledge they need.</i> Consistency across the schools: <i>Leaders ensure all aspects of curriculum are consistently delivered and monitored, joint federation meetings and planning meetings. Vision and values explicitly underpinning all areas.</i>	- To maintain high standards in all areas of the curriculum ensuring both schools are at least in line with national data. - To have high expectations for our disadvantaged children and ensure provision leads to those children achieving at least in line with disadvantaged children nationally - To aspire to be in the top 10% of schools for progress and or attainment in reading, writing and maths.

	Outdoor learning provision: <i>This is planned for to enrich children's learning experiences to enhance opportunities for children to flourish in different environment. Also makes our curriculum very practical and creative.</i> Flourish/enquiry led learning: <i>Our unique foundation assessment allows all learners to demonstrate their learning promoting creativity, independence, understanding and application allowing children true autonomy. Delve allows children to deepen their learning and develop their independence, thinking and problem solving skills.</i> Character Education: <i>The development of the of the new' character' that aligns with our values will offer essential skills for life long learning for our children.</i> Effective formative assessment systems: <i>Ensuring gaps on learning are identified and appropriate intervention is accessed by any who need it. Effective use of school led tutoring and pupil premium funding. Curriculum end points have provided effective tools to further assist teachers, subject leaders and senior leaders in assessing impact and standards and attainment throughout the federation.</i>	• To continue to ensure the quality of teaching and learning (including the environment) is enabling all children to reach their potential. • To ensure that all children are developing a culture of inclusion, caring and respect for others around them, both within and outside the school gates. • To aspire to strong standard in all areas in OFSTED grading • For subject leaders to effectively lead in their role and promote excellence within their subject area. • To maintain governor visits to engage, support monitor and challenge leaders. • To ensure children have a voice and their voice informs future development. • To continue to review and evaluate in order to not become complacent with FLOURISH to ensure it maintains its intended impact in identifying attainment within foundation subjects. • To ensure our curriculum continues to inspire and meet the needs of all learners. (By evaluating, reviewing and adapting) • To embed Character within the school curriculum ensuring children see the value. • To involve parents and carers in this area of the curriculum to ensure this is celebrated and acknowledge as well as academia.
Success Criteria	Success will be evident when both schools demonstrate consistently strong outcomes, high-quality teaching and an ambitious and inclusive curriculum; all groups of pupils achieve well; leadership and governance provide effective challenge and support; and pupils develop academically, socially and personally within a culture where every child is valued, heard and encouraged to flourish. • Outcomes across both schools are at least in line with national expectations, with sustained improvement demonstrated over time. • Disadvantaged pupils achieve at least in line with disadvantaged pupils nationally, with identified gaps diminishing. • The Federation demonstrates progress towards its ambition of being within the top 10% of schools nationally for attainment and/or progress in reading, writing and mathematics. • Assessment information demonstrates that pupils, including those with SEND and disadvantaged pupils, make strong progress from their individual starting points. • Staff demonstrate consistently high expectations for the achievement and progress of all pupils. • Teaching and learning are consistently strong across both schools, enabling pupils to know more, remember more and achieve well.	

	• Learning environments are purposeful, inclusive and support pupils to become confident and increasingly independent learners. • Assessment is used effectively to identify need, inform teaching and provide appropriate support and challenge. • Pupils requiring additional support are identified promptly and provision has a demonstrable impact on their learning. • Monitoring demonstrates increasing consistency in teaching, expectations and classroom practice across the Federation. • The curriculum is ambitious, broad, balanced and appropriately adapted, enabling all pupils to access and succeed in their learning. • Pupil outcomes demonstrate strong knowledge, understanding and progression across curriculum subjects. • Subject leaders have a clear understanding of the strengths and development needs within their subjects and can demonstrate the impact of their leadership. • FLOURISH is used consistently and effectively to evaluate attainment and identify areas for development within foundation subjects. • Curriculum reviews, pupil voice, work scrutiny and assessment information demonstrate that the curriculum continues to inspire pupils and meet the needs of all learners. • Identified areas for curriculum improvement result in timely and measurable actions. • Character Education is clearly embedded across the curriculum and wider life of both schools. • Pupils can articulate the school's character values and explain how these influence their choices, relationships and behaviour. • Pupils demonstrate respect, care, responsibility and positive attitudes towards others within school and the wider community. • All pupils feel valued, included and able to participate fully in school life. • Personal development and character achievements are recognised and celebrated alongside academic success. • Parents and carers increasingly understand, engage with and support the schools' approach to Character Education.
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Strategic Priority	What we already do well	2026- 29 Aims
Shaping Behaviour, Attitudes & Well- Being		
A safe, nurturing environment that allows pupils and staff to work in a supportive, collaborative environment, developing kind hearts and healthy minds.	Thrive: <i>The whole federation approach ensures consistent support and empathy, meaning our children are confident and feel safe therefore enjoy coming to school. Attendance at both schools is good. Data shows we are at least inline if not better than national averages.</i> Familiarity with children: <i>We pride ourselves on having good links with our families. This means we are in partnership and in turn has a positive impact on school life. Children also feel safe and enjoy coming to school.</i> All staff buy in to caring ethos: <i>Staff retention is strong, all staff demonstrate and model vision and values. Commented on in both OFSTED inspections that staff feel valued and supported by leaders.</i>	• To continue with the robust attendance procedures to ensure school attendance is good or better across the federation. With a focus on the persistent absentees and those children who are disadvantaged and have SEND. • To continue to have high expectations for behaviour and attitudes, explicitly taught through our school values developing the children's understanding of Fundamental British values and protected characteristics. • To ensure new staff adhere to and understand the THRIVE approach in order to support children with their behaviour and attitudes.

		• To continue to support mental health in the workplace, considerations given to external Mental Health Awards. • The federation staff retention is good and we are able to recruit staff who buy in to our vision and values. • To seek the views of stakeholders across the federation to ensure good levels of mental health and well-being at all times.
Success Criteria	A positive, inclusive federation culture is evident across both schools, where attendance is strong, behaviour and attitudes are consistently positive, staff and pupils feel valued and supported, and stakeholder feedback demonstrates high levels of well-being and belonging. Attendance remains good or better across the federation, with persistent absence reducing and attendance gaps for disadvantaged pupils and pupils with SEND narrowing. • Robust attendance procedures are consistently implemented, with early identification, appropriate intervention and effective engagement with families resulting in improved attendance. • Behaviour and attitudes remain consistently positive, with children demonstrating high expectations and confidently applying the school's values in their everyday behaviour. • Children develop an age-appropriate understanding of Fundamental British Values and protected characteristics, demonstrating respect, tolerance and understanding of others. • All new staff understand and consistently implement the THRIVE approach, resulting in effective support for children's emotional regulation, behaviour and attitudes. • Staff mental health and well-being remain a high priority, with staff reporting that they feel valued, supported and listened to. • The federation explores and, where appropriate, works towards a recognised external Mental Health and Well-being Award, using this process to strengthen existing provision. • Staff retention remains strong, with successful recruitment of high-quality staff who understand and demonstrate commitment to the federation's vision, ethos and values. • Stakeholder voice is gathered regularly from pupils, parents/carers, staff and governors, demonstrating positive levels of well-being, belonging and confidence in the federation. • Leaders respond effectively to stakeholder feedback, with actions identified, implemented and reviewed to demonstrate positive impact on mental health, well-being and school culture.	

Strategic Priority	What we already do well	2026-29 Aims
Encouraging Personal Development		
Every child's journey at our federation will provide a platform for the skills to build self-esteem, independence and confidence to flourish in life.	Enrichment opportunities: <i>We plan for a wealth of enrichment opportunities to ensure our children have experiences and live learning. We are creative with this approach as often funding prevents us from just enriching the curriculum with trips. We use a range of activities that are purposeful and engaging. (e.g. use of outdoor environment, theme days, parent workshops). We are mindful of all aspects of the child and include activities that promote and look after children's mental health. (Well-being week, fun runs, sports week, trips to the theatre, beach trips)</i> SEND programme: <i>Our SEN offer is strong with well managed provision and bespoke personalised support for SEND children. THRIVE practitioners and SENCO assistants provide excellent support and nurture for our more vulnerable children. Evidence in OFSTED Preston June 25 Inclusion – Outstanding and Wingham January 26 Inclusion Strong Standard.</i> Adaptive teaching: <i>Staff ensure that children can confidently access learning by effective and creative adaptive teaching. The THRIVE approach with positive praise and understanding gives our children the confidence to have a go and not be afraid to make mistakes.</i> Celebration of pupil success: <i>Across the federation every opportunity is taken to celebrate success. This is through our values. Children are celebrated for effort, achievement, talents, hard work, kindness, helpfulness, understanding, caring, equality, and so on.</i> Opportunities for pupils to develop leadership skills: <i>children demonstrate their leaderships skills beyond the classroom with school council, head boy and head girl, charity events and school improvement planning. Children lead assemblies sharing their passion. They are sports leaders and playground buddies.</i>	• To continue to support children's well-being and emotional resilience. • To ensure staff training is updated to include mental health support and strategies for children who are experiencing anxieties about coming to school (EBSA, PDA). • To explore ways to further, enhance opportunities which reinforces mutual respect, tolerance and understanding of what it is like to be a citizen, not only of the federation/school, but of local, national and international societies. (Equality, community projects, global citizenship) • To promote good behaviour for learning and enable our children to be proactive learners who are curious and ambitious and desire to learn. • To seek the views of stakeholders across the federation to ensure good levels of mental health and well-being at all times. • To continue to develop opportunities for children to develop leadership skills in school through clubs, enrichment offer and whole school events.
	Children flourish personally, socially and academically within a supportive and inclusive federation where well-being is prioritised, positive attitudes to learning are embedded, diversity and citizenship are celebrated, and pupils are empowered to take an active role in school life and their wider community.	

	• Children demonstrate increased emotional resilience, can identify and communicate their feelings, and confidently use appropriate strategies and trusted adults to support their well-being. • Staff are confident in recognising and responding to children experiencing anxiety, including EBSA and PDA-related needs, and consistently use appropriate strategies to support engagement, attendance and successful participation in school. • Children demonstrate an age-appropriate understanding of equality, diversity, mutual respect and tolerance and recognise their responsibilities as members of their school, local, national and global communities. • Children consistently demonstrate positive behaviours for learning and increasingly show independence, curiosity, ambition, resilience and a willingness to take responsibility for their own learning. • Regular feedback from pupils, staff, parents/carers and governors demonstrates positive levels of well-being across the federation, with stakeholder views used effectively to identify priorities and inform ongoing improvements. • An increasing range of children access meaningful leadership opportunities through clubs, enrichment activities, pupil groups and whole-school events, enabling them to develop confidence, responsibility, teamwork and leadership skills.
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Strategic Priority	What we already do well	2026-29 Aims
Enhancing Federation Identity, Culture & Structure		
Strengthen and promote the federations sense of identity, so that parents/carers, prospective parents, current and future staff and wider community have a shared pride of who we are and what we value. They are motivated to become involved in the life of the school using their skills, knowledge and	We offer parents the opportunities to become fully involved in their children's learning and school life. We maintain links with STAR Alliance and planned activities, support and training. Our websites provide a window into the children's learning. Each school within the federation communicates with their parents through informative newsletters and dates so parents are aware of any events well in advance. Both schools have developed a good reputation within the local area. Increased pupil numbers at both schools have been the impact of the schools' successes.	• To continue the successes of the federation's sense of identity to ensure both schools continue to be highly valued within the local community. • To continue to nurture a thriving school culture across the federation which enables all to engage with and contribute to the achievement of the schools aims and which is welcoming by all. • To make effective links with local nursery and pre-schools settings. • To continue to promote the federations vision and values and uniqueness through the website and other methods of communication.

experience to enrich the learning experience.		- To continue to promote both schools within the federation to ensure full PAN each year. - To involve the children from both schools to promote collaboration and communication and joined up thinking. - To seek the views of parents to ensure the school structure remains conducive to the federation achieving its strategic aims.
Success Criteria	The federation has a strong and sustainable identity, with both schools valued within their communities, positive stakeholder engagement, effective local partnerships, strong pupil collaboration and sustainable pupil numbers.	

Strategic Priority	What we already do well	2026-29 Aims
Optimising Leadership & Management		
Proactive leadership throughout the federation; from senior to middle and subject leaders. A reflective and engaged governing body that provides support and challenge to drive improvement.	SLT model effective leadership: <i>SLT have been instrumental in supporting the identification of the school's strengths and development priorities and have been actively involved in the development and delivery of the Federation Development Plan. Leaders engage staff; listening and responding to staff views. Evident in OFSTED June 25 (Preston) OFSTED January 26 (Wingham).</i> Engaged and supportive Governing Body: <i>Governors passionate about supporting the federation on its development journey – providing challenge and guidance where necessary.</i> Safeguarding: <i>There is a safeguarding culture where staff understand their responsibilities and recognise safeguarding is everyone's responsibility. Robust systems are in place and a professional curious approach is taken when safeguarding children.</i>	- To ensure the Federation Leadership Team continues to develop both schools, maintaining a culture of continuous improvement, avoiding complacency and driving high standards across all areas of school life. - To aspire to an Ofsted strong standard across all areas. - To ensure effective appraisal supports to continued ethos of achievement and CPD systems - To continue to strengthen subject leadership by ensuring middle leaders have a clear understanding of strengths and areas of development of their subject area and they are able to articulate the impact of their actions to address developments needed. - To enable subject leaders to make judgements about children's attainment and progress in their subject providing support, advice and guidance where necessary. - To seek out governors who add to the skill set of existing governors and who believe and buy in to the federation's visions and values. - To consider effective succession planning in key roles across the federation.

		• To consider the future of the federation in terms of academisation.
	Leadership and governance across the federation are ambitious, knowledgeable and forward-thinking. Leaders at all levels understand their areas of responsibility, accurately evaluate impact and drive continuous improvement, while effective appraisal, professional development, governance and succession planning ensure the federation remains sustainable and well positioned for the future. • The Federation Leadership Team demonstrates ambitious, reflective and proactive leadership, with no evidence of complacency. • Self-evaluation accurately identifies strengths and areas for development across both schools. • Improvement actions are regularly monitored and demonstrate measurable and sustained impact. • High expectations are consistently evident across all aspects of school life. • All staff have clear, challenging and relevant appraisal objectives linked to federation and individual professional development priorities. • CPD is carefully targeted according to identified staff and school needs. • Leaders evaluate the impact of professional development on staff practice and pupil outcomes. • Staff demonstrate a culture of professional reflection, aspiration and continuous development. • Subject leaders have a clear and accurate understanding of the strengths and development needs within their subjects. • Leaders maintain effective subject action plans that identify appropriate priorities and actions. • Monitoring demonstrates that actions taken by subject leaders are having a positive impact on curriculum quality, teaching and learning. • Subject leaders can confidently articulate the intent, implementation and impact of their curriculum area. Staff receive effective support, advice and guidance from subject leaders. • Governor recruitment is strategic and skills-based, addressing identified gaps within the governing body's expertise. • New governors understand, support and champion the federation's vision, values and strategic direction. • Governors provide appropriate support and robust challenge to leaders. • Governor development and training ensure the governing body has the knowledge and skills required to fulfil its responsibilities effectively. • Key leadership and specialist roles across the federation are identified and succession risks are understood. • Leadership knowledge and responsibilities are appropriately distributed to reduce reliance on individual members of staff. • The federation has sustainable leadership capacity to manage future staffing and organisational change. • Leaders and governors have a clear, evidence-informed understanding of the strategic options available for the future of the federation. • The potential benefits, risks and implications of academisation are carefully explored and documented. • Any future decisions are based firmly on the best interests of pupils, staff, both schools and their communities.	

	• Governors are able to demonstrate appropriate due diligence and a clear rationale for any decisions made.
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Strategic Priority	What we already do well	2026-29 Aims
Developing Financial Management, Premises and Infrastructure		
To maintain strong financial management practices and deliver the best value for money from the financial resources available to enable the schools to achieve the strategic aims set.	The federation has an effective and competent Business Manager who has an excellent working relationship with the Executive Headteacher. We have robust and clear processes in place in order to meet with compliance. In the last few years we now have a stronger health & safety focus and knowledge ensuring the schools are compliant with laws and practices in order to keep everyone safe.	• To maintain strong and stable financial outcomes. • To ensure both schools in the federation are successful in their financial compliance. • To keep both of the school buildings, infrastructure and grounds in a good state of repair and fully compliant with all health and safety and safeguarding considerations. • To produce and maintain a long term plan for the development of the school premises and infrastructure when financial resources allow. • To ensure the schools have the best possible resources available for online and computer work, including good quality broadband connections, consistent with the needs of the curriculum.
Success Criteria	• Both schools maintain balanced, sustainable budgets, with spending carefully monitored and resources targeted effectively to support school improvement priorities and pupil outcomes. • Financial management across the federation remains robust and compliant, with appropriate controls, monitoring and reporting in place and no significant issues identified through audit or financial review. • Governors receive regular, accurate financial information and provide appropriate scrutiny and challenge to ensure the federation achieves value for money. • Both school sites are safe, secure, well maintained and welcoming, with statutory health and safety, safeguarding and premises requirements consistently met. • Routine maintenance and identified repairs are completed promptly and effectively, with clear systems for reporting, prioritising and monitoring premises issues. • A long-term premises and infrastructure development plan is maintained for both schools, identifying priorities, anticipated costs and potential funding opportunities.	

	• Capital improvements are prioritised according to need, safety, educational benefit and available financial resources. • IT infrastructure remains reliable, secure and fit for purpose, supporting effective teaching, learning and school administration. • Pupils and staff have access to high-quality digital resources and dependable broadband connectivity appropriate to the needs of the curriculum. • Technology investment is strategically planned, including the replacement and upgrading of devices, infrastructure and associated systems, to ensure long-term sustainability and value for money. • Governors and leaders can demonstrate that financial, premises and technological resources are being used strategically to support the federation's long-term sustainability and continued improvement.
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