2026/2027 STRATEGY

Belong, Believe, Achieve

Why do we exist?

We exist to ensure that every child, regardless of background or circumstance, fulfils their God-given potential. We are committed to removing barriers, raising aspirations, and preparing all pupils to thrive in the next stage of their education and in life.



What do we do?

We Belong, Believe and Achieve. Through a culture of high expectations, faith, and care, we provide the opportunities, challenge, and support every child needs to succeed — growing confident, compassionate individuals ready to make a positive difference.

How will we succeed?

At Wavertree Church of England School, our motto — Belong, Believe, Achieve — shapes every aspect of school life. We are a place where everyone belongs to the family of Wavertree, with faith in God at the heart of all we do. We believe in ourselves and in one another, nurturing confidence, compassion and a spirit of hope. Through this shared belief, our children are inspired to achieve their full potential — academically, spiritually and personally.

Guided by Philippians 4:13, “I can do all things through Christ who gives me strength,” we face every challenge with faith and determination, knowing that together, strengthened by love and purpose, we can succeed.



Belong



Believe



Achieve

How do we behave?

Fellowship: We build a community where everyone feels they belong, supporting and walking alongside each other every day.

Forgiveness: We learn from our mistakes, show grace to others, and work together to repair and rebuild relationships.

Hope: We approach our learning and our future with positivity, believing that we can overcome challenges and achieve our best.

Compassion: We look out for one another with kind hearts, taking action to help those in need both in our school and the wider community.

Wisdom: We use our knowledge to make good choices, grow in understanding, and develop the skills we need for life.



Respect: We value and care for each other, celebrating the unique qualities and differences that make us a diverse family.

WAVERTREE
CHURCH OF ENGLAND SCHOOL

What is most important right now?



Key Priority 1: To raise academic standards by ensuring all staff hold high expectations; where every child receives the tailored support they need, enjoys a rich and exciting curriculum, and feels a true sense of safety and belonging.

Key Priority 2: To develop staff with high-quality training to ensure that excellent, consistent, and effective teaching happens in every classroom, every day.

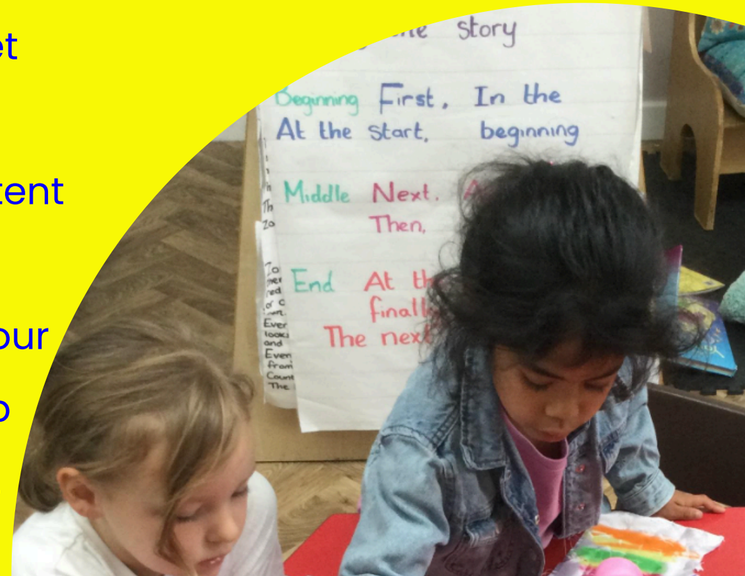
Key Priority 3: To build strong, supportive partnerships with our families, working together to ensure excellent school attendance, while inspiring our children to live out their Christian values by making a positive difference in the world.

Why is this important?



At Wavertree Church of England School, our context drives our commitment. Our school serves a vibrant but highly complex community with a high disadvantaged profile. Our strategy is designed to directly address these unique needs, ensuring that no child is left behind.

- **Why we must Ignite the Learning:** Our recent turnaround in early phonics proves that targeted, high-expectation strategies work. However, critical gaps are still prevalent - we must apply the same rigor across all subjects to ensure that all pupils overcome learning barriers and achieve academic fluency before their next stage of learning. Every child should feel they belong from day one.
- **Why we must Ignite the Profession:** We have highly experienced staff in key areas; by investing in high-quality, practical coaching, we will ensure that excellent, consistent, and adaptive teaching happens in every classroom, every day, allowing staff to confidently meet our school's complex learning needs.
- **Why we must Ignite the Communities:** Deep social deprivation and a history of high persistent absence mean that traditional, rigid school policies are not enough. We know that learning cannot happen if children are not here; therefore, building deep, trusting relationships with our families is essential to remove the barriers to attendance, unlock individual talents, and help our children feel a true sense of belonging, inspiring them to attend school every single day.





Key Enablers

High-Quality & Exciting Curriculum

Continue to adopt and embed our curriculum from REMAT, LJMU Natrual Curriculum & NENP to ensure that every child, from EYFS to Key Stage 2, benefits from an exciting, well-connected, and balanced education that makes them look forward to school every day.

Tailored Support & Early Screening

We don't wait for children to fall behind. We are using trusted, specialist screening tools and rapid catch up sessions (RWI tutoring, Sandwell Maths and PM Benchmark) alongside INSIGHTS profile overviews to spot any unique learning barriers early. This allows us to instantly adapt our daily classroom teaching and deliver targeted, small-group tutoring so every child can confidently access the full curriculum.

Side-by-Side Classroom Coaching

Our experienced leaders and core subject experts will work directly alongside teachers in the classroom, providing real-time coaching and support. We will continue to work closely with our Trust Partnership to ensure the very best teaching practices at Wavertree.

Key Enablers



Ongoing Teaching & Learning Reviews

We will embed regular monitoring of pupils' books and work across all subjects, including at staff meetings. By looking at work together across different year groups, teachers ensure our teaching standards remain consistently high, our assessments are incredibly accurate, and our expectations are perfectly aligned with top national standards.

Rapid Training & Pedagogy Blueprint

Using REMAT's Pedagogy Principles Blueprint to ensure our classrooms every child is systematically guided to master the curriculum, ensuring deep knowledge and academic fluency whilst supporting every child's unique learning, emotional, and special educational needs. Frequent monitoring by school leaders will allow real-time coaching so every lesson matches our high expectations.

Personalised Staff Development

We will actively track, log, and support the individual professional growth of every staff member over time. By regularly mapping out each teacher's unique strengths and areas for development, school leaders can provide tailored mentoring, celebrate teaching excellence, and encourage staff to share their best practices across the school.



Key Enablers

Supportive Family Attendance Plans

We know that when a child misses school, it is often a symptom of a wider family challenge. Our pastoral team will work directly with parents following the support-support-challenge model to co-create simple, practical plans that help break down the barriers to getting to school on time.

Celebrating Each Unique Talent

We want our school to be a vibrant place of pride, celebration, and discovery. We will broaden our rewards and enrichment activities to look beyond just attendance and academic results, ensuring we find, nurture, and celebrate the unique, God-given talents of each and every child. Through an expanded Personal Development and after-school enrichment offer ensuring every pupil will have the opportunity to shine, build deep self-confidence, and share their strengths with the whole Wavertree family

Values in Action & Community Spirit

We want our children to look outward and care for others. By introducing a child-friendly way to explore big life questions and embedding regular "reflection moments" into our lessons, we will lead termly community action projects where our pupils learn how to stand up for local causes and make a real difference in the world

Measuring our Success:

At Wavertree Church of England School, we define our success by the meaningful impact we have on the lives of our pupils. Guided by our vision of "Belong, Believe, Achieve," we strive to create an environment where every pupil feels valued and empowered to reach their fullest potential.

Belong: We strive to create an inclusive environment where every pupil feels a sense of belonging. To gain a comprehensive understanding of our success, we actively seek feedback from our pupils and families, fostering open lines of communication that allow us to hear diverse perspectives. This engagement ensures that all voices are valued and contributes to a supportive community.

Believe: Our belief in the potential of every pupil drives our commitment to their development. We engage with our dedicated staff and governing body to reflect on our practises and identify areas for improvement. By nurturing a culture of belief in our pupils' abilities, we empower them to take ownership of their learning journey.

Achieve: We are relentless in our pursuit of achievement for all pupils. External evaluations from our school improvement partner provide us with objective insights that help guide our development. Additionally, we closely monitor our financial health to ensure that we can sustainably support our educational initiatives. By utilising these various measures, we remain focused on our mission and hold ourselves accountable to the communities we serve.

Live List:

·Grow number of pupils on roll

·Christian Distinctiveness

·Attendance

·Staff and pupil wellbeing

·Monitoring

·Quality First Teaching

·Behaviour

·SEND

·Safeguarding

·Staff absence

·Finances

·Wider experiences for our children

·Parental involvement

·Academisation

·Family support

·Health and safety compliance

·SEMP

·Marketing and reputation

·Pupil Premium

·Children’s happiness levels

·Communication

·CPD

·Catering

·ReThink Pantry

·School/church partnership

·Training/mentoring

Measuring Success Against Priorities

Key Priority 1:
To raise academic standards by ensuring our school has high expectations, where every child receives the tailored support they need, enjoys a rich and exciting curriculum, and feels a true sense of safety and belonging.

What success looks like: Academic achievement and progress show a sharp, measurable upward trajectory across all statutory touchpoints, specifically lifting EYFS Good Level of Development outcomes, a dramatic rise in Year 1 Phonics pass rates, accelerating KS2 progress in Reading, Writing, and Maths, and closing the attainment gap for disadvantaged pupils and high prior attainers.

How we will know: Termly tracking data, statutory assessment results, robust book scrutinies showing high-ceiling tasks across all year groups, and pupil voice feedback confirming that children feel safe, deeply supported, and academically challenged in every lesson.

Measuring Success Against Priorities

Key Priority 2:
To develop staff with high-quality training to ensure that excellent, consistent, and effective teaching happens in every classroom, every day.

What success looks like: Excellent, evidence-informed teaching is habitual and visible in every classroom, every day. Pedagogical variance is drastically reduced through rigorous peer coaching, targeted trust specialist mentoring, and structured leadership support for transitioning teachers.

How we will know: Regular teaching and learning review data showing consistent adherence to cognitive load and adaptive teaching strategies, accelerated development in teaching approaches reported through professional development feedback loops.

Measuring Success Against Priorities

Key Priority 3:
To build strong, supportive partnerships with our families, working together to ensure excellent school attendance, while inspiring our children to live out their Christian values by making a positive difference in the world.

What success looks like: Whole-school attendance rises steadily in-line with national benchmarks, while persistent absence, particularly in vulnerable cohorts is aggressively reversed through proactive, compassionate family intervention. Parents act as active, trusted partners in their children's learning, and pupils proudly demonstrate the school's Christian values through positive behavior, community impact, and mutual care.

How we will know: Attendance analytics will show weekly and half-termly improvements, positive parent survey feedback and attendance at school events, and behavioural logs reflecting calm, values-driven classrooms.