

Norton Community Primary School



Nothing is beyond our reach!

Care and challenge engage and motivate us!

Praise reassures and supports us!

Successes are celebrated and built on!

Strategic Plan

2013 – 2018

This Strategic Plan will be fully reviewed in September 2017

Foreword

This plan has been developed and written in consultation with stakeholders. It summarises our long-term strategic plan for Norton Community Primary School.

Our intention in developing the plan is to set out and communicate our vision, ethos and long-term direction for the school. This plan enables all those involved in our school to be clear on where we are going and what we are trying to achieve.

We are proud of the school's achievements and values and look forward to continuing the excellent progress made in recent years to make this an outstanding school. Pupils and families are at the centre of all we do. This school believes that every child within its care deserves the best possible education, development and experiences it can provide irrespective of their background, ability or funding. Parents need to trust that we act in the best interests of the children at all times and will support families in times of need wherever possible.

If you would like to be a part of the next review and development committee in 2017 please contact either the:

Headteacher: headteacher@norton-pri.n-yorks.sch.uk

Chair of Governors: admin@norton-pri.n-yorks.sch.uk

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1 Plan development and review

1.1 Who and What?

The strategic plan is a high level long-term plan, extending over a period of five years from 2013 – 2018. It follows on from discussions and evaluations completed during our successful Ofsted Inspection in January 2012. It sets out the school's vision, values and long-term strategic priorities. It is aimed at the key stakeholders in the school. It considers the needs of children and parents in our community both immediate and long-term.

The strategic plan is complimented by the School Development Plan (SDP), a shorter-term operational plan extending over a period of 1-2 years (depending on the issues raised by current cohorts and legislation). The SDP is developed by the staff and Governors; it sets out in operational terms how the short to medium term development of the school is to be achieved. It will link to the long-term strategic plan for the school, but will be a smaller step to move the school forward to achieving our overall aim.

1.2 How we developed the plan

The plan was developed by the governing body working with staff, parents and the school children, where appropriate, as follows:

- Following the evaluation by Ofsted in 2012 the Senior Leadership Team (SLT) met with the Chair of Governors and a small working party to address the issues raised by Ofsted.
- The staff were then consulted to see if they agreed with and/or could think of any other issues.
- SLT met to discuss long term vision and issues for the school particularly with relevance to the growth of the school in terms of pupil numbers and the long term capacity to provide places for the children whilst maintaining an excellent standard of education.
- Children developed their vision for the school and a new school logo with a more positive image.
- The School Council organised a survey of pupils to monitor their views and thoughts about the school and what they would like to change.
- The Headteacher then produced a draft of the strategic plan.
- The plan was shared with a working party of Governors and Staff for final editing.
- The final plan was circulated to all stakeholders including parents.

1.3 Review and revision of the plan

- It was agreed that the plan would be revisited each year to check that we were still in tune with our long-term strategic aims and read by all staff, particularly those new to the school.
- The plan would be fully reviewed and updated in September of 2017 ready for a new plan in September 2018.

2 School context, history and development

2.1 Brief description

Norton Community Primary School is a local authority school. The age range is from 3 to 11 years (Nursery to Year 6) with a 3 form entry. The Pupil Admission Number (PAN) was increased from 60 to 75 * to cater for the rapidly increasing cohort sizes and requests for placements in Reception. Classroom sizes are a big restriction on space in this building as there are still 5 that will only hold 24 people including the teacher and teaching assistant. The school already offers wrap around care (8.00am – 6.00pm) using school staff.

**Update: the PAN will increase to 90 from September 2017 – we already have a cohort of 95 and 3 others in the 80s.*

2.2 History

Norton Community Primary School is based in a very old building which now has many add on areas. The building struggles to regulate heat, water temperature and electrical power due to its expansion. Capacity for the building is 525 children according to the local authority. The school has had many long serving heads up until September 2004. The current Headteacher has been in post since April 2009.

2.3 Community

The local community is very diverse with a mix of nationalities and economic groups, giving a great variety of languages and social/ethnic morals within the school community. More pupils than average are on the register for Special Educational Needs (SEND) with over a fifth of pupils being eligible for Pupil Premium.

2.4 Performance history, Ofsted rating

A brief summary of how Ofsted has rated the school performance is given in the accompanying table.

In the inspection in January 2012, Ofsted reported that to further improve, the school needed to 'Ensure teaching is consistently good or better and thus raise achievement further by:

- i. sharing the best teaching practice currently evident within the school
- ii. refining and sharpening the use of assessment information to match tasks to the needs of some lower-attaining pupils
- iii. ensuring that consistent attention is paid to high-quality presentation of work.

Date	Ofsted Rating
May 2000	Satisfactory
March 2006	Good
June 2009	Satisfactory
January 2012	Good

3 Vision and Values

3.1 Vision

Norton Community Primary School is the hub of the community, supporting children and families on a daily basis throughout the year. By providing an outstanding education for all children in the school we encourage them to develop into highly motivated, resilient and achieving members of society. Children will have a love of learning and parents will develop a trust in the school and a sense of belonging to a community.

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3.1 Values

Norton Community Primary School will have a set of values by which the children are taught. The values are: Courage, determination, respect, excellence, friendship, inspiration and equality. We believe that by teaching and encouraging these values we are producing adults for the future who are capable of making a difference.

4 Strategic Priorities

These can be grouped into five main areas, but then is further split into smaller points within each area.

A. To deliver an outstanding educational experience for all children in our care

Continue the rapid and sustainable progress being made throughout school to ensure all learners are well prepared for their next stage of learning and real life. This will be achieved by:

i. To share outstanding practice with all teaching staff

Peer observations to continue and the purchase of a camera system will enable lessons to be recorded and shared in staff development sessions. This could be used to coach NQTs or students whilst teaching.

ii. To raise expectations in presentation of work

Retrain staff in the agreed handwriting scheme for school. Review and update the presentation and marking policy to raise the expectation of written work. All new staff to be made aware of handwriting and presentation expectations. Regular book scrutinies to be held to monitor consistency throughout year groups and school.

iii. To seek additional accommodation to meet the growing pupil numbers

The school continues to grow in size and the current accommodation will not suffice if this trend continues. Headteacher to write a proposal for NYCC to seek additional accommodation to operate a second site to meet the needs of the school.

iv. Expansion of school due to numbers

Work with Strategic Services (NYCC) to continue to adapt and upgrade this building to accommodate additional classes. School is moving from a 60 intake to a 75 and predicted to rise to 90 by 2017.

v. Preparation for a Deputy Headteacher to be based on each site of the school

If the school continues to increase in size and moves onto two sites it will possibly need a deputy on each site. This may well be achieved through our successful succession planning, if not then the school will need to recruit from external sources

B. The school to review and update the school curriculum to incorporate the new national curriculum

i. All leaders to prepare for a new national curriculum to be incorporated into the school curriculum

The SLT to discuss the implications of a new national curriculum and assessment system. How will it be phased in and incorporated into the very successful school curriculum?

ii. Develop and embed assessment following life without levels

How will the school assess the progress of each child across the curriculum and throughout the school?

C. Continue to raise attainment by accelerating progress for all pupils

- i. **Closing the gap sooner by addressing needs as soon as they enter school**
A high proportion of our children arrive in school below (or significantly below) age related expectations. Consistently good quality teaching closes the gap for them by the time they leave school, but the quality of their speech on arrival is significantly deteriorating and this needs addressing in Foundation.
- ii. **Improved phonics results by the end of Year (updated to plan 2015)**
More sessions and focused delivery of phonics in Early Years and KS1 will improve the attainment of children in Y1 and Y2 both in phonics and reading. Interventions to be organized following a baseline assessment.

D. Expand the pastoral support for parents to cover school holidays

- i. **Maintain parental support through long holiday breaks by developing a programme of activities**
Investigate how to better use our Family Support Advisor to support parents during longer holidays. Target those parents most vulnerable. Idea of putting the theory of Family Links into practice but also looking at Pupil Premium children.
- ii. **Develop and extend our role within the community by organising and funding trips out twice a year during school holidays**
Find areas that are not easily accessibly without transport, but provide a good quality (and inexpensive) day out for families. School could fund the coach and open up the trip to any family from Norton Community Primary School and their siblings.

E. Continue to develop and explore partnerships with other schools for school improvement

- i. **Collaborations with other schools**
Continue to build and extend links with other schools that are meaningful and sustainable. The main focus being to provide better outcomes for children.

5 Implementation, Monitoring and Evaluation

5.1 Implementation of the plan

The strategic plan sets out five strategic priorities which will shape the direction of the school and form an overview of where we are trying to be in five years time.

The SDP developed by the staff team describes how this strategy is to be implemented in the short and medium term. Different points will be addressed at different times and once the improvement is part of our regular practice it will no longer appear on the SDP.

5.2 Monitoring

The Governing Body monitors the development and implementation of the school development plan. This may be delegated to committees depending on the strategic organisation of the Governing Body each year.

The Governing Body will review the strategic plan in September 2017 along with the SLT. Each area will be discussed and a new strategic plan written for September 2018.

5.3 Evaluation

The Governing Body will use parental feedback, raise online, internal tracking and the Ofsted evaluation schedule as a key evaluation tools.

6 Organisational Structure

6.1 Governance structure

The following diagram illustrates the governance structure for the school.

The school pupils are served by the staff, led by the Headteacher, to whom the staff are accountable. The Headteacher is accountable to both the Local Authority and the Governing Body, each of which provides support and guidance.

The Governing Body is appointed from parents and the community (including Local Authority). A key relationship is that between the Chair of the Governing Body and the Head. The Governing Body has 3 committees, Curriculum, Resources and Governance and Strategy.

Parents provide direct support to staff and also support the school through the Friends of Norton Community Primary School.

