

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

2019 – 2024

First Review September 2021

This Strategic Plan will be fully reviewed in September 2024

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 2024 please contact either the:

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

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

Contents

1	Plan development and review.....	1
2	School context, history and development.....	2
3	Vision and Values.....	3
4	Strategic Priorities.....	4
5	Implementation, Monitoring and Evaluation.....	6
6	Organisational Structure.....	7

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 2019 – 2024. It follows on from discussions and evaluations completed during our successful Ofsted Inspection in March 2017. 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 2017 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.
- 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 2018 ready for a new plan in April 2019.

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 and further increased to 90 in September 2017 to cater for the rapidly increasing cohort sizes and requests for placements in Reception. The continuing popularity of the school and physical limitations of the main school building persuaded North Yorkshire County Council to build an additional school building for the school which caters for years 5 and 6 (approximately 160-170 pupils in 6 or 7 classes depending on need). The site is very close to the main site and can be reached with a 3 minute walk. The school continues to provide wrap around care which has been extended due to parental need (7.45am – 6.00pm) using school staff.

2.2 History

Norton Community Primary School is based in two buildings. The original, main site, is 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. It currently has 471 pupils (2019), with the current organisation this could rise to 489 if all the year groups were full with a PAN of 90. Currently only Y1 and Reception have a PAN of 90 but all other year groups are oversubscribed with their PAN of 75. 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 March 2017, Ofsted reported that to further improve, the school needed to 'Ensure teaching is consistently good or better and thus raise achievement further by:

- i. More pupils to make better than expected progress across Key Stage 1 and in early years so that at least an average proportion of pupils reach the expected standard in all subjects, including phonics.

Date	Ofsted Rating
March 2006	Good
June 2009	Satisfactory
January 2012	Good
March 2017	Good

This verifies and supports the schools assessment that children enter the school significantly below the expectations for their age.

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 and wanting to make a difference.

4 Strategic Priorities

These can be grouped into three main areas, but then is further split into smaller points within each area. The school is also recognising three potential risks that may need to be addressed during this plan.

A. To continue to provide an excellent educational experience for all children in our care which enables them to make accelerated progress in their first 4 years of school.

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. Sharing outstanding practice with all teaching staff

Peer observations to continue in order to share good practice amongst all staff. This is also used to coach NQTs or students whilst teaching.

ii. 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.

Target:

More children leave FS with age related speech (national average is 85%)
By 2023 KS1 results for reading and maths are in line with national averages which are currently 75%.

iii. Restructure the layout of F2 into 3 separate classrooms

By refocusing the teaching classes into their own rooms teachers will have greater control over the assessment and planning needed to accelerate the progress and preparation ready to access the high expectations of the Key Stage 1 curriculum. This has been in place since September 2019. Teachers are more aware of the children in their own class and able to address developmental targets through everyday teaching.

Target:

By July 2023 more children leave FS2 with a good level of development in line with the national average of 82%.

iv. Improved phonics results by the end of Year 1

More sessions and focused delivery of phonics in Early Years and KS1 has improved the attainment of children in Y1 and Y2 both in phonics and reading. This needs to be carefully monitored to maintain the pass rate in line with the national expectations irrespective of prior attainment. Interventions are organised following an initial baseline assessment in the September of every Year 1 cohort.

Target:

By July 2023 Year 1 pupils are consistently achieving the national average in the phonics screening test 82%.

v. More children to be at the expected standard in reading and maths by the end of Year 2.

- a. *Following a thorough review of the teaching in Key Stage 1 there have been staff changes and a curriculum review. Expectations are in line with the national expectations for the end of Year 2. Interventions are put in*

place quickly when children are not on target. Staff are developed in a range of strategies to help promote accelerated progress.

Target:

By 2023 Year 2 reading and maths are in line with the national averages of 75% reading and 76% maths.

Lockdown in 20-21 has had a negative impact on learning and progress across Key Stage 1.

B. The school to review and update the school curriculum to incorporate the new Ofsted expectations of the primary curriculum.

i. All leaders to review the delivery of school curriculum and make sure it is still fit for purpose.

Intent, implementation and impact are now clearly defined in all subjects. There is a clear progression of knowledge and skills evident as children move through the school. Teachers are aware of previous and future learning to help children make sense of current learning. The new curriculum was launched in September 2020 and needs time to embed.

The newly created remote learning – Purple Mash to remain a strong focus throughout the school year so that any periods of absence can catch up with any missed learning. Weekly home learning tasks to be set on Purple Mash. Invest in a virtual library to encourage greater reading of quality texts at home for pupils in Key Stage 2.

ii. Develop and embed a better and more accurate understanding of what “age related” looks like at each different age in the school.

All teachers to unpick the expectations of all subjects to create some brief statements to help all teachers to be able to accurately assess children across all subjects.

Target:

Teacher assessment across all subjects is more accurate and meaningful. More children are correctly assessed as working at age related expectations. By 2024 all teachers will have a good understanding of what age related expectations are in a range of subjects throughout one phase of primary school.

C. To identify and nurture some meaningful community links which give our pupils’ ownership of where they live.

i. Governors and school staff to brainstorm community and vulnerable groups in the local area to see where pupils’ might be able to make a positive contribution.

Links need to be manageable and sustainable so that the school becomes recognised within the group/s it supports or affiliates with.

Skills such as sharing stories, singing, tea parties, Christmas and Easter celebrations and raising money might be areas to look at.

Children to be given an opportunity to suggest how they could benefit the community and have an impact on where they live.

ii. Headteacher to identify which groups of children and / or staff would need to become involved.

Is it something that children can do or does it need a commitment from adults to provide a regular service / visit, in or out of school.

Currently Chloe Meade and Tom Myers are taking lead roles in this development. There is a clear and obvious link with the St Peter’s Church and Rivermead Care Home.

- iii. **Begin to develop links with a rationale that is mutually beneficial.**
Headteacher to meet with the group / organisation to discuss what might work. Frequency and details to be discussed at the start to avoid any misconceptions. Meet with staff and children to discuss the exciting opportunity. Covid has significantly impacted upon this during 2020-21.

Potential Risks:

1. Maintaining a financially sustainable school under increasing budgetary pressures.

The Headteacher and Governors to evaluate current staffing whenever people leave to minimise the budget deficit under current financial pressures. Staff are used efficiently and effectively to meet the needs of all pupils. Predicted numbers for F2 September 2021 are 25 less than normal (60), these are provisional figures from county, the actual allocations of places are released on 29th April.

Charges made to parents are reviewed to reduce the subsidy from school which will still favour the parents but will generate an increase to our income from: Breakfast Club, After School Club, Provision for 3 year olds, swimming and trip contributions.

2. Competition from a new primary school being built in Norton.

Norton CP to maintain the high level of performance and value for money it currently provides. Welfare of pupils and their families to remain of paramount importance to the values of the school.

3. Lockdown Restrictions 2020-2021.

The majority of pupils may have missed 6 – 8 months of in school teaching during these two academic years. The later Lockdown (Jan 21) saw a raised expectation from the Government that remote learning would mirror classroom teaching. Not all pupils engaged with this as well as they should have. The school needs to minimise any loss in learning as quickly as possible for all pupils.

5 Implementation, Monitoring and Evaluation

5.1 Implementation of the plan

The strategic plan sets out three 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 every Spring Term and update the contents of it with a final review in September 2023 along with the SLT. Each area will be discussed and a new strategic plan written for April 2024.

5.3 Evaluation

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

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). There is a key relationship between the Chair of the Governing Body and the Head. At Norton CP, the Governing Body has 3 sub-groups: Sub-group 1 – the School Improvement Committee, Sub-group 2 – Curriculum Link Governors and Sub-group 3 – Any other Governors who are able to attend the Full Governing Body meetings regularly.

Parents, Governors and volunteers provide direct support to staff and the school. There is a Governor who maintains contact with staff to promote, monitor and support with staff well-being.

