

Kineton Green Primary School

Governing Board's Strategic Plan 2021 - 2022

Vision: Kineton Green Primary School is an outstanding school as not only judged by Ofsted but in addition is recognised as such by all the major stakeholders including staff, governors, parents, children and the wider community.

1 Plan development and review

1.1 What and who?

The strategic plan is the school's overarching plan covering between one and up to three years. It sets out the school's vision, values and long-term strategic priorities. It is aimed at the key stakeholders in the school: children and their parents, staff, governors and other stakeholders.

The strategic plan is complemented by the School Development Plan (SDP), a shorter-term operational plan extending over a period of one year. The SDP is developed by the staff and governors and sets out in operational terms how the long-term strategy of the school is to be achieved.

1.2 How we developed the plan

This plan was developed by the governing body working group and included input from staff, as follows:

- A planning meeting was held on 10th May 2021, as part of the regular governing body meetings, which focused on the development of strategic priorities.
- Members of the Governing Board met with staff to listen to their views and priorities on 4th May 2021.
- Due to the pandemic an open meeting with parents could not take place but a face to face/virtual meeting is planned for Autumn 2021 to encourage parents to give their views and priorities that would help inform this strategic plan.

1.3 Review Monitoring and Evaluating the Plan

The plan will be monitored, evaluated and reviewed annually at the first Governing Body meeting of the new academic year and will be revised accordingly.

2. School Context and Current Position

2.1 School Context – drawn from Ofsted (Inspection Data Summary Report) June 2021

Kineton Green Primary school is a local authority community primary school. The age range is from 3 to 11 years (Nursery to Year 6). It is a one form entry school, with a school roll of 230. The school serves a varied community with a mix of pupils from diverse ethnic and economic groupings. The proportion of pupils who have special educational needs and disabilities (13% including 0.9% with an Education, Health and Care Plan) is slightly above the national average (12.8% including 1.8% with an EHCP). The proportion that is eligible for pupil premium funding is 25%, slightly higher than the national average of 23%. The proportion of EAL (English as an Additional Language) pupils within the school is 26%, this is above the national average of 21%. The school has an on-site before and after-school facility (The Beehive Kids Club). This has been severely impacted by COVID 19.

2.2 Kineton Green Primary School - Position Statement – January 2020:

January 2020 the school's overall effectiveness was judged good by OfSTED. In order to improve the school's effectiveness to 'outstanding' the report identified the following key areas for development:

Further improve the quality of provision for SEND pupils, continue to develop the school's curriculum and support the weakest readers by:

- Developing leaders and teachers understanding of the needs of pupils with SEND ensuring that pupils with SEND receive the right level of support to enable them to make strong progress towards their targets.
- Leaders continuing their work to develop the school's curriculum making sure all subjects are equally well-planned and sequenced.
- Ensuring, through the teaching of reading and phonics that children who start to fall behind in their early reading catch up quickly by finely tuning support to their individual needs and that books are closely matched to the sounds children are learning.

3. Values

3.1 At Kineton Green we aim to create a safe, enjoyable and exciting community in which every person is valued and encouraged to explore their potential in an infinitely changing world. Underpinning this are our values of respect, safety, trust, confidence and engagement in learning.

3.2 The school's values are encompassed in the 'Five Bees' statements which are regularly shared with and widely understood by the children. These are as follows:

- Be safe and healthy
- Be confident
- Be trustworthy and honest
- Be a lifelong learner
- Be respectful

4. Core Aims

4.1 The Quality of Education

Intent – curriculum intent (national curriculum, knowledge and skills), curriculum flexibility and cultural capital.

Implementation – teacher subject knowledge, developing understanding and assessment.

Impact – well constructed, well taught curriculum – what the pupils have learnt, national assessments, groups acquire knowledge and cultural capital and read age appropriately and fluently.

- Developing a broad and balanced curriculum that inspires pupils to learn - To enrich the children's experiences and provide purposeful learning through a progressive, broad and balanced curriculum. To increase all pupils' knowledge base and application of skills in order to support overall attainment and progress.
- Embedding high standards of attainment in reading, writing and mathematics for all groups of pupils in all phases of the school
- Ensuring that progress rates for all groups of pupils in reading, writing and mathematics are consistently above or well above national expectations.
- Ensuring that the quality of teaching is routinely good with significant areas of outstanding teaching in evidence across the school. • Ensuring that the school's physical and learning environments offer the highest standards of learning opportunities for our children including the use of high quality resources and technological innovations.
- Ensuring that the culture and ethos of the school reflect the uniqueness and distinctiveness of the Kineton Green Primary School community.

4.2 Behaviour and Attitudes

- Ensuring that pupils' attitude to learning, behaviour and levels of well-being, safety and welfare are exceptional.
- Ensuring that the overwhelming majority of parents have very positive views of the school, value the highly effective channels of communication and would recommend Kineton Green Primary School to others.
- To improve the attendance of all pupils who are classed as persistent absentees focussing especially on those who are disadvantaged.
- To ensure pupils feel safe and that any form of bullying is dealt with swiftly and effectively.

4.3 Personal Development

- To ensure that new curriculum encompasses progressive opportunities for all pupils to develop personally, and invest in becoming a valued member of the school and wider community, uphold British values, respect and reflect on their own beliefs, cultures of their own and that of others.

4.4 Leadership and Management

- Ensuring that leaders and governors have developed a deep understanding of the school's strengths and areas for improvement, take decisive actions to ensure improvements are brought about rapidly and are committed to a culture of high expectations which is shared by all staff and pupils.
- Ensuring the school has robust systems for managing and monitoring its financial resources.
- Embedding a strong partnership and communication with all staff and ensuring that concerns and ideas for enhancements are heard and acted upon and supported by professional development.




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Targets/Success Criteria	Review	Grading	Reference/Monitoring
<p>4.1. 1 To reflect the consequences of the COVID pandemic our target is to provide meaningful learning, catch up and intervention so that pupils make sufficient progress to close their gaps in learning – progress to be baselined upon their March 2021 assessments with the aim to return as a minimum to the last national comparative data of 2019. See Ofsted summary data June 2021 in 2.1.</p> <p>To support all children to ensure that they make either sufficient catch up on lost learning or continue to make good/expected progress.</p> <ul style="list-style-type: none"> • Progress and outcomes achieved throughout the year reflect expectations. 			
<p>4.1.2 The effects of COVID19 have exacerbated the gaps in learning.</p> <p>A focus is required on disadvantaged children and the bottom 20% of learners (including those with SEND /Pupil Premium) to ensure they make rapid progress in order to close gaps in expected attainment through the graduated approach of plan, do and review both inside and outside the classroom.</p>			

<ul style="list-style-type: none">• As a result of school assessment, pupils will make at least good or better progress and close the gaps in attainment.• End of key stage progress data will show an improving picture from the identified baseline (see 4.1.1)• The consistent application of provision that is 'additional to' and 'different from' will be evidenced within the classroom and will show pupils closing gaps in attainment.• Intervention will show accelerated progress for identified 'off track,' pupils.			
<p>4.1.3</p> <p>Ensuring, through the teaching of reading and phonics that children who start to fall behind in their early reading catch up quickly by finely tuning support to their individual needs and that books are closely matched to the sounds children are learning.</p> <ul style="list-style-type: none">• Those children identified as falling behind make the required progress to be in line with national requirements or their predicted outcomes.• The teaching of reading and phonics is of good quality and children are making at least expected progress.• Books are matched appropriately to pupils needs and in line with the progressive teaching of phonics.			

<p>4.1.4 Through consultation with the teaching staff, prioritise improvements in resources in order to support the new curriculum and catch up learning for all pupils. Funding to be approved by governors.</p> <ul style="list-style-type: none"> • Staff acknowledge improvements in teaching resources • Costs remain within budget. 			
<p>4.1.5 The well-being of staff and children (including those individuals with specific emotional needs) is tracked throughout the year. This to be achieved by teacher /parental consultations and pupil inclusions</p> <ul style="list-style-type: none"> • Tracking shows staff and pupil well-being is understood and improving. 			

Key:  Objective met  Objective partially met  Objective not met

Glossary

To accompany the Kineton Green Governing Board's Strategic Plan 2021 – 2022 and other Governing Board documents.

DfE	Department for Education
EHCP	Education, Health and Care Plan
ELG	Early Learning Goals
EYPP	Early Years Pupil Premium
EYSF	Early Years Foundation Stage
FS1	Foundation Stage 1
FS2	Foundation Stage 2
GLD	Good Level of Development
KS1	Key Stage 1 - <i>National Curriculum Years 1 and Year 2</i>
KS2	Key Stage 2 - <i>National Curriculum Years 2 to Year 6</i>
LAC	Looked After Child - <i>a child under the care or supervision of a Local Authority and consequently eligible for PP</i>

NA	Not available/applicable
NPP	Non Pupil Premium
PA	Persistent Absence/Absentee
PP	Pupil Premium <i>interchangeable with PPG</i>
PPG	Pupil Premium Grant <i>interchangeable with PP</i>
SENCO	Special Education Needs Coordinator
SEND	Special Education Needs and Disability
SEMHS	Social Emotional and Mental Health needs
TA	Teaching Assistant
SDP	School Development Plan
TBC	To be confirmed