



# Godinton Primary School

## Strategic Priorities Action Plan

**2024 – 2027**

Next review Date: July 2025

Ongoing monitoring through Strategy Group



## Godinton Primary School – Strategic Priorities Action Plan 2024 – 2027

**School Vision:** To provide a nurturing and inclusive environment, alongside a challenging and inspiring learning experience, where all work together to support children in reaching their full potential and achieving well deserved success.

### School Values:

*Some minor additions will be made to the school values for September 2024 which reflect the inclusivity of the school and the emphasis on personal wellbeing:*

- We respect and listen to each other's views, opinions and ideas
- We love how we are all different
- We look for the best in each other *and ourselves*
- We are kind, friendly and thoughtful
- We are honest *and take responsibility for our actions*
- We help and look after each other, *ourselves* and our environment
- *We attend school on time, every day and always try our best.*
- We make sensible choices *in our work and play*
- We show good manners
- We are proud to be part of the Godinton family.

To achieve our vision, we have the following strategic priorities

<b>Strategic Priority One: To ensure that the final stages of curriculum development are implemented resulting in all subjects being carefully sequenced with secure end points in place to guide assessment.</b>	
<b>Linked to:</b>	School Improvement
<b>Desired Impact on school vision:</b>	All children achieve well and make good progress from their starting positions across the curriculum
<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>• Review of curriculum areas which require further development takes place in order to bring them in line with the majority of curriculum subjects at Godinton</li> <li>• Review of Ofsted feedback regarding the curriculum takes place</li> <li>• Priorities identified e.g. sequencing of curriculum skills and knowledge for the remaining subjects, in order to have a clear curriculum development plan in place which can be included on the SIP</li> <li>• Subject leaders use non-contact time to address priorities and to support staff with curriculum knowledge</li> <li>• Staff feel confident in delivering all subjects within the curriculum and know where to access additional support as required</li> </ul>
<b>Lead for implementation:</b>	Led by the HT and SMT, working with all teachers across the school to ensure high quality curriculum provision.
<b>Lead for Monitoring:</b>	Governing Body through the Strategy Group Term 1
<b>Timescales:</b>	To begin in academic year 2023–24
<b>Required Resources:</b>	<ul style="list-style-type: none"> <li>• Staff Meeting time / INSET dedicated to subject development</li> </ul>

	<ul style="list-style-type: none"> <li>• Subject leader non-contact time</li> <li>• Costs associated with additional resources required to support different subject areas</li> </ul>
<b>Look for evidence of progress in:</b>	<ul style="list-style-type: none"> <li>• Headteacher reports</li> <li>• Feedback from Governor monitoring</li> <li>• Data (progress and attainment of different groups)</li> <li>• Talking to pupils</li> <li>• Feedback from curriculum leads, team leaders and SMT</li> <li>• Reports from the SENCO</li> </ul>

**Strategic Priority Two: To achieve nurture accreditation highlighting the strong emphasis that the school places on nurture support for all children.**

<b>Monitoring:</b>	Monitoring by the Strategy Group in Term 2
<b>Linked to:</b>	Whole School Wellbeing and School Improvement
<b>Desired Impact on school vision:</b>	To aid the school in continuing to provide nurture support for all pupils through provision, staff training and reinforcement of school values and ethos.
<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>• Successful engagement with the Nurture UK programme leads to accreditation.</li> <li>• Implementation of Nurture sessions has positive impact on children’s social and emotional development and this in turn has a positive impact on academic achievement.</li> <li>• Staff feel suitably trained and supported to deliver focused nurture sessions</li> <li>• Sessions have a positive impact on children’s self-esteem. Feedback about the sessions is positive.</li> </ul>

	<ul style="list-style-type: none"> <li>Wider staff team have a greater understanding of the 6 principles of nurture and can apply this to everyday practice more effectively.</li> </ul>
<b>Lead for implementation:</b>	Led by AHT/SENCo and Nurture TA with support from SMT
<b>Lead for Monitoring:</b>	Governing Body through the Strategy Group Term 2
<b>Timescales:</b>	To begin in academic year 2023–24
<b>Required Resources:</b>	<ul style="list-style-type: none"> <li>Suitable space for sessions to be delivered</li> <li>Sufficient resources available to deliver nurture support</li> <li>Costs associated with accreditation</li> </ul>
<b>Look for evidence of progress in:</b>	<ul style="list-style-type: none"> <li>Benchmarking through use of Boxall Profile, Leuven Scales etc.</li> <li>Headteacher reports</li> <li>Reports from Nurture lead / SENCO</li> <li>Governor monitoring visits</li> <li>Feedback from staff</li> <li>Review of relevant policies</li> <li>Impact assessments: initiatives, policies and support</li> <li>Surveys</li> <li>Talking to children</li> <li>Feedback from parents</li> <li>Reporting of relevant staff CPD</li> <li>External evaluation and or accreditation</li> </ul>

**Strategic Priority Three: To continue to look for the best means of supporting children's additional needs e.g. through in-house alternative provision for children with complex needs.**

<b>Linked to:</b>	School Improvement
<b>Desired Impact on school vision:</b>	To ensure that all children, including vulnerable groups, achieve well from their starting points and make at least good progress developmentally and academically.
<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>• Needs of each cohort are regularly reviewed in order to ascertain how their learning and development can best be supported e.g. through use of an alternative learning space, additional staffing, alternative resources</li> <li>• Clear personalised plans are in place outlining how needs will be supported</li> <li>• Additional assessment materials are used effectively to identify next steps e.g. portage assessments</li> <li>• Staff are suitably supported and trained to deliver objectives in personalised plans</li> <li>• Small step targets are reviewed regularly so that progress can be identified</li> <li>• Feedback from staff and parents feeds into next steps effectively</li> <li>• Support accessed from external services as required (e.g. STLS, Wyvern Outreach) and this has a positive impact on progress</li> </ul>
<b>Lead for implementation:</b>	SMT with involvement, as required, from staff in all year groups
<b>Lead for Monitoring:</b>	Governing Body through the Strategy Group Term 3
<b>Timescales:</b>	To begin in academic year 2023–24

<b>Required Resources:</b>	<ul style="list-style-type: none"> <li>• Suitable learning spaces identified and adaptations made as required</li> <li>• Costs of resources to support learning (including assessment materials)</li> <li>• Training for staff</li> <li>• Non-contact time for staff to complete assessments / plan as required</li> </ul>
<b>Look for evidence of progress in:</b>	<ul style="list-style-type: none"> <li>• Headteacher reports</li> <li>• Feedback from Governor monitoring</li> <li>• Data</li> <li>➤ Progress and attainment of different groups</li> <li>• Talking to pupils</li> <li>• Feedback from staff and SMT</li> <li>• Reports from the SENCO</li> </ul>

**Strategic Priority Four: To review how parents are engaged in school life through the use of social media and how this can be used to promote the school to the wider community.**

<b>Linked to:</b>	Stakeholders
<b>Desired Impact on school vision:</b>	To ensure that the ethos of the school is promoted more widely and to enable all stakeholders to be more effectively engaged in supporting the school vision.
<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>• Parents are canvassed as to which social media outlets they engage with most frequently and this leads to a clear identification of the most appropriate route to take for a school social media site e.g. Instagram</li> <li>• Discussions take place with colleagues from other schools who have used social media to good effect in order to identify good practice</li> </ul>

	<ul style="list-style-type: none"> <li>• Discussion takes place with IT support team at Towers so best means of setting up a school social media account can be facilitated</li> <li>• Clear protocols established for the use of school social media and this is effectively communicated to all stakeholders through a newly introduced Communication Policy</li> <li>• Social media is used to promote school events and achievements which capture the vision and values of the school</li> <li>• School social media account is promoted effectively within the community with positive engagement</li> <li>• Feedback from parents and other stakeholders is positive</li> </ul>
<b>Lead for implementation:</b>	SMT with support from staff team, especially Office Team
<b>Lead for Monitoring:</b>	Governing Body through the Strategy Group Term 4
<b>Timescales:</b>	To begin in academic year 2023–24
<b>Required Resources:</b>	<ul style="list-style-type: none"> <li>• Time required to set up social media and then to regulate post / update</li> </ul>
<b>Look for evidence of progress in:</b>	<ul style="list-style-type: none"> <li>• Headteacher report</li> <li>• Surveys</li> <li>• Engagement and feedback with community organisations</li> <li>• Feedback from parents</li> <li>• Interest in the school e.g. pupil numbers, admission numbers</li> </ul>



**Strategic Priority Five: To develop the school's environmental credentials so that as a community we achieve greater sustainability and foster an ethos of care for the environment around us.**

<b>Linked to:</b>	Infrastructure, Stakeholders
<b>Desired Impact on school vision:</b>	Our nurturing and caring ethos is extended to the environment around us ensuring that as a community we take appropriate steps to drive sustainability.
<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>• Review of the school's environmental credentials using audit / surveys / feedback from stakeholders (including children) identifies areas to develop</li> <li>• Action plan is drawn up identifying action required for each key area</li> <li>• Environmental working group is set up to deliver objectives and work with stakeholders and the community</li> <li>• Opportunities for funding for sustainable projects are explored, applied for and implemented as appropriate e.g. solar power</li> <li>• Engagement with wider community based environmental organisations and initiatives takes place and has a positive impact on the school's environmental credentials.</li> <li>• School's environmental credentials show visible improvement e.g. a reduction in single use plastic and increase in recycling.</li> </ul>
<b>Lead for implementation:</b>	SMT with support from the wider school team.
<b>Lead for Monitoring:</b>	Governing Body through the Strategy Group Term 5
<b>Timescales:</b>	To begin in academic year 2023–24
<b>Required Resources:</b>	<ul style="list-style-type: none"> <li>• Resources to support recycling e.g. bins</li> <li>• Review of single use plastic reduction may necessitate the need for alternative resources</li> </ul>

	<ul style="list-style-type: none"> <li>• Purchase of alternative, more environmentally friendly resources e.g. paper</li> <li>• To look for opportunities to recycle and re-use and in doing so saving costs</li> <li>• To consider financial implications of larger resourcing opportunities e.g. solar panels</li> </ul>
<b>Look for evidence of progress in:</b>	<ul style="list-style-type: none"> <li>• Headteacher Reports</li> <li>• Financial reports</li> <li>• Feedback from staff and children</li> <li>• Governor monitoring visits</li> </ul>

**Strategic Priority Six: To encourage and motivate all teaching staff to develop leadership skills in order to drive continuous CPD and professional development.**

<b>Linked to:</b>	Staffing and Leadership
<b>Desired Impact on school vision:</b>	Staff are suitably equipped with the skills required to drive forward areas of school improvement in order to achieve the best outcomes for the children.
<b>Success Criteria:</b>	<ul style="list-style-type: none"> <li>• Staff skills audit to be completed as part of performance management to identify specific areas for development, including subject leadership and wider leadership skills</li> <li>• Common areas for development identified where focused group CPD could take place</li> <li>• Training opportunities explored both in-house and externally, including NPQs which might be accessible, in order to determine most appropriate opportunities for staff.</li> <li>• Training / qualifications to be completed by teaching staff</li> </ul>

	<ul style="list-style-type: none"> <li>• Feedback gained from staff about newly developed skills and competences. Impact of training analysed by SMT which will determine future CPD opportunities.</li> <li>• Staff are able to use newly acquired skills to lead school improvement to ensure the best outcomes for the children.</li> <li>• Staff feel valued for the contribution they make to the school</li> </ul>
<b>Lead for implementation:</b>	Led by the HT and SMT, working with all teachers across the school to ensure high quality CPD opportunities.
<b>Lead for Monitoring:</b>	Governing Body through the Strategy Group Term 6
<b>Timescales:</b>	To begin in academic year 2023–24
<b>Required Resources:</b>	<ul style="list-style-type: none"> <li>• Cost of training and associated release time for staff.</li> <li>• Allocation of staff meeting time.</li> </ul>
<b>Look for evidence of progress in:</b>	<ul style="list-style-type: none"> <li>• Headteacher reports</li> <li>• Pupil progress and attainment data</li> <li>• Anonymised data on performance management outcomes</li> <li>• Governor visit reports</li> <li>• Feedback on staff and leader CPD from staff and SMT</li> </ul>

<b>Strategic Priority Seven: To look for opportunities to develop staff skills or to recruit strong candidates to positions using apprenticeship schemes and available training.</b>	
<b>Linked to:</b>	Staffing
<b>Desired Impact on school vision:</b>	<p>To ensure that we are able to recruit suitable staff to the school who are capable of supporting our school vision and who will have a strong skill set in order to be able to provide robust support for the children.</p> <p>To ensure that the skills of all members of the Godinton Team are suitably developed and supported in order for them to fulfil their roles in the best possible way.</p>
<b>Success Criteria:</b>	<p>Audit completed identifying gaps within our staffing structure and what skills and training would be beneficial. Training opportunities for groups or individuals are implemented and impact assessed e.g. NVQs or apprenticeships for existing TAs etc.</p> <p>Investigation of apprenticeships for external candidates and other recruitment opportunities is undertaken e.g. Salaried teacher training.</p> <p>Opportunities are taken to employ staff with suitable qualifications or who are prepared to work towards qualifications.</p> <p>Review of recruitment materials e.g. adverts highlighting our school ethos and vision, in order to ensure that we are recruiting the best candidates for the position, candidates' pack which shares our vision with applicants.</p>
<b>Lead for implementation:</b>	Led by the HT and SMT, working with all teachers across the school to ensure high quality CPD opportunities.
<b>Lead for Monitoring:</b>	Governing Body through the Strategy Group Term 6
<b>Timescales:</b>	To begin in academic year 2023–24

<b>Required Resources:</b>	<ul style="list-style-type: none"> <li>• Cost of training and associated release time for staff.</li> <li>• Allocation of staff meeting time.</li> <li>• Costs of apprenticeship positions etc.</li> <li>•</li> </ul>
<b>Look for evidence of progress in:</b>	<ul style="list-style-type: none"> <li>• Headteacher reports</li> <li>• Pupil progress and attainment data</li> <li>• Anonymised data on performance management outcomes</li> <li>• Governor visit reports</li> <li>• Feedback on staff and leader CPD from staff and SMT</li> <li>• Response to adverts – high number of applicants</li> <li>•</li> </ul>