

# Orchard Community Primary School



Policy  
2016-17



**Orchard Community Primary School**

**Castle Donington**

**Strategic Plan**

**2015-16 - 2019-20**

**Reviewed by Governors on**

## Foreward

We are pleased to present our long-term strategic plan for Orchard Community Primary School.

For the last 40 years the school has served its local community and we look forward to continuing that tradition. We want to ensure that we are developing our areas of weakness and building on our successes to ensure that all the children at Orchard School receive an excellent standard of education and care throughout their time with us.

We are very proud of our school but recognise that we can never be complacent. We need to manage external changes and set ourselves challenging but realistic targets for future development ensuring that we achieve the highest standards of Teaching and Learning so that every child has the opportunity to achieve success.

We are keen to build constructive partnerships with parents, businesses and the local community to ensure that we are able to offer a rich and varied curriculum which motivates and enthuses children and encourages them to develop into resilient, articulate individuals confidently accepting challenge and the demands of the future.

We welcome any constructive comments or suggestions.

Anne Sherwood Headteacher

Vanessa Jones Chair of Governors

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## **1. Plan, develop and review**

### **.1 What and who?**

The strategic plan is a high level, long-term plan setting out the school's vision for education over a 5 year period. This timescale is short enough to reflect changes in education policy but long enough to allow changes to be implemented, developed and analysed. A timescale of this length has three strengths:

- It ensures that the school continually moves forward and improves outcomes for pupils without being unduly influenced by cohort differences;
- It allows planning to take place to ensure that resources are used efficiently and effectively;
- It ensures that the school remains at the heart of the local community and enables the children to take on their responsibilities as present and future citizens

The Strategic Plan is aimed at the key stakeholders of the school; children and their parents, staff, governors and other local stakeholders.

The Strategic Plan is an over-arching plan complemented by school self-evaluation, external evaluation and monitoring, and an annual in-depth School Development Plan with outline planning for an additional two years. The School Development Plan is developed by the school Senior Management Team in conjunction with school governors. The aim of the SDP is to move the school forward to ensure the long term strategy of the school is achieved.

## **1.2 How the plan was developed.**

The plan has been developed through discussion with staff, governors, parents and pupils. It is informed by on-going school self-evaluation, discussions with colleagues in local schools and policy decisions from the Department of Education. The plan incorporates the school's response to the most recent Ofsted report (2013)

## **The review and revision of the plan.**

The plan will be reviewed annually at the first full Governor's meeting each year. In order to maintain a five-year vision for the school, the plan will be revised every three years, whilst maintaining a long term perspective extending over five years.

## **2. School Context.**

### **2.1 Provision**

Orchard Community Primary School is a local authority community primary school with an age range of 4 to 10. This will change in September 2017 when the age range will be extended to include Year 6 pupils. At this point the school will reflect the usual pattern of primary schools across England and Wales. In common with local schools in the area, there is no nursery provision on the school site.

A Breakfast Club provides before-school care on a daily basis from 8am until 8.45am when the children go into their classes.

Sports' Clubs provide coaching and an element of childcare for 1 hour after school. The school has close links with local childminders and pre-school providers to deliver wrap-around care.

## **2.2 School Partners**

Orchard School is closely linked to St. Edward's Primary School, Hemington Primary School and St. Hardulph's Primary School at Breedon-on-the-Hill through a local partnership agreement. The four schools work together to offer mutual support to enable each school to continue to grow and develop. Each school remains autonomous but the partnership offers a wide range of opportunities including moderation, information exchange, and curriculum support through regular meetings of the leaders of Key groups: English, Maths, Early years and SEND.

For transition purposes, Orchard School is a member of the Castle Donington Family of Schools and feeds into Castle Donington College. There are seven schools in this partnership and it exists to ensure that pupils make good transition from Primary School to Secondary School. It enables information and curriculum experience to be shared between colleagues in different Key Stages.

## **2.3 The Local Community**

The school predominantly draws its children from a large modern housing estate which includes executive homes and small family homes. In addition, the catchment area includes a well-established estate of homes run by a housing authority in conjunction with the local council.

Over the last five years, a new estate of homes has been built on the edge of the previous catchment area and this includes small family homes, social housing and starter-type homes. As a result of the new building work, the school has expanded rapidly over the last three years and is expected to continue to do so for the next five years, reaching a total of 315 on roll.

The school is the only large building for public use in the catchment area and is used by the community for evening activities: Kickboxing, Guiding and Scouting Associations and Tap dancing. On Sundays it is used by the Baptist Church as their place of worship.

The school values its links with the local community and makes an effort to be involved with village activities.

## 2.4 Performance History and Inspection

Date	Ofsted Rating
June 2003	Satisfactory
March 2008	Good
May 2011	Satisfactory
January 2013	Good

The most recent Ofsted Inspection was in January 2013 when the school was graded 'Good' in all areas. In the Inspection report, Ofsted noted that, to improve further, the school needed to improve the teaching of writing to match the standard of reading and mathematics. To achieve this, the report concluded that three aspects needed to be addressed; improving the writing of boys, making opportunities for children to write longer pieces of work, and making more opportunities for children to write well during topic and other lessons. Significant progress has been made to date in all these areas and writing is an area of strength in the school.

The other area identified to achieve sustained improvement was a consistent manageable system which would identify quickly children who were falling behind. Teachers then needed further training to quickly recognise the issue and deal with it. This has been provided through the implementation of an on-line assessment system which provides consistent data and supports a range of systems to identify children making slow progress.

A second assessment system is also being trialled to track the achievement of children who make very slow progress to ensure that they can identify and celebrate the small steps they make in their learning.



### **3.0 The School's Vision and Values**

The school is seeking to provide an excellent holistic education which meets the needs of all pupils. Pupils are expected not only to reach the highest possible academic standards, but also to become motivated, engaged individuals who enjoy accessing the opportunities available for them both at school and in the local community.

The school believes in the importance of ensuring that all children have the opportunity:-

- To be extended to achieve his/her potential in all areas;
- To be a self-motivated, independent learner;
- To acquire the knowledge, skills and attitudes which enable him/her to participate actively in an ever-changing world;
- To be able to express his/her informed ideas fluently and with confidence;
- To have high self-esteem and respect for others.

The school has regard for the Every Child Matters Agenda and believes that every child has the right to:-

- Be healthy;
- Be safe;
- Enjoy and Achieve;
- Make a positive contribution to the community;
- Achieve economic well-being.

Following the requirements of the Department for Education, the school explicitly teaches core British Values:-

- The right to personal liberty
- To value democracy and understand and support the democratic process
- To support the Rule of Law
- To show tolerance of diversity and to support the right to follow diverse cultural and religious beliefs

#### **4.0 Strategic Priorities**

- 4.1 To successfully manage effective age-range change so that children attain expected or better outcomes at the end of Year 6.
- 4.2 To effectively manage the growth of the school towards an expected roll of 300+ children
- 4.3 To ensure that every child makes good or better progress irrespective of social background, ethnicity or ability.
- 4.4 To ensure that the needs of all children with SEND are fully met.
- 4.5 To develop a cohesive, exciting curriculum meeting the requirements of Curriculum 14 but providing interest and stimulation for pupils of all abilities.
- 4.6 To develop pupils' abilities to become independent learners, demonstrating confidence and resilience.
- 4.7 To encourage all children to engage in a range of extra-curricular activities to enhance learning.
- 4.8 To ensure that the school has resource management capacity either within the Local Authority structure or through belonging to an Academy Trust.

## Resource Planning

	2015-16	2016-17	2017-18	2018-19	2019-20
Context	NOR 230 Aged 4 -10	NOR 232 Aged 4 - 10	NOR 271 Aged 4 - 11	NOR 273* Aged 4 - 11	NOR 285* Aged 4 - 11
Staffing teachers	Headteacher 9 fte class teachers 0.4 Inc. Lead.	Headteacher 9fte class teachers 0.4 Inc. Lead.	Headteacher 10 fte class teachers 0.5 Inc. Lead.	Headteacher 10 fte class teachers 0.5 Inc. Lead.	Headteacher 11 fte class teachers 0.6 Inc. Lead.
Support staff	F/Fast Club x3 0.6 NNEB 1 HLTA 7.5 hrs TA x 3 LSA x Finance Off. Admin Off. Prem. Off. 2 cleaners 25hrs	F/Fast Club x3 0.6 NNEB IT Technician 3 HLTA x 7.5hrs TA x 6 LSA x 6 Office Manager P/T Admin. Assistant Prem. Off. 2 cleaners 26hrs	F/Fast Club x3 0.6 NNEB IT Technician 3 HLTA x 10hrs TA x 7 LSA x 6 Office Manager F/T Admin Ass 21hrs Prem. Off 2 cleaners 30hrs	F/Fast Club x3 0.6 NNEB IT technician 3 HLTA 10hrs TA x 7 LSA x 6 Office Manager F/T Admin Ass 21hrs Prem. Off 2 cleaners 30hrs	F/Fast Club x3 0.6 NNEB 3 HLTA 10hrs IT Technician TA x 7 LSA x 6 Office Manager F/T Admin Ass 21hrs Prem. Off 3 cleaners 35hrs
Classes	Rec.+ 8 classes	Rec.+ 8 classes	Rec+ 9 classes	Rec + 9 classes	Rec +10 classes
Classroom Resources	Reading books Read. Comp. Texts	Reading Books Science Equipment Stationery M/A maths resources Bar Resources Y6 Texts PSE Resources RE Resources 20 laptops	Stationery Topic Resources M/A Maths resources Y6 Texts IT Resources PSE Resources RE Resources Geog/Hist Resources 20 laptops/cabinet	Stationery Topic resources M/A Maths resources Y6 Texts D/T Resources PE Resources Review of IT including IWBs	Stationery Topic resources Maths resources Y6 texts/comp. Art Resources Review of IT inc suite

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Enhanced Curriculum	1 day visit per class Y3 Residential Y5 Residential 2 Y5 Cycle event	1 day visit per class Y3 Residential Y5 Residential Y5 Cycle event	1 day visit per class Y3 Residential Y5 Residential Y6 Cycle event Y6 Activity days Swimming	1 day visit per class Y3 Residential Y5 Residential Y6 Cycle event Y6 Activity days Swimming	1 day visit per class Y3 Residential Y5 Residential Y6 Cycle event Y6 Activity Days Swimming
General training and CPD	First Aid	First Aid Safeguarding Prevent ASD 1 and 2	First Aid Dyslexia Training Team Teach	First Aid	First Aid Safeguarding
Training and CPD indiv. and Year groups	KS1SATs Training	KS1SATs Training KS2 Sats visits to other schools UKS2 visits to Y6 Maths-bar method	EYFS Baseline KS1SATs Training KS2SATs training Y6 Maths Y6 Science	EYFS Baseline SATs Training KS2SATs training Y 6 Literacy PSE	EYFS Baseline SATs Training KS2 SATs training
Monitoring	Classroom Monitor	Classroom Monitor B Squared	Classroom Monitor B Squared	Classroom Monitor B Squared	Classroom Monitor B Squared
Assessment	EYFS Baseline Y1 Phonics Y2 Phonics KS1 SATs Rising Stars Eng Rising Stars Maths	EYFS Baseline Y1 Phonics Y2 Phonics KS1 SATs KS2 SATs Rising Stars Eng Rising Stars Maths	EYFS Baseline Y1 Phonics Y2 Phonics KS1 SATs KS2 SATs Rising Stars Eng Rising Stars Maths	EYFS Baseline Y1 Phonics Y2 Phonics KS1 SATs KS2 SATs Rising Stars Eng Rising Stars Maths	EYFS Baseline Y1 Phonics Y2 Phonics KS1 SATs KS2 SATs Rising Stars Eng Rising Stars Maths
Premises	Hall Learning Centre Mobile 4+ suite 7 classrooms	Hall + Studio Learning Centre Mobile 4+ suite 7 classrooms	Hall + studio Learning Centre Mobile (studio) 4+ suite 9 classrooms	Hall + studio Learning Centre Mobile (studio) 4+ suite 9 classrooms	Hall + studio Learning Centre Mobile (studio) 4+ suite 9 classrooms

NOR\* based on intake of 39 each year from 2016-17

4.2 To effectively manage the growth of the school towards an expected roll of 300+ children

	2015-16 July	2016-17	2017-18	2018-19	2019-20
Rec	33	37	37	39	39
Y1	39	32	37	37	39
Y2	41	40	32	37	37
<b>KS Total</b>	<b>113</b>	<b>109</b>	<b>106</b>	<b>113</b>	<b>115</b>
<b>Classes</b>	4	4	4	4	4
Y3	39	40	40	32	37
Y4	47	38	40	40	32
Y5	44	48	38	40	40
Y6	0	0	48	38	40
<b>KS Total</b>	<b>130</b>	<b>126</b>	<b>165</b>	<b>150</b>	<b>149</b>
<b>Total NOR</b>	<b>243</b>	<b>235 +3</b>	<b>271 +6</b>	<b>263 +9</b>	<b>264 +12</b>

3 additional children have been added to NOR each year as a prediction of additional children

Class Organisation

	2015-16	2016-17	2017-18	2018-19	2019-20
Context	NOR 243 Aged 4 -10	NOR 232 Aged 4 - 10	NOR 271 Aged 4 - 11	NOR 273* Aged 4 - 11	NOR 285* Aged 4 - 11
Class Org.	YR YR/Y1 Y1/2 Y2 Y3 Y3/Y4 Y4 Y5x2	YR R/Y1 Y1/2 Y2 Y3 Y3/Y4 Y4 Y5x2	YR R/Y1 Y1/2 Y2 Y3 Y3/Y4 Y4 Y5 Y5/6 Y6	YR R/Y1 Y1/2 Y2 Y3 Y3/Y4 Y4 Y5 Y5/6 Y6	YR R/Y1 Y1/2 Y2 Y3 Y3/Y4 Y4 Y5 Y5/6 Y6
Classes	9	9	10**	10**	10**

\*\* Mobile used as studio but available as additional classroom

#### 4.3 To ensure that every child makes good or better progress irrespective of social background, ethnicity or ability

It is expected that pupils in each cohort will make progress in line with or exceeding the national average

Minimum Whole-school Points Progress Targets Cohort average (mean) points progress

Reading	2015-16	2016-17	2017-18	2018-19	2019-20
Y1	4.4*	4.1	4.1	4.1	4.1
Y2	3.1	3.1	3.1	3.1	3.1
Y3	2.5	2.7	2.8	3.0	3.0
Y4	2.5	2.6	2.8	2.9	3.0
Y5	2.9	2.6	2.7	2.9	3.0
Y6	n/a	n/a	2.7	3.0	3.0

Writing	2015-16	2016-17	2017-18	2018-19	2019-20
Y1	4.6*	4.2	4.2	4.2	4.2
Y2	3.0	3.0	3.1	3.1	3.1
Y3	2.2	2.4	2.6	2.8	3.0
Y4	2.7	2.5	2.6	2.8	3.0
Y5	3.0	3.0	3.0	3.1	3.1
Y6	n/a	n/a	3.1	3.1	3.1

Maths	2015-16	2016-17	2017-18	2018-19	2019-20
Y1	3.7*	3.5	3.5	3.5	3.5
Y2	3.1	3.0	3.1	3.1	3.1
Y3	2.5	2.7	2.8	2.9	3.0
Y4	2.3	2.6	2.7	2.9	3.0
Y5	2.9	2.5	2.7	2.8	3.0
Y6	n/a	n/a	2.7	2.9	3.0

- New assessment transfer system may need validating

Whole -School Attainment Targets

	2015-16	2016-17	2017-18	2018-19	2019-20
EYFS GLD	70%	72%	73%	74%	75%
Y1 Phonics	64%	75%	80%	81%	81%
Y2 SATs Reading	68% (17%)	70% (18%)	72% (19%)	73% (22%)	74% (24%)
Y2 SATs Writing	63% (22%)	64% (22%)	65% (23%)	65% (24%)	66% (25%)
Y2 SATs SPAG	-	65%	66%	67%	68%
Y2 SATs Maths	68% (17%)	70%	71%	72%	73%
Y2 SATs Science	66%	76%	78%	80%	82%
KS2 SATs Reading	-	-	66%	67%	68%
KS2 SATs Writing			74%	75%	76%
KS2 Maths	-	-	70%	71%	72%
KS2 Science	-	-	70%	71%	72%
KS2 Floor Target*	-	-	60%%	63%	65%

\*Reading + writing + Maths

KS 2 SATs targets are based on National results June 2016, the first year of the new tests. These targets may well need revising annually to ensure that they are at least in line with national standards.

## Percentage of Pupils attaining Age-Appropriate 'Secure' or appropriate standard in SATs

## Reading

	2015-16	2016-17	2017-18	2018-19	2019-20
Year 1	<b>44%</b>	<b>45%</b>	46%	47%	48%
Year 2 SAT	<b>68%</b>	<b>69%</b>	<b>71%</b>	<b>73%</b>	<b>74%</b>
Year 3	<b>49%</b>	52%	54%	56%	60%
Year 4	<b>40%</b>	53%	55%	57%	59%
Year 5	<b>43%</b>	46%	48%	50%	52%
Year 6 SAT	-	-	<b>66%</b>	<b>67%</b>	<b>67%</b>

## Writing

	2015-16	2016-17	2017-18	2018-19	2019-20
Year 1	<b>28%</b>	33%	35%	38%	40%
Year 2 SAT	<b>63%</b>	65%	65%	66%	66%
Year 3	<b>38%</b>	41%	45%	47%	50%
Year 4	<b>32%</b>	35%	38%	41%	44%
Year 5	<b>27%</b>	38%	41%	45%	50%
Year 6 SAT	-	-	56%	58%	60%

**Mathematics**

	2015-16	2016-17	2017-18	2018-19	2019-20
Year 1	<b>33%</b>	40%	43%	46%	50%
Year 2 SAT	<b>68%</b>	73%	74%	74%	75%
Year 3	<b>41%</b>	43%	46%	48%	50%
Year 4	<b>32%</b>	40%	43%	47%	50%
Year 5	<b>34%</b>	37%	40%	45%	50%
Year 6 SAT	-	-	70%	71%	72%



#### 4.4 To ensure that the needs of all children with SEND are fully met.

It is expected that the school will admit pupils with a wider range of SEND than at present. At the same time, many of the services previously available from the Local Authority will become traded services. In order to use the services efficiently, staff will require in-depth training to enable the school to develop expertise in a wide range of areas.

Personnel	2015-16	2016-17	2017-18	2018-19	2019-20
SENCO	SENCO Award Standardised Testing		ASD 3		
Whole School		Nessy ASD 1 and 2 Be Squared	Discalculia Dyslexia		
Support Staff	Maths Questioning	Team Teach			
Individuals	Speech Therapy	SAQ Lego Therapy	Play Therapy	*	*

- Some training for individuals and for whole-school training will be in response to the needs and requirements of individual pupils who enter the school.

**4.5 To develop a cohesive, exciting curriculum meeting the requirements of Curriculum 14 whilst providing interest and stimulation for pupils of all abilities.**

Following the implementation of Curriculum 14, planning is required to ensure that all topics have been updated, all objectives have been covered

	2015-16	2016-17	2017-18	2018-19	2019-20
KS1	Develop Yr B	Develop Yr C	Develop Yr A	Develop Yr B	Develop Yr C
Lower KS2	Develop Yr B	Develop Yr A	Review Y B	Review YA	Revise Y B
Upper KS2	Resource Yr A	Develop Yr B	Review Yr A	Review Yr B	Revise YA

4.6 To develop pupils' abilities to become independent learners, demonstrating confidence and resilience.

2015-16	2016-17	2017-18	2018-19	2019-20
Introduce formative marking/pupil feedback	Consolidate formative marking/pupil feedback	Develop self-assessment including use of IT 'assessment'	Develop self-assessment including use of IT 'assessment'	Develop self-assessment including use of IT 'assessment'
Ensure explicit use of L.O. and Success Criteria in every lesson	Introduce child-friendly targets so children can monitor and have ownership of personal progress	Consolidate child-friendly targets so children can monitor and have ownership of personal progress	Investigate use of peer mentoring to speed up rate of progress	Investigate use of peer mentoring using pupils in other schools to speed up rate of progress
Find an assessment scheme to show clear progress for children who make slow progress	Implement Be Squared for small number of children making slow progress.	Assess impact of Be Squared and broaden its use to include more children if appropriate.	Ensure Be Squared is used for all children for whom it is appropriate in raising esteem by demonstrating progress is being made.	Ensure Be Squared is used for all children for whom it is appropriate in raising esteem by demonstrating progress is being made.
Prepare outline plans for PSHE	Implement PSHE planning	Develop PSHE Curriculum Implement PSHE planning for Y6	Review and develop PSHE Curriculum	Maintain PSHE curriculum
Receive new RE	Implement RE	Develop RE Syllabus	Consolidate RE	Consolidate RE

Syllabus	Syllabus	Syllabus	syllabus	syllabus
Provide opportunities for pupils to succeed and gain confidence	Provide a wide range of opportunities for pupils to succeed and gain confidence	Provide a wide range of opportunities for pupils to succeed and gain confidence	Provide a wide range of opportunities for pupils to succeed and gain confidence	Provide a wide range of opportunities for pupils to succeed and gain confidence

4.6 To encourage all children to engage in a range of extra-curricular activities to enhance learning.

2015-16	2016-17	2017-18	2018-19	2019-20
Encourage wide range of pupils to take part in competitive sport	Encourage hard-to-reach children to engage in physical activity through Change 4 Life	Ensure Y6 have sporting opportunities at their own level. Build links with local sports clubs	Introduce other sports to engage less-athletic children	Continue to build links with local clubs
Encourage children to take part in music and drama eg Collaborative Performance and Rotary Competition	Encourage children to take part in music and drama eg Collaborative Performance and Rotary Competition  Seek links with local music/drama groups	Encourage children to take part in music and drama eg Collaborative Performance and Rotary Competition  Build links with local music/drama groups	Encourage children to take part in music and drama eg Collaborative Performance and Rotary Competition  Build links with local music/drama groups	Encourage children to take part in music and drama eg Collaborative Performance and Rotary Competition  Build links with local music/drama groups
Raise the profile of Art through a whole-school Art Day	Provide an after-school Art Club  Seek links with local Art Gallery	Provide an after-school Art Club  Build links with local Art Gallery	Provide an after-school Art Club  Build links with local Art Gallery	Provide an after-school Art Club  Build links with local Art Gallery

Introduce a 'Scratch' programming club for older pupils	Introduce a lunchtime IT Club	Provide lunchtime IT Club for KS1 and KS2	Consider working with other schools on IT projects	Consider working with other schools on IT projects
Develop Radio Club to raise interviewing skills	Extend use of Radio Club	Extend use of Radio Club	Extend use of Radio Club	Extend use of Radio Club

4.7 To ensure that the school has resource management capacity either within the Local Authority structure or through belonging to an Academy Trust.

2015-16	2016-17	2017-18	2018-19	2019-20
Initial steps taken to establish formal links with St. Hardulph's, Hemington and St. Edward's as a local support group.	<p>Build an effective relationship with Castle Donington College alongside the Local Partnership.</p> <p>Develop network groups within the Local Partnership for Mathematics, English, SEND/ Inclusion and Early Years.</p> <p>Develop the capacity to share progress and school improvement data.</p>	<p>Develop the partnership with Castle Donington College and the Local Partnership.</p> <p>Monitor school effectiveness and capacity for improvement.</p> <p>Assess the need to join an Academy Trust or chain.</p>	<p>Assess the need to join an Academy Trust or chain.</p> <p>Keep abreast of local and National changes.</p>	Apply for Academy Status.

	Work with the LA to provide facilities for Year 6 and a rising roll.			
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## **5 Implementation, Monitoring and Evaluation**

### **5.1 Implementation of the plan**

The strategic plan sets out eight strategic priorities and gives long-term direction for implementation. The School Development Plan (SDP), developed by the Senior Management team supported by Subject leaders, describes how this strategy is to be implemented in the short to medium term.

### **5.2 Monitoring**

Each committee of the governing body monitors different aspects of the development and implementation of the School Development Plan. The committees report on this to the full Governing Body.

The Full Governing Body monitors the progress and implementation of the Strategic Plan

### **5.3 Evaluation**

**The Senior Management team will use school-generated data and National data to monitor progress**

The governing body will use a range of monitoring strategies: end of year school data; National Test data; observations gained on school visits etc.  
In addition, Governors will value Ofsted inspections as a key evaluation tool.