



**Gayton Primary School  
Strategic Improvement and  
Evaluation Plan**

**2022-2023**

# Strategic Vision and Implementation

## 2022-2023

Positive Minds Positive Futures

Vision

Our children will develop into well rounded, confident and responsible individuals who aspire to achieve their full potential. Our school community will provide this in a nurturing environment which develops and inspires every child ensuring the highest standards of educational progress and personal growth.

Strategic Objectives 2022-2025

### 1. Academic Progress

Increase the academic progress in writing across the school.

All children make good or better progress from their starting points.

Identify, address and ensure progress and early intervention for at risk children.

### 2. Personal Development

Develop resilient individuals who can self-regulate to understand their own strengths and needs and those of others.

Develop 'No-Outsiders' across all year groups to encourage diversity and equality.

Personal development & democracy links to the wider curriculum; the links are clear and self evident.

### 3. Quality of Education

Develop and maintain a progressive curriculum that is broad and balanced to support future aspirations.

Assessment systems are refined across all subjects. These enable children to embed knowledge, understanding and inform planning.

Ensure teaching and learning is progressive and systematic with clear feedback for improvements.

Develop inclusive classrooms focusing on equality, diversity and inclusion.

### 4. Financial Health

Maintain financial stability and solvency of the school and develop income generation streams.

Ensure value for money and positive impact of pupil premium and sports premium money.

Respond to national funding changes responsibly.

### 5. Healthy Hearts and Minds.

Maintain positive pupil attitudes and develop emotional resilience through play to celebrate success and promote compassion.

Maintain a balanced staff workload through logical strategy and collaborative relationships across Gayton, the community and CAT.

Encourage professional and personal development through appraisal, support and opportunity.

### 6. Leadership and Governance

Develop sustainability within the Senior Leadership team & Governing Board.

Management from middle leaders clearly drives improvement across the curriculum.

Improved collaborative working practices through joining CAT.

Values

Friendship

Respect

Truthfulness

Compassion

Perseverance

Courage

# Strategic Vision and Implementation 2022-2023

Priorities and Performance Measures 2022-2025

## 1. Academic Progress

Progress measures in writing will improve from 2022 and will be above 0.

Attainment will be above national comparators.

Attendance remains above 96%

## 2. Personal Development

Safe spaces are used by children to self regulate as highlighted by pupil voice

Conscious discipline principles and practice are consistently embedded in school.

Bullying and discrimination are extremely rare as evidenced by pupil and parent voice

No Outsiders embedded into school culture and the ethos of the school.

## 3. Quality of Education

Phonics and core subject achievement is well above national comparators

The curriculum will remain broad and balanced and children will access all subjects, supporting their future aspirations and engagement.

Classrooms promote inclusivity through the environment, resources and creating a sense of belonging.

## 4. Financial Health

The school remains in a surplus budget position

Pupil premium money demonstrates impact on educational performance

No more than 75% of the overall budget is spent on staffing

## 5. Healthy, Hearts and Minds.

Whole school mental health approach in place for the school community.

Staff surveys indicate that SLT consider worklife balance and support staff with their own mental health and well being.

Pupils are active, resilient and demonstrate increasing collaboration during unstructured play times. (OPAL)

## 6. Leadership and Governance

All senior leaders are given adequate leadership time to complete their role and contribute more effectively to school improvement.

Increased collaboration as a school by becoming part of Cheshire Academies Trust.

Subject leaders and class teachers will be able to readily discuss the curriculum, its key elements and how progression is weaved through effectively.

### 3 Year Key School Improvement Priorities

|   | <b>Academic Year<br/>January 2020- 2021</b>   | <b>Academic Year<br/>2021-2022</b>  | <b>Academic Year<br/>2022-2023</b>  |
|---|---|---|---|
| <b>Quality of Education</b>                       | <ol style="list-style-type: none"> <li>1. Embed enquiry-based curriculum across the school reviewing and amending based on feedback from staff and pupils.</li> <li>2. Review whole school curriculum map in light of covid-19 lockdowns.</li> <li>3. Implement covid-19 catch up plan.</li> <li>4. Implement remote/blended learning plan due to covid-19 regulations.</li> <li>5. Implement use of Learning by Questions (LBQ) at KS2 for regular opportunities for staff to assess pupils' learning.</li> <li>6. Continue to raise standards of teaching and learning in reading, writing and mathematics.</li> <li>7. Appropriate catch up funding plan in place to support pupils who require additional catch up due to covid-19 lockdowns.</li> <li>8. More able pupils challenged appropriately in reading, writing and maths.</li> <li>9. Maths, Reading and writing progress to improve.</li> </ol> | <ol style="list-style-type: none"> <li>1. <b>Mastery approach to maths teaching</b>- Introduce power maths across the school to further embed a mastery approach utilising intelligent practice questioning.</li> <li>2. <b>Core curriculum</b>- Raising attainment and progress of children in writing with a particular focus on greater depth writing and increasing the application of grammatical concepts to independent writing.</li> <li>3. <b>Core curriculum</b>- Raise standards of attainment and improve progress in reading and maths with a particular focus on pupils achieving the high standard.</li> <li>4. <b>Wider curriculum</b>- Review wider curriculum to ensure clear evidence of 3 curriculum drivers- democracy, environment and personal development and to ensure that standards across the wider curriculum are high.</li> </ol>   | <ol style="list-style-type: none"> <li>1. <b>Mastery approach to maths teaching</b>- Continue to embed a mastery approach to maths teaching across the school with a particular focus on journaling.</li> <li>2. <b>Core curriculum</b>- Attainment and progress of children in writing. Continue to raise attainment and progress of children in writing with a particular focus on greater depth writing and increasing the application of grammatical concepts to independent writing.</li> <li>3. <b>Develop fully inclusive classrooms</b> focusing on equality, diversity and inclusion</li> <li>4. <b>Wider Curriculum</b>- Continue to develop a progressive curriculum which is broad and balanced with clear evidence of our 3 curriculum drivers, supporting the engagement and future aspirations of pupils.</li> <li>5- <b>Embed 1<sup>st</sup> stage of 'Learning without Limits' programme focusing on:</b><br/>Developing expert teaching through use of 7C's; embedding the use of protocols in teaching and learning and reviewing marking policy.</li> </ol> |
| <b>Behaviour and attitudes</b>                    | <ol style="list-style-type: none"> <li>10. Further refinement of My Concern and further training for staff in relation to ACE's and adopting a more trauma informed approach.</li> <li>11. Review impact of attendance work and identify next steps.</li> </ol>   | <ol style="list-style-type: none"> <li>5. <b>Behaviour policy review</b>- review the behaviour policy in light of adopting a more relational approach and trauma informed approach to school policy as well as ensuring all elements of KCSIE are incorporated (2021).</li> </ol>   | <ol style="list-style-type: none"> <li>5. <b>CPOMS implementation in school</b> and migration of information from My Concern.</li> <li>6. <b>Introduction &amp; Implementation of Conscious Discipline throughout school</b></li> </ol>   |
| <b>Personal development</b>                       | <ol style="list-style-type: none"> <li>12. Embedding of PSHE Relationships Education and introduce RSE statutory curriculum across the school.</li> <li>13. Complete parental consultation based on RSE&gt;</li> <li>14. Begin OPAL (Outdoor Play and Learning Programme)</li> <li>15. Introduce (Rest Easy) whole school mental health and wellbeing programme across the school.</li> </ol>   | <ol style="list-style-type: none"> <li>6. <b>Whole school mental health and well programme</b>- Continue to embed the whole school Rest Easy approach.</li> <li>7. <b>Play provision (Breaktimes and lunchtimes)</b> Continue to roll out the OPAL (Outdoor Play and Learning programme) to promote increased opportunities for physical activity, cooperation, resilience, creativity, imagination and enjoyment through play.</li> </ol>  | <ol style="list-style-type: none"> <li>7. <b>Whole school mental health and well-being:</b> Continue to embed the whole school Rest Easy approach and provide training for parents to support with consistency in language.</li> <li>8. <b>Play provision: OPAL Programme:</b> Continue to embed the OPAL programme in order to promote increased opportunities for physical activity, cooperation, resilience, creativity, imagination and enjoyment through play.</li> </ol>  |
| <b>Effectiveness of leadership and management</b> | <ol style="list-style-type: none"> <li>16. Further embed the role of subject leaders ensuring that they contribute to school self- evaluation and monitoring of teaching and learning.</li> <li>17. Governing Board to be compliant with regards to its instrument of governance ensuring sustainability across the board.</li> </ol>   | <ol style="list-style-type: none"> <li>8. <b>Covid Leadership and Management</b>- continue to respond to DfE guidance/Public Health to ensure safety of whole school community.</li> <li>9. <b>Review middle leadership roles:</b> Realign subject leadership responsibilities within school to ensure coverage of all subjects.</li> <li>10. <b>Subject leadership</b>- Embed the role of subject leaders ensuring that they directly contribute to school self- evaluation and monitoring of teaching and learning.</li> <li>11. <b>Governance</b>- Revise the school vision, values and strategic direction of the school involving all stakeholders.</li> <li>12. <b>Governance accountability</b>- hold leaders to account through an increased range of monitoring and evaluation activities.</li> <li>13. <b>Governance</b>- explore opportunities for improved collaboration and accountability within a family of schools with a shared values and ethos.</li> </ol> | <ol style="list-style-type: none"> <li>9. <b>Develop sustainability</b> within the Senior Leadership team &amp; Governing Board.</li> <li>10. <b>Academy conversion</b>- Convert to Cheshire Academies Trust to become part of a family of schools with shared values and ethos.</li> <li>11. <b>Subject leadership</b>- embedding the role of subject leaders ensuring that they directly contribute to school self-evaluation and monitoring of teaching and learning.</li> </ol>   |
| <b>Early Years</b>                                | <ol style="list-style-type: none"> <li>18. Review outdoor provision within the F2 learning environment.</li> <li>19. Trialling new curriculum – Early adopter school.</li> <li>20. Continue to develop continuous provision ensuring appropriate levels of challenge.</li> <li>21. Continue to provide quality CPD opportunities for the early years leader.</li> </ol>   | <ol style="list-style-type: none"> <li>14. <b>F2 Curriculum</b>- Refine introduction of statutory F2 curriculum building on learning from last year.</li> <li>15. <b>Professional development opportunities:</b><br/>Continue to provide high quality CPD opportunities for the early years lead</li> </ol>   | <ol style="list-style-type: none"> <li>12. <b>F2 Curriculum</b>- focusing on journaling in maths and introduction of Supersonic phonics programme.</li> </ol>   |