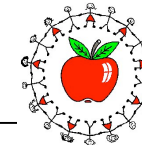


Three Year School Strategy

Attendance	Ensure that Orchard meets national standards on pupil attendance and actively seeks to improve all pupils' attendance.
Standards	Monitor the use of the Pupil Premium Grant to raise achievement for vulnerable children.
	Monitor the use of the Sports Premium Grant to increase children's participation in PE, sports and informal play.
	Ensure that the recommendations of the 2016 Ofsted Report are implemented with regard to teaching standards.
	Ensure that Orchard children perform at above national standards of learning.
Curriculum	Monitor the school's curriculum to ensure it: meets the National Primary Curriculum requirements; utilises the school's own 'local identity' and environment; and incorporates the school's vision and values model based on a balance of Physical Activity, Creativity, and Academic Achievement.
	Map further extension of computer-aided learning onto curriculum development.
	Have a rolling programme of prioritisation of subjects for curriculum development. These priorities to be incorporated into the annual SIPs and actively monitored by Link Governors.
Governance	Consider annually (commencing Sept 2016) whether further GB sub-committees are needed and, where appropriate, establish the required committee(s).
	Establish a more focussed approach to Governor training by carrying out an audit of training needs at the beginning of each school year – commencing Sept 2016.
	Investigate the options open to the school with regard to the process of becoming an academy, although the process of academisation, if undertaken, may not be completed within 2016-19.
Premises	Review the use of facilities to ensure they are available to the local community as far as practically possible and also ensure, wherever possible, their use earns revenue for the school.
	Create three year rolling programme of improvements and repairs showing appropriate budgetary and timescale data.
	Implement programme of capital project investment, using accrued Carried Forward funds.
Human Resources	Over the period 2015-2018 regularly consider whether the current management structure meets the needs of the enlarging school, and implement changes where necessary. In particular consider the need for, and cost of, additional senior posts to cover the enlarging Key Stages, with posts being created as pupil numbers gradually increase through the period 2016 – 2019.
	During this period consider the implications of increased pupil numbers for use of TLR payments and responsibilities of existing roles, in particular Head and Deputy Head.
	Ensure the school meets all relevant safeguarding procedures and practices.
Business Management	Develop three year rolling programme of hardware/software replacement/upgrading and ensure this is reflected in the annual budget.
	Develop a strategy to ensure that the school website can be developed and maintained without overreliance on particular individuals and thus is less vulnerable to staff changes/absence.
	Look into income generation schemes and ways of saving money.



Key Priorities for 2016-17

Item	Lead SLT	Supported by	Governor Monitoring
1 Improve pupil attendance, reducing the amount of persistent absentees.	Paul Sutton <i>Headteacher</i>	Trudi Lincoln <i>SENCo</i> Lisa Bates <i>Office Manager</i>	Melanie Barnes <i>Safeguarding Governor</i>
2 To ensure that teaching is consistently good across all key stages with a focus on Reading and Writing.	Paul Sutton <i>Headteacher</i>	Lauren Herbert <i>KS1 Leader</i> Debby Holley <i>English Subject Leader</i>	Natasha - EYFS Alec – KS1 Simon – KS2
3 To ensure that all teachers apply whole-school policies on assessment and feedback consistently and effectively.	Bradley Williams <i>Deputy Headteacher</i>	Hazel Pinder <i>Assistant Headteacher</i>	

Other Areas of Responsibility	Member of Staff	Governor Monitoring
Safeguarding	Germaine Matthews	Melanie Barnes
Premises	Glenn Griffiths	Warren Brown
Business Management	Germaine Matthews	Neil Chakrabarti & John Robb
Computing	Bradley Williams	Jitender Sharma
PE / Sports	Leanda Jones	TBC
SEND / Pupil Premium	Trudi Lincoln	Gwion Williams
Website	Paul Sutton	Simon McFall & Natasha Penn

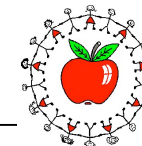
The Orchard Primary School

School Strategy and Improvement Plan: 2016-2019



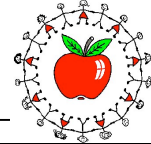
Completed or partially completed (Dec 2016)
Completed or partially completed (March 2017)
Completed or partially completed (July 2017)

Priority 1	Improve pupil attendance, reducing the amount of persistent absentees.	Lead: Paul Sutton (<i>Headteacher</i>) Supported by: Trudi Lincoln and Lisa Bates		
Actions	When	Budget / Time	Impact	
Attendance team (Lisa G, Trudi L & Paul S) to meet fortnightly throughout the year, to monitor absences and lateness.	Every 2 weeks	Time	Children to be regularly attending school with 'good' attendance (aim >95%). The school's overall attendance to be >95% The school's persistent absence figure to be lower than last year.	
Key messages on attendance to be delivered to the parents throughout the year at key events.	As required	Time		
Parents requested to meet with Mr Sutton if absence patterns are not what they should be.	As required	Time		
Attendance team to meet with our Attendance and Improvement Officer (AIO) once each term.	Nov 2016 Other dates TBC	Time		
Attendance data to be regularly published in the school newsletter.	Every other issue	Time		
Attendance certificates to be given to children with 100% attendance per term and year. Attendance improvement certificates to be given to children who have made big improvements. Stickers used to promote good attendance.	Each term and when necessary	Time £30 certificates and stickers		
Attendance to be discussed at parent consultations evenings with positive and negative messages as appropriate.	October 2016 & March 2017	Time		
Governor to monitor attendance at least once per term and feedback to Governors once per term.	Once per term	Time		
Priority 2	To ensure that teaching is consistently good across all key stages with a focus on Reading and Writing.	SLT Lead: Paul Sutton (<i>Headteacher</i>) Supported by: Lauren Herbert and Debby Holley		
Actions	When	Budget / Time	Impact	
Key stage leaders to work with their phases to unpick exactly what good teaching looks like. Work with inexperienced teachers where needed. Ensure parallel year groups are consistent – Key stage leaders reiterate whole school expectations.	Ongoing		The teaching profile for the whole school shows teaching to be at least 90% good or better. Standards in Reading and Writing to be above the National Average and 90% of children to be at age related expectations.	
Senior leaders to ensure, via performance management, a high focus on ensuring teaching is good or better, through – lesson observations, work scrutiny, planning scrutiny and pupil voice	Ongoing throughout the year	Time for meetings		
Senior Leadership Team to peer mentor subject leaders to ensure good teaching throughout the curriculum.	Two shared observations and one	1.5hrs obs per Sub Leader		



		independent observation per year		
	English Subject Leader to rigorously monitor standards, each term, to ensure good teaching is taking place. Subject Leader to sit in at least 1 PPM per phase each term.	Each term		
	Any teaching requiring improvement to be followed up with support and modelling from the relevant phase leader to ensure pedagogy and teaching improves swiftly.	When necessary		
	INSET and training to focus on the elements of good teaching.	January INSET and April INSET		
Priority 3	To ensure that all teachers apply whole-school policies on assessment and feedback consistently and effectively.	SLT Lead: Bradley Williams (<i>Deputy Headteacher</i>) Supported by: Hazel Pinder		
Actions		When	Budget / Time	Impact
	Review current policy and procedures for assessment and feedback – alter and adapt where necessary to ensure procedures are appropriate to age and manageable for children and staff.	September 2016	Time	Policy is in place and ready to deliver to staff and policy is being adhered to and agreed.
	Deliver policy and expectations to staff, outline exactly what assessment looks like in each key stage and agree with staff what our expectations are.	September 2016	Time	Staff are aware of any changes to the policy and agree to follow expectations.
	Key stage leaders to work with their phases to unpick exactly what assessment and feedback looks like in their phase. Work with inexperienced teachers where needed. Ensure parallel year groups are consistent – Key stage leaders reiterate whole school policy and expectations.	October 2016	Time	There is continuity and consistency across key stages. Key stage leaders are aware of the expectations and can support teachers in their phase.
	Informal monitoring within key stages by leaders to work with individual year groups, highlighting good practice and sharing amongst the rest of the key stage. Monitor within year groups to ensure continuity.	November 2016	Time	Policy is being adhered to and teachers are demonstrating good assessment and feedback. Where there are inconsistencies, Key stage leaders will support.
	Feed back to Governors, changes and findings through informal monitoring, keep updated progress towards implementing the policy	December 2016 (2 nd Gov meeting of the year)	Time	Governors are aware of current state of marking and feedback in school.
	Formal monitoring across key stages of all books by key stage leaders / SLT. Key stage leaders to highlight good examples and where areas need to be developed. Feedback and support in place where necessary.	December 2016	Time	Teachers are aware of what is good and what needs to be developed. SLT are aware of assessment and feedback across the school.

The Orchard Primary School
School Strategy and Improvement Plan: 2016-2019



Feedback to staff in key stage staff meeting by Key stage leaders / SLT. Share findings from monitoring and ensure areas for development are worked on. Share good practice from the key stage.	January 2017	Time	Teachers have formal feedback from SLT and there is opportunity to improve / modify areas of development but also share good practice and share ideas.
Informal monitoring within key stages by leaders to work with individual year groups, highlighting good practice and sharing amongst the rest of the key stage. Monitor within year groups to ensure continuity.	February 2017	Time	Policy is being adhered to and teachers are demonstrating good assessment and feedback. Where there are inconsistencies, Key stage leaders will support.
Formal monitoring across key stages of all books by key stage leaders / SLT. Key stage leaders to highlight good examples and where areas need to be developed. Feedback and support in place where necessary.	April 2017	Time	Teachers are aware of what is good and what needs to be developed. SLT are aware of assessment and feedback across the school.
Feedback to staff in key stage staff meeting by Key stage leaders / SLT. Share findings from monitoring and ensure areas for development are worked on. Share good practice from the key stage.	May 2017	Time	Teachers have formal feedback from SLT and there is opportunity to improve / modify areas of development but also share good practice and share ideas.