

Chapel Street Community Primary School School Improvement Strategy



2019 - 2024

<p>Vision: Trusting relationships where everyone can thrive. Curriculum worth coming to school for. Learning worth working hard for.</p> <p>Mission: Respect everyone; Grow together</p>	<p>Written: September 2019 Last review: n/a Next review: January 2020</p>
<p>Key Values:</p> <p>Respect – Everyone within our school family will show equal respect for themselves, each other and our environment. We value our education – academic and holistic – and treat others as we wish to be treated ourselves.</p> <p>Inclusion – We set high standards for all learners in our care and are ambitious in our expectations for everyone. We celebrate the differences that make us unique, whilst valuing the commonality that brings us strength. We protect each other from all forms of discrimination.</p> <p>Growth – Through a safe, nurturing environment and trusting relationships we support each other to take risks and make mistakes - enabling us to thrive and learn. Like sunflowers, we continually grow towards the light.</p>	<p>School rules:</p> <ul style="list-style-type: none"> • Respect yourself • Respect each other • Respect our environment
<p>Purpose:</p> <p>The purpose of this strategic planning document is:</p> <ul style="list-style-type: none"> • To inform stakeholders (including governors, senior and middle leaders, staff, parents and the wider community) about the key goals and broad aims for our school to achieve in the future and how we plan to accomplish them. • To clearly define the direction of the school over the next five years. • To identify key mechanisms for implementing our strategy – which will be supported, at an operational level, through the short-term objectives and actions outlined with the annual School Development Plan (SDP) and Self-Evaluation Form (SEF). • To assist with executive decision making and allocation of resources – including financial, time, environment, space and human. • To enable the Governing Body to hold the Headteacher to account for the educational performance of the school. 	

<p>Context:</p> <p>We are a much larger than average-sized primary school, in Levenshulme, Manchester. Almost all our pupils are from minority ethnic groups, with pupils of Pakistani heritage forming the largest group. A high proportion of pupils speak English as an additional language and the number of pupils who receive support through pupil premium funding is above the national average, whilst the proportion of pupils with SEND is broadly average. A larger proportion of pupils enter the school at different times of the year, than is seen nationally, and most of these pupils are at the earliest stages of speaking English.</p> <p>The school rapidly increased in size, from two to three-form-entry, at the start of the 2014 summer term. At the time, this contributed to a deterioration in standards, teaching and outcomes – creating a legacy of underachievement and substantial gaps in children’s knowledge. The current Y5 and Y6 cohorts (2019 – 2020) were in EYFS when the expansion took place. From September 2021 there will be no children in the school from when it was two-form-entry.</p> <p>A new headteacher started in October 2016 and brought about huge changes in staffing and senior leadership. The headteacher has been on long-term absence since May 2019. Staff retention, since September 2017, has been high.</p> <p>Ofsted graded the school Requires Improvement in March 2017 and Good in June 2019. They are expected to return for a Section 8 monitoring visit in four years (June 2023); by which time the school’s outcomes, impact of middle leadership and success of the wider curriculum must have further improved for us to maintain, and improve upon, our current ‘Good’ grading.</p> <p>We are proud to be a local authority maintained school for a diverse and culturally rich community and see our most significant strengths and challenges as those outlined in the adjoining boxes.</p>	<p>Strengths:</p> <ol style="list-style-type: none"> 1. “Warm and nurturing atmosphere with a sense of calm and purpose” – Ofsted, June 2019 2. Our central Manchester location and extensive space on the school site 3. Rich diversity within our community – 34+ languages spoken across school 4. Rapid improvement and strong commitment to building on this 5. Partnerships and working with others <p>Challenges:</p> <ol style="list-style-type: none"> 1. Lack of vocabulary and oracy for the majority of children; with limited variety of life experiences, play and general knowledge for some children. 2. Community cohesion and reducing diversity as the largest group within school continues to grow. 3. High levels of mobility within each school year. 4. Large size of school in terms of consistency, communication and cohesion. 5. Over-reliance of some children on adults – reduced independence and maturity. 				
<p>Monitoring & Evaluation:</p> <p>The School Improvement Strategy (SIS) will be reviewed at least annually by the collective leadership team of the school – this includes governors, SLT and MLT- and shared at least every three years with staff, parents and children. The School Development Plan (SDP) will be reviewed at least termly, by governors, SLT and MLT, and bi-annually with staff. Both the SIS and SDP will be made available to parents, and the wider community, via the school website.</p> <p>As working documents, both the SIS and SDP are subject to change, as a result of direct and indirect drivers and influencing factors. These may include, but are not limited to, political, financial, technological, resourcing, staffing and HR – some of which may be anticipated and others sudden or unexpected.</p>					
September 2019	January 2020	September 2020	September 2021	September 2022	September 2023

Strategic Goals

Priority area	1. Quality of education	2. Outcomes	3. Holistic development	4. Leadership	5. Community
Objective	Teach a high quality curriculum that meets the needs of all our learners.	Improve outcomes so all pupils leave our school ready for the next stage of their education.	Develop resilient individuals with positive mental and physical health.	Deliver continual improvement through nurture, challenge and highly effective systems.	Unite a compassionate community that works together for shared goals.
KPIs (Key performance indicators)	<p>Ofsted Good for Quality of Education and EYFS.</p> <p>Full requirements of the national curriculum are met.</p> <p>Evidence of responsive teaching that is adapted to meet the needs of and provide challenge for all learners – effective use of AfL strategies.</p> <p>Sequencing and structure throughout the curriculum is cohesive and progressive.</p> <p>Over time, all children develop sticky knowledge they can integrate into larger concepts.</p> <p>Staff have excellent subject knowledge within their phase.</p> <p>Achieve and maintain:</p> <ul style="list-style-type: none"> • One Education Gold Reading Award • afPE Quality Mark with distinction • SSAT Lead Practitioner Accreditation • IQM Centre of Excellence Award 	<p>Percentage of pupils, from our stable cohort, that meet or exceed expected standards is in line with national comparators.</p> <p>Pupils arriving new to the school, or those with significant barriers to learning, make excellent progress from their starting points.</p> <p>Pupil voice surveys evidence positive attitudes towards learning.</p> <p>Effective provision facilitates successful transition between key phases.</p> <p>Feedback from high schools demonstrates that our pupils go on to succeed.</p> <p>A range of evidence illustrates our pupils are resilient readers who read for pleasure.</p> <p>Children can read confidently and fluently, with understanding, at an age-appropriate speed – 90wpm by end of Y2 and 140wpm by end of Y6.</p>	<p>Ofsted Outstanding for Behaviour & Attitudes and Personal Development</p> <p>Attendance remains above 96%.</p> <p>Pupils are knowledgeable about how they can keep themselves safe and healthy – including online.</p> <p>A relationship-based behaviour policy is consistently effective throughout school.</p> <p>Analysis and tracking of behaviour shows reduced incidents – particularly at unstructured times.</p> <p>Use of fixed term, or permanent, exclusions remains well-below national comparators.</p> <p>Parents and pupils are supportive of an inclusive curriculum.</p> <p>Pupils report a strong sense of identity and belonging – they make positive contributions to society.</p>	<p>Ofsted Overall Effectiveness remains Good. Outstanding Leadership & Management.</p> <p>All safeguarding is effective.</p> <p>Compliant with all statutory requirements.</p> <p>Governor minutes reflect high level of challenge and holding senior leaders to account.</p> <p>Recruitment and retention levels are high.</p> <p>Positive feedback from staff surveys, 1:1s and leader 360s.</p> <p>External accreditations held by staff include NPQH, NPQSL, NPQML, SENCo and SLE.</p> <p>Surplus budget position.</p> <p>Achieve and maintain:</p> <ul style="list-style-type: none"> • Safety Mark Platinum • Primary Science Quality Mark Gilt • Digital Leaders (pupils) 	<p>Incidents of bullying and discrimination are extremely rare.</p> <p>Parents and children report positively about integration between different groups within our community.</p> <p>School is a hub for community learning – including Parent Gym and volunteer / student placements.</p> <p>High levels of participation and engagement at events.</p> <p>External partnerships support better outcomes for pupils.</p> <p>Numbers on roll remain high.</p> <p>Pupils and staff reflect a diverse and culturally rich community.</p> <p>Achieve and maintain:</p> <ul style="list-style-type: none"> • Leading Parent Partnership Award • Rights Respecting School Award • Rainbow Flag Award