

Otford Primary School Strategic Plan 2021-26

The governors at Otford Primary School are extremely proud of the school community, and recognise the immense effort that staff, parents and pupils have made during the Coronavirus pandemic. As the school emerges from the period of uncertainty and remote learning necessitated by the pandemic, we have refreshed our strategy so that we can be clear about the ways we want to move forward over the next five years.

We aspire for all children at Otford Primary School to achieve their full potential, but we know that over the coming years we must approach this differently. As well as academic goals, our strategy includes an essential focus on wellbeing, inclusion, behaviour, transition, leadership and community.

This strategy will be a living document and will be reviewed regularly by the Senior Leadership Team and governors to make sure it continues to reflect the evolving challenges we are likely to face during this ongoing period of uncertainty. We expect this to require a whole school approach and therefore contributors will include parents, teachers and our children.

How we will use this strategy

- To clearly set out the vision, values and ethos of Otford Primary School
- To inform the School Improvement Plan which the Senior Leadership Team develops each year
- To make sure we are planning ahead to use our resources effectively
- To identify any challenges or opportunities ahead so that we are ready to respond to them
- To involve parents and staff through chances to feed back on the progress we're making, or where we could do more
- To enable governors to monitor the progress the school is making and understand any additional actions that would help the school to give children the best opportunities in every aspect of their learning

Our strategic vision

Otford Primary School aims to **give children the best opportunities** in every aspect of their learning, so that children are well prepared for their futures. We want to help our children establish a **life-long love of learning** that they can carry with them into their secondary education and beyond. We aspire to see children leaving Otford **curious about and engaged with** the world around them, growing into **kind and respectful** young adults who have the **courage and confidence** they need to thrive.

Our values

- Kindness
- Curiosity
- Courage

At the core of our strategy is our commitment to ensure skilled, caring, motivated staff are retained and/or recruited, managed and equipped to provide excellent teaching that supports all children in an engaging and enjoyable environment. Our goal is that all children should make the best possible progress, while also enjoying the time they spend at school.

What we already do well

Achievement in reading, writing and maths at the end of Key Stage 2 is typically higher than the national average, and the school's most recent Ofsted report highlighted good quality teaching that enables pupils to progress, supported by a strong leadership team. That same report recognised 'outstanding behaviour' from our children. Feedback from parents is overwhelmingly positive and recognises the commitment of teachers and the impact they have on children's learning and wellbeing. The curriculum aims to be broad, inclusive and encourages curiosity in learning. Children have many opportunities to enjoy additional input from skilled staff including forest school, music, sport and art.

Covid Recovery Commitments- Short/ Medium Term

We recognise that due to school closures and increased pressures at home, many children have not made the progress we would expect during the pandemic. Our strategic goal is to close these gaps in learning while also supporting the wellbeing

of children affected by the pandemic, and where possible their families, so that they can come to school happy and ready to learn.

We will:

- Continue to monitor each child's progress and to respond to their individual learning needs so that children can be supported to catch up with 'missed' learning
- Learn from the SWAN (Safe, Welcoming, All together, Nurture) approach to identify elements which might offer long term benefits for Otford children
- Introduce regular testing to allow progress tracking
- Review the way we support children with additional needs
- Focus on wellbeing of children and staff who have been placed under extreme and unprecedented stress during the pandemic
- Design our ongoing catch up support in a way that avoids making children or staff feel pressured to achieve unattainable goals

Academic Goals

Curriculum

- Embed the Otford curriculum
- Staff, pupils, parents and governors understand what the school is trying to achieve through its curriculum
- Monitor the difference each element of the curriculum is making to pupils' enjoyment, wellbeing and attainment
- Increase breadth and depth of ICT teaching
- Embed new requirements for teaching relationships and health education
- Support the development of cultural capital through:
 - Increasing opportunities for children to collaborate, problem-solve, innovate and express themselves creatively
 - Broadening representation within the curriculum to ensure that children engage with a diverse and inclusive range of identities, cultures, backgrounds, family structures and perspectives

- Building an appreciation of how our school, local, national and global communities and environments have changed over time, and an understanding of our role within these as citizens

Progress and achievement

- Ensure that each child is challenged to be the best that they can be
- Demonstrate that children are making progress each year, leading to outcomes at the end of KS1 and KS2 that remain consistently higher than the national average
- Increase the number of children achieving greater depth in core subjects
- Phonics-specific progress goal: children end KS1 with a secure understanding of phonics
- Achieve and evidence work at greater depth across the whole curriculum (eg history, ICT) including being able to track greater depth in subjects other than reading, writing, maths and science
- Parents and carers feel well informed about their child's progress throughout the year

Wellbeing

- Appoint a Mental Health lead by 2022
- Encourage a whole child approach
- Ensure that all staff and visitors know their safeguarding responsibilities and are trained effectively to safeguard children and each other
- Build transferrable skills for life
- Embed opportunities to understand wellbeing, self care and positive mental health into the curriculum and other school activities
- Help children to build skills for self care and wellbeing
- Mental health support to be visibly available around the school for children and staff

Inclusion

- To create a philosophy of Inclusion at Otford Primary School
- SEN children will be identified, assessed, interventions put in place and reviewed continuously

- All children will be included in all aspects of school life and empowered to fulfil their potential. They will be taught the necessary skills to overcome barriers in their learning and lives in order to become resilient, reflective individuals who can self-regulate
- All children, including those with additional needs, will feel valued and their voices are heard
- Ensure that disadvantaged pupils make the same consistent progress as other pupils

Behaviour

- Support children to take responsibility for their actions and to treat others with kindness and respect
- Ensure the Positive Behaviour Policy is consistently followed, reviewed and updated

Transition

- At the start of every year teachers are prepared with a good understanding of each child's strengths and needs having consulted with previous year teacher
- Prepare children for transitions in school such as starting a new year group or key stage, and ensure that children are secondary ready
- Ensure that children who join the school mid-year are welcomed and have all that they need to settle and thrive

Leadership

- Provide training and development opportunities for all staff
- Support our staff to learn from and share each other's best practice
- Staff in all roles feel supported and energised in their roles
- Subject leaders and senior leaders take responsibility for a curriculum that is clear in its intent, and support staff throughout the school to implement it effectively in order to impact positively on outcomes
- Maximise the impact of governance on school improvement
- Build a cohesive and collaborative community with all stakeholders

Community and partnerships

- Build stronger links with the Otford community and engage with community development initiatives
- Develop pupil awareness of the school community
- Promote local, national and global citizenship
- To welcome and encourage interest and participation of parents, governors and other members of the community into school life
- Road safety – consider measures to reduce school run congestion around the school site to improve safety and reduce our impact on the environment

Finance

- To plan for funding restraints, identifying risk and opportunity through strong financial control, so that we remain financially sustainable
- To set the educational and financial priorities for the school and ensure the budget is managed effectively
- To ensure the budget is aligned to the school's key priorities
- To ensure the school is meeting all statutory financial requirements

Estate Management

- To maintain a safe school site
- To continue to fund exciting, fun new initiatives such as the outdoor classroom, wall art, play areas, conservation areas etc
- To look for opportunities around how we use space within our site to create SEN, sensory, chill out areas to benefit our children's development

How will we know this is working?

Each year the school's senior leaders will continue to develop a School Improvement Plan, which sets out the actions they will take during the year for the development of the school. This will reflect the goals set out in the strategic plan, and will describe measurable changes that the school will work towards each year. We will use numerical data and feedback from people who know the school well to help us understand the progress we are making towards the annual improvement plan and towards our strategic goals.

- We will ask parents and carers for feedback regularly, through surveys and discussion forums
- We will carry out regular staff surveys and give staff the chance to share their experiences in one to one interviews
- We will work with the school council to support them to capture feedback from their peers
- Towards the end of the summer term each year, we will ask year 6 to evaluate their time at Otford
- Where families leave Otford before the end of year 6 we will give them the opportunity to discuss their reasons for changing school
- Governors will monitor progress during their regular visits to the school
- We will regularly and consistently monitor data on pupil progress

Our commitment as a governing board

We commit to act collectively in the best interests of the children, ensuring the good conduct of the school and promoting high standards of educational achievement by:

Ensuring clarity of vision, ethos and strategic direction

Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff

Overseeing the financial performance of the organisation and making sure its money is well spent.

Ensuring the voices of school's stakeholders are heard

As a governing board we expect to see that children at Otford are happy, safe, well looked after, and reaching their full potential. We will be visible to pupils, parents, staff and the wider community, and responsive to any feedback that we receive whether it is positive or negative.

How we developed this strategy

Development of this strategy was led by the school's governors, in consultation with staff, pupils, and parents.

- Governing body planning meeting 5th May 2021
- Chair & Vice Chair planning meeting 14th May 2021
- Chair & Vice Chair planning meeting 25th June 2021
- Chair and HT meeting several times in July 2021
- Staff consultation 1st September 2021 and feedback by email
- FGB approval