



Priory Junior School Strategic Plan



Be The Best You Can Be

2016 - 2021

Version

This version was reviewed at the governing body meeting on 14th March 2016, amended following that review and is presented to the governing body for final approval on 23rd May 2016.

The next review is due by: September 2017

Foreword

We are pleased to present our long-term strategic plan for Priory Junior School.

Our intention in developing the plan is to set out and communicate our vision, ethos and long-term direction for the school, so that we are all clear on where we are going and what we are trying to achieve.

We are proud of the school's achievements and values and look forward to continuing with the good progress made in recent years in our journey towards making this an outstanding school.

We would welcome any comments or suggestions.

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1. Plan Development and Review

1.1 What and who?

The strategic plan is a high-level long-term plan, extending over a period of 5 years, from 2016-2021. It sets out the school's vision, values and long-term strategic priorities. It is aimed at the key stakeholders in the school, children and their parents, staff, governors and other stakeholders.

The plan is developed through discussion by, and consultation with staff, governors, parents and pupils. It is informed by school self-evaluation. School self-evaluation may also lead to amendment of the plan during the year.

The strategic plan is complemented by the School Development Plan, a shorter operational plan extending over a period of 1-2 years. The SDP is developed by the staff team and sets out in operational terms how the long-term strategy of the school is to be achieved.

1.2 Review and revision of plan

The plan will be reviewed annually at the first Governing Body meeting of the school year. It will be revised every 3 years, whilst maintaining a long-term perspective, extending over 5 years.

2. School Context, History and Development

2.1 Brief description

Priory Junior School is a community school situated in the urban market town of St Neots.

The school offers a teaching and learning environment to children between the ages of seven and eleven.

Priory Junior School is located on a large, open site. The school is unique in its design. The building focuses on a ten-sided hall topped with an aluminium domed roof. The aerial view of the school has been used on the school badge and logo. Five wings lead off the hall to classrooms which accommodate 280 pupils. We are fortunate to have space for a library, computer room, music room, cookery room and a group room.

Our local catchment area serves the immediate area of St Neots – all housing north of Cambridge Street between the river and the railway line. Additionally to this, Hail Weston village is also within our catchment area. While many of our pupils come from our immediate catchment area, a significant proportion also live in the wider locality.

The school also runs an after-school club on site called 'The BASE'.

2.2 Performance History, Ofsted Rating

A brief summary of how Ofsted rated the school is given in the accompanying table.

In the inspection of October 2012, Ofsted noted that to improve further, the school needs to:

Date	Ofsted Rating
March 2004	Good
April 2008	Satisfactory
January 2011	Satisfactory
October 2012	Good

- Raise attainment in writing so that it is more aligned with above average standards in reading and mathematics. Build on recent, successful initiatives to plan interesting activities

that provide pupils with opportunities to use their writing skills while they are learning about other subjects.

- Provide extra help to the small minority of pupils in every year group who are known to be eligible for free school meals so that they reach similar standards to all other pupils.
- Make sure that in lessons, teachers provide more demanding work for those pupils that are more able.
- Strengthen governance by ensuring that members of the governors gain a good understanding of the views of parents and carers by regularly seeking their views about the school and its work.

2.5 Background and current position

We are confident that our school community is led by a governing body and leadership team who have a clear vision for our school and the ability and experience to secure the commitment of all stakeholders to that vision.

We value all contributions and will make every effort to celebrate our successes.

We will act with integrity and consistently in line with our agreed vision, setting clear goals to structure the strategic intentions. We will reconsider and revise the vision where necessary and encourage a visionary approach at all levels. As a community, ie. Governors, parents, staff and pupils, we have developed our core values and these will form the basis for all our planning and review.

As a leadership team we have a real sense of responsibility that as leaders we will keep abreast of new educational theory and practice. However, we will always ensure we act in the best interests of our children and the community we serve.

3. Aims, Mission Statement, Values and Learning Drivers

3.1 Aims

Our aims are:

Learning

- To stimulate curiosity, passion and enjoyment for learning
- To provide an inspiring, creative and exciting curriculum, developing skills for learning and life

Achievement

- To strive to reach our full potential, achieve and celebrate success
- To have high expectations of all, whilst recognising individual need

Citizenship

- To nurture self-esteem and develop a positive and confident attitude
- To ensure positive attitudes and understanding, embracing equality and diversity
- To foster a sense of understanding and responsibility towards others, developing skills for friendship and co-operation

Environment

- To provide a secure, stimulating, welcoming, and green environment

Community

- To build effective partnerships with staff, parents, governors and the wider community
- For everyone to contribute actively as part of the school community

3.2 Mission Statement

Be the Best You Can Be

3.3 Values and Learning Drivers

We have nine values which underpin our ethos:

Perserverance	Co-operation	Responsibility
Honesty	Courage	Thoughtfulness
Appreciation	Motivation	Friendship

Linking very closely to these values are five learning drivers, which underpin our curriculum planning / organisation:

Perserverance	Collaboration	Aspiration
Ownership	Inquiry	

4. Strategic Priorities

We believe the best we can be is to be an outstanding school – providing a high quality education for all pupils, resulting in high levels of achievement and a school where staff development is a cornerstone of our approach.

A. To build a culture of success and achievement

Monitor and evaluate pupil progress data to track pupils' progress and challenge, not just identify, underachievement – ensuring strategies put in place.

Review school's performance within new assessment systems, and identify areas for improvement, putting in place plans to address.

Maintain a focus on narrowing the gap between vulnerable pupils and their peers, as well as challenging the underachievement of all pupils.

Set inspirational, yet realistic, targets for each pupil so that they can make the best possible progress.

Ensure assessment systems are robust, readily identify next steps in learning, and involve children to create a sense of ownership for their learning.

B. To develop an aspirational and inspirational curriculum

Continue to plan a curriculum which provides a breadth of opportunities, which is creative and challenging, with key skills at the core, enriched by visits and experiences.

Further develop and enhance IT provision, and develop further use for supporting maths / English. Embedding e-safety developments.

Further develop science curriculum – ensuring investigative / experimental opportunities are maximised in each topic of learning.

Continue to develop and evaluate sporting provision and address any areas for development, including gender balance of opportunities.

Further develop arts provision – music, art, drama – to develop children's confidence and expressive skills.

Offer a wide variety of extra-curricular activities to channel the personal development of individual pupils, including a range of sport, music, drama and art.

C. Strengthening engagement between the school, parents and community

Continue to ensure the school is a welcoming community, always receptive to the views of parents.

Continue to build on consultation opportunities, ensuring the voice of parents is listened to, responding in a timely manner.

Develop parental / shared understanding of learning drivers, incl. via homework.

Development of parental engagement projects – learning / clubs – to develop the opportunities on offer to pupils, and fully involve parents within delivery.

Further development of face-to-face opportunities for governors to meet parents.

Continue to develop opportunities for parents to participate in events, to understand and engage with their children's learning.

D. Developing and embedding sustainable, high quality and robust leadership throughout the school

Governors contribute to the strategic direction of the school, ensuring clarity of vision and ethos.

Ensuring shared vision for school is understood and shared by all stakeholders.

Development of efficient and effective processes at all levels of leaderships; support, monitor and challenge the Senior Leadership Team.

Seek out and replicate excellent practice, developing collaboration to innovative approaches, share best practice and co-ordinate focused professional development.

Ensure development of SENCO role to take account of growth of school – to ensure provision is supported, monitored and developed effectively.

Build opportunities and encourage progression for talented staff.

E. Prioritising excellence in staffing

Continue to prioritise the recruitment, management and retention of talented staff.

Build the capacity of staff through a coaching approach to development, providing quality opportunities to learn from others.

Ensure TAs role is developed further – including training opportunities, effective deployment, and effective appraisal arrangements.

Ensure CPD programme identifies individual needs and whole-school developments.

F. Strengthening the partnership between Priory Park Infants and Little Paxton Primary School (PPP Partnership)

Develop robust transition arrangements between Y2/Y3 and Y6/Y7 – subject-focussed transition.

Continue to strengthen PPP partnership with teachers – utilizing skills / subject leader links.

Decide on school's future direction re: formalisation of partnerships, investigating of options and consulting with stakeholders.

G. Maintain and enhance existing areas of strength

Oversee, monitor and implement strong financial controls and achieve best value.

Continue to enhance the physical learning environment, both indoors and outdoors.

Ensure a continued focus on effective safeguarding practice.

Ensure a continued focus on high levels of attendance and swift action to intervene.

Continue to maintain restorative approach to behaviour management.

Continue to maintain and enhance strong sporting provision.

Continue to foster the school community of positive and supportive parents.

5. Implementation, Monitoring and Evaluation

5.1 Implementation of the plan

The strategic plan sets out 7 strategic priorities and gives long-term direction for implementation.

The School Development Plan, developed by the staff team, describes how this strategy is to be implemented in the short to medium term.

5.2 Monitoring

The Full Governing Body monitors the development and implementation of the SDP on a termly basis, and ensures each sub-committee's work is aligned to the strategic direction of the plan.

5.3 Evaluation

The Governing Body will use external adviser visits and Ofsted inspections as a key evaluation tool.