

NORTH LANCING PRIMARY SCHOOL



School Strategy

2023-24

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This document has been written by representatives of the Governing Body and Senior Leadership Team in order to outline the strategic direction of the school. It aims to illustrate our underpinning values and the ambitions that we commit to achieve in order to reach our desired outcomes. Our strategic plan has been compiled with ideas from our children, parents and staff; it recognises the many existing strengths of our school and builds upon them. The strategy is an organic document which will change as our school grows and develops over time. It is underpinned by the School Improvement Plan which highlights the educational priorities and how we plan to achieve them.

Our Mission (Our purpose)

At North Lancing Primary we strive to develop well rounded, confident and responsible individuals who embrace learning, achieve their personal best and build their emotional, social and physical well-being.

Our Values (Our approach)

1. Individuality (Being me)
2. Independence (Working on my own/myself)
3. Collaboration (Working together)
4. Resilience (Managing my feelings)
5. Perseverance (Not giving up)

Our Vision (What the school will look like in 3-5years time)

North Lancing Primary aims to be an exceptional school where pupils flourish and have the best start in life. Through promotion of the schools five values pupils will leave as successful learners and well-rounded people.

Our Strategy (How are we going to achieve our vision)

We are committed to providing a welcoming, happy, safe and stimulating environment for children to learn; an environment in which everyone is valued, and all achievements are celebrated. We believe a happy child is a successful one. We intend that all children should enjoy their learning, achieve their potential and become independent, life-long learners. We aim to encourage each child to practice the core values of our school: Independence, collaboration, resilience and perseverance whilst developing their own unique individuality.

Quality of Education

We will ensure all teaching is consistently good or outstanding so that children make and exceed expected progress. We will raise attainment and progress with a particular focus on meeting age related expectations at the end of each key stage, as well as diminishing the difference where progress gaps exist across the school including from Covid-19 and for disadvantaged pupils. We will ensure children with special educational needs have the provision they need to be successful.

Behaviour and Attitudes

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We will create a culture of exceptionally good behaviour for learning and the community for life. We will ensure there is a consistent approach of excellent behaviour management where children are ready to learn, respectful of others and safe. Where adults model positive behaviours and build relationships, and pupils take control of their behaviour and are responsible for the consequences of it. We will celebrate pupils and staff whose effort goes above and beyond our expectations. We will ensure pupils develop highly positive attitudes and commitment to their education by embedding the five core values of the school, individuality, Independence, collaboration, resilience and perseverance. Ensuring they are promoted, understood and lived by our school community.

Personal Development

We will provide a progressive contextual curriculum that is broad and balanced and is accessible to all learners, with clear expectations of the knowledge pupils will gain at each stage. We will offer pupils first-hand experiences to learn in a variety of subject areas, providing opportunities beyond the classroom promoting the spiritual, moral, cultural, mental and physical development of pupils in preparation for the opportunities and experiences of adult life.

We will keep pace with developments in technology and integrate these effectively into school life helping pupils to become responsible, confident and creative users of ICT. We will

improve pupil and staff mental health and well-being. We will promote British values, equality and diversity to highlight the importance of individuality.

Leadership and Management

A focus on robust leadership throughout the school from senior leaders to subject co-ordinators. Strong and effective governance, with a reflective governing body providing support and challenge to the senior leadership team to drive improvement. Increase opportunity for pupil voice and to strengthen the engagement between school, parents and the community. Ensure that training and development opportunities are available to all staff. Ensure compliance to all statutory duties, maintain cost effective finances and optimise educational outcomes for all our children.

Early Years Education

To ensure pupils make rapid progress in the early years to close the gap of low attainment on entry. Ensure implementation of the EYFS with a high quality, consistent approach. Continue to improve phonics acquisition. Ensure pupils are ready for transition to KS1.

Key priorities

1. **Outcomes for pupils** - To raise attainment and progress with a particular focus on meeting age related expectations at the end of each Key Stage and diminishing differences for disadvantaged pupils and pupils with SEND.
2. **Reading** - To continue to improve attainment and rates of progress of phonics and reading.
3. **Curriculum** - To provide a progressive contextual curriculum with clear expectations of the knowledge pupils will gain at each stage. To ensure implementation continues to provide a broad, rich and deep curriculum for pupils, in which the physical, mental, spiritual, cultural and intellectual health of each child is addressed in a joined-up way (Intent, implementation and impact).
4. **Behaviour, Attitudes and Wellbeing** - To ensure there is a consistent approach of excellent behaviour management where children are ready to learn, respectful of others and safe. Where adults model positive behaviours and build relationships, and pupils take control of their behaviour and are responsible for the consequences of it. To ensure pupils are highly motivated and persistent in the face of difficulties. To maintain the ethos where commonalities are identified and celebrated, and difference is valued and nurtured.
5. **Assessment and Feedback** – Teachers assess and plan next steps in pupils learning effectively.