



# Applegarth Primary School

## Our Vision Strategy



<b>Vision 1</b> Our learners will be confident and aspirational individuals, who have high expectations of themselves and are courageous risk-takers, ready for the next step in their lives.			
<b>Objective 1: There will be a decline in the number of negative behaviour incidents records on CPOMs as a result of the implementation of the updated behaviour and relationships.</b>			
Fully-reviewed, evidence-informed policy in place. Staff training completed comprehensively, and policy reviewed on an ongoing termly basis to make improvements and adjustments. Staff implement a positive restorative approach and are aware of the importance of adult behaviour.	Pupil voice demonstrates that pupils recognise the number of negative behaviour incidents are decreased. Pupils feel safe and supported by all adults in school and are confident that all adults will deal with behaviour issues effectively.	External validation in the success of the positive behaviour approach and its impact on the culture in school.	New policy embedded fully and used consistently by all staff in school. All stakeholders are confident in understanding the principles and application of the positive behaviour approach.
<b>Objective 2: Pupils will report feeling less worried in the GUNY survey as a result of Jigsaw, REST, Military Kids Club and our learning mentor. <a href="#">Equalities Objective in Single Equality Scheme.</a></b>			
Subject lead monitoring will demonstrate that Jigsaw and REST are embedded consistently and used effectively to support pupils' emotional wellbeing.	Pupils will report feeling less worried in the 2022/2023 GUNY survey as a result of Jigsaw, REST, Military Kids Club and our learning mentor, in particular KS2 pupils.	In comparison to similar local schools/NYCC schools, our GUNY survey results will demonstrate favourable outcomes for Applegarth.	A team of pupils (who have received training) will support their peers with their worries at social times through the Wellbeing Champions.
<b>Objective 3: Pupils will develop confidence as active participants in the development of the school: school council, eco-council, house captains and pupil ambassadors. <a href="#">Equalities Objective in Single Equality Scheme.</a></b>			
The school appoints school council, eco council, house captains and pupil ambassadors each year, voted for by pupils. Equal opportunities will be promoted through pupil leadership roles.	School council/eco council, house captains and pupil ambassadors work with staff to identify their areas for development/focus and identify resources needed; engage with pupil groups; engage with community stakeholders.	Pupils are proactive in the development of school. Their roles within school are consistently embedding as outline in the amber and red objectives. Pupils can confidently articulate the impact they have had upon school.	Pupils will be focused on the legacy they will leave behind for future pupils and the community.

<b>Objective 4: There will be further opportunity to speak and perform in public.</b>			
<p>School choir. Drama club offered as extra-curricular club for KS1. Pupils who demonstrate an aptitude public speaking and performance are quickly identified and their talents are nurtured. Events in school are used to expose pupils to a range of public speaking and performance opportunities; pupils are supported by school in developing interests. Families are aware of the opportunities for pupils to take up a musical instrument and participate in performance and public speaking activities.</p>	<p>Pupils encouraged to identify topics for performance, supported by staff e.g. summer term school performances. Pupils learning an instrument are take part in performances in school for a range of audiences. Disadvantaged pupils have equality of access to music tuition.</p>	<p>The proportion of PP and SEND pupils taking up a musical instrument and participating in performance opportunities both within and outside school has increased to narrow the gap.</p>	<p>Spoken English competitions; Drama open to all across the school; <b>All</b> pupils identified and supported to lead on developing their own performances (UKS2); Applegarth has strong links with secondary school for joint drama/spoken word projects.</p>
<p><b>Vision 2</b> Pupils from all backgrounds, contexts and starting points will have achieved exemplary academic progress and excellent personal development, where talents have been quickly identified and effectively nurtured.</p>			
<p><b>Objective 1: The provision of early reading, phonics and reading will be outstanding across the school. <a href="#">Equalities Objective in Single Equality Scheme.</a></b></p>			
<p>A strong start in Reception means that pupils make expected progress or better in phonics. This continues in Key Stage One through high-quality teaching. Timely intervention is in place to promote all pupils keeping up. Reading, and a drive to promote the love of reading, is at the heart of everything we do across the curriculum.</p>	<p>A range of high-quality literature is available for pupils to access in Key Stage Two. The quality of teaching continues at the highest of standards with consistency between and across classes and year groups.</p>	<p>Outcomes at the end of Key Stage Two continue to build year on year. Staff are well-trained and effective reading teachers and leaders of reading.</p>	<p>We are a local and regional example of best practice. Working with ITT providers and English Hubs, we share best practice. Exceptionally high pupil outcomes in phonics and reading are achieved, sustained and have become embedded.</p>

**Objective 2: The disadvantage gap will decrease in line with the 3-year Pupil Premium Strategy. [Equalities Objective in Single Equality Scheme.](#)**

**2018/2019 End of Key Stage Two Outcomes**

**Reading** for Disadvantaged students is 4.07 points lower than the Non-Disadvantaged students average, and 4.12 points lower than the Nat. Disadvantaged average. The school gap has widened by 6.91 points since 2016/17.

**Writing** for Disadvantaged students is 2.43 points lower than the Non-Disadvantaged students average, and 6.25 points less than the Nat. Disadvantaged average. The school gap has widened by 2.92 points since 2016/17.

**Maths** amongst Disadvantaged students is 2.76 points less than the Non-Disadvantaged students average, and 3.66 points lower than the Nat. Disadvantaged average. The school gap has widened by 1.18 points since 2016/17.

Diminish the difference in progress between disadvantaged and others by 1.0 - 1.5 points.

Diminish the difference in progress between disadvantaged and others by a further 1.0 - 1.5 points in comparison the previous target (red).

Diminish the difference in progress between disadvantaged and others by a further 1.0 - 1.5 points in comparison the previous target (amber).

There will be no significant difference in progress between disadvantaged pupils and others.

**Objective 3: Progress for pupils with SEND will be above the national average by the end of Key Stage Two. [Equalities Objective in Single Equality Scheme.](#)**

**2018/2019 End of Key Stage Two Outcomes**

**Reading** amongst students with SEN support at Applegarth Primary School is 7.48 points less than the School average, and 7.97 points less than the national average. The school gap has widened by 6.26 points since 2016/17.

**Writing** for students with SEN support is 7.80 points less than the School average, and 10.11 points less than the national average. The school gap has widened by 9.11 points since 2016/17.

**Maths** for students with SEN support at Applegarth Primary School is 1.01 points less than the School average, and 2.16 points lower than the national average. The school gap has narrowed by 0.83 points since 2016/17.

In reading and writing, diminish the difference in progress between those with SEND and others by a further 2.0 - 3.0 points

In reading and writing, diminish the difference in progress between those with SEND and others by a further 2.0 - 3.0 points in comparison the previous target (red).

In reading and writing, diminish the difference in progress between those with SEND and others by a further 2.0 - 3.0 points in comparison the previous target (amber).

Progress for pupils with SEND is broadly in line with others. This will be dependent to an extent on the type of need.

<p><b>Vision 3</b> Our school community will be able to celebrate their own unique qualities within a diverse and ever-changing community and the world around them.</p>			
<p><b>Objective 1: Leaders will have a definitive understanding of the context of the school through in-depth analysis (Anthony Conlin – The Education Data Company).</b></p>			
<p>Robust demographic analysis will provide the basis for curriculum planning and development.</p>	<p>Extra-curricular and personal development provision will be tailored to the specific contextual needs of the school cohort.</p>	<p>Learning opportunities are embedded which offer pupils the experiences and knowledge of the diversity that exists beyond the context of the school and community.</p>	<p>Celebration of community and diversity is a core value woven into every aspect of school life and the curriculum.</p>
<p><b>Objective 2: The curriculum will be sharply focussed on educating children about the urban, historical and agricultural setting which pupils are familiar with as well as providing them with experiences of the diversity, cultures and languages that are not prevalent in the surrounding area.</b></p>			
<p>Heritage Week (annual) / maintaining heritage school status and engaging with the local Records Office and Historical Society. Anti-Bullying Week and ongoing anti-bullying work and education around healthy relationships and building resilience. Continue strong links with local churches. Concepts around locality and global clear articulated in the curriculum and build on across each phase. Books across the curriculum reflect diversity (particularly core texts and class novels).</p>	<p>Multi-faith learning – trips to synagogues, mosques etc. Links established with schools in other countries (e.g. French school in Toulouse). Links with other schools outside of North Yorkshire (e.g. inner-city schools / schools with a broad range of diversity and cultures in comparison to Applegarth). Pupil groups lead on identifying and delivering celebrations for key themes around diversity and culture. Projects with Young Farmers/farming groups locally.</p>	<p>School to engage temporary staff/learning assistants from other countries – support learning of basic Spanish, Italian, Chinese, language and culture, etc.</p>	<p>Children leave Applegarth Primary School as tolerant and accepting local and global citizens who recognise the complex diversity of the world in which they live. Pupils are autonomous in the organising events which celebrate and recognise a wide range of cultures and diversity both locally and globally (e.g. projects, events, etc.).</p>
<p><b>Objective 3: Strong links will be made with a French-speaking school and schools with diverse intakes</b></p>			
<p>Partner school identified.</p>	<p>Classes write letters to French speaking school; displays and themes are linked to learning about the partners school.</p>	<p>Development of sporting or artistic projects which link up with schools with more diverse intakes.</p>	<p>Exchange program in place for French children to visit Applegarth and for Applegarth pupils to visit the school in France.</p>

<p><b>Vision 4</b> High standards will be achieved through a rich, contextually-relevant and exciting curriculum that provides memorable experiences through inspirational teaching, high-quality visits and input from experts.</p>			
<p><b>Objective 1: Outstanding teaching and learning will be achieved through: robust CPD and coaching for all staff, the implementation of evidence-based pedagogy them with experiences and a continually evolving curriculum.</b></p>			
<p>All staff participate in the appraisal process; this is consistent and impact is evidence as a result of robust and supportive appraisal cycle.</p>	<p>CPD is rigorous and well-planned based on the needs of the staff determined from their varied starting points. NPQs and evidence-based, accredited programs are available for all staff to promote development in their current roles and future aspirations. Learning pathways for all staff.</p>	<p>A coaching model will be in place across the school involving the majority of staff.</p>	<p>Staff will become leaders of CPD within the school-led system. Evidence-informed practice is embedded within school.</p>
<p><b>Objective 2: Leaders, including governors, regularly monitor and review the impact of the broad and balanced curriculum.</b></p>			
<p>Governors are linked to school improvement objectives. Each governor undertakes a monitoring visit or learning walk once per term.</p>	<p>School leaders and governors regularly seek and triangulate different data for their school improvement objective including internal data (using Insight) and external data (ASP). Leaders and governors seek more 'pupil voice' to understand impact of the curriculum. All pupil groups are considered when analysing school performance.</p>	<p>School leaders have a robust and systematic schedule of monitoring activities in place (including SLT and subject leaders). Planning is undertaken with school staff member(s) to identify key monitoring points across the year and to seek relevant data. Governors seek evidence of intent, implementation and impact and are able to engage staff and pupils in assessing impact. Governors ask challenging questions about the broad and balanced curriculum offered by the school.</p>	
<p><b>Vision 5</b> We will be proud to say that we have fulfilled the purpose of being a model school at the heart of our town and county.</p>			
<p><b>Objective 1: We will nurture system leaders: SLEs (Specialist Leaders of Education); LLEs (Local Leaders of Education) and NLGs (National Leaders of Governance) and plan for succession through responsive systematic CPD.</b></p>			
<p>Schools visit Applegarth to observe best practice in teaching &amp; learning and leadership. SLEs in school act as system leaders delivering best practice outside of school.</p>	<p>A robust induction process is in place for ECTs, RQTs and all other new staff. Comprehensive CPD is planned to aid staff in achieving mastery in their role thus enhancing job satisfaction, recruitment and retention of the highest quality staff.</p>	<p>Succession planning is in place for subject leadership, middle leadership, SENCO, senior leadership and governance.</p>	<p>Headteacher mentors other leasers and contributes to system leadership through facilitating NPQs and supporting teaching school alliance.</p>

<b>Objective 2: Stakeholder and community questionnaires highlight our positive reputation in the local area.</b>			
Regular, ongoing communication is established through governor, family, residents, staff and pupil questionnaires.	The school draws on the expertise and experiences of residents and the school community to support with the delivery of the curriculum.	The balance on the “ins and outs” will show that more of the pupils in our catchment stay in catchment.	High volume of responses (85%) compared with 2021. Strong evidence of positive perceptions of the school and its place in the community. The behaviour of pupils in the community is representative of the school’s values.
<b>Objective 3: Involve the wider community in PTA events and school projects where possible (e.g. history projects with local residents, links with churches, visiting nursing homes, working with charities such as Food Share and using our outdoor area to support food and scarcity initiatives).</b>			
Christmas cards and invitation to carols, concerts and services for local residents. Performances at local care homes. Calendar of charity/community events across the academic year. New initiatives to consider: reverse advent calendar for foodbank. Shoebox appeal.	Hosting community clubs on the school site: Scouts, Guides, Northallerton Juniors etc. Involvement with <i>Northallerton in Bloom</i> and <i>The Food Festival</i> .	A broader reach is established in terms of faith links in the community and wider region.	Pupils and stakeholders work together frequently. Co-designing projects and charity events and finding ways to celebrate successes which are open to everyone.

**Key:**

Our minimum

Good

Very Good

Excellence – our ambition