



Pirton School

Vision & Strategy Meeting

December 2023

THANK YOU FOR JOINING US



WHAT WE'LL COVER TODAY

INTRODUCTION TO PIRTON'S SCHOOL LEADERSHIP

THE VISION AND STRATEGY FOR PIRTON SCHOOL

OUR OFSTED REPORT

ADVANCE QUESTIONS

YOUR GOVERNING BOARD



Vanessa Cole
Chair



Nathan Gainford
Vice-Chair, Resources



Jenny Steeden
Vice-Chair, PP Link



Thomas Wood
Early Years link



Jenn Magdeburg
Head Teacher



Owain Lister
H&S, Premises Link



Ellie Edwards
Parent Governor



Adrian Warner
Safeguarding Link

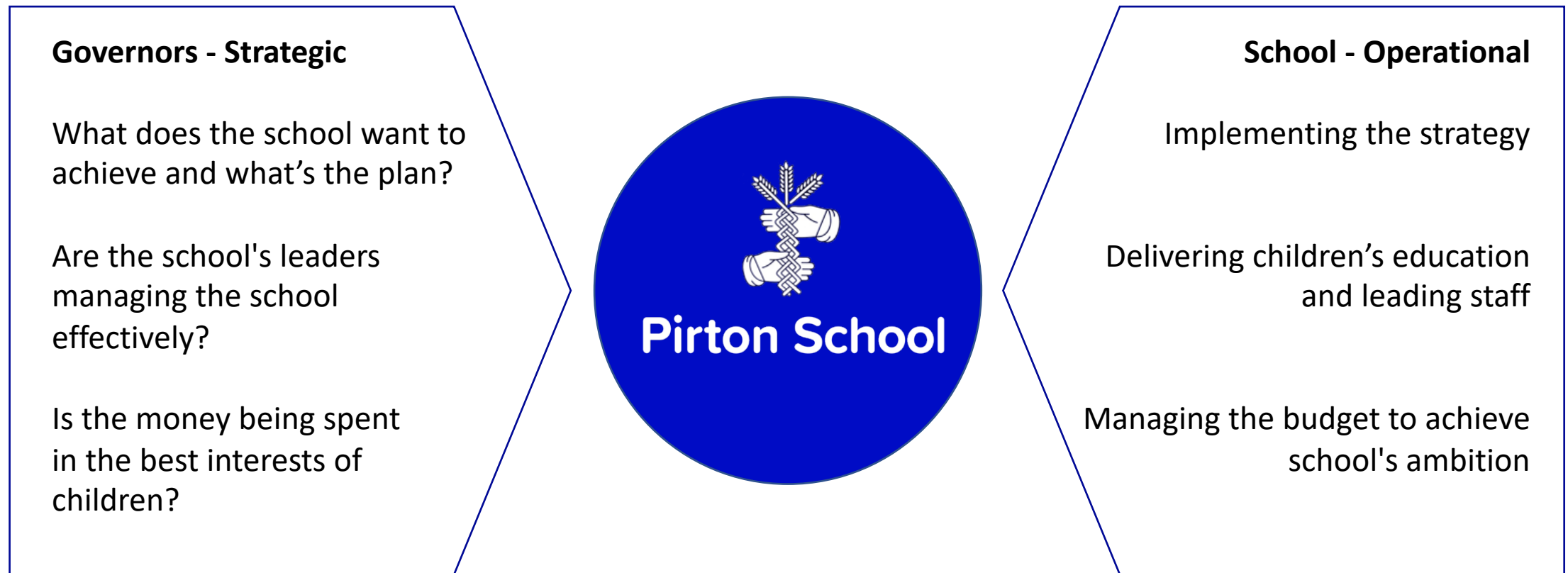


Kirsty Muldoon
SEN Link



Sam McDonald
Staff Governor

TOGETHER, WE FORM THE SCHOOL'S LEADERSHIP



SETTING THE SCENE

SCHOOL FACED REAL CHALLENGES

5 Head Teachers in 8 years

Previous Head Teachers shared with Hexton School

Covid challenged all schools – we were no exception

Educational attainment risked falling behind

New leadership formed in September 2022

Improvement was needed and quickly

WE'VE BEEN LUCKY TO HAVE EXPERT SUPPORT



Michael Catchpool
Herts. Improvement
Partner (HIP)



Extensive Training



Expert advice

THE VISION & STRATEGY

A young boy in a dark blue turtleneck sweater is raising his right hand in a classroom. He has a blue water bottle in front of him. In the background, another child is visible, and the room is filled with books and educational materials. The text "BUT WHY DO WE EVEN NEED A VISION & STRATEGY?" is overlaid in white capital letters.

BUT WHY DO WE EVEN NEED A VISION & STRATEGY?

‘IT’S NOT WHAT THE VISION IS,
IT’S WHAT THE VISION DOES’

HOW WE DEVELOPED THE VISION

TIME TO UNDERSTAND THE SCHOOL...

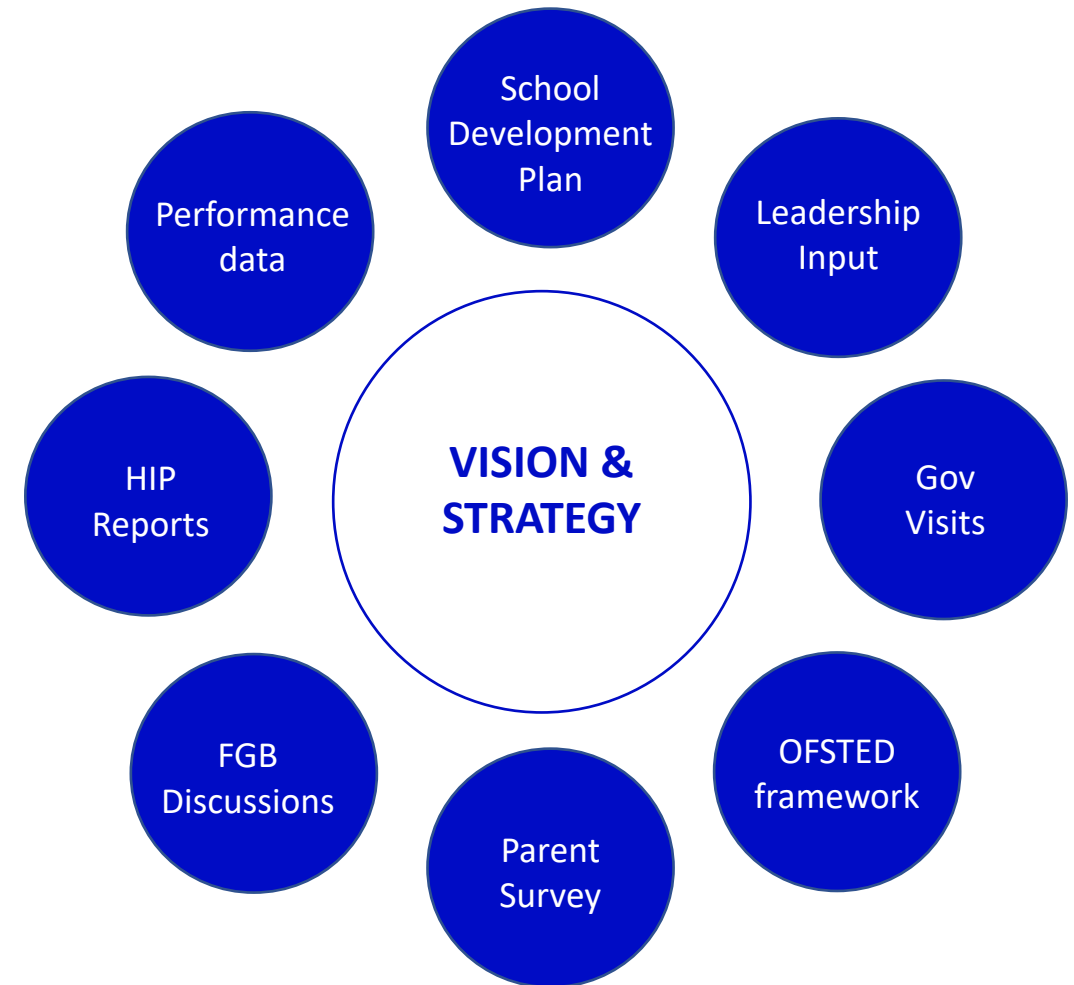
It was important not to rush to a new vision and strategy.

QUESTIONED...

Mrs Magdeburg, with her staff leadership team & the support of the HIP quickly identified the key areas for educational improvement.

REVIEWED...

Data, reports, staff and pupil survey, school visits and through Full Governing Board (FGB) meetings



Our Vision Statement

Our thriving school, at the centre of our community, offers the **opportunities of a large school** within a small school, and a **supportive learning environment**.

Every child is **known and respectfully treated** as an individual, with **their strengths and talents celebrated** and nurtured to support them in **reaching their full potential**.

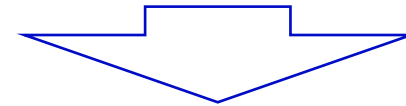
Through a clear set of **shared learning behaviours**, children's **progress and achievement is at the heart** of everything we do.

Why It's Important

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Achieving Learning Potential

Leadership & Staff

Behaviour & Attitudes

Personal Development & Well-Being

Community Engagement

Achieving learning potential

Through an **evolving and tailored curriculum**, we strive to achieve the highest standard of educational attainment for our pupils.

We offer a **rounded and balanced learning experience** by encouraging children to **engage with extracurricular opportunities** and nurturing our children to help them both **understand and contribute to the diverse and modern world** in which we live.

Achieving learning potential

What is being done?

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New Cornerstones Curriculum

More extracurricular activities

Diverse reading, current affairs engagement

Leadership and staff

Our school aims to have a **high performing, enthusiastic and stable leadership and staff team.**

We take pride in our **staff taking the time to truly know and nurture the children.** This allows all children to realise their full potential and enables them to be confident, prepared and resilient children who are ready to take the next step in their learning journey.

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We have welcomed new staff

The rate of change has been challenging for staff

Newly appointed SENCO – in line with other local schools

We are committed to improving staff wellbeing

Behaviour and attitudes

We aim to create a **safe, happy and joyful learning environment**, using our 'golden rules' (Be kind; be safe; be positive) to guide the school community.

We will **celebrate individual and collective achievements** of our children both within school and in the wider community to nurture and develop self-esteem and community pride.

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Celebration assemblies (individual) and house points
(collective) introduced

'Golden Rules' woven into everyday school experiences

Consistent approach to behaviour management
across the school

Personal development and well-being

Children will be encouraged to be their authentic selves in our **inclusive, positive, supportive and safe learning** environment. The Schools **6 Rs set both the the learning behaviour and expectations** of each other:

1. Ready
2. Responsible
3. Respectful
4. Reflective
5. Resilient
6. Resourceful

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Children understand & follow the 6 Rs

Pupil Premium funding strategy

Environment & safeguarding improvements

SEN - new format for personal learning plans

Community engagement

We want the school and our children to **play an active role in,** and be a fundamental part of, **the local community.**

We aim to have **meaningful communication and active engagement with all our community** stakeholders so they are engaged with and share our vision for the success of Pirton School.

We **set clear expectations between the school, parents and children through our home school agreement.**

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Children learn about their locality & community

More focused communication and regular school newsletter

Improved website & class blogs

Increased governor & community engagement

A WORD ON OUR OFSTED REPORT



A FAIR REFLECTION AND MANY POSITIVES

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good

WE REMAIN COMMITTED TO IMPROVEMENT

A photograph of a classroom scene where several students are raising their hands. The students are wearing blue school uniforms. In the background, there is a bulletin board with various posters, including one with a rainbow. The text "THANK YOU FOR THE QUESTIONS SUBMITTED" is overlaid in white at the top of the image.

THANK YOU FOR THE QUESTIONS SUBMITTED

MIXED CLASSES WITH WIDE AGE RANGE

Mixed age classes since 2003 – a financial necessity

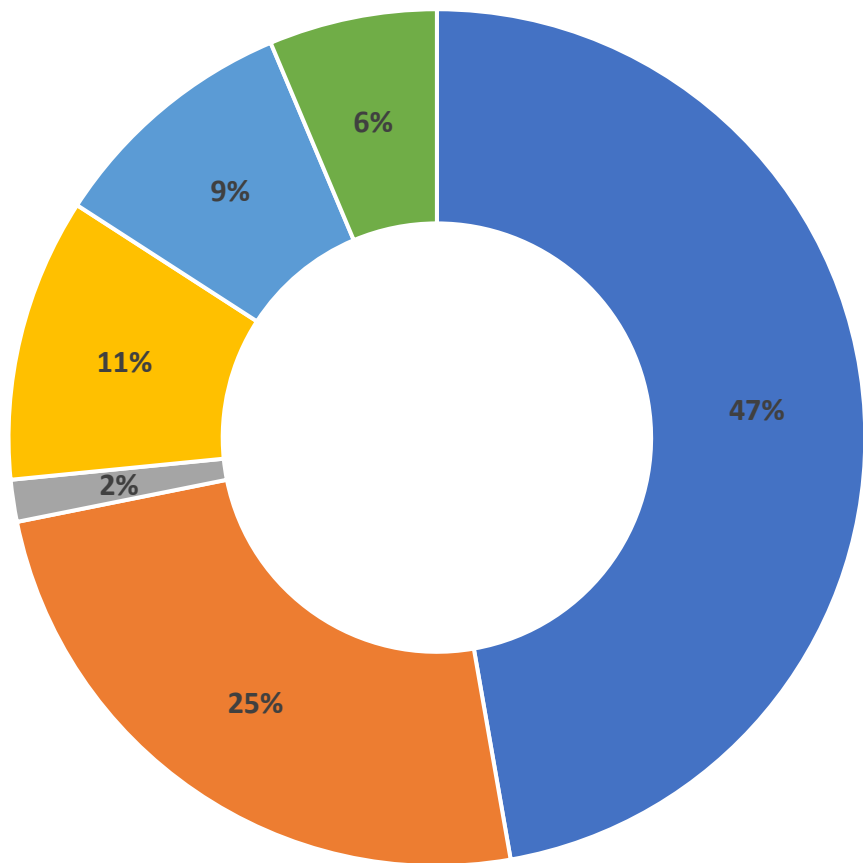
Children streamed by learning style (Mrs Driver) – 2021/22

Result is wider age range within mixed classes

To avoid disruption the decision to retain them was made

The future intention is to have separate year classes, where numbers allow

HOW IS THE BUDGET SPENT?



74% on Staff costs, training, insurance

11% on energy, rates, maintenance etc

9% on education material, Pupil Premium etc

6% on catering, non-staff insurance, admin etc.

■ Teaching staff ■ Support staff ■ Other employment costs ■ Building & occupancy ■ Learning resources ■ Other costs

HUGE THANK YOU TO THE AMAZING PTA TEAM

£4,898

12 Chromebooks

New role play kitchen

Bug Club phonics books

Coach travel for the Pantomime trip

Leavers hoodies



PIRTON PTA

WOULD YOU BE ABLE TO SUPPORT?



QUESTIONS ON THE VISION & STRATEGY?



THANK YOU

