

# Vision and Values

A culture of achievement  
where all can succeed

## School values

At  
Guildford  
Grove we...



are **R**esponsible  
and respectful  
members of our  
diverse community



are **E**mpowered to make  
safe, informed choices



have high **A**spirations and a  
'can do' attitude to learning



**D**evelop and foster our  
individual abilities and  
interests



At Guildford Grove we place  
**READING**  
at the **♥** of our curriculum



## Curriculum Aims

At Guildford  
Grove our  
curriculum

develops  
language



makes  
learning  
stick



places  
reading at  
its heart



## To improve outcomes for all

Strong SEND leadership ensures high quality SEND provision

Reading is at the heart of our curriculum

We are an outward facing school

Our high-quality Early Years provision gives pupils the best possible start

Our curriculum is relevant, engaging and reflects the needs of our community

## To improve outcomes for all

### Attendance

By the end of Year 2	By the end of Year 4	By the end of year 5
95% (Inclusion aiming for 96%)	96% (previous national target)	96.5%

### EYFS GLD

By the end of Year 2	By the end of Year 4	By the end of year 5
60%	65% (national for 21/22)	68%

### Year 1 PSC

By the end of Year 2	By the end of Year 4	By the end of year 5
70%	75% (national for 21/22)	77%

### KS1

By the end of Year 2				By the end of Year 4				By the end of year 5			
Re	Wr	Ma	Co	Re	Wr	Ma	Co	Re	Wr	Ma	Co
60%	55%	60%	50%	67%	58%	68%		69%	60%	70%	

### Year 4 MTC (% pupils who score 25)

By the end of Year 2	By the end of Year 4	By the end of year 5
15%	27% (national for 21/22)	30%

### KS2

By the end of Year 2				By the end of Year 4				By the end of year 5			
Re	Wr	Ma	Co	Re	Wr	Ma	Co	Re	Wr	Ma	Co
70%	66%	75%	55%	74%	70%	78%	60%	75%	72%	80%	62%

## Strong SEND leadership ensures high quality SEND provision

### Short Term (by the end of year two):

- There is a basic offer that focuses on inclusive, high quality teaching for all children in the classroom, eliminating the need for unmanageable individual programmes of support
- The environment supports the needs of all children, particularly those with additional needs, e.g. reduction of visual 'noise', use of sound fields, appropriate furniture
- Inclusion team leaders work methodically so that children who need additional support have professional input (check list of who's involved with child)
- Provide opportunities for parents of children with EHCPs to informally meet the staff supporting their child
- We receive the funding from Surrey that our SEND children are entitled to (relationship with Surrey SEND team and case officers)
- There is a professional working environment for the inclusion team that promotes collaborative working

### Medium Term (by the end of year four):

- Staff are trained to plan lessons so that children with SEND can work with a good degree of independence
- The school site is modified to better meet the needs of those with SEND
- We keep up-to-date with research to drive the training needs of all staff, using expertise of internal and external professional colleagues on a whole school level. We regularly review the implementation and impact of this training

### Long Term (by the end of year five):

- We have an assessment and reporting system which accurately tracks the attainment and progress of all pupils with SEND. This may include the Engagement Scales
- *Recruitment & Retention – right people right jobs*
- *Appropriate alternative provision in place e.g. therapists, to meet the needs of the cohort*

## Reading is at the heart of our curriculum

### Short Term (by the end of year two):

- Our systematic, synthetic phonics and reading programme is fully embedded and used consistently throughout early years and key stage 1
- New colleagues are trained on Little Wandle phonics and reading and stick to the fidelity of the programme
- Our Rapid Catch Up programme and Rainbow Readers successfully support our early readers across KS2
- Reading lessons across Year 2 upwards are sequenced and consistent. Fluency is taught explicitly
- To review and continue to develop our Guildford Grove Reading Spine to ensure it is progressive, inclusive and of high quality
- Teachers read out loud to their class from high quality, inclusive texts every day
- Our book corners are well stocked and an enticing, accessible area of the classroom
- Parents will support their child reading at home

### Medium Term (by the end of year four): (Wider school)

- Reading across curriculum is explicit and embedded in every lesson
- Ensure trips and enrichment opportunities support our culture of reading
- We will have enough copies (or digital readers) for a whole class for the majority of our reading spine books
- Our school library, which classes visit on a weekly basis, promotes a love of learning
- Our induction process for new colleagues supports their understand around our culture of reading

### Long Term (by the end of year five):

- Every child leaves our school as a reader
- Our community library is accessible for all and supports our culture of reading
- We have a community approach to developing a love of reading

## We are an outward facing school

### Short Term (by the end of year two):

- Develop a distributed leadership model with clear roles and responsibilities and appraisal systems (ongoing)
- Implement and introduce an incremental coaching model for teaching and learning starting with teachers with the aim to increase the school's coaching capacity and distribute to other leaders
- Plan inhouse CPD in line with the SDP for teachers and TAs
- Facilitate leaders access to Trust-wide CPD and investigate high quality external CPD as appropriate
- Subject leaders to visit schools with a similar context to enhance their role and share good practice
- Identify clear and specific PM targets for TAs to support the aims of the SDP and to embed a culture of continual improvement for all
- Identify our staff 'champions' who will support a love of learning and a culture of continual improvement and share successes
- Initiate communication with parents through regular updates and parental questionnaires
- Investigate parent app to promote communication about positive pupil achievement and behaviour
- Extrapolate, analyse and use data to build a clear picture of the local community over time to inform future decision making (ongoing)

### Medium Term (by the end of year four):

- All teachers, HLTAs and intervention leads visit schools with a similar context to enhance their role and share best practice
- Subscription to external CPD to enhance the school's CPD offer beyond in-house and trust wide CPD
- All leads exploring evidence-informed research and using this to drive improvement in their subject
- Fortnightly briefings led by subject leads with a focus on T&L to be embedded into the CPD timetable
- Clear marketing strategy to inform school communications across all media to promote the school's unique ethos and USP
- By year 2 school will have a clear plan regarding resource allocation in line with SDP and Trust masterplan – links with wider organisation supporting funding will be made to achieve the school's aims
- Explore opportunities to work more closely with community groups relative to the school's context and demographic
- Clear strategy embedded to improve attendance based on evidence informed research and networking outcomes
- PTA will be embedded

### Long Term (by the end of year five):

- All staff will have had the opportunity to have visited another school as part of their professional development
- Embedded coaching culture which promotes a culture of continuous improvement – all leaders coaching – no formal lesson observations
- There will be a culture of improve not prove

## Our high-quality Early Years provision gives pupils the best possible start

### Short Term (by the end of year two):

- To develop a progressive curriculum focused on skills and language development
- To provide enabling environments that are focused on building skills and vocabulary
- CPD is provided for all EYFS practitioners to ensure the progressive curriculum is implemented effectively
- Early intervention enables staff to identify SEND needs and tailor the provision appropriately
- Language intervention is used to support all pupils identified through early screening
- Online learning journals are used to promote parental engagement

### Medium Term (by the end of year four):

- An early transition programme for children new to Reception begins in Summer term 2. This enables staff to understand individual needs and interests
- A personalized approach to this transition is implemented for pupils with SEND needs
- Raise the profile of EYFS through our online presence and wider community links
- Stay and play sessions are provided for all families to support with early intervention and marketing. These sessions would be advertised to anyone with a young child/ baby

### Long Term (by the end of year five):

- To increase intake in our Nursery which will ensure a full cohort of known pupils join Reception
- Rebrand the Nursery and title it a Pre-school
- Wrap around care reflects the schools current offer
- Our offer caters for families requiring 15 hours, 30 hours or full time care
- The EYFS provision is financially sustainable and staff retention is high
- The EYFS provision begins from 2 years old

## **Our curriculum is relevant, engaging and reflects the needs of our community**

### **Short Term (by the end of year two):**

- Review and evaluate our current curriculum at the end of its first year with all stakeholders
- Create 'Curriculum Champions' to meet regularly with the curriculum lead to create and review a yearly action plan to include areas such as assessment across the curriculum
- Review our CPD offer to reflect our curriculum needs
- Increasing parental engagement events and communication to parents regarding the curriculum
- Promoting and celebrating learning beyond the school gates
- Curriculum overviews are on the school website
- Pupil work and photos celebrating our curriculum offer are regularly updated on our school website and social media accounts
- 'Welcome to the year group' letters to be reestablished and sent out in September
- Review current educational visits and enrichment offers and create an overview of visits, visitors and opportunities across the school
- Review the high quality texts used in our curriculum and ensure it reflects diversity

### **Medium Term (by the end of year four):**

- School staff use data gathered from the new assessment systems implemented in year one to further review the impact of our curriculum to ensure it meets the needs of all our learners
- Develop a home learning policy linked to the wider curriculum and agree a whole school approach to ensure families happily engage in their home learning
- Increase enrichment opportunities by developing our own version of '50 things to do before you are 11 ¾'

### **Long Term (by the end of year five):**

- Our bespoke curriculum is progressive and coherent
- Our aspirational curriculum will promote and encourage a love of learning that broadens pupils' horizons
- Our community understands and supports our school curriculum
- We have a progressive and planned out enrichment programme to improve pupils' cultural capital
- Our curriculum must reflect and represent our diverse community