

# Hagley Primary School

## Governors' Three Year Strategic Plan and Vision 2018-2021



### Introduction

Our school is an inclusive community. It is a place where everyone is valued and all achievements are praised, celebrated and encouraged. All children are inspired to develop their unique talents in a safe, happy and caring environment.

The three core strategic functions of the governing body are:

- a. **Holding the head teacher to account for the educational performance of the school and its pupils, and the performance management of staff;**
- b. **Overseeing the financial performance of the school and making sure its money is well spent; and**
- c. **Ensuring clarity of vision, ethos and strategic direction.**

This Governors' Strategic Plan sets out the actions for the Governors to deliver in their key role of setting the strategic direction of Hagley Primary School and monitoring achievements against the objective of continuous improvement. It provides a foundation for, and is developed alongside, the annual School Development Plan, which is formulated by the Head Teacher; SLT and school staff and covers detailed improvements.

This plan sets out our strategies for the next three academic years, to ensure our children continue to achieve in all areas of their development and aims for our school to attain the highest possible standards. Towards the end of this period, our continuous review/monitoring processes will enable us to develop a subsequent plan; building on its success. It is important to recognise that the school already has significant strengths to build on; as well as areas where we will continue to focus our efforts and continue to develop. One of our strategic aims, which is the most important, is to improve outcomes for all children. This can be supported through collaboration with other schools through a variety of both informal and structured styles, where we can benefit from each other's strengths and experiences, thereby building strong and mutually beneficial collaborations.

## **Vision**

### **Improving progress for all of our children, to enable them to achieve their potential**

As Governors, we continually strive to promote the effectiveness of our school by working alongside our staff. This strategic plan sets down the school aims, for the next three years, and how we develop and monitor that effectiveness, on a termly basis, over the academic year. Any necessary adjustments, or amendments, will be made at termly review points. We see it as a 'work in progress', as the school implements the National Curriculum; developing new schemes of work and lesson plans. In formulating this plan, the Governors have taken into account the school's vision; its aims, values, ethos and its self-evaluation processes, which we, collectively, have already established with all staff and the Strategy Overview 2015-2020 created by the DfE.

Governors continually support the Head teacher, SLT and the rest of the school staff in these areas and will maintain our crucial role in monitoring the effectiveness of teaching and learning across the school. We recognise the importance of quality Leadership, at all levels, in promoting outstanding Quality First teaching and learning. We want our children to be challenged, engaged and achieving their potential, with highly motivated teachers and non-teaching personnel who are themselves supported by a full range of in-service training, staff wellbeing monitoring and support, rigorous Performance Management and monitoring; with access to effective resources, including human resources.

We will continue with support and challenge at our school, by working with the school, having discussions with the school, and observing all school practices, encompassing the full range of school personnel. By working alongside our school staff, we are able to assess the effectiveness of the School's Development Plan; the process for reviewing and determining this, being something with which we are already involved in annually, with staff, in considerable detail.

Our Vision, as Governors, is to see our school improving progress for all of our children, to enable them to achieve their potential. We want to see excellent Teaching and Learning, delivered by highly motivated leaders, teachers and co-ordinators. We want our children to acquire knowledge, skills and attitudes, which will promote personal success, whilst at Hagley Primary School, and encourage a thirst for lifelong learning as they enter KS3 and beyond.

Finally, but most importantly, we recognise the importance of staff knowing that we, their governors, are fully committed to Hagley Primary School; that we promote our strategic vision through a collaborative working relationship with them, at all times, as they deliver daily the detail, through which our strategic plan is implemented.

## **Rationale**

This Strategic Plan is determined by our continued ambition to be an outstanding school under the OFSTED framework. The school was last inspected in December 2014 and since then the framework has seen some revision. The Governors' vision for aiming for outstanding status is firmly rooted in our foundation of providing each child in our school with an inspirational education, based on academic achievement combined with personal, emotional and social development.

In the ever changing educational landscape, the school is confident in looking forward. We remain absolutely committed to meeting the needs of all our pupils, helping them realise their potential and move with confidence onto the next phase of their lives. This strategy sets out the key objectives for the school over the next three years to 2021, to enable us to continue to raise achievement and standards, to further build on our high reputation within its well respected community.

## **Strategic Priorities**

Part of the Governing Body's core strategic function is to hold the head teacher to account for the educational performance of the school, its pupils and staff, and to oversee the financial performance of the school, making sure its money is well spent. This will be achieved by rigorous monitoring of the School Development Plan and pupil data.

Teachers will be provided with appropriate professional development and monitored to ensure that the teaching they deliver is of the highest standard. The Governing Body is itself responsible for ensuring that the training of its own individual members is regularly updated and that self-assessment appraisal and skills audits are completed on an annual basis.

## **Our Strategic priorities are:**

1. To ensure that all children make or exceed expected progress and achievement, by maintaining high standards and ensuring that children are independent learners; that they continue to be focussed on learning and tapping into effective basic skills, as well as through the mastery programme, using growth mindset as an effective tool. We look to improve achievement and progress in all areas, for all children, ensuring that the children experience challenge and paying particular attention to disadvantaged children, those with SEN and high prior attainers.
2. Maintain and strengthen relationships with children, families and the wider community; through open days, parents' workshops, community events, newsletters and performances.
3. Ensure children are developing transferable skills within a broad, inspirational, aspirational and rich curriculum, tailored to the needs of the children and Hagley Primary School, as well as achieving the national agenda.
4. To continuously improve and sustain the quality of teaching and learning so that it is consistently good or outstanding in all lessons, through rigorous monitoring and effective staff development.
5. Recruit, develop, support and retain a dedicated staff team, providing opportunities for early leadership, prioritising excellence in teaching and learning, combined with support for middle leaders as well as the SLT.
6. To improve and reflect on effective governance to increase its impact on the whole school.
7. To continue strong financial and pro-active budget management, through continual re-evaluation of cost effectiveness, strategic planning of future staffing investment and prioritising and reviewing the impact of spending; including pupil premium, sports premium and SEND funding.
8. Consolidate partnership working, together with external consultants as necessary, on school improvement through monitoring and evaluation.
9. To improve and enhance the school environment to maximise the impact on the children's learning as well as on the children and staff well-being.
10. Support school to help our children build good mental health and ensure that all children are safe, feel safe and are happy, resilient and confident; displaying good behaviour at all times.

## **Strategic Management**

The School Development Plan (including the Governance SDP) is written in the second half of the summer term using data, audits and information from all stakeholders and is regularly updated to target areas for development. The SEF is continually reviewed and updated by the SDP steering group who monitor this half termly.

Strategic management involves a period of reflection and evaluation of the school's current status, combined with forward thinking about future education initiatives and projections relating to the potential budget and pupil numbers. Plans that emerge meet:

- The demands of the school and its community;
- The aims, values and culture of the school;
- The available resources, whether financial, human or material

## **Strategic Plan to School Development Plan checklist**

The following criteria should be considered when applying the Strategic Plan to the School Development Plan:

- There is a clear link between the strategies chosen in the SDP and the school's Strategic Direction priorities.
- That the strategy and actions are comprehensive (addresses all the issues) and appropriate (makes sense in terms of the school's purpose, values and environmental context)
- That the strategy is feasible (can be developed with the school's resources) and sustainable (is enduring) over the three-year period
- That the achievement of the key improvement strategies can be operationalised and measured (broken down into actions)
- That the key improvement strategy is easily understood and able to be articulated in simple terms to staff and the school community
- That data and other evidence of achievement can be collected and reported on regularly
- That staff and the Full Governing Body are made aware of the SDP.

## **Review**

This plan has been developed and agreed by the full governing body. It will be reviewed annually.

## Strategic plan 2018-2021

What are we doing well?	Strategic plan targets 2018-2021	Responsibility	Actions for 2018-2021	Progress against target
<b>Leadership, governors and staff</b>				
We have a strong and supportive team, which is committed to a forward thinking agenda	To implement an effective planned programme of continuous development and succession planning for all staff	FGB, SLT, SDP, personnel committee	<p>Ensuring effective governance of the school, promoting the role of governors as a "critical friend" to the school, providing both challenge and support.</p> <p>Planned programme of career development with CPD for all staff</p> <p>Increase staff support to ensure that the MLT have the appropriate strengths and skills to deliver the needs of the school and children.</p>	
<b>1. Pupil achievement - To ensure that all children make or exceed expected progress and achievement</b>				
Attainment on entry is broadly in line with age related expectations.	Ensure provision of outstanding education continually evolves to ensure that at least 85% of all pupils make at least expected progress in reading, writing and maths when measured against age related expectations.	FGB, SLT, SDP, phase/link governors, curriculum committee, data governor, pupil/sport premium governor, SEND link governor	<p>Subject co-ordinators manage the curriculum within their subject. Governors holding MLT and SLT to account.</p> <p>Accelerate progress in KS2.</p> <p>Raising attainment in reading, writing and maths in KS1/KS2</p>	

	<p>Ensure the progress of children who are more able, gifted and talented/ have barriers to learning / are eligible for pupil premium to be closely tracked throughout the year using SPTO.</p> <p>To ensure that all SEND children make progress relative to their starting points.</p>		<p>Foundation subject monitoring cycle.</p> <p>Pupil premium monitoring. PP lead staff member to be appointed.</p> <p>Sport premium monitoring</p> <p>SEND monitoring</p> <p>Rigorously monitoring and using data to target areas for development.</p> <p>Monitoring the embedding of increased challenge for pupils working above ARE and high prior attainers.</p>	<p>PP lead appointed 04/18</p>
--	--	--	--	--------------------------------

**2. Parents and the wider community (effective communication with parents) - Maintain and strengthen relationships with children, families and the wider community**

<p>We work hard to develop and maintain effective communication between all stakeholders</p>	<p>Ensure communication is maximised and engages all members of the school community by using a variety of communication methods to provide regular, clear and accurate information about the school and its successes.</p>	<p>FGB, SLT, SDP, phase/link governors</p>	<p>Review of information sent to parents as children start school</p> <p>Parental feedback from end of year questionnaire; use of parents/carer forum to review current communication methods</p>	<p>Member of FGB attends all parent/carer forum meetings</p>
--	---	--	---	--

			<p>Planned programme of communication to celebrate successes (newsletters, assemblies and website)</p> <p>Review of the website and use of an App for the school, which is planned for the Summer term 2018</p> <p>Continuing to contribute to and gain from effective partnerships within school, with other schools and with the local community.</p>	<p>Termly newsletters sent out from the FGB</p>
<p>Offering parents numerous opportunities to become involved with their children's learning and school life, through the use of questionnaires, workshops, open days, parent/carer forum, enhanced school events, educational events.</p>	<p>Involve all stakeholders in the ongoing development of the school.</p> <p>Considering the views of parents through questionnaires, parent/carer forum; the views of the children through pupil voice and learning walks, and staff through staff wellbeing interviews and subject and phase links.</p>	<p>FGB, SLT, SDP, all teaching staff</p>	<p>Use of annual parent questionnaire to aid improvements</p> <p>Involve parents in school training sessions e.g. maths/ spelling/ poetry workshops</p> <p>Respond to parents, through curriculum meetings, use of questionnaires and parents/carer forum, newsletters, receiving feedback after workshops.</p>	



### 3. Quality of teaching - Ensure children are developing transferable skills

<p>A wide and varied curriculum and a commitment to personal development, provides the children with a wide range of experiences and support to give them the building blocks for the future.</p>	<p>Continue to improve a curriculum that provides opportunities for the development of physical and creative skills and opportunities for learning both in and outdoors.</p>	<p>FGB, SLT, SDP, Curriculum committee</p>	<p>Learning walks. Targeted SDP priorities. Accelerated progress in reading and maths in KS2 Data analysis</p>	
<p>Providing children with high quality education through outstanding Quality First teaching and learning</p>	<p>Monitoring provision of an enriched curriculum that provides opportunities for the development of physical and creative skills and opportunities for outdoor learning</p>	<p>FGB, SLT, SDP, curriculum committee</p>	<p>Learning walks Ensuring consistency across the school. More opportunities for use of forest school. Review of provision across EYFS to ensure consistency.</p>	

**4. Teaching and Learning** - To continuously improve and sustain the quality of teaching and learning

<p>Continuously improve and sustain the quality of teaching and learning so that it is good or outstanding in all lessons</p>	<p>Monitor improvements in the quality of maths teaching through the implementation of maths mastery.</p> <p>Review of data for phonics results in KS1 and maths, reading in KS2 and spelling across the school.</p>	<p>FGB, SLT, SDP, subject curriculum committee</p>	<p>Review and evaluate the impact of the maths mastery programme on outcomes for KS1 and KS2.</p> <p>Review the impact of Read Write Inc in EYFS/KS1</p> <p>Planning learning walks in relation to the school/governance SDP</p> <p>Ensuring the school provides consistent and excellent teaching and learning opportunities by attracting and retaining well qualified and motivated staff.</p>	
---	--	--	---	--

**5. Staff morale** - Maintaining a stable and dedicated staff team

<p>Safeguarding, health and well-being have a clear priority within the school and runs alongside the ethos and curriculum of the school</p>	<p>Utilise the process for staff well-being, where staff are given the opportunity to be listened to and feel valued and supported in achieving a healthy work life balance.</p> <p>Undertake any outcomes of the staff well-being process to have a positive impact.</p>	<p>FGB, SLT, SDP, personnel committee</p>	<p>Staff well-being questionnaires and interviews</p> <p>Safe-guarding learning walks and pupil voice.</p> <p>Phase/link nominated governors</p> <p>Cross phase support/meetings</p> <p>Carnegie award aspired to.</p>	<p>Staff wellbeing focus 03/18</p>
--	---	---	--	------------------------------------

**6. Governance** - To improve and reflect on effective governance

<p>Governors are pro-active, providing challenge, support and acting as “critical friends”, ensuring the leadership team is supported in their commitment to high standards of leadership, which impacts on children’s learning</p>	<p>Ensure all governors are fully engaged in the school’s development and maintain a balanced skill set to support the working life of the school.  Continue to challenge and support the school in the role of a “critical friend”</p>	<p>FGB, SLT, SDP, outstanding governance committee, all sub-committees, phase/link governors</p>	<p>Plan CPD and recruitment to support actions from the Governors Skills audit  Review process for recruiting governors with needed skills to enhance the governing body  Continued use of outside consultants and agencies as necessary to enhance governors’ effectiveness.  Setting and monitoring the Strategic Development and performance of the school.</p>	
<p>Governors are confident in planning the strategic direction of the school and following up their statutory responsibilities</p>	<p>To build a productive and supportive relationship with the head teacher, whilst holding them to account for school performance and taking hard strategic decisions in the light of objective data.  To enhance our existing provision for business management/ development of the skills of the business manager as necessary</p>	<p>FGB/SDP/ performance management/ phase/link governors</p>	<p>Head teacher performance management governors and FGB to hold head teacher to account  SDP committee and FGB to make strategic decisions after data review.  Strategic 3-5 year plan developed and progress reviewed regularly  Regular visits into school for link governors</p>	

**7. Finance** - To continue strong financial and pro-active budget management

<p>We are making effective use of limited available funding and attempt to secure additional bids and grants.</p>	<p>Ensuring that finances are being spent where they will have the greatest impact, whilst giving due consideration to H&amp;S, safeguarding and best value.</p>	<p>FGB, SLT, SDP, finance committee, premises committee, business manager</p>	<p>Explore opportunities to apply for additional funding in terms of bids and grants.</p> <p>Ensure the use of premises for rental potential is facilitated whenever possible.</p> <p>3 year forecasts produced in line with SFVS for greater awareness and budget planning purposes.</p>	
---	--	---	---	--

**8. Relationship with the local community** - Consolidate partnership working

<p>We have positive links within the local community and beyond.</p> <p>We share good practice, experiences and offer support and welcome this in return</p>	<p>Develop effective links both locally and globally with schools and business to create new opportunities for teaching and learning</p>	<p>FGB, Governor with specific responsibility for links to the community</p>	<p>LA governor to be appointed</p> <p>Co-opted governor to be appointed with specific links to the community and business</p> <p>Twinning arrangements with other schools, to enable moderation and sharing of resources both locally and globally</p>	
--	--	--	--	--

**9. Premises** - To improve and enhance the school environment

Making effective use of limited available resources and are working hard to procure and secure additional funding.

Ensure that buildings and facilities are developed to support the curriculum and are embracing our longer term goals in delivering an outstanding education.

FGB, SLT, SDP, finance committee, premises committee, business manager

Explore opportunities for bidding for additional funding.

Planned programme of any necessary works, including 106 monies.

Review external source funding, use of premises for rental potential.

Ensuring that the school continues to provide a safe, stimulating and welcoming environment for pupils, staff and visitors alike and follows the Accessibility Policy that operates on a 3 year cycle.

**10. Pupil well-being and resilience** - Ensuring that all children are safe, feel safe and are happy

Provide regular opportunities throughout the year to give parents feedback about their child's learning

Provide additional opportunities to give feedback and engage parents in the development of their child and the whole life of the school

Support school in the development of their strategy to improve mental health of staff and pupils alike.

FGB, SLT, SDP

Parent/teacher evenings, parent/ carer forum, curriculum evening, maths/phonics/poetry workshops/newsletters

Mental health workshops: aiming for the Carnegie Award

Wellbeing as a high priority

