

# GOVERNING BODY STRATEGIC PLAN

Childhood experiences shape who we become as adults: children deserve the best and come first. Positive, fun learning experiences develop self-esteem, confidence and independence. Being the best that we can be, we want ALL our children to develop a love of learning that will equip them with the knowledge and skills necessary for an ever changing and exciting future.

One common goal underpins all we do...To Work Together to... be SAFE, SMILE & SUCCEED'



## VISION:

**IN PARTNERSHIP WITH PARENTS, THE WHOLE SCHOOL WILL DELIVER EXCELLENCE AT ALL LEVELS WITH A CLEAR MISSION TO BE SAFE, SMILE AND SUCCEED.**

## AIMS:

### SAFE

- To provide a safe, caring and happy environment where everyone wants to come and give their best, knowing that mistakes are part of the learning journey.
- To encourage everyone to embrace our values of kindness, honesty, responsibility, respect and determination.
- To promote healthy lifestyles, develop resilience and an awareness of personal safety.

### SMILE

- Plan and deliver an inclusive, challenging curriculum that inspires, generates curiosity and provides opportunities to secure new skills and knowledge.
- To guide children to make positive choices for learning and development.
- To provide everyone with the opportunity to become involved in the life of the school and the wider community.
- To promote partnership between home and school.

### SUCCEED

- To provide effective, innovative staff who are committed to delivering high standards across the school.
- To ensure maximum progress and excellent outcomes so that each child realises their potential.
- To promote the physical, spiritual, cultural, social and moral development of all pupils.
- To provide the opportunity for all children to develop the social and academic skills they need for an ever changing life in modern Britain.

## Delivering our 2024-27 Vision

Over the next three years, we will continue to give children the best and improve outcomes by focusing on the following priorities:

- Increasing the percentage of children achieving the expected standard in Reading, Writing & Mathematics combined to 85% or above.
- Monitoring and taking action to improve all curriculum areas to ensure each subject is high quality

reflecting cultural capital, enrichment and high expectations.

- Diminish the difference between the disadvantaged and non-disadvantaged outcomes so there is no difference.

To deliver continuous improvement and achieve outstanding status we will:

- Look to exploit economies of scale and consider all alternative forms of organisation, including formal alliances with Brockwell Infant School and our Teaching School Alliance, to reduce reliance on the local authority resources and ensure the capacity for further school improvement.
- Continually reflect on the value of the service provided by the Local Authority and the pros and cons of converting to an Academy Trust, so change happens when beneficial for our school community.
- Continue high quality first teaching and learning as a priority will ensure pupil progress and end of key stage outcomes will be above national average and in the upper quartile across all subjects, including targeted groups of children (EAL, Looked After, Pupil Premium, Gender, SEND, Ethnicity).
- Work collaboratively through cluster work, Learn Sheffield and various Hubs, to be a leading school where teachers of the future will develop the skills and qualities to make excellent professionals.
- Maintain a high level of expertise within the Board through confident, ambitious leadership and effective succession planning.
- Provide strategic leadership and create robust accountability, oversight and assurance for educational and financial performance.

## **Self-Evaluation & School Improvement Planning**

We follow a cycle of evaluation to reflect and develop strategy and improve outcomes. From this, the school improvement plan is developed and monitored. This includes:

- SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis
- Evaluation using the Ofsted Criteria for Effective (Good or Outstanding) Leadership
- Reviews from external sources (IT audit, Consultants, School Improvement Partners, Associate Governors)
- Analysis of performance data including data with national benchmarks
- Local Authority Reviews and Reports
- Budget Reports & Audits
- Governing Board Self Evaluation & Skills Audit

## **Monitoring**

We inform our decisions and reflect on performance and strategy by:

- Regular Chair / Headteacher meetings
- Link Governor monitoring visits
- Committee Meetings including learning walks and pupil interactions
- Full Governing Board meetings
- External Reviews when appropriate
- Seeking views from parents during summer terms.
- Encouraging external accreditation where beneficial
- Research and discussion with other providers and alliances
- Attending strategic briefings and other training opportunities