

## Leckhampton C. of E. Strategic Plan 2017 – 2020

**Vision Statement: An outstanding, values driven school, preparing children for modern Britain and a changing world.**

### LEADERSHIP AND MANAGEMENT

Aim; A highly ambitious and effective leadership team, including a Governing Body that challenges and supports leaders at all levels, holding individuals to account.					
Objectives	Actions	Responsibility	Time scale	Success criteria	Evaluation
1. Effective, fully engaged, high performing governing body.	<ul style="list-style-type: none"> <li>• Rigorous use of Induction Policy &amp; 6 month reviews to induct new governors into role.</li> <li>• Review school Strengths &amp; Weakness.</li> <li>• Needs audit &amp; CPD to support annual Skills audits.</li> <li>• Effective succession planning and exit interviews.</li> <li>• Review progress of strategic plan.</li> <li>• To ensure that the Governing Body has an acute awareness of their responsibility in developing and maintaining the School's Christian Distinctiveness and spirituality.</li> </ul>	<p>Chair, Committee chairs, HT</p> <p>All governors</p> <p>Rev Gary Grady</p>	<p>Policy 2016 - 2017 Annual each Summer Term</p> <p>As and when necessary</p> <p>MGB meetings</p> <p>Summer Term 2017</p>	<ul style="list-style-type: none"> <li>• 6 month review to demonstrate new governors understanding and confidence of role. Fully engaged Governors.</li> <li>• Skills gap identified &amp; reduced.</li> <li>• Recruitment based on skills gap.</li> <li>• Desired skills set out when advertising for governors.</li> <li>• Results of audit show that governor understanding has increased.</li> <li>• Governors taking on new roles have a clear understanding of what is required of them.</li> <li>• Evidence of progress against objectives within strategic plan.</li> <li>• The Governing Body is able to demonstrate the School's Christian Distinctiveness through the SIAMS self-evaluation document. The schools ethos and values are a reality and can be clearly evidenced through monitoring visits.</li> </ul>	
2. Effective, high	<ul style="list-style-type: none"> <li>• External adviser/school</li> </ul>	Chair	Autumn term head	<ul style="list-style-type: none"> <li>• Review achievements against</li> </ul>	

performing leadership team achieving a high quality of teaching.	<p>improvement partner to provide an independent and balanced review of the School's performance.</p> <ul style="list-style-type: none"> <li>• Head Teacher's review to manage performance and set new targets.</li> <li>• Review CPD &amp; personal development for all staff.</li> <li>• SLT review &amp; input on Key improvement Priorities.</li> <li>• Promote positive staff morale.</li> <li>• SLT &amp; Governors aware of Equalities Act.</li> </ul>	<p>Pay review committee CSP All governors</p>	<p>teacher performance management review</p> <p>Ongoing</p>	<p>targets demonstrating continuing strong leadership.</p> <ul style="list-style-type: none"> <li>• Subject leader visits show effective leadership of subjects.</li> <li>• Data shows evidence of pupil progress and achievement because of strong leadership.</li> <li>• Peer on Peer observations used effectively to improve performance.</li> <li>• Up to date, relevant and effective policies.</li> </ul>	
3. Rigorous management of performance and progress against strategic and school development plans.	<ul style="list-style-type: none"> <li>• Governors conduct subject leader visits.</li> <li>• Informal visit and monitoring visits to monitor progress with SDP, SMSC and the promotion of British Values.</li> </ul>	<p>Chair CSP committee All governors</p>	<p>Governor visit reports, MGB, CSP committees, evaluation of SDP</p>	<ul style="list-style-type: none"> <li>• Data demonstrates children's progress.</li> <li>• Governor visit reports confirm that British Values are embedded and SMSC is a priority.</li> </ul>	
4. Responsible use of financial resources ensuring an adequate allocation of resources to school priorities.	<ul style="list-style-type: none"> <li>• Effectively resource priorities identified in Strategy and SDP.</li> <li>• Review &amp; approve annual budget and monitoring data.</li> <li>• Review Schools Financial Value Standard (SFVS).</li> <li>• Agree financial budget limits with Head Teacher.</li> <li>• Challenge SLT on deployment of school budget and resources.</li> <li>• Review value for money from budget and Pupil Premium commitments.</li> </ul>	<p>F &amp; P committee PP Governor</p>	<p>Annually reviewed at F&amp;P committee meetings.</p> <p>Updates at MGB meetings.</p>	<ul style="list-style-type: none"> <li>• MGB and F&amp;P meeting reports and minutes demonstrate effective financial management.</li> <li>• SFVS and school's fund audit demonstrate sound financial controls and accurate accounting records.</li> </ul>	
<b>Update/Progress Date:</b>					



## TEACHING, LEARNING AND ASSESSMENT

Aim: An inspiring and challenging learning culture where all pupils flourish					
Objectives	Actions	Responsibility	Time scale	Success criteria	Evaluation
1. Consistently high educational standards for all pupils	<ul style="list-style-type: none"> <li>• Agree aspirational targets with HT and SLT.</li> <li>• Review of Ofsted, RAISE and HT reports to monitor standards.</li> <li>• Governors to have a clear focus on the attainment and progress of groups of children within the school, especially disadvantaged pupils.</li> <li>• Ensure new assessment processes are embedded and used to drive improvements in attainment.</li> </ul>	<p>All governors, HT, SLT</p> <p>All governors/CS&amp;P committee</p> <p>All governors</p>	<p>Autumn 1</p> <p>MGB and CSP meetings</p> <p>MGB, CSP and Annual Evaluation and Planning Meetings</p>	<ul style="list-style-type: none"> <li>• End of year data demonstrates that targets have been achieved.</li> <li>• School assessment system to monitor progress.</li> <li>• Data reveals high standards of achievement and progress especially for disadvantaged pupils.</li> <li>• Assessment processes well embedded.</li> </ul>	
2. Ensure provision of outstanding teaching & a broad, balanced and relevant curriculum.	<ul style="list-style-type: none"> <li>• Monitor and evaluate teaching and curriculum coverage through governor link subject leader visits and head teacher's report.</li> <li>• Establish and maintain a culture of high expectations across all aspects of school life.</li> <li>• Monitor and evaluate the school's provision in meeting pupil's SMSC needs.</li> <li>• Monitor and evaluate PE and the impact of Sports Premium.</li> <li>• Develop Outdoor Learning.</li> <li>• Monitor and evaluate CPD opportunities to ensure the staff is effective and are confident practitioners.</li> </ul>	<p>All governors, HT and SLT</p> <p>Subject leaders</p> <p>Foundation governors</p>	<p>Ongoing throughout academic year</p>	<ul style="list-style-type: none"> <li>• All teaching is at least good with much outstanding.</li> <li>• There is a culture of high expectations across all aspects of school life.</li> <li>• SEF and SIAMS evaluations demonstrate the school is meeting the expectations outlined in the outstanding grade descriptors.</li> <li>• CPD records demonstrate an impact on standards across the school leading to improved outcomes for pupils.</li> <li>• Subject visit reports confirm curriculum is broad and balanced and pupils enjoy their learning.</li> <li>• Outdoor learning space well</li> </ul>	

				<p>developed, enhancing teaching and learning.</p> <ul style="list-style-type: none"> <li>• Evidence of opportunities for learners through extra curricular provision.</li> </ul>	
<p>3. Improvement in attainment and progress of all groups including disadvantaged children.</p>	<ul style="list-style-type: none"> <li>• Using available data to identify and monitor standards and progress of groups of children: SEND, PP, Boys/girls, EAL, LAP's, MAP's, HAP's.</li> <li>• Governors to use subject leader visits to monitor effectiveness of provision for under performing groups.</li> <li>• Review effectiveness &amp; ensure return on investment of Pupil Premium funding.</li> </ul>	<p>HT, SLT, all Staff MGB SEND Governor PP link governor MGB, F &amp; P committees</p>	<p>MGB, CSP meetings monitoring of SDP priorities.</p> <p>PP governor visit. Scrutiny of progress with SDP priorities at MGB and F &amp; P meetings.</p>	<ul style="list-style-type: none"> <li>• Data shows gaps are closing and good progress is being made for these groups of children.</li> <li>• Disadvantaged children are maintaining good progress and performing at the highest levels.</li> <li>• Data demonstrates that PP children are maintaining good progress and achieving at highest levels.</li> </ul>	

## PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Aim: An environment where pupils are safe, happy and resilient and where their conduct reflects our core values					
Objectives	Actions	Responsibility	Time scale	Success criteria	Evaluation
1. Promote school's core values & Vision.	<ul style="list-style-type: none"> <li>Review through subject leader visits whether values are understood by children and demonstrated by their behavior.</li> <li>Ensure policies &amp; management reflects core values.</li> </ul>	<p>All governors</p> <p>HT, SLT, subject leaders</p>	<p>Ongoing throughout year.</p> <p>Policy Reviews kept up to date.</p>	<ul style="list-style-type: none"> <li>Evidence that core values underpin school life.</li> <li>Pupils Conduct &amp; Serious Incidents monitored.</li> <li>HT leads aspiration &amp; challenge.</li> <li>Strong policies reflecting core values.</li> <li>Pupil Activities demonstrate school values.</li> </ul>	
2. Develop links with all stakeholders.	<ul style="list-style-type: none"> <li>Increase children's participation in church activities.</li> <li>Provide regular opportunities throughout the year to involve parents in their child's learning.</li> <li>Monitor stakeholder views through surveys.</li> <li>Share good practice.</li> <li>Monitoring 'Christian Distinctiveness' of school, through progress with SIAM's targets.</li> </ul>	<p>Reverend Gary Grady</p> <p>Head Teacher, Staff,</p> <p>Foundation governors</p> <p>RE and Worship Leads</p>	<p>Ongoing throughout year.</p> <p>Annual updating of progress with SIAMS priorities</p>	<ul style="list-style-type: none"> <li>Participation in church and appropriate community events; Fund raising, Choir, special services, historical visits to church, Visits-Sue Ryder.</li> <li>SIAM's targets achieved.</li> <li>Stakeholder Newsletters &amp; Surveys demonstrate strong stakeholder links.</li> <li>Parent's attendance at class days.</li> <li>Website demonstrates clear stakeholder links.</li> <li>Effective links established with stakeholders &amp; practitioners.</li> </ul>	
3. Embed a global perspective into the curriculum alongside the teaching of British values.	<ul style="list-style-type: none"> <li>Ensure the schools offers broad/balanced curriculum</li> <li>Monitor curriculum to ensure that children receive diverse and varied experiences so that are prepared for the wider society and the changing world.</li> <li>Governors to monitor that Prevent duty &amp; British Values</li> </ul>	<p>Safeguarding Governor, All governors, SLT, Subject leaders</p> <p>Governors</p>	<p>Termly Reviews</p>	<ul style="list-style-type: none"> <li>Current risk assessment in line with Prevent duty guidance.</li> <li>Governors and staff can demonstrate compliance with the Prevent duty.</li> <li>Diversity projects raise understanding and awareness of other faiths and cultures.</li> </ul>	

	<p>are being included and monitored in school.</p> <ul style="list-style-type: none"> <li>• Staff involved in Prevent training.</li> </ul>				
4. Improved resilience and independence of children.	<ul style="list-style-type: none"> <li>• Encourage school, families and community to work in partnership.</li> <li>• Building confidence and self-esteem during times of transition.</li> <li>• Enhancing training for Staff on resilience and emotional wellbeing.</li> <li>• Recognise a range of achievements and promoting engagement and confidence in children.</li> </ul>	All governors	Monitored by Chair and through MGB Meetings	<ul style="list-style-type: none"> <li>• Earlier intervention program effective.</li> <li>• Achievements increased in Pupils.</li> <li>• Healthy behaviors promoted.</li> <li>• Good Interpersonal relationships are evident.</li> <li>• Children effectively prepared for the transition to secondary school and parents supported through the process of application.</li> <li>• Increased staff confidence in discussing resilience and well being.</li> <li>• Pastoral lead meets emotional and social needs of pupils.</li> <li>• Learning mentor program for identified disadvantaged pupils ensures engagement and independence for learners.</li> </ul>	
5. Robust Safeguarding policies and procedures are in place to protect children and staff.	<ul style="list-style-type: none"> <li>• Safeguarding governor to ensure that all requirements of safeguarding audit are met.</li> <li>• Safeguarding Policy is regularly reviewed and updated when appropriate.</li> <li>• Review guidelines 'Keeping Children Safe in Education'.</li> </ul>	<p>Safe guarding governor</p> <p>All governors</p> <p>Pastoral care Governor</p>	<p>Annually in Spring Term</p> <p>Annually in Spring Term</p>	<ul style="list-style-type: none"> <li>• Completed audit shows a Level 1 for all categories.</li> <li>• Policy has been updated.</li> <li>• Anti-bullying policy, updated.</li> <li>• Evidence through staff training &amp; peer on peer observations.</li> </ul>	
6. Continuous drive for improvement of the Buildings & Environment to support children's welfare, teaching and	<ul style="list-style-type: none"> <li>• Periodic review on buildings &amp; facilities.</li> <li>• Scrutiny of value for money for work on the environment to be carried out.</li> </ul>	<p>Building &amp; Facilities Governor</p> <p>MGB</p>	Annual inspection	<ul style="list-style-type: none"> <li>• Well maintained buildings and environment.</li> <li>• School buildings are a safe and welcoming place.</li> <li>• Eco action plan objectives met.</li> </ul>	

learning.	<ul style="list-style-type: none"><li>• Ensure that any financial expenditure supports teaching and learning and children's welfare.</li><li>• Eco action plan.</li></ul>				
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