

Vision: Open Hearts, Open Minds, Open Doors

Strategy Introduction 2021 - 2023

The aim of the strategic plan is to ensure that the school has a clear direction for the future, and that a robust action plan is in place to achieve our school vision. The school strategy provides a robust framework for setting priorities, creating accountability and monitoring progress in delivering the school's vision, focusing on significant strategic challenges.

Based on a 3-year cycle the strategy focuses on:

- Providing clarity of focus about the school's future direction for all its staff and stakeholders.
- Maintaining the school's drive and ambition for improvement.
- Providing a monitoring and self-evaluation mechanism for Governors and the Leadership Team.
- Providing a framework to direct the allocation of resources and nature and pace of change.

This Strategic Plan is firmly rooted in our Christian foundation of providing each child in our school with an inspirational and outstanding education, which supports and nurtures every child in all areas of learning and personal development.

LEADERSHIP AND MANAGEMENT

Aim; A highly ambitious and effective leadership team and Governing Body, who ensure that the education and opportunities provided by the school impact positively on all pupils.					
Objectives	Actions	Responsibility	Time scale	Success criteria	Evaluation
1. Fully engaged, high performing governing body providing oversight and assurance for educational performance.	<ul style="list-style-type: none"> • Rigorous use of Induction Policy and 6 month reviews to support new Governors. • To have a full and clear picture of the connectivity between teaching, learning, assessment and outcomes for pupils. 	Chair, Committee chairs, HT All Governors All Governors	Policy 2020 -2021 6-month review MGB meetings committee meetings MGB meetings committee meetings	<ul style="list-style-type: none"> • 6 month review to demonstrate new Governors understand their role and responsibilities. Skills gap identified & reduced. • The school's ability to deliver high quality education. • All Governors clearly understand school's strengths and weaknesses 	

	<ul style="list-style-type: none"> • Understand the school's weaknesses and the actions being taken to address them swiftly. • Understand the school's strengths and how the school uses these to support other schools. • Annual governor skills audit and relevant CPD to support identified gaps in knowledge or understanding. • Effective succession planning and exit interviews. • Regularly review progress of strategic plan against success criteria. • To develop the governing body's understanding and actions in both developing and maintaining our Church School's Christian Distinctiveness, ethos and vision. • The governing body understands and effectively carry out their statutory responsibilities especially in relation to safeguarding, diversity and equality. 	<p>All Governors</p> <p>All Governors</p> <p>Chair, Committee Chairs, HT</p> <p>HT Foundation Governors</p> <p>All Governors</p>	<p>Summer Term</p> <p>Annually</p> <p>Termly</p> <p>At induction for new Governors</p> <p>Ongoing</p> <p>Ongoing</p>	<p>and can confidently articulate the school's position.</p> <ul style="list-style-type: none"> • Desired skills set out when advertising for Governors. • Results of audit show that governor understanding has developed in identified areas and clearly impacts positively on the school. • The governing body has a clear understanding of their next steps. • The governing body is able to articulate and evidence against the progress measures and update the plan termly. • The governing body is able to articulate and evidence criteria against the SIAMS self-evaluation document. The schools Vision, values and aims are a reality and can be clearly evidenced through monitoring visits. • Up to date, relevant and effective policies and practice. 	
<p>2. High performing leadership team who ensure that that the quality of education provided by the school is outstanding.</p>	<ul style="list-style-type: none"> • External advisers/school improvement partner to provide an independent and balanced review of the School's performance. • Head Teacher's appraisal to manage performance. • Assistant Headteacher and middle leader appraisal to manage performance. 	<p>HT Chair</p> <p>All Governors</p> <p>Chair & review panel.</p> <p>HT</p> <p>CSP</p>	<p>Ongoing and linked of areas of development</p> <p>By 31st Dec</p> <p>By 31st Oct</p> <p>CSP Meetings</p>	<ul style="list-style-type: none"> • Governors review reports against areas of development. • Review achievements against targets demonstrating continuing strong leadership for all leaders • Leaders can identify impact of CPD and developed workforce. • Governing body and senior leaders are able to articulate actions taken to improve well-being and address workload issues. 	

	<ul style="list-style-type: none"> • Review CPD for all staff and the extent to which this develops skills and knowledge over time. • Take account of well-being and workload for all members of staff, including school leaders. 	All Governors	MGB meetings		
3. Rigorous management of performance and progress against strategic and school improvement plans.	<ul style="list-style-type: none"> • Governors conduct subject leader visits to support judgements on the Quality of Education. • Monitoring visits to measure progress against SIP. 	All Governors All Governors	Governor visit schedule	<ul style="list-style-type: none"> • All governor reports evaluate progress against set areas of improvement and contribute to the school's self-evaluation judgements. 	
4. Effective use of financial resources ensuring an adequate allocation of resources to school priorities.	<ul style="list-style-type: none"> • Priorities identified in Strategy and SIP alongside cost. • Review and approve annual budget and monitoring data. • Review Schools Financial Value Standard (SFVS). • Agree financial budget limits with Head Teacher. • Review value for money from school budget. • Review effective use of Pupil Premium and Sports Premium grants. 	F & P committee F & P committee F & P committee F & P committee HT PP and SP Governor	Annually reviewed F & P committee meeting F & P committee meeting F & P committee meeting F & P committee meeting Updates at MGB meetings.	<ul style="list-style-type: none"> • MGB and F&P meeting reports and minutes demonstrate effective financial management. • SFVS and school's fund audit demonstrate sound financial controls and accurate accounting records. 	
5. Continuous drive for improvement of the Buildings & Environment to support children's welfare, learning and enjoyment of school.	<ul style="list-style-type: none"> • Ongoing support and challenge during period of school expansion. • Scrutiny of value for money for work on the environment to be carried out. • Ensure that any financial expenditure supports teaching and learning and children's welfare. • Promoting an inclusive environment that meets the needs of all pupils 	F & P committee MGB	F & P committee meeting	<ul style="list-style-type: none"> • Well maintained and attractive buildings and environment. • School buildings are a safe and welcoming place and offer a range of uses to meet pupils needs. 	

Update/Progress					

THE QUALITY OF EDUCATION

Aim: An inspiring and challenging curriculum and 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"> • Agree aspirational targets with HT and SLT. • Review of internal and external data and monitoring sources; Ofsted, ASP, Challenge Partner Reviews and SIP external visits. • Governors to have a clear focus on the attainment and progress of groups of children within the school, especially disadvantaged pupils and those with SEND. • Ensure assessment processes are effective and used to drive improvements. 	<p>All Governors, HT, SLT</p> <p>All Governors/CSP committee</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"> • End of year data demonstrates that targets have been achieved. • School assessment system to monitor progress. • Data reveals high standards of achievement and progress especially for disadvantaged pupils and those with SEND. • Assessment processes well embedded and are seen as useful by all members of staff. 	
2. Ensure provision of outstanding teaching and a broad, balanced and relevant curriculum.	<ul style="list-style-type: none"> • Governors have a clear understanding of the curriculum design, intent, implementation and impact. • Monitor and evaluate standards of teaching and curriculum coverage through governor link subject leader visits, governor monitoring visits and head teacher's report. • Establish and maintain a culture of high expectations across all aspects of school life. • Monitor and evaluate the school's provision in meeting pupil's individual needs. 	<p>All Governors, HT and SLT</p> <p>All Governors, HT and SLT Subject leaders</p>	<p>Ongoing throughout academic year</p>	<ul style="list-style-type: none"> • All Governors can articulate the Leckhampton curriculum design, intent, implementation, impact. • All teaching is at least good with much outstanding. • There is a culture of high expectations across all aspects of school life. • SEF and SIAMS evaluations demonstrate the school is meeting the expectations outlined in the outstanding grade descriptors. • CPD records demonstrate an impact on standards across the school leading to improved outcomes for pupils. • Subject visit reports confirm curriculum is broad and balanced and pupils enjoy their learning. 	

	<ul style="list-style-type: none"> • Monitor and evaluate the impact of the Pupil Premium and Sports Premium grants. • Monitor and evaluate CPD opportunities to ensure the staff is effective and are confident practitioners. • Equip pupils with the knowledge and cultural capital they need to succeed in life. 			<ul style="list-style-type: none"> • Evidence of opportunities for learners through extra-curricular provision. • Children are able to access a range of opportunities which engender an appreciation of human creativity and achievement and an understanding of other communities. 	
3. Improvement in attainment and progress of all groups especially those who are disadvantaged children and those with SEND.	<ul style="list-style-type: none"> • 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. • Governors to use subject leader visits to monitor effectiveness of provision for under performing groups. • Review effectiveness & ensure return on investment of Pupil Premium funding. 	HT, SLT, all Staff MGB SEND Governor PP link governor MGB, F and P committees	MGB, CSP meetings monitoring of SIP priorities. PP governor visit. Scrutiny of progress with SIP priorities at MGB and F and P meetings.	<ul style="list-style-type: none"> • Data shows gaps are closing and progress is accelerated for targeted groups of children. • Disadvantaged pupils match the attainment and progress of their peers. 	
Update/Progress Date:					

BEHAVIOUR AND ATTITUDES

Aim: Pupils' behaviour and attitudes are exceptional.

Objectives	Actions	Responsibility	Time scale	Success criteria	Evaluation
1. Promote school's Vision, Values and Aims	<ul style="list-style-type: none"> • Ensure policies and practices reflects the school's vision, values and aims. • Ensure that leaders at all levels embody the school's vision, values and aims in their daily school lives. • Ensure that all members of staff embody the school's vision, values and aims in their daily school lives. • Pupils with SEND receive the necessary support to enable them to achieve in lessons and to address any behaviour challenges they might face. 	<p>All Governors</p> <p>HT, SLT, Middle Leaders, All staff</p>	<p>Ongoing throughout year.</p> <p>Policy Reviews kept up to date.</p>	<ul style="list-style-type: none"> • Evidence that school vision, values and aims underpin school life. • In line with our behaviour policy, pupils behave with consistently high levels of respect for the well-being of all members of the school community. The school environment is safe, calm, orderly and positive. • HT leads aspiration & challenge. • AHT support the HT in leading aspiration and challenge. • Pupils provide positive feedback on their experiences and behaviour in school. • Adults in school embody the principle school aim "For all to know that they are welcome." 	
2. Develop links with all stakeholders.	<ul style="list-style-type: none"> • Increase children's participation in church activities. • Provide regular opportunities throughout the year to involve parents in their child's learning. • Monitor stakeholder views through surveys. • Gain parents feedback through regular meetings linked to areas of SIP and school development. • Share good practice. 	<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"> • Participation in church and appropriate community events. • SIAM's targets achieved. • Stakeholder Newsletters & Surveys demonstrate strong stakeholder links. • Parent's attendance at events is increased and feedback from involvement is positive. • Website demonstrates clear stakeholder links. • Effective links established with stakeholders and practitioners. 	

	<ul style="list-style-type: none"> Monitoring 'Christian Distinctiveness' of school, through progress with SIAM's targets. To recognise and celebrate the efforts and actions of all support staff. 				
3. Improved resilience, independence, confidence, perseverance and understanding of children.	<ul style="list-style-type: none"> Encourage school, families and community to work in partnership. Building confidence and self-esteem during times of transition. Enhancing training for Staff on resilience and emotional wellbeing. Recognize a range of achievements and promoting engagement and confidence in children. Promote well being amongst all stakeholder. 	All Governors	Monitored by Chair and through MGB Meetings	<ul style="list-style-type: none"> Early intervention programs effective. Achievements increased in Pupils. Healthy living and behaviour promoted within school. Good Interpersonal relationships are evident. Children effectively prepared for the transition to secondary school. Increased staff confidence in discussing resilience and well-being. Well-being provision meets emotional and social needs of pupils. Learning mentor provision for identified disadvantaged pupils ensures engagement and independence for learners. 	
4. Robust Safeguarding policies and procedures are in place to protect children and staff.	<ul style="list-style-type: none"> Safeguarding governor to ensure that all requirements of safeguarding audit are met. Child Protection Policy is regularly reviewed and updated when appropriate. Review guidelines 'Keeping Children Safe in Education'. Governors ensure that online safety remains a high priority and is covered extensively through the computing curriculum. 	<p>Safeguarding governor</p> <p>All Governors</p> <p>Pastoral care Governor</p> <p>Online safety Governor</p>	<p>Annually in Spring Term</p> <p>Annually in Spring Term</p>	<ul style="list-style-type: none"> Completed audit shows a Level 1 for all categories. Policy has been updated. Preventing and Tackling Bullying policy updated and demonstrates clear consultation with all stakeholders. Governors understand the school's actions in relation to online safety and are confident in the school's systems for keeping pupil safe. 	
Update/Progress Date:					

PERSONAL DEVELOPMENT

Aim: Pupils access rich, varied and meaningful experiences, which lead to them developing their interests, passions and personal characteristics.

Objectives	Actions	Responsibility	Time scale	Success criteria	Evaluation
1. Pupils personal development is consistently promoted and supported to develop in many aspects of life	<ul style="list-style-type: none"> • Ensure strong participation in school events and activities, ensuring that the most disadvantaged pupils and those with SEND benefit from the school's work. • Ensure the range of extra-curricular opportunities develop pupil's talents and interest and are of high quality. • Monitor and evaluate opportunities to develop pupils character which are provided by the school • Gain parents feedback through regular meetings linked to areas of SIP and school development. 	Reverend Gary Grady Head Teacher, Staff, Foundation Governors RE and Worship Leads	Ongoing throughout year. Annual updating of progress with SIAMS priorities	<ul style="list-style-type: none"> • Participation in church, community events and extra-curricular events.. • SIAM's targets achieved. • Stakeholder Newsletters & Surveys demonstrate strong stakeholder links. • Parent's attendance at events is increased and feedback from involvement is positive. • Website demonstrates clear stakeholder links. • Effective links established with stakeholders and practitioners. 	
2. To provide high quality pastoral support to pupils.	<ul style="list-style-type: none"> • Provide effective pastoral support for pupils in school. • To ensure that interventions effectively meet the needs of pupils and families. • Promote effective spiritual, moral and social development of pupils. 	HT AHT CSP Committee	Monitored by Chair and through MGB Meetings	<ul style="list-style-type: none"> • Early intervention programs effective. • Well-being provision meets emotional and social needs of pupils. 	
3. Effective promotion of equality and diversity. Prepare pupils for the challenges and opportunities of modern life and	<ul style="list-style-type: none"> • Monitor and Evaluate curriculum provision to ensure equality and diversity are promoted. • Monitor and evaluate the provision for the teaching of British Values and how this is evident through the curriculum. 	HT AHT CSP Committee	Monitored by Chair and through MGB Meetings	<ul style="list-style-type: none"> • Pupils understand, appreciate and respect difference in the world, its people and culture. They celebrate things we share and are able to sensitively articulate their views. • Pupils demonstrate British Values in an age appropriate way. They show respect 	

<p>understand the fundamental British Values.</p>	<ul style="list-style-type: none"> • Developing responsible, respectful and active citizens who are aware of democratic values, liberty, the rule of law, mutual respect, integrity, cooperation and understanding. 			<p>for others and do not discriminate or stereotype.</p>	
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Update/Progress Date: