



Madley Primary School

Governors Strategic Plan

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Madley Primary School “Be the best you can be”

FOREWORD

1. This strategic plan sets out the governing body’s vision and long-term direction for the school, so as an organisation we are clear on direction and what is trying to be achieved. We are immensely proud of the school’s achievements, values, ethos, and varied curriculum in a nurturing environment. It is supportive and helps every child be the “best they can be” and we look forward to continuing with the excellent progress made in recent years.

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- Plan development and review
- Development and revision of the plan
- School brief and history
- Strategic Priorities
- Implementation, Monitoring and Evaluation
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MADLEY PRIMARY SCHOOL STRATEGIC PLAN

PLAN DEVELOPMENT AND REVIEW

2. The strategic plan is a high-level long-term plan and overview, covering a period of 2, 3 and 5 years, originally from 2017-2022. It sets out the school’s vision, values, and long-term strategic priorities. It has been established to inform the key stakeholders in the school, children and their parents, staff, governors, and other stakeholders. This plan has been extended by 12 months due to Covid-19 restrictions and now includes 2023.

3. The strategic plan is complemented by the School Development Plan (SDP), a shorter-term operational plan extending over a period of 1-2 years. The SDP is developed by the Senior Leadership Team and sets out how they intend to improve the teaching and learning experience short-term and details over the next 1 to 2 years how this is to be achieved. It is also linked to the Governing Body Action Plan which details targets, management, and impact.

HOW WE DEVELOPED THE PLAN

4. This plan was developed by the governing body working with staff, parents, and the school children, as follows:

- A core group of governors, the senior leadership team and other staff have organically developed and grown the vision, beliefs, and ethos of the school.
- Full governing body regularly review the vision statement and the development of strategic priorities.
- The head and senior leadership team share the vision with the staff for their review and input.
- The plan is shared with parents via the website, briefed in the school newsletters.

5. The development of the plan involved input from the following:

- The governing body, staff (in addition to staff governors).
- Parent views (key points on parental engagement from discussions with parents)
- Ofsted: Feedback from inspections Nov 14 and Feb 19, as well as the advice and guidance from the school improvement partner are incorporated into strategic priorities.
- Children.

REVIEW AND REVISION OF PLAN

6. This is a 5-year strategy subject to annual review normally at the first Governing Body meeting of the autumn school term.

MADLEY PRIMARY SCHOOL STRATEGIC PLAN 2017-2023

SCHOOL BRIEF AND HISTORY

7. Madley Primary School is an averaged size, local authority, rural community primary school. The age range is from 5 to 11 years, with a single form entry and a school roll just over 200. Adjacent to the school is an independent pre-school, for 2- to 4-year-olds. Records for the school in name date back to the early 1800s, the old school buildings are next to the present school buildings and have been converted to a private residence. Wrap around care is offered in the form of an after-school club run by school staff and breakfast club located in the pre-school managed by the pre-school team.

8. The local community is a mix of economic groups and the school attracts children from a wide geographical area. We are proud of the strong ethos and rich curriculum on offer, which includes many experiential learning opportunities such as forest school. The school is an Eco school with habits and beliefs in energy efficiency, carbon reduction and generates a large proportion of its electricity from its own renewable energy solar panels system. The school has been a Values school for over 10 years and was judged to be outstanding when last audited by Values Based Education in October 2018.

Taken from the Ofsted report Nov 2014:

- The proportion of pupils who are eligible for funding through the pupil premium is more than one tenth of the school population, which is below average. This is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is over a quarter of the school population, which is above average.
- Pupils' progress is good due to consistently good teaching. Teachers plan well for each group in their class and all work set is challenging. Teachers make learning fun and engaging and so pupils want to achieve well.
- The school provides a wide range of subjects that offers different learning experiences for the pupils. The school provides excellent opportunities for pupils to develop their spiritual, moral, social, and cultural understanding. The school is a safe and welcoming place. Parents feel the school is safe and all pupils spoken to state they feel safe in school.
- Children in the early years make good progress from their different starting points. They benefit from a stimulating environment, which provides a positive start to their education.
- All groups of pupils, regardless of their backgrounds, make good progress. Disadvantaged pupils make better progress than the other pupils in school.

November 2014 Grade 2: Good

Taken from the last Ofsted report Feb 2019

- The school recognises the need to improve the teaching of mathematics and has put in place training for all staff. Through careful review and analysis, the staff have a clear understanding of why pupils did not achieve as well in mathematics. Strategies need time to bring about the necessary sustained improvement.
- Outcomes achieved in writing are being sustained. Pupils written workflows in a logical sequence and is full of adventurous and sophisticated vocabulary.
- Pupils demonstrated a good understanding of grammar and punctuation. However further work is needed to improve spelling. The school acknowledges and strategies are in place that will not only improve spelling but enables pupils to have a greater understanding of how words are constructed.
- The school provides a broad and balanced curriculum that ensures pupils are well prepared for the next stage of their education and wider world. This is a significant strength.
- Pupils have and extensive range of enrichment across, sport and the arts. Specialist coaches lead. The school performs very highly in external competitions.
- The senior leadership team and staff ensure that the extensive provision that exists in the school makes a strong contribution to the development of well rounded, confident, and successful pupils, who are well prepared for their future.

February 2019 Grade: Good

STRATEGIC PRIORITIES

STRATEGIC GOAL 1 (ONGOING): TO ENSURE CHILDREN MAKE OR EXCEED EXPECTED PROGRESS

9. We monitor and evaluate pupil progress data to ascertain whether all children make rapid and sustained progress. (Emphasis and understanding of pupil premium, outcomes):

- Children reach the highest levels of achievement and personal development across the curriculum. Success Criteria: The percentage of children meeting and exceeding in English and Mathematics is higher than national.
- Intervention groups are highly effective in closing the learning gaps (these are supported and monitored). The percentage of children meeting the expectations objectives is ambitious and set according to each cohort. This is for both progress and attainment, discussed in Standards meetings and cross referenced against national and local statistics.
- Attainment and progress of Pupil Premium in English and Maths is comparable or exceeds national.
- Develop understanding by supporting class themes. Evidence targeted funding.

Ofsted report Feb 19,

STRATEGIC GOAL 2 (ONGOING): TO PROVIDE HIGH QUALITY TEACHING AND LEARNING OPPORTUNITIES

10. We support the development of robust performance management and effective strategies for improving teaching. Teacher incentives are linked to performance management outcomes:

- Quality of teaching, learning and assessment in English, Maths and all other subjects is judged to be outstanding across the school.
- **Both Chair and Chair of Standards to understand, teaching staff performance management.**
- Leaders are extremely ambitious and have an uncompromising drive to ensure the highest levels of achievement for all children.
- Staffs at all levels are engaged in personal professional development.
- Engagement of specialist teachers.

Ofsted report Nov 14, Improve the quality of teaching by:

- Ensuring all teachers consistently apply the same expectations of pupils' writing and presentation skills. Provide pupils with enough opportunities to practise their writing skills and so raise pupils' achievement further. **'You have put in place strategies to ensure all teachers consistently apply the same expectations of pupils writing and presentation skills. This has been extremely successful and outcomes for pupils in writing has risen dramatically'. (Ofsted report Feb 19)**
- Improve the quality of leadership and management by ensuring that senior leaders' data analysis routinely includes and tracks the progress of early year's children, in order to give them an even sharper view of progress and achievement across the whole school. **'You have worked with early years leader to ensure that this assessment is now included in whole-school self-evaluation. This enables leaders to have an easily accessible overview of pupils' progress across the whole school'. (Ofsted report Feb 19)**

Ofsted report Feb 19, Leaders and those responsible for governance should ensure that:

- All teachers consistently apply the agreed approaches to the teaching of mathematics, ensuring that pupils' are provided with sufficient opportunities to develop their reasoning skills.
- Pupil's spelling is improved:
 - By adopting a more consistent approach to the teaching of spelling.

- By providing opportunities to extend pupils' understanding of how words are constructed.

STRATEGIC GOAL 3 (ONGOING): STRENGTHEN ENGAGEMENT BETWEEN THE SCHOOL, PARENTS AND COMMUNITY

11. To engage, listen and respond with timely and effective means of communication:

- Our learning environment and school website are high quality, organised and celebrate our high expectations across the school. Website meets all statutory requirements.
- We actively encourage parental engagement with school life and children's learning experiences.
- Governors attend parent teacher meetings, periodically brief.

STRATEGIC GOAL 4 (ONGOING): DEVELOPING AND EMBEDDING STRONG GOVERNANCE AND ROBUST LEADERSHIP THROUGHOUT THE SCHOOL

12. We develop efficient and effective processes for the governing body, support, monitor and challenge the Senior Leadership Team:

- The Governing Body evaluates their effectiveness regularly and systematically challenges senior leaders to ensure the strategic development of the school. That governance is outstanding by self and external evaluation.
- Continuous monitoring, evaluation of all policies and procedures.
- We monitor the recruitment, management, and retention of staff. Conduct exit interviews.
- We oversee, monitor, and implement strong financial control, which includes the Schools Financial Values Standards self-assessment audit, an annual submission to the LA.
- Monitor impact and outcome of spends on a variety of areas, including pupil premium.
- Constantly looking at value for money. Contracts and services.

Ofsted report Feb 19. 'Governors make a significant contribution to the school'. '...they are highly skilled and well informed about all aspects of school life. This means their challenge and support for school leaders are both highly effective'.

STRATEGIC GOAL 5 (2017-2023) IMPROVING THE SCHOOL ENVIRONMENT

13. We value the school environment, its look and feel. This is linked strongly to the branding and marketing of the school. We help develop and plan for future requirements with buildings, transport, the outdoor environment and keeping pace with technology to enhance learning. Including:

- High quality, innovative ICT provision with learning and skills linked across the curriculum. (ongoing, complete by Autumn 19)
- Share point and Cloud development and implementation (Action)
- Annual survey of the school environment and its use. (Action).
- Building quality and infrastructure. (Action).

IMPLEMENTATION, MONITORING AND EVALUATION

Implementation of the plan

14. The strategic plan sets out five strategic priorities and gives long-term direction. The School Development Plan (SDP), developed by the senior leadership team is tied into the short to medium term. Committee priorities are linked to these plans.

MONITORING

15. Each committee of the governing body monitors the development and implementation of the plan. The committees report to the full governing body.

EVALUATION

16. The governing body in consultation with the senior leadership team will use Ofsted inspections and the school's improvement partner reports as a key evaluation tool.

GOVERNANCE STRUCTURE

17. The school pupils are served by the staff, led by the Head, to whom the staff are accountable. The Head is accountable to both the Local Authority and the Governing Body, each of which provides support and guidance. The governing body is appointed from parents and the community (including Local Authority).

18. A key relationship is that between the Chair of the governing body and the Head. The governing body has 3 committees, Standards, Finance and Safeguarding. Parents provide direct support to the school through the Parents Teachers Association (PTA), which is involved in raising funds to help contribute costs to facilities and transport (Minibuses).

INITIATIVES AND PROJECTS 2017-2023

19. Initiatives and projects represent the actions that children, parents, staff, governors, and the wider community believe we need to take in order to achieve our goals. These will be developed and reviewed at FGB meetings:

- Continue to develop an understanding of the Academy System and review periodically at FGB meeting (annually).
- Ensure standards (Monitor develop greater understanding) for all groups are ambitious and relate to high quality teaching and learning.
- Every classroom to have an up-to-date learning ICT environment. Refresh of ICT throughout the school. Develop the ICT learning suite space. Initial discussions and evaluation into requirements started. Completion (Updated ongoing). Share point, cloud environment initiatives ongoing forecast start date spring term 22.
- Review of printing and reprographic costs.
- Create flexible teaching spaces. Develop and increase the learning spaces. Replace Year 3 temporary classroom with a double classroom, including reception area and facilities: Due to school finances and potential limited funding from the LA, refurbishment of the existing classroom was the preferred option completed 2017.
- Recycling reduces packaging. Ongoing
- Review and reduce spending on contracts. **Develop maintenance, premises contracts (understand LA responsibilities)** Ongoing, the governing body has detailed experience in writing, implementing, and managing public sector contracts (VFM).
- Continue and maintain the high profile of e-safety for parents and children.
- Compliance with General Data Protection Regulations. Agree and assign a DPO (completed).
- Improvement of outside space as required via Year 6 legacy initiatives.
- Governors to continue to have a specific focus on the School Development Plan. (Chair and Standards) Updated annually.
- Aspiration. Governors assigned to classes throughout the year to build meaningful relationships with the staff and children. Covid-19 restrictions during 2020-21 caused a disconnect between governors and the school. This will be discussed with the GB during autumn term 21. Providing restrictions are lifted relationships re-established.
- Future relationship with the Pre School, Management, Governance.