

Lindley CE Infant School

Governor's Strategic plan

2015-2020

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
All Governors	July 2015	July 2016

Lindley CE Infant School is a Rights Respecting School and we embrace the ethos and beliefs of the United Nations Convention on the Rights of the Child.

This policy follows the principles of Article 3 -The best interests of children must be the primary concern in making decisions that may affect them.

Learning Together: Achieving Together



Respect
Friendship
Trust

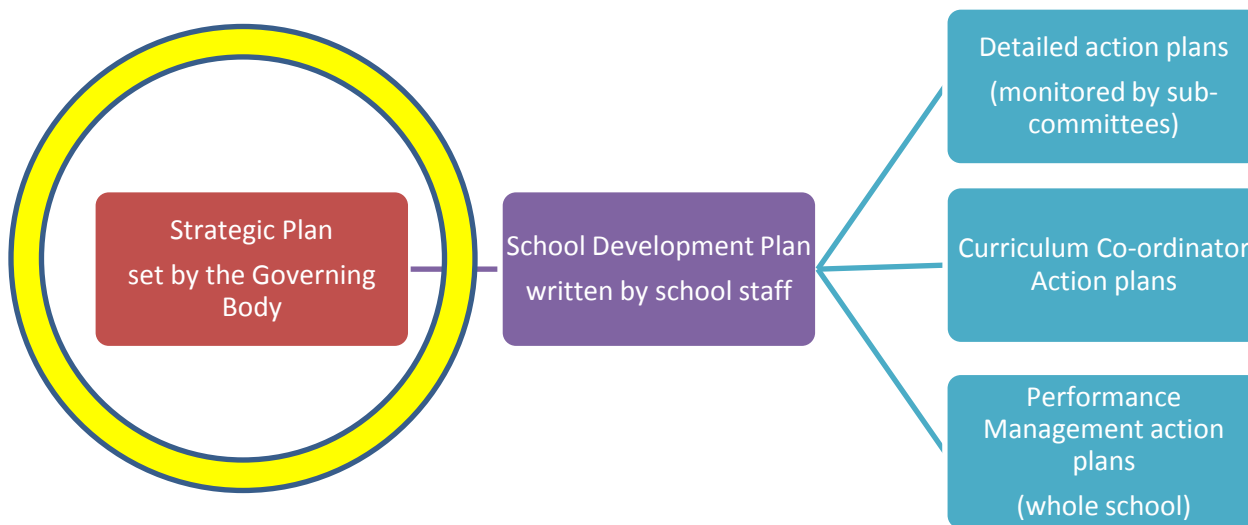
Our school is an inclusive community.
It is a place where everyone is valued and all achievements are praised, celebrated and encouraged. All children are inspired to develop their unique God given talents in a safe, happy and caring environment.

Aims:

- *Through a strong set of Christian values, children and adults are encouraged to respect themselves. They are taught to respect the rights and needs of others, thereby equipping them with the skills and attitudes to become successful global citizens of the future.*
- *To support children in developing a reflective approach to life and sensitivity to all God's creation by providing an awareness and experience of the living Christian faith through our strong Christian ethos.*
- *To support all children in reaching their full potential by providing a personalised education.*
- *To treat everyone with equality and fairness*
- *To have high expectations in a secure, friendly and caring atmosphere that rejoices in effort and success but where it is safe to make mistakes.*
- *To provide children with excellent learning experiences ensuring that learning is fun and exciting.*
- *To promote the health and well-being of our pupils and staff through a well planned, creative curriculum in an environment that promotes healthy lifestyle choices.*
- *To encourage and value the contributions that adults make to the education and care of our children.*
- *Through our firm Christian foundation we encourage the school and wider community to work together in partnership, promoting community cohesion whilst strengthening and enriching the life of the school.*

Introduction

The Governors' Strategic Plan sets out the actions for the Governors to deliver in their key role of setting the strategic direction of the School and monitoring achievements against the objective of continuous improvement. It provides a foundation for the annual School Improvement Plan, which is formulated by the Headteacher and school staff and covers detailed improvements.



This is Lindley CE Infant School's first 5-year strategic plan. In developing this plan in partnership with the head teacher; parent, foundation and staff governors, the Governing Body have built in their findings from the outcomes of collaborative workshops to deliver this comprehensive plan. It is important to recognise that the school already has significant strengths and these are laid out in this document. These are areas where we will continue to focus our efforts and continue to develop. Beyond this, the conversion to academy status in 2014 has provided us with additional opportunities to progress the school in other areas.

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 2007 and since then the framework has seen a number of revisions. The Governor's vision for maintaining our outstanding status is firmly rooted in our Christian foundation of providing each child in our school with an inspirational education based on academic achievement as well as personal and social development.

In this ever changing educational landscape the governors have to recognise the impact that conversion to academy status needs to have on the school and ultimately on the education of the children who come here. The school is confident in looking forward. We remain absolutely committed to meeting the needs of our pupils, helping them realise their potential and move with confidence into the next phase of their lives.

This strategy sets out the key objectives for the school to 2020, to enable us to continue to raise achievement and standards, to further build our reputation as an outstanding school within its well respected community.



Lindley CE Infant School Strategic Plan 2015-2020



What are we doing well?	Strategic Plan Targets 2015-2020	Sub Committee Responsible	Possible Actions for 2015-16	Progress against target
Leadership, Governors and Staff				
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.	Resources	<ul style="list-style-type: none"> • Planned programme of career development with CPD for all staff • Identify capacity for offering school improvement services • Increase support staff time in KS1 classes 	
Governance (use of resources)				
Governors are pro-active, they provide challenge, support and act as critical friends, ensuring the leadership team is committed to high standards of leadership which impact on children's learning.	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	Full Governing Body	<ul style="list-style-type: none"> • Plan CPD to support actions from Governors Skills audit • Review process for recruiting governors • Financial support for GB 	
Governors are confident in planning the strategic direction of the school and following up their statutory responsibilities.	To enhance our existing provision for business management including developing the skills of a dedicated business manager	Resources	<ul style="list-style-type: none"> • Audit of need to identify gaps in expertise • Approach new head at Junior school • Identify potential for income generation 	
Parents and the wider community (Effective communication with parents)				
We work hard to develop and maintain effective communication between all stakeholders.	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.	Standards & Effectiveness	<ul style="list-style-type: none"> • Review of information sent to parents as children start school • Parental feedback about current communication methods • Planned programme of communication to celebrate successes • Website management 	
We offer parents numerous	Involve all stakeholders in the	Full Governing	<ul style="list-style-type: none"> • Plan annual cycle of school 	

What are we doing well?	Strategic Plan Targets 2015-2020	Sub Committee Responsible	Possible Actions for 2015-16	Progress against target
opportunities to become fully involved in their children's learning and school life.	ongoing strategic direction of the school, staff and children	Body	improvement to involve all stakeholders <ul style="list-style-type: none"> Respond to feedback from parents – community evening & questionnaires 	
(Pupil Well-being and Resilience)				
We provide regular opportunities throughout the year to give parents feedback about their child's learning	Provide additional opportunities to listen to feedback and engage parents in the development of their child and the whole life of the school	Standards & Effectiveness	<ul style="list-style-type: none"> System for sharing children's learning with parents (EYFS) Additional parents forum with a focus for particular areas of School improvement 	
(Relationship with Local community)				
We have positive links within the community and beyond. We share good practice, experiences and offer support and welcome this in return	Develop effective links both locally and globally with businesses and schools to create new opportunities for teaching and learning	Resources/Full Governing Body	<ul style="list-style-type: none"> Twinning arrangements Approach parents about links with businesses. 	
We have positive links within the community and beyond.	Ensure Christian ethos & values are extended to work within the community.	Christian Values & Worship	<ul style="list-style-type: none"> Refocus community evening 	
(Quality of Teaching)				
A wide and varied curriculum and a commitment to personal development provide the children with a wide range of experiences and support to give them the building blocks for the future.	Develop a curriculum that provides opportunities for the development of physical and creative skills and opportunities for outdoor learning	Standards & Effectiveness	<ul style="list-style-type: none"> Fencing in place Develop outdoor learning space Planning reflects changes Drama specialist 	
We provide children with high quality education through outstanding teaching and learning	To create life long digital leaders by encompassing digital media to support teaching and engage learning	Standards & Effectiveness	<ul style="list-style-type: none"> Review of learning with iPads New ICT co-ordinator 	
(Pupil Attainment)				
Attainment on entry is broadly in line with age related expectations. At all levels in all subjects, children's attainment at the	To ensure provision of outstanding education continually evolves to ensure that at least 85% of all pupils make at	Standards & Effectiveness	<ul style="list-style-type: none"> Implementation of new curriculum & assessment procedures 	

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end of KS1 is significantly higher than the national average.	least expected progress in reading, writing and maths when measured against age related expectations.		<ul style="list-style-type: none"> • All curriculum planning in place • Subject co-ordinators manage curriculum within their subject • Pupil premium support • New SENCo 	
Christian Values (Behaviour of Pupils)				
Worship and Christian Values are a key part of daily school life which impacts positively on learning, behaviour and personal development	To ensure children are supported in their spiritual development by keeping our Christian Values & ethos at the heart of what we do.	Christian Values & Worship	<ul style="list-style-type: none"> • Celebration of faith visits • Increase awareness of other faiths through worship 	
(Staff Morale)				
Safeguarding, health & well being have a clear priority within the school and runs alongside the ethos and curriculum of the school.	Develop a process for staff well being where staff are given the opportunity to be listened to and feel valued & supported in achieving a healthy work life balance	Resources	<ul style="list-style-type: none"> • Year group meetings 	
Buildings and Maintenance (Use of resources)				
We make effective use of limited available resources and are working hard to procure and secure additional funds	To ensure that buildings and facilities are developed to support the curriculum and are embracing our longer term goals in delivering an outstanding education.	Resources	<ul style="list-style-type: none"> • Planned programme of works • Review of caretaker's role & hours • Explore opportunities for bidding for additional funding • Review resource organisation 	

Strategic Management - Self Evaluation Cycle

Governor meetings are timetabled to fit in with the self evaluation cycle. The School Development Plan is written in the second half of the summer term using audits and information from all stakeholders.

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 into the School Development Plan:

- There is a clear link between the strategies chosen in the SDP and the school's Strategic Direction objectives.
- 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)
- The strategy is feasible (can be developed with the school's resources) and sustainable (is enduring) over the three-year period
- The achievement of the key improvement strategies can be operationalised and measured (that is, broken down into actions)
- The key improvement strategy is easily understood and able to be articulated in simple terms to staff and the school community
- Data and other evidence of achievement can be collected and reported on regularly
- Staff and the wider school community are made aware of the SDP.

Review

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