Governing Body Vision and Strategic Plan

2018 to 2020

Catshill First and Nursery School & Catshill Middle

School Federation

Achievement   Challenge   Opportunity

Where Individuals Matter

Update July 2018 (next review 2020).

INTRODUCTION.

In January 2013 Catshill Middle School federated with Catshill First School and Nursery under the leadership of an Executive Headteacher, with the purpose of supporting both schools on their learning journey for the children in their care. We have developed an enhanced team of governors who bring with them outstanding support in terms of expertise, energy and a commitment.

Our aim is to provide within our learning community a structure that supports our core purpose of maximising progress and attainment of our children whilst ensuring that we give them life- long learning opportunities that will help shape their character and values.

The most recent Ofsted grading (May 2017) for Catshill First School and Nursery remained as Good and for Catshill Middle School an Ofsted grading of Good was achieved (November 2016) previously this was a Requires Improvement grade.

Our Values and Mission.

The Catshill School Community seeks to be a hardworking, purposeful and caring community based on mutual respect, where all are supported to learn and develop through challenge and opportunity. We seek to develop pupils who are well mannered, tolerant and considerate towards others, who are able to make positive contributions and lead successful lives.

We will achieve this through;

- Providing a safe, stimulating and challenging environment

- All pupils feeling valued, fulfilling their potential and discovering enjoyment in their learning

- Acknowledging, celebrating and rewarding achievements

- Promoting social, spiritual, moral and emotional development

- Encouraging all pupils to accept responsibility for their own learning and to have high expectations

- Developing pupils learning skills so they can be confident, resilient and independent learners

Key Development Targets	2018/19 to 2020/21
	• 1 Ensure the Federation meets the needs of the community of Catshill and is the school of first choice for residents, becoming fully subscribed school and achieving maximum financial effectiveness. • 2 Ensure that the school provides a broad and balanced curriculum and to ensure any measures outcomes are at least at national average levels. • 3 Ensure in school gaps are diminishing between the performance of learners regardless of gender or disadvantage. • 4 To ensure the Federation maintains the Ofsted good grading for both schools and continues its pursuit of excellence in all areas. • 5 To maintain a welcoming, safe, open and friendly environment for staff, learners and parents. • 6 To ensure the School's continue to have the right staffing and management structures to meet the needs of a changing environment, including the development, recruitment of staff and the generation of new ideas and continued fresh thinking to address the needs of a challenging educational and funding background.

	OUR STANDARDS.	KEY THEMES.	EVIDENCE.
1.	**Effective Leadership**		
1.1	An effective leadership team communicates the vision, ethos and strategic direction of the school.	• School's values • Strategic planning driving improvement	• Vision Statement and Strategy Website
1.2	The spiritual, moral, social and cultural development of pupils is promoted throughout the school community in a thoughtful and wide ranging manner. The schools promote the fundamental British values	• A Positive and caring atmosphere exists • Adults and children treat each other with tolerance and respect • Children develop skills and attitudes that will allow them to participate in and contribute to life	• School visits, daily life of school Pupil views and Staff views • Parent consultations and Community links
1.3	The governors are knowledgeable and are able to provide challenge and support to school leaders	• Governors have relevant skills • Governors understand their roles and responsibilities • Governors ask challenging questions Governors evaluate their effectiveness	• Skills audit • Committee Terms of Reference Governor recruitment Governor training records • Governor visit records
1.4	There is good financial management that ensures funds are well spent	• The reduction in the deficit position budget is being managed realistically and effectively • Financial systems are robust • Impact of PP and SP funding is monitored • Devolved Capital is spent effectively • The impact of spending evaluated	• Financial monitoring • Reports for SP and PP • Minutes of Committee and FGB

1.5	There is a team of well qualified staff who engage in planned professional development through appraisal	- We have the right staff and the right development systems - Effect performance management of Leaders is in place - External advice providing governors with adequate support	- Annual review of staffing - Performance management policies and records. - Leadership PM records / External adviser - Staff turnover / absence
1.6	The school engages parents and works well in partnership with them. Pupil voice is valued and children are encouraged to share their views.	- Views of parents are sought and taken account of them - We keep parents informed - Pupils' views on learning and school provision taken into account - We help parents to support their children's learning	- School Council - Website - Newsletters - Parental responses

2.	Quality of Teaching and Learning		
2.1	**Teaching** Teaching is consistently good and outstanding practice is developed further across the schools.	• The quality of teaching enables children to make good progress • Good and outstanding practice shared • We monitor the impact middle manager leaders have • on the quality of teaching	• School Improvement Plan Reports on lesson observations • Ofsted reports • Peer review – internal and external
2.2	**Curriculum** The curriculum is well planned, meets the needs of pupils and inspires a love of learning.	• The curriculum provides for all • Breadth and depth across all national curriculum areas is evident • All pupils irrespective of their abilities are engaged & challenged to develop their learning • Lessons develop the knowledge, skills and understanding of pupils in all curriculum areas	• Curriculum plan • Reports on lesson observations Meetings with subject leaders Participation in extra-curricular activities • Through pupil outcomes in all subjects
2.3	**English and Maths** English and Maths are taught well throughout the schools and achievement in these subjects is increasingly good for all groups.	• Clear strategies in place for the delivery of English and Math's	• School and national data Monitoring of SIP Governor visits • Reports to GB
2.4	**Assessment** The school has adopted an assessment system that enables pupil attainment and progress to be tracked effectively across all curriculum areas. Moderation within and between schools ensures consistency of judgements.	• The assessment system fit for purpose • The marking policy is used consistently • Judgements are moderated within and between schools • Parents informed of progress and attainment?	• Tracking data • Moderation schedule and reports External validation

2.5	**Early Years Provision** This provision ensures that all children settle in a safe and engaging environment where they are encouraged and supported to develop early learning skills.	• This area is well led by staff who understand learning and development needs of this age group • Children are safe, secure, happy	• School visits • Progress records

3.	Personal development and welfare		
3.1	**Attendance** Good attendance enables good learning. Every child is expected to attend school regularly and on time.	• Attendance at least as good as national average • Attendance of PP as high as non PP • Strategies for monitoring attendance and for following up persistent absence are good	• Attendance records • Partnership working with other agencies • and parents Visits
3.2	**Behaviour and attitudes** Pupils have positive attitudes and values. They take pride in their work and their school. They grow in confidence, self- discipline and independence.	• Pupil behaviour is exemplary and demonstrates dignity & respect. • Pupils actively engage in learning and understand/articulate what good learning behaviour looks like whilst participating in a curriculum rich environment.	• Pupil / Parent views • Behaviour support • Exclusion records
3.3	**Wellbeing** The school has regard for pupil wellbeing and supports the development of healthy lifestyles and mental health	• The school ethos and curriculum support the development of pupil wellbeing • Vulnerable pupils identified and supported	• Pupil views. • Parent views.
3.4	**Safeguarding** The school is a safe environment where children can learn and develop	• Children are safe and the school meets all statutory requirements • Children understand how to keep themselves safe and how to raise worries • Staff are kept up to date with new requirements • The school sites are secure	• Single Central Record DBS / Recruitment checks • Safeguarding arrangements and audit Policies • Safeguarding governor visits Staff training records
3.5	**Premises** The school environment enables effective teaching and learning	• All statutory checks and procedures are in place The refurbishment of classrooms and other areas is managed on a planned programme of improvement	• H&S audit Premises minutes • Site management reports

4.	Outcomes		
4.1	**Progress** Every child makes at least expected progress from their starting point in all areas of the curriculum during their time at the school	• Governors review performance data • Groups make expected progress or better across the breadth of the curriculum • Assessment data enables effective tracking of progress / timely intervention where needed • The schools continue to close any gaps that exist between groups of learners	• School progress data for each year group • End of year & key Stage data. • Data dashboard • Entry to exit data for each school
4.2	**Attainment** Staff have high expectations and enable every pupil to reach their potential across the curriculum	• The school is taking the right actions to improve attainment, particularly in reading, writing, maths and other areas of the curriculum • The gap between disadvantaged and other pupils is narrowing	• Curriculum planning • School attainment data National data
4.3	**Transition** The transition arrangements between schools at First/Middle and Middle/High ensure that the learning journey for pupils is not unsettling	• Communication between schools is effective • Actions are taken to reduce any impact on transition between schools	• Liaison between and with other schools.