

Highfield Farm Primary School - Governors' Three-Year Strategic Plan and Vision 2021-2024

Introduction:

The Governors' Strategic Plan (GSP) is a 3-year plan designed to enable executive leaders to execute the annual School Improvement Plan (SIP). It therefore focuses on how Governors, as non-executive leaders, can give capacity and create the conditions needed by executive leaders, working in the school, to ensure the fruition from the strategic to the operational.

The three core strategic functions of the governing body are:

- a. **Holding the head teacher to account for the educational performance of the school and its pupils, and the performance management of staff;**
- b. **Overseeing the financial performance of the school and making sure its money is well spent; and**
- c. **Ensuring clarity of vision, ethos and strategic direction.**

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

This plan sets out our strategies for the next three academic years, to ensure we play our part in securing the conditions needed for the school to be both successful and sustainable. Throughout this period, via annual review, we will update and develop subsequent versions of the plan and in pursuit of the aims within this strategy we are working within a **Rebuild, Repair, Refine** framework. A year on from the first version of the plan, when the school was in its **Rebuild** stage, it is important to recognise that we already have some emerging successes and achievements. Having achieved our first strategic aim to secure the long-term future of the school, by becoming part of James Montgomery Academy Trust (JMAT), we now consider ourselves to be in the **Repair** stage; focusing our efforts on further improvement in pupil outcomes and the implementation of our curriculum.

Vision – Together we will:

As Governors, we continually strive to promote the effectiveness of our school by working alongside our staff. This strategic plan sets out of aims for the next three years, and how we will develop and monitor these, on a termly basis, over the academic year. We see it as a ‘work in progress’ with any necessary adjustments, or amendments, being made at termly review points. In formulating this plan, the Governors have considered the school’s vision; its aims, values, ethos and its self-evaluation processes, which we, collectively, have already established.

Governors seek to support the Head teacher, SLT and the rest of the school staff and will maintain our crucial role in holding the Head teacher to account for the educational performance of the school and its pupils. We recognise the importance of quality leadership, at all levels, in promoting high standards and leading improvement – understanding that this includes the part that we play. We want our children to be challenged, engaged and achieving their potential, with highly motivated teachers and non-teaching personnel who are themselves supported by a full range of continued professional development (CPD), staff wellbeing and support, rigorous Performance Management and monitoring; with access to effective resources and an environment that compliments the efforts of those working within it.

We strive to support and challenge our school leaders, not only through meetings, the scrutiny of documentation and the review and approval of policies, but also via Enquiry Visits within school. In doing this, we hope to see the connection between our non-executive strategic role and the operational practices brought about by executive leaders working within the school itself. By working alongside our school staff, we are able to assess the effectiveness of our Strategic Plan and how this empowers the School Improvement Plan.

Finally, but most importantly, we recognise the importance of children, families and staff knowing that we, their governors, are fully committed to Highfield Farm Primary School; that we promote our strategic vision through a collaborative working relationship with them, at all times, as they deliver daily the detail, through which our strategic plan is implemented. To that end, the Governing Board is itself responsible for ensuring that the training of its own individual members is regularly updated and that self-assessment appraisal and skills audits are completed on an annual basis.

Core Values:

Be kind

Show respect

Keep trying

Rationale:

This Strategic Plan is determined by our continued ambition to improve. Despite the school's long-standing underachievement, in the ever-changing educational landscape, the school is steadfast in looking forward. We are absolutely committed to meeting the needs of all our pupils, helping them realise their potential and move with confidence onto the next phase of their lives. This strategy sets out the key objectives for the school over the next three years to 2024, to enable us to continue to raise achievement and standards and build up a strong reputation within the community.

Strategic Management:

The School Improvement Matrix is written in the second half of the summer term using data, audits and information from all stakeholders and is regularly updated to target areas for development.

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 and School Improvement Matrix links:

The following criteria should be considered when applying the Strategic Plan to the School Improvement Matrix:

- There is a clear link between the strategies chosen in the School Improvement Matrix and the school's Strategic Plan priorities.
- That 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)
- That the strategy is feasible (can be developed with the school's resources) and sustainable (is enduring) over the three-year period
- That the achievement of the key improvement strategies can be operationalised and measured (broken down into milestones)
- That the key improvement strategy is easily understood and able to be articulated in simple terms to staff and the school community
- That data and other evidence of achievement can be collected and reported on regularly
- That staff and the Governing Board are aware of both plans and how they complement each other.

Review:

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

Our Strategic priorities are:

In order to secure the long-term future of the school for our children and families;

1. Improve and reflect on effective governance to increase its impact on the whole school.
2. Provide a rich and ambitious curriculum which meets the needs of our children.
3. Repair and maintain relationships with families and the wider community.

Strategic plan 2021-2024

Governance			
What?	How?	What will success look like?	Who?
To improve and reflect on effective governance to increase its impact on the whole school.	By continuing to monitor school improvement priorities via a schedule of Link Governor Visits.	<ul style="list-style-type: none">• Governors monitor performance against measurable outcomes.	Rajmund Brent Naomi Oliver Andy Krabbendam
	By providing strategic support to operational staff in managing the budget in a fiscally challenging climate.	<ul style="list-style-type: none">• Governors understand and verify rationale for difficult budgeting decisions.	
	By building capacity and optimising governor development.	<ul style="list-style-type: none">• Improved governor retention• Succession planning including recruitment• Governors access a range of training and development opportunities	
	Reviewing audits to identify strategic areas for development; signposting to training and/or identifying recruitment needs.		

Curriculum		
What?	How?	What?
To provide a rich and ambitious curriculum which meets the needs of our children.	By working in partnership with Curriculum Leaders to ensure a broad and balanced curriculum for all children.	• • • •
	By providing strategic oversight for the curriculum.	• • •

Stakeholders			
What?	How?	What will success look like?	Who?
Repair and maintain relationships with families and the wider community.	By using a variety of means to canvas parental voice to audit views.	<ul style="list-style-type: none"> Parents have arrange of informal and formal ways by which to share their views about school and for school to be able to respond. 	Emma Windle Kim Feetham Stow
	To respond to outcomes of parental voice audit, feeding this information into the Parental Engagement Implementation Plan.	<ul style="list-style-type: none"> As a result of improved two-way communication, parents understanding of and opinions relating to school are developed. 	