



## **Governing Body Vision and Strategic Plan**

**2021 to 2024**

**Catshill First and Nursery School & Catshill Middle  
School Federation**

**Achievement Challenge Opportunity**

**Where Individuals Matter**

**Review October 2021 (next update 2022).**

### **INTRODUCTION.**

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).

## **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, high quality of education 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	2021/22 to 2023/24
	<ul style="list-style-type: none"><li>• 1 Ensure the Federation is the school of first choice in the local area.</li><li>• 2 Ensure pupils have outcomes at least at national average levels.</li><li>• 3 Address issues of persistent absence within certain pupils.</li><li>• 4 Ensure no gap exists between the performance of learners regardless of gender or disadvantage.</li><li>• 5 To ensure the Federation maintains the Ofsted good grading for both schools and that features of outstanding activity are developed.</li><li>• 6 To maintain a welcoming, safe, open and friendly environment.</li><li>• 7 To ensure the schools continues to have the right staffing and management structures to meet its needs, including the recruitment and development of staff to meet the needs of a challenging educational and funding environment.</li><li>• 8 To ensure the schools have the best possible physical resources in terms of ensuring a modern learning environment considering accommodation needs, maintenance and capacity.</li><li>• 9 To ensure the Governing Body has the correct governance structures to best suit pupil needs and ensures effective evidence journeys for monitoring the progression of Strategies.</li></ul>

**Link Governors**

**Governors operate a link system where lead and assist governors take responsibility for monitoring and reporting on key School Priorities and Strategic Areas.**

**From 2021/23 these areas are:**

**(School Priority Area)**

Teaching and Curriculum

Inclusion including attendance / Disadvantage / SEND

Early Years

Community / Life Skills / Careers / Equity and Diversity

Governance / Leadership / Communication / Premises / Health and Safety and Finance

**(Other Strategic and Statutory Areas)**

Pupil Premium

Well – Being

Safeguarding and sexual Harassment

	<b>STANDARDS.</b>	<b>KEY THEMES.</b>
<b>1.</b>	<b>Effective Leadership</b>	
1.1	An effective leadership team communicates the vision, ethos and strategic direction of the school.	<ul style="list-style-type: none"> <li>• School's values</li> <li>• Strategic planning driving improvement</li> </ul>
1.2	<p>The spiritual, moral, social and cultural development of pupils is promoted throughout the school community in a thoughtful and wide ranging manner.</p> <p>The schools promote the fundamental British values.</p>	<ul style="list-style-type: none"> <li>• A positive and caring atmosphere exists</li> <li>• Adults and children treat each other with tolerance and respect</li> <li>• Children develop skills and attitudes that will allow them to participate in and contribute to life</li> </ul>
1.3	The governors are knowledgeable and are able to provide challenge and support to school leaders.	<ul style="list-style-type: none"> <li>• Governors have relevant skills</li> <li>• Governors understand their roles and responsibilities</li> <li>• Governors ask challenging questions</li> <li>• Governors evaluate their effectiveness</li> </ul>
1.4	There is good financial management that ensures funds are well spent.	<ul style="list-style-type: none"> <li>• School balanced budgets maintained</li> <li>• Impact of PP and SP funding is monitored</li> <li>• Devolved Capital is spent effectively</li> <li>• The impact of spending evaluated</li> </ul>

1.5	There is a team of well qualified staff who engage in planned professional development through appraisal.	<ul style="list-style-type: none"> <li>• Have the right staff and the right development systems</li> <li>• Effect performance management of Leaders is in place</li> <li>• External advice providing governors with adequate support</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Views of parents are sought and taken account of</li> <li>• We keep parents informed</li> <li>• Pupils' views on learning and school provision taken into account</li> <li>• We help parents to support their children's learning</li> </ul>

<b>2.</b>	<b>Quality of Teaching and Learning</b>	
2.1	<p><b>Teaching</b></p> <p>Teaching is consistently good and outstanding practice is developed further across the schools.</p>	<ul style="list-style-type: none"> <li>• The quality of teaching enables children to make good progress</li> <li>• Good and outstanding practice shared</li> </ul>
2.2	<p><b>Curriculum</b></p> <p>The curriculum is well planned, meets the needs of pupils and inspires a love of learning.</p>	<ul style="list-style-type: none"> <li>• The curriculum provides for all</li> <li>• Pupils challenged in their learning</li> <li>• All abilities are effectively challenged</li> </ul>
2.3	<p><b>English and Math's</b></p> <p>English and Math's are taught well throughout the schools and achievement in these subjects is increasingly good for all groups.</p>	<ul style="list-style-type: none"> <li>• Clear strategies in place for the delivery of English and Math's</li> </ul>
2.4	<p><b>Assessment</b></p> <p>The school has adopted an assessment system that enables pupil attainment and progress to be tracked effectively. Moderation within and between schools ensures consistency of judgements.</p>	<ul style="list-style-type: none"> <li>• The assessment system fit for purpose</li> <li>• The marking policy is used consistently</li> <li>• Judgements are moderated within and between schools</li> <li>• Parents informed of progress and attainment</li> </ul>
2.5	<p><b>Early Years Provision</b></p> <p>This provision ensures that all children settle in a safe and engaging environment where they are encouraged and supported to develop early learning skills.</p>	<ul style="list-style-type: none"> <li>• Led by staff who understand learning and development needs of this age group</li> <li>• Children are safe, secure, happy</li> </ul>

<b>3.</b>	<b>Personal development and welfare</b>	
3.1	<p><b>Attendance</b> Good attendance enables good learning. Every child is expected to attend school regularly and on time.</p>	<ul style="list-style-type: none"> <li>• Attendance at least as good as national average</li> <li>• Attendance of PP as high as non-PP</li> <li>• Strategies for monitoring attendance and for following up persistent absence are in place, but persistent absence issues exist at both schools</li> </ul>
3.2	<p><b>Behaviour and attitudes</b> Pupils have positive attitudes and values. They take pride in their work and their school. They grow in confidence, self- discipline, and independence.</p>	<ul style="list-style-type: none"> <li>• Pupil behavior is good</li> <li>• Pupils actively engage in learning and understand/articulate what good learning behaviour looks like</li> </ul>
3.3	<p><b>Wellbeing</b> The school has regard for pupil wellbeing and supports the development of healthy lifestyles and mental health.</p>	<ul style="list-style-type: none"> <li>• The school ethos and curriculum support the development of pupil wellbeing</li> <li>• Vulnerable pupils identified and supported</li> </ul>
3.4	<p><b>Safeguarding</b> The school is a safe environment where children can learn and develop.</p>	<ul style="list-style-type: none"> <li>• Children are safe and the school meets all statutory requirements</li> <li>• Children understand how to keep themselves safe and how to raise worries</li> <li>• Staff are kept up to date with new requirements</li> <li>• The school sites secure</li> </ul>
3.5	<p><b>Premises</b> The school environment enables effective teaching and learning.</p>	<ul style="list-style-type: none"> <li>• All statutory checks and procedures are in place. The refurbishment of classrooms and other areas is managed on a programme of improvement</li> </ul>

<b>4.</b>	<b>Outcomes</b>	
4.1	<p><b>Progress</b> Every child makes at least expected progress from their starting point.</p>	<ul style="list-style-type: none"> <li>• Governors review performance data</li> <li>• Groups make expected progress or better</li> <li>• Assessment data enables effective tracking of progress / timely intervention where needed</li> <li>• The schools continue to close the gap between disadvantaged and advantaged pupils</li> </ul>
4.2	<p><b>Attainment</b> Staff have high expectations and enable every pupil to reach their potential.</p>	<ul style="list-style-type: none"> <li>• The school is taking the right actions to improve attainment, particularly in reading, writing and math's</li> <li>• The gap between disadvantaged and other pupils is narrowing</li> </ul>
4.3	<p><b>Transition</b> The transition arrangements between schools at First/Middle and Middle/High ensure that the learning journey for pupils is not unsettling.</p>	<ul style="list-style-type: none"> <li>• Communication between schools is effective</li> <li>• Actions are taken to reduce any impact on transition between schools</li> </ul>