



Governors' 5-year rolling Strategic Plan

Downsway Primary
School



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Date of next full review: Autumn 2024

Introduction

One of the key functions of the Governing Board is to set the strategic direction for Downsway School and to undertake long term development planning for the future. We originally devised a 5-year strategic plan in 2016 after consulting with staff, children and parents. The plan was revisited in 2018/19, during which we revised our key goals. Having made good progress with our original 5-year plan, we have taken this a step further and devised a new 5-year rolling plan which has **three goals**.

Our goals are:

- **To provide excellent teaching and learning for all**
- **To provide a rich and ambitious curriculum which meets the needs of our children;**
- **To provide effective governance as a lever for school improvement.**

We believe that this will be achieved by earning a reputation for excellence in everything which we do. This means:

- **positive relationships with our parents who are engaged and support their children in all aspects of their learning;**
- **designing and implementing a broad and balanced curriculum which is ambitious, rich and engaging for all children;**
- **recruiting, retaining and developing the best classroom practitioners and school leaders, and**
- **visionary leadership and governance.**

Our vision

**Children have the confidence to aim high and to be curious about their world.
They work successfully with others and have a tolerant and responsible attitude towards them**

Our Values

Aspiration

Dreaming big, aiming high, working hard to achieve goals

Tolerance

Respecting, accepting & embracing others

Self-Belief

Believing in & valuing yourself

Responsibility

Learning to make good choices & understanding the importance of honesty

Curiosity

Showing enthusiasm, asking questions, imagining & exploring

Co-operation

Listening, supporting & sharing

Our goals



Summary of goals and actions

A: To provide excellent teaching & learning for all

- To promote equity of learning for all Diversity groups
- To recruit, retain and develop staff to become excellent practitioners

B: to provide a rich and ambitious curriculum which meets the needs of our children

- To ensure a broad and balanced curriculum for all children
- To ensure governors provide strategic oversight for the curriculum

C: To provide strong governance as a lever for school improvement

- To monitor SDP improvement priorities through a range of monitoring activities including governor visits
- To provide strategic support to operational staff in managing the budget in a fiscally challenging climate
- To ensure stakeholders can provide meaningful input into SDP and its evaluation
- To build capacity and optimise governor development



Strategic goal A: to provide excellent teaching & learning for all

Key performance indicators

KS1

- EYFS 70% to achieve a Good Level of Development
- Y1 Phonics 79% to reach expected standard
- Y2 reach End of Key Stage Attainment Targets 2023
- All pupils make progress from their starting point

KS2

- Y6 reach End of Key Stage Attainment Targets 2023
- All pupils make progress from their starting point



Strategic goal A: to provide excellent teaching & learning for all

| Action | Target date | Operational lead | Success criteria (RAG rate Autumn 24) | Monitoring/Impact/ Evidence |
|--|--|------------------|--|-----------------------------|
| 1. To recruit retain and develop all staff to become excellent practitioners | Ongoing Next review date: Autumn 2024 | HT | <ul style="list-style-type: none"> • Subject Leaders and staff delivering have support and CPD • Monitoring of CPD attended by staff included in termly Headteacher's Report to governors. • Staff well-being questionnaire findings. • Systems in place to support staff workload. • Staff's achievements are celebrated | |
| 2. To promote equity of learning for all Diversity groups | Ongoing. Next review date: Autumn 2024 | HT | <ul style="list-style-type: none"> • SEND pupils receive appropriate intervention and in class support including access to extra-curricular activities and wider curriculum • Measures to support non-SEND lowest 20% in place and effective. • Pupils which require additional pastoral and emotional wellbeing support receive targeted intervention • Teachers and children have appropriate resources to teach and learn. • All children make progress from their starting points. (KPI) • Pupil Premium pupils receive targeted support and in class provision • PP & SEND governors termly meetings | |

Strategic goal B

To provide a rich and ambitious curriculum which meets the needs of our children

| Action | Target date | Operational lead | Success criteria (RAG rate Autumn 24) | Monitoring/Impact /Evidence |
|--|--|------------------|--|-----------------------------|
| To ensure a broad and balanced curriculum for all children | Ongoing Next review date Autumn 2024 | HT and MF | <ul style="list-style-type: none"> Headteacher termly report to governors about wider curriculum provision for pupils. Pupil voice feedback on curriculum opportunities. Pupil voice feedback on children 'knowing more, remembering more' | |
| To ensure governors provide strategic oversight for the curriculum | Ongoing Next review date Autumn 2024 | HT and Chair | <ul style="list-style-type: none"> FGB are robust in their review of curriculum provision including budget and special funds Governor monitoring – meeting with staff and curriculum leaders. Governors, in conjunction with subject leaders, look at children's work within curriculum areas and across year groups to see progression Curriculum reports from WBC School Improvement Advisor (SIA) | |

Strategic goal C

To provide effective governance to act as a driver for school improvement

| Action | Target date | Operational lead | Success criteria (RAG rate Autumn 24) | Monitoring/impact/ Evidence |
|--|---|------------------|--|-----------------------------|
| To continue to monitor SDP improvement priorities through a range of monitoring activities including governor visits | Ongoing Next review due Autumn 2024 | HT | <ul style="list-style-type: none"> Governors monitor performance against measurable outcomes, national and local data Governor monitoring plan ensures maximum coverage of priorities 'Informal' governor visits capture SDP related evidence Governors monitor SDP improvement priorities through effective questioning | |
| To provide strategic support to operational staff in managing the budget in a fiscally challenging climate | Ongoing Next review due Autumn 2024 | HT and SBM | <ul style="list-style-type: none"> Governors understand and verify rationale for difficult budgeting decisions | |
| To ensure stakeholders can provide meaningful input into SDP and its evaluation | Ongoing Next review due Autumn 2024 | HT | <ul style="list-style-type: none"> Feedback from Y6 leavers and their parents on their experience of Downsway is collected & reviewed Governor input into end of year parents' questionnaire and parents' feedback | |
| | Ongoing Review Autumn 2024 | HT & EYFS lead | <ul style="list-style-type: none"> Visits to Nurseries take place & relationships are developed | |

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|---|---|---------------|---|--|
| To build capacity and optimise governor development | Ongoing Next review due Autumn 2024 | Chair & Clerk | <ul style="list-style-type: none"> • Review of recruitment practice • Improved governor retention • Review tools identify strategic areas for development • Governors access a range of training and development opportunities (including in-house) • Increased governor confidence in undertaking strategic roles | |
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Glossary of terms

ASP: Analyse School Performance report from the DfE

DfE: Department for Education

SBM: School Business Manager

GSP: Governors' Strategic Plan

SIA: School Improvement Advisor (Local Authority)

EYFS: Early Years Foundation Stage\

KS1: Key Stage 1

KS2: Key Stage 2

CPD: Continuing Professional Development

SE: Self evaluation

HT: Headteacher

DHT: Deputy Headteacher

RWM: Reading, Writing & Maths

SEND: Special Educational Needs and Disabilities

SDP: School Development Plan