



ST CHAD'S COFE (VC) FIRST SCHOOL

GOVERNING BOARD

Vision 2025

What is Vision 2025?

School governors make a valuable contribution to children's education, opportunities and futures. As part of the school leadership team the Governing Board provide strategic leadership and accountability. Our original vision is well embedded within the new statement but with the new focus of impact and intent coming from Ofsted we are ready to look towards a new vision.

Each year Governors work with the Headteacher to develop a School Development Plan. This sets out our strategic plans for yearly development to continually improve and through this we identify our intent, how we will implement the plan and measure the impact. One of the three core functions of school governors is to ensure clarity of vision, ethos and strategic direction. The Covid-19 pandemic has given us the opportunity to look back upon the many successes and strengths of the school. We also have the opportunity to look ahead. The Headteacher and Governors have worked together to develop Vision 2025: Our strategic plan for the next 5 years.

HOW WE WILL USE THIS DOCUMENT

Our vision contains five main objectives. For each objective we have identified where we are in 2019/20 and where we want to be in 2025. Governors will use the Key Performance Indicators (KPIs) for each objective to monitor our termly and yearly progress towards achieving our vision. For each objective, the Headteacher and staff will identify strategic actions and plans for each school year, taking into account progress, issues from the previous year, cohort specific relevant background and any new requirements or priorities that arise. This document will be reviewed annually at the Full Governors Meeting in the Autumn Term. Detailed action plans will feature in the School Improvement Plan.

Through our Raising Achievements Committee and Resources and Finance Committee, Governors will closely monitor and mitigate any risks, opportunities and issues that impact on the four essential building blocks that underpin our vision: finance, premises, recruitment and technology and resources.

OUR FIVE STRATEGIC OBJECTIVES

1. To improve outcomes for all children through high quality teaching and learning. This will be measured through Headteacher reports and Governor link visits.
2. To extend the St Chad's offer to create wider opportunities for all children to develop their skills and talents.
3. To equip our children to thrive through societal changes and advances in technology.
4. To develop high quality leadership at all levels throughout school.
5. To work collaboratively with parents and carers, St Chad's Church, other schools, particularly those within Codsall Local Area Schools Partnership and the wider community to further enrich our school.

WHY HAVE WE IDENTIFIED THESE OBJECTIVES

Key to realising our expectation of quality outcomes for all children is a strong focus on the quality of teaching and learning. High quality teaching, differentiated for individual pupils, is informed by an awareness of children as individuals, their unique needs and rates of progression. Staff demonstrate strong subject knowledge and secure pedagogical knowledge. Strong and effective leadership, including governance is essential for progress. We have responded to Ofsted's Education Inspection Framework (EIF) 2019.

Governors ensure that our curriculum is broad and balanced. We recognise that the development of the whole child is of great importance.

STRATEGIC OBJECTIVE 1:

To improve outcomes for all children through quality first teaching.

Explanation: A strong focus on high quality teaching and learning is key to realising our expectations of quality outcomes for all children.

Quality teaching is informed by a recognition that children are individuals and understanding their needs and rates of progress. There is significant evidence that quality teaching is grounded in secure pedagogical knowledge and strong subject knowledge.

A strong focus on metacognition. Evidence, collected by the Education Endowment Foundation suggests the use of 'metacognitive strategies' - which get pupils to think about their own learning - can be worth the equivalent of an additional +7 months progress when used well.

WHERE WE ARE IN 2020/21

Teaching and Learning:

- Ofsted "Good"
- SIAMS "Good"
- In line with national average.
- Majority of teaching is at least 'Good'.

WHERE WE WANT TO BE IN 2025

- Most teaching good, majority outstanding
- Process in place for identifying children at risk of not making good progress, with early interventions and strategies used to make sure that every child makes good progress.
- High percentage of pupils are working above national average.
- Externally recognised as at least a 'good' school.
- Focus on increasing greater depth numbers in all subject areas. In 2025 more children will be levelled as greater depth in all curriculum areas.
- Increased value added between EYFS reported data and KS1 data. More children will have made better than expected progress between the two points of externally reported data.
- The curriculum reflects the increasing awareness about teaching about people from different backgrounds, genders and ethnicities, and is not solely focused on experiences of people from white, middle-class backgrounds.
- Staff well-being to be protected and nurtured- increased opportunity for working in preferred ways/ working from home/ team building events.
- Working with our partnership schools adds value to our offer.
- SEND offer is maintained and developed to ensure the best possible outcomes for pupils. High expectations and aspirations as pupils move on to feeder schools.

STRATEGIC OBJECTIVE 1:

To improve outcomes for all children through quality teaching and learning:

KPIs

1. Externally validated termly judgements about quality first teaching in all year groups are at at least good, majority outstanding, with year on year improvement. Ofsted rating maintained or improved.
2. Early identification of individuals, small groups or cohorts of children at risk of not making good progress results in intervention actions to successfully address this.
3. Systems and moderation are accurate and robust across all year groups and areas of the curriculum. Assessment systems are consistent, with standardisation and moderation robust across all year groups.
4. Attainment and progress is above national average and broadly similar to county average for all subjects. Consistency is key. This will be monitored annually by the FGB.
5. Metacognitive strategies are embedded in the classrooms, with students able to plan, monitor and evaluate their learning and metacognitive talk is evident in the classrooms (age appropriate).
6. Middle Leaders have been developed: English/Maths to support staff in subject teaching, in the monitoring of vulnerable groups, delivering more parental 'workshops'/ investigating opportunities for parental engagement.
7. Specific focus on key areas linking in with SDP/ SIP - Maths, Greater depth % increases, and that boy's writing shows improved results.
8. Changes to the EYFS curriculum have been embedded.
9. Continuous Professional Development: Leaders continue to provide opportunities for staff to work collaboratively/ share skills/ work with other schools/ learn from each other.

10. Effective evidence-based interventions are deployed by trained staff to maximise progress of pupils identified as requiring additional support.

11. Robust tracking systems are analysed termly with cohort progress reports highlighting individual children or groups of children at risk of not making good progress.

12. Effective evidence-based interventions are deployed by trained staff to maximise progress of pupils identified as requiring additional support.

STRATEGIC OBJECTIVE 2:

To extend the St Chad's offer to create wider opportunities for all children to develop their skills and talents.

Explanation: Our curriculum is broad and balanced, meeting and going beyond the requirements for the national curriculum. The 2019 Ofsted Framework requires schools to develop their pupil's cultural capital. Governors and the Headteacher need to consider how to provide the best offer, both in and out of the classroom environment. For Early Years, the EIF 2019 states, "Some children arrive at an early years setting with different experiences from others, in their learning and play. What a setting does, through the EYFS curriculum and interactions with practitioners potentially makes all the difference to children. It is the role of the setting to help the children experience the awe and wonder of the world in which they live, through the seven areas of learning".

WHERE WE ARE IN 2020/21

Teaching and Learning:

- Accredited as an EcoSchool, Dyslexia Friendly, RHS 5 star Gardening School, School Games Gold, Arts Council ArtsMark Gold, Healthy School.
- After school and club provision for French, Gymnastics, Football, Athletics, Tag Rugby, Music and Choir in place (Some changes due to Covid-19 pandemic are outside of our control).
- Children are engaged in their learning and enjoy coming to school.

WHERE WE WANT TO BE IN 2025

- Build upon wellbeing and recovery post-Covid 19.
- Quality of the curriculum recognised by further accreditation.
- Children are well rounded, independent and 'middle school ready' critical thinkers by the end of Year 4.
- Many more cultural opportunities are available to children, including actively seeking new opportunities as technology advances.
- EYFS curriculum allows for a rich, cultural experience enhancing their learning.
- Greater opportunities for developing public speaking and debating to increase confidence talking to people from different backgrounds, ethnicities and ages.
- Develop further links with village organisations to encourage children with new 'experiences'- for example Patchwork Drama/ and Brownies.
- Children being involved in shaping the vision- pupil voice, school ambassadors.

STRATEGIC OBJECTIVE 2:

To extend the St Chad's offer to create wider opportunities for all children to develop their skills and talents.

KPIs

1. Regular monitoring by the Headteacher, in conjunction with the Raising Achievements committee confirms the national curriculum requirements are met and exceeded.
2. A diverse range of opportunities are offered for the children, as confirmed by stakeholder surveys and other evidence.
3. The quality of the wider school curriculum on offer at St Chad's is confirmed by accreditation, inspection and self-review.
4. Cultural Capital for pupils is high. Once allowed, continued trips, visits, online events, renewed vigour with Kenya partnership. Reports to Raising Achievements Committee.
5. Growing Ambitions is embedded through KS2 future aspirations. Early exposure to the variety of careers on offer, particularly women in STEM careers. The school will make the most of links with the local community to the offer the children opportunities to take part in talks about careers, and receive careers information.
6. School to achieve an accredited award such as Quality Mark to recognise the quality of the curriculum offer.
7. Children to complete a record highlighting key achievements each year. Also to challenge themselves to complete new tasks in order to build confidence and resilience. For example, 'My Activity Passport'.
8. Teaching strategies support independent learning skills.
9. Cultural diversity is a key driver throughout the whole curriculum.
10. Growth mindset continues to be developed throughout the school.

STRATEGIC OBJECTIVE 3:

3. To equip our children to thrive through societal changes and advances in technology.

Explanation:

Governors recognise that we live in an ever changing world. Advances in technology and emerging new employment sectors will impact on our children during their lifetime.

To embed British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and for those without faith. To use PREVENT to protect our students from extremism and radicalisation by fostering a strong ethos and values-based education, as well as by providing a safe space for them to debate controversial issues and develop the critical thinking skills and knowledge they need to be able to challenge extremist arguments.

KPIs

1. For the school to make use of audit tools to achieve the standards of the ICT Mark (NAACE).
2. IT audit completed and equipment sourced as required.
3. To successfully source additional funds through bid writing activities.
4. To maintain existing learning platforms and resources, together with associated updates, staff CPD and support for children, developed through a blended curriculum model.
5. IT Subject Leader regularly feeds back to governors on developments and resources.
6. All staff & governors receive annual training on safeguarding/PREVENT, and receive training on developing trends.

WHERE WE ARE IN 2020/21

Teaching and Learning:

- Covid response to remote learning/keyworker & vulnerable provision includes a review of lessons learned during the pandemic.
- New server, whiteboards and computers in all classrooms and the Computer Suite.
- Class set of iPads. Children are familiar with using them, for apps and for taking photos and videos of their work. In PE, for example, children are able to use videos to view their performance and critically review themselves to bring about improvement.
- Purple Mash, Spelling Shed, TT Rockstars apps are in use.
- British Values Link Governor reviews British Values in school. British Values to be linked to our Core Christian Values.
- Safeguarding and PREVENT duty firmly embedded.

WHERE WE WANT TO BE IN 2025

- Quality of IT provision recognised by accreditation.
- Up to date equipment such as iPads brought in as current set is beyond economical repair.
- Able to respond quickly to supply high quality, consistent remote learning.
- Revenue streams to be developed to support whole school income.

STRATEGIC OBJECTIVE 4:

To develop high quality leadership at all levels throughout school.

Explanation:

Governors have the opportunity to develop a strong leadership and staffing structure that supports, develops and nurtures the potential of staff and children.

To meet the challenges of a small, one-form entry school with an SLT of one, we need ensure that the Governing Board is fully engaged, trained and confident in asking challenging questions to drive progress.

By providing a range of opportunities for children to become leaders, they can develop and demonstrate their skills. Examples include roles in the classroom, the school council and as ambassadors at open days and external events.

The Resources and Finance committee strategically leads and advises the full Governing Board on matters relating to finance.

Governors, together with Headteacher to investigate the Framework for Ethical Leadership in Education to see if this will enhance our leadership and align with our Christian ethos.

WHERE WE ARE IN 2020/21

- Governing Board issued with “Questions for Governors” and are beginning to establish self review for impact.
- School Ambassadors in place, but this has had limited impact .
- Robust HTPM takes place annually.
- Appraisal process in place for teaching and support staff.
- School finances under strain by budget cuts.
- Established Link Governors through the R&F Committee, including a Finance Link Governor and HR Link Governor who have professional experience in this field.

WHERE WE WANT TO BE IN 2025

- Quality of Governance to be good or better. Governors are able to self-review and demonstrate their impact through Governor meeting minutes and actions leading to a clear impact on school improvement.
- School Ambassadors to join pupils with leadership responsibilities from other year groups as the “Junior Leadership Team”. This will further embed and demonstrate our core Christian values, particularly community and wisdom.
- Externally accreditation by Framework for Ethical Leadership or similar to ensure our Christian values, and ethics are at the heart of everything we do.

STRATEGIC OBJECTIVE 4:

To develop high quality leadership at all levels throughout school.

KPIs

1. Children in all year groups have equal opportunities to undertake leadership roles over time.
2. Evidence of School Ambassadors' impact on changes in school. Evidence of pupils having a voice.
3. Teachers are leaders in their classroom and inspire children to also be leaders.
4. All teachers demonstrate leadership within their own areas of curriculum and evaluate their impact on the school development plan.
5. Annual Skills Audit for Governors, including a minimum of 6 hours training for each governor per academic year.
6. Worship Leaders support the development of the Christian distinctiveness of the school and co-ordination of pupil led worship.
7. There is evidence of the Junior Leadership Team impacting on changes at a localised class level and School Ambassadors at whole school level.
8. Teachers are leaders in their classrooms and inspire children to be leaders through the adoption of appropriate pedagogical strategies.
9. All teachers demonstrate leadership of their curriculum subject areas and contribution to whole school SDP priorities, evidencing impact through their Subject Effectiveness reports.
10. The contribution of all teachers towards the whole school self-evaluation (SEF and SEAT) is evidenced.
11. Link governor reports are evaluative, clearly identifying impact of action and decisions on the school development priorities and next steps.
12. Impact statements of decisions made by governors are recorded in committee and full board minutes.
13. Governors act as a critical friend through analysis of relevant, appropriate school documentation (eg SEF, SEAT, SDP, Advisor notes of visits, ASP) supported by relevant, up-to-date CPD.
14. Robust HTPM continues, with the Headteacher able to drive improvements through staff PM.
15. The Chair of Governors ensures that new governors receive Induction training, are allocated a mentor and are able to contribute to meetings.

STRATEGIC OBJECTIVE 5:

To work in partnership with parents and carers, St Chad's Church, other schools and the wider community to further enrich our school.

Explanation:

Working with St Chad's Church and the wider community, we will provide opportunities for children and staff to fulfil their potential and to flourish academically, morally, socially, and spiritually.

We will ensure that our school community and stakeholders actively contribute to the school's success and reputation.

We recognise the importance of working in partnership within and beyond our own school, given its size, budget and resources.

Partnerships with other schools in the Codsall Local Area Schools Partnership and beyond, plus other communities to celebrate the school's success and strengthens provision.

WHERE WE ARE IN 2020/21

- A very strong link and partnership exists with St Chad's Church.
- The school was judged by SIAMS as 'good' in our last inspection.
- Significant progress has been made towards development points from the last SIAMS inspection.
- Regular shared practice with Codsall Local Area Partnership Schools is a strength.
- Links to our feeder schools are particularly strong.
- An active and successful PTFA is very supportive.
- Parental engagement is good, although response to workshop opportunities for supporting the curriculum can vary.

WHERE WE WANT TO BE IN 2025

- For the distinctive Christian character of the school to be maintained and strengthened and clearly evident in all aspects of school life as the 'golden thread'.
- Following the restrictions of Covid-19, to re-establish and further develop the partnership between school and St Chad's Church, which have been exceedingly strong.
- For the children to make an ongoing contribution to the life of the church.
- For the children, parents, staff and governors to support, encourage and participate in intergenerational activities within the local community.
- To utilise diocesan networks to meet the needs of our families and local community.
- Existing strong links with feeder schools to be maintained and developed further.
- For a higher proportion of parents/carers to select a church school route for their children
- For the PTFA to continue to be an active link for our school community.
- Parental engagement to be judged good or better, including improved attendance at workshops and other events/opportunities.
- To re-establish global school links, which have been a significant strength of the school.
- For the excellence of the school to be recognised through SIAMS.

Strategic Objective 5:

To work in partnership with parents and carers, St Chad's Church, other schools and the wider community to further enrich our school.

KPIs

1. Regular services to be planned within the academic year for children, parents and the wider community.
2. To extend opportunities for joint activities between school and St Chad's Church within and beyond the school day.
3. For 'experience' opportunities in church to be planned for children and their families, focusing on the building and major church festivals.
4. Teaching staff to plan opportunities for teaching and learning opportunities within St Chad's Church and its grounds.
5. For the children and staff to be actively involved in community life.
6. Parents/carers to be signposted to advice and support from the diocese.
7. Increasing opportunities for shared experiences with feeder schools.
8. PTFA to continue to plan school fundraising events.
9. To re-establish regular parent workshops and events, implementing innovative strategies to encourage participation.
10. To re-establish the link with partner school in Kenya.

FOUR KEY AREAS TO UNDERPIN SUCCESSFUL IMPLEMENTATION OF OUR VISION

There are four key areas which are essential to the success of our 5 year vision.

The Governing Board review the School Budget six times per academic year, managing risks and issues in these areas to minimise any impact on our vision for the school.

FINANCE

Now:

Exploration of new ways to reduce costs and identify new sources of income.

Priority to set balanced budgets.

By 2025:

Improvements to the school have benefited from efficiencies., more effective use of staffing budget and increased income due to the identification of new sources of income.

Collaboration with other schools allows us to maximise savings.

Able to set balanced budgets with a healthy contingency that is sufficient to address improvements.

PREMISES

Now:

Health & Safety and safeguarding issues are identified and addressed.

Resources and Facilities Committee monitor health and safety of our premises.

By 2025:

Safeguarding and H&S issues have been minimised.

Buildings are fit for purpose.

RECRUITMENT, RETENTION & WELLBEING

Now:

Governors and the Headteacher consider wellbeing and workload when making changes.

Staff retention and wellbeing is high.

By 2025:

Continued monitoring of staff wellbeing.

Staff are given opportunities for CPD to develop their practice and improve outcomes for pupils.

RESOURCES AND TECHNOLOGY

Now: Covid response has been rapid and quick to adapt to new ways of working.

By 2025:

The curriculum is resourced in an efficient and sustainable way.

The school has up-to-date equipment, and staff trained to maximise potential in technology advances.



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DATE APPROVED: 17TH JUNE 2021