



Governing Body Vision and Strategic Plan

Catshill First and Nursery School & Catshill Middle School

Federation

Achievement Challenge Opportunity

Where Individuals Matter

CONTEXT

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 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 to create 21st Century learning institutions. Our team comprises former Headteachers, Ofsted Inspectors, and representatives from the business community, NHS, parents and finance institutions

During this period of huge change in education, as the schools develop new leadership models, we created a structure within our learning community 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 (February 2013) for Catshill First School and Nursery was Good and, following a short period of change, the school is stable and further improvements are very evident. The most recent Ofsted grading (May 2014) for Catshill Middle School was Requires Improvement and the school has put a robust action plan into place which is being pursued with a determination to reach at least good in all aspects.

	WHAT DO WE WANT?	HOW DO WE KNOW WE ARE GETTING THERE? / QUESTIONS	EVIDENCE
1.	Effective Leadership and Management		
1.1	An effective leadership team communicates the vision, ethos and strategic direction of the school.	What are the school's values? Does strategic planning drive action / improvement? Do Governors know school well? Is there capacity to improve at a rapid pace?	Vision Statement and Strategy Website Governor meetings and visits Communication with all stakeholders
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 of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.	Is there a positive and caring atmosphere? Is there a "learning buzz" in the school community? Do adults and children treat each other with tolerance and respect? Are children developing skills and attitudes that will allow them to participate in and contribute to life in modern Britain?	School visits, daily life of school Pupil views, Staff views Parent consultations Curriculum plans School events and visits Community links
1.3	The governors are knowledgeable and are able to provide challenge and support to school leaders	Do we have people with relevant skills? Do we understand roles and responsibilities? Is committee structure effective? Do governors access training? Do governors ask challenging questions? Do governors evaluate their effectiveness?	Skills audit Committee Terms of Reference Governor recruitment Governor training records GB minutes Governor visit records Professional clerk
1.4	There is good financial management that ensures funds are well spent on resources, allowing the school to give pupils the best education possible.	Do we have a sound financial strategy? Are financial systems robust? How is PP and SP funding spent and impact monitored? Is Devolved Capital spent effectively? How is impact of spending evaluated? Is reduction in deficit being managed realistically and effectively as NOR increases?	SFVS, Financial benchmarking data Financial monitoring Audits Reports for SP and PP Minutes of Committee and FGB School visits Project Board minutes

1.5	There is a team of well qualified staff who have well planned professional development through appraisal and a broad range of opportunities to grow in expertise.	<p>Have we got the right staff and the right development and reward arrangements?</p> <p>How effectively do we performance manage the Exec. Headteacher? Is external advice providing governors with adequate support?</p> <p>Do we review staff well-being / working conditions / absence</p>	<p>Annual review of staffing</p> <p>Performance management policies and records.</p> <p>Exec. Headteacher PM records / External adviser</p> <p>Governor training</p> <p>Staff turnover / absence</p>
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.	<p>How do we seek views of parents and take account of them?</p> <p>How do we keep parents informed?</p> <p>How are pupils' views on learning and school provision taken into account?</p> <p>How do we help parents to support their children's learning?</p> <p>How are harder to reach parents encouraged?</p>	<p>School Council visits</p> <p>Parent surveys</p> <p>Attendance at Parent Consultations</p> <p>Parent View responses</p> <p>Newsletters</p> <p>Website</p>

2.	Quality of Teaching, Learning and Assessment		
2.1	Teaching Teaching is consistently good and outstanding practice is developed further across the schools.	Does the quality of teaching enable children to make good progress? Are inconsistencies in teaching addressed rapidly? How is good and outstanding practice shared? What is the impact of coaching and mentoring? What impact do middle leaders have on the quality of teaching?	School Improvement Plan Reports on lesson observations LA review
2.2	Curriculum The curriculum is well planned, meets the needs of pupils and inspires a love of learning.	How well does the curriculum provide for all pupils? How do we know what difference the revised curriculum is making? Do we offer a wide range of extra-curricular activities?	Curriculum plan Reports on lesson observations Meetings with subject leaders Participation in extra-curricular activities
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.	Are these subjects well led and do subject leaders have capacity to drive school improvement in these subjects? Are pupils well prepared for Grammar, Punctuation and Spelling test in Y6?	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. Moderation within and between schools ensures consistency of judgements.	Is the assessment system fit for purpose? Is the marking policy used consistently and does it impact on learning? How are judgements moderated within and between schools? Are Middle Leaders effective in monitoring developments? How are parents informed of progress and attainment?	Rationale behind Symphony Assessment Tracking data Work scrutiny / Book trawls Moderation schedule and reports External validation
2.5	EYFS Provision in EYFS ensures that all children settle in a safe and engaging environment where they are encouraged and supported to develop early learning skills.	Is EYFS well led by staff who understand learning and development needs of this age group? Are children safe, secure, happy, exploring and learning? How do we baseline children on entry? How are records of progress made?	Staff appointments School visits, range of opportunities indoors and outdoors Progress records

3.	Personal development, behaviour and welfare		
3.1	<p>Attendance</p> <p>Good attendance enables good learning. Every child is expected to attend school regularly and on time. The school works with families and other agencies to overcome any barriers to attendance.</p>	<p>Is attendance at least as good as national average?</p> <p>Is attendance of PP as high as non PP?</p> <p>How effective are strategies for monitoring attendance and for following up persistent absence?</p> <p>Is there an adequate response from other agencies when outside intervention is sought?</p>	<p>Attendance records</p> <p>Exec. Headteacher reports</p> <p>Partnership working with other agencies</p> <p>Visits to school</p> <p>RAISE</p>
3.2	<p>Behaviour and attitudes</p> <p>Pupils have positive attitudes and values. They take pride in their work and their school. They grow in confidence, self- discipline and independence.</p>	<p>How good is pupil behaviour?</p> <p>Do pupils actively engage in learning and understand/articulate what good learning behaviour looks like?</p> <p>What impact does the school have on pupils who have behavioural needs?</p>	<p>Exec. Headteacher reports</p> <p>Visits to school</p> <p>LA review</p> <p>Pupil / Parent views</p> <p>Behaviour support</p> <p>Exclusion records</p>
3.3	<p>Wellbeing</p> <p>The school has regard for pupil wellbeing and supports the development of healthy lifestyles, rounded characters, resilience, good self-esteem and mental health.</p>	<p>How does the school ethos and curriculum support the development of pupil wellbeing?</p> <p>How are more vulnerable pupils identified and supported?</p> <p>Is current provision effective?</p>	<p>Records of The Orchard and Behaviour Support.</p> <p>Pupil views.</p> <p>Family support worker.</p> <p>Parent views.</p>
3.4	<p>Safeguarding</p> <p>The school is a safe environment where children can learn and develop, with robust and proactive response from staff that reduces the risk of harm and promotes positive outcomes for all.</p>	<p>Do we keep children safe and meet all statutory requirements? (Ref: Ofsted Inspection Framework 2015 Inspecting safeguarding in early years, education and skills settings.)</p> <p>How are children helped to understand how to keep themselves safe and how to raise worries?</p> <p>How are staff kept up to date with new requirements?</p> <p>Are the school sites secure?</p>	<p>Single Central Record</p> <p>DBS / Recruitment checks</p> <p>Safeguarding arrangements and audit Policies</p> <p>Safeguarding governor visits</p> <p>Staff training records</p> <p>Governor training records</p>
3.5	<p>Premises</p> <p>The school environment enables effective teaching and learning. Buildings are well managed and maintained.</p>	<p>Are all statutory checks and procedures in place?</p> <p>Is the refurbishment of classrooms and other areas managed on a programme of improvement?</p> <p>Is the outside environment conducive to constructive play and learning?</p>	<p>H&S audit</p> <p>Premises minutes</p> <p>Site management reports</p> <p>Staff reporting book</p> <p>Governor visits</p>

4.	Outcomes for children		
4.1	Progress Every child makes at least expected progress from their starting point, whatever that may be.	Do Governors have access to and understand a range of performance data? Do all groups make expected progress or better? Does assessment data enable effective tracking of progress / timely intervention where needed? Do interventions make enough difference? Are More Able pupils challenged with experiences and opportunities that promote deep learning? Do disadvantaged pupils make good progress?	School progress data for each year group and significant groups of pupils. End of KS data. RAISE Data dashboard FFT data Entry to exit data for each school PP Champions – outcomes for disadvantaged pupils
4.2	Attainment Staff have high expectations and enable every pupil to reach their potential and attain the highest standards possible.	How does attainment for groups of pupils in this school compare with similar groups nationally? Is the school taking the right actions to improve attainment, particularly in reading, writing and maths? Where in school are standards being impacted by interventions? Is the gap between disadvantaged and other pupils narrowing? Are we where we said we wanted to be?	Curriculum planning Age related expectations School attainment data National data LA data RAISE
4.3	Transition The transition arrangements between schools at First/Middle and Middle/High ensure that the learning journey for pupils is seamless.	How robust is the communication between schools? What actions are having an impact on reducing any dip in learning on transition? Are there any groups of pupils that find the transition more challenging? What is done for these pupils? Is the increase in pupil mobility being managed effectively? How well do pupils achieve in the next phase of their education (GCSE)?	Exec. HT report GB minutes Progress and attainment of mobile / non mobile pupils. Liaison with other schools.