



Parkfield Community School



School Governors' Strategic Plan 2015-18

**Chair of Governors: Fatema Bari
Headteacher: Hazel Pulley**



School Governors' Strategic Plan 2015-18

This Strategic Plan sets out Parkfield Community School's priorities until 2018. The intention is to build on the improvements we have made over recent years to ensure that we focus on the best possible outcomes for our children, whilst also ensuring our resources are used to best effect. Above all, we will continue to focus on improving the current and future lives of our children, and in particular the disadvantaged and vulnerable. We will consult widely on any changes we propose to take, and we will make sure that they result in parents having access to the information they need. This strategic plan is a key planning document for the school and its community. It informs the school development plans which set out how the school will go about implementing its key improvement strategies.



The school Strategic Plan is:

- informed by the information gathered and identified throughout the school self-evaluation and school review processes
- informed through staff, pupil and parent consultation, and engagement with relevant community agencies
- to be reviewed and endorsed by the school Governing Body annually
- a living document and can be changed; if the school's circumstances change it is possible for the strategic plan to be updated outside of this cycle to make it responsive to emerging initiatives.

Role of Governors:

The Governing Body works to promote excellence in the education and skills of our pupils throughout our school, thereby raising standards and improving their lives.

The Governing Body has three core functions:

1. holding the headteacher to account for the school's performance
2. ensuring financial health, probity and value for money
3. **setting the strategic direction**

Our Strategic intent

Our school's Key Strategic intent is to:

- create a culture of high expectation, success, respect and diversity
- link home and school through the development of a learning community
- establish technology-based individual learning for all pupils
- build in-depth leadership throughout the staff
- design and implement accurate performance indicators and hold everyone accountable for them



Governing Body Structure

The Governing Body consists of people from different backgrounds and with different skills. A number of smaller committees have been created to focus on particular aspects of the school's work, and which report back to the full Governing Body.

People

The effectiveness of a governing body depends on the quality of its governors and the ways in which they work together and with school leaders.

We believe effective governance requires:

- governors with a good mix of skills, knowledge and experience, and with a strong commitment to the school and its pupils, who are able to work together in a way that reflects the vision and ethos of the school
- governors with a clear understanding of their roles and responsibilities and in particular their accountability and the difference between the role in strategic rather than operational decision-making
- good communications and meetings that are well organised and where everyone can contribute and be heard
- a shared workload so that the governing body acts as a corporate body
- a good relationship between governors and the headteacher and school leadership team; the chair and headteacher should model this effective relationship

Parkfield Community School is committed to the learning and development of its entire staff, including Governors, in order to improve our performance and to make more of a difference for our children.



Our ethos and values

Our ethos and values guide everything we do. They apply to everyone associated with our school. We celebrate diversity and promote British Values as defined in the Government's 2011 Prevent Strategy.

Putting children and learners first

We act in the interests of all our children, whatever their background and with a particular focus on outcomes for the vulnerable and disadvantaged.

Achieving excellence

We focus on how standards can be raised and outcomes improved. We always try to 'do good as we go', and have high expectations of our pupils and ourselves.

Behaving with integrity

We listen and respond to what people tell us about our school and about the way we work.

Valuing people and their differences

We promote equal opportunities and take action to help ensure that improvement is made where it is most needed.

School Values = TRUST

Treat Fairly – everyone to be treated fairly and to feel part of a community

Respect – we care about children and adults in the school. We enjoy finding out about each other –our similarities and differences.

Understand – we aim to learn and understand as much as we can and to connect what we learn at home and at school.

Solutions – we sort out problems by listening to each other and finding solutions together.

Together – we help to make our school and the world a better place in which to live.

School Mission Statement

We aim through our school values for all to learn and achieve to an outstanding level in a safe and happy environment. In order for this to happen we must ensure that:

Teaching is Outstanding
Pupil progress is Outstanding
Pupils display outstanding behavioural choices
Our pupil safeguarding is outstanding



In line with our Values and Mission Statement we will focus on the following priorities over the next three years:

Leadership Growth.

- We will continue to ensure that the school is led efficiently and effectively.

Safeguarding of children.

- We will continue to make the school ever safer and even more responsive to our children's needs.

Teaching Excellence.

- We will continue to raise the quality of teaching through enhanced Professional Development so as to achieve the best possible outcomes for our children.

Pupil Achievement.

- We will continue to improve the way we target and monitor performance and underperformance and drive improvement for all our children and specific groups.

External Risk.

- We will regularly assess the possible impact of external factors so as to minimize any negative effect on the school.

Monitoring and Reporting:

For each of our priorities we will build upon what we know and plan improvements linked to success criteria outcomes.



GOVERNORS' STRATEGIC PLAN 2015 -2018

Strategic Strand: Leadership Growth				
We will continue to ensure that the school is led efficiently and effectively.				
	Objective(s)	Action(s)	By whom	Success Criteria
Year 1 2015-16	<p>To ensure the Governing Body is highly skilled and effective.</p> <p>To ensure the Governing Body is aware of its strengths and areas for development</p>	<p>Governors to complete skills audits and to engage in regular self-evaluation.</p> <p>Governors to attend training where gaps in skills and knowledge are identified</p>	All governors	<p>Completed skills audits.</p> <p>Governors engage in self-evaluation.</p> <p>Appropriate training opportunities identified and training attended with all governors debriefed on the training.</p>
Year 2 2016-17				
Year 3 2017-18				

Strategic Strand: Leadership Growth				
We will continue to ensure that the school is led efficiently and effectively.				
	Objective(s)	Action(s)	By whom	Success Criteria
Year 1 2015-16	To empower all senior and middle leaders to drive the School Improvement agenda.	Coaching by relevant personnel. School leaders engage in self-evaluation.	HP DW LT HH	Related Input to Performance Mgt. Reviews. Coaching / CPD facilitates school leaders to effectively deliver school improvement.
Year 2 2016-17				
Year 3 2017-18				

Strategic Strand: Safeguarding of children				
We will continue to make the school ever safer and even more responsive to our children’s needs.				
	Objective(s)	Action(s)	By whom	Success Criteria
Year 1 2015-16	To ensure the school has robust and effective procedures to protect children from extremist and violent views. (Ref. Prevent Strategy 2010)	On-going Monitoring. Incident pro-forma completed by relevant personnel. Quality analysis of Incident pro-forma.	HP / Designated Safeguarding Lead.	Termly reporting to Gov. Well-Being committee. Analysis leads to better understanding of cause and effect and informs current practices.
Year 2 2016-17				
Year 3 2017-18				

Strategic Strand: Teaching Excellence				
We will continue to raise the quality of teaching through enhanced Professional Development so as to achieve the best possible outcomes for our children.				
	Objective(s)	Action(s)	By whom	Success Criteria
Year 1 2015-16	To further develop self-reflective practice for all teachers.	Paired Lesson Study process (collaborative planning and observation) using IRIS connect guidance. Learning Walks.	LT / Gov Curriculum Committee.	Related Input to Performance Mgt. Reviews. Improvement in overall quality of teaching.
Year 2 2016-17				
Year 3 2017-18				

Strategic Strand: **Pupil Achievement**

We will continue to improve the way we target and monitor performance and underperformance and drive improvement for all our children and specific groups.

	Objective(s)	Action(s)	By whom	Success Criteria
Year 1 2015-16	To embed pupil progress assessment procedures linked to Maths/ Reading/Writing. (ie. without levels)	Moderation of assessments by Year Groups and across schools.	DW / Gov Curriculum Committee	Consistent approach to pupil progress assessments by all teaching staff. All pupils aware of their progress in M / R / W
Year 2 2016-17				
Year 3 2017-18				

Strategic Strand: **External Risk**

We will regularly assess the possible impact of external factors so as to minimize any negative effect on the school.

	Objective(s)	Action(s)	By whom	Success Criteria
Year 1 2015-16	To review and further develop the school Strategic Risk Strategy and Register so as to include all known external factors.	Strategic Risk Strategy and Register reviewed and updated as necessary.	Nominated Goves (2) / HP DW LD	Review completed. School Strategic Risk Strategy and Register updated. Updated Strategy and Register shared and agreed with full Gov Body. Goves more aware of the influences that will impact on the future school community.
Year 2 2016-17				
Year 3 2017-18				

