

Homefield Primary School Governor's Strategic Plan



Introduction

Our goals are:

- **For all our children to develop life long learning attitudes that will equip them for a successful life.**
- **For all our children to access an engaging skills-based curriculum tailored to their needs.**
- **To provide strong and effective leadership.**

Our School Aims and Values:

- Skills Based Curriculum
- Successful Learners
- Confident Individuals
- Responsible Citizens
- Attitudes to learning

Our School Attitudes to learning:

- Resilient
- Reflective
- Reciprocal
- Responsible
- Resourceful
- Respectful

Summary of goals and actions

A: For all our children to develop life long learning attitudes that will equip them for a successful life.

- To ensure the six “Learn to Learn” attitudes are taught explicitly.
- To enable children to develop and see the benefits of the learning attitudes in all areas of life.
- To continue to contribute to develop the “Homefields Heart”.

B: For all our children to access an engaging skills-based curriculum tailored to their needs.

- To support and develop all staff to become excellent practitioners.
- To ensure pupil outcomes exceed national average.
- To ensure delivery of a broad, balanced and creative curriculum.

C: To provide strong and effective leadership.

- to monitor school improvement priorities
- To ensure effective use and management of finances.
- To build performance enhancing relationships with the trust (EMET)

Strategic goal A: For all our children to develop life long learning attitudes that will equip them for a successful life.

Action	Target date	Operational lead	Success criteria	Monitoring/Impact (RAG rate)
1 To ensure the six “Learn to Learn” attitudes are taught explicitly.	On going	HT	<ul style="list-style-type: none"> • explicitly through the curriculum • through the learning environment • Observations • Certificates/badges • Marking Policy • Student’s use of language 	
2 To enable children to develop and see the benefits of the learning attitudes in all areas of life.	On going.	HT	<ul style="list-style-type: none"> • Pupil questionnaire findings • Governor visits (both specific lessons and generally around school) • SLT learning walk findings fed back to Governors • Staff CPD covering and revisiting learning attitudes being embedded in the classroom and in wider school life. • Wider school life after school clubs, trips and visits 	
3 To continue to contribute to develop the “Homefields Heart”.	On going	SLT	<ul style="list-style-type: none"> • Know it, See it, Do it, Experience it (in school and beyond) • Process to support it • Ensure all stakeholders have a clear understanding of what HH represents • Ensure that it is prominent and visible to the wider community 	

			<ul style="list-style-type: none"> • Volume of activities from HPS supporting the wider community increases • Increase in the number of children recognised and celebrated for their activities • There is a sustainable process in place for integration of HH into wider processes and practices such as staff council (reviewing suggestions and recommendations) • Measures • Testimonials • Volume of Activities • Achievement of children beyond HPS • Certificate and badges • Area of recognition 	
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Strategic goal B: For all our children to access an engaging skills-based curriculum tailored to their needs.

Key performance indicators

EYFS

- EYFS outcomes: to exceed national average

KS1

- Phonics outcomes: to exceed national average
- KS1 attainment: to exceed national average. To be in top 25% of schools

KS2

- KS2 attainment: to exceed national average in all subjects & to be in top 25% of schools

Strategic goal B: For all our children to access an engaging skills-based curriculum tailored to their needs.

Action	Target date	Operational lead	Success criteria	Monitoring/Impact (RAG rate)
To support and develop all staff to become excellent practitioners.	On going	HT and SLT	<ul style="list-style-type: none"> • CPD and support for Teaching and Support Staff – including EMET input. • Subject Lead providing help and support to other teaching staff • Staff meeting time dedicated to good practice sharing • Use of external providers e.g. Hot House Music • Utilising Connections within subject areas. E.g. CIS, CJS, CA 	
To ensure pupil outcomes exceed national average.	On going	All governors	<ul style="list-style-type: none"> • Detailed Termly Pupil Progress meetings between SLT and Teaching Staff • Intervention & Booster Groups • CPD and support for Teaching and Support Staff – including EMET input. • Identification of provision for all groups of children to ensure good progress • Strategic use of Staff 	
To ensure delivery of a broad, balanced and creative curriculum.	On going	HT and GB	<ul style="list-style-type: none"> • Governor Visits identify all above • Pupil voice will highlight children's engagement and enjoyment of the curriculum • Coordinate teams to look at action plans for curriculum areas to ensure appropriate 	

			<p>coverage and sequence, with reports back to SLT</p> <ul style="list-style-type: none">• Monitoring and evaluation will ensure opportunities for implementation of curriculum• Ensure that the curriculum embraces the outdoor environment• Staff CPD and access to Trust and wider networks will ensure capability is at the optimum level for delivery• SLT & Governors raising aspiration for curriculum to achieve broad, balanced and creative curriculum	
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Strategic goal C: To provide strong and effective leadership.

Action	Target date	Operational lead	Success criteria	Monitoring/impact (RAG rate)
To monitor school improvement priorities.	On going	All Governors	<ul style="list-style-type: none"> • Governor links with SIP leads • Governor Action Plans • Governor learning walks • Book scrutiny 	
To ensure effective use and management of finances.	On going	HT, AO & FG	<ul style="list-style-type: none"> • Regular Finance Meetings between HT and Finance Office • Regular Finance Meeting HT and AO • Regular Meetings between HT and Finance Governor • To utilise the expertise from EMET finance team 	
To build performance enhancing with the trust (EMET)	On going	HT	<ul style="list-style-type: none"> • Staff access to wider CPD activities • Enhanced succession planning • Developing and broadening our practice networks with a wider range of skill sets in all aspects of the school • Positive impacts beyond learning (e.g. finance, HR, safeguarding) • Be a proactive partner in the network • Instant access to support • Positively promote areas of strength to support wider network advancement 	

			<ul style="list-style-type: none">• Consistent and robust moderation across the school• Consistent quality assurance against standards	
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