

## **GOVERNING BODY STRATEGIC PLAN 2019 - 2022**



***Nurture, Nature, Knowledge.***

***Enabling inquisitive thinkers and inspired learners with kind hearts.***

**“Faith, Hope, Love...the greatest of these is Love.” (Corinthians 13:13)**

**“So in everything, do unto others what you would have them do to you.” (Matthew 7:12)**

**“Wise men and women are always learning, always listening for fresh insights.” (Proverbs 18:15)**

**Himbleton CE First School and Nursery's Strategic Plan** is intended to give direction to the school as a whole in implementing its vision and aims. It will set out the school's Strategic Plan over the next three years and provide a monitoring and self-evaluation mechanism for Governors and the Leadership Team. It should be read in conjunction with the Governing Body Monitoring Plan. In accordance with the responsibilities placed on Governors, it will:-

1. ensure clarity of vision, ethos and strategic direction of the school;
2. ensure the Governing body is holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff;
3. ensure the Governing body is overseeing the financial performance of the organisation and making sure its money is well spent.

The School Development Plan (SDP) provides the details of how the strategic plan will be achieved and is a shorter-term operational plan extending over a period of 1 year. The SDP is developed by the Headteacher and staff team and sets out in operational terms how the long-term strategy of the school is to be achieved.

The plan will be reviewed annually at the first Full Governing Body meeting of the school year and will be revised every 3 years, maintaining a long-term strategic perspective.

The Full Governing Body meets at least termly. There are 3 established committees dealing with Standards, Finance and Pupil Support. Each committee meets termly and are delegated specific roles and responsibilities, reporting to Full Governing Body meetings. Each Governor is also allocated specific curricular and statutory responsibilities, reporting to the Full Governing Body.

**Himbleton CE First School and Nursery** is a Voluntary Controlled Church of England School. It is smaller than the average-sized first school. There are 3 mixed-age classes. Almost all pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities is broadly in line with the national average. The proportion of pupils who have an education, health and care plan is also below other schools nationally. The age range is from 3 to 9 years with cohort entry of 15 pupils and a current school roll of 61.

**Our Motto** 'NURTURE, NATURE, KNOWLEDGE' highlights the three key areas at the heart of Himbleton School and is reflected in everything we do. Our motto is derived from our overall vision.

### **Our Vision**

We aim for children in our school to be happy and confident learners. English, Maths and creativity provide the key focus at Himbleton School along with outdoor learning and an introduction to Science to prepare our children for their future.

**Values** - We are guided by our key Christian values of **Respect, Friendship and Perseverance, Truthfulness, Forgiveness and Courage**. We live out these values in every aspect of our daily lives ensuring every child in our school is happy, cared for and nurtured. From the eldest to the youngest, our children learn to show respect for themselves, their surroundings and others. Adults are treated with dignity. It is our aim for all our children to approach their learning with joy and determination ensuring they are well prepared for their lifelong learning journey.

**Family** - Himbleton is a happy church school with a real family feel to it. Our family ethos is one of respect and nurture allowing our children to grow and flourish in an ever-changing 21<sup>st</sup> Century society. Peer groups are close and friendships are made by children throughout the school. In partnership with St Mary Magdelene's Church our aim is to serve the local and wider community.

**Outdoors and our curriculum** - Our beautiful natural environment is central to our curriculum and integral in our strive for high academic standards and achievement. Our on site Forest School run by our Accredited Forest School Leader ensures learning can take place outside in all weathers, keeping the children healthy, active and giving them context, vocabulary and experiences that simply wouldn't be possible in more urban surroundings.

**Expectations** - Through our values, we embed high expectations on ourselves and each other. Children are proud of their work and individual achievements are celebrated. Our caring and inclusive Christian environment aims to provide children with the best possible start in life so that they grow into confident, responsible, high achieving citizens of the future. Our small class sizes and integrated nursery ensure every child's individuality, gifts and talents are recognised by both teachers and children alike. Each child is encouraged and valued at Himbleton for the contribution they make to our wonderful school.

Our overall vision is focused on '**enabling inquisitive thinkers and inspired learners with kind hearts**'. These are the values we aim for children to leave Himbleton School with as they progress into the next stage of their education.

In **2016 Ofsted** rated Himbleton school as a '**Good**' school. In order to improve the following was recommended:-

- (1) the system for tracking pupils' progress is refined to enable the governors to receive the same level of detail about pupils' progress as they do about pupils' attainment
- (2) subject leaders have opportunities to monitor fully the impact of their work
- (3) monitoring activities carried out by governors are more sharply focused on the priorities set out in the school development plan
- (4) pupils are moved on to more challenging work in mathematics as soon as they are ready
- (5) the lower ability pupils in key stage 2 are supported to fill the gaps in their knowledge of 'tricky words'.

In **January 2020 Ofsted** continued to rate Himbleton as a '**Good**' school. In order to continue to improve the following was recommended:-

- (a) leaders need to ensure that the content of curriculum plans is carefully selected and sequenced
- (b) ensure all staff consistently record all pupil welfare concerns in line with school policy
- (c) improve pupil attendance rates

In **2016 Siams** rated Himbleton school as '**Good**'. In order to improve the following recommendations were made

- (a) Ensure that Christian distinctiveness and the school's core Christian values are explicitly shared with all stakeholders, so that there is a clear understanding of how these values impact on the daily life of the school community

- (b) Establish a shared understanding of spirituality which is developed across all curriculum areas, so that high quality planning for spiritual, moral, social and cultural (SMSC) development can be undertaken and pupils’ spiritual development can be enhanced still further
- (c) Embed the new Worcester Agreed Syllabus for religious education (RE) so that the quality of teaching and assessment in all classes is consistent

The identified improvement requirements have been addressed in this Strategic Plan and in our Governor Monitoring Plan highlighted by ‘(OFSTED identified improvement)’ or ‘(SIAMS identified improvement)’

Governors have identified **4 main strategic priority areas** for the next three years, to be reviewed annually:-

1. **Stability and consistent leadership;**
2. **Increase numbers on the roll;**
3. **Monitoring of attainment, progress and pupil groups**
4. **Exploration of change in age to convert from a First School to a Primary School.**

<b>GOVERNORS STRATEGIC PLAN FOR 2019-20</b>	
<b>Priority 1: Stability and Consistent Leadership</b>	
<b>1.1 Recruit and employ a permanent Head Teacher who embraces leadership of the school and drives improvement</b>	
<b>1.2 Ensure succession planning is in place</b> – ensure staff have access to relevant training courses to further their professional knowledge. Forest School knowledge to be shared – back up leader to be investigated	
<b>1.3 Robust Head Teacher Performance Management</b> – set realistic targets having regard to advice from LA advisor and	

review these targets against KPI's

**1.4 Investigate opportunities to provide support for staff welfare**

**1.5 Provide effective and committed leadership, governance and financial control** - Be proactive and reactive to government policy and funding recognising the uncertainties and challenges, particularly related to a small school and making the best decisions for the school. Ensure funding streams including Pupil Premium and Sports Premium are appropriately used to best effect

**1.6 Training of Governing Body –**

- ensure the whole Governing Body attends relevant courses regularly and records are kept
- whole Governing Body to participate in Local Authority and Diocese training, taking advantage of the support on offer from both relating to HT and Governor training
- ensure SIAM's priorities and encourage, welcome and support diversity through links with other schools
- Maintenance of a professional Governor Clerk for legal advice, induction training and development needs, reporting and follow up actions

**1.7 Regular Governor involvement in meetings with staff related to specific curriculum areas and pupil attainment** – see comprehensive Governing Body Monitoring Plan for details. Subject leaders/subject Governors to feedback to FGB on impact of the subject leaders work *(OFSTED identified improvement(2))*

**1.8 Introduce a yearly overview letter to parents regarding the work of the Governing Body**

**Priority 2: Increase numbers on the roll**

**2.1 New website** - Himbleton CE First School and Nursery will have an up to date, comprehensive and informative website that is fully compliant and attractive to prospective families.

**2.2 Raise profile of school** - The school will be advertised in target areas using leaflets and banners, newspapers

**2.3 Social media** – presence to be further enhanced

**2.4 Investigate introduction of holiday clubs/facility letting to provide secondary income for the school** – costings/lettings Policy/advertise

**2.5 Enhance Forest School facilities**

<p><b>2.6 Increase nursery numbers which will then fill the school</b> – review of layout and facilities to maximise intake  <b>2.7 Target Year Groups with below PAN availability</b> – estate agents/local new build areas – See Marketing Plan  <b>2.8 Parental satisfaction survey’s</b>  <b>2.9 Logo change</b> – consult with Stakeholders, design, cost implications, pupil involvement/school council</p>		
<p><b>Priority 3: Monitoring of attainment, progress and pupil groups</b></p>		
<p><b>3.1 Monitor and assess impact of new tracking system - FFT</b> <i>(OFSTED identified improvement (1))</i> – ensure the whole Governing Body are provided with appropriate training in FFT. Ensure reports using FFT are regularly provided at GB meetings and discussed with progress identified clearly along with attainment.  <b>3.2 Termly monitoring of pupil progress and attainment</b> <i>OFSTED identified improvement(4&amp;5)</i>  <b>3.2(a) Half termly monitoring of attendance</b> <i>(OFSTED identified improvement(c))</i>  <b>3.3 Pupil outcomes in statutory assessments will be at least in line with national and local</b>  <b>3.4 Governor monitoring of SDP – see comprehensive Governing Body Monitoring Plan</b> <i>(OFSTED identified improvement(3))</i>  <b>3.5 To maintain at least an Ofsted rated ‘Good’, aiming for ‘Outstanding’ within three years.</b></p>		
<p><b>Priority 4: Explore Change of Age application</b></p>		
<p><b>Ensure on-going viability of the school and increasing the range of choice available to parents by exploring conversion from First School to Primary School.</b></p>		
<p><b>4.1 Stakeholder surveys</b>  <b>4.2 Consideration of practicalities</b> – funding/teaching space/layout/facilities  <b>4.3 Formal consultation and exploration</b> – meet with other local Primary schools to discuss their conversion  <b>4.4 Application to LA &amp; DBE with first stage intake of Yr5 expected not before 2021</b></p>		
<p><b><u>MILESTONES</u></b></p>		
<b>Priority</b>	<b>Aim date for completion</b>	<b>Completed</b>

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<p><b>Priority 1 - Stability and Consistent Leadership</b></p> <p>1.1 <i>New Head in post</i></p> <p>1.2 <i>Succession planning</i></p> <p>1.2 <i>Head Teacher performance management</i></p> <p>1.4 <i>Staff Welfare</i></p> <p>1.5 <i>Financial control</i></p> <p>1.6 <i>Governor Training</i></p> <p>1.7 <i>Governor/staff meetings</i></p> <p>1.8 <i>Letter to Stakeholders</i></p>	<p>Appoint Summer 2 (2019), in post Autumn 1 (2019)</p> <p>External review 6/11/19, Performance Management cycle and Training on-going - Summer 2 (2021) Target setting Autumn 2 / Review Summer 2</p> <p>Autumn 1 (2020)</p> <p>Annual Sports/Pupil Premium Reports to FGB Autumn (2020) On-going – record keeping and feedback at FGB Meetings Autumn 2 (2019) and on-going</p> <p>Summer 2</p>	<p>Autumn 1 (2019)</p> <p>Target setting Autumn 2 (2019)</p> <p>Autumn 2 - Sports Premium Report 2018/19</p> <p>Autumn 2/</p>
<p><b>Priority 2 – Increase numbers on the roll</b></p> <p>2.1 <i>New website</i></p> <p>2.2 <i>Raise profile</i></p> <p>2.3 <i>Social Media</i></p> <p>2.4 <i>Holiday Clubs/facility letting</i></p> <p>2.5 <i>Increase nursery numbers</i></p> <p>2.6 <i>Increase numbers in other Year groups</i></p> <p>2.7 <i>Parental satisfaction survey's</i></p> <p>2.8 <i>Logo change</i></p>	<p>Autumn 2 (2019)</p> <p>On-going but target Autumn 2 particularly Spring 1 (2020) Autumn 1 (2020)</p> <p>Summer 2 (2019) and target PAN 15 Autumn (2020) 2020/2021</p> <p>Spring 2 (2020)</p> <p>Autumn 1 (2021)</p>	<p>Live Autumn 2 (2019)</p> <p>Banners up Spring 1</p> <p>Posts on FB&amp;Tw 2x p/w min</p> <p>Achieved Autumn (2019)</p> <p>Ofsted survey Spring 1</p>

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<p><b>Priority 3 – Monitoring</b></p> <p>3.1 FFT</p> <p>3.2 Termly monitoring</p> <p>3.2a Half termly monitoring of attendance</p> <p>3.3 Statutory Outcomes – Yr1 Phonics / Yr2 SATS</p> <p>3.4 Governor Monitoring</p> <p>3.5 Achievement of Ofsted ratings</p> <p><b>Priority 4 – Change of Age</b></p> <p>4.1 Stakeholder survey</p> <p>4.2 Practicalities</p> <p>4.3 Formal consultation/exploration</p> <p>4.4 Application</p>	<p>Spring 1 (2020)</p> <p>Termly - Autumn 2/Spring 2/Summer 2</p> <p>Termly Spring1/Spring2/Summer1/Summer2 Summer 2 (2020)</p> <p>On-going and review Summer 2 (2020)</p> <p>‘Good’ – Summer 2 (2020) ‘Outstanding’ – Summer 2 (2022)</p> <p>Autumn 1 (2019) Spring 1 (2020) Spring 1 (2020) Spring 2 (2020) if approved first stage intake 2021</p>	<p>Autumn 2/</p> <p>Achieved ‘Good’ Spring 1</p> <p>Autumn 1 (2019) Spring 1 Summer 1</p>
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**To be completed and reviewed at the end of 2019/2020**

<u>Priority 1 Evaluation</u>			
Ref no:	Actions Taken:	Impact:	Evidence Source:
1.1			
1.2			

<u>Priority 2 Evaluation</u>			
Ref no:	Actions Taken:	Impact:	Evidence Source:
2.1			

<u>Priority 3 Evaluation</u>			
Ref no:	Actions Taken:	Impact:	Evidence Source:
3.1			
3.2			

<u>Priority 4 Evaluation</u>			
Ref no:	Actions Taken:	Impact:	Evidence Source:
4.1			