



**The Federation of North and
South Cowton Community
and Melsonby Methodist
Primary Schools**

GOVERNORS' 3-YEAR ROLLING STRATEGIC PLAN

Version 2: June 2022

Contents

		Page
1	Introduction	2
2	Our Vision & Values	3
3	Our Goals	5
4	Strategic Goal A	7
5	Strategic Goal B	9
6	Strategic Goal C	10
7	Glossary	12

INTRODUCTION

One of the key functions of the Governing Board is to set the strategic direction for our Federation and to undertake long term development planning for the future. We have devised a new 3-year rolling plan which has three goals.

Our goals are:

- A. To provide excellent teaching and learning for all
- B. To provide a rich and ambitious curriculum which meets the needs of our children;
- C. To provide effective governance as a lever for school improvement and growth

We believe that this will be achieved by earning a reputation for excellence in everything which we do. This means:

- excellent educational outcomes for our children both academically and socially;
- positive relationships with our parents who are engaged and support their children in all aspects of their learning;
- designing and implementing a broad and balanced curriculum which is ambitious, rich and engaging for all children
- recruiting, retaining and developing the best classroom practitioners and school leaders, and
- visionary leadership and governance.

This plan has been monitored and evaluated by the Governing Board on 12 May 2022. Work will continue on the goals in this place.

OUR VISION & VALUES

FEDERATION VISION

'Aspire, Inspire, Enquire'

'Aspire to be great
Inspire those around us
Enquire about the world we live in'

As a Federation of schools, we are committed to ensuring that all children succeed in reaching their full potential. Through a rich curriculum, children's curiosity will be nurtured, their knowledge deepened and their horizons broadened. Empowering children to have their voices heard and change the world for the better is key to all we do.

MELSONBY METHODIST PRIMARY SCHOOL VISION

'Live Life in all its Fullness'

Our aim at Melsonby Methodist Primary School is to provide an education of the highest quality underpinned by our Christian ethos and values, based on the life and teachings of John Wesley, to children of all backgrounds and abilities.

We offer an education which aims to meet the needs of pupils both academically and in terms of spiritual, moral, social and cultural development. As a church school, we welcome children of all faiths and none but we ask that parents and children support our Christian values and ethos.

In the Bible, John 10 vs 10 tell us that Jesus said "I have come that they may have life in all its fullness."

Life in all its fullness is about living a varied and full life - full of learning, growing, helping, reward, joy, excitement and caring for each other. At school, we aim to help each other to learn how to do this. It is not always easy to live life like this and so we help each other with the challenges that come along the way.

We recognise that the Bible offers us a set of values that embody all we do and are acknowledged by all Christians worldwide as the right way to live. We use the Christian Values to ensure our children develop into excellent citizens and role models for the future. We feel that these Values work hand in hand to support our individual school vision – ‘Live life in all its fullness’ .

OUR VALUES

Responsibility

Respect

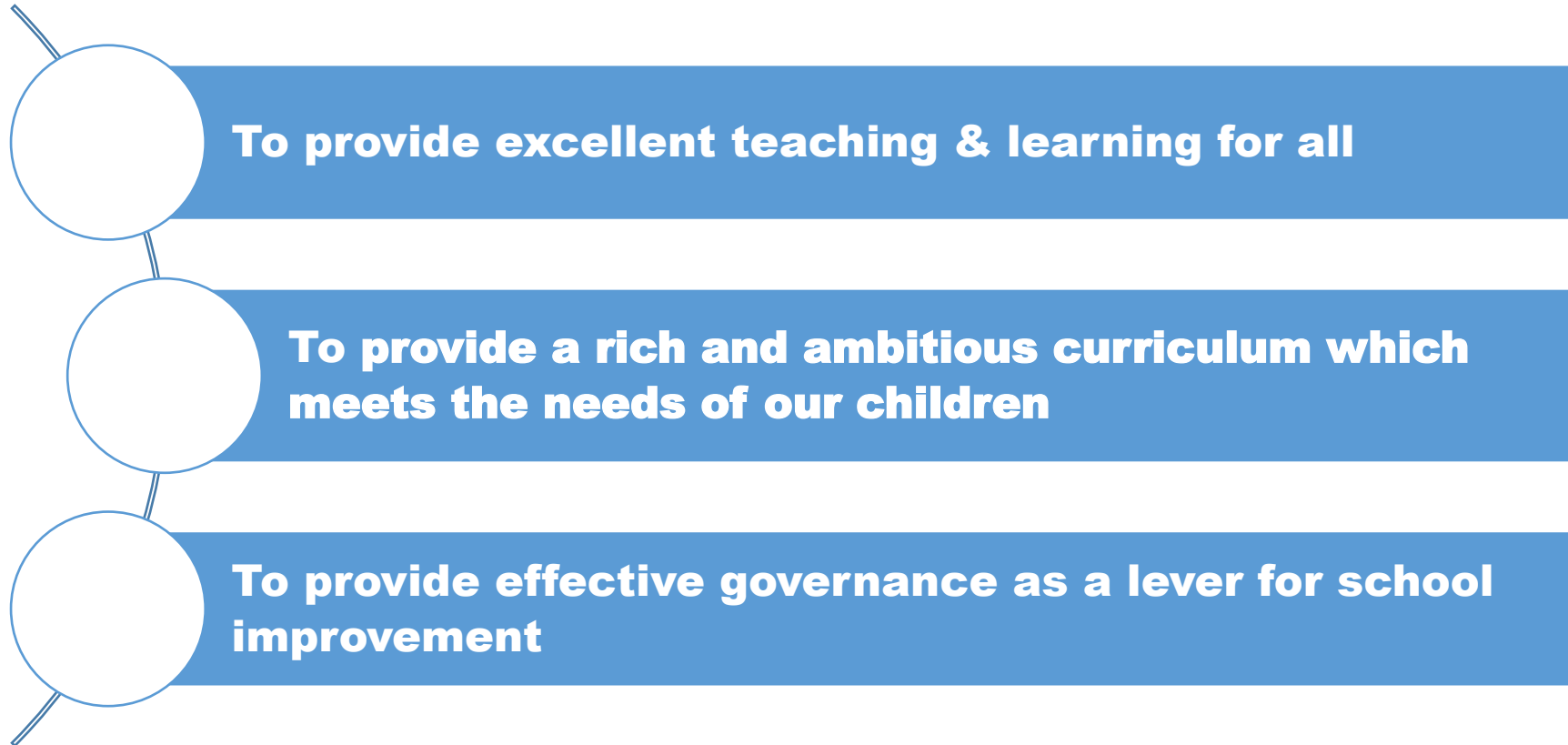
Kindness

Perseverance

Unity

Honesty

OUR GOALS



A: To provide excellent teaching & learning for all

- to ensure pupil outcomes exceed national average
- to recruit, retain and develop staff to become excellent practitioners
- to strengthen cross-Federation working

B: to provide a rich and ambitious curriculum which meets the needs of our children

- To ensure a broad and balanced curriculum for all children
- To ensure governors provide strategic oversight for the curriculum

C: To provide strong governance as a lever for school improvement

- to monitor school improvement priorities
- to review budget setting process
- to seek feedback from year 6 parents
- to develop relationships with Nursery providers
- to promote our vision, values and Federation logo

Strategic goal A:

to provide excellent teaching & learning for all

Key performance indicators

KS1

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

KS2

- KS2 attainment: to exceed national average in all subjects & to be in top 25% of NYCC schools
- Progress scores: to exceed national averages for all subjects. To be in the top 25% of NYCC schools

Strategic goal A: to provide excellent teaching & learning for all

Action	Target date	Operational lead	Success criteria	Monitoring/Impact (RAG rate)
1 To recruit, retain and develop all staff to become excellent practitioners	On going Next review date: Dec 22	HT	Tailored CPD programme available for all staff. Monitoring of CPD attended by staff included in termly Headteacher's Report to governors. Outcome of retention discussion with staff, led by governors. Staff well-being questionnaire findings. Systems in place to support staff workload. Staff's achievements are celebrated	CPD opportunities accessed by staff, including during lockdown, enables staff to skilfully and effectively lead on their areas of responsibility. CPD undertaken reported to GB via HT reports. Staff views on why they like working in our Federation sought by Chair. Overwhelming positive picture. Staff well-being questionnaires conducted. Results shared with GB. A range of systems in place to support staff workload enabling staff to successfully manage their workload without undue pressure.
2 To ensure pupil outcomes exceed national averages	On going. Next review date: Dec 2022	HT	Pupil outcomes exceed national averages Governors hold school to account for performance against Key Performance Indicators (KPI). Progress scores and attainment for PP & SEND children for RWM improve over time Pupils' achievements are celebrated and meaningfully evaluated. Inclusion Manager's Impact of intervention and class support report, and meetings with SEND governor. Pupil premium provision grids in place & meetings with Pupil Premium governor.	End of year SATs & phonics tests for 2020 did not take place due to Covid Pandemic. No statutory data available.

Strategic goal B

To provide a rich and ambitious curriculum which meets the needs of our children

Action	Target date	Operational lead	Success criteria
To ensure a broad and balanced curriculum for all children	termly	HT and MF	<p>Curriculum overviews are in place and are in line with the National Curriculum.</p> <p>Governor visits identify evidence of a rich and ambitious curriculum, and wider curriculum opportunities for children.</p> <p>Headteacher termly report to governors about wider curriculum provision for pupils.</p> <p>Pupil voice feedback on curriculum opportunities.</p> <p>Pupil voice feedback on children 'knowing more, remembering more'.</p> <p>PP & SEND governor to meet with PP lead and Inclusion Manager termly to gain information about how the curriculum is being adapted/meeting the needs of PP and SEND children.</p>
To ensure governors provide strategic oversight for the curriculum	<p>On going</p> <p>Next review date Dec 2022</p>	All governors	<p>Governor monitoring – meeting with curriculum leaders, participating in 'Deep Dive' activities with leaders, etc.</p> <p>Governors, in conjunction with subject leaders, look at children's work within curriculum areas and across year groups to see progression.</p> <p>Curriculum reports from NYCC School Improvement Advisor (SIA)</p>

Strategic goal C

To provide effective governance to act as a driver for school improvement

Action	Target date	Operational lead	Success criteria	Monitoring/impact (RAG rate)
To continue to monitor SDP improvement priorities via a schedule of activities for Governor Days (x3) and to explore alternative ways to capture governor's monitoring	On going Next review due Dec 2022	HT	Governors monitor performance against measurable outcomes.	2 visits took place, and the summer term visit could not take place due to school closures as a result of the Covid-19 pandemic. Visits focused on items in the SDP, including curriculum, looking at Ofsted style questions.
To monitor budget surpluses	July 2022 Next review due Dec 2022	SBM	Governors' policy for appropriate level of surplus balances is implemented & results delivered.	Governor policy for reducing surplus balances to 2-3 % of income to be achieved.
To review 3-year budget modelling tool by: Conducting an analysis of historic spend for last 7 years Preparing likely, optimistic and worse case budget forecasts	July 2022 Next review due Dec 2022	SBM	NYCC 3-year budget forecasting tool is refined to enable greater accuracy. Budgets record underlying assumptions for forecasting purposes.	Analysis of prior costs reviewed. Year on year comparators sent to FGB. Ongoing review of Key Costs (Staff/ Agency) and surplus carried forward monitored.
To seek feedback from year 6 parents and children on their experience	Summer 2022	HT	Feedback is collected & reviewed	Feedback was collected & shared with governors. All feedback was positive.

To develop relationships with Nursery providers in our local community	On going Next review due Dec 2022	HT & EYFS lead	Visits to Nurseries take place & relationships are developed	Visits to nurseries to take place. Work with nursery/pre-school providers
to promote our vision, values and Federation logo	On going	HT	New logo & Vision are in place and displayed across school and website. All stakeholders are informed.	New logo & vision are in place, and displayed across the school. Governors fully involved in rewriting vision when required
To commission an external review of governance	Sept 2023	CoG	Governors shape terms of reference for review. Report with key actions for development is in place.	

GLOSSARY OF TERMS

ASP: Analyse School Performance report from the DfE

DfE: Department for Education

SBM: School Bursar

GSP: Governors' Strategic Plan

SIA: School Improvement Advisor (Local Authority)

EYFS: Early Years Foundation Stage

KS1: Key Stage 1

KS2: Key Stage 2

CPD: Continuing Professional Development

SE: Self evaluation

HT: Headteacher

RWM: Reading, Writing & Maths

SEND: Special Educational Needs and Disabilities

SDP: School Development Plan

