

Rawmarsh Ryecroft Infant School

Strategic Governance Vision and Plan 2023/24 - 2025/26



Introduction

One of the key functions of the Governing Board is to set the strategic direction for Rawmarsh Ryecroft Infant School and to undertake long term development planning for the future. We have considered our values as a governing body and from this devised a 3 year strategic plan to develop and improve our capacity to lead the school forward.

Our three goals are:

1. To provide excellent teaching and learning for all
2. To provide a rich and ambitious curriculum which meets the needs of our children
3. To provide effective governance as a lever for school improvement.

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

This means we will:

- Have positive relationships with our parents who are engaged and support their children in all aspects of their learning;
- Ask leaders to design and implement a broad and balanced curriculum which is ambitious, rich and engaging for all children
- Ensure we are recruiting, retaining and developing the best classroom practitioners and school leaders
- Develop visionary leadership and governance.

Version Written: Autumn 2023

Date of Next Full Review: Autumn 2026

Values and Vision

'Secure, Happy, Successful'

Resilience - I always keep going.

Respect - I value everybody and everything.

Care - I look after my world and the people in it.

Community - I am proud of where I am.

Achievement - I try to be the best I can be

At Ryecroft we aim to:

- To develop children's basic skills, raising standards and striving to achieve excellence across all areas of the curriculum.
- To encourage, happy, confident pupils with the ability to question; enquire and be independent in their approach to learning.
- To provide a rich stimulating environment where learners can fulfil their learning potential through a broad, balanced and exciting curriculum.
- To promote the spiritual, moral, cultural and physical development of pupils, nurturing their strengths and talents.
- To work together to create a secure, caring place where learners will develop respect for each other, the community and environment.

3 Year Strategic Goals

To provide excellent teaching and learning for all

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

To provide effective governance as a lever for school improvement.

Key Performance Indicators

EYFS

- EYFS 70% to achieve a Good Level of Development
- Increase percentage of children achieving ELG in SPK/LAU
- All pupils make progress from their starting point with 85% making 6 points or more.

KS1

- Y2 End of KS1 Assessments - EXS+ R 75% W 70% M 75%
- Y1 Phonics 80% to reach expected standard or better
- All pupils make progress from their starting point with 75% making 6 points or more.



Strategic Goal A

23/24 - 25/26

'To provide excellent teaching & learning for all'

Impact

We will be successful if:

- Subject leaders are able to discuss and reflect the impact their CPD has on other staff and children's learning and outcomes
- Ofsted outcomes reflect strong subject leadership across school.
- Staff feel supported and valued within their role in school
- Outcomes for vulnerable groups meet or exceed national outcomes
- The gap between progress and outcomes of vulnerable groups and their peers decreases

Evaluation Strategy:

- Staff survey outcomes
- Outcomes of lesson observations, learning walks and planning scrutiny.
- Book and work scrutiny.
- Heads report to Gobs
- Data outcomes and monitoring
- Governor reports from visits

Intent	Implementation	Monitoring	RAG Rating			Questions To Support Governor Monitoring	Resources/ Finance/ CPD	Evaluation and Evidence
			23/24	24/25	25/26			
To recruit retain and develop all staff to become excellent practitioners	1. Ensure ongoing support for Subject Leaders and a clear programme of CPD in place for all staff (Available termly and demonstrating how this links to DEP/SIP - Ofsted Outcomes) 2. Head to provide information via termly heads report of CPD attended and impact on this for staff development and outcomes for children. 3. Ensure subject leaders are released to lead governor curriculum specific visits to school. 4. Subject leaders to present annually/bi-annually to governing body, allowing opportunity for questions and discussion. 5. Governors to be provided with outcomes of annual staff questionnaire findings and support head teacher in planning improvements (including impact of workload and pupil behaviour) 6. Head to share 'Wellbeing Policy' developments with Governing body through annual reporting. 7. Governors to demonstrate commitment to recruitment and retention through celebration of staff achievements and appreciation events.	Vice Chair and Chair	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	Do staff feel supported and valued in school? How do we know? What CPD is provided for subject leaders and what is the impact?	CPD budget ROSIS subscription	<u>23/24</u> Financial commitment has been in place to support subject leadership time and subject leader presentations are completed termly with increasing challenge. <u>24/25</u> <u>25/26</u>
To promote equality of opportunity and ensure learning for all vulnerable groups impacts on progress. (SEND, Minority groups, PP, CP/CIN/EH)	1. Governors to receive summative assessment data outcomes to support their understanding of the attainment of children in school 2. SLT to support Governors to understand how school identifies gaps within children's knowledge and understanding and progress of specific children. 3. Governors to receive information on transition and links with EYFS settings to identify specific children who fall within vulnerable groups and quickly identify other children on entry. 4. SLT to share with governors how strategically planned intervention strategies and a 'quality first teaching' curriculum is used to combat arising issues and provide additional targeted supports for vulnerable individuals and groups. (Including providing information on outcomes) 5. In line with latest attendance guidelines and school policy, promote regular attendance for vuln. groups of children and use attendance pathways as appropriate. 6. SENDCo to ensure interventions both academically /social and emotional perspective are swiftly and effectively put into place. 7. Governors to understand how school ensures access to wider curriculum and extra curricular opportunities for vulnerable groups. 8. Act responsively on the impact of cost-of-living to ensure vulnerable children and families are effectively supported by school and external agencies.	SEND/PP Governor	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8	Does information provided by SLT allow Governors to understand the ongoing picture for vulnerable groups in school? (Progress/Outcomes/ SEMH etc)	PP spending SEND budget Reactive CPD to need	<u>23/24</u> Assessment outcomes of groups and year groups provided for governing body to scrutinises and challenge. All attendance guidelines and procedures followed. <u>24/25</u> <u>25/26</u>



Strategic Goal B

23/24 - 25/26

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

Impact

We will be successful if:

- Childrens outcomes (Both numerically and through progress in learning evidence) improve through curriculum developments
- Core subjects are effectively assessed in a manner that supports staff workload.
- Governor visits and feedback to full governing bodies allows governors to feel confident in making strategic decisions

Evaluation Strategy:

- Staff and pupil survey outcomes
- Outcomes of lesson observations, learning walks and planning scrutiny.
- Book and work scrutiny.
- Heads report to Gobs
- Data outcomes and monitoring
- Governor reports from visits

Intent	Implementation	Monitoring Strategy and Person	RAG Rating			Questions To Support Governor Monitoring	Resources/ Finance/ CPD	Evaluation and Evidence
			23/24	24/25	25/26			
To ensure a broad and balanced curriculum is provided for all children	1. Headteacher termly report to governors about wider curriculum provision for pupils. 2. Pupil voice feedback on curriculum opportunities. 3. Pupil voice feedback on children 'knowing more, remembering more' 4. Headteachers report to governors should include information on curriculum provision in school 5. Governors to receive annual feedback on curriculum from the view of all stake holders (Staff and pupil surveys) 6. Governors to seek further input from senior leaders on how assessment of the wider curriculum is being achieved (Ofsted Outcomes)	Curriculum Gov	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	How has the curriculum developed over the academic year and what are the plans in the next year? What progress has been made towards the Ofsted development points of assessment of non-core curriculum?	Curriculum Budget	<u>23/24</u> New heads report contains information on curriculum development and updates on staff and pupil surveys also provided annually. <u>24/25</u> <u>25/26</u>
To ensure governors have a strategic oversight of the curriculum, it's developments and impact on the children.	1. Termly governor visits and reports provide insightful view on curriculum developments supported by work alongside subject leads 2. Governors to use subject leader presentations and governor reports to gain strategic overview of curriculum. 3. Subject leaders to provide examples of children's work to support governor understanding of progression. 4. Headteacher to provide analytic data (core subjects) to allow governors to understand impact of core curriculum on outcomes 5. Budget Monitoring report indicates cost implications of curriculum spending to allow Governors to link to impact.	Chair and Vice Chair	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	What impact on the budget does Curriculum development have? Can leaders demonstrate the impact of their plans/spending on children's learning and outcomes?	Curriculum Budget	<u>23/24</u> This aspect on the plan will be a key element of this year's work linked to the DEP <u>24/25</u> <u>25/26</u>



Strategic Goal C

23/24 - 25/26

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

Impact	We will be successful if: - Head teacher reports provide information allowing governors to make informed decisions and ask effective questions. - Governors are able to make knowledgeable and contributions to the evaluation of the DEP/SIP - Governor visits and feedback to full governing bodies allows governors to feel confident in making strategic decisions - Information from safeguarding governor and safeguarding report allow Governors to be confident in safeguarding arrangements.	Evaluation Strategy: - Outcomes of lesson observations, learning walks and planning scrutiny. - Book and work scrutiny. - Heads report to Govs - Data outcomes and monitoring Governor reports from visits
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Intent	Implementation	Monitoring Strategy and Person	RAG Rating			Questions To Support Governor Monitoring	Resources/ Finance/ CPD	Evaluation and Evidence
			23/24	24/25	25/26			
To continuously monitor DEP priorities through a range of activities including governor visits	- Governors to be provided with monitoring data (outcomes and progress) against measurable outcomes, using national and local data for comparison (Yearly) - Strategic plan in place of termly governance visits to develop greater understanding of progress towards priorities and life in school. 'Informal' governor visits capture DEP/SIP related evidence - Governors are able to support school improvement priorities through effective questioning during governor meetings - Governors are provided with budget monitoring reports to understand and verify rationale for difficult budgeting decisions.	Vice Chair and Chair	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	Is the current scheme of governance visits allowing the board to have an effective overview of progress towards school priorities?	Governance training and CPD	<u>23/24</u> National and local comparison of data are available and discussed whenever possible and provided ready for governors to challenge leaders <u>24/25</u> <u>25/26</u>
To ensure governing body is able to make certain the effectiveness of safeguarding at Ryecroft	- Planned Safeguarding governance monitoring with safeguarding governor and DSL - Reports and feedback provided by Safeguarding Governor to full governing body.	Safeguarding Governor	1 2	1 2	1 2	How are we confident in the safeguarding arrangements at Ryecroft? How can we explain that they are effective?	Safeguarding governance CPD	<u>23/24</u> Safeguarding report - as advised by the LA provided and written reports also provided by safeguarding governor. <u>24/25</u> <u>25/26</u>

Governance Monitoring

Autumn Term - Health and Safety Monitoring / English monitoring

Spring Term - Maths and Science Monitoring

Summer Term - Non - Curriculum Monitoring