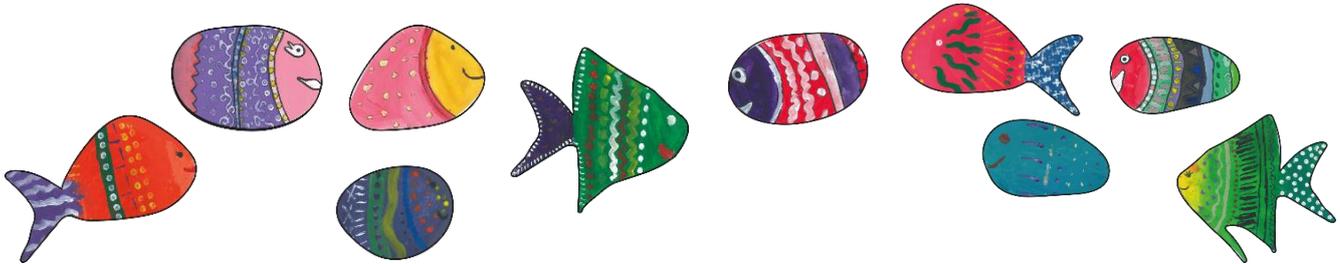




Fishbourne C E Primary School

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Headteacher: Mrs N Day MA (Ed)



The Governing Body' Strategic Role

A governing board has three core functions for its school:-

- setting the strategic direction
- holding the head teacher to account for the educational performance of the school
- ensuring financial health, probity and value for money.

Setting the strategic direction

Every school needs to have a long-term strategy, based on a shared vision. It is the job of the governing board, working with the headteacher and senior leaders, to agree a strategic plan for the coming three to five years. It is then the job of the senior leaders to turn the strategic plan into a school development plan, updated each year, and to implement this in practice with the support and scrutiny of governors.

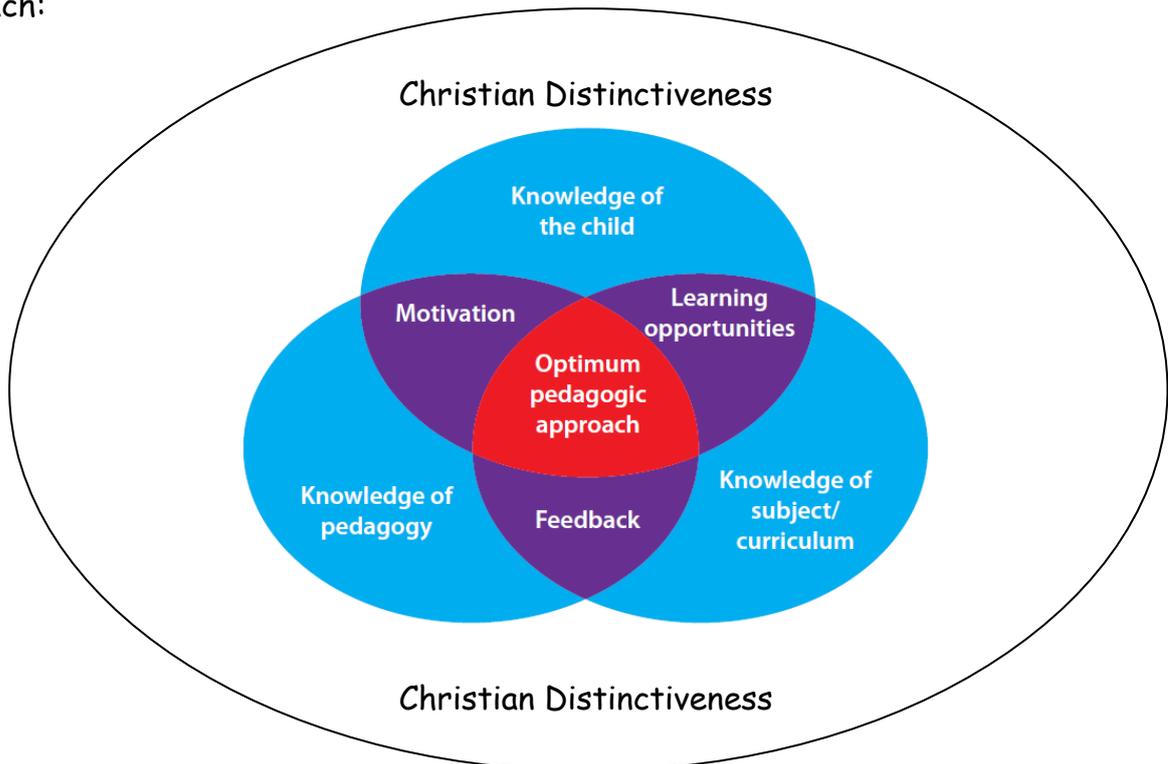


Fishbourne CE Primary School Strategic Plan Updated Autumn 2018

Building on our Philosophy we have developed a strategic plan covering the next 3-5 years with a review planned for 2 years time.

At Fishbourne we personalise rather than standardise learning. Our aim is for every member of our school community to exceed expectations from their own starting point.

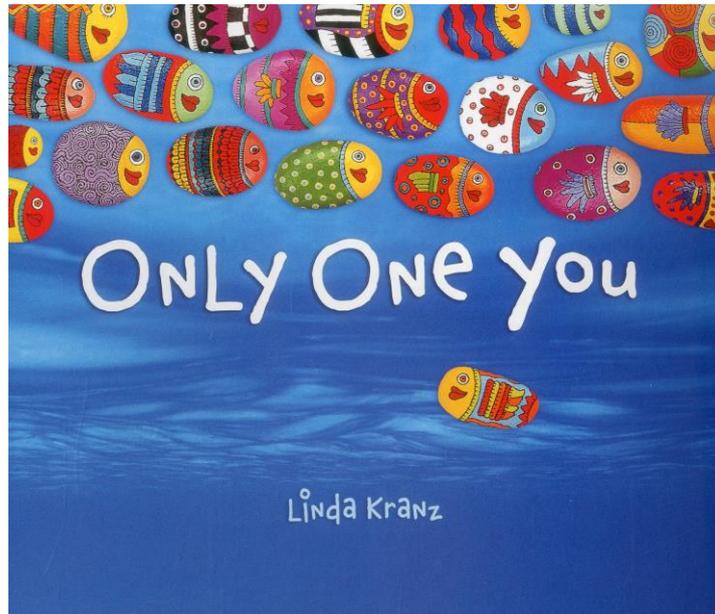
Teaching and learning is underpinned by a core philosophy of the optimum pedagogical approach:



Our approach to learning is underpinned by our Core Learning behaviours:



Our school Motto "ONLY ONE YOU" describes our philosophy for our school community to see every single day



Our school is a learning community not just for our children but for every member, governors, staff, parents and carers all sharing our vision to achieve the best outcomes for the children and inspire them to become lifelong learners.

We have identified 7 key areas to achieve this and describe these below together with how they are evaluated.

The school in conjunction with Governors has an annual school development plan that provides a focus for development each year.

Our role in monitoring the SDP is to improve the outcomes for all pupils.

1. High achievement:

Expectation:

Where all pupils make progress to their highest possible levels of achievement over a sustained period of time. We expect pupils to make good or better progress from their unique starting points.

Evaluation:

Scrutiny of internal tracking data and external results at KS1 and KS2 with a particular focus on children's progress. Data is robust and understood by staff and those monitoring.

2. Quality of Teaching & Staff Wellbeing

Expectation:

The quality of teaching is outstanding 75% of the time, and at least consistently good 100%.

Staff wellbeing is aligned with high expectations. Staff morale is high

Evaluation:

Monitoring the Staff assessment process and CPD offered and taken up to improve subject knowledge and pedagogy. Discussions with children and parents will evidence knowledge of the children.

Staff wellbeing is monitored through formal survey and informal discussion.

POLICIES: Staff Pay, Discipline, conduct & grievance, appraisal, capability

3. Curriculum

Expectation:

A broad and balanced curriculum, meeting the needs of all pupils individually and promoting their spiritual, moral social and cultural development. Use of learning experiences as a hook to inspire children our curriculum will be innovative and constantly evolving through bespoke professional development.

Evaluation:

Learning walks in school and classroom visits to observe the curriculum. Governors with specific roles around areas identified in SDP monitor the impact of interventions.

Monitoring sports premium spending to increase children's physical activity and healthy lifestyle.

Extra curricular activities offered and the pupils that they reach.

POLICIES: curriculum, charging & remissions, sex & relationships

4. Pupil wellbeing, personal development and behaviour

Expectation:

All members of our school community feel safe at school.

We seek to provide an environment where children are not only safe but are happy and feel safe within an atmosphere that promotes celebrating the individual and encourages collaboration. Pupils are prepared for their next stages in life.

Evaluation:

Safeguarding policy is robust, relevant for our school and up to date. Staff are trained and updated at regular intervals. CSR is effective and safeguarding is foremost in any planning. Governors undertake safeguarding training and are DBS checked.

Listening to children express their understanding of our learning behaviours in age appropriate language. Monitoring the school use of funds to provide safe and varied spaces for pupils to learn, grow and develop.

POLICIES: Child protection, Behaviour, SEN, Medical Conditions, health & Safety, keeping children safe in education, e-safety, equality & diversity

5. Christian Distinctiveness

Expectation:

With an openness respect and tolerance for other faiths our school embraces our Christian beliefs. Our school environment and our values are unmistakably Christian and are supported by all members of staff.

Evaluation:

Our foundation Governors work closely with the worship committee to develop termly themes for extended thought and monitor their impact.

Children can link our learning behaviours to Christian beliefs.

Children are exposed to different cultures through visits from external speakers.

POLICIES: collective worship

6. Stakeholder engagement

Expectation:

All stakeholders including parents, education partners and communities have the opportunity to be heard, share perspectives and participate in decisions. We understand the importance of communication to enable everyone to support pupil's education in and outside of school.

Evaluation:

Parent and staff surveys as well as attendance at parent meetings and community events provide evidence of engagement.

POLICIES: Complaints, Freedom of Info, data protection

7. Effective Running of school & use of public funds

Expectation:

The school maintains a balanced budget and can forecast with rational assumptions its continued sustainability.

Staff account for ~75% of expenditure with the remainder spent on consumables, utilities and premises

Evaluation:

Monitoring staff costs to ensure an appropriate teacher pupil ratio

Monitoring ring fenced funding e.g. PP, SP SEND to ensure targeted appropriately.

Monitor evaluation of the impact of specific spending

Discuss and evaluate the reasonableness of forecast assumptions

Review H&S reports and expenditure needs and plans

POLICIES: Gov allowances, Reg business interests,