

St Laurence Church Infant School Governing Board Strategy Document



"Love of learning, life and each other"

Vision:

To support the school leadership and wider school community to demonstrate the values, as expressed in the School Development Plan, of:

1. **Quality of Education:** Provide a safe, happy and caring environment both indoors and out, where all children can learn through high quality, adaptive teaching
2. **Behaviour and Attitudes:** To develop and maintain an inclusive and inspiring learning environment where all stakeholders' well-being and involvement is high.
3. **Personal Development:** To ensure that policies, procedures and quality practice promote the personal development of all stakeholders.

4. **Leadership and Management:** To scaffold a learning community where all stakeholders are confident to challenge their thinking, are resilient and successful.

The governing Board will ensure that the school lives out our vision to have a "love of learning life and one another" by developing children and staff who can:

- Feel Part of a Community
- Be Creative
- Care for Ourselves, Each Other and The World
- Nurture Curiosity
- communicate Confidently

The Governing Board will support the improvement priorities above through the priorities identified in the School Development Plan as follows:

Priority Area One:

Delivery of the curriculum meets the needs of all learners and takes account of research into more effective practice in order to improve outcomes for pupils and groups of pupils in writing and maths.

- Staff training using Rosenshines' Principles of Instruction
- Teachers to engage with research informed practice through a disciplined enquiry project which is part of redeveloped appraisal process based on "Putting Staff First" John Tomsett and Jonny Uttley.
- Timetabling of foundation subjects in Key Stage One reviewed - use of blocking trailed to allow more time for creative approaches, use of enhances provision and improve staff satisfaction.

- Adaptive teaching takes into account the needs of all learners - children with SEND, disadvantaged pupils and those with high attainment are included and appropriately challenged and supported.
- Strategies to improve Mathematics fluency and self recording of jottings lead to improved outcomes in mathematics-national average in end of EYFS and end of KS1 is reached.

Priority Area Two:

Development of assessment systems in foundation subjects in order to identify and address misconceptions early on, improving children's progress.

- Investigate and develop an assessment system which balances the need to "identify and address pupils' misconceptions early on" (Ofsted 2022) with the need to be mindful of teacher workload and wellbeing.
- Trial assessment system in Religious Education across school.
- Assessment system used to "help pupils embed and use knowledge fluently, to check understanding and inform teaching, and to understand different starting points and gaps" (School Inspection Handbook)
- Evaluate trial to inform approach for following year across all other foundation subjects.

Priority Area Three:

Evidencing how we live and learn together in order that children flourish in our church school.

- Preparation for SIAMS inspection through whole school self-evaluation using September 2023 framework
- Training in Collective Worship and development of children's evaluation of worship.
- Reflection of effectiveness and engagement of Religious Education planning and teaching .
- Opportunities for Spiritual Development highlighted throughout curriculum.

- Wellbeing and mental health for staff and children a continued focus.
- Opportunities for courageous advocacy developed including work on RRSA Gold.

Priority Area Four:

Further develop culture of self-motivation and consistency in order to make the school more a more effective learning community.

- Embedding and refinement of recent initiatives:
 - Talk 4 writing 15 lesson structure in KS1 introduced
 - Twinkl phonics including keep up not catch up continues to be prioritised
 - Rhino Reading scheme - adaptations to assessment to promote rapid progress through the levels of books
- Establish consistent Relentless Routines across school for transition and behaviour
- Behaviour regulation policy adapted following staff feedback to simplify steps and include high profile rewards
- High quality Classroom Environment maintained through regular monitoring
- Staff coaching as part of redeveloped appraisal system
- SLT coaching and training through Leading Together Programme
- All staff to have 1:1 chats with HT to discuss how to make the school more effective ("The Culture Code" - Daniel Coyle)
- New systems for communicating information - online calendar and staff noticeboard to streamline communication and facilitate forward planning

The Governing Board will monitor processes and outcomes, from a strategic perspective, by receiving reports from the Headteacher and nominated members of staff, and by visits to school to see the strategy in action.

September 2023