



3 year Strategic Plan

September 2022 – September 2025

Our Mission Statement

St James' C of E Primary School provides the highest quality education within the context of caring Christian beliefs and practices; in partnership with St Philip and St James Church. St James is a creative, nurturing and inclusive community, shaped by our vision for spiritual growth and our Christian values. Children of any faith or none are given the opportunity to develop their own spirituality; valuing wisdom, growing in hope, showing respect and exploring big questions

Our Aims – As a governing body we provide strategic support:

- Ensuring effective governance
- To ensure children are equipped with the confidence and the skills to learn academically, vocationally, socially and spiritually and to support the school's responsibility for their learning and actions.
- To support the team in providing a stimulating, high quality curriculum which is fully inclusive, develops potential and enables achievement and enjoyment for all children in our care through a collaborative approach to learning.
- To ensure a safe, happy and healthy environment in which staff and children are encouraged to adopt a healthy and active lifestyle.
- To ensure our school is welcoming of the community, in which all families are encouraged to play an active role in their child's education.
- To support the continued development of respect and consideration for the beliefs, differences, needs and ways of life of everyone involved in the school and celebrate all. Embed equality and diversity, preparing children for the challenges and opportunities of modern life and understanding the fundamental British values
- To enable children to explore and discuss faith and worship, working from a Christian foundation, in the context of a multi-faith society.

Strategy Introduction 2022-2025

The aim of the strategic plan is to ensure that the school has a clear direction for the future, and that a robust action plan is in place to achieve our school vision. The school strategy provides a robust framework for setting priorities, creating accountability and monitoring progress in delivering the school's vision, focusing on significant strategic challenges. Based on a 3-year cycle the strategy focuses on:

- Providing clarity of focus about the school's future direction for all its staff and stakeholders.
- Maintaining the school's drive and ambition for improvement.
- Providing a monitoring and self-evaluation mechanism for Governors and the Leadership Team.
- Providing a framework to direct the allocation of resources and nature and pace of change. This Strategic Plan is firmly rooted in our Christian foundation of providing each child in our school with an inspirational and outstanding education, which supports and nurtures every child in all areas of learning and personal development. ***This document needs to be read in conjunction with the DGAT Local Governing Board Annual Schedule of Work and DGAT Scheme of Delegation.***

Key Priorities for the school

School Leadership	High Quality Education for All:	Behaviours and Attitudes	Development of the Whole Person
1. A high performing and fully engaged governing body providing oversight and assurance for educational performance and the quality of all aspects of education across the school	1. Consistently high educational standards for all pupils	1. Promote school's Vision, Values and Mission	1. Pupils personal development is consistently promoted and supported to develop in many aspects of life
2. High performing leadership team who ensure that that the quality of education provided by the school is the best that it can be	2. Ensure provision of outstanding teaching and a broad, balanced and relevant curriculum.	2. Develop links with all stakeholders.	2. To provide high quality pastoral support to pupils.
3. Rigorous management of performance and progress against strategic and school improvement plans.	3. Improvement in attainment and progress of all groups especially those who are disadvantaged children and those with SEND.	3. Improved resilience, independence, confidence, perseverance and understanding of children.	3. Effective promotion of equality and diversity. Prepare pupils for the challenges and opportunities of modern life and understand the fundamental British Values.
4. Effective use of financial resources ensuring an adequate allocation of resources to school priorities.		4. Robust Safeguarding policies and procedures are in place to protect children and staff.	
5. Continuous drive for improvement of the Buildings & Environment to support children's welfare, learning and enjoyment of school.			

Oversight Responsibility

Local Governing Board	Resource Committee	Curriculum Committee	Ethos Committee
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School Leadership

Aim: A highly ambitious and effective leadership team and Governing Body, who ensure that the education and opportunities provided by the school impact positively on all pupils

Objectives	Actions	Oversight Responsibility	Timescale	Success Criteria	Evaluation
1. A high performing and fully engaged governing body providing oversight and assurance for educational performance and the quality of all aspects of education across the school	<ul style="list-style-type: none"> • Through DGAT, a rigorous use of governor induction and training; and 6 month reviews to support new Governors. • To have a full and clear picture of the relationship between teaching, learning, assessment and outcomes for pupils through governor training and meeting attendance. Support and coaching provided by SLT and DGAT. • Understand the school's strengths and weaknesses and the actions being taken to address weaknesses swiftly. Able to challenge and support SLT decisions if appropriate. • Annual governor skills audit and relevant CPD to support identified gaps in knowledge or understanding. • Effective succession planning and exit interviews for governance. • Regularly review progress of strategic plan against success criteria. • Development of the governing body's understanding and actions in both developing and maintaining our Church School's Christian Distinctiveness, mission and vision. • The governing body understands and effectively carry out their 	Chair of Governors	Ongoing	<ul style="list-style-type: none"> • 6 month review to demonstrate new Governors understand their role and responsibilities. Skills gap identified & reduced. • The school's ability to deliver high quality education. • All Governors clearly understand school's strengths and weaknesses and can confidently articulate the school's position. • Desired skills set out when advertising for Governors. • Results of audit show that governor understanding has developed in identified areas and clearly impacts positively on the school. • The governing body has a clear understanding of their next steps. • The governing body is able to articulate and evidence against the progress measures and update the plan termly. • The governing body is able to articulate and evidence criteria against the SIAMS self- 	Annual evaluation against success criteria to be performed – by LOCAL GOVERNING BOARD
		Local Governing Board	Ongoing		
		Local Governing Board	Ongoing		
		Clerk	Annual – Term 1		
		Chair of Governors	Ongoing		
		Owners of each strategic objective identified on strategic plan	Annual – Term 6		
		Ethos committee	Ongoing		
Local Governing Board	Ongoing				

	<p>statutory responsibilities especially in relation to safeguarding, diversity and equality.</p> <ul style="list-style-type: none"> • Agree on required panels for the year each September: pay, complaints, staff grievance, disciplinary appeals, exclusions • Appoint a local governor for SEND/Inclusion, pupil premium, safeguarding • Agree on membership of committees and terms of reference • Agree all dates in advance of meetings • Undertake a compliance audit of the school website 	<p>Governing Board</p> <p>Chair of Governors</p> <p>Governing Board</p> <p>Clerk</p> <p>Chair of Governor to agree owner</p>	<p>Annual – September</p> <p>31/3/2023</p> <p>Annual – September</p> <p>Ongoing</p> <p>TBA</p>	<p>evaluation document. The schools Vision, values and mission are a reality and can be clearly evidenced through monitoring visits.</p> <ul style="list-style-type: none"> • Up to date, relevant and effective policies and practice. 	
<p>2. High performing leadership team who ensure that the quality of education provided by the school is the best that it can be</p>	<ul style="list-style-type: none"> • HOSI and other DGAT staff to provide an independent and balanced review of the School’s performance. • Head Teacher’s appraisal to manage performance – HOSI and CofG • Deputy Headteacher and middle leader appraisal to manage performance • UPS staff appraisal of TAs • Review CPD for all staff and the extent to which this develops skills and knowledge over time. • Take account of well-being and workload for all members of staff, including school leaders. • An effective succession plan is in place to ensure that staff are developed and a high performing leadership team is maintained in the 	<p>Local Governing Board</p>	<p>Performance Management to be performed in line with annual performance management timescales</p> <p>Timescales for succession plan to be</p>	<ul style="list-style-type: none"> • Governors review reports against areas of development. • Review achievements against targets demonstrating continuing strong leadership for all leaders • Leaders can identify impact of CPD and developed workforce. • Governing body and senior leaders are able to articulate actions taken to improve well-being and address workload issues 	<p>Annual evaluation against success criteria to be performed – by LOCAL GOVERNING BOARD</p>

	future.		agreed at LGB		
3. Rigorous management of performance and progress against strategic and school improvement plans.	<ul style="list-style-type: none"> • Governors conduct subject leader visits to support judgements on the quality of education and to understand the schools' approaches to teaching and learning. • Consider feedback in notes of visit from DGAT and support the school leaders to act upon them. • Monitoring visits to measure progress against SDP. 	Local Governing Board	Monitoring visits to be agreed at Governing Board and Committee Meetings	<ul style="list-style-type: none"> • All governor reports evaluate progress against set areas of improvement and contribute to the school's self-evaluation judgements through their roles. 	Annual evaluation against success criteria to be performed – by LOCAL GOVERNING BOARD
4. Effective use of financial resources ensuring an adequate allocation of resources to school priorities.	<ul style="list-style-type: none"> • Priorities identified in Strategy and SDP alongside cost. • Review and approve annual budget and monitoring data alongside DGAT. • Receive and interpret monthly reports from the Trust as Notes of Visit • Agree financial budget limits with Head Teacher. • Review value for money from school budget. • Review effective use of Pupil Premium, Recovery Premium, School-Led Tutoring and Sports Premium grants 	Resources Committee	Ongoing reviews at resources subcommittee	<ul style="list-style-type: none"> • Resources governor meeting reports and minutes demonstrate effective financial management. • DGAT NOV and audits demonstrate sound financial controls and accurate accounting records. • Review action plans on a termly basis to keep up to date with spending plan 	Annual evaluation against success criteria to be performed – by RESOURCES COMMITTEE
5. Continuous drive for improvement of the Buildings & Environment to support children's welfare, learning and enjoyment of	<ul style="list-style-type: none"> • Scrutiny of value for money for work on the environment to be carried out, with the support of DGAT and GCC. • Agree the annual buildings maintenance plan • Ensure that any financial expenditure supports teaching and 	Resources Committee	Ongoing reviews at resources subcommittee	<ul style="list-style-type: none"> • Well maintained and attractive buildings and environment. • School buildings are a safe and welcoming place and offer a range of uses to meet pupils' needs. 	Annual evaluation against success criteria to be performed – by RESOURCES COMMITTEE

school.	learning and children's welfare. <ul style="list-style-type: none"> • Promoting an inclusive environment that meets the needs of all pupils, particularly those on the SEND register 				
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High quality education for all

Aim: An inspiring and challenging curriculum that engages and motivates all stakeholders; a positive learning culture where all pupils can flourish and ambitious expectations for all pupils.

Objectives	Actions	Oversight Responsibility	Timescales	Success Criteria	Evaluation
1. Consistently high educational standards for all pupils	<ul style="list-style-type: none"> • Agree aspirational targets with HT, SLT and HOSI. • Review of internal and external data and monitoring sources and HOSI external visits. • Governors to have a clear focus on the attainment and progress of groups of children within the school, especially disadvantaged pupils and those with SEND through termly phase and SEND data updates. • Ensure assessment processes are effective and used to improve outcomes for all pupils and that staff are adequately trained, staff to make use of research and development in assessment • Review attendance data termly and support the school in improving attendance when necessary. 	Chair of Governors Local Governing Board Local Governing Board Curriculum Committee Local Governing Board	Include in regular monitoring by Local Governing Board and Committees	<ul style="list-style-type: none"> • End of year data demonstrates that targets have been achieved. A focus on: EYFS, Phonics, KS1, Multiplication Test in Y4, KS2 test outcomes but an understanding that these are merely a snapshot of pupil performance • School assessment system to monitor progress, including soft data such as Boxall Profiling. • Data reveals high standards of achievement and progress especially for disadvantaged pupils and those with SEND. • Assessment processes well embedded and are seen as useful by all members of staff. • Attendance trends followed and improved if necessary, 	Annual evaluation against success criteria to be performed – by LOCAL GOVERNING BOARD

				supported by attendance governor	
2. Ensure provision of outstanding teaching and a broad, balanced and relevant curriculum.	<ul style="list-style-type: none"> • Governors have a clear understanding of the curriculum design, intent, implementation and impact. • Monitor and evaluate standards of teaching and curriculum coverage through governor link subject leader visits, governor monitoring visits and head teacher's report. • Establish and maintain a culture of high expectations across all aspects of school life. • Monitor and evaluate the school's provision in meeting the needs of all pupils. Review pupil mobility and reasons for joining and leaving the school. • Ensure parents are able to express views and provide feedback on provision of teaching 	<p>All governors</p> <p>Curriculum Committee</p> <p>Local Governing Board</p> <p>Curriculum Committee</p> <p>Local Governing Board</p>	To include in Curriculum committee monitoring – review annually	<ul style="list-style-type: none"> • All Governors can articulate the St. James' curriculum design, intent, implementation, impact and they are familiar with the schools' documents. • All teaching supports effective learning and is collaborative in its nature. <ul style="list-style-type: none"> • There is a culture of high expectations across all aspects of school life. • SEF and SIAMS evaluations demonstrate the school is meeting the expectations outlined in the outstanding grade descriptors. • CPD records demonstrate an impact on standards across the school leading to improved outcomes for pupils. • Subject visit reports confirm curriculum is broad and balanced and pupils enjoy their learning 	Annual evaluation against success criteria to be performed – by CURRICULUM COMMITTEE
3. Improvement in attainment and progress of all groups especially those who are disadvantaged children and those with SEND.	<ul style="list-style-type: none"> • Using available data to identify and monitor standards and progress of groups of children: SEND, PP, Boys/girls, EAL, Lower, Mid and Higher abilities, use the termly phase and SEND reports to support this • Governors to use subject leader visits to monitor effectiveness of 	Curriculum Committee	Regular Reviews by Curriculum Committee involving all governors through subject lead	<ul style="list-style-type: none"> • Data shows gaps are closing and progress is accelerated for targeted groups of children. <ul style="list-style-type: none"> • Disadvantaged pupils match the attainment/progress of their peers. 	Annual evaluation against success criteria to be performed – by CURRICULUM COMMITTEE

	provision for under performing groups. • Review effectiveness & ensure return on investment of Pupil Premium funding.		monitoring		
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Behaviour and Attitudes

Aim: The behaviour of our pupils is exceptional; this is achieved through a dedicated team body that have high expectations and a great knowledge of how pupils learn

Objectives	Actions	Oversight Responsibility	Timescales	Success Criteria	Evaluation
1. Promote school's Vision, Values and Mission	<ul style="list-style-type: none"> • Ensure policies and practices reflects the school's vision, values and mission. • Ensure that leaders at all levels embody the school's vision, values and mission in their daily school lives. • Ensure that all members of staff embody the school's vision, values and mission in their daily school lives. • The school's spiritual wheel is understood by governors and they draw on the impact that it has when discussing learning with staff, talking with children and across the school environment • Pupils with SEND receive the necessary support to enable them to achieve in lessons and to address any behaviour challenges they might face. 	<p>Local Governing Board</p> <p>Local Governing Board</p> <p>Local Governing Board</p> <p>Ethos Committee</p> <p>Local Governing Board</p>	Ongoing	<ul style="list-style-type: none"> • Evidence that school vision, values and aims underpin school life. • In line with our Relationships policy, pupils behave with consistently high levels of respect for the well-being of all members of the school community. • The school environment is safe, calm, orderly and positive. • Pupils provide positive feedback on their experiences and behaviour in school. • Adults in school embody the school values at all times. 	Annual evaluation against success criteria to be performed – by LOCAL GOVERNING BOARD

<p>2. Develop links with all stakeholders.</p>	<ul style="list-style-type: none"> • Increase children’s and family’s participation in church activities. • Provide regular opportunities throughout the year to involve parents in their child’s learning. • Monitor stakeholder views through surveys. • Gain parents feedback through regular meetings linked to areas of SDP and school development. • Share good practice. Monitoring ‘Christian Distinctiveness’ of school, through progress with SIAM’s targets. • To recognise and celebrate the efforts and actions of all support staff. 	<p>Ethos Committee</p> <p>Local Governing Board</p> <p>Local Governing Board</p> <p>Local Governing Board</p> <p>Ethos Committee</p> <p>Local Governing Board</p>	<p>Ongoing</p> <p>Review plan for regular meetings with parents by 31/12/2022</p>	<ul style="list-style-type: none"> • Participation in church and appropriate community events. • SIAM’s targets achieved. • Stakeholder Newsletters & Surveys demonstrate strong stakeholder links. • Parent’s attendance at events is increased and feedback from involvement is positive. • Website demonstrates clear stakeholder links. • Effective links established with stakeholders and practitioners 	<p>Annual evaluation against success criteria to be performed – by LOCAL GOVERNING BOARD</p>
<p>3. Improved resilience, independence, confidence, perseverance and understanding of children.</p>	<ul style="list-style-type: none"> - Encourage school, families and community to work in partnership. • Building confidence and self-esteem during times of transition with support from all, in particular, the pastoral team • Enhancing training for Staff on resilience and emotional wellbeing. • Recognise and celebrate a range of achievements that are not academic • Promote well-being amongst all stakeholders. 	<p>Local Governing Board</p>	<p>Ongoing</p> <p>Training Plan agreed by 31/12/2022</p>	<p>Early intervention programs effective, such as parenting courses, work with Family Support or pastoral lead.</p> <ul style="list-style-type: none"> • Achievements increased in Pupils. • Healthy living and behaviour promoted within school. • Good Interpersonal relationships are evident. • Children effectively prepared for the transition to secondary school. • Increased staff confidence in discussing resilience and well- 	<p>Annual evaluation against success criteria to be performed – by LOCAL GOVERNING BOARD</p>

				<p>being.</p> <ul style="list-style-type: none"> • Well-being provision meets emotional and social needs of pupils. • Pastoral support for identified disadvantaged pupils ensures engagement and independence for learners 	
<p>4. Robust Safeguarding policies and procedures are in place to protect children and staff.</p>	<ul style="list-style-type: none"> • Safeguarding governor to ensure that all requirements of safeguarding audit are met. • Child Protection Policy is regularly reviewed and updated when appropriate. • Review guidelines ‘Keeping Children Safe in Education’. • Governors ensure that online safety remains a high priority and is covered extensively through the computing curriculum. • Single Central Record is reviewed monthly by the HT and in conjunction with SBM, CofG, DHT and HOSI with clear records kept that governors should review 	<p>Safeguarding Governor</p> <p>Safeguarding Governor</p> <p>Safeguarding Governor</p> <p>Curriculum Committee</p> <p>Resources Committee</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Completed audit shows a Level 1 for all categories. • Policy has been updated as required • Governors understand the school’s actions in relation to online safety and are confident in the school’s systems for keeping pupil safe. • Governors review the inspection of the SCR and challenge any issues 	<p>Annual evaluation against success criteria to be performed – by SAFEGUARDING LEAD</p>

Development of the Whole Person

Aim: Our pupils have high levels of personal development which includes an understanding of how they fit in to the diverse environment we are part of

Objectives	Actions	Oversight Responsibility	Timescales	Success Criteria	Evaluation
1. Pupils personal development is consistently promoted and supported to develop in many aspects of life	<p>Ensure strong participation in school events and activities, ensuring that the most disadvantaged pupils and those with SEND benefit from the school's work.</p> <ul style="list-style-type: none"> • Ensure the range of extra-curricular opportunities develop pupil's talents and interest and are of high quality. • Monitor and evaluate opportunities to develop pupils character which are provided by the school • Gain parents feedback through regular meetings linked to areas of SDP and school development. 	Curriculum committee	To include in curriculum committee monitoring – review annually	<ul style="list-style-type: none"> • Participation in church, community events and extra-curricular events. • SIAM's targets achieved. • Stakeholder Newsletters & Surveys demonstrate strong stakeholder links. • Parent's attendance at events is increased and feedback from involvement is positive. • Website demonstrates clear stakeholder links. • Effective links established with stakeholders and practitioners 	Annual evaluation against success criteria to be performed – by CURRICULUM Committee
2. To provide high quality pastoral support to pupils.	<ul style="list-style-type: none"> • Provide effective pastoral support for pupils in school. • To ensure that interventions effectively meet the needs of pupils and families. • Promote effective spiritual, moral and social development of pupils 	Curriculum committee	To include in curriculum committee monitoring – review annually	<ul style="list-style-type: none"> • Early intervention programs effective. • Well-being provision meets emotional and social needs of pupils 	Annual evaluation against success criteria to be performed – by CURRICULUM Committee
3. Effective promotion of	<ul style="list-style-type: none"> • Monitor and Evaluate curriculum provision to 	Ethos committee	To include in ethos	<ul style="list-style-type: none"> • Pupils understand, appreciate and respect 	Annual evaluation against success

<p>equality and diversity. Prepare pupils for the challenges and opportunities of modern life and understand the fundamental British Values.</p>	<p>ensure equality and diversity are promoted.</p> <ul style="list-style-type: none"> • Monitor and evaluate the provision for the teaching of modern British Values and how this is evident through the curriculum. <p>Developing responsible, respectful and active citizens who are aware of democratic values, liberty, the rule of law, mutual respect, integrity, cooperation and understanding.</p>		<p>committee monitoring – review annually</p>	<p>difference in the world, its people and culture. They celebrate things we share and are able to sensitively articulate their views.</p> <ul style="list-style-type: none"> • Pupils demonstrate an understanding of being a citizen in a modern and diverse Britain valuing our community and celebrating diversity in the UK. • Pupils show respect for others and do not discriminate or stereotype. 	<p>criteria to be performed – by ETHOS Committee</p>
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This strategy will be reviewed and amended annually.