



Llangrove CE Academy ~ Strategic Plan ~ 2021-2022



'From Little Acorns Great Oaks Grow' ~ Achievements Creativity Opportunity Resilience Nurture Service

*"A tree is known by the kind of fruit it bears." – Matthew 12 v33.
"Keep your roots deep in Him and your lives built on Him." – Colossians 2:7*

Ethos: We nurture each pupil so that they can make the most of their God-given gifts and skills and be fruitful members of the community.

Aim: In partnership with parents, carers and our wider community we are committed to providing an inspirational education and environment that nourishes all children's needs.

- To foster and nurture the Christian faith and ethos of the Church of England to enable all members of our community to develop spiritually, socially, intellectually and emotionally so that they can reach their full potential.
- To ensure our children are at the centre of a creative, broad and engaging curriculum to inspire a lifelong curiosity and enthusiasm for learning.
- To provide a caring and happy community in which Christian values are upheld and in which each child can find security, acceptance, reassurance and opportunity
- To promote positive mental health and well-being by enhancing our children's life skills, social skills and cultural awareness.

Vision: To be the best we can be for every child; keeping them safe, happy and equipped to achieve their full potential.

Core Purposes

- Ensure that all children are protected from harm; both physically and emotionally.
- Provide the highest quality of education so that every child achieves their full potential, both academically, personally, and physically, together with their well-being and spiritual, moral, social and cultural development, as well as in artistic and sporting endeavor.
- Ensure that vulnerable and disadvantaged children receive the support they need to achieve their full potential.
- Ensure that children are equipped to cope with the pressures of life (including effective management of social media).
- Enable children to make the best use of technology, to enhance their learning and lives

Key Priorities

<p>1. Ensuring high quality teaching and learning</p>	<ul style="list-style-type: none"> • Ensure that all teachers are using Basic Skills English and Maths, Talk4Writing, Talk4Reading, Developing Reasoning in Maths and Maths Mastery. • Ensure that assessment is a dialogue between teacher and child which moves learning forward. • Provide high quality intervention in the Early Years to address speech and language issues, particularly the deficit in vocabulary for disadvantaged children. • To provide intervention and support for younger children in consolidation of key number facts.
<p>2. Developing the creative curriculum</p>	<ul style="list-style-type: none"> • Ensure that every opportunity to further enhance the already creative curriculum is taken. • Review the current curriculum, including the impact of pandemic on subjects & year group expectation coverage. • Publish Intent, Implementation and Impact documents for all subjects, ensuring that governors are engaged in the process. • Develop the roles of subject co-ordinators, through CPD & subject lead time (subject cycle) • Develop a strategy for maximizing the increased IT ability of staff, children and parents. Maximize the potential of Google Classroom and other emerging applications. • To provide teaching and support staff with opportunities to access CPD opportunities
<p>3. Strengthen leadership</p>	<ul style="list-style-type: none"> • Develop the role of head teacher and deputy head teacher (including working with CEO, Head teachers and Heads of School across the federation) • Ensure that all Senior Leaders have a good understanding of the wider financial situation (including PE, Pupil Premium & EHCP funding) and are engaged in the setting of balanced budgets. • Develop strategic awareness for Heads of School. • Develop the work scrutiny cycle for Governors and Directors.
<p>4. Ensure clear accountability and highly effective communication.</p>	<ul style="list-style-type: none"> • All teaching staff contribute to the Heads Report as the key accountability document for Governors and Directors. • Ensure that progress data is available each term for all groups of children. • Ensure that Senior Leaders meet regularly and that communication is effective between the leadership team and with all stakeholders. Deputy head teacher to attend Governor meetings. Teachers to attend/provide information about their key stage or subject lead as required.
<p>5. Safeguard the mental health of pupils and staff</p>	<ul style="list-style-type: none"> • Provide nurture and counselling for vulnerable groups. • Provide support and counselling for staff as required. • Put in place an updated Parental Behaviour Policy. • Develop the role of Mental Health leads (for staff and for pupils) • All staff & Governor safeguarding training to be up-to-date, including Online safety (Boost), GDPR, Prevent and new software: My Concern
<p>6. To further enhance community links, promote & celebrate the school and its pupils' successes</p>	<ul style="list-style-type: none"> • To ensure all stake holders are kept up-to-date with events, achievements and successes, including via social media • To update, develop & maintain the school website, to inform parents, Ofsted & the local and wider community • To re-establish the PTFA and their role in fundraising & promoting a co-operative partnership between the governing body, staff, parents and the community with the school. • To further enhance links with Christ Church, Llangrove and the wider community

Objective 1

Ensuring high quality teaching and learning

Strand 2: Wisdom, Knowledge and Skills (including spiritual development)

Key SIAMS question: How well the school's staff and leaders apply their Christian vision to ensure curriculum and extra-curricular opportunities meet the academic and spiritual needs of all learners.

Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria
Regular audits of work to ensure that key strategies and methods are in place.	Every half term.	<ul style="list-style-type: none"> Head teacher Assistant head teacher 	Provision of management and Subject lead time. Focus Education planning resources	<ul style="list-style-type: none"> Head teacher assistant head teacher Subject lead teacher 	<ul style="list-style-type: none"> All teachers following HMFA teaching programmes. Clear evidence of progress in books Progression evident in planning, teaching and learning Governors involved/informed of book scrutiny/evidence
Monitor the quality of assessment dialogue.	Every half term.	<ul style="list-style-type: none"> Head teacher Assistant head teacher Subject lead Teachers/Tas & SAs 	Provision of management time.	<ul style="list-style-type: none"> Head teacher Assistant head teacher Subject lead 	<ul style="list-style-type: none"> Evidence of an effective dialogue. All staff involved in Assessment process Evidence of effective short-term target setting.
Ensure assessment is effectively used.	On- going with a summary at the end of each term	<ul style="list-style-type: none"> Head teacher Assistant head teacher All teachers/Tas & SAs 	Staff meetings Subject lead non-contact time	<ul style="list-style-type: none"> Head teacher Assistant head teacher Subject lead 	<ul style="list-style-type: none"> Discussion/review of assessment carried out in staff meetings/assessment meeting Timely completion of progress information for governors/directors. Assessment calendar
Ensure that there is effective speech and language provision in the Early Years	On-going from September	<ul style="list-style-type: none"> Head teacher SENCO 	Provision of a Speech Therapist	<ul style="list-style-type: none"> Head teacher HMFA Senco - ZB Speech Therapist 	<ul style="list-style-type: none"> Improved speech and vocabulary for identified pupils. Improved achievement for disadvantaged children. Teachers and support staff provided with information, reports and resources to support individual pupils as required.

Objective 2

Developing the creative curriculum

Strand 2: Wisdom, Knowledge and Skills (including spiritual development)

Key SIAMS question: How well the school's staff and leaders apply their Christian vision to ensure curriculum and extra-curricular opportunities meet the academic and spiritual needs of all learners.

Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria
Evaluate the current curriculum.	Commencing September.	Head teacher Deputy head teacher Subject lead Teachers	Staff meetings	Headteacher Assistant head teacher Subject lead Class teachers/TAs/SAs	<ul style="list-style-type: none"> Completed audit. Intent, Implementation and Impact documents for all subjects reviewed and updated
Make modifications if required, in dialogue with staff	September 2021 onwards	Head teacher Deputy head teacher	None	Headteacher Assistant head teacher Class teachers Subject lead	<ul style="list-style-type: none"> Adjustments made to the planned curriculum.
Ensure Intent, Implementation and Impact documents are in place for individual subjects	September 2021 onwards	Head teacher Deputy head teacher Subject lead Teachers	None	Headteacher Assistant head teacher Subject lead	<ul style="list-style-type: none"> Documents in place. Governors fully involved and aware curriculum rationale

Objective 3

Strengthen leadership

Strand 1: Vision and Leadership

Key SIAMS questions:

- How well the school has developed and implemented an inclusive and distinctive Christian vision, monitoring it's impact to ensure the school's original foundation is maintained.
- How well the school lives out that Christian vision in relationships and partnerships with key stakeholders.

Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria
Involve senior leaders in the monitoring and setting of budgets.	From September 2021	Head teacher Director of finance	None	<ul style="list-style-type: none"> • Head teacher • Director of Finance • Llangrove Governing Body • External auditors 	<ul style="list-style-type: none"> • Balanced in-year budgets. • Deputy head & subject leads (as required) have a
Involve leaders further in the strategic decision-making process.	From September 2021	Head teacher Chair of Governors	Cost of half termly meeting	<ul style="list-style-type: none"> • Head teacher • Llangrove Governing Body • Member Directors of HMFA, including Llangrove Chair of Governors 	<ul style="list-style-type: none"> • Corporate decision making on all matters relating to the success of the federation.
Develop a work scrutiny calendar for Governors	September 2021	Head teacher / assistant headteacher	None	<ul style="list-style-type: none"> • Governors/Directors 	<ul style="list-style-type: none"> • This is under review due to impact of Covid – plan to reestablish Spring 2022
Head teacher & HMFA MAT Headteachers & Heads of School meet regularly and have clear lines of communication & support.	September 2021	Head teacher HMFA Head teachers	Cost of half termly meeting	<ul style="list-style-type: none"> • Headteacher • HMFA CEO & HMFA Heads 	<ul style="list-style-type: none"> • Elimination of problems caused by poor communication. • Best practice shared

Objective 4

Ensure clear accountability and highly effective communication.

Strand 1: Vision and Leadership

Key SIAMS questions:

- How well the school has developed and implemented an inclusive and distinctive Christian vision, monitoring it's impact to ensure the school's original foundation is maintained.
- How well the school lives out that Christian vision in relationships and partnerships with key stakeholders.

Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria
Develop an effective protocol for the completion of the Heads Report.	On-going from September	Head teacher Assistant headteacher Director of Finance HMFA Director of Safeguarding HMFA SENCO	Cost of report program Online Training for headteacher in Autumn term The Headteacher's Report (theheadteachersreport.com)	Headteacher Director of Finance Governors/Directors & Clerk	<ul style="list-style-type: none"> • SD trained received update online training and support in Heads Report. • SD to cascade training to JD & EF • Successful completion of Heads Report for each Board Meeting
Ensure that progress data for all groups is available at every governors/directors meeting.	On-going from September	Head teacher Assistant Headteacher Class Teacher / Subject leads	Cost of report program Online Training for headteacher in Autumn term The Headteacher's Report (theheadteachersreport.com)	Headteacher Director of Finance Governors/Directors & Clerk	<ul style="list-style-type: none"> • Completion of Heads Report for each Board Meeting • Data related to ARE for Reading, Writing & Maths shared during board meeting • Governors minutes of meeting

Objective 5

Safeguard the mental health of pupils and staff

Strand 4: Community & Living Well Together (including mental health)

Key SIAMS question: How well the school's Christian vision promotes social and cultural development through the practise of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.

Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria
Provide nurture and counselling for vulnerable individuals/groups.	On-going	Headteacher Mental health lead	Cost of sessions TBC	Head teacher / Mental Health Lead Pastoral & Welfare governor	<ul style="list-style-type: none"> • Children come to school happily • Children can engage in learning. • Children say they feel safe. • Staff and Pupil questionnaire carried out • Good mental health for pupils and staff.
Provide support and counselling for staff as required.	On-going	HMFA Director of Safeguarding Mental health lead (for staff)	Medical insurance including counselling	Head teacher / Mental Health Lead Pastoral & Welfare governor - PB	<ul style="list-style-type: none"> • Healthy work life balance. • Good mental health. • Staff and Pupil questionnaire carried out • Good mental health for pupils and staff.
Develop the role of Mental Health leads (for staff and for pupils)	From September 2021	Headteacher Director of Safeguarding Mental health lead	Cost of training - £800 + £400 cost of role for pupil mental health lead.	Head teacher / Mental Health Lead	<ul style="list-style-type: none"> • Mental Health lead training successfully carried out by end of Summer term 2022 • All staff supported and mental health training • Healthy work life balance. • Staff and Pupil questionnaire carried out • Good mental health for pupils and staff.
All staff & Governor safeguarding training to be up-to-date	On-going	Headteacher HMFA Director of Safeguarding ICT lead	Cost of CPD including Online safety (Boost), GDPR, Prevent and new software: My Concern	Head teacher / Mental Health Lea HMFA Pastoral and Safeguarding lead Clerk to Governors	<ul style="list-style-type: none"> • All staff and governors kept up to date with current safeguarding guidelines & policies

Objective 6

To further enhance community links, promote & celebrate the school and its pupils' successes

Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

Key SIAMS questions:

- How well the school's Christian vision supports the character and moral development of all pupils, giving them aspirations for themselves and hope for the communities of which they are a part, including when circumstances are difficult.
- How well the school's Christian vision inspires the whole school community to engage in social action and to be courageous advocates for change in their local, national and global communities.

Action	Timescale	Person responsible	Budget/resource implications	Monitoring (Who by and how often)	Success criteria
To maintain and further develop links with stakeholders and the community of Llangrove Christ Church and other churches within the parish.	Ongoing	Headteacher Assistant Head (SIAMS/RE Lead) Governors – PB and Rev PB	Resources cost for school board in church. Diocese partnership (£750)	Headteacher Assistant Head (SIAMS/RE Lead) Governors – PB and Rev PB Worship Council – lead by CL (liaising with WP from Christ Church, Llangrove)	<ul style="list-style-type: none"> • School link board established at Christ Church – maintained by Worship Council • SIAMS/RE Lead regular liaison with Christ Church • Weekly emails from Diocese shared with governors • Open the Book collective worship reestablished on a half termly rota (from across the parishes) • SIAMS/RE Lead attends Diocese lead training
To ensure all stakeholders are kept up-to-date with events, achievements and successes, including via social media	Ongoing	Headteacher Business manager	Cost of website Newsletter	Headteacher governors	<ul style="list-style-type: none"> • All stakeholders are informed of school events • School achievement shared with a wider community including website link to Twitter, local press and Parish Magazine

<p>To update, develop & maintain the school website, to inform parents, Ofsted & the wider community</p>	<p>Ongoing New website early 2022</p>	<p>Headteacher Business manager HMFA ICT Lead</p>		<p>Head teacher Governors HMFA ICT Lead</p>	<ul style="list-style-type: none"> Existing website updated/new website in Spring term
<p>To re-establish the PTFA and their role in fundraising & promoting a co-operative partnership between the governing body, staff, parents and the community with the school.</p>	<p>Ongoing</p>	<p>Headteacher Business manager</p>		<p>Headteacher Staff PTFA</p>	<ul style="list-style-type: none"> Full PTFA committee Regular PTFA meeting PTFA event re-established and promoted via website, All parents including new parents/carers aware of important role PTFA plays and are involved /feel part of the PTFA community Pupils take an active role in fundraising, decision making and have a developed awareness of how they can support the communities of which they are a part.