



Governing Body Strategy Document – 2016/17

Statement of aims – taken from Teaching and Learning policy

We believe that it is our responsibility to enable children to become independent and confident. Our aim is that all pupils at Coppice Primary school develop the skills necessary to become life long learners. They will learn to value themselves and others. They will be inspired and enthused by the challenges we present to them and feel secure and supported enough to try new and difficult experiences. School should be fun; not about acquiring information for the sake of it but about opening doors and visualising new possibilities.

We believe that pupils at Coppice have the right to an education which is inclusive and allows all to realise their potential. In partnership with parents we can make school a happy and enjoyable experience. Pupils should feel safe, challenged and able to meet that challenge. School should provide access to a broad and balanced curriculum, both academic and social. Pupils should experience new and varied challenges and look to meet them with the support of their peers. It is our role, as educators, to enable pupils to envisage the boundless possibilities that lie before them and to enable them to strive to achieve.

Overview of objectives 2016/17

Priority 1 – All children to make accelerated progress in English and mathematics.

Target	Milestones	Monitoring arrangements
Teachers know the underperforming groups in their class and are accountable for them. Successful interventions are established.	<ul style="list-style-type: none"> • Data input into CM. • Children identified. • Interventions in place. • Impact of interventions identified. • Cycle or above. 	<ul style="list-style-type: none"> • Pupil progress meetings. • SLT • Reports to parents.
Create a provision map for all SEN and PP pupils.	<ul style="list-style-type: none"> • SLT agree on map requirements. • Provision map created. • Interventions monitored against map. 	<ul style="list-style-type: none"> • SLT • Reports to Gov body. • Classroom Monitor
Aim for 100% of children to achieve standardised score of 100 or above in reading, Spag and mathematics (KS1 and KS2) and all children to maximise their progress and their individual scaled score.	<ul style="list-style-type: none"> • Children assessed • Data available • Interventions in place • Monitored and reviewed. 	<ul style="list-style-type: none"> • Pupil progress meetings • SLT • Classroom Monitor.

Priority 2 – To ensure the quality of teaching, learning and assessment is good or better over time.

Target	Milestones	Monitoring arrangements
To ensure Literacy expectations are clear and consistent throughout the school and all staff to know the progression of skills required to be successful in Literacy.	<ul style="list-style-type: none"> • Lit leader to agree expectations. • Expectations to be cascaded and agreed by staff. • Directed time given to support expectations. • Monitored and reviewed. 	<ul style="list-style-type: none"> • Book trawls • Learning walks • Observations • Directed time meetings.
To improve/maintain our good teaching of SPaG and Phonics. (Phonics to stay at 90%+)	<ul style="list-style-type: none"> • Have clear and agreed expectations for spelling, grammar and phonics. • Share with parents. • Year 1 parent meeting to support curriculum and phonics in first term. • New phonics books ordered. 	<ul style="list-style-type: none"> • Learning walks • Book trawls • Parent feedback.
To ensure assessment is useful, meaningful and manageable.	<ul style="list-style-type: none"> • Review of Classroom monitor from last year. • Changes to wording and language agreed. • Glossary completed to support parents. 	<ul style="list-style-type: none"> • Pupil progress meetings. • Directed time meetings. • Pupil conversations. • Parent feedback.
To improve our teaching of mastery.	<ul style="list-style-type: none"> • Directed time allocated. • Whole staff training to support. • Can talk about mastery in reading and writing as well as maths. 	<ul style="list-style-type: none"> • Book Trawls • Pupil conversations • Lesson observations • Learning walks

Priority 3 – To ensure that the children’s personal development, behaviour & welfare is maximised

Target	Milestones	Monitoring arrangements
To ensure a high level of behaviour is seen throughout the school day and that pupil voice has an active role within school.	<ul style="list-style-type: none"> • Behaviour audit undertaken. • Recommendations discussed with staff and governors. • Behaviour policy reviewed. • New rewards put in place. • Staff training undertaken – TAs, LTS 	<ul style="list-style-type: none"> • Good to be Green monitoring. • Pupil conversations. • Parent questionnaire feedback.
To develop links with Langley staff and children which benefit the education and well-being of all involved.	<ul style="list-style-type: none"> • Resources allocated – KE • New Café building opened. • Joint curriculum links made. • Children/staff make appropriate links. 	<ul style="list-style-type: none"> • SLT • Joint Site Committee. • Learning walks. • Parent feedback.
To ensure PHSE curriculum supports children to achieve their potential.	<ul style="list-style-type: none"> • Policies agreed by governors. • Resources purchased as necessary. • Agreed assembly programme. 	<ul style="list-style-type: none"> • Assemblies. • Learning walks. • Incident report book.
To support the children transitioning from one year to another to ensure there are no gaps in learning.	<ul style="list-style-type: none"> • Have more transition opportunities. • Teachers meet to discuss pupils. • Year 1 parent meeting. 	<ul style="list-style-type: none"> • SLT • Observations. • Pupil conversations. • Pupil progress meetings.

Priority 4 – To support all leaders within the school to be able to pursue excellence for the children.

Target	Milestones	Monitoring arrangements
To review the vision for Coppice and the Trust and agree the key priorities and milestones along the way.	<ul style="list-style-type: none"> • Governors informed and discuss options for the Trust. • Agreement of a long term view of how Coppice will operate within the Trust. 	<ul style="list-style-type: none"> • Gov body meeting reports.
Children at school are safeguarded.	<ul style="list-style-type: none"> • 175 audit completed • Discussed with Gov • Action plan reported on. • Behaviour policy reviewed. • “No Outsiders” discussed and agreed. 	<ul style="list-style-type: none"> • HT report to GB. • Action plan • Safeguarding gov. • Trust safeguarding review of Coppice.
Develop long term plan for financial stability.	<ul style="list-style-type: none"> • Identify options for raising income/reducing costs. • Agree actions to be taken when circumstances arise eg staff leaving. 	<ul style="list-style-type: none"> • SLT • Gov body meetings • Finance reports.
Improve communication for parents.	<ul style="list-style-type: none"> • Time reports and parents’ evenings to give regular opportunities for feedback. • Newsletter to include year group specific information to give a better flavour of school life. 	<ul style="list-style-type: none"> • SLT • Newsletters. • Parent questionnaire.

Priority 5 - ensure that provision in the Foundation Stage is consistently good or better.

Target	Milestones	Monitoring arrangements
To ensure effective assessment and monitoring during the Foundation Stage.	<ul style="list-style-type: none"> • Baseline agreed across the Trust. • Baseline children • Moderate across Trust. • Classroom Monitor incorporated to support observations. 	<ul style="list-style-type: none"> • Pupil progress meetings. • Review of data input. • Compare trust data.
To increase the number of children achieving exceeding in writing.	<ul style="list-style-type: none"> • Reading and phonics resources reviewed. • Agreed understanding of exceeding in writing. • Forest Schools programme implemented. 	<ul style="list-style-type: none"> • SLT • Lesson observations. • Work trawls
To develop an EYFS policy for Coppice.	<ul style="list-style-type: none"> • Phonics sequence agreed and monitored. • Reading books linked to above programme. • Policy written. 	<ul style="list-style-type: none"> • SLT
To improve the identification of any additional needs within reception.	<ul style="list-style-type: none"> • SENCO to spend time in reception early on. • Children Identified. • Children included in whole school provision map. 	<ul style="list-style-type: none"> • SLT • Provision map • Observations • Learning walks.