

Callowell School Ethos and Strategic Vision

"Confident, Caring, Creative"

Our Ethos:

Callowell School believes in supporting children in becoming **Confident, Caring** and **Creative** individuals.

We do this by:

Confidence:

- Inspiring children, making a foundation for life-long learning by encouraging them to ask questions and find solutions
- Setting aspirational targets for each child to achieve their best and feel proud of themselves
- Courage to work independently as well as in a team
- Varied sports and extra-curricular activities. Our children are encouraged to 'have a go'

Caring:

- Promotion of positive behaviour and relationships at school, so each child feels valued, safe and happy, both in and out of school
- Encouraging and rewarding kindness, good manners and politeness at all times by all individuals
- Learning and helping outside of school, seeing themselves and others as valued individuals in a wider community

Creative:

- By teaching the breadth of the national curriculum in creative ways, the children experience lively teaching from a variety of methods and sources
- Valuing the Arts and humanities as a key subjects *in conjunction* with Reading, Writing, Maths and Science, making a springboard to creative thinking beyond school life
- Creativity as communication, we encourage expressive thinking and voice

Each week the children have the opportunity to be awarded a specific certificate when demonstrating extraordinary Confident, Caring, or Creative behaviour. This is shared on class Dojo for parents and carers to celebrate.

Our Strategic Vision

Callowell School Governors work closely with the senior leadership team to monitor and challenge the systems and processes put in place to ensure pupil progress is maintained. Our role is strategic not operational. This document covers our year plan for 2018/19 and a further projection to 3 years for the whole school in consultation with all stakeholders. Following our last short OFSTED inspection, we have consulted and adapted the School Development Plan (SDP) continually, focusing on these areas noted in the report as well as other areas as a matter of course. The '**Checkpoints**' listed demonstrate how we monitor these points.

Post OFSTED Focus 2018/19

Reading

Our whole school approach is focusing on all levels of achievement in reading, across all subjects. We are aiming to 'close the gap' to ensure previously low-attaining children are catching up. With regular pupil progress reports and the use of **Insight Tracker**, we are able to monitor the progress with more clarity. Checks are in place with external validation and government data twice a year that can be consulted to check assessments concur.

As well as extensive teaching of phonics within the focus, is the *continued asking of questions* to check a child has read and understood the text in front of them, for example determining inference and meaning as different to processing facts.

Culture of reading at home, a workshop to help parents with skills in **asking the right questions**

New reading record books, reading journals and areas for reading within the classroom.

Reading displays around the school.

Checkpoints: Data analysis, book looks, pupil voice, visit reports to TLC and FGB, subject lead reports

Writing and Maths

We strive to make sure that the pupils' awareness of outcomes and expectations are clear and consistent and that the middle-attaining and most able pupils are challenged enough. This is informed by regular teacher assessment and the use of 'next steps'. Attention is paid to SEND pupils so that they achieve good progress and have all support they need in place

Checkpoints: Data analysis, book looks, learner walks, visit reports to TLC and FGB, subject lead reports

Governor monitoring and challenge

Up to date subject leader reports, various data presentations and insight tracker enable the governing body to monitor pupil progress. This data is measured against ASP data (out Nov '18).

Regular school visits provide information and reports to the governing body to keep everyone updated.

Teaching and Learning committee meetings always consult data and look at these reports in closer detail. The SLT set targets for each cohort at the start of each academic year. The targets are presented as 2 separate percentages; a **prediction/expectation** based on previous pupil progress and attainment, **aspirational** where the teacher thinks the child could/should be.

We can track the progress and the **entire learning journey** of children from as young as 2 years old right up to leaving year 6.

Checkpoints: We are committed to asking challenging questions to the SLT, holding the school leaders to account

Attendance

All parents and carers have been reminded of the importance of the child attending school, as it is the *child's right* and any days absent will cause the them to fall behind rapidly.

Checkpoints: Attendance monitoring and action planning is held to account by our designated LA governor, who reports back to the governing body at FGB.

3 year Strategic Vision

Reading, Writing and Maths

Continued rigorous teaching and assessment levels are adhered to, to provide *consistent* information backed up with the data to evidence this

Constant drive to demonstrate *all* pupils are making good progress, monitored by governors. This means a greater amount of middle attainers and those achieving greater depth, whilst ensuring SEND pupils make good progress too, thus ensuring confidence in each learner

'A Culture of Reading' is fully established across the school for ALL subjects. Plans for a new library are afoot.

Actions: All children are given the right amount of challenge. Regular assessment informs planning and 'next steps'.

How do we know we have achieved? Data will evidence that all pupils are making good progress.

Breadth of Curriculum

A thematic approach to the national curriculum, including school trips and project work that motivate a greater depth of learning in all subjects

Inspiring and lively learning environments, vibrant displays to enhance/re-enforce learning

Callowell School is blessed with stunning views over Stroud valleys. We have a vast playing field, with a huge variety of sports and extra-curricular activities. The Forest School is on-site to provide out door learning experience, focusing on curriculum tasks out of the classroom.

We continue to receive Pupil Premium money which will be used to tackle areas that are our priorities.

Actions: Continued staff development and sharing of ideas with other schools in the area. Partnership with parents.

How do we know we have achieved? Pupil voice. Data analysis will show that progress has been consistent for all children.

Safeguarding

Safeguarding is paramount. Recent pupil surveys show they feel safe in school.

Training has been undertaken by the head and two governors for **safer recruitment**.

All staff have been trained in **e-safety** and this is an embedded part of classroom teaching

Our designated safeguarding governor ensures all information is correct and reports to FGB

Actions: Continuous and rigorous policy on safeguarding in all areas of each child's life. E-safety training for pupils and staff on-going.

How do we know we have achieved? The children and staff are safe and there are no foreseeable problems due to constant vigilance

Communication

Within 3 years, a new website (in consultation) that will provide clearer information and updated format, enabling a firmer link for parents and carers to the curriculum and greater working partnerships with parents. The above will make pupil and parent voice easier plus containing better access to newsletters, class dojo, parents eve and governor presence.

Working with the cluster of 3 other primary schools enables the sharing of best practice as vital.

Actions: Website under construction. Meetings and events with cluster schools. Parent's evening.

How do we know we have achieved? Parent and external visitor feedback on website. Greater working partnerships between parents. Surveys.

Excellent teaching

A supportive teacher community, sharing of ideas, peer observation and collaboration, we need to promote a culture of outward looking teacher development.

Regular 'data drops' from Insight Tracker inform planning and 'next steps'

Consistent approach to assessment, marking and feedback. Greater opportunities for pupils to respond to marking and to peer marking to embed learning

Cluster support – engagement in critical dialogue with local schools to identify and learn from good practice

Actions: Promotion of scholarship, Continued Professional Development. Cluster visits.

How do we know we have achieved? Staff surveys for support and well-being. Performance management, data analysis. Subject lead reports.

Learning from 2-11yrs

A dedicated and well-qualified EYFS team who work in partnership with parents to build a strong foundation in learning.

Actions: Tracking progress from a very early age, we can identify specific needs and use Early Intervention strategies where necessary.

How do we know we have achieved? : Baseline assessment measured against end of EYFS to see progress. Questionnaires to parents/carers

Wrap-around care

We offer a **breakfast club, after school club and holiday club**. Within our flexible setting our well qualified staff provide care throughout the working day. The children have a chance to play, create, catch up on work and have a snack in a fun and secure environment.

Actions: Advertising this option for all parents. A range of fun and educational activities.

How do we know we have achieved? Parent/carer questionnaires. Pupil voice. Lots of children signed up.

Holding leaders to account

Governors monitor and challenge the senior leadership team and staff

School walks, visit reports to FGB, book looks, rigorous data analysis, government data, insight tracker, SATS results to ascertain whether what the SLT is doing is *actually working*.

The Governing Resources/finance team oversee budget planning and spending to ensure the funds balance and the PP is allocated effectively, especially to SDP priorities

H&S Resources team take regular walks to ensure the school site is safe

Continuous attendance monitoring
Performance Management

Actions: The **minimum** input we make to govern is listed below. There are many more visits and activities including training that are NOT listed here.

- FGB meet frequently throughout the academic year
- Committees meet frequently, close to FGB dates, there are 2 committees, Teaching and Learning and Resources
- School walks/visits by each committee
- Full written reports following visits to FGB
- Co-Chairs of Governors meet with HT every week alternately

How do we know we have achieved? Performance management, data analysis, benchmarking. Financial aspects should balance with a healthy contingency fund. School site is safe and well maintained. Staff and pupils are happy, surveys/pupil voice will evidence.

We welcome your thoughts and comments. Please email the chair of Governors: chair@callowell.gloucs.sch.uk