



Our mission is founded on Christian beliefs and values to serve our local communities and wider community through providing the best possible education in the West Tyne Federation.

Our schools are committed to the personal development of all involved and aim to provide life-long learning.

We aim to provide extended facilities in our schools in order to support each child on their learning journey.

“Alone we can do so little, together we can do so much” Helen Keller

Strategic School Plan

In formulating the Strategic School Plan governors reflected on our Federation Vision, the key priorities in Greenhead Church of England Primary School and Henshaw Church of England Primary School and Ofsted’s current standards.

As this is a **Strategic Plan** just the **key areas** of focus and some of the main actions are listed below; more specific details are found in the School Action and Impact Plan (Greenhead) and the School Improvement and Impact Plan (Henshaw). Also, as a working document, it may be subject to change depending on for example, progress evaluations, new initiatives and Government changes.

| Key areas (For more detail refer to SIP) | Year 1 Getting to good 2016 - 17 | Year 3 Consolidation and working towards outstanding 2018 - 19 | Year 5 Outstanding 2020 - 2021 |
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| Overall effectiveness. | <p>Key focus: To ensure that all aspects of the school are at least good.</p> <p>By</p> <ul style="list-style-type: none"> • Developing a positive, cohesive and inclusive learning environment, where pupils believe they can achieve. • Evidencing effective planning controls to ensure good value for money, in terms of pupil outcomes for all groups and notably the Pupil Premium cohorts. • Being viewed positively for the schools achievements and improvements by the larger community. | <p>Key focus: To ensure that all aspects of the school work are good with many showing outstanding features.</p> <p>By</p> <ul style="list-style-type: none"> • Promoting a very supportive, cohesive and inclusive learning environment which allows pupils to thrive. • Evidencing effective planning controls to ensure very good returns on the financial investments, in terms of pupil outcomes for all groups. • Being held in high esteem by the local community for pupils' achievements and their positive contributions to the community. | <p>Key focus: To strive to ensure that all aspects of the school are outstanding.</p> <p>By</p> <ul style="list-style-type: none"> • Sustaining a highly cohesive, supportive learning environment, with a wide ranging promotion of pupils' spiritual, moral, social and cultural development. • Evidencing highly effective planning control; ensuring prudent use of resources, leading to excellent value for money, in terms of pupil outcomes for all cohorts, and financial stability. • Ensuring everyone in the school and the community are very proud of school; it's exceptional, rapidly improving achievements for all groups of pupils and its strong positive contribution to the local community. |

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| <p>Achievement of pupils</p> | <p>Key focus: To increase the rate of pupils' progress in English and Maths and a wide range of other subjects.</p> <p>By:</p> <ul style="list-style-type: none"> • Raising aspirations. • Providing appropriate curriculum pathways for all pupils. • Improving the reliability of assessment data so lessons can be more effectively differentiated. • Improving pupils reading, writing and mathematical skills across all curriculum subjects. • Ensuring teachers have a sound subject knowledge which is used to explain, model and scaffold learning. • Closely monitoring progress and putting in targeted support and intervention measures where required. <p>Continuing to build pupils' self – esteem and sense of pride in their work</p> | <p>Key focus: To continue to increase the rate of pupils' progress so that the standards of attainment of almost all groups is at least in line national averages and with an increasing proportion attaining above this.</p> <p>By:</p> <ul style="list-style-type: none"> • Continuing to build pupils self – esteem and sense of pride in their work. • Planning exciting opportunities for pupils to take more ownership of their learning. • Focusing on and developing further the skills of critical and creative thinking and the skills needed to work independently and as part of a team. • Assisting pupils in transferring knowledge and skills from one subject to another. • Continually monitoring progress over time. | <p>Key focus: To continue to increase the rate of pupils' progress across all cohorts, so an increasing proportion of pupils exceed expected progress in maths and English, and a wide range of other subjects.</p> <p>By:</p> <ul style="list-style-type: none"> • Developing in pupils a 'thirst for learning', through quality planning and motivational teaching; so the pupils want, and are more able, to take control of their own learning. • Supporting pupils develop and use a wide range of skills and knowledge in a variety of different situations, so that they can be effective learners and are very well prepared for the next stage in their lives. • Ensuring sharply focused, timely support and intervention, so the gaps between pupil groups close rapidly. • Ensuring teachers have high expectations of pupils and of themselves. <p>Teachers providing accurate assessments which are used to plan quality lessons that are better targeted to individual's needs.</p> |
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| | <ul style="list-style-type: none"> • Continuing to build pupils' self-esteem and sense of pride in their work. • Planning exciting opportunities for pupils to take more ownership of their learning. • Focusing on and developing further the skills of critical and creative thinking and the skills needed to work independently and as part of a team. • Assisting pupils in transferring knowledge and skills from one subject to another. • Continually monitoring progress over time. | | <ul style="list-style-type: none"> • Teachers providing accurate assessments which are used to plan quality lessons that are better targeted to individuals' needs. • Ensuring marking across all subjects is effective in helping pupils know how to improve their work and that they act on the feedback. • Developing the basic skills necessary for pupils to access the curriculum effectively. |
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| <p>Quality of teaching</p> | <p>Key focus: Improve the quality of teaching so that it is good or better and so there is a greater consistency across all subjects.</p> <p>By:</p> <ul style="list-style-type: none"> • Ensuring teachers have high expectations of pupils and of themselves. • Teachers providing accurate assessments which are used to plan quality lessons that are better targeted to individuals' needs. • Ensuring marking across all subjects is effective in helping pupils know how to improve their work and that they act on the feedback. • Developing the basic skills – necessary for pupils to access the curriculum effectively. | <p>Key focus: Improve the quality of teaching so that a greater proportion of lessons are better than good.</p> <p>By:</p> <ul style="list-style-type: none"> • Continually reinforcing high expectations by nurturing pupils' self-esteem and 'can do' attitude so that they have higher expectations of themselves and their own abilities. • Providing high quality marking and constructive oral feedback to help quickly accelerate pupil progress. • Planning more opportunities for pupils to think more deeply for themselves and to develop the skills outlined in the section above. (See pupil achievement). • Developing further staff and pupils questioning skills and other strategies to enable deeper thinking. | <p>Key focus: To improve the quality of teaching still further so that much of the teaching in most subjects is moving more towards outstanding and never less than consistently good.</p> <p>By:</p> <ul style="list-style-type: none"> • By building on the areas outlined in the quality of teaching year 3 (left) and ensuring consistency across all subject areas. • Planning lessons of consistently high quality which are initiative, and flexible to pupils' abilities and progress. • Consistently high quality, constructive feedback across all subjects. • Increasing pupils' levels of competency in a wide range of skills across all curriculum areas; so that pupils are better able to take more ownership of their own learning. • Involving pupils more in decision making so they can take more active roles, and a growing pride, in their school. |
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| | | | <ul style="list-style-type: none">• Addressing passive behaviours through high expectations, quality teaching and teachers consistently applying school policies such as the behaviour policy.• Ensuring that pupils take pride in their appearance and work; through high expectations.• Continuing to ensure that all our pupils feel safe, through training and support so that pupils enjoy coming to school.• Providing more opportunities for increasing numbers of pupils to make positive contributions to school and community life.• Developing further a positive ethos around school where pupils conduct themselves well at all times of the day.• Ensuring that lessons are sufficiently challenging and pupils feel a sense of achievement so take pride in their work. |
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| | | | <ul style="list-style-type: none">• Ensuring that behaviour is managed consistently well through a series of training, monitoring and support.• Promoting and sustaining high expectations of punctuality, manners, conduct and work so pupils are proud of their school and their contribution to it.• Providing motivational teaching which encourages pupils to aspire to exceptional attitudes to learning across a range of subjects.• Ensuring staff are highly skilled and consistent in their approach to behaviour management so that all pupils feel very safe and that the learning environment is extremely positive. |
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| <p>Quality of leadership in management of the school.</p> | <p>Key focus: To strengthen the leadership, and notably the extended leadership team, in the school.</p> <p>By:</p> <ul style="list-style-type: none"> • Providing support so that all leaders can aspire to improving their own and the achievements of others. • Ensuring actions of all teachers are sharply focused on the schools most urgent priorities. • Ensuring all middle leaders are effectively monitoring and evaluating pupils' progress and intervene where necessary. | <p>Key focus: To build on and strengthen further the leadership team of the school.</p> <p>By:</p> <ul style="list-style-type: none"> • Developing further leaders to ensure they are exceptional role models to others, through their consistently high expectations. • Reviewing and refining working policies and procedures which underpin practice to ensure they are effective and assist in influencing change. • Rigorous self –evaluation by staff and governors of school's performance. • Sustaining the pursuit for excellence in academic achievement and personal development for all pupils. • Leaders relentlessly and rigorously focusing on improving teaching and learning by managing, challenging and supporting teachers' improvement. | <p>Key focus: To sustain a strong leadership team within the school.</p> <p>By:</p> <ul style="list-style-type: none"> • Promoting and sustaining high expectations of punctuality, manners, conduct, and work, so pupils are proud of their school and their contribution to it. • Providing motivational teaching which encourages pupils to aspire to exceptional attitudes to learning across a range of subjects. • Ensuring staff are highly skilled and consistent in their approach to behaviour management so that all pupils feel very safe and that the learning environment is extremely positive. |
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| | | <ul style="list-style-type: none"> • Ensuring the school's curriculum promotes and sustains a love of learning across a wide range of subjects. • Succession planning which encourages CPD opportunities for others to learn from leaders. • Governors and SLT, as appropriate, to stringently hold the school/staff to account on all aspects of school's performance. | |
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