



Malpas Alport Endowed Primary School

'Where creativity is at the heart of learning'.

GOVERNOR STRATEGIC PLAN 2023-2026

Our Vision

Our children to be happy, confident and inspired to be life-long learners, able to realise their potential and achieve their own version of success.

Our Mission

We place the happiness and wellbeing of each individual learner at the forefront of our mission, as happy children learn effectively, and we work closely with our families to ensure ambitious outcomes academically, socially and emotionally for every single pupil.

Our Aims

- To ensure children have a love of learning and are equipped with all the skills necessary to learn academically, socially and emotionally.
- To support the teaching staff in providing a fully inclusive, high-quality curriculum which develops potential and enables achievement and enjoyment for all children in our care through a creative approach to learning.
- To ensure a safe, happy and healthy environment in which staff and children are encouraged to consider their wellbeing.
- To ensure our school is welcoming of the community, in which all families are encouraged to support their child's education.
- To support equality and diversity, whilst preparing children for the challenges and opportunities of modern life and an understanding of British values.
- To ensure effective governance.

Our Values

Kindness: being friendly, generous and caring.

Respect: having due regard for the feelings, wishes and rights of others.

Responsibility: the ability to make good choices and understand the importance of honesty.

Self-Belief: valuing and believing in own abilities.

Excellence: have high expectations, work hard to achieve goals.

Introduction

Malpas Alport Primary is an average sized primary school located in a small village in south Cheshire, close to the border with Wales, Shropshire and Cheshire East. The village has a relatively small indigenous employment base and therefore many residents have to commute to jobs elsewhere. 95% of residents were born in the UK or Wales, and the majority of residents are employed in wholesale, human health, construction, manufacturing and agriculture.

2011 Census statistics show that 24% of residence aged 16+ had no qualifications. Almost 30% of all households live in accommodation that is socially or privately rented. 51% of Malpas residents are known to live in "Rural Isolated Communities." Transport links to larger communities are poor and many residents are unable to access facilities, support and opportunities locally. Rural poverty and social isolation are a disadvantage to many.

There are an average number of children in receipt of FSM and higher than average SEND. The school deprivation indicator is in third quintile (average) for all schools. There is a large differential between those families who are geographically mobile and financially affluent and those who have less advantages. We have many families who belong to the farming community- with the challenges this can bring and a higher than national number of children who are Young Carers. Mental health of both parents and children is a significant factor in educational stability. There is a significant number of 'fragmented homes', which is difficult to quantify or compare nationally. This has increased since the last inspection.

Previous Ofsted Inspection

The Ofsted inspection of March 2018 judged the school as Good and identified the following development points.

- to develop pupils grammar and spelling skills so that written outcomes further improve.
- further accelerate the progress of disadvantaged pupils in key stage 1 from their starting points.

Strategic Plan

The priorities for improvement are identified in the School Improvement Plan and the Self Evaluation Summary, this strategic plan sets out the actions that governors will take to self-develop their knowledge, skills and behaviours in order to provide strategic leadership accountability and how this will be monitored and reviewed. This plan also seeks to identify the priority actions to be undertaken by the Governing Body to ensure effective support and challenge is in place to enable the successful delivery of the School Improvement Plan.

All Governors have a role in supporting the continuous improvement of the school. This Plan is a working document, and as such, changes will take place and an on-going cycle of review will inform the implementation, monitoring and evaluation of the identified priorities.

The implementation of this plan will support the Governors to fulfil their headline functions effectively, these being identified as: -

1. Ensuring clarity of vision, ethos, accountability, and strategic direction.
2. Hold leaders to account for the safeguarding of the school community and the educational performance of the school, its pupils and staff. Including monitoring staff wellbeing.
3. Overseeing the financial performance of the school and making sure money is well spent.

Strategic Intent 1 - Ensuring clarity of vision, ethos, accountability, and strategic direction

Objective	Action	Timescale	Success Criteria/Evidence	Resource/Lead
Ensure that the priorities in the School Improvement Plan support the vision and ethos of the school.	Continue to embed and develop the vision of the school.	Ongoing	Objectives in the improvement plan have directly furthered the educational objectives of the school	HT/SLT/FGB
Ensure that the vision and ethos of the school are well communicated.	Review the vision for the school and ensure that it is embedded into the life of the school	Ongoing	Take account of the views of parents, governors, staff and pupils when preparing the SIP	HT/Chair
Monitor and review outcomes of SIP (linked to subject action plans)	Approve the SIP, carry out interim reviews (AA) and a full evaluation at year end (FGB)	Ongoing	Approve the SIP, carry out interim reviews and a full evaluation at year end (FGB)	HT/SLT/Govs
Undertake an annual review of the School's Improvement Plan.	Full review of the improvement plan	Annually at Autumn Term FGB	Minutes of Meetings	HT/SLT/FGB
Governors establish a culture of leadership and succession.	New Governors are provided with a detailed induction programme by relevant individuals, including Chair of Governors, Clerk, and Headteacher.	Within 1 month of 1 st meeting	Induction checklist completed for new Governors	Chair/FGB/Clerk
	Governors are provided with opportunities to develop through shadowing, and other learning experiences to enable those that wish to, to succession into Chair and Vice Chair roles.	Ongoing	Minutes of Meetings CPD Training Log	FGB/Committee Chairs
	High standards are maintained by all Governors, including: - • Preparedness – pre-reading, and contributions at meetings • Commitment – high levels of attendance at meetings	On-going	Minutes of Meetings Attendance Log	All
	Annual Skills Audit undertaken of all Governors, with gaps identified and appropriate CPD identified, with on-going attempts to recruit to gaps in subsequent recruitment phases.	Annually at Autumn Term FGB	Audit & Minutes	Chair/FGB

	<p>Programme of appropriate CPD Training and skill development is in place including access to relevant NGA online workshops: -</p> <ul style="list-style-type: none"> • Safeguarding (All) • Introduction to the role of Governor (New Governors) • Finance for Governors (All FSE) • NGA – Ofsted & the Inspection Framework (All) • NGA – Role of SEND Governor (All) • NGA – Ofsted Inspections Step by Step (All) • Other CPD as required (All) 	Annually at Autumn Term FGB	Audit & Minutes	Chair/FGB
	An up-to-date Governor CPD Training Log is maintained.	Ongoing		Chair/FGB/Clerk

Strategic Intent 2 - Hold leaders to account for the safeguarding of the school community and the educational performance of the school

Objective	Action	Timescale	Success Criteria/Evidence	Resource/Lead
Ensure that appraisal is carried out effectively	Agree a trained governor team to carry out HT appraisal	Annually	Governors have acted as a critical friend of the head teacher by providing support, advice and challenge	Pay Panel
Ensure that governors have the skills to understand and scrutinise quality assurance information and data	Attend appropriate governor training	Ongoing	Governors have worked with the school to plan improvements and develop policies and keep these under review. Gobs provide challenge and feedback at meetings	Chair/Govs
Governors focus their monitoring in order to support the work of the head teacher / SLT/ Staff	Attend meetings regularly and read all recommended minutes and other documents. Carry out learning walks and other similar visits to the school to ensure statutory compliance and SIP progress. Understand subject responsibility area(s)	Ongoing	In partnership with the head teacher and staff, governors have exercised their responsibilities and powers appropriately	Chair/Govs
Understand the Curriculum	Link Governors are assigned to support specific focus areas, including: - <ul style="list-style-type: none"> • Pupil Premium & SEND • Looked after Children • Safeguarding • Health & Safety • EYFS • Enrichment • Curriculum • Behaviour • Training Liaison 	Ongoing AC RM RM AJ RM/JB RR RA AJ TAR	Governor visits, Committee and FGB minutes	Chair/FGB
Understand Curriculum intent, implementation and impact and the Quality of Education judgement <ul style="list-style-type: none"> • How is teaching and assessment fulfilling the intent (and the curriculum being delivered) • What difference is education making to the lives of the children who attend the school • What are children achieving 	Governors attend school at appropriate intervals to: - <ul style="list-style-type: none"> • Improve connectivity and visibility of Governors within school 	Ongoing	Governor visits	All

<ul style="list-style-type: none"> • What do they go on to achieve • What are the benefits of a rich, inspiring curriculum 				
Monitor the effectiveness of interventions for Troubled/Crisis children, who we recognise as 'vulnerable'	Ensure that there are timely interventions to increase and maximise progress and lessen the negative impact of barriers to learning. Staff are supported and recognised as they work with some of the most distressed children.	Ongoing	All aspects of attainment are recognised, and vulnerable children are supported and safeguarded	HT/Chair/Govs
To track the progress of pupil premium children across the school at regular intervals with the Headteacher and SLT and to monitor Catch up Funding Governors and SLT set challenging attainment and progress targets for children in receipt of the pupil premium.	Monitor and challenge the impact of a range of interventions and how effective the pupil premium grant is used to ensure improvements in wellbeing and outcomes of children.	Sept 22-Jul 23	Pupil premium funding is used effectively to inform outcomes for children	Govs
Improve the quality of Teaching	Ensure well being of all staff and support steps to achieve a good work/life balance Ensure there are opportunities for CPD and training and promotion	Ongoing	Staff are happy and remain at the school unless seeking promotion. Strategic leadership within the school will be robust. Confirmation through staff surveys with sufficient time given to staff to maintain a work/life balance.	HT/Chair/Govs
Increase the opportunities for parents to be able to understand the curriculum and support learning at home	Ensure parents receive curriculum guidelines. Support staff to promote displays within the school and to set homework.	Ongoing	More parents engage with the school and attend open evenings. Children are supported by their parents to increase their ability	HT/Chair/Govs
Collaboration	Maintain a commitment to contribute positively to cluster learning and practice sharing events and workshops.	Ongoing	Feedback at meetings Minutes of meetings	All
	Maintain a commitment to bring in ideas and ways of working from outside the education sector to benefit the Governing Body.	Ongoing	Feedback at meetings Minutes of meetings Adoption of new ways of working	All

Strategic Intent 3 - Overseeing the financial performance of the school

Objective	Action	Timescale	Success Criteria/Evidence	Resource/Lead
Ensure that governors have the skills and knowledge required to support the head teacher in setting and monitoring the school budget	Attend appropriate governor training	Ongoing	Governors are familiar with financial procedures and policies	HT/Chair/Govs
Ensure that governors are aware of their role in respect of (MIPS): <ul style="list-style-type: none"> regularity propriety value for money compliance risk management 	Have due regard to the school's finance and finance related policies. Have and review a three-year budget projection. Carry out best value benchmarking of the school budget.	Ongoing	Spending has complied with regulations Activities have not put the reputation or assets of the organisation at risk Governors have avoided conflicts of interest SFVS submitted on time and a number of Govs have undergone training	HT/Chair/Govs
Ensure that budget is spent to further the educational objectives of the school and in line with the school improvement plan	Plan the budget annually and link expenditure to the SIP Support expenditure to improve mental health of both Staff and pupils (My happy mind) and external support. Ensure effective monitoring of Pupil Premium, sports funding and SEND budget	Ongoing	Governors can demonstrate effective challenge when considering cost of interventions and pupil progress and attainment Governors receive regular reports from the school Bursar	HT/Chair/Govs
Ensure that governors are aware of the relevant financial procedures that schools must follow (SFVS)	Receive accounts 6 times per year Regularly review and discuss school risk factors	Ongoing	Governors have acted within the scope of their authority	HT/Chair/Govs
Governors work with the head teacher to apply the Pay Policy effectively	Remunerate good performance appropriately	Ongoing	Staff retention and succession planning is strong	HT/Chair/Govs
Monitor the spending of the pupil premium grant and the impact it is having in narrowing the gap between PP and non-PP children.	Regular reports from the school Bursar	Ongoing	Pupil premium funding is used effectively to inform outcomes for children	FGB