

## Governor Vision

As Governors of Wodensfield Primary School, we are committed to fostering a nurturing and responsive educational environment. Our strategic plan, spanning the next three years, outlines the school's objectives, which are intrinsically linked to our core values of being "ready, respectful, and safe" and embracing a whole-child approach to student development.

Recognising the ever-evolving educational landscape, this plan is designed as a living document, adaptable at our termly reviews. It incorporates feedback from our robust self-evaluation processes and builds on the established school vision to inspire and empower all children to become independent, lifelong learners.

Central to our vision is fostering a culture of honour, where every individual—child, staff, or parent—is valued for their unique contributions. Guided by the principle *treat others as you wish to be treated yourself*, we aim to build an environment rooted in mutual respect, positive recognition, and collaboration, where academic growth, personal development, and a strong sense of belonging are nurtured and celebrated.

At Wodensfield Primary School, we believe in inspiring and empowering all children to become independent, lifelong learners and confident citizens who make a positive contribution to the wider world. We will achieve this by encouraging transparency, empathy, and consistency, which will build trust within our school community. By upholding these values, we create a safe, inclusive, and nurturing environment where everyone—students, staff, and families—can 'Aim to Be the Best They Can Be.'

Aligned with the National Curriculum, we prioritise a broad and balanced curriculum enriched by innovative teaching methodologies, with a strong emphasis on reading and phonics proficiency.

Our partnership with the Headteacher and Senior Leadership Team is crucial in maintaining high standards of inclusive education and fostering continuous professional development for all staff. We uphold a supportive environment where teaching excellence is promoted through comprehensive resources, targeted training, and reflective practices.

By embedding a culture that balances high expectations with positive, supportive relationships, we are dedicated to developing well-rounded individuals prepared not only for academic success but for meaningful, engaged lives beyond our school. Transparent communication with parents and the wider community is essential to this shared vision, ensuring it is collectively embraced and actively supported.

Our goal is for every child at Wodensfield to achieve their full potential while developing the skills and values needed to thrive in an ever-changing world. We remain steadfast in promoting strategic initiatives through a sustained partnership with our committed staff, continually driving forward our vision for the school.

## **Strategic 3-year plan 2024/25 to 2027/28**

This Strategic Plan reflects Wodensfield Primary School's unwavering commitment to enabling every child at the school to "aim to be the best they can". At the core of our vision is a commitment to providing every child at Wodensfield with an inspirational education that not only focuses on academic excellence, but also nurtures personal, emotional, and social development.

As we navigate the ever-changing educational landscape, Wodensfield remains dedicated to fulfilling the diverse needs of all our pupils, empowering them to realise their potential and transition confidently into the next stages of their lives. This strategy outlines our primary objectives for the next three years, aiming to elevate our standards and achievements further and enhance our standing within the community we serve. Through this plan, we are set to continue our trajectory towards excellence, ensuring our approach remains adaptive and responsive to the needs of our students and the wider educational context.

At Wodensfield Primary School, a fundamental role of the Governing Body is to hold the Headteacher accountable for the educational performance of the school, its pupils, and staff; as well as overseeing the financial performance to ensure fiscal responsibility. This accountability is exercised through meticulous monitoring of the School Improvement Plan, analysis of pupil performance data and other appropriate mechanisms.

Governors will ensure that teachers are well supported through targeted professional development opportunities and that their teaching effectiveness is routinely evaluated to maintain the highest standards of education. Additionally, the Governing Body commits to its own continuous improvement, ensuring regular updates to its members' training. This includes conducting annual self-assessments, appraisals, and skills audits to enhance governance effectiveness and adapt to evolving educational demands.

### **Strategic Objectives**

The following Strategic objectives have been identified:

#### **1) High Quality of Teaching and Learning**

Wodensfield is committed to advancing the quality of teaching through CPD, a high-support and high-challenge environment, ensuring equitable and adaptive learning opportunities for all student groups.

#### **2) Excellence in Curriculum Offer**

At Wodensfield, we provide a high-quality curriculum enriched by innovative teaching methodologies with a strong emphasis on reading and phonics proficiency.

#### **3) A Whole-Child Education**

Every child's journey at Wodensfield will nurture self-esteem, foster independence, bolster confidence, and equip them with the skills necessary for lifelong success.

#### **4) Strong Leadership and Strategic Oversight**

At Wodensfield, our Senior Leadership Team and Governing Body embody a progressive and strategic yet compassionate approach, continually refining our vision and ensuring robust governance.

## Strategic Objective 1: High Quality of Teaching and Learning

Key Priority	<b>High support, high challenge environment where staff reflect on their practice and are encouraged to grow in empowering all pupils to be the best they can.</b>
Steps	<ul style="list-style-type: none"> <li>- All staff adhere to the Teacher's Standards as set out in the Guidance for school leaders, school staff, and governing bodies.</li> <li>- Staff are supported through regular feedback, collaborative quality assurance, and constructive performance discussions aimed at fostering professional growth.</li> <li>- SLT and/or delegated appraisers, undertake book looks, observations and formal learning walks within the performance management process</li> <li>- Subject leads are given time to observe and check through books</li> <li>- Teachers complete self-assessments and self-audits</li> <li>- SLT invests in an enriching CPD plan that is responsive to the school's needs and context.</li> <li>- Staff are supported in directing their CPD where appropriate.</li> <li>- The Governing Board and Headteacher review the effectiveness of the appraisal policy at the beginning of the academic year.</li> <li>- Consistent implementation of a coaching-based line management style that emphasises approachability, regular check-ins, and supportive dialogue.</li> <li>- Foster a supportive environment where open and respectful conversations about staff well-being and morale are encouraged, helping everyone feel valued and motivated.</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>- Children in all groups demonstrate progress and development across academic, social, emotional, and/or physical domains, building on their individual starting points.</li> <li>- Teaching staff records demonstrate a commitment to continuous professional development, with all staff receiving relevant training and support tailored to their needs. Ongoing guidance and collaborative feedback help staff to grow and achieve their goals in a supportive environment.</li> <li>- Regular, constructive feedback and collaborative reflection throughout the year help identify and address needs early through timely interventions</li> <li>- Evidence of staff feeling confident to engage in open conversations with SLT about their development needs, fostering a culture of mutual support and trust.</li> </ul>
Responsible	<p>Operational: SLT, Appraisers, Subject Leads</p> <p>Strategic: Claire Hardiam, Jaymie Middleton, Julianne Cash (Link governors for Standards and Curriculum) and Matthieu Lambert (Wellbeing Governor)</p>

Key Priority	<b>Reduction of the difference where progress gaps exist across the school and ensuring all children who may be part of disadvantaged groups have the provision they need to be successful.</b>
Steps	<ul style="list-style-type: none"> <li>- SEND pupils receive appropriate intervention and in-class support including access to extracurricular activities and wider curriculum</li> <li>- Measures to support non-SEND lowest 20% in place and implemented consistently.</li> <li>- EAL pupils receive appropriate support to enable them to thrive in school</li> <li>- Pupils requiring additional pastoral and emotional well-being support receive timely help.</li> <li>- PPG pupils receive relevant support and in-class provision</li> <li>- LAC and former LAC children are likewise supported with careful investment of the additional Pupil Premium Plus funding with support from VSH if needed.</li> <li>- Termly progress/attainment assessment data reports from Headteacher and regular reports from Subject Leaders to governors</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>- ALL pupils make meaningful progress in their learning, personal development, and/or well-being from their individual starting points.</li> <li>- Evidence of the effectiveness of interventions is seen through governor visits, detailed discussions around the relevant data for each disadvantaged cohort provided to the governor overseeing this objective</li> <li>- Evidence that interventions that are not achieving their stated purpose are being reviewed and tweaked accordingly.</li> </ul>
Responsible	<p>Operational: HT (S. Walker), Ass HT (A. Sharp), SENco (H. Cowdrill), Family Liaison Officer (K. Jamieson)</p> <p>Strategic: Rachel Lambert (SEND Governor) and Nick Knowles (PPG Governor)</p>

## Strategic Objective 2: Excellence in Curriculum Offer

Key Priority	<b>The curriculum model will be broad, balanced, ambitious, and appropriately sequenced with effective transition at all levels.</b>
Steps	<ul style="list-style-type: none"> <li>- Subject leads ensure a curriculum that builds on knowledge from year to year and plan for progression from EYFS to KS1 then KS1 to KS2</li> <li>- Subject leads play a pivotal role in guiding their teams to develop a shared understanding and effective delivery of the curriculum, working collaboratively to support consistent and high-quality teaching practices across the school.</li> <li>- Assessment frameworks are in place to ensure pupil progress against the curriculum</li> <li>- Assessments inform curriculum planning to ensure that it meets the needs of all of the learners</li> <li>- The curriculum reflects the diversity of the school &amp; community</li> <li>- The curriculum overtly reflects the school motto so that pupils can play their part in aiming to be the best they can be.</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>- Positive pupil voice feedback on curriculum offer.</li> <li>- Evidence of adaptive learning in place across the curriculum.</li> <li>- Evidence of a visible, clear sense of progression and continuity in each subject</li> </ul>
Responsibility	<p>Operational: L. Gould (Curriculum lead)</p> <p>Strategic: Claire Hardiman, Jaymie Middleton, Julianne Cash (Link governors for Standards and Curriculum)</p>

Key Priority	<b>Phonics Instruction to be standardised across the whole of EYFS and KS1 to increase consistency and effectiveness to ensure that pupils “read words consistently, using their phonetic knowledge and sound blending”</b>
Steps	<ul style="list-style-type: none"> <li>- Ensure adherence to the phonics pathway with clearly set out half-termly assessment, ensuring that groups are not falling behind and covering all of the required sounds.</li> <li>- Develop and implement a structured reading program that promotes a love for reading and includes exposure to a variety of genres and authors.</li> <li>- Promote further reading at home with clear expectations of outcomes in line with the curriculum</li> <li>- Training and refresher courses are to be provided as needed to support staff in being consistent in the implementation</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>- Reading outcomes for all pupils will improve and will be in line (or closer to) with national standards</li> <li>- All groups progressing between baseline assessments in Autumn 1 and end-of-year assessments in Summer 2.</li> <li>- Phonics screening assessments at the end of Year 1 are in line with or above national averages.</li> </ul>
Responsibility	<p>Operational: Phonics lead (K. Hill) and HT (S. Walker)</p> <p>Strategic: Claire Hardiam, Jaymie Middleton, Julianne Cash (Link governors for Standards and Curriculum)</p>

### Strategic Objective 3: A whole child education

Key Priority	<b>Fostering strong interpersonal connections to create a safe environment that enhances learning, and well-being and improves attendance, ensuring that each individual feels valued and motivated to participate fully</b>
Steps	<ul style="list-style-type: none"> <li>- Strengthen staff-student connections by developing and maintaining strong, supportive relationships between staff and students to create a nurturing environment where every child feels understood, valued, and connected.</li> <li>- Consistency of implementation of the <i>When the Adults Change</i> approach to behaviour, ensuring that this is embedded across the school with high support / high challenge so as to see a reduction in distressed behaviour.</li> <li>- Encourage and support the adoption of restorative practices across the school, with all staff, including support staff and lunchtime supervisors, engaged in ongoing learning and reflection.</li> <li>- Monitoring systems to track attendance patterns, engagement programs to improve school attendance, and targeted support for families and students facing barriers to regular attendance</li> <li>- Ensure safeguarding remains at the forefront of all aspects of school life, with rigorous reporting and training for staff with appropriate follow-up.</li> <li>- Establish positive developmental relationships that engage all stakeholders—parents, teachers, and community members—in supporting each child’s educational journey.</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>- Evidence of a culture of openness, trust and transparency in which the school values and expected behaviour set out in the staff code of conduct are lived, monitored and reinforced constantly by all staff</li> <li>- Evidence of increased confidence in the approachability of the senior leadership team with the development of trust-based relationships where staff, parents and pupils feel heard and supported.</li> <li>- Improved student and parent feedback on the approachability of staff and leadership, showing evidence of trust and positive relationships.</li> </ul>
Responsibility	<p>Operational: Designated Safeguarding Lead (S. Walker) &amp; Deputy Head (L. Gould)</p> <p>Strategic: Rachel Lambert (Safeguarding Governor, Attendance Governor) and Matt Lambert (Wellbeing Governor)</p>

Key Priority	<b>To embed a whole school system of assessment which effectively tracks both pupil progress and attainment across the curriculum enabling staff to reliably identify where intervention is required for expectations to be met.</b>
Steps	<ul style="list-style-type: none"> <li>- Use of Insight for recording, detailed analysis and reporting of progress and attainment across the curriculum in place, manageable and useful.</li> <li>- Dedicated SEMH support staff, tailored interventions, and embedded SEL (Social Emotional Learning) within the curriculum.</li> <li>- Culturally responsive teaching practices and personalised learning plans to meet the diverse needs of the student body.</li> <li>- Encourage the development of positive learning habits, resilience, and growth mindsets critical for lifelong learning and success.</li> <li>- Concrete resources and apparatus in wide practical use across the school and across the different subjects to improve outcomes for all learners.</li> <li>- CPD related to the development of day-to-day assessment to support the identification of the needs of our children and the gaps within the curriculum</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>- Teachers and staff report increased confidence in differentiating instruction, providing adaptive learning and targeted interventions through assessment data and the use of AI <ul style="list-style-type: none"> <li>- Observations and feedback indicate a shift towards a more collaborative culture where teachers feel supported and are open to peer observations, co-planning sessions, and sharing best practices based on assessment insights.</li> </ul> </li> </ul>
Responsibility	<p>Operational: SLT (A. Sharpe and L. Gould) + SENco</p> <p>Strategic: Claire Hardiam, Jaymie Middleton, Julianne Cash (Link governors for Standards and Curriculum)</p>



#### Strategic Objective 4: Strong Leadership and Oversight

Key Priority	<p><b>A forward-thinking Senior Leadership Team, committed to a culture of collaboration and trust, continuously refines and communicates our shared vision. By fostering open dialogue and supporting all staff, they help everyone understand the school's direction and feel empowered in their roles to contribute meaningfully to its success.</b></p>
Steps	<ul style="list-style-type: none"> <li>- Using measuring tools (such as Insight) and data comprehensively to inform decisions, monitor progress, and identify areas requiring intervention, ensuring decisions are evidence-based and targeted.</li> <li>- Facilitate open and ongoing communication between the Senior Leadership Team and all staff about strategic goals, decisions, and progress, nurturing a sense of shared purpose, understanding, and trust.</li> <li>- A clear and collaborative organisational structure should be developed to promote consistency in decision-making, ensure open communication of School Improvement Plan (SIP) priorities, and provide supportive line management and appraisals aligned with staff roles and responsibilities.</li> <li>- Provide ongoing guidance, mentorship, and professional development tailored to the needs of staff, focusing on emerging educational strategies, leadership skills, and technological proficiency.</li> <li>- Regularly engaging with staff to review the roll-out of school-wide programmes and best practices, ensuring that strategic intentions align with our shared vision, and working together to identify opportunities for growth and provide the necessary support.</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>- Headteacher performance evaluation against criteria that reflect the stated outcomes of the Governor Vision and Strategy.</li> <li>- Reports show evidence-based decision-making with specific examples in termly reports of where leadership interventions have directly impacted upon progress.</li> <li>- Succession plan in place with clear expectations of all involved and timescales.</li> </ul>
Responsibility	<p>Operational: Senior Leadership Team</p> <p>Strategic: FGB, particular role for the chair (Rachel Lambert)</p>

Key Priority	<b>Strong and effective governance - a reflective governing body that provides support and challenge to drive improvement.</b>
Steps	<ul style="list-style-type: none"> <li>- Governance aligned with the school's vision and values, emphasising student welfare, academic excellence, and community engagement.</li> <li>- To build a productive and supportive partnership with the headteacher, focusing on shared goals for school performance and making well-informed strategic decisions based on collaborative analysis of objective data.</li> <li>- Open and transparent communication with the Headteacher, SLT and other stakeholders including the wider body of staff to monitor morale and well-being.</li> <li>- Governors will work with SLT to understand the specific challenges staff face in implementing new initiatives or changes.</li> <li>- Governors will be involved in actively listening to the concerns and challenges faced by staff, acknowledging their efforts, and collaboratively seeking solutions to alleviate pressures.</li> <li>- Financial accountability – providing budgetary support and challenge to the SLT taking into account the clearly challenging financial climate.</li> <li>- Active involvement of stakeholders in the governance process, through consultations, feedback sessions, and participatory decision-making.</li> <li>- Establish a schedule for regular review and adjustment of the strategic plan to ensure it remains relevant and responsive to the school's evolving needs</li> </ul>
Success Criteria	<ul style="list-style-type: none"> <li>- Rigorous assessment of the impact of governance decisions on the school's performance and making adjustments as necessary.</li> <li>- Each governor visits the school at least once per term, in addition to attending board and committee meetings (starting autumn 2024) and publishes a written report on Governorhub in advance of the next meeting.</li> <li>- Governor questions are submitted in writing in advance of meetings</li> <li>- Continue to review the work of the Governing Body by completing 20 Questions, skills audit and 360 degree review of the Chair</li> </ul>
Responsibility	Strategic: FGB with particular roles for Rachel Lambert (Chair) and Matt Lambert (Training/Skills Governor)