

**BROOMFIELD SCHOOL
GOVERNING BODY
STRATEGIC PLAN 2023 -
2026**



**We can change the
future....**

Foreword

We are pleased to present our three-year strategic plan for Broomfield School. Our intention in developing the plan is to set out and communicate our vision, ethos and long-term direction for the school, so that we are all clear on where we are going and what we are trying to achieve. We are proud of the school's achievements and values and look forward to continuing with the excellent progress made in recent years.

We always welcome comments and suggestions.

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1. Plan Development and Review

1.1 What and who?

The strategic plan is a three-year, long-term plan of strategic intent. It sets out the school's vision, values and long-term strategic priorities. It is aimed at the key stakeholders in the school – children and their parents, staff, governors and community stakeholders.

The strategic plan is complemented by the School Development Plan (SDP) which is a shorter term, operational plan, written annually and reviewed termly. The SDP is developed by the staff team and sets out in operational terms, how the long-term strategy of the school is to be achieved. The key priorities in the SDP are linked to the strategic priorities outlined in the strategic plan (section 4)

1.2 Review of the plan

The plan will be reviewed annually by the Governing Body whilst maintaining a long-term perspective over three years. The SDP will be reviewed termly and will be a key tool for the monitoring and evaluation of this plan.

2. School Context and Development

2.1 Brief description of context

Broomfield School is a Local Authority Maintained School situated in the market town of Northallerton. It is an average sized school, one form entry with an age range from 4 to 11 years. The school has wrap around care provided by a private company on site.

2.2 Community

Our school is in a semi-rural setting in the market town of Northallerton and is located on a residential estate. We share a wider site with Sacred Heart Roman Catholic Primary School. We attract pupils from the immediate locality as well as from the wider Northallerton area.

As a school we maintain good relationships with the wide range of feeder settings into Reception. Our children leave at the end of Year 6 to attend a variety of secondary schools but predominantly Northallerton School.

We are part of the Northallerton town cluster of schools which comprises six local primaries, the majority of which are of a similar size and setting.

2.3 Ofsted rating

The school was last inspected in June 2022. This was a full inspection and concluded that the school 'Required Improvement'.

Following the 2022 inspection, Ofsted highlighted that those areas that require improvement, are:

The quality of education

Some support plans for pupils with SEND do not contain precise enough information about how best to help these pupils. Some pupils struggle to access the curriculum alongside their peers. Leaders should ensure that all support plans have clear targets and strategies so that teachers can plan effective support for all pupils with SEND.

Leadership and management

Leaders, including governors, have not ensured that subject leaders have the necessary skills to monitor and evaluate the effectiveness of the curriculum. Because of this, leaders have failed to identify where pupils are not being taught the intended curriculum. Some pupils have gaps in their knowledge and do not make as much progress as they should. Leaders should ensure that subject leaders receive the support they need so that they can fulfil their roles effectively in ensuring that the curriculum is taught to a consistently high standard.

On a few occasions, safeguarding records do not contain sufficient information about the actions that leaders have taken to keep children safe. This lack of clarity can make it difficult for others who work with these vulnerable pupils, as they do not always know the actions that others have taken to safeguard pupils. Leaders must ensure that all safeguarding records accurately capture sufficient information so that there is effective information sharing between all appropriate personnel.

The previous inspection was in April 2017, and this was a short inspection. During this inspection all areas, including overall effectiveness, were rated as 'Good'.

3. Mission, Values and Vision

3.1 Mission

We can change the future ...

3.2 Values

- We learn how to become expert learners
- We learn how to make positive choices about our health and wellbeing
- We care about our world and respect everyone we share it with
- We learn about our rights and how we can protect the rights of others
- We leave Broomfield ready for our next adventure

3.3 Vision

Everyone learning together
Learning to make a positive difference

4. Strategic Priorities for the Next 3 Years

4.1 Quality of Education

To ensure that the school is improving to provide excellent teaching and learning so that our children receive a high-quality education which enables them to become expert learners through an ambitious curriculum which is accessible to all:

- Leaders and governors will be highly ambitious and have the necessary drive to ensure the highest standards of achievement for all children
- Regular monitoring will ensure all pupils make good progress in their learning
- Progress scores and attainment for disadvantaged & SEND children will show good improvement
- By the end of this three-year strategy, pupils will recover lost learning so that achievement and progress meet and if possible, exceed, the national average in Reading, Writing and Arithmetic.

4.2 Richness of Curriculum

To create and provide a rich and ambitious curriculum which is accessible and ambitious for all our pupils:

- Our school curriculum will be well embedded, coherent and sequenced and have a meaningful impact on the quality of education for all pupils
- Encourage the professional development of subject leads to ensure that they are adding value and ensuring excellence in the delivery of all subjects
- Encourage and maintain pupil feedback on curriculum opportunities.

4.3 Behaviour/Personal Development

To be guided by our school values to develop a school with a positive, healthy and respectful ethos, so that our children grow into well rounded people, ready for the next steps:

- Behaviour will be exemplary, based on the school's values of respect and rights
- Pupil attendance will be managed and monitored closely, and absence and persistent absence rates will be in line with or better than the national average for all pupil groups
- Our school will continue to place the 'UNICEF, Rights Respecting' ethos at the heart of school life to ensure that our school is a safe and inspiring place to learn
- School will place an emphasis on safeguarding, pupil and staff physical and mental health and wellbeing and enhancing healthy lifestyles in relation to physical activity and nutrition.

4.4 Leadership, Management and Governance

To provide strong leadership, management and governance as a lever for school improvement:

- Our senior leaders will be visible and approachable for children and parents/carers

- Our school will effectively communicate with children and parent/carers about pupil progress and listen to and address concerns as appropriate
- We will provide a motivating environment to sustain and enhance outstanding staff and provide opportunities for development at all levels
- We will fully embed the 'link governor subject monitoring scheme' and to ensure succession planning within the governance team
- Continue upskilling and training of the Governing Body, to ensure the provision of appropriate and healthy challenge.
- Our leaders will embed the safeguarding of our children in everything that is undertaken.

5. Monitoring and Evaluation

5.1 Monitoring

The Governing Body will use an extensive range of monitoring tools to ensure that the school is on track with these strategic aims. These will include:

- Regular monitoring of achievement in line with the School Development Plan (SDP)
- Headteacher and staff reports
- Internal and external pupil performance data
- Governor classroom visits and reports
- Feedback from pupils/families/staff
- Financial monitoring statements
- Inspection reports.

5.2 Evaluation

The Governing Body will use Ofsted inspections, local authority monitoring and reports, and internal and external pupil performance data as key evaluation tools. The Governing Body will use this evidence to review the SDP termly and the Strategic Plan annually. The plan will be amended according to need and circumstance.