

Southrop Church of England Primary School

'Don't be afraid, just believe.'
Mark 5:6

Together We Can Fly

"What if I Fall?"
"But what if you fly?"



SOUTHROP C OF E PRIMARY SCHOOL

Governors strategic plan 2024/25 - 2029/30



Our Strategic Plan provides direction to the school leadership; Governors, Head Teacher and SLT, when implementing the school vision and objectives. The strategic plan will be reviewed every 5 years, or when significant circumstances arise. The effectiveness of the school leadership will be monitored against the strategic plan each year, through self-evaluation supported by obtaining feedback from stakeholders. The most important stakeholders being the children.

The key documents to be read in conjunction with the Strategic Plan are;

1. The School Development Plan
2. The Governing Body Monitoring Plan

The Governing body is young and developing. In view of this and the small size of Southrop CofE Primary School, the governing body have resolved to operate with the minimum statutory committees and panels. Our governor link role strategy is to align governors to areas of the SDP and year groups. Where necessary, work streams are progressed with all governors invited to contribute. The result is that most decisions are made at FGB.

As part of our five-year strategic plan, we recognise the importance of strong and consistent governance in driving school improvement and long-term success. Over recent years, the Governing Body has experienced a succession of committed individuals in key leadership roles, including Vice Chair and Chair, who have each brought valuable insight and leadership. To ensure continued strength and diversity within the Governing Body, we are actively engaging with the local community, the Diocese, and parents to encourage new members to join. This outreach forms a core element of our governor recruitment strategy, aiming to attract individuals who share our vision and are dedicated to supporting the school's mission and strategic priorities.

Our vision:	<i>Rooted in Isaiah 40:31 — “Those who hope in the Lord will renew their strength... they will soar on wings like eagles” — Southrop Primary’s vision is to help every child rise with courage, resilience, and joy. Inspired by the Southrop Swan, the school nurtures each pupil from cygnet to confident learner, enabling them to explore their unique gifts and take flight.</i> <i>Our ambition is for children to flourish intellectually, emotionally, and spiritually — grounded in Christian values, uplifted by hope, and equipped to embrace life in all its fullness.</i>
Our values:	<i>Southrop Church of England Primary School is rooted in hope, courage, and friendship, inspired by Isaiah 40:31. Guided by Christian principles and the image of the Southrop Swan, the school encourages each child to grow in confidence, character, and kindness. Core behaviours — <u>readiness, respect, and safety</u> — are supported through restorative practice and daily celebration of children’s unique strengths.</i>



To achieve our vision, we have identified three pillars of governance on which to stand our strategic priorities.

Pillars of Governance:

1. **Safeguarding**: Ensuring Safety, Inclusion, and Wellbeing for All. Ensure that safeguarding remains a non-negotiable priority through robust oversight, staff training, and inclusive practices that support all learners.
2. **Leadership and Sustainability**: Securing the School's Future. Build leadership capacity at all levels, grow pupil numbers, and secure long-term sustainability through effective governance and strategic partnerships.
3. **Christian Distinctiveness**: Embedding the Theologically Rooted Vision. Deepen the school's identity as a Church of England school by fully embedding the Christian vision and values into every aspect of school life and governance.

Strategic Priorities:

Priority 1 Build leadership and sustainability
Priority 2 Investigate whether joining a Multi-Academy Trust is in the school's best long interest
Priority 3 Quality of Education
Priority 4 Christian Distinctiveness
Priority 5 Behaviour and Attitudes
Priority 6 EYFS
Priority 7 SEND

Strategic priority	Implementation overview:	Impact and evaluation
1. Leadership and management The 2023/24 Ofsted Inspection found areas where the quality of education could be improved Membership of the governing board at the start of the 2024/25 academic year included 3 vacant posts. The immediate priority was to fill these posts. 1 post remains vacant for a foundation governor. The board now comprises 5 new governors and only 2 longer serving governors plus the head teacher The aim is to achieve a full and competent governing board, with consistently strong performance from all members overseeing the successful implementation of the School Development Plan	Recruiting skilled governors to fulfil all roles identified in the constitution Arrange extensive CPD for governors to strengthen strategic oversight and support school improvement Attend governor training roles and responsibility and refine how the governors fulfil their role All governors will attend the following training as a minimum ➤ safeguarding level one training ➤ strategic safeguarding training ➤ role of a governor The Chair and Vice Chair will also attend the following training ➤ new and aspiring chair training	Full governing board with governor profiles on governor hub and the school website Governors attend all training opportunities – A training and attendance register will be produced Governors have been allocated areas of the SDP to lead and review with HT to ensure progress. This is reflected in role profiles Governors complete learning walks, review with SL and HT, and write reports A learning walk template is in place Governor reports are recorded on the system All governors have attended the minimum training requirements identified
2. Investigate joining a Multi-Academy Trust (MAT) The school is currently a Church of England voluntary controlled primary school, maintained by Gloucestershire County Council The aim is to investigate whether joining a MAT is in the school's best long interest to protect the long-term sustainability of the school and what are the preferred options for joining a MAT	Create an action plan for the investigation, identify Southrop School's priorities for MAT evaluation, and develop a weighting criterion Ask MATs key questions aligned to the agreed priorities, score the MATs and identify the top three Meet with shortlisted MATs and their schools to probe further Keep up to date with government plans and latest updates Decide 1. Whether to join a MAT 2. Which, if any, MAT to join	Action Plan in place School priorities agreed All MATs have provided initial responses to questions Top 3 MATs identified Top 3 MATs visited, probing questions asked and visit findings recorded Preferred MAT agreed by FGB Decision on whether to join the preferred MAT in consideration of current government policy

3. Quality of Education The 2023/24 Ofsted Inspection found areas where the quality of education could be improved The aim is to strengthen and support the Quality of Education to be consistently Good by Sept 2025	Learning walks followed up by reports by Governors Oversight of leadership transition to a sole Headteacher model with increased non-teaching time, in the short to medium term, to drive improvement Gloucestershire's Special Project Group Termly Subject Leader meetings to ensure action plans in place – review and set new targets for new academic year Embedding curriculum is ambitious, inspiring and achieves better results in core subjects – supporting school in how to do this Adaptation plans for SEN Children in line with priority 7 Assessment data meetings with governors	HT and Chair involved in Project Group Record of regular Chair and HT meetings Action plan reviews completed and reports on the system Learning walk reports on the system Record of SEND Meetings with SEND Governor
4. Christian Distinctiveness Reinforce the school's Christian vision, community links and values-driven culture The school implemented its new vision and values in the 2024/25 academic year and is expecting a SIAMS inspection in the 2025/26 academic year The aim is to realise the school vision and live its values, and to implement all the recommendations following the visit and to	Ensure the Christian vision, "Giving Wings to Fly", is central to decision-making and governance monitoring across the curriculum, collective worship, behaviour, and enrichment Support the development of the outdoor spiritual space and promote spiritual development Governor representation to evaluate the impact of collective worship and the visibility of Christian values in daily life Monitor the school's progress against SIAMS next steps, including pupil understanding of Bible stories, shared language around spirituality, and invitational prayer practices Encourage courageous advocacy and pupil-led service by recognising and celebrating examples of leadership and compassion across the school and community	The vision is strategically embedded in all governance decisions. Vision alignment is recorded in each meeting minute relevant to the decision. Collective worship planning and participation records Spiritual spaces are available to children for reflection and prayer Pupil engagement with Anglican traditions and Christian values is increased. Pupil feedback positively relates to Christian values Deeper impact of RE teaching and understanding of faith Stronger partnerships with the local church and other CofE schools provides opportunities for the children There is a full governing board including foundation ex-officio and foundation governor fulfilling their roles

5. Behaviour and Attitudes The 2023/24 Ofsted Inspection rated the school as good The goal is to sustain 'Good' and secure 'Outstanding' in Behaviour and Attitudes	Foster pupil pride in presentation and learning behaviour Embed consistent use of restorative practices Strengthen pupil mental health and wellbeing provision Raise attendance to meet or exceed national averages Increase pupil voice regarding behaviour and school life	95%+ of pupils show pride in books and presentation improving the quality of their work and their self-belief 100% of staff use restorative approaches consistently. Learning walk report observations evidence this is taking place and subsequent reports observe the impact on the children Attendance at or above national average (96%) so children have optimal learning opportunity and achieve their full potential ELSA and wellbeing support evidenced by impact data Positive pupil and parent survey responses with 96%+ satisfaction will ensure continued support from important stakeholders
6. EYFS The aim is to ensure the EYFS environment is engaging, well-sequenced, and meets the learning and developmental needs of all children, including those with SEND or EAL	Monitor and challenge progress towards inclusive provision Confirm that staff have access to CPD focused on inclusive practices, differentiation, and cultural competence Scrutinise the Learning Environment and Sequencing of Curriculum Hold Leaders Accountable for Impact on Disadvantaged Groups	100% of children achieve GLD CPD records for read Write Inc. training Learning walks recorded on the system

7. SEND

The school currently has a high proportion of children with SEND compared to the national average and anecdotally attracts families of children with SEND due to its reputation of nurturing each child appropriately for their individual needs

The aim is for all pupils receive the appropriate support to thrive, both academically and socially, within an inclusive and well-resourced environment

Pupils with SEND should have personalized learning plans that cater to their specific needs and strengths.

All pupils should have access to a broad and balanced curriculum, with appropriate adaptations and support to enable participation

Ensure that SEND is a priority in the school development plan and that resources are allocated effectively

Parents should be actively involved in decisions about their child's support and have regular opportunities to communicate with the school

The school's national SEND budget should be allocated effectively to support pupils with SEND

Appropriate personnel, equipment, and resources are available to meet the needs of pupils with SEND

Action Plan Created

EHCPs Reviewed yearly

Plans are dynamic - My plan is reviewed and updated minimum 3 times a year to reflect the child's progress and changing needs. SEND Governor and SENDCo review in line with expected frequency

Plans are outcome focused - All plans outline specific, measurable, achievable, relevant, and time-bound (SMART) outcomes. SEND Governor and SENDCo review termly

Plans are collaborative - Parents, teachers, and other professionals work together to develop and review the plans

Plans are child-centred; the child's views, aspirations, and goals are at the heart of the plan. My plans include a section they complete alongside supportive adults

Lesson plans structured around the 'Five a day' principle and explicitly state adaptations that benefit the inclusion of all SEND children. Techniques such as 'scaffolding' and 'flexible grouping' are observed during termly Learning Walks by SEND Governor