



Spring Common Academy

Trustees Strategic Plan: 2016 -20

Context:

Trustees continue to embed the Vision and Values in their work agreed after 2010 – 2011 consultation. The Head Teacher continues to promote the school vision and the following values as central to the Academy purpose.

- **Listening**
- **Moral purpose**
- **Trust and respect**
- **Supporting innovation**
- **Integrity**
- **Communication**
- **Building confidence**
- **Empathy**
- **Collaboration**

This strategic plan has been developed by Trustees to support and challenge; to gain information for themselves to take into account in the overall future strategic direction until 2020.

Developing our school Vision:

Trustees met on Saturday 18 June 2016 to agree priorities for 2016 -17 and longer term priorities for the Academy.

Our School Vision:

To build the Academy reputation to create for our children and families an outstanding learning environment to experience:

1. Decision making that is open and fair in the interest of the child, balancing the resources available to the school.
2. Excellent educational opportunities to enable personalised learning, in a learning community.
3. Listening cultures so that all contributions are understood, empathised with, valued and have response.
4. Partnerships working together to celebrate the success and achievements of all children and young people through trust and empathy.
5. To support service links to our partners including health and social care and make the school the heart of a care environment for the young person.

The Process of evaluation and review for Governors:

1. Trustees will use committees for Personnel, Audit, Premises and Finance and Curriculum to record progress throughout the academic year as review points.
2. Governors will use 5 Full Trustee Meetings as review points to evaluate progress with this strategic plan:

Wednesday 12 October 2016

Wednesday 16 December 2016

Thursday 16 March 2017

Thursday 25 May 2016

Thursday 20 July 2016

3. Trustees will use the Strategy Day which will be for Trustees and Senior Management Team on 1 July 2017 for self - evaluation by governors in addition to an end of year strategy day. During this meeting Trustees will take into consideration the Heads presentations and external reports or any other independent review. Trustees will bring to this meeting information collated on the School Priorities to challenge assumptions and learn information directly for themselves.

Trustees review of the previous plan from 2011 - 16:

Priority 1: Decision making is open and fair in the interest of the child, balancing the resources available to the school.

- Governors checked that reasons for decisions are recorded in Governing Body meetings and that this information was collated for Trustees meetings from 1 January 2016 to inform parents and carers.
- Governors checked decisions are child focused in orientation and link to the school core values.
- Trustees check decisions about use resources and that prioritisation is fair and equitable.
Ofsted confirmed in December 2012 that the Governing Body links decision making to the vision and values statement. One example is that they have rejected a commercial venture with the pool use because it did not provide use of the pool for children with disabilities in June 2013.

Priority 2: Excellent educational opportunities to enable personalised learning, in a learning community.

- Governors participate in Autism Quality Action group to work towards National Autistic Society accreditation as a day school and this was successful in 2012 and 2016.
- Governors join the Complex needs development group to develop the 'Engage profile' as a tool to support hard to reach complex needs pupils and ask for information in curriculum Committees.
- Governors will find out about the implementation of Functional Skills and personalised learning plans for children in Post 16 reports from TLR Manager.
- Governors participate in learning walks arranged by Head Teacher and other managers to monitor the quality of teaching and learning, SEN provision, child protection and care, guidance and support of children.
- Governors support and challenge the outward facing role of the school to develop enrichment opportunities for our children through International links and ECO School Green flag award.
- Governors find out about Outreach and Inclusion provision and support to partner schools from the Local Authority Service level agreement and the outcomes of training and outreach support offered by the Academy.

Priority 3: Listening cultures so that all contributions are understood, empathised with, valued and have response.

- Trustees complete learning walks to find from staff directly about about the curriculum and the achievements of children following presentations by teacher coordinators and Head Teacher and senior management team at Curriculum Committee.
- Trustees meet parents regularly through school events, arranged workshops or meetings to receive and listen to parental views and opinions and report back.

- Trustees evaluate responses and data from school questionnaires about parental satisfaction and feedback forms / compliments.
- Governors listen to the contribution of the Local Authority and other partners with regard to the Area Brief for special schools as part of the Local Offer in Cambridgeshire for parents and carers and pupils.
- Governors follow up the Academy SEND information and the impact of EHCP to support parents and carers and pupils.

Priority 3: Partnerships working together to celebrate the success and achievements of all children and young people through trust and empathy.

- Trustees find out from parents and children the impact of partnership working on outcomes for individual children and groups.
- Trustees identify any risks due to financial cutbacks with service delivery from partners including special school nursing.
- Governors review the focus of staff roles and accountabilities in the staffing structure to support the Academy vision.

Priority 4: Established Service links to our partners including health and social care and make the school the heart of a care environment for the young person.

- Trustees find out about the working relationships with partners associated with the school including social care and health.
- Trustees audit the provision of health service and social care input to the school and identify gaps.
- Trustees evaluate the delivery of integrated plans and identify any gaps in service delivery from partners.

Spring Common School Priorities 2016 -17

Note: Equalities plan review will be in January 2017.

School Improvement Priority	Trustee lead	SMT lead
Priority 1: Publicity and information. Marketing strategy for websites (Year 2) to support the Academy strategic vision.	Jay Browning	Kim Taylor
Priority 2: Exemplification of progress using Learning Journeys <ul style="list-style-type: none"> • Learning Journeys of exemplification of pupil progress overtime (2016 -17 is year 3) capturing wider health and social care impact. • Monitoring plan measures impact of EHCP Action Plans and provides data for use of pupil communication & Interaction systems to support Autism Action Plan. 	Judy Ward	Julia McIntosh & Caroline Place

<p>Priority 3: SEND provision and preparation for adulthood</p> <ul style="list-style-type: none"> • Strategic plan to building resilience and independence for pupils. • Developing extended hours use of pool and hydrotherapy p • Develop reception facilities to welcome parents and visitors <p>Equalities Plan 2016 -17 to support accessibility and staff training and development of 2017 plan.</p>	<p>Kirstie Dolan Rachel Goodwin</p> <p>Anne Aldred</p>	<p>Simon Paynter</p> <p>Kim Taylor</p>
<p>Priority 4: Staff training and development to support SEND delivery and support emerging leaders for Academy Vision.</p> <ul style="list-style-type: none"> • Standards tracker to provide electronic access to performance records of Teaching and Learning overtime and evidence of staff development. • Staff training plan identifies main themes for mentoring and coaching. • Staff succession strategic document and staffing reviewed for Academy Vision. 	<p>Anne Aldred</p> <p>Rachel Goodwin.</p>	<p>Kim Taylor</p>

<p>Priority 5: Wider system leadership, outreach and SEND support as part of the self – improving system with Discovery TSA strategic partnerships.</p> <ul style="list-style-type: none"> • Discovery and Teaching School action plan 2016 -17 and impact evaluations. • School to school support and NCTL impact evaluations. • SEND training offer to other schools. • Outreach provision and development of service delivery. 	Judy Ward	Kim Taylor/ TSA Facilitator.
<p>Priority 6: Investigate expansion of the Academy of Free School, adding converter Academy or sponsoring new school. (Full Trustee Board)</p>	Full Board of Trustees.	Kim Taylor & SMT Consultation with Cambridgeshire Local Authority

Dated: 18 June 2016.