

Ladysmith Federation's Strategic Plan 2019-20

- Strategic goals
- Key priorities & actions
- Impact & Evaluation

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Ladysmith Federation's vision for every child

Quality of Education

To deliver excellent teaching and learning underpinned by a broad curriculum that celebrates play and outdoor education.

To secure excellent outcomes for all students across all groups, with no gaps.

Behaviour and Attitudes

To develop self-motivated children who have the ambition to be as good as they can be in all aspects of their learning.

Ambition

- To develop self-motivated, ambitious, independent, caring and happy children
- To provide a rich and exciting curriculum which engages and motivates
- Everyone has the ambition to be as good as they can be in all aspects of their learning
- To promote an active and healthy lifestyle with good mental wellbeing and an understanding of how to stay safe

Adventure

- Provide enrichment opportunities for all which challenge, capture curiosity and develop imagination
- Provide opportunities for children to discover and develop their unique interests and talents
- We help children to understand our rapidly changing world
- We embrace and value diversity within our own community and beyond

Achievement

- We recognise and celebrate achievement in all its forms
- We have high expectations in everything we do
- We do everything we can to ensure that every child is successful
- We provide a secure supportive environment in which children can achieve their full potential

Personal Development

To develop independent, resilient, healthy and happy children who know how to stay safe and have a good understanding of our rapidly changing world.

Leadership and Management

To provide excellent leadership that ensures financial security and improved partnerships across the federation and within the local community.

Early Years

To develop skilled Early Years practitioners who deliver first hand learning experiences that facilitate quality play and exploration within an enriched environment.

	Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	Early Years
Strategic Goal	To deliver excellent teaching and learning underpinned by a broad curriculum that celebrates play and outdoor education. To secure excellent outcomes for all students across all groups, with no gaps.	To develop self-motivated children who have the ambition to be as good as they can be in all aspects of their learning.	To develop independent, resilient, healthy and happy children who know how to stay safe and have a good understanding of our rapidly changing world.	To provide excellent leadership that ensures financial security and improved partnerships across the federation and within the local community.	To develop skilled Early Years practitioners who enable quality play and exploration in an enriched environment.
Key Priorities Governors	To challenge the Headteachers through regular monitoring and reporting to ensure they are securing the best possible outcomes and a broad and balanced curriculum for all groups of children.	To ensure that the ethos and expectations of both schools facilitate a learning environment that promotes positive and inclusive behaviour and attitudes.	To ensure that the ethos and expectations of both schools facilitate a learning environment that encourages ambition, adventure and achievement.	To ensure good management of resources to achieve excellence and economy of scale across the federation.	To monitor the short and long term plan for the EYFS provision to ensure the environment is purposeful, safe and sustainable.
Key Priorities Federation	Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.	Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils behave consistently well, demonstrating high levels of self control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.	Consistently promote the extensive personal development of pupils.	Staff consistently report high levels of support for well-being issues.	

<p>Key Priorities LINS</p>	<ol style="list-style-type: none"> 1. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. 2. Teachers' subject, pedagogical and content knowledge consistently build and develop over time. 3. Teachers and leaders use assessment well 4. The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. 	<ol style="list-style-type: none"> 1. Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. 2. Pupils behave with consistently high levels of respect for others. They demonstrate high levels of self control and consistently positive attitudes to their education. 	<ol style="list-style-type: none"> 1. Consistently promote the extensive personal development of pupils. 2. The curriculum extends beyond the academic, vocational or technical and provides for pupils broader development. The school's work to enhance pupils spiritual, moral, social and cultural development is of a high quality. 	<ol style="list-style-type: none"> 1. Leaders focus on improving teachers subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and appropriate use of assessment. 2. Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. 3. Leaders ensure that teachers receive focused and highly effective professional development. 	<ol style="list-style-type: none"> 1. The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff. 2. Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning. 3. Children with SEND achieve the best possible outcomes
<p>Key Priorities LIS</p>	<ol style="list-style-type: none"> 1. Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well. 2. Securely embed our curriculum intent and implementation consistently across the school. 3. Ensure that pupil's work across the curriculum is consistently of a high quality 	<ol style="list-style-type: none"> 1. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. 2. Continue to create an environment where pupils consistently have highly positive attitudes, are committed to their education and are highly motivated and persistent in the face of difficulties. 3. Help pupils to actively support the well-being of other pupils. 	<ol style="list-style-type: none"> 1. Consistently promote the extensive personal development of pupils. 2. Provide a wide range of enriching experiences for all pupils that 'go beyond' the expected'. 3. Provide opportunities for pupils to develop their talents and interests that are of exceptional quality. 	<ol style="list-style-type: none"> 1. Ensure that safeguarding practice is current and that there is an effective safeguarding culture in the school 2. Ensure that teachers receive focused and highly effective professional development to build and develop their subject, pedagogical and pedagogical content knowledge. Ensure that this consistently translates into improvements in the teaching of the curriculum. 	

