

3 YEAR STRATEGIC ACTION PLAN REVIEW MEETING

Documents Found/Referred to

1. School Strategic Vision Document with 3 Year Targets (to 2022)
 2. Exceed Learning Partnership Vision 2017-2020
 3. Exceed Mission, motto, values, aims (on website)
 4. Academy Improvement Plan 20/21
5. *Review of recommendations from 2018 External Governance Review (have included this as reference previously made in LGB to these actions having all been completed in 2019)*

Questions

- We developed our vision as a maintained school prior to entering the Trust – can/should an individual academy have a strategic vision/action plan within the Trust?
- How far have we gone in regard to achieving the three year targets we set?
- How has the pandemic impacted on what could/could not be achieved?
- How should these targets now be revised/redeveloped (and over what timescale) within the context of our being a Trust Academy?

SHEEP DIP LANE PRIMARY SCHOOL STRATEGIC VISION DOCUMENT 2019 – 2022

Driving forward to achieve success for the children we serve

Sheep Dip Lane Academy converted in April 2020 to become part of the Exceed Multi-Academy Trust. The Strategic Vision Document reflects our values and determination to be the very best we can be. We want to make a positive difference to the lives of our pupils, their families, our staff and the local community. We recognise that children who start their education with us only have one opportunity whilst in our care which is why we need to ensure that governance processes are sound and that school leaders, teachers and support staff are developed to their highest ability. The Strategic Vision Document is an overarching framework for the school and is not meant to define the day to day management. Broad 3 year targets are given alongside our value statements and improvement priorities for the current year. The detailed planning underpinning this year's improvement priorities is described with the Academy Improvement Plan.

OUR VISION AS A LOCAL GOVERNING BODY	3 YEAR TARGETS 2019-2022	OUR VALUE STATEMENTS
<p>We aspire to be an outstanding Primary School where children make a positive contribution as they work, learn and play in a safe, supportive and stimulating environment. Where positive attitudes are promoted and self-esteem raised.</p> <p>The school educational provision is fully inclusive, taking account of pupils' varied life experiences and needs with high quality education for all – including the most disadvantaged and those with Special Educational Needs. Equally important is that our higher ability children are also enabled to reach their full potential.</p> <p>There are high expectations of children within the context of a broad and balanced curriculum – and school continually strives to raise standards of achievement.</p> <p>Pupils are prepared for their next stage of education at each stage of their learning and for when they leave our school to enter secondary education.</p> <p>The school environment is one</p> <ul style="list-style-type: none"> ❖ focused on pupils with knowledgeable, adaptive and supportive teachers ❖ where the school culture is positive and respectful ❖ where staff know and care about pupils ❖ of mutual respect between adults and children ❖ in which pupils feel safe and where bullying, discrimination and peer-on-peer abuse are not accepted and are dealt with quickly, consistently and effectively if ever they occur ❖ that is safe, calm, orderly and fosters positive behaviour and attitudes ❖ where both pupil and staff wellbeing are extremely important and fully supported 	<ol style="list-style-type: none"> 1. To remain consistently within the top 30% of primary schools in Doncaster with the aspiration to be in the top 20% within three years. 2. To achieve at minimum a 'good' Ofsted rating but ideally an 'outstanding' rating within three years. 3. To be recognised by Ofsted and/or other external assessors to be '<i>equipping pupils with the knowledge and cultural capital they need to succeed in life – the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping them to engender an appreciation of human creativity and achievement.</i>' 4. For school and the educational opportunities provided to be esteemed as being of value by both pupils and parents. 5. To be recognised as a successful and valued member of the Exceed Multi-Academy Trust, meeting the standards set by the Trust. 	<p>'Believe, Achieve and Thrive Together'</p> <ul style="list-style-type: none"> • Inquiry – ask questions and explore different ideas and thoughts in our learning • Resilience – never give up, share useful learning mistakes and try our best all the time • Inspire – be creative and motivated to meet our learning goals • Nurture – care about each other and everything around us • Teamwork – learn collaboratively with each other to solve problems and learn, striving to be the best we can be

Academy Improvement Priorities 2020-2021 – NOTE on review in March 2021 due to a second National lockdown some of the priorities in July 21 may remain to take forward into 2021-22 if the data and outcomes analysis shows the areas as a remaining priority.

1. Manage health, safety, wellbeing and learning as part of **WIDER SCHOOL OPENING**
2. Secure teaching and learning pedagogy, sequential learning and pupil outcomes in **READING and WRITING**
3. Embed **CURRICULUM** developments so that all pupils achieve their potential
4. Improve behaviour embedding independent learning skills and high quality explicit teaching for children with **SEND**/ Secure positive behaviour towards learning and high quality explicit teaching for pupils with **SEND**
5. Develop **SUBJECT LEADERSHIP** so that it improves curriculum implementation and impact
6. Further develop pupil outcomes in Literacy within the **EARLY YEARS** so that all pupils achieve their potential

Review Mid Point – 3 Year Targets 2019-2022

1. To remain consistently within the top 30% of primary schools in Doncaster with the aspiration to be in the top 20% within three years.
2. To achieve at minimum a ‘good’ Ofsted rating but ideally an ‘outstanding’ rating within three years.
3. To be recognised by Ofsted and/or other external assessors to be ‘equipping pupils with the knowledge and cultural capital they need to succeed in life – the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping them to engender an appreciation of human creativity and achievement.’
4. For school and the educational opportunities provided to be esteemed as being of value by both pupils and parents.
5. To be recognised as a successful and valued member of the Exceed Multi-Academy Trust, meeting the standards set by the Trust.

1. Due to the Covid 19 global pandemic performance tables did not take place in 2019-20 and again in 2020-2021. Our academy submitted teacher assessment unvalidated and moderated internally data. This data was compared to other academies across our MAT. This target remains for 2020-2021 in core subjects at each age phase across the academy to close gaps to National. (2018-19 outcomes). Refer to the SEF 2020-21 which breakdown the data outcomes analysis for current priorities.
2. On next inspection our academy is working towards the target of a ‘good’ outcome with some elements of outstanding. The local authority as a maintained school were supporting leaders and judged the school to be self-improving in Autumn 2020.
3. As an academy we are part of a national improvement body - Challenge Partners. They will be conducting a virtual external quality assurance review of teaching and learning in May 2021 alongside a Trust supported review in the summer term June 2021.
4. During this plan parental engagement has been improved through the lockdowns using 2 online platforms (Tapestry/Seesaw) both have improved parents/carers and pupils communication to support teaching and learning. Pupil surveys were conducted on the wider curriculum and playtimes. Parental surveys were done to support devices for those requiring this support.
5. Positive feedback to the LGB during meetings and within minutes has been given by the CEO, COO and Deputy CEO since conversion.

Appendix 1) EXCEED TRUST

ELP Vision 2017-2020 A Blueprint to move ELP forward

Core Goals

- Our Academies to excel in Statutory Test Outcomes for all their learners
- All academies enrolled within Exceed Learning Partnership to be capable of good or outstanding judgements from OFSTED when next inspected after two years of joining the Trust
- Our academies will develop innovative and transformational teachers who are constantly reflecting on the best ways to improve learning
- Our academies to be oversubscribed or on a significant upward admissions trend
- The academies to be working closely together within Exceed Learning Partnership, creating a sustainable model of high quality education for the pupils who attend them. This will be as a result of accessing high quality corporate services, sharing ideas that work, adoption of appropriate common policy and practice, co-development, support provision and utilizing teachers, leaders and support staff for the benefit of all academies
- Exceed Learning Partnership to be self-sustaining and outward looking, using its capacity to support those who are underprivileged, in difficulty, or in any other way in need
- An inclusive culture to be the norm in each academy, with exclusions rare and every pupil leaving their academy with a plan for the next stage of their educational journey
- The Professional Development Programme to be producing high quality committed professionals and future leaders for ELP academies as well as schools beyond
- ELP academies to be recognised nationally as organisations of high quality, producing outstanding results within a culture of innovation and achievement
- All academies within ELP to continually develop their own unique characteristics and ethos re-enforcing their individual identities within their respective communities. In our academies, their unique distinctiveness will underpin how they grow, develop and enrich the experiences of all pupils across ELP
- Exceed Learning Partnership to constantly build upon the diversity of its academies in order to broaden the experience of its pupils and communities and challenge discrimination and prejudice in all its forms

Mission

We are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so. We believe every child deserves the best possible start in life, providing a world class education aimed at helping the children become successful learners, confident individuals and responsible citizens. Our mission is to help every young person in our schools to expand their horizons and build the confidence, talents, interests, skills and qualifications to succeed as they make their way towards a fulfilling and prosperous adulthood.

Motto

Every Child, Every Chance, Every Day

Each child will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these. A learning curriculum which focuses on our learning philosophy skills: Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation

Core Values

We believe:

- That creative collaboration between schools delivers sustainable impact for all learners and schools
- Schools with schools draw upon a wide range of knowledge and experience in the implementation of highly effective school to school improvement strategies
- Schools with schools can develop future leadership potential and support retention of staff
- School to school support provides opportunities for schools to reflect and evaluate teaching & learning which inevitably has an impact on the outcomes for the children in all organisations
- No matter how 'good' one school or how 'in need of development' another may be, it is impossible to visit any school without picking up some interesting strategies that can be shared across the trust

Aims

- All share a relentless drive to support every child to make better than good progress in their learning to reach their full potential – **Raising Standards**
- Have the highest expectations of all children and staff – **Raising Expectations**
- Ensure all children become highly motivated and can challenge themselves to meet high expectations and aspirations – **Raising Aspirations**
- Help children develop high self-esteem – respecting and taking responsibility for themselves, others and the environment – **Raising Confidence**
- Recognise and reward success – **Rewarding Success**
- Deliver consistently high quality lessons which enable students to learn well – **Teaching and Learning**
- Develop independent learning, communication, literacy and numeracy skills across all subject areas – **Core Skills**
- Provide a creative and challenging curriculum which is personalised to meet the needs of all students – **Curriculum**
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development – **SMSC**
- Develop positive and secure 'Learning Partnerships' between school, home and the community – **Community Cohesion**

