



Strategic Plan

2017 - 2019

Castle Vale Nursery School and Children's Centre

Agreed April 2017

To be reviewed Summer Term 2020

Castle Vale Nursery School and Children's Centre is a Rights Respecting School and we embrace the ethos and beliefs of the United Nations Convention on the Rights of the Child.

This plan follows the principles of Article 3 – The best interests of children must be the primary concern in making decisions that may affect them.

Castle Vale Nursery School and Children's Centre

Overview

Our intention in developing the plan is to set out and communicate our vision, ethos and long-term direction for the setting, 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 to keep this a truly outstanding school.

We would welcome any comments or suggestions.

Sally Leese – Head Teacher

Aimee Hartley – Chair of Governors

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Strategic Plan

1 Plan Development and Review

1.1 What and Who?

The strategic plan is a high level long-term plan, extending over a period of 3 years, from 2016 – 2019. It sets out the school's vision, values and long-term strategic priorities. It is intended to be shared with our children, families, staff, governors, partners, Birmingham City Council, Ofsted and any other stakeholders.

The strategic plan is complemented by the School Development Plan (SDP), a shorter-term operational plan extending over a period of 1-2 years. The SDP is developed by the staff team and governors and sets out in operational terms how the long-term strategy of the school is to be achieved.

1.2 How we developed the plan

This plan has been developed by the Governing body working with children, families and staff as follows:

- An initial Governor day in November 2016 to discuss the development of the ethos, vision and beliefs of the school and centre.
- A working group of governors in consultation with the Head Teacher and SLT.
- The Governing Body will share the plan for suggestions in January 2017
- We will seek parent/carer/partner feedback. (February 2017)

Castle Vale Nursery School and Children's Centre
 Published by Sally Leese [?] · January 31 · 🌐

We need your help!

The governing body of Castle Vale Nursery School and Children's Centre is trying to come up with a simple, short statement that sums up what we are and what we try to do for our children and families.

So far we have got:
 To nurture, love and inspire to learn, grow and achieve.

What do you think?

547 people reached Boost Post

👍 Like 💬 Comment ➦ Share

👤 Katy Brockington, Vikki Cleaver and 4 others Top Comments ▾

Write a comment...

Lindsay Bow Making the world a better place by teaching our future generations.
 Supporting families and children by encouraging them to achieve and learn.
 ... See More
 Like · Reply · Message · January 31 at 12:31pm · Edited

Katie Gartland What about
 Helping families to learn, grow and achieve with love and support?
 Or something like that?! Makes the family key just like you do? X
 Like · Reply · Message · January 31 at 7:14pm

Angela Humphries Support ,helpful , kindness, care , specialist, special needs, xx
 Like · Reply · Message · January 31 at 11:42am

Sabrina Cusack Opportunities for babies to interact and enjoy sensory play whilst new parents get to bond with other new parents
 Like · Reply · Message · January 31 at 12:50pm

Rachael Palmer ... the best that i can be on the end of the above
 Like · Reply · Message · February 23 at 9:36am

Samantha Farrell Making a difference, one child at a time
 Like · Reply · Message · January 31 at 11:56am

Write a comment...

Governors liked the inclusive aspect of this and felt it reflected the work we do but wanted to show that we work with all of our children.

- The final document will be presented to the Full Governing Body for discussion and approval. (Summer 2017)
- The Head teacher will incorporate this into SDP (at all development stages).

1.3 Review and revision of the plan

The plan will be reviewed annually. It will be revised every 3 years.

School context, history and development

Brief Description

The age range at Castle Vale Nursery School and Children's Centre is 2-4 years. We recently increased our PAN (Pupil Admission Numbers) to 184 part time places. We have two sites, the Yatesbury Avenue site which can take 144 part time children and the Astral site which can take 40 part time children. We have a mixture of Part time and full time children who meet Birmingham City Council full time criteria. If we have spaces available there is the possibility for parents to buy additional hours to 'top up' a part time place. We also have a 'Breakfast Club'.

Castle Vale Nursery School and Children's Centre was considered Outstanding by Ofsted in September 2014. It was the school's 3rd consecutive Outstanding judgement in a row. We intend the school to remain an Outstanding school.

Our History

Castle Vale Nursery School and Children's Centre is situated on the Castle Vale estate. Despite being steeped in aviation history, Castle Vale became infamous from the 1970s onwards as a large scale example of a failed postwar overspill estate, which suffered from poor construction and maintenance, social deprivation and high levels of crime. The area became the focus of a targeted regeneration initiative, led by the Castle Vale Housing Action Trust (CVHAT) from 1993 to 2005, where the estate witnessed the demolition of many of its housing stock and facilities, the refurbishment of remaining properties, and the construction of new housing and facilities along with the remodelling of the estate, funded both privately and publicly.

Castle Vale Neighbourhood Partnership Board (NPB) was set up to ensure that the improvements achieved during the life of the CVHAT are sustained and that the area continues to develop and prosper so that it becomes an even better place to live. This will only be possible if the key partners and players, and most importantly the community, continue to work together. Castle Vale Nursery School and Children's Centre are important partners in the NPB.

Currently, Castle Vale is an attractive environment inhabited by too many people with low levels of educational attainment, low levels of economic activity, perceived and actual poor health and above all, low expectations and aspirations. Many residents lack the resilience and determination to take hold of the options and opportunities open to them and use them to forge successful lives.

We believe that in order to bring about this change, to enable Castle Vale to move onto the next step of its journey, we must work directly with our young people and their families. We need to help them raise their aspirations, to

toughen their resilience and to break through the barriers that prevent them taking advantage of available opportunities.

Castle Vale is an isolated estate on the outskirts of North East Birmingham with approximately 24% ethnic minorities. It is predominately made up social housing rented from Castle Vale Community Housing (2,700 out of a total of 4,500 properties). A small percentage rent from Birmingham City Council or private landlords and there is some private ownership. The 2008 post code Analysis Deprivation Index for Birmingham Nursery schools shows that 91.3% of children admitted to the nursery school were in quintile 1 for multiple deprivations which indicates the highest level of deprivation. The analysis shows levels of deprivation among our families are well above the Birmingham average of 72.7% in Q1.

The school supports an above-average proportion of disabled children and those who have special educational needs. They receive extra help, mainly to support their personal, social and emotional development and speech and language needs. There are no children with a statement of special educational needs.

Most children attend nursery from the term after their third birthday until transferring to Reception classes in local schools. Some children spend five terms in the nursery and some children start at 2.

Most children are from White British backgrounds. A small number of children speak English as an additional language but most children enter the school and are assessed to be working way below age expected levels in communication, personal, social and emotional development and physical development.

The school shares the site with Castle Vale Children's Centre which is subject to a separate Ofsted inspection. The children's centre was last inspected in May 2012. The report is available on Ofsted's website, www.ofsted.gov.uk. Some staff are shared between both settings.

The Head teacher has a dual role and is also head of the children's centre. The Head teacher joined the school in September 2012, and the deputy head started in September 2013.

Castle Vale Nursery School and Children's Centre has recently received it's Recognition of Commitment as a UNICEF Rights Respecting School.

We work closely with parents to gain as much information as possible before children start school. All children attend two play sessions and have a home visit before they start nursery in the September.

Vision Statement

Making a difference. All of our children, all of the time.

Our values:

At Castle Vale Nursery School and Children's Centre we want every child to achieve their full potential and become the best little person they can be.

We do this by providing an inclusive, welcoming, attractive and stimulating environment both inside and outside which is supportive and child friendly. Our provision is non –discriminatory, accessible and sensitive to race, gender, religion, culture, language, disability, sexuality and differing patterns of family life. The needs and best interests and welfare of children are at the forefront of all that we offer.

We want children to feel happy, safe and secure in an environment that promotes children's learning and well-being. We follow the Early Years Foundation Stage curriculum. Every child has a keyworker. We value 'every child's story.

Strategic Priorities

1. We ensure that our vision statement is central to all we do.
2. We will be an Outstanding Governing Body, supporting and providing challenge to the school/centre and Senior leadership team.
3. We will maintain and develop an outstanding school.
4. We will be aspirational for our children's outcomes.
5. We oversee staffing including performance management, recruitment and retention.
6. We will ensure teaching and learning is effective and helps children achieve.
7. We oversee, monitor and implement strong financial control and will find ways to remain financially sustainable.
8. We will ensure learning environments are enabling and inspire learning.
9. We will work with our community and parents.
10. We will ensure transition both in and out of the school is smooth and effective.
11. We will support children with SEND, ensuring appropriate support is provided.
12. We will make sure our knowledge and understanding of Safeguarding is up to date and used well to support families.

| What? | How |
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| <p>We ensure that our vision statement is central to all we do.</p> | <ul style="list-style-type: none"> • Re brand across site and marketing so vision statement is central to all we do and defines who we are. • Ensure vision statement is shared with parents, children, community, staff, partners. • Ensure that the vision statement is central to all decision making and development. • Governor visits and monitoring. |
| <p>We will be an Outstanding Governing Body, supporting and providing challenge to the school/centre and Senior leadership team.</p> | <ul style="list-style-type: none"> • Governor skills matrix. • Identify strengths and weaknesses and create an action plan for governor training (AH) • Commit to attend all governor meetings. • Commit to governor visits as appropriate to support and challenge SLT. • Follow and develop Strategic Vision. • Use existing guidance to Self-evaluate governing body performance. • External review (Peer to peer) • Report to Parents/community at end of year – our performance. • Commitment to carry out governor training. • Ensure Policies & procedures are up to date reviewed, fit for purpose and compliance etc. |
| <p>We will maintain and develop an outstanding school.</p> | <ul style="list-style-type: none"> • Strong governance. • Strong Leadership. • Performance management. • Safeguarding. • Safe environment. • Effective Teaching and learning. • Monitoring and challenging assessment data. • Ensure Policies & procedures are up to date reviewed, fit |

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| | for purpose and compliance etc. |
| We will be aspirational for our children's outcomes. | <ul style="list-style-type: none"> • Form better links with our Primary Schools including EY Teams. • Strong Transition arrangements. • Tracking children throughout Primary School. • Track target groups of children to ensure that provision meets their needs including SEND, EYPP, More able, Returners, disadvantaged children. |
| We oversee staffing including performance management, recruitment and retention. | <ul style="list-style-type: none"> • Commitment to Safer Recruitment Training. • Overview of Performance management. • Process for governor approval for staff to apply for Post threshold, UPS1, UPS2 or TLR. • Monitor, support and challenge staffing structure and any changes. • Exit interviews, staff questionnaires etc. • Ensure Policies & procedures are up to date reviewed, fit for purpose and compliance etc. |
| We will ensure teaching and learning is effective and helps children achieve. | <ul style="list-style-type: none"> • Monitoring visits. • Performance management of the head teacher. • Overview of performance management process. • Analysis and challenge of assessment data. • Governors 'sign up' to areas of the School Development Plan (SDP). • Learning walks. • Overview of SDP. • Head Teachers report. • Ensure Policies & procedures are up to date reviewed, fit for purpose and compliance etc. |

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| <p>We oversee, monitor and implement strong financial control and will find ways to remain financially sustainable.</p> | <ul style="list-style-type: none"> • Finance reports to Finance and Personnel Committee. • Governor responsibility for Finance (Chair of Finance Committee – MP) • Monitoring of Schools Financial Value Standard. • Budget Setting. • Challenge of spending against impact. • Ensure Policies & procedures are up to date reviewed, fit for purpose and compliance etc. |
| <p>We will ensure learning environments are enabling and inspire learning.</p> | <ul style="list-style-type: none"> • Ensure budget setting allows for the learning environment to be sustained and improved when necessary. • Learning Walks. • Monitoring visits. • Feedback from ECERS/SSTEW audits. • Monitoring of assessment data. • Head Teachers Report. |
| <p>We will work with our community and parents.</p> | <ul style="list-style-type: none"> • Governor area on website. • All about the governors on the website. • Attendance (where possible) at events and parent/carer workshops. • Working with Children's Centre • Report back to Parents/Carers and community – via website? |
| <p>We will ensure transition both in and out of the school is smooth and effective.</p> | <ul style="list-style-type: none"> • Receive and evaluate reports around transitional plans. • Monitor and challenge impact for children throughout the foundation stage. • Ensure SEND transition is strong. • Ensure Safeguarding transition is effective. |

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| <p>We will support children with SEND, ensuring appropriate support is provided.</p> | <ul style="list-style-type: none"> • Ensure SEND transition is strong. • Have an overview and understanding of SEND provision. • Monitor assessment data for SEND children. • Monitor and challenge impact of SEND funding. • Governor with responsibility for SEND (BL) • Ensure Policies & procedures are up to date reviewed, fit for purpose and compliance etc. |
| <p>We will make sure our knowledge and understanding of Safeguarding is up to date and used well to support families.</p> | <ul style="list-style-type: none"> • Governor with responsibility for Safeguarding (LH) • Overview of Section 175 audit. Ensure Action plan is written and actions done. • Monitor the Single Central Record. • Safeguarding report to governors each meeting. • Commitment to carry out Safeguarding training as necessary. • Ensure Policies & procedures are up to date reviewed, fit for purpose and compliance etc. |

Strategic Plan

5. Implementation, Monitoring and Evaluation

5.1 Implementation of the Plan

The strategic plan sets out our strategic priorities and gives long-term direction for implementation.

The School Development Plan (SDP), developed by the staff team describes how this strategy is to be implemented in the short to medium term.

5.2 Monitoring

The Full Governing Body monitors the development and implementation of the school development plan. The Senior Leadership team report on this to the full Governing Body.

5.3 Evaluation

The Governing Body will use Ofsted inspections as a key evaluation tool.

The Peer to Peer reviews will also support external evaluation and moderation.

Strategic Plan

6. Organisational Structures

6.1 Governance Structure

The children and families are 'served' by the staff, led by the Head Teacher, to whom the staff are accountable. The Head Teacher is accountable to the Local Authority and the Governing Body, each of which provides support and guidance.

The governing body is appointed from the Local Authority, parents and the community. A key relationship is the one between the Chair of the Governing Body and the Head Teacher. The Governing Body has one committee, the Finance and Personnel Committee. However, the Governing Body is the conduit for the Local Advisory Board of the Children's Centre. One Governor meets with the users of the Children's Centre and staff and this feeds into the full Governing Body.