

HANOVER PRIMARY SCHOOL

Vision - Hanover Primary School

- Provides an excellent standard of education, with all children challenged to make rapid progress from their starting points, so that they leave our school well-prepared for their futures
- Produces happy, well-motivated, well behaved and healthy children who have a lifelong habit of learning
- Is a community school at the heart of its community, where everyone finds a sense of belonging
- Is recognised for high-quality teaching, and for a broad and balanced curriculum, including the provision of STEM, the arts, music and PE
- Enjoys a successful partnership with parents and carers, who are fully engaged in their children's learning
- Is outward-looking and has excellent links with external agencies and other key stakeholders

In order to uphold this vision, we hold the following **values**:

- We believe in a community where all children and adults are valued and welcome, and are enabled to make a positive contribution
- We believe that everyone thrives in a safe, caring and respectful environment, where no poor or disruptive behaviour interrupts the learning of individuals or groups
- We value kindness, cooperation and mutual respect
- We value diversity in our community as a strength and work actively against any form of discrimination and prejudice

3 year targets:

- *Excellent standard of education*
 - All pupils are to achieve above average progress, with this being particularly important for vulnerable groups (eg Pupil Premium, SEN)
 - The attainment gap between Pupil Premium and all-children is to be narrowed.
- *Happy, well-motivated, well behaved children*
Feedback from future pupil / parent surveys and School Council on children's emotional well-being is to be at least as good as previous feedback.
- *Children with a lifelong habit of learning*
Adoption of the new growth-mindset culture within the school, in line with Jack's five-year plan; to be monitored via the results of lesson observations and school council sessions.
- *School at the heart of its community*
Feedback from future parent surveys is to be at least as good as previous feedback.
- *High-quality teaching*
All teaching is to be assessed as at least good, with increasing levels of outstanding. (The meeting acknowledged that setting quantifiable targets in this area would be difficult initially as we cannot use last year's outstanding / good scores as a benchmark – the new senior leadership team will inevitably reach different judgements to last year and there are new expectations around teaching reflecting the adoption of the new growth-mindset culture)
- *Broad and balanced curriculum*
Maintenance of such a curriculum, to be measured via governor monitoring of the delivery of Jack's five-year plan for increasing cross-curricular learning.

- *Successful partnership with parents and carers*
Feedback from future parent surveys are to be at least as good as previous feedback.
- *Outward-looking with excellent external links*
The extent of partnership working / our links with other schools is to increase over the next three years, monitored by reports from the Head.

School priorities for the 2016-17 academic year

- Maths achievement across the school – looking at curriculum coverage against the outcomes of Year 6 tests in 2016
- Improving attendance
- Transition between Early Years and Key Stage 1
- Development of growth-mindset for staff and children
- Begin research into ability grouping and alternative structures for teaching
- Improved play facilitation (eg better playground supervision)
- Developing more effective structures for monitoring and support of teaching and learning

Governing body strategic priorities for 2016-17:

- Improved governor monitoring of school performance, including monitoring of:
 - Pupil attainment, progress and attendance data in-year
Data is to be reviewed more frequently and data considered is to be more complete, covering all Years (not just the key stages of Reception and Years 1 (Phonics), 2 and 6) and all-pupil performance (as well as, eg, analyses by PP and SEN pupil);
 - Progress in delivering Jack's five-year plan for the School; and
 - Progress against each of the three-year aspirational targets.
- Continued oversight of the school's finances, including proposed changes to school funding formulae
- Preparation for Ofsted, with greater use of Ofsted's criteria for assessing governance in the Governing Body's activities – see Annex B.
- Improved succession planning via more devolved responsibility for leadership across the Governing Body