



“Together we Inspire, Aspire and Achieve”

Our Vision

At Hannah Ball School we are striving to be the school of choice for our community. We ensure everyone has the confidence, skills, and ambition to face the next step in their learning and are prepared to embrace the challenges of the modern world by:

- ❖ Providing a broad, balanced and inclusive curriculum, rich with memorable experiences.
- ❖ Providing opportunities for all our pupils to become independent thinkers displaying self-confidence, resilience and creativity.
- ❖ Providing a safe enriching learning environment that supports everyone mentally and physically.
- ❖ Inspiring every child and adult in our learning community to thrive and achieve their full potential whatever their starting point.
- ❖ Ensuring our core values underpin school life (Honesty, kindness, respect, responsibility, resilience, curiosity).

To achieve this 3-year vision Governors and their respective committees will focus on:

Curriculum and Standards
<ul style="list-style-type: none">• Development of strong curriculum leadership to embed and extend the personalised Hannah Ball School curriculum
<ul style="list-style-type: none">• The assessment and tracking of data effectively to inform appropriate provision for all pupils which will lead to:<ul style="list-style-type: none">- Evidence of accelerated progress (6+ steps p.a.) for all pupils in Reading, Writing and maths including all vulnerable groups.- Improved outcomes from the start of school in formally assessed areas (EYFS, phonics, times tables, KS1, KS2) that demonstrably close the gap with reported national averages achieving at least ARE over a 3-year period.
<ul style="list-style-type: none">• The intent, implementation and impact of the unique Hannah Ball curriculum through monitoring of the SDP
<ul style="list-style-type: none">• A stimulating, varied enrichment programme (pre, post, in-school, speakers, trips) accessible and used by all pupils to nurture, develop and stretch talents ambitions and interests.
<ul style="list-style-type: none">• Reports from individual governors who meet regularly with subject leaders to monitor the SDP and hold them to account
<ul style="list-style-type: none">• Reviewing of appropriate policies and plans in line with monitoring cycle
Resources
<ul style="list-style-type: none">• There being a stimulating, appropriate and well-resourced learning environment in-class, out of class and on-line
<ul style="list-style-type: none">• To proactively market the school within the community/ feeder nurseries to ensure ongoing YR intake of 30 to drive overall school NOR to 210
<ul style="list-style-type: none">• Ensuring the 3-year and annual budget is set and spending delivers the school's current and future needs and priorities
<ul style="list-style-type: none">• Health and Safety Inspections each September/October and reviewing issues highlighted in July
<ul style="list-style-type: none">• A clear 3-year capital plan to include buildings, premises and IT linked to the 3-year budget which is under review every term
<ul style="list-style-type: none">• A completed SFVS and bench marking analysis every year
<ul style="list-style-type: none">• Completion of the asset register, risk assessment and school emergency plan to ensure long-term school sustainability
<ul style="list-style-type: none">• Monitoring of the effectiveness and impact of Pupil Premium, Sports and Covid catch-up funding
<ul style="list-style-type: none">• Reviewing of appropriate policies and plans in line with monitoring cycle

Pay and Personnel

- The strength, consistency and professional development of classroom staffing throughout the school and academic year so that 80%+ of lessons are rated good or better.
- The strength, depth and development of whole school leadership through succession planning and professional development
- Monitoring and reviewing of staff workload, welfare and well-being
- Effective Performance Management and development of all staff members including school and personal objectives
- A year on year decrease in staff absences through clear application of the Leave of Absence and Health and Attendance policies.
- All staff policies being effectively applied to drive good-outstanding teaching and learning
- Reviewing of appropriate policies and plans in line with monitoring cycle

Full Governing Body

- An annual review and evaluation of the impact of vision and School Development Plan
- To review the opportunities and options of joining a local primary MAT to drive quality of leadership, T&L and pupil outcomes
- Core values having a high profile throughout the school and lived and understood by staff, pupils, governors and parents
- The attaining feedback, ideas and views of all stakeholders by conducting surveys.
 - 90%+ of parents saying they would recommend this school
 - 95% of staff and parents being proud to be part of the school
 - 95% of children being happy and safe in school
- Pastoral and well-being support structures in place to drive pupil attendance to +95%
- Upholding our Equalities policy and ensuring all decisions made are not discriminating against any group or individual
- Overseeing the safety and well-being of all pupils and adults in class, on-site and on-line
- Improving year on year standards of behaviour of all pupils monitored by headteacher/ CPOMs reports, results of surveys and comments from visitors to the school including governors
- Maintaining rigorous schedule of monitoring visits each term to inform governors of progress and hold the school to account
- Reviewing of appropriate policies and plans in line with monitoring cycle
- Development of governor skills, breadth and experience through recruitment, training and annual surveys/ skills review.