

## BLUE COAT GOVERNORS' STRATEGIC PLAN 2019-2022

*To equip our students to live life in all its fullness by providing excellent education which is distinctly Christian and inclusive of all*

	Desired Outcome	Supporting Evidence
<b>Staff</b>		
Quality of Teaching	The highest quality teaching, never less than good and frequently outstanding, creating aspirational, creative, independent and resilient learners who embrace risk, learn from their mistakes and make outstanding progress. Groups vulnerable to underachievement e.g. SEND, DSV and in-year admissions fully catered for. A robust assessment system which supports learning and enables real progression between different components of learning with gaps in knowledge rapidly identified and addressed. Assessment is as streamlined as possible to ensure systems are not a burden on staff or students.	<ul style="list-style-type: none"> <li>• Headteacher reports</li> <li>• External validation from an external improvement adviser</li> <li>• Uptake and impact of specialist CPD</li> <li>• Staff performance appraisals</li> <li>• Ofsted reports</li> <li>• Anonymised pupil feedback</li> <li>• Proportion of positions filled by staff with relevant teaching and specialist qualifications</li> <li>• Governor visits that bring a 3 dimensional understanding</li> <li>• Governor monitoring of the school's QA cycle.</li> </ul>
Staff morale and wellbeing	High staff morale with accountable, cohesive, consistent leadership and management. All staff understand and share the CHRIST values which are embedded in their work. Staff are able and willing to show leadership at all levels and enrich support and uplift one another in all they do. Staff are well trained and have access to effective professional development and support.	<ul style="list-style-type: none"> <li>• Staff surveys</li> <li>• Staff absence data</li> <li>• Staff turnover</li> <li>• Feedback from teacher exit interviews</li> <li>• What support is available to staff and feedback on support offered</li> <li>• All teachers involved in leadership</li> </ul>
Leadership and Management	Long term SLT structure firmly in place. Distributed leadership is embedded in school systems to enable the SLT working with Governors to provide transformative leadership and management for the future as the school becomes part of the Inspire Trust and develops new partnerships. Leaders serve, enrich, respect and uplift those they work alongside. Value for money is achieved.	<ul style="list-style-type: none"> <li>• Performance appraisals</li> <li>• Line management meetings</li> <li>• JCC minutes</li> <li>• Distributed leadership</li> <li>• GB and governor subcommittee minutes</li> </ul>
<b>Pupils</b>		
Progress and attainment	Outstanding progress and ambitious targets for all our students that compare favourably with national and local averages and leaves no group falling behind our highest expectations of attainment and progress.	<ul style="list-style-type: none"> <li>• In school tracking data from teachers</li> <li>• Progress 8 and Attainment 8</li> <li>• Distribution of GCSE/A-level points across individual subjects</li> <li>• ASP</li> <li>• IDSR</li> <li>• DfE performance benchmarking</li> <li>• Governing board Q&amp;A.</li> </ul>

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Broad and Balanced Curriculum	An outstanding curriculum in which our intent, implementation and impact are fully aligned; accessible but always ambitious and meeting the diverse needs of all learners. The work given to pupils is coherently planned and sequenced to ensure they are able to “know and remember more” leading to them having the knowledge and cultural capital they need to <i>live “ life in all its fullness”</i> .	<ul style="list-style-type: none"> <li>• Curriculum Plans</li> <li>• 7 year plans</li> <li>• Headteacher reports</li> <li>• Governing Board Q&amp;A</li> <li>• Pupil and parent surveys</li> <li>• School website for subjects on offer</li> <li>• Governor visits that triangulate data and reporting and bring a rounded understanding</li> </ul>
Wellbeing and Resilience	Highly literate, numerate and resilient young people who are confident and articulate working hard to ensure their success and achieve their full potential and who feel empowered to make ambitious choices and keep learning at every point in their lives. An embedded and proactive approach to preventing bullying behaviours, recognising conflict and all potential breaches of equality resulting in all students feeling cared for, safe, happy and able to learn and develop. Mental health and emotional resilience and wellbeing are clearly prioritised and regularly taught and reflected upon across the year.	<ul style="list-style-type: none"> <li>• PSHE curriculum</li> <li>• High levels of pupil engagement</li> <li>• Provision and access to mental health services</li> <li>• Pupil and parent surveys</li> <li>• Pupil and parent focus groups</li> <li>• Anonymised reports from pastoral staff</li> <li>• Pupil absence data and behavior data.</li> </ul>
Behaviour	An understanding of the CHRIST values of the school leading to the highest standards of conduct and individual responsibility both in and outside school. Consistent management of behaviour at all times in all areas of the school. Students want to come to school and take advantage of the opportunities presented to them.	<ul style="list-style-type: none"> <li>• Headteacher reports, including information on incidents of bullying.</li> <li>• Staff, parent and pupil surveys</li> <li>• Governor school visits (looking at implementation of behavior policy)</li> <li>• Number of behavior management incidents (eg exclusions, detentions etc)</li> <li>• Amount of authorised/unauthorised absence</li> <li>• Recognition and tracking of positive behavior through school rewards schemes</li> </ul>
Preparing for Next Steps	Outstanding careers provision with all students receiving high quality guidance enabling them to access the widest possible range of opportunities when proceeding to the next stage of their lives. School becomes a hub of excellence in Coventry for its work on careers and links with employers.	<ul style="list-style-type: none"> <li>• Information, advice and guidance on careers delivered to pupils based on the Gatsby Good Career Guidance benchmarks</li> <li>• Pupil exit interviews</li> <li>• Options available for the next stage of education</li> <li>• Destination data for pupils up to 3 years after leaving and numbers of students who are NEET</li> </ul>

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Extra Curricular Activities	An outstanding enrichment programme which extends beyond academic and vocational provision with the highest quality pastoral and spiritual care and access to the widest possible rich set of experiences, with equality of access. This will encourage all to live 'live life in all its fullness' whatever their background.	<ul style="list-style-type: none"> <li>• Variety of extracurricular activities on offer and quality of facilities</li> <li>• Participation in extra curricular activities across groups</li> <li>• Pupil and Parent surveys.</li> </ul>
Resources and Engagement		
Use of Resources	Creative and targeted positioning of the school in the local community to ensure its good reputation is maintained and the school remains popular with parents and well regarded locally. 3 Year financial plan remains creative, flexible but wholly robust to ensure school's long-term viability, with good stewardship of resources and accountability where all available resources are used to maximise front line teaching and learning.	<ul style="list-style-type: none"> <li>• ICFP</li> <li>• SRMA return</li> <li>• Health and Safety reports</li> <li>• Available facilities (eg indoor and outdoor spaces, laboratories, technology equipment etc)</li> <li>• Monitoring of how pupil premium funding is spent and the impact of this spending</li> <li>• Applications and admissions data</li> </ul>
Engaging with parents	Focused and regular channels of communication between the school, including the Governors and parents and carers, to enhance information sharing and elicit views. Parents/carers understand the ethos, values and work of the school and in partnership contribute proactively in the development of their children's learning. Governors are highly visible.	<ul style="list-style-type: none"> <li>• Parent surveys</li> <li>• Regular updates to information for parents including the website.</li> <li>• Feedback at parent evenings</li> <li>• Number and nature of parental complaints</li> <li>• Number of authorised/unauthorised absences</li> <li>• Attendance of governors at school events</li> </ul>
Relationships with the local and wider communities	Structured links within the wider community that contribute to students' career development and support community cohesion both within the school and across the city. Working with other schools and church communities to embed the vision and values both inside Blue Coat and more widely across the city.	<ul style="list-style-type: none"> <li>• Level of participation in community and voluntary activities at the school</li> <li>• Parent surveys</li> <li>• Encounters with local employers and speakers</li> <li>• Number of pupils gaining work experience at local business</li> <li>• Participation in the Coventry network of schools</li> </ul>