

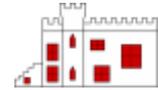


School Policy

School Strategic Management Policy (SEF & SDP)

September 2016, Issue 6

Document Number: AP-27



Document Approval

This document was reviewed and approved by the Governing Body as appropriate and effective.

Signed: _____

If this is one of the 2 official copies the Approver shall write "Copy 1" or "Copy 2" and initial here:

Date: _____

Name: _____

Position: _____

Document Review

The Governing Body will review this policy to ensure that it is appropriate and effective whenever necessary, and not less than once every four years.

Document Control

There is one controlled document held in the school office in the Junior building. An electronic version is also available on our website in the policies area.

The master electronic copy is held the Policies Folder on the School file server Staff Share.

All other copies (electronic and paper) are uncontrolled.

Document History

Filename: AP-27 School Strategic Management Policy(1.1).docx				
Issue	Description of Change	Author	Checked	Date
A	Initial	JRE/SB		16-09-07
B	Updated following review with staff and governors	JRE		19-11-07
1.0	Approved at Governors Meeting	JRE	SB	9-06-08
1.1	Updated to reflect change in Ofsted inspection regime	JRE/HM	SB	12-01-10
1.2	Approved at CPS meeting 21.9.11	JB	DS	21.9.11
2	Amended by JB	JB	CPS	2.10.12
3	Amended by JB	JB	CPS	2.10.13
4	Amended by JB	JB	CPS	1.10.14
5	Updated by JB	JB	CPS	30.9.15
6	Updated by JB	JB	FGB	14.9.16

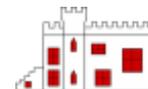
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1 Background

- 1.1 Although the SEF (Self Evaluation form) is no longer a legal requirement the school believes it is an essential tool to help the school improve.

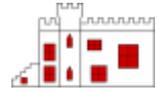
2 Objectives

The primary objective of this policy is to define our schools approach to self-evaluation, including

- i. The quality of leadership and management in the school
 - ii. The outcomes for pupils
 - iii. The quality of teaching, learning and assessment
 - iv. The personal development, behaviour and welfare of pupils in the school
 - v. Effectiveness of Early Years Provision
- 2.1 The intent is that this cyclic process of continuous improvement will become part of our normal routine.
- 2.2 By setting out the principles which guide our self-evaluation process formally in this policy, the governors intend to support and encourage an holistic management culture, in which the views of all are valued and where the whole organisation is constantly learning and improving.
- 2.3 It is the governors view that self-evaluation will be most effective and beneficial for our children when we create a learning organisation, where constant improvement and development is based on honesty and respect for all employees.

3 Our Self-Evaluation Cycle

- 3.1 The process follows the widely used Check-Plan-Do improvement cycle:
- i. **Check** – analyse our school data and compare it with national data; listen to the voices of parents, pupils, staff, advisors, inspectors; learn from other schools; and gain insight into the reality of what is happening to inform improvement planning.
 - ii. **Plan** – the actions necessary to deliver the desired improvement.
 - iii. **Do** – what was planned and monitor the results.
- 3.2 We collate a variety of data, throughout the year to update of the school's SEF. The school's SEF is updated, reviewed and approved by the FGB
- 3.3 Based on the SEF, the school development plan is updated each Autumn term. The school development plan (SDP) contains high-level improvement objectives, which are measurable, costed, time-bound and owned. The SDP is the what and not the how.
- 3.4 The SDP is a series of detailed action plans, which are developed and owned by the head teacher, the staff and governors.
- 3.5 The SDP is reviewed and approved by the governors each Autumn.
- 3.6 The head teacher and the staff are responsible for delivering the action plans and achieving the objectives set out in the SDP.
- 3.7 The governors monitor progress against the SDP objectives through out the year.
- 3.8 As part of the on-going monitoring of the SDP, where necessary the governors may agree appropriate changes to the objectives. This allows the school to capitalise on unforeseen opportunities, and respond quickly to changes in the legislation/regulations/circumstances.



4 Leadership and Management Arrangements

- 4.1 Our school has a very small staff and, as such, does not have a natural management team within the staff. Our arrangements, described below, recognise that the role of a teaching head teacher in a small primary school is extremely demanding and can be solitary.
- 4.2 Our full governing body meets 4 times a year and we have two committees. We also have working groups which support the work of the committees
- 4.3 These 7 meetings have each have standard agendas, which have been developed to ensure all the necessary business is dealt with effectively. These standard agendas are amended to reflect the priorities and circumstances of the day and, when necessary, additional meetings are called.
- 4.4 The governors annually elect a chair, vice-chair and a chair of each of the two committees; a maximum of 4 individuals. These individuals form an **executive leadership team**, which takes on the responsibility of providing support and guidance to the head teacher.
- 4.5 The chair of governors visits the school regularly, during term time, to fulfil his duties as chair, and also to support and help the head.
- 4.6 The Head works closely with cluster schools to support and develop leadership of the school.

5 Monitoring and Review

- 5.1 The day-to-day monitoring of this policy is the responsibility of the headteacher.
- 5.2 This policy will be reviewed by the governing body annually.