



The BAWB Collaboration  
Bainbridge, Askrigg, and West Burton Primary Schools  
*Mid-Dale Excellence in Education*  
Executive Headteacher: Miss Charlotte L. Harper

**Mid-Dale Excellence in Education**

# STRATEGIC PLAN

**2015-2020**

**It was approved by all governing boards on January 6th 2016**



## Foreword

We are pleased to present our long-term strategic plan for the collaboration of Bainbridge, Askrigg and West Burton Primary Schools.

Our intention in developing this plan is to set out and communicate our vision, ethos and long-term direction for the schools so that we are all clear on where we are going and what we are trying to achieve.

We are proud of how our collaboration has grown and developed. We look forward to making further progress so each school becomes outstanding in all areas. We now want to ensure that the way the schools are organised helps their future sustainability, to create a secure model for the pupils and families for the years to come.

We would welcome any comments or suggestions.

Christie Patt

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from April 2016

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## Content

	page
1. Plan Development and Review .....	4
2. Collaboration Context .....	4
3. Vision, Mottos, Ethos and Values .....	5
4. Strategic Priorities.....	6
5. Implementation, Monitoring and Evaluation .....	9

# 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 5 years, from 2015-2020. Developed by the Governing Boards of each school, it sets out the school's vision, values and long-term strategic priorities. It is aimed at the key stakeholders in the schools, children and their parents, staff, governors and other stakeholders.

The strategic plan is complemented by the BAWB School Development Plan (SDP), an operational plan which states the objectives the schools will work towards over the next one to two years in realizing our strategy. The SDP sets out these objectives under each of the relevant Ofsted Inspection Framework areas and SIAMs criteria. In addition, the SDP contains action plans which are developed by the staff team, setting out in operational terms how the long-term strategy of the school is to be achieved.

The plan has been developed in consultation with the three Governing Boards, and has taken into account Ofsted outcomes, as well as pupil, staff and parent voice.

## 1.2 Review and Revision of the Plan

The plan will be reviewed annually at the first Governing Body meeting of the school term. It will be revised every 3 years, whilst maintaining a long-term perspective, extending over 5 years.

# 2. Collaboration Context

Askrigg and Bainbridge Primary Schools formed a 2-way collaboration in 2013 and appointed an Executive Headteacher to lead and manage both schools.

In 2014, we welcomed West Burton Primary School into the collaboration. The three Governing Boards collectively agreed the vision, values, ethos and mottoes for the collaboration.

On April 1st 2016, the BAWB Schools Federation was formed.

### 3. Vision, Mottos, Ethos and Values

Working together we will provide a broad and rich education of the highest standard through which our children will be prepared for the future, confident and motivated to develop and learn.

*'Learning and Growing, Loving and Caring with Jesus'*  
**Bainbridge**

*'Guiding us to a Brighter Future'*  
**West Burton**

#### **'Mid-Dale Excellence in Education'**

Our individual schools aim to preserve and develop their distinctive characters, recognising their special historic foundations and uniqueness. At Bainbridge and West Burton in accordance with the principles of the Church of England, and at Askrigg in accordance with the Yorebridge Educational Foundation, we work in partnership with our community and parishes to provide an education of the highest quality.

Our schools have a range of values that

reflect living in our school communities and growing up in modern British society:



## 4. Strategic Priorities

Priority	Key Performance Indicators
<p><b>Leadership and Management, including Governance, is outstanding.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school's self-evaluation recognises that our schools meet the Ofsted criteria for 'outstanding'.</li> <li><input type="checkbox"/> External validation supports this (School Improvement Advisor; Swaledale Alliance Challenge Groups; Headteacher challenge groups; Governor monitoring and associated challenge; Ofsted).</li> <li><input type="checkbox"/> School development planning supports a programme of continuous leadership development and ensures that succession planning is in place. Governors ensure this happens by monitoring the school development plan.</li> </ul>
<p><b>The quality of Teaching, Learning and Assessment is outstanding.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school's self-evaluation recognises that our schools meet the Ofsted criteria for 'outstanding'.</li> <li><input type="checkbox"/> External validation supports this (School Improvement Advisor; Swaledale Alliance Challenge Groups; Headteacher challenge groups; Governor monitoring and associated challenge; Ofsted).</li> <li><input type="checkbox"/> School development planning prioritises the development of teaching, learning and assessment, particularly since significant changes to the national curriculum. This should include an understanding of the wider local and national picture.</li> <li><input type="checkbox"/> School has a robust and effective tracking system which enables the leadership team to have a clear understanding of where our pupils are; this information can be effectively shared with parents and all other stakeholders.</li> </ul>

<p><b>Personal development, behaviour and welfare of pupils is outstanding.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The school’s self-evaluation recognises that our schools meet the Ofsted criteria for ‘outstanding’.</li> <li><input type="checkbox"/> External validation supports this (School Improvement Advisor; Swaledale Alliance Challenge Groups; Headteacher challenge groups; Governor monitoring and associated challenge; Ofsted).</li> <li><input type="checkbox"/> School has a consistent approach to managing behaviour which promotes shared high expectations of all stakeholders (currently using the RESPECT code). Pupils have high levels of self-discipline and independence.</li> <li><input type="checkbox"/> School development planning ensures that children have opportunities to explore culturally diverse communities.</li> <li><input type="checkbox"/> Children are well-prepared for the next stage in their education.</li> <li><input type="checkbox"/> Welfare statistics are carefully monitored (e.g. attendance, referrals to external agencies).</li> </ul>
<p><b>The proportion of pupils making expected and better-than expected progress is at least in-line with national averages.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The following are at least in-line with national averages and are improving over time: <ul style="list-style-type: none"> <li>○ Proportion of pupils achieving GLD at the end of EYFS</li> <li>○ Proportion of children achieving expected attainment at KS1</li> <li>○ Proportion of children achieving expected attainment at KS2</li> <li>○ Proportion of children making expected and better-than expected progress at KS2</li> </ul> </li> </ul>
<p><b>Establish a sustainable model of school organisation beyond Collaboration.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explore opportunities for other models (e.g. federation)</li> <li><input type="checkbox"/> Secure federation</li> <li><input type="checkbox"/> Effectiveness is measured through the robust monitoring of the school’s development plan (including outcomes; teaching, learning and assessment; budgets; staffing; and stakeholder views).</li> </ul>

<p><b>Strategically address the outcomes of the Government’s White Paper (2016) – ‘Educational Excellence Everywhere’, including academisation and small school funding</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A focus group of governors strategically explores ways to reduce budget deficits by 2017-18</li> <li><input type="checkbox"/> All governors to discuss budget deficit-reduction options termly and support the Head with cost-saving procedures</li> <li><input type="checkbox"/> All governors research Academisation of small rural schools and consider appropriate future action in termly discussions, including liaising with schools within the local area</li> <li><input type="checkbox"/> The federation of schools functions within its financial constraints and pupil outcomes continue to improve</li> </ul>
<p><b>Maintain an outstanding Church School ethos in Bainbridge and West Burton.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Previous SIAMS recommended actions are carried out through effective leadership.</li> <li><input type="checkbox"/> SIAMS inspections outcomes are outstanding.</li> </ul>
<p><b>Pupils, parents, staff, governors and the community have a voice which contributes to cohesion and school improvement.</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Stakeholder views are collected and summarised and reported to governors regularly (at least annually) which are responded to and acted upon.</li> <li><input type="checkbox"/> Stakeholder feedback is positive (e.g. surveys, ParentView, email correspondence).</li> <li><input type="checkbox"/> The wider community is encouraged to play an active part in school life.</li> </ul>



## **5. Implementation, Monitoring and Evaluation**

### **5.1 Implementation of the Plan**

The Strategic Plan sets out the 7 key priorities for the next three-five years.

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**

Governors from all the schools monitor key areas of the SDP each year and report back to the Full Governing Board

### **5.3 Evaluation**

The governing boards will use Ofsted inspections as a key evaluation tool.