



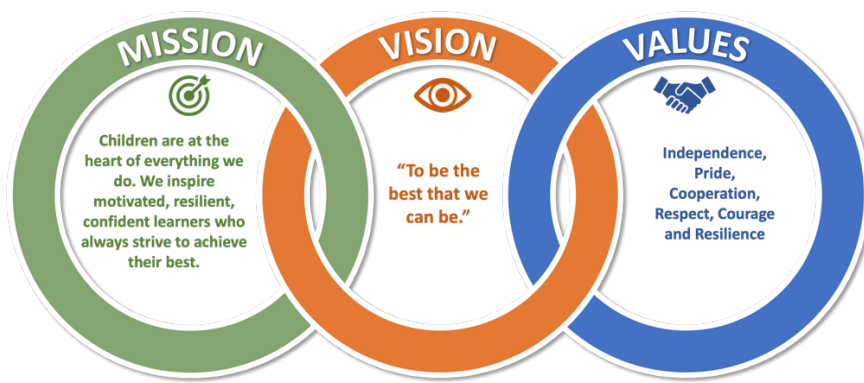
**HARDY MILL PRIMARY SCHOOL**  
**3 YEAR STRATEGIC PLAN**  
**2024 - 2027**



## Hardy Mill Primary School: 3 Year Strategic Plan

The Governing Body of Hardy Mill Primary School has produced a three year strategic plan that sets out our strategic priorities and describes the important milestones we need to achieve along the way. This includes our vision, strategic priorities and the values that underpin all we do. We'll be regularly tracking progress to ensure continuous improvement.

Our strategic plan has been compiled using feedback from children, parents, and staff; it recognises the many existing strengths of the school and builds upon these. We are committed to meeting the needs of our pupils, helping them realise their potential and move with confidence into the next stage of their lives.





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Overall, our strategic priorities aim for our children to:

- Be happy, confident, **independent**, and **proud** of themselves and their achievements in all areas of life.
- Develop knowledge and skills through an exciting and creative curriculum which fosters a lasting enjoyment of learning.
- **Cooperate** with and show **respect** towards others enabling them to make positive relationships with a wide range of people.
- Develop the knowledge skills and understanding to be a responsible citizen now and in the future.
- Have the **courage** to step out of their comfort zone and show **resilience** when faced with challenges in their learning.

To do this, we have identified key objectives against each of these strategic priorities within this document. This information is derived from the School Development Plan (SDP) produced by the Headteacher and staff, which transfers these strategic priorities and key objectives into an annual plan with more detailed actions, measures, and targets.



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STRATEGIC PRIORITY	WHAT WE DO WELL	2024 - 2025	2025 - 2026	2026-27
<b>RESPONSIBILITY AND CARE TO OUR CHILDREN AND STAFF</b>				
 <p>To work in partnership with the local authority, ensuring all safety, standards and wellbeing of children and staff are fully met by building a culture of inclusion, caring and respect to sustain a motivating environment, providing opportunities for development.</p>	<p>Expectations for behaviour and conduct of children is high and is reflected in the children's positive approach to learning and rare occasions of low level disruption. Children have a secure understanding of British Values.</p> <p>School achieved the Silver United Against Bullying Award</p>	<ul style="list-style-type: none"> <li>Review Behaviour Policy – stakeholder input – staff and children</li> <li>Explore Growth Mind set across the school</li> <li>Monitoring for consistent application of Behaviour policy through phase leads and SLT.</li> </ul>	<ul style="list-style-type: none"> <li>Review the Behaviour Policy – stakeholder input – staff and children</li> <li>Introduce Growth Mind Set</li> <li>Monitoring for consistent application of Behaviour policy through phase leads and SLT.</li> </ul>	<ul style="list-style-type: none"> <li>Review the Behaviour Policy – stakeholder input – staff and children</li> <li>Embed Growth Mindset</li> <li>Monitoring for consistent application of Behaviour policy through phase leads and SLT.</li> </ul>
	<p>Pastoral care in the school is very high quality as a result of leaders' and governors investment in staff training, resource and continued high expectations for meeting the needs of the whole child. This was recognised in the re-achievement of the Inclusion Quality Mark in January 2022.</p>	<ul style="list-style-type: none"> <li>Embed Wellbeing Champions</li> <li>Mental health training for staff to meet the needs of the children in school informed from in school analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Reapply and achieve Inclusion Quality Mark Award</li> <li>Further develop role of wellbeing champions</li> <li>Mental health training for staff to meet the needs of the children in school informed from in school analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Mental health training for staff to meet the needs of the children in school informed from in school analysis.</li> </ul>
	<p>Leaders and staff have created a positive and respectful culture across the school. As a result of this, pupil voice indicates that they feel safe in school and that children behave well. <b>(Pupil questionnaire March 24)</b></p>	<ul style="list-style-type: none"> <li>Annual pupil questionnaires</li> <li>Pupil voice interviews – subject lead, phase lead and SLT monitoring</li> <li>Embed effective school council</li> </ul>	<ul style="list-style-type: none"> <li>Annual pupil questionnaires</li> <li>Pupil voice interviews – subject lead, phase lead and SLT monitoring</li> <li>Continue to develop the school council and involvement in the community</li> </ul>	<ul style="list-style-type: none"> <li>Annual pupil questionnaires</li> <li>Pupil voice interviews – subject lead, phase lead and SLT monitoring</li> <li>Continue to develop the school council and involvement in the community</li> </ul>
	<p>School has excellent cross agency links and expertise on staff to support a very small number of pupils in modifying and improving their behaviour to meet the high expectations in our school.</p> <p>'The outstanding SEN teamwork with the identified agencies to ensure that all avenues are explored to support their children and families, getting the best professional advice which is then put into</p>	<ul style="list-style-type: none"> <li>Bespoke training to reflect the needs in school particularly for supporting SEND</li> <li>Embed the LA Inclusive Handbook into school practice.</li> <li>Continue work towards achieving Dyslexia Friendly Award.</li> <li>Review and adapt SEN provision according to need.</li> </ul>	<ul style="list-style-type: none"> <li>Bespoke training to reflect the needs in school particularly for supporting SEND</li> <li>Achieve Dyslexia Friendly Award</li> <li>Review and adapt SEN provision according to need.</li> </ul>	<ul style="list-style-type: none"> <li>Bespoke training to reflect the needs in school particularly for supporting SEND</li> <li>Review and adapt SEN provision according to need.</li> </ul>




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	practice.' Inclusion Quality Mark January 2022			
	<p>Leaders take the wellbeing of the staff seriously and ensure that regular consultation takes place through both formal (termly reflect and review questionnaire) and informal opportunities to gather views. This strength was recognised by OFSTED in July 2019 and more recently in our Inclusion Quality Mark re-assessment</p> <p><b>Staff views April 24:</b> 100% of staff surveyed said that they feel well supported working at Hardy Mill. 100% of staff said that leaders and managers are considerate of my well-being.</p>	<ul style="list-style-type: none"> <li>• Embed wellbeing support and provision - led by Senior Mental Health</li> <li>• Review and adapt Mental Health/ Wellbeing action plan</li> <li>• Develop Wellbeing room</li> <li>• Introduce a Staff Wellbeing Policy for Hardy Mill</li> <li>• Continue work of Workload and Wellbeing Committee to inform and improve on workplace wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and begin accreditation for quality of provision and support for wellbeing of staff and children.</li> <li>• Continue work of Workload and Wellbeing Committee to inform and improve on workplace wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Secure accreditation for quality of provision and support for wellbeing of staff and children</li> <li>• Continue work of Workload and Wellbeing Committee to inform and improve on workplace wellbeing</li> </ul>



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STRATEGIC PRIORITY	WHAT WE DO WELL	2024 - 2025	2025 - 2026	2026-27
<b>WHOLE CHILD EDUCATION AND LEARNING</b>				
 <p>To maintain and sustain the passion for learning and teaching in the school, of both pupils and staff, ensuring they can be the best they can be and by building a broad and interesting curriculum beyond SAT's assessed subjects including life and social skills for the future.</p>	<p>School leaders have designed a broad and balanced curriculum that is ambitious and enables our children to acquire the knowledge and skills for the next stage of education through well-planned and sequenced learning units which revisit key skills and vocabulary planned over a two year cycle to meet the needs of mixed age classes.</p> <p>School has achieved the Communication Friendly Setting Award for Early Years – October 2024</p> <p>Hardy Mill is a flagship school for the Jigsaw PSHE programme.</p>	<ul style="list-style-type: none"> <li>Review and refinement of the revised curriculum based on monitoring and pupil outcomes.</li> <li>Embed financial aspect to PSHE curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refinement of the revised curriculum based on monitoring and pupil outcome.</li> <li>Review and amend curriculum in line with government review.</li> <li>Introduce financial aspect to PSHE curriculum.</li> <li>Have a nominated sustainability lead</li> <li>Agree and implement a climate action plan that introduces pupils to more sustainable practices through the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Review and refinement of the revised curriculum based on monitoring and pupil outcomes.</li> <li>Implement changes of government curriculum review.</li> <li>Embed financial aspect to PSHE curriculum.</li> <li>Review and embed a climate action plan that introduces pupils to more sustainable practices through the curriculum.</li> </ul>
	<p>School invests in staff CPD at all levels to ensure that staff are equip with the skills/ knowledge needed to be effective in their role.</p> <p>CPD linked to PDRs and appraisals</p> <p>Staff provided with release time to complete training.</p> <p><b>Staff views April 24:</b> 100% of staff surveyed said that leaders do all they can to ensure the school has a motivated respected and effective staff team. 100% of staff said that leaders use professional development to encourage, challenge and support teachers' improvement.</p>	<ul style="list-style-type: none"> <li>Embed the coaching model.</li> <li>Develop joint practice development.</li> <li>Introduce new performance management strategy in line with the coaching model for teachers.</li> <li>Introduce Cluster subject lead community groups to develop subject leads knowledge and understanding.</li> <li>Staff reflect and review biannually to inform CPD needs.</li> </ul>	<ul style="list-style-type: none"> <li>Embed joint practice development and coaching.</li> <li>Roll out performance management strategy in line with the coaching model to TA and support staff</li> <li>Refresher training for coaching</li> <li>Embed Cluster subject lead community groups to develop subject leads knowledge and understanding.</li> <li>Staff reflect and review biannually to inform CPD needs.</li> </ul>	<ul style="list-style-type: none"> <li>Staff reflect and review biannually to inform CPD needs.</li> </ul>




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	<p>Reading and phonics are key priorities and are reviewed regularly to ensure pupils are reaching their potential.</p> <p><b>Phonics:</b> School was in the top 1% of schools for achievement in the Year 1 phonics check in June 2023. This very high standard has been maintained in June 2024 with 98%.</p>	<ul style="list-style-type: none"> <li>• Refine Supersonic Phonics practice.</li> <li>• Identify staff new to school or year group and those needing refresher training and organise training and observations of good practice.</li> <li>• Review and update reading/ phonics resources as required.</li> <li>• Embed the Supersonic phonics spelling scheme for Year 3 and 4</li> <li>• Introduce the Supersonic phonics spelling scheme for Year 5 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Review practice and modify as required based on impact and to meet the needs of the cohorts in school.</li> </ul>
	<p>Teachers plan and use assessment well. They use a range of materials and resources effectively and on-going questioning and feedback routinely to embed knowledge and skills, check understanding and deepen learning.</p>	<ul style="list-style-type: none"> <li>• Keep the staff handbook as a live document</li> <li>• Launch and develop the use of Seesaw to support effective moderation of non-core assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Embed the use of Seesaw to support effective moderation of non-core assessment</li> </ul>
	<p>All pupils enjoy a full and engaging curriculum that is relevant to their age and stage of development and context, this is evidenced in long term plans, pupil voice, books and learning environments.</p>	<ul style="list-style-type: none"> <li>• Review and refine governance development plan to include curriculum monitoring, CPD, school priorities</li> <li>• Governor committee updates for parents</li> </ul>	<ul style="list-style-type: none"> <li>• Non-core subject leads monitor implementation and impact re. appropriateness of curriculum to needs of cohorts and refining as appropriate.</li> <li>• Governor committee updates for parents</li> </ul>



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STRATEGIC PRIORITY	WHAT WE DO WELL	2024 - 2025	2025 - 2026	2026 - 2027
<b>EFFECTIVE PARTNERSHIPS WITH THE COMMUNITY</b>				
 <p>To strengthen the school's partnership with the wider community inc. local community, support agencies and community groups, so that children, parents/carers, prospective parents/carers, current and future staff have a shared understanding of who we are and</p>	School and staff are active members of a variety of groups within our cluster of schools, the local authority, and other working groups and projects to do everything within their power to give our pupils the best opportunities	<ul style="list-style-type: none"> <li>• Strong support partnerships across the cluster for HTs, EY leads, SEN leads</li> <li>• Y6, Y2 and EY moderation with cluster schools. Judgements are secure.</li> <li>• Y6 and Y2 moderation meetings attended with the LA – judgements secure.</li> <li>• Embed the behaviour protocol and support across the cluster</li> <li>• Develop cluster project work as identified from school improvement priorities.</li> <li>• Develop Community Pathway links across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Strong support partnerships across the cluster for HTs, EY leads, SEN leads</li> <li>• Y6, Y2 and EY moderation with cluster schools. Judgements are secure.</li> <li>• Y6 and Y2 moderation meetings attended with the LA – judgements secure.</li> <li>• Maintain the behaviour protocol and support across the cluster</li> <li>• Develop cluster project work as identified from school improvement priorities.</li> <li>• Embed Community Pathway links across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Develop further business links as part of the Community Pathway.</li> </ul>
	Excellent cross-school partnerships are in place to support our SEN and more vulnerable children with an enhanced transition to secondary school.	<ul style="list-style-type: none"> <li>• Embed use of N and R transition materials.</li> <li>• Work with Ladywood and Aspire to support SEN/vulnerable children with enhanced transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with Ladywood and Aspire to support SEN/vulnerable children with enhanced transition.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with Ladywood and Aspire to support SEN/vulnerable children with enhanced transition.</li> </ul>
	<b>Parental questionnaire 2023-24</b> *I would recommend this school to another parent – 94% *My child is happy at this school – 98% *My child feels safe at school – 100%	<ul style="list-style-type: none"> <li>• Parental questionnaire annually</li> <li>• Feedback to governors and feedback to parents – You said – We did</li> </ul>		






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<b>what we value, and to become involved in the life of the school using their skills, knowledge and experience to enrich the learning experience.</b>	School is almost full and we are often oversubscribed for Reception class.	<ul style="list-style-type: none"> <li>Review impact and take up of open days</li> <li>Embed use of Facebook to promote school.</li> <li>Continue to update website with current information for easy access to prospective parents.</li> <li>Implement school PR opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Continue to update website with current information for easy access to prospective parents.</li> <li>Targeted online presence to promote school</li> </ul>	
	Good staff induction procedures are in place to ensure all members of the team are effective in their roles. .	<ul style="list-style-type: none"> <li>Maintain the high standards throughout school through effective induction of new to school staff and new to year group staff.</li> <li>Support ECT through Star Institute</li> <li>Introduce and implement coaching model.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the high standards throughout school through effective induction of new to school staff and new to year group staff.</li> <li>Support ECT through Star Institute</li> <li>Embed coaching model.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain the high standards throughout school through effective induction of new to school staff and new to year group staff.</li> </ul>



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STRATEGIC PRIORITY	WHAT WE DO WELL	2024-2025	2025 - 2026	2026 - 2027
 <p><b>To lead with a proactive and capable governing board and leadership team, ensuring strong financial control and management practices to deliver the best value for money from the financial resources available to enable the school to achieve its strategic aims.</b></p>	<p>Leaders' ambition to develop successful, independent and motivated learners, and for every child to be the best they can be, characterises the school's ethos.</p> <p><b>Parental questionnaire 2023-24 :</b></p> <ul style="list-style-type: none"> <li>100% - The school has high expectations for my children.</li> <li>100% - My child does well at this school.</li> </ul> <p>'The school has strong leadership that is driven and committed to driving school improvement, supporting children, staff, families, and their local community. There is a clear vision and strategic direction for the school...' Inclusive School Award Jan 22</p>	<p><b>LEADERSHIP EXCELLENCE</b></p> <ul style="list-style-type: none"> <li>Staff, parent and pupil questionnaires annually</li> <li>Feedback to governors and stakeholders.</li> <li>Explore Growth Mind set across the school</li> <li>Embed the curriculum monitoring programme and governor monitoring programme.</li> <li>Ofsted action planning</li> <li>Succession planning – CPD</li> </ul>	<ul style="list-style-type: none"> <li>Staff, parent and pupil questionnaires annually</li> <li>Feedback to governors and stakeholders.</li> <li>Introduce Growth Mind Set</li> </ul>	<ul style="list-style-type: none"> <li>Staff, parent and pupil questionnaires annually</li> <li>Feedback to governors and stakeholders.</li> <li>Embed Growth Mindset</li> </ul>
	<p>Governors bring experience and commitment to their role. Governors hold leaders to account for pupils' achievement and are keen to know how improvement initiatives are progressing.</p>	<ul style="list-style-type: none"> <li>Review 3 year strategic plan for governors.</li> <li>Audit governor skills to aid recruitment and build capability</li> <li>Bespoke training programme for all governors</li> <li>Produce Impact statement</li> <li>Maintain strategic monitoring rolling programme</li> </ul>	<ul style="list-style-type: none"> <li>Review 3 year strategic plan for governors.</li> <li>Audit governor skills to aid recruitment and build capability</li> <li>Bespoke training programme for all governors</li> <li>Maintain strategic monitoring rolling programme</li> <li>Produce Impact statement</li> <li>Review and revise code of conduct for governors.</li> <li>Achieve Governor Mark</li> </ul>	<ul style="list-style-type: none"> <li>Review 3 year strategic plan for governors.</li> <li>Audit governor skills to aid recruitment and build capability</li> <li>Bespoke training programme for all governors</li> <li>Maintain strategic monitoring rolling programme</li> <li>Produce Impact statement</li> </ul>



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	We keep the school buildings, infrastructure and grounds in a good state of repair and are fully compliant with all health and safety considerations.	<ul style="list-style-type: none"> <li>• Health and Safety audit</li> <li>• Review supplier performance vs SLAs for compliance.</li> <li>• Maintain 'School Safe' including compliance audit.</li> <li>• Office staff and site manager handbooks to be refined .</li> <li>• Ensure key staff qualifications to maintain compliance are in place</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Safety audit</li> <li>• Review supplier performance vs SLAs for compliance.</li> <li>• Maintain 'School Safe' including compliance audit.</li> <li>• Ensure key staff qualifications to maintain compliance are in place</li> <li>• Agree and implement a Climate Action plan to improve the physical environment in and around school.</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Safety audit</li> <li>• Review supplier performance vs SLAs for compliance.</li> <li>• Maintain 'School Safe' including compliance audit.</li> <li>• Ensure key staff qualifications to maintain compliance are in place</li> <li>• Review and adapt Climate Action Plan to improve the physical environment in and around school.</li> </ul>
	Securing external sources of funding to improve the teaching and learning environment.	<ul style="list-style-type: none"> <li>• SBM funding stream bidding to support school improvement - update to governors</li> </ul>		
	Financial resource allocation is reviewed for best value each year and closely linked to the school improvement priorities.	<ul style="list-style-type: none"> <li>• Monthly review of budget spend – HT and SBM</li> <li>• Spend linked to school improvement priorities.</li> <li>• Review supplier performance vs SLAs for financial value.</li> </ul>		