Working Together for Success

The Federation of Cherry Oak and Victoria School with Victoria College

Strategic Plan

Version One
2016

This document will be reviewed in June 2019.
Federation of Cherry Oak School, Victoria School and Victoria College

Introduction
We are pleased to present our long-term strategic plan for the Federation of Cherry Oak Victoria School and Victoria College.

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

We are proud of the Federation’s achievements and values and look forward to continue with the excellent work to continue to progress.

We would welcome any comments or suggestions.

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Chair and Executive Headteacher

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1. Plan, development and review

What and who?

The strategic plan is a high level long-term plan, extending over a period of 5 years, from 2016-2020. It sets out the school’s vision, values and long-term strategic priorities. It is aimed at the key stakeholders in the Federation, children and their parents, staff, governors and other stakeholders.

The strategic plan is complemented by the individual School Development Plans (SDP), these are shorter-term operational plan extending over a period of 1 year. The SDP is developed by the staff team and sets out in operational terms how the long-term strategy of the school is to be achieved.

How we developed the plan

The plan was developed by the Governors and members of the Leadership team across the Federation as follows:

- A planning day was held on the 28th November 2015, this was attended by the majority of Governors and SLT members from across the Federation the focus of this event was to complete the final review of the previous 5 year vision and develop the new vision.
- Governors were conscious that the College provision had not existed when the last vision had been established and added a new dimension to the day.
- The Executive Head teacher brought the vision together following the planning day, shared it with the staff and tabled the document at the next full governors meeting for acceptance.

The development of the plan involved inputs from the following:

Governors: Justine Sims, Shabbir Hussain, Maria Abbott, Christine Dalby, Sue McCorkindale, Maggie Moore, Russell Webber, Bill Woodhouse, Charlotte Bull, Anne Barnes, Chris Woo

Staff: Caroline Lane, Amanda Jenkins, Hilda Webb, Rachel Walters, Di Tate, Steph White, Clare Strain and Ellen Barrett

Parent Views: (Key points on parental engagement from the parent questionnaire of November 2012)

Ofsted reports: Cherry Oak School November 2014, Victoria School October 2012, Victoria College yet to be inspected.

Children: input from the two school councils

Review and Revision of the Plan

The strategic plan will be reviewed regularly by the Governing Body. It will be revised every 3 years as necessary.
2. Context, history and development

Brief Description

The Federation consists of Cherry Oak School, Victoria School and Victoria College.

Cherry Oak School caters for pupils aged from 4 to 11 years, who have significant special educational needs and disabilities arising from severe speech and language difficulties, severe learning difficulties or Autism Spectrum Condition. All pupils have Education Health Care Plans (EHCPs).

Victoria School caters for approximately 210 pupils aged from 2 to 19 years, who have significant special educational needs and disabilities arising from complex health and/or physical disability needs, profound and multiple learning difficulties or multi-sensory impairment. All pupils have Education, Health and Care Plans (EHCPs).

Both School are maintained special school in the Birmingham City Council Local Authority area.

Victoria College is a small provision located in a separate building on the same site as Victoria School. It provides continued education provision for young adults with PMLD and complex medicals needs between the ages of 19-25. It was established in September 2013. Currently there are 24 young adults on role.

The Federation is led by one Governing Board and an Executive Head Teacher (EHT).

The schools and college each have their own leadership teams.

History

The Federation was established in 2010 when Victoria School was asked to offer some leadership support to Cherry Oak. Cherry Oak School at the time was very small with less than 50 pupils. The longstanding Head teacher and Deputy Head teacher had both retired and the school was struggling to recruit.

Both schools came together after much discussion under one governing body and establish the “working together for success” motto.

Since the early days the Federation has gone from strength to strength and there is much sharing of good practise across the schools.

In 2013 Victoria College opened its doors to its first 6 students and has gone from strength to strength.

Community

All three establishments within the Federation draw their pupils from all across the city of Birmingham. There is a high percentage of FSM and pupils entitled to Pupil Premium. The families are also drawn from a wide variety of Ethnic backgrounds.
Performance Rating, Ofsted Rating

<table>
<thead>
<tr>
<th>Cherry Oak</th>
<th>Victoria</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2014</td>
<td>Outstanding</td>
</tr>
<tr>
<td>May 2012</td>
<td>Good</td>
</tr>
<tr>
<td>January 2009</td>
<td>Outstanding</td>
</tr>
<tr>
<td>January 2006</td>
<td>Good</td>
</tr>
<tr>
<td>March 2017</td>
<td>Outstanding</td>
</tr>
<tr>
<td>October 2012</td>
<td>Outstanding</td>
</tr>
<tr>
<td>October 2009</td>
<td>Outstanding</td>
</tr>
<tr>
<td>June 2007</td>
<td>Good</td>
</tr>
</tbody>
</table>

A brief summary of the recent Ofsted inspections. The College has not yet been inspected in its own right.

3. Mission, Vision, Values and Ethos

The Federation has a shared vision, ethos and values which has been developed and reviewed by all stakeholders.

**Mission**: Working together for success.

**Vision**: To increase each pupil’s knowledge and understanding of the world so that his or her full potential may be achieved.

**Ethos**: We believe in working hard to give our young people the very best we can and we value everyone as the individual they are. We have a strong focus on developing pupils’ spiritual, moral, social and cultural awareness and pride ourselves on the care and guidance we offer to our families.

**Values**: We value each and every pupil as an individual. We treat them with respect and dignity and support them to achieve and build their self-esteem. We include our pupils and their families in decision-making that will affect them, and strive to support the development of the whole person.
4. Strategic priorities

1. Working in Partnership
The Federation sees partnership working as a key strength, not only with each other but also with all stakeholders including parents, professional bodies, other schools and the LA.

2. Developing people
The federation has over many years grown its own staff and has positive examples of how staff have received training to support the development of their career pathways. The Governors recognise this as a continued priority in both the retention of staff and in continuing to provide outstanding education for our young people.

The federation has also continued to develop the curriculum/outcomes for pupils in line with a change of need the cohort of the schools. Where the college is concerned this new venture has meant the development of a completely new offer meeting the needs of the most complex learners. It has also meant the creation of a completely new staff team all who are receiving comprehensive personal and professional development opportunities.

3. Developing the buildings and ICT infrastructure
The Governors value the provision of continuing to provide excellent facilities for the young people across the Federation.

The funding and developments of the college building in a state of the art facility for young adults has been a priority, and its sustainability will be an ongoing piece of work.

4. Having a Business model with budget control
The Governors are dedicated to ensuring that budgets balance whilst at the same time understanding the business needs of the Schools and the complicated nature of the requirements for sustainability in the future.
5. Implementation, monitoring and evaluation

Implementation of the Plan

The strategic plan sets out the four strategic priority areas and gives an outline of the direction for the implementation.

The individual development plans for each part of the federation, which are developed by the staff teams describes how each element of this strategy is to be implemented in the short to medium term.

Monitoring

Each committee of the governing body monitors the development and implementation of the school development plan. The committees report on their work to the full Governing Body.

Evaluation

The Governing Body will use the Ofsted Framework as a key tool in evaluating its work. It will also reflect on reports tabled at Governing Board meetings including Head teachers’ reports.

Organisational Structure

The diagram below is an attempt to show how the Governance structure relates to key Stakeholders across the Federation.

The executive Head Teacher leads the Federation, while each school has its own SLT. The Executive Head teacher is accountable to the Governors of the Federation and also the LA.

The Governing Body has 3 committees all of which report to the full Governing Board. The Committees are Curriculum, Personnel and Finance.