



Creating a Vision for  
Your School



# Being strategic

◦ Governance is strategic and management is operational. This distinction between governance and management needs to be clearly understood by all, so that governors and trustees are not asked to, and do not try to, involve themselves in day to day management.

◦ NGA What to Expect

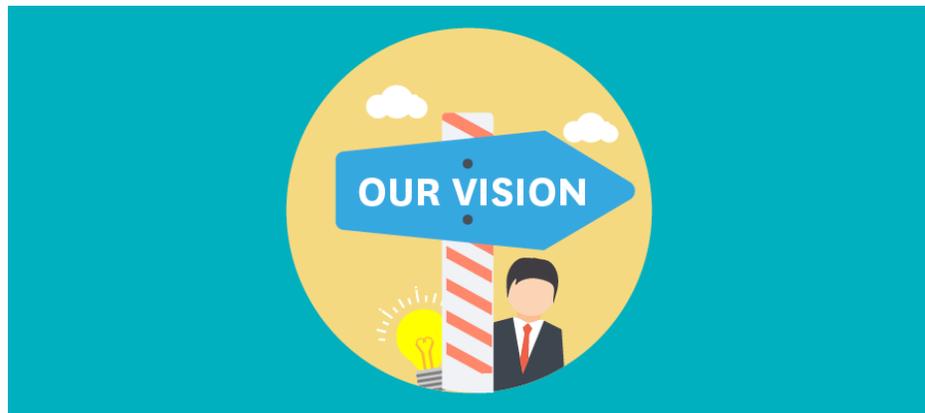


- ‘Clarity of vision is the first of the three core functions for every governing board. It’s up to the governors and trustees to ensure that the vision, ethos and strategic direction of the school are clearly defined’.
- **NGA Resource Pack**





- In projecting forward a few years, we should be aiming to do things better, to continuously improve, to make the experience of school the very best it can be for the children and young people.



- **Who owns the vision? The initial visioning work should be carried out by the governors or trustees in partnership with senior leaders.**
- **Involve stakeholders –**
- **Children**
- **Staff**
- **Parents**
- **community**

- **Mission Statement**

- **Values**

- How the pupils will be prepared for the next stage of their education.

- What the pupils will have left the school having learned in terms of both attainment and progress.

- What other opportunities the pupils will have experienced

- How your vision will be achieved with reference to the quality of teaching at the school, support for staff, any buildings or infrastructure improvements required, relationships with the community, working collaboratively with others and the ethos in which it will be implemented.



**Vision**

Vision is a long-term view, how successful business vision statement is an aspirational des

## Monitoring the vision

- How will we know our vision has been achieved – the outcome indicators?
- What are the risks and barriers that may stop us achieving our vision? **SWOT** analysis.
- What does the school need to do to overcome the risks and barriers and achieve its vision?

# Vision to strategy

- **Identify a key priority for achieving each aspect of the vision. Include in the School Development Plan and make them SMART**
- **Don't be afraid to identify big ideas**
- **Each key priority must be measurable; in other words expected impact should be defined at the outset.**
- **Each priority must be supported by the appropriate budget and staffing structure.**
- **Key priorities should be broken down into annual, and then termly, measures.**
- **Try not to have more than six key priorities.**
- **Don't forget that the strategy should be approved by the governing board but then handed over to the school in order for them to develop their operational (school development) plans.**

# Monitoring the strategy

- **Headteachers should produce a termly report on how the strategy is working. This should be the main focus of the termly meeting, and should include updates on progress being made towards achieving each key priority. Governors can then question the head on any aspect of the strategy that they wish.**
- **Consider how the governing board will expect progress to be evidenced. Here are some examples.**
- **Progress in raising attainment will require data on pupil standards.**
- **Progress in improving the quality of teaching will require data on pupil progress.**
- **Progress on behaviour for learning will require data on attendance and exclusions, and information from surveys and focus groups.**

- **When assessing impact, consider the following questions:**
- • Do we have ready access to all the data and information we need to monitor the improvement priorities?
- • Are we able to access that information independently, or do we depend on the senior leaders to provide it to us?
- • Do we have the skills on the governing board to interpret data, or do we rely on senior leaders to do this for us?
- • Is the information at the right level of detail – detailed enough to tell us what we need to know, but not so detailed as to make it difficult to read?
- • Are we able to use benchmarking data to compare the school's performance with that of comparable schools (not only local ones)?
- • Is information available on all the aspects of the school's performance that we agree are important, or only on those aspects that are easy to measure?
- NGA Being Strategic



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# Reviewing

- The strategy should be reviewed each year to show if
- Key performance indicators are being met
- If any unforeseen external factors have had any impact
- Is there improvement? Is any adjustment needed?