GOVERNORS STRATEGIC PLAN
2026 – 2030

“**Be kind. Have fun. Be you!**”

Nursery school- OFSTED Outstanding, May 2024
Day care- OFSTED Good, June 2023

Headteacher: Katarina Bingham
Co-Chair of Governors: Jo Hilbourne and Daniel Hilbourne
School Effectiveness Officer: Nikki McVeigh.

INTRODUCTION

This Governors' Strategic Plan sets out strategic long-term priorities and direction to drive Norcot Early Years Centre forward in line with our vision and values. This plan covers the period 2025-2029, and will be reviewed annually.

The Strategic Plan outlines a top-level overview focusing on what Governors expect to see and how we will know whether the Centre is succeeding. The vision and values of Norcot Early Years Centre form the foundation of this strategic plan, ensuring that all improvement work is aligned with what we aspire to be. Progress against this plan will be reviewed annually, with governors using evidence from the Headteacher's reports, Governor visits, tracking actions arising from committee's, and using feedback from external evaluations and visits.

Role of the Governing Body: The Governing body core role is to set the strategic direction of the Centre, hold senior leaders to account, oversee the effective and sustainable use of resources, and ensure the Centre lives its vision and values.

The Governing body does not manage the day to day operations of Norcot Early Years Centre. The Headteacher and the senior leadership team are responsible for operational planning and delivery and staff management. The Centre Development Plan and termly Headteachers reports provide detail and assurance that

OUR VISION AND VALUES

Our Vision- **'**Be kind. Have fun. Be you!

Our Values- At Norcot Early Years Centre our values of nurture, inclusion and kindness guide us to create a welcoming, stimulating and fun environment where everyone is treated as an individual. We are committed to providing meaningful opportunities and to celebrate diversity. We ensure every child can learn, grow, feel valued and belong.

Our vision and values underpins every strategic decision made by the Governing Body. At Norcot Early Years Centre, our values of **nurture, inclusion and kindness** guide us. Governors are committed to ensuring these values are not just stated, but **experienced every day** by children, families and staff.

STRATEGIC PRIORITIES

The Governing Body has set the following 5 strategic priorities. Each is linked to our vision and values, sets clear expected impact, and states how progress will be evaluated. These priorities will be monitored by the governing body annually.

The Centre Development Plan (CDP) sets out further detailed actions towards these strategic objectives.

GOVERNORS STRATEGIC PLAN		
Strategic Priority	**What Governors want to see**	**How will Governors know its working**
Living our Vision & Values across the whole centre community, encouraging child advocacy and empowering children to express their individuality.	➢ A kind and inclusive culture is experienced by children, staff and families across the centre. ➢ An inclusive, diverse, kind, nurturing, caring and successful community where everyone feels valued and respected. ➢ Children are equipped with values that provide a strong foundation for becoming good citizens.	➢ Staff and parent surveys/questionnaires will demonstrate kindness, respect and inclusion are experienced by all. ➢ Governors will experience and observe the vision and values during visits. ➢ Governors will monitor trends arising from any complaints or concerns.

Securing long term financial sustainability of the centre, maintaining budgets, ensuring efficient use of resources, and sustaining high quality provision for children.	➢ Governors will see budgets, capital plans, workforce planning and risks. ➢ Governors will see how resources are utilised effectively to ensure children meet their learning outcomes and experience high quality cultural capital.	➢ Budgets, outturns and relevant financial information will be reviewed at Finance & Premises Committee. ➢ Governors have oversight of the capital plan, and will scrutinise any exceptional expenditure. ➢ Governors will see learning resources and cultural capital activities are in place during governor visits and from the case studies submitted to Full Governing Board. These will allow governors to see the positive impact.
Continue to develop an exciting, stimulating, challenging, diverse and inclusive curriculum with rich cultural capital opportunities that all children can access and actively engage with.	➢ The curriculum gives all children the foundation for a happy and successful life at the Centre and prepares them for the next stage in their education. ➢ Children develop a love of learning and are well-prepared for primary school.	➢ Governors will be updated on the implementation of cultural capital and the curriculum, including the success and impact of these opportunities. ➢ Governors will observe enthusiastic and engaged children during visits. ➢ Reports (internal and external), assessment data and progress tracking will inform Governors that children demonstrate age-appropriate knowledge, skills and understanding. ➢ Children are supported to develop the skills needed for a successful transition to primary school
Deliver high- quality, teaching and learning for all children through high-quality support, adaptation and professional development	➢ All children receive meaningful learning opportunities through high-quality teaching in a welcoming, nurturing, stimulating, inclusive and fun environment. ➢ Individual Next Steps has been implemented across the centre	➢ Governor and External visits will monitor quality of quality of teaching, indicated by • Children consistently demonstrate enthusiasm for learning and are ready to learn. • Staff consistently deliver high-quality teaching and learning across all provisions • Staff are able to talk confidently about starting points and know how track learning and identify patterns or concerns. ➢ Assessment data and progress tracking will demonstrate that children make strong progress from their starting points and achieve outcomes in line with age-related expectations. ➢ Feedback from the staff questionnaire with show that staff feel well-supported and confident in their practice. ➢ Training records and staffing updates will demonstrate that staff implement learning from CPD in their practice. ➢ Governors will receive termly updates on the implementation and effectiveness of the Next Steps assessment system, including feedback from staff to ensure impact on workload and wellbeing is considered. ➢ Governors will review progress data, any barriers to learning and whether inclusion targets have been met, and any risks present that may impact the centre's ability to meet inclusion targets.
Raise the profile of support for children with protected characteristics to ensure equity, diversity and inclusion**.**	➢ Every child can learn, grow, belong, feel valued and respected, and be treated as an individual. ➢ The Centre meets its duties under the Equality Act 2010. ➢ There will be a dedicated member of staff with responsibility for inclusion	➢ Progress and outcomes data will demonstrate that support for children with protected characteristics is well understood by all staff and embedded through quality first teaching. ➢ Governors will review and provide challenge to proposals for resources and equipment to ensure the environment reflects diversity and promote inclusion. ➢ Feedback from families from diverse groups will be reviewed with careful consideration, and where possible acted on. ➢ Governors will undertake an 'inclusion' monitoring visit. ➢ Governors will receive termly case studies for children identified as needing extra support, including information demonstrating the impact of the provision they have received.
Continue to develop an effective staff team, underpinned by strong leadership and governance.	➢ The Centre is led and managed by a strong leadership team and governing body, supported by confident, skilled and happy staff. ➢ The Centre has sustainable leadership capacity for the future.	➢ Governor visits, staffing updates, CPD records, and staff surveys will indicate that staff • Work effectively together as a cohesive team. • Are encouraged and supported to continually develop and improve their practice. • Feel valued, well-supported and have manageable workload. • Retention rates are high and recruitment is successful. ➢ Governor participation in meetings will be minuted, demonstrating effective leadership and governance that provides appropriate support and challenge. ➢ Governor visits are planned, conducted and feedback is received and discussed ➢ Governors will encourage staff participation and professional development by inviting members of staff to attend relevant committee meetings as a guest speaker to deliver relevant updates and share examples of the impacts planned changes have had.