



THAXTED PRIMARY SCHOOL: THE GOVERNING BOARD'S STRATEGIC PLAN

Introduction

A key role for Thaxted Primary School's Governing Board is to set the strategic direction of the School and to monitor progress and achievement against the objective of continuous improvement. This Strategic Plan underpins and links to the school's detailed, annual Improvement Plan. This is formulated by the Headteacher and school staff; and monitored by the Governing Board.

The school was last inspected in February 2017 and judged to be Good. Our Strategic Plan, determined by our continued and determined ambition to be judged as Outstanding under the OFSTED framework, sets out the key objectives for the school from 2018-2021 which will enable us to continue to raise achievement.

Our Mission and Learning Behaviours

Together, Learning for Life

At Thaxted Primary School we nurture the 6Rs which are lifelong learning behaviours:

Respect, Reasoning, Reflection, Responsibility, Resourcefulness and Resilience.

Our Vision

To be a thriving and inclusive community in which we are all excited to learn and achieve our full potential.

| | Quality of Education | Behaviour and Attitudes | Personal Development | Leadership and Management |
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| Key Objectives | <p>Curriculum planning and delivery, to meet the needs of all pupils, are core and clearly demonstrate the school's vision, ethos and strategic direction.</p> <p>All teachers use Quality First teaching throughout the year: quality feedback is given; pupils make good or better progress; and lessons are engaging.</p> | <p>Behaviour is managed well in order to create a calm, orderly and safe learning environment.</p> <p>Pupils are happy to come to school and barriers are removed where possible.</p> <p>Knowledge and understanding of equality and diversity is built through the curriculum and through the wider opportunities offered to pupils.</p> | <p>A wide and rich range of enrichment opportunities are provided to build character and resilience, and to give all pupils the knowledge and cultural capital to succeed as adults and active citizens.</p> | <p>The wellbeing of all staff is of paramount importance.</p> <p>The welfare and safeguarding of pupils are protected through the provision of a secure learning environment.</p> |
| Success Criteria/Evidence | <p>85% or more pupils achieve the expected standard by the end of EYFS and each Key Stage, with 30% or more achieving greater depth.</p> <p>80% or more of pupils achieve the expected standard in each group across all Foundation subjects.</p> | <p>Attendance of 96% or above for all pupils.</p> | <p>Feedback from the annual pupil survey shows high levels of satisfaction with enrichment opportunities.</p> <p>The range of opportunities is clearly evidenced through the weekly newsletter to parents and governors, posts on the school website and the HT's reports to governors.</p> <p>The school's 6 Rs, which include resilience, are the focus of weekly celebration assemblies.</p> | <p>Attendance of 96% or above for all staff.</p> <p>Robust safeguarding procedures are in place in adherence to 'Working together to safeguard children' (July 2018) and 'Keeping children safe in education' (September 2020).</p> |
| Strategies | Governors ensure that: | Governors ensure that: | Governors ensure that: | Governors ensure that: |

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| | <p>The SIP is monitored and progress updated on a termly basis.</p> <p>They ask constructive and challenging questions about curriculum planning and delivery and quality assurance processes.</p> <p>The targets set for each Key Stage are SMART.</p> <p>They interrogate the progress data for each class and year group presented in the HT's regular analysis.</p> <p>The impact of interventions is measured and adjusted as necessary.</p> <p>CPD supports ongoing staff development.</p> <p>The financial health of the school is rigorously monitored in order to maximise all the resources that bring about continuous improvement.</p> | <p>They receive termly reports on pupil attendance and any low attendance or absence is dealt with swiftly.</p> <p>Parental engagement has a high priority with parents being given every opportunity to be actively involved in their children's education.</p> <p>Robust behaviour and anti-bullying policies are in place and ratified annually.</p> <p>MyConcern is used to log any incidents of poor behaviour or bullying and to track any emerging patterns so that any prompt and appropriate actions are taken.</p> <p>School data and information are interrogated to ensure that diversity, equality and inclusion are embedded in the life of the school.</p> | <p>They are familiar with the school's pastoral programme.</p> <p>Enrichment opportunities and activities are reported to them at FGB meetings, in the HT's termly reports and through receipt of the school's weekly newsletter.</p> | <p>Staff wellbeing is a high priority and a standing agenda item at FGB meetings.</p> <p>All staff and governors have yearly in-house Safeguarding training. Safeguarding and H&S procedures are audited on a termly basis by the Governors' Audit Group and an annual report is completed. The audit includes a check on the data logged on MyConcern to ensure that records are kept up to date.</p> <p>Results from pupil, parent and staff questionnaires are scrutinised and action points identified where necessary to ensure that Thaxted is the school of choice for the majority, if not for all, Thaxted parents and their children.</p> <p>The Governing Board embodies and demonstrates the qualities and values it wishes to see within the school.</p> |
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