

CRUDWELL C OF E PRIMARY SCHOOL

STRATEGIC PLAN 2018-2021



VISION AND VALUES

We strive to promote a closely linked and caring community where everyone takes responsibility for themselves and others.

We value cultural diversity.

We believe in promoting honesty and integrity within ourselves and others.

We encourage a 'want to learn' environment, where children can develop their confidence and leave the school as well-rounded citizens.

Our core values are Respect, Responsibility, Perseverance, Trust, Teamwork, and Creativity.

WHAT IS THE STRATEGIC PLAN?

The Strategic Plan sets out what we need to do to implement the school's vision and aims. It builds on our evaluation of the school's provision, quality and standards, and anticipates how we will need to change over the upcoming years. It embraces current thinking in committing resources towards improvement.

The Plan is structured around four areas that will direct the school's work over the forthcoming years. They are shown on the outside of this leaflet. The governors regularly evaluate and review the progress made against the Strategic Plan targets.



Our school is a member of the Hobbes Alliance, a group of local schools that work collaboratively with each other. The group is named after the Malmesbury philosopher, Thomas Hobbes (1588-1679), who was instrumental in laying the foundation of modern political ideas.

WHAT ARE OUR SCHOOL'S AIMS?

At Crudwell C of E Primary School we aim to make sure that:

- All children are motivated, happy, secure and interested in their learning.
- The environment is warm, clean, stimulating and organised to promote learning.
- Children experience a broad and balanced creative curriculum with a variety of tasks and teaching styles.
- Children are encouraged to develop independence and organisational skills.
- Achievement is celebrated whenever possible.
- Everyone values and respects each other.
- Children and staff have high expectations of each other.

We aim to create a happy working atmosphere where the children can realise their full potential

We Learn, Create, Laugh and Grow together

HOW DO WE SET PRIORITIES FOR THE SCHOOL?

The governors recognise that our priorities must reflect our commitment to developing the quality of teaching and learning, as well as raising standards of achievement, and pupils' self-confidence and independence.

We do this by focusing our collective energy, skills and knowledge on:

- Undertaking on-going, rigorous self-review, through effective monitoring and review procedures.
- Supporting continuous improvement in the quality of teaching, so that it impacts positively on children's learning, progress and self-esteem.
- Ensuring that the leadership and management of the school communicate a shared vision and a commitment to excellence.
- Planning staff development to meet the needs of the school and the professional development needs of the staff.
- Actively involving parents in the life and work of the school and encouraging them to support their children's learning.
- Creating an effective learning environment that promotes the intellectual, spiritual, social and personal development of all pupils.

WHAT'S IN THE STRATEGIC PLAN?

The plan consists of four areas, which are outlined below:

A. Leadership and Management:

Aim: To implement the best structure and governance arrangements for the school, given its size, culture and the community within which it works:

1. To build on the achievement of 'Governor Mark' status by taking advantage of training opportunities and relationships with other schools.
2. To build a coherent succession plan for the Leadership Team, in order to maintain continuity of management and sustain quality of teaching.
3. To grow and deepen our links within the Hobbes Alliance in order to improve pupils experience and benefit from economies of scale through sharing facilities and capabilities.
4. To ensure that Subject leaders are secure in making judgements about pupils' attainment and progress in their subject.

B. Curriculum, Standards and Learning:

Aim: To maintain and improve pupils' safety and standards across the curriculum. To ensure that pupils are enjoying their schooling and developing as unique and rounded individuals, not just children who are capable of passing exams:

1. To aspire to be in the top 10% of schools for performance in reading, writing and maths.
2. To continue to be an inclusive school where vulnerable pupils achieve well from their starting points.
3. To build a broad curriculum for children beyond SATs-assessed subjects including moral and social skills.
4. To ensure all pupils have a knowledge and understanding of wider cultural communities beyond North Wiltshire.

C. School Identity and Structure:

Aim: To develop and deepen the school's sense of identity, both in the school and the wider community. To develop a school structure that keeps children safe and attracts high quality staff. To provide opportunities for everyone to be involved in the life and activities of the school and to take advantage of specialist skills and knowledge within the community to enrich the learning experience:

1. To ensure the school remains at the centre of the community with a mutually beneficial relationship for school and community.
2. To explore and develop links to feeder nursery/pre-school settings to ensure we continue to attract pupils to the school.
3. To investigate and review the benefits and disadvantages of becoming an academy.
4. Developing safe guarding principles for pupils' journeys to and from school.

D. Resource Fluidity:

Aim: To ensure the school operates in a way that delivers the best 'Value for Money' from the financial resources available. To provide the very best teaching and learning environment available to the school, that is conducive to pupils and staff achieving their maximum potential:

1. To continue to build on collaboration with local cluster groups, to ensure efficient procurement of resources.
2. To regularly review ways of working against appropriate benchmarks, so that 'Best Practice' can always be achieved.
3. To keep the school grounds in a good state of repair and fully compliant with all health and safety and safeguarding considerations.
4. To seek feedback from stakeholders on ways to improve the teaching and learning environment.