

**Chaddleshworth  
and Shefford CE  
Federated  
Primary Schools**

*“Going the extra mile”*

# Chaddleshworth St. Andrews and Shefford Federated Primary Schools

Five Year  
Strategic Plan

2017 – 2022

## **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 2017 – 2022. It sets out the school's vision, values and long term strategic priorities. It is aimed at the key stakeholders in the school, children and their parents, staff, governors and other stakeholders.

The plan is developed through discussion by and consultation with staff, governors, parents and pupils. It is informed by school self-evaluation. School self-evaluation may also lead to amendment of the plan during the year. However we will act with integrity and consistently in line with our agreed vision, setting clear goals to structure the strategic intentions. We will reconsider and revise the vision where necessary and encourage a visionary approach at all levels.

The strategic plan is complemented by the School Development Plan (SDP), a shorter- term operational plan extending over a period of 1-2 years. The SDP is developed with the staff team and sets out in operational terms how the long term strategy of the school is to be achieved.

### **Review and revision of the plan**

The plan is reviewed annually at the first Governing Body meeting of the school year. It will be revised every three years, whilst maintaining a long term perspective, extending over five years.

Each committee of the governing body monitors the development and implementation of the SDP. The committees report on this to the full Governing Body.

The governing body will use Partner visits and Ofsted inspections as a key evaluation tool.

## MISSION STATEMENT FOR CHADDLEWORTH ST ANDREWS AND SHEFFORD CE PRIMARY SCHOOLS

We celebrate our Christian foundation and aim to build upon it a caring and stimulating environment in which each child can develop and learn.

### OUR VISION

- ❖ A happy school rooted firmly in Christian principles with a family feel based on excellent interpersonal relationships.
- ❖ A school where pupils are motivated to learn to attain high standards and with an emphasis on personalised learning and progress.
- ❖ A friendly school where staff are valued and feel successful.
- ❖ A school where it is enjoyable to teach and fun to learn with a cohesive curriculum supported by effective assessment, cross-curricular links and high expectations, leaving space for experimentation.

In short a school which children look back on in their adult years and say, “Chaddleshworth and Shefford was a great place - they always went the extra mile”.

### AIMS

We the staff, parents, governors and wider school community aim to encourage each and every child in all aspects of learning by:

- Helping children to develop their confidence to acquire and use new skills
- Involving the community as partners in learning
- Giving pupils opportunities for independent learning
- Creating opportunities to develop lifelong learning skills and attitudes
- Fostering natural curiosity and a desire to learn
- Instilling respect for the opinions, beliefs and values of others
- Delivering an exciting, challenging and creative curriculum

Providing learning environments that are safe and caring

Daily motivating each child to strive and achieve...

...so that children will leave Chaddleworth St Andrews and Shefford CE Primary Schools equipped for life in an ever-changing world.

## **Strategic Priorities for Chaddleworth St Andrews and Shefford CE Federated Primary Schools**

### **To build a culture of success and achievement**

- We develop educators who believe that all pupils can achieve and be successful.
- We believe that every child should continually aspire to further develop and extend their learning within a culture of challenge and support.
- We believe that nurturing confidence and resilience in the face of challenges is key to growing as a learner.
- We set aspirational yet realistic targets for all pupils that are rooted in a clear understanding of the learning journey for individual children so that they can make the best possible progress as learners.
- We monitor and evaluate pupil progress data in order to track pupil progress and we challenge underachievement.
- We focus on narrowing the gap for our most vulnerable pupils.

### **To establish a growth mindset culture**

- We create the conditions that enable effective learning to take place.
- We challenge any fixed views of intelligence and promote the belief that effort, persistence and a focus on learning, enables all children to be successful.
- We talk about failure as well as the challenge of getting stuck but not “staying stuck” as a tool for developing resilience.
- We expect children to take an active role in their own learning and progression.
- We expect the sustained use of assessment for learning in classrooms so that teaching is adapting and responding to the next steps of the children.
- We regularly review our approach to teaching and learning to provide a consistency that is agreed to by all staff members.
- We encourage experimentation in learning, taking risks and engaging in reflective practices with peers as a key tool for continuing development in both staff and pupils

- **We encourage children to support each other as expressed by “the ethic of everybody” in order to experience the importance and benefit of effective, meaningful collaborations for themselves and others.**

## **To develop an aspirational and inspirational curriculum**

- We plan a curriculum that is rooted in our visions for our learners in each phase and is based upon the provision of a breadth of opportunities; a creative and challenging curriculum, with key skills and experiences at the core.
- We create learning experiences that resonate with learners and provide highly positive memorable experiences as part of their legacy of being a learner at Chaddleworth St Andrews and Shefford CE Primary Schools.
- We create learning experiences that bring together areas of the curriculum and design topics in partnership with the children that are fun, exciting, relevant and engaging.
- **We deliver a curriculum that provides rich opportunities for high quality learning as well as the learner habits of being reflective, resilient, reciprocal and resourceful as part of our emphasis on Life and Learning Skills**
- **We believe that children need to know that they can make a difference “Turn the tide” and be presented through the curriculum with issues that will enable them to experience this.**
- **We aspire to view the curriculum experience through the “eyes of the child” and challenge mediocre task design that is neither purposeful or engaging to learners.**
- We think carefully about task design to ensure that it is purposeful and enables LLS skills to be an important by-product of the learning experience.
- **We provide opportunities for children to address real life issues that will engage their natural sense of justice and enable them to understand their place as global citizens.**
- **We create opportunities for children to apply critical thinking skills to the information they are presented with so that they learn to be more “media savvy” and develop an enquiring mind.**
- We offer a variety of extracurricular activities that channel the personal development of individual pupils, including a range of sport, music and creative art opportunities.

- **We develop life-long learning skills and attributes that will equip them for a world that will be ever changing but will need their ability to question, make links and be resourceful.**

### **To further develop the distinctive Christian nature of the school**

- We promote the core values of loving others, servanthood and the value of trust through the day to day practice in the school.
- **We encourage children to support each other as expressed by “the ethic of everybody” in order to experience the importance and benefit of effective, meaningful collaborations for themselves and others.**
- We model mutual respect for all faiths represented in the school and, through our teaching of values, identify universal values that are common to all children and their families.
- We ensure that the teaching of RE is of a high quality in order to promote a culture of success and attainment in RE.
- We support all staff in their role as educators within our Church of England school and expect all staff, regardless of their personal beliefs, to support our distinctive nature.
- **We promote the importance of children feeling that they can make a difference as they grow up through the application of Christian values in their own lives and their influence on others.**

### **Strengthening engagement between the school, parents and community**

- We work to strengthen partnerships between the school, parents, Chaddleworth and Shefford churches, pre school settings and the local community.
- We believe in the importance of having a community underpinned by respectful communication where everyone has a voice which should be listened to and responded to in a timely and effective manner.
- We consult with stakeholder groups to measure the impact of initiatives and identify areas for improvement.

### **Developing and embedding high quality leadership throughout the school**

- Governors contribute to the strategic direction of the school, ensuring clarity of vision and ethos.
- We develop efficient and effective processes for the governing body and support, monitor and challenge the Senior Leadership Team.
- We seek out and replicate excellent practice, developing collaboration to stimulate innovative approaches, share best practice and coordinate focused professional development.
- We provide leadership opportunities for staff who demonstrate initiative, drive and vision.

### **Prioritising excellence in staffing**

- We monitor the recruitment, management and retention of staff.
- We build the capacity of staff to implement a cohesive school wide approach to teaching and learning, including classroom management that supports a creative, engaging and challenging learning environment.
- We expect staff to reflect confidently on their own learning and identify their development needs.
- We support the development of robust and effective performance management and continuing professional development opportunities for improving teaching, based on the identified needs of staff, as well as the needs of the school.

### **Continuing strong financial management**

- We oversee, monitor and implement strong financial controls and achieve best value.
- We secure funding to resource our learning community an enable staff and pupils to be successful within a building, which is “fit for purpose”.

### **Improving the school environment**

- We value the state of repair of the schools, their look and feel, so that both reflects our ethos.

- We continue to enhance our physical learning environment, both indoors and especially outdoors, making full use of every inch of available space on both sites.