

Our vision

A caring, creative and ambitious school where children are supported to be ready for the world.

Our strategic priorities

To provide a broad, high-quality education

*We have a curriculum that engages and **empowers** pupils, so they learn, remember and know more. Our curriculum supports all children to leave school with the highest possible learning outcomes.*

To provide a creative teaching and learning environment

*We have a creative and **empowering** approach to delivering the curriculum. We make the most of our **unique** surroundings, we encourage **curiosity**, and we promote the **unique** talents of our teachers and our children.*

To foster strong and healthy relationships

*We **respect** and celebrate ourselves and each other and value the **unique** role we can all play within the school and local community helping us to be ready for the world.*

To provide effective Leadership and Governance

We are committed to continuous improvement. We work closely together to deliver the strategic plan and comply with statutory requirements, with a clear sense of purpose and a desire to achieve the best results.

Our values – we want our community to be

Curious
To explore life and all its wonders

Unique – embrace difference and celebrate that everyone in our world is different.

Respectful – be kind and caring and look after each other

Empowered – show resilience and learn from their mistakes and be confident to have another go

Our learning behaviours – we want our community to show

Respect – we respect ourselves, others and everything around us by making good choices

Effort – we take part and try our best in: school, our community, the wider world

Achievement – We ask questions and work hard to achieve our goals and reach our potential

Challenge – We look for ways to solve problems and improve even when we find things hard

Hi-Fives! – We celebrate ourselves and each other; building positive relationships

Chalford Hill Strategic Plan 2024-2027					
Strategic Priority	What we already do well	Areas for improvement			
			24/25	25/26	26/27
To provide a broad, high-quality education - We have a curriculum that engages and empowers pupils, so they learn, remember, and know more. Our curriculum supports all children to leave school with the highest possible learning outcomes	Reading and maths results are above national average. We will work to maintain this level of performance. We have developed our Curriculum and are confident in the design and implementation. We are clear on our core skills and essential knowledge. We have assessment systems in place to ensure that gaps in learning are identified and addressed.	Our 23/24 writing and SPAG results in Y6 were in line with national average and we expect them to be above that. We would also like to see improvement in spelling/SPAG outcomes for pupils at the end of KS2.	Improve writing outcomes at the end of KS2 Improve spelling/SPAG outcomes at the end of KS2	writing outcomes at the end of KS2 to be above national average (national 2025 = 72%)	writing, SPAG and reading outcomes and EXS and GD above national averages
		We want to maintain our performance in reading because we believe this is a gateway to all other areas of learning. We want to embrace reading for pleasure across the school, and ensure children are fluent readers by the time they start Y3.	Ensure we stay focused on Phonics and Reading to maintain our performance	Ks2 Reading and y1 PSC results are above national averages	KS2 reading, y1 PSC and EYFS reading results are above national averages
		To support children with their journey through and beyond primary school, we want pupils to retain knowledge and develop the disciplinary skills required for this.	Continue to develop our foundation curriculum so that children 'know more and remember more'	Implement retrieval strategies to support all children in knowing more and remembering more	
		It is a continuing priority to support the emerging diversity present within our school community (encompassing pupils with SEND, pupils working at greater depth and an increased awareness of Neurodiversity).	Ensure the curriculum is inclusive and adapted to meet the needs of all learners. Ensure any new staff members are trained and supported to follow the school curriculum	A focus on metacognition enables all learners to access the curriculum, as evidenced by end of unit quizzes	

Chalford Hill Strategic Plan 2024-2027					
Strategic Priority	What we already do well	Areas for improvement			
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To provide a creative teaching and learning environment - We have a creative and empowering approach to delivering the curriculum. We make the most of our unique surroundings, we encourage curiosity, and we promote the unique talents of our teachers and our children.	We have de-cluttered our classrooms, created space and developed our outdoor areas. Staff and children have the freedom and skills to be more creative in recording their learning. Staff training is ongoing, and we foster continuous improvement and best practices via our Stroud HUB relationships. We are developing a continuous provision approach in KS1 and looking for best practice in other schools to help us get this right.	Research has shown that Continuous Provision is an effective method for delivering the curriculum in a child friendly way. Feedback has shown us that the approach is an effective way to engage young children in learning whilst responding to the emerging needs of specific cohorts, and the impact the Covid Pandemic had on some children's school readiness.	Continue to strengthen our Continuous Provision approach across EYFS/ KS1	Implement the CP approach in Y2	Review delivery of CP and make improvements as needed.
			Ensure New YR children transition successfully, and provision meets the needs and interests of the cohort	Reduce transition period to support working parents	
		Since the Covid Pandemic/due to the increasing complexity of life the need for children to build resilience and to think through problems and challenges has become more important/prominent.	Increase opportunities to support children to develop critical thinking and problem-solving skills.	Develop our own, bespoke thinking skills cards to support thinking; problem solving focus in HUB maths network	
		We want to continually improve our school spaces so that they inspire learning.	Identify improvements to school spaces and act as funds allow.	School council to visit other schools to benchmark our playtime provision	
		Research (and feedback from our school community) shows that children enjoy being creative and it leads to overall better outcomes.	Develop learning methods that excite pupils and teachers and reflect the creative community in which we live.		
				Seek Artsmark accreditation	

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To foster strong and health relationships - We respect and celebrate ourselves and each other and value the unique role we can all play within the school and local community helping us to be ready for the world.	Our REACH behaviours are well established at school.	Children have told us that even low-level disruption disturbs their learning. Therefore, we want to prioritise action to preserve the safe and positive learning environment within our school.	Ensure that all children understand what behaviours we expect to see in school and how to be kind to other people.	Focus on REACH learning behaviours through assemblies and house points	
	Our Campaign for Kindness is in place.				
	Our Y6 children take on leadership roles and are role models for the rest of the school.	Strong relationships help us to thrive, and respect is a central element to enable this. We want our school to be a place where effective communication and engagement takes place across all levels.	Identify opportunities to develop these capabilities within our staff and children.	Explore Relational Behavioural management approaches	
	Teamwork is a strength – children, staff and governors work collaboratively and celebrate successes.				

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To provide effective leadership and governance - We are committed to continuous improvement. We work closely together to deliver the Strategic Plan and comply with statutory requirements, with a clear sense of purpose and a desire to achieve the best results	Our Strategic Plan has been refreshed and now guides our objectives for the next three years.	It is an ongoing requirement that the school staff and Governing body understand their role and work to support the effectiveness of the school.	Provide School staff and Governors with training to ensure they understand their statutory duties, and to develop other skills as needed		
	We have improved our reporting mechanisms to ensure there is clear oversight of the school's effectiveness.	We should always be clear on the vision for the school, our strategic priorities and the values and learning behaviours that underpin all that we do.	Ensure there is clear linkage between the Strategic Plan and the other, more detailed action plans in place at school	set up governor strategic planning group to continue to keep the SP updated and linked to SDP	
	Leaders across school seek out best practice which is based on strong evidence and deliver change through a plan, do, review approach.	We continually ensure the arrangements for safeguarding pupils are effective and well understood.	Use local and national intelligence to shape our focus on emerging issues that may affect our children.	Review all digital systems using the 'plan technology for your school' audit	