

# Paddox Governing Body Vision

<b><i>Version</i></b>	<b>3</b>
Created	February 2015
Reviewed	Sept 2020
Approved by Governors	December 2020
Review Cycle	Annually
Next Review	December 2021
Source	...

### **Context: In the past Paddox has:**

- Undergone significant change within the last 10 year period, including 2 major building extensions and a change of Head Teacher. The School is now a three form entry primary school, with a resource provision attached (Brambles Building). Pupil numbers set to rise to 640 by 2021.
- Seen development of a leadership structure that facilitates the growth in pupil numbers and the change in leadership style to a more devolved system where the school actively grows the leaders of tomorrow.
- Sustained a Governing Body that sets the strategic direction of the school and challenges school leaders in their delivery of that vision.
- Established forward looking Head Teacher leading to a more focused involvement of parents in the education of their children. This includes the addition of key roles to the staffing structure of a School Business Manager and a Pastoral Support Manager.

### **Future: Paddox aspires to:**

- Be a full three form entry school that is outstanding
- Foster and maintain a cohesive leadership structure that fulfils the potential of staff and pupils and is mutually supportive
- Deliver a curriculum that is broad and balanced for all pupils
- A consistent approach to assessment that all stakeholders of the school understand and engage with, leading to rapid progress for every pupil
- Maintain and where necessary improve, a safe environment for learning and working
- Ensure that pupils, parents, staff and wider school community have a voice and feel valued. Establish and maintain strong links with our neighbours and local area.
- Carefully monitor the financial processes of the school to ensure probity and value for money.
- Have an [effective Governing Body](#).
- Collaboratively work with a host of partners for the mutual benefit of all involved.