

GOVERNOR STRATEGIC PLAN 2025 -2028

MYTHAM GOVERNOR CODE OF CONDUCT

As members of the Governing Board we will always have the well-being of the children and the reputation of the school at heart; we will do all we can to be ambassadors for the school, publicly supporting its aims, values and ethos; we will never say or do anything publicly that would bring the School, Governing Board, Senior Leaders or staff into disrepute.

Governors have agreed the following 3 Year Strategic Plan for Mytham 2025-2028

Mytham Governors are committed to securing or maintaining the following outcomes for the school;
(Achieved through continual revisiting the school's Vision, Values and Ethos and via monitoring progress towards the Key Priorities in the annual School Improvement Plan)

Every pupil is kept safe and their wellbeing is of paramount importance.

Each child benefits from teaching and learning which is good or better, as they progress through the school. We aim to continually improve the quality of teaching through a focus on effective staff development ,support and training

Levels of attainment and progress continue to improve and are 'in-line with' or 'better than' national data **in all subjects** from EYFS to Y6

The majority of pupils are able to talk about emotional health and well-being and have strategies to look after their own emotional health and wellbeing

Every child is prepared for the next step of their educational journey

Early Help processes are used swiftly and effectively to get support for children and families when needed – we follow a Preventative model to engage families with finding support early

Emerging issues, such as dips in attendance or behaviour, are dealt with swiftly

Mytham is a vibrant and welcoming school where positive relationships are fostered between all adults and all children.

All members of the school community are listened to and their views and opinions are valued and respected.

Mytham pupils learn to be 'Global Citizens' who contribute positively to the community- at home, locally and globally. They know their role in making the world a better place and take on responsibilities as they travel through the school; Playground buddies, Sports Leaders, Wellbeing Ambassadors

Mytham's curriculum will continue to celebrate the children's cultural capital.

Each child will have the opportunity to develop their creativity via a rich 'Arts infused' curriculum.
Mytham will achieve the Gold 'Artsmark' standard

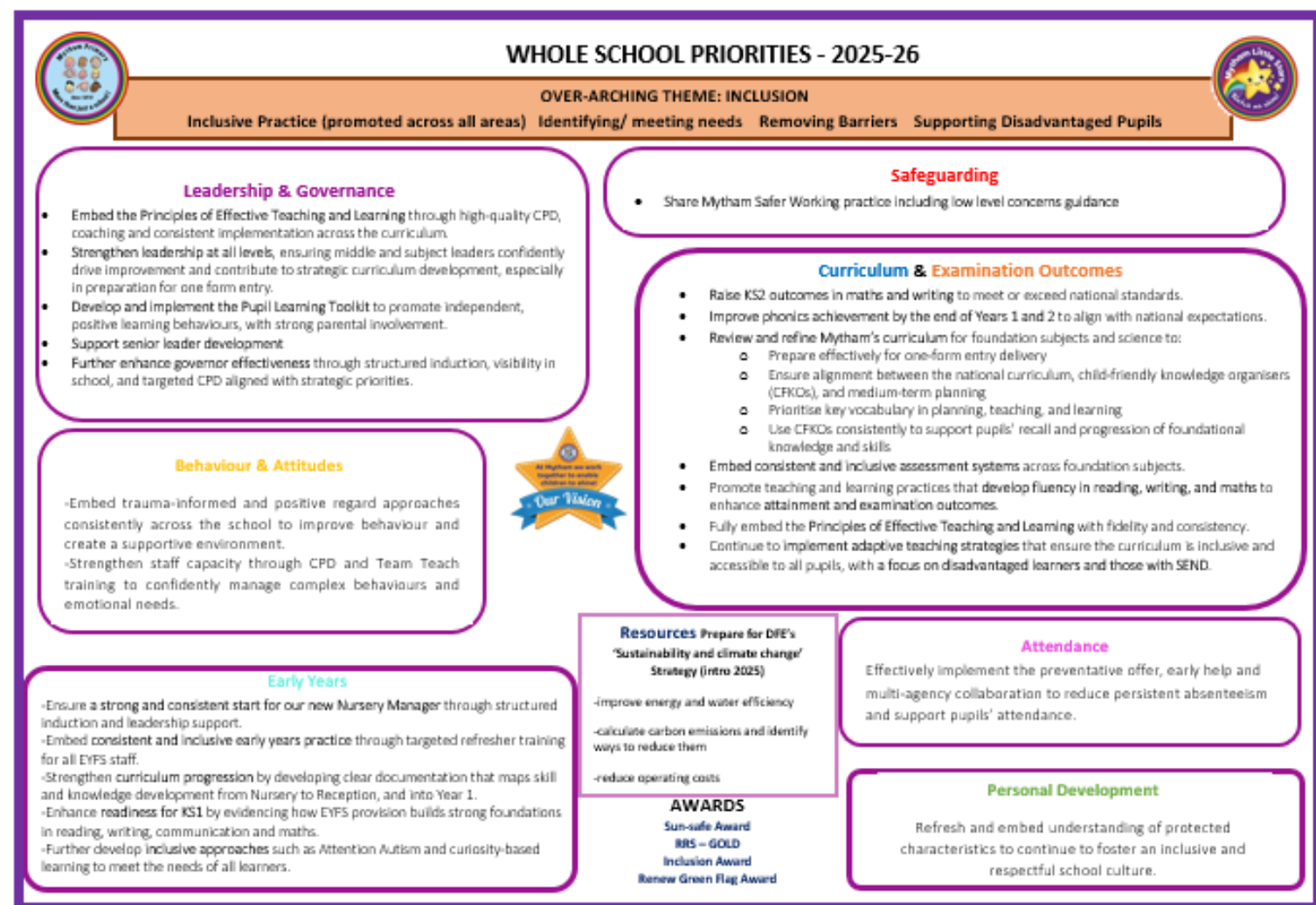
We offer a curriculum which enables our children to stand up to intolerance in all its forms and treat all those from protected characteristic groups with respect. Mytham will achieve the Gold 'Rights Respecting Schools' award

A sustainable financial model which ensures that children have access to the best possible staff, facilities and learning environment

Funding for targeted pupils is used effectively to secure the best possible outcomes for them

We will meet the governments requirements within 'Sustainability and Climate' Strategy 2025

We invest in quality sports provision so all our children can achieve their personal best with physical activity



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Mytham Governors have agreed the following Key priorities in School Improvement Plan for the academic year 2025-2026 based on the Priorities in SDP. Progress towards them is monitored by these committees and their impact is noted		
Area of School Evaluation	Key priority	Governor Committee Responsible for priority
Quality Of Education Impact	• . Raise KS2 outcomes in maths and writing to meet or exceed national standards.	Quality Of Education English/Maths Governor (MM&SH)
Quality Of Education Impact	• Embed consistent and inclusive assessment systems across foundation subjects. • Promote teaching and learning practices that develop fluency in reading, writing, and maths to enhance attainment and examination outcomes.	Quality Of Education English/Maths Governor (MM&SH)
Quality Of Education Implementation	• Continue to implement adaptive teaching strategies that ensure the curriculum is inclusive and accessible to all pupils, with a focus on disadvantaged learners and those with SEND.	Quality Of Education English/Maths Governor (MM&SH)
Quality Of Education Impact	• Improve phonics achievement by the end of Years 1 and 2 to align with national expectations.	Quality Of Education English Governor (MM)
Quality Of Education Implementation	• Review and refine Mytham’s curriculum for foundation subjects and science to: ○ Prepare effectively for one-form entry delivery ○ Ensure alignment between the national curriculum, child-friendly knowledge organisers (CFKOs), and medium-term planning ○ Prioritise key vocabulary in planning, teaching, and learning ○ Use CFKOs consistently to support pupils’ recall and progression of foundational knowledge and skills	Quality Of Education
Quality Of Education Implementation	• Fully embed the Principles of Effective Teaching and Learning with fidelity and consistency.	Quality Of Education
Quality Of Education EYFS Impact	• Ensure a strong and consistent start for our new Nursery Manager through structured induction and leadership support. • Embed consistent and inclusive early years practice through targeted refresher training for all EYFS staff.	Quality Of Education EYFS Governor
Quality Of Education EYFS Impact	• Enhance readiness for KS1 by evidencing how EYFS provision builds strong foundations in reading, writing, communication and maths.	Quality Of Education EYFS Governor
Quality Of Education EYFS Impact	• Strengthen curriculum progression by developing clear documentation that maps skill and knowledge development from Nursery to Reception, and into Year 1.	Quality Of Education EYFS Governor
Quality Of Education EYFS Implementation	• Further develop inclusive approaches such as Attention Autism and curiosity-based learning to meet the needs of all learners.	Quality Of Education EYFS Governor

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Leadership and Governance	• Embed the Principles of Effective Teaching and Learning through high-quality CPD, coaching and consistent implementation across the curriculum.	Quality Of Education
Leadership and Governance	• Strengthen leadership at all levels, ensuring middle and subject leaders confidently drive improvement and contribute to strategic curriculum development, especially in preparation for one form entry.	Quality Of Education
Leadership and Governance	• Develop and implement the Pupil Learning Toolkit to promote independent, positive learning behaviours, with strong parental involvement.	Quality Of Education
Leadership and Governance	• Further enhance governor effectiveness through structured induction, visibility in school, and targeted CPD aligned with strategic priorities.	Chair and Vice Chair
Behaviour and Attitudes	• Embed trauma-informed and positive regard approaches consistently across the school to improve behaviour and create a supportive environment.	Pupil Wellbeing
Behaviour and Attitudes	• -Strengthen staff capacity through CPD and Team Teach training to confidently manage complex behaviours and emotional needs.	Pupil Wellbeing
Safeguarding	• Share Mytham Safer Working practice including low level concerns guidance	Pupil Wellbeing
Personal Development	• Refresh and embed understanding of protected characteristics to continue to foster an inclusive and respectful school culture.	Pupil Wellbeing
Attendance	• Effectively implement the preventative offer, early help and multi-agency collaboration to reduce persistent absenteeism and support pupils' attendance.	Pupil Wellbeing
Resources	DFE's 'Sustainability and climate change' Strategy (intro 2025) -improve energy and water efficiency -calculate carbon emissions and identify ways to reduce them -reduce operating costs	Resources