

St Mary's CofE Primary School



Enjoy · Learn · Grow
Together

Strategic Plan 2019–2024

Status:	Non-Statutory
Responsible Person	Headteacher
Responsible Governor	Chair of Governors
Ratified by the Headteacher	N/A
Date first approved by the GB	November 2019
Review Period	5 Years
Review Date	November 2024

Foreword

We are pleased to present our long-term strategic plan for St Mary's CofE Primary School.

Our intention in developing the plan is to set out and communicate our vision, ethos and long-term direction for the school, so that we are all clear on where we are going and what we are trying to achieve.

We are proud of the school's achievements and values and look forward to continuing with the excellent progress made in recent years in order to make this a truly outstanding school.

We would welcome any comments or suggestions.

Nichola Bown (Chair of Governors) and Morwenna Dunstan (Headteacher)

Contact details:

Headteacher: office@st-marys.somerset.sch.uk

Chair of Governors: nbown@educ.somerset.gov.uk

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1 Plan Development and Review

1.1 What and Who?

The strategic plan is a high level long-term plan, extending over a period of 5 years, from 2019-2024. 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.

The plan incorporates the school's response to the recommendation made in its last Ofsted Inspection Report. (Oct 2019)

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 by the staff team and sets out in operational terms how the long-term strategy of the school is to be achieved.

1.2 Review and Revision of Plan

The plan will be reviewed annually at the first Governing Body meeting of the school term. It will be revised every 3 years, whilst maintaining a long-term perspective, extending over 5 years.

2 School Context, History and Development

2.1 Brief Description

St Mary's is a Voluntary Controlled, Church of England primary school.

The school offers a Christian teaching and learning environment of the highest quality to children between the ages of four and eleven.

St Mary's is located on a large site, on the edge of Bridgwater town. Although most pupils live locally, some travel across town to school each day. This reflects the high levels of support and commitment of parents and the strong relationship between the school and its families.

2.2 History

St Mary's School has been on its current site since the 70s. In 2013, due to the increased demand for primary school places, the school was extended to provide for a two-class entry and has since expanded from 300 to 423 pupils.

2.3 Community

The school community is predominantly white British but does have pupils from several ethnic backgrounds. The percentage of pupils speaking English as an additional language is below the national average.

The percentage of pupils with special educational needs and entitled to free school meals is below the national average.

2.4 Performance history, Ofsted Rating

Following the school's inspection during October 2019, there was no change to the school's current overall effectiveness grade of 'good'.

What does the school need to do to improve?

- Although the school's curriculum is well developed in reading, writing and mathematics, it is not developed well enough in subjects such as history, RE and science. This leads to gaps in some pupils' knowledge and understanding in readiness for the next stage of their learning.

2.5 Background and Current Position

We are confident that our school community is led by a governing body and leadership team who have a clear vision for our school as well as the ability and experience to secure the commitment of all stakeholders to that vision.

We value all contributions and will make every effort to celebrate our successes.

We will act with integrity and consistency 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.

St Mary's CofE Primary School appointed a new Headteacher and Deputy Headteacher in 2018/2019 academic year and they are moving the school forward. We seek to ensure that the next 5 years are as productive as possible. As a community, i.e. governors, parents, staff and pupils, we have developed our core values and these will form the basis for all our planning and review.

As a leadership team we have a strong sense of responsibility. We will keep abreast of new educational theory and practice, whilst always ensuring we act in the best interests of our children and the community we serve.

3 Vision, Mission Statement and Aims

3.1 Vision

The family of St Mary's CofE Primary School is a school community following in the footsteps of Christ and built on the teachings and traditions of the Christian faith. Our school is a place where all children learn and flourish in a safe, happy and stimulating environment. We aim to move our school from Good to Outstanding.

Our vision is that St Mary's will be a learning-centred school, which strives to nurture the creative talents of all its learners. St Mary's will be a happy, healthy school where our pastoral and support systems will ensure that everyone feels safe to learn, by 'having a go', making mistakes and persevering. We will develop a range of learning and personal skills in our learners which will enable them to think independently. All aspects of school life will be designed to inspire confident learners and equip them with the skills they require to thrive in an increasingly complex and changing world. A broad global dimension will permeate the curriculum and the effective use of ICT will underpin and inspire learning.

Our school will be rooted proudly in its successful past but will be energetic and forward looking; it will be somewhere that remembers to enjoy the experience of today. We will have a school where everyone has a clear sense of where they are now, where they would like to go and how they are going to get there.

3.2 Mission Statement

Enjoy . Learn . Grow . Together.

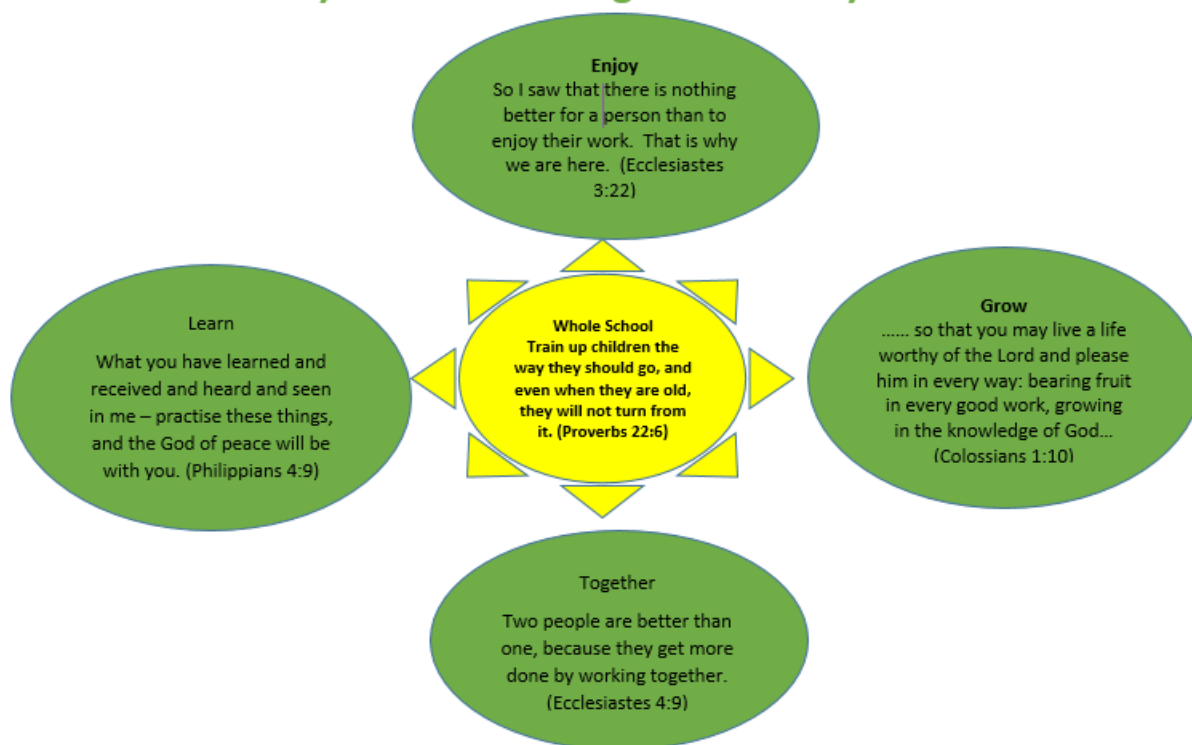
Enjoy – So I saw that there is nothing better for a person than to enjoy their work. That is why we are here. (Ecclesiastes 3:22)

Learn – What you have learned and received and heard and seen in me – practise these things, and the god of peace will be with you. (Phillipians 4:9)

Grow – so that you may live a life worthy of the Lord and please him in every way: bearing fruit in every good work, growing in the knowledge of God... (Colossians 1:10)

Together – Two people are better than one, because they get more done by working together. (Ecclesiastes 4:9)

St Mary's Church of England Primary School



3.3 Aims

We seek to:

- Be a happy, welcoming and caring school where we recognise, affirm and develop the unique gifts and talents of each individual
- Provide a safe, purposeful and stimulating learning environment where all children can flourish
- Value childhood as an intrinsic right of all children
- Enable every child to learn, grow and have opportunities to reach their full potential
- Help children develop high self-esteem, confidence and a strong sense of identity
- Inspire the children through a child-centred, thematic and creative curriculum
- Capture the children's natural curiosity and foster a desire for learning and high achievement in a changing and challenging world
- Teach Christian values to children, through our Golden Values
- Work together as a hardworking, dedicated and enthusiastic community, where all contributions are valued
- Recognise and value parents as the first educators of their children, fostering positive relationships and strong working partnerships between the school, parents, and all those responsible for the children's welfare and education
- Be an inclusive family, inspired by gospel values through service to others
- Teach the children to value and celebrate diversity within the school and beyond
- Help the children develop respect and responsibility for themselves, for others, and the world in which they live

4 Strategic Priorities¹

A. To build a culture of success and achievement

We develop educators who believe that all pupils can achieve and be successful. We believe every child should continually aspire to further develop and extend their learning, as well as become confident, independent and resilient learners.

We monitor and evaluate pupil progress data to track pupils' progress and we challenge, not just identify, underachievement.

We maintain a focus on narrowing the gap between vulnerable pupils and their peers, as well as challenging the underachievement of all pupils.

We set inspirational, yet realistic, targets for each pupil so that they can make the best possible progress.

B. To establish a growth mindset learning culture

We create the conditions that enable effective learning to take place.

We challenge adults' and children's thinking about success and performance; we promote the belief that intelligence can be grown and developed with persistence, effort, and a focus on learning – all children can achieve and be successful

We develop children's conceptual understanding of learning, to develop a love of learning and to take an active and lead role in their own learning and progression.

C. To develop an aspirational and inspirational curriculum

We plan a curriculum that is based upon the provision of a breadth of opportunities; a creative and challenging curriculum, with key skills at the core, enriched by visits and experiences.

We create learning experiences which bring together all the areas of the curriculum, and present these in topics which are designed in partnership with the children, which are fun, exciting, relevant and engaging

We deliver a curriculum that provides highly positive, memorable experiences and rich opportunities for high quality learning; has a very positive impact on all pupils' behaviour and safety; and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development.

We develop children's confidence and expressive skills through a curriculum which supports the arts at its heart and encourages our pupils to express themselves through a wide and diverse range of artistic media.

We offer a variety of extra-curricular activities to channel the personal development of individual pupils, including a range of sport, music, drama and art.

D. To further develop the Christian distinctiveness of the school

We enable children to play a key role in the Christian life of the school.

We model Golden Values and the teachings of the Christian faith.

We ensure the same quality of provision in, and approach to, the teaching and learning of RE, that is applied to other areas of the curriculum, whilst recognising its unique place in the curriculum of a Christian school.

We promote a culture of success and achievement in RE.

We support all staff in their roles as educators in a Christian school.

E. Strengthening engagement between the school, parents and community

We work to strengthen partnerships between the school, parents, parishes and the local community.

We are a community underpinned by respect, where everyone feels they have a voice - we hear, listen, respond and inform, with timely and effective means of communication.

We consult with stakeholder groups, including pupils, governors and parents to measure the impact of initiatives and identify areas requiring support.
We promote the school as a highly valued resource for the benefit of our wider community.

F. Developing and embedding sustainable, high quality and robust 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.

G. 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.

H. Continuing strong financial management

We oversee, monitor and implement strong financial controls and achieve best value.

We secure funding to resource our learning community and enable staff and pupils to be successful within a building which is "fit for purpose".

I. Improving the school environment

We value the state of repair of the school, its look and feel, so that it reflects our ethos.

We continue to enhance our physical learning environment, both indoors and outdoors.

¹ Note that they are NOT listed in order of priority

5 Implementation, Monitoring and Evaluation

5.1 Implementation of the Plan

The strategic plan sets out nine strategic priorities and gives long-term direction for implementation.

The School Development Plan (SDP), developed by the staff team, describes how this strategy is to be implemented in the short to medium term.

5.2 Monitoring & Evaluation

The Governing Body will monitor the development and implementation of the SDP and will use its School Improvement Partner and Ofsted inspections as a key evaluation tool.