

St. Cuthbert's Church of England Primary School

STRATEGY PLAN 2022

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 2021- 2026. 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.

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

We are privileged to be a thriving school at the heart of the community of Great Glen. We take great pride in the learning experiences we offer, the values we strive to foster and recognising and celebrating success in everyone. Underpinning all our work here at St Cuthbert's are the Christian Learning Values in our school. We believe that a child's education will only be successful if staff, governors and parents work together to ensure pupils reach their full potential. We hope that all children leave our school with the skills necessary for successful lifelong learning and having grown as a whole with the support and involvement of the community.

St Cuthbert's is located on a large, open site, in Great Glen, on the outskirts of Leicester.

2.2. Community

We currently have 295 pupils on role however this is expected to grow over the next few years as we grow following building work to create 4 new classrooms. Our PAN has increased from 45 to 60 for each year group. Most pupils are White British. The proportion of pupils who speak English as an additional language is below the national average. The proportion of disadvantaged pupils is below the national average, 13% (38 children) Pupils identified as SEND are 7% (21) This is below the national average.

2.3. Performance history, Ofsted rating

At the school's last inspection, 2019, the school was rated Require Improvement. Ofsted noted that to improve further:

- The school has gone through a significant change in leadership over recent years. There is a lack of clarity of the roles and responsibilities of different leaders. Senior leaders must clearly define these roles and ensure that the appropriate systems are in place for them to fulfil their roles effectively.
- Pupils reading skills are not as strong as they need to be. This is because learning is not planned sufficiently well to meet the needs of all pupils. Leaders need to ensure that teachers provide pupils with books that are well matched to their ability.
- Some aspects of the curriculum are not clearly enough planned to ensure that pupils learn the right things in the right order. Teachers do not have high enough expectations of what pupils can achieve in most subjects. Leaders should ensure that the curriculum plans for all subjects show teachers the knowledge

that pupils should know and when they should know it. Teachers should check that pupils remember the important knowledge.

- Teachers do not reliably have high enough expectations of pupils behaviour in class Leaders need to ensure that all staff have equally high expectations of pupils behaviour so that that all pupils can learn, and all teachers can teach without interruption.
- Pupils do not have a deep enough understanding of some aspects of life in modern Britain. Leaders need to develop this aspect of the curriculum to enable pupils to increase their understanding of British values.

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 and 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 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.

St Cuthbert's Church of England Primary School seeks 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 real sense of responsibility that we will keep abreast of new educational theory and practice. However, we will always ensure 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. Cuthbert's is a school community following in the footsteps of Christ and built on the teachings and traditions of the Church of England. Our school is at the heart of the local community, a place where all children learn and flourish in a safe, happy and stimulating environment. We aim to move our school from Requires improvement to Outstanding.

Our vision is that St Cuthbert's will continue to be a truly caring, learning centered school, which strives to nurture the creative talents of all its learners.

We want St Cuthbert's to be a school where:

Our Ethos

- *everyone flourishes through the guidance of our Christian values.*
- *teaching and learning is creative, engaging and motivational.*
- *relationships are positive and serve to support others through compassion and kindness.*

Our Expectations

- *we show courage to be the best that we can be.*
- *the children make excellent progress, fostering a love of learning.*
- *every child has an equal chance to fulfil their full potential.*

Individuality

- *we grow and flourish as individuals; through endurance we can achieve.*
- *the value and worth of each individual is celebrated and everyone feels included.*
- *the children develop a spirit of curiosity and a willingness to rise to a challenge through a broad, enriched curriculum.*

Working Together

- *the children are able to trust, show respect and friendship to others.*
- *the community enables our pupils and school to grow in a happy, safe, healthy and spiritual environment.*
- *we foster links and contribute to the educational community through effective communication.*

Our school will be rooted proudly in its successful past but will be dynamic 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 get to and how they are going to get there.

3.2. Mission Statement

Doing all the good we can, through faith, love and excellence.

3.3. Aims

- We strive to create a happy, stimulating, secure and disciplined environment where every child will develop their desire to learn and work together.
- We aim to develop the full potential of each of our children ensuring that they acquire the knowledge, skills and understanding that will be a necessary preparation to fulfil their role as a responsible citizen and develop a life-long love of learning.
- Each child will be encouraged to meet new experiences and challenges with an open, enquiring mind.
- We will develop their sense of religious and moral values, encouraging the children to respect others' feelings, needs, beliefs and property. We will encourage the children to have pride in their school and a sense of family and community. They will learn to care for and respect the environment.

We do this by:

- Having high expectations of what our children can achieve, offering a differentiated curriculum that builds on strengths and supports weaknesses and develops their determination to succeed.
- Building children's resilience, self-esteem, self-discipline, courtesy, and awareness of the needs of others.
- Teaching, supporting and encouraging all children to achieve their full potential in the core skills of reading, writing, listening, speaking, mathematics and computing.
- Giving all children access to a broad and balanced curriculum which will fire their creativity, curiosity, develop their thinking skills, encouraging them to become self motivated, reflective and independent, life-long learners.
- Encouraging all our children to express themselves creatively in a variety of artistic forms. In order to achieve these aims, we will work to develop effective partnerships and liaison with parents, the church, the local community and other schools.

4. Strategic Priorities

WHAT YOU CAN EXPECT FROM US

A. To ensure all children make or exceed expected progress

- We aim for the attainment and progress across the curriculum of pupils who are identified *within the lowest 20% including* disadvantaged and SEND and are currently on roll to match or to be improving towards that of other pupils with the same starting points.
- We monitor and evaluate pupil progress data to ascertain whether all students make rapid and sustained progress.
- We use this data to inform pupil progress meetings with teachers.
- We ensure that intervention is timely and effective
- We will employ a safeguarding approach that is responsive and flexible

(SIP- 1.2 1.3, 5.1, 7.1)

B. To improve the quality of teaching and learning so that it is good or outstanding in all lessons.

- We support the development of robust performance management and effective strategies for improving teaching based on the identified needs of staff.
- All teaching staff have access to quality CPD that is directed at improving outcomes for children.

(SIP- 2.1, 5.3 7.2)

C. Prioritising excellence in staffing

- We monitor the recruitment, management and retention of staff.
- We are committed to a safer recruitment policy and process.
- Teachers' performance is assessed rigorously against its impact on pupils' progress and achievement
- Progress towards performance management is a regular agenda item on the Business management committee agenda.
- CPD is tailored towards individual teachers and promotes outstanding teaching.

(SIP- 2.1, 5.3 7.2)

HOW DO WE STRIVE TO BE DISTINCTIVE?

D. Strengthening engagement between the school, parents and community

- Continue to hear, listen, respond and inform with timely and effective means of communication.
- 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.
- Consult with stakeholder groups including pupils, governors and parents to measure the impact of initiatives and identify areas requiring support.
- Promote the school as a highly valued resource centre for the benefit of our wider community.

(SIP- 4.1, 4.3, 6.2)

WHAT ARE WE LIKE?

E. To further develop the distinctive Christian nature of the school in line with the actions on the SIAMS inspection report.

- *We will ensure the development of the classroom reflection areas which will enhance spiritual reflection for all.*
- *We will consolidate the well-established monitoring schedules to engage all governors in the process of implementing more rigorous and robust formal systems of monitoring for church school development.*
- *We will foster more partnerships and strategies which will allow pupils to encounter lifestyles with different faith traditions to deepen pupils' understanding of a multi-faith and multi-cultural world.*

(SIP- 2.2, 4.1, 4.1)

F. Developing and embedding strong governance and robust leadership throughout the school

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

(SIP- 2.1 2.2)

G. Continuing strong financial management

- *We oversee, monitor and implement strong financial control.*
- *Financial management is driven by the School improvement plan.*
- *We will set and manage a responsible budget.*

(SIP- 6.1, 6.2)

HOW DO WE WANT THE COMMUNITY TO FEEL?

H. Improving the school environment

- *We value the state of repair of the school, its look and feel.*
- *We will have a planned list of continued maintenance.*
- *The governors will carry out a conditions check and ensure that the school remains fit for purpose.*
- *Greener agenda*

(SIP- 6.1, 6.2)

I. To Investigate the best long-term status of the school including possibilities for broadening and formalizing our partnership arrangements or moving to academy status.

- *We are committed to exploring all aspects of partnership enhancement / academy conversion and will make an informed decision based on our research.*