

CHADDESLEY CORBETT ENDOWED PRIMARY SCHOOL

STRATEGIC PLAN – 2017-2020 REVIEWED AND AMENDED TO COVER PANDEMIC PERIOD 2020-21

This plan was compiled for governor consideration in July 2017 following a six month period of consultation with stakeholders and discussions at all levels of school operations, including with the endowment trust board. The pandemic of 2020 halted its review in full with full consultations; temporary amendments have been made pending full revision in 2021.

Foreword

Governors are pleased to present our amended strategic plan for Chaddesley Corbett Endowed Primary School, which encapsulates the vision, ethos and long term direction for the school, such that all who read it will understand the pathway envisaged for the school.

This amended plan replaces the 2017-2020 strategic plan for CCEPS. In the last eighteen months, the school has managed pandemic restrictions well, and separate strategic aims have been in place to accommodate government regulations in force for 2020-21.

The 2017-2020 strategic plan has served the school well, and achieved its aim of improving the school's Ofsted grading to Good, increasing its roll by 10% to near full capacity, restructuring staffing to bring additional experienced senior leaders on board, enhancing parent and community engagement and maintaining a board of governors with skills and experiences to support the school's vision.

Governors are proud of the school's achievements and look forward to enabling the school to create outstanding primary provision.

P. McMeeking M.A.(Ed)

Chair of Governors June 2021

Our Vision

A school with excellent practice, equality ,well-being and learning success at its heart.

CCEPS will be an outstanding rural primary school at the heart of its community, which offers unique opportunities to all pupils and staff for creative fulfilment in every area of endeavour. Our pupils will achieve high levels of success which will underpin productive future lives characterised by well being,achievement, responsibility and compassion. Our school will support its families with the highest quality resources and skills during the pandemic period.

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1. Plan Development and Review

1.1 Development

This plan is a long term (3 year) instrument which aims to set out the school's vision, values and long term strategic priorities. It is aimed at all stakeholders in the school. It has been developed through formal and informal engagement and consultation with all stakeholders and is informed by school self evaluation and the results of evaluative reports from external agents charged with supporting and inspecting school provision. It has been published by the governors of CCEPS and complements the school development plans of the Headteacher and senior leaders which guide operational matters over twelve month periods. [This plan was board reviewed in light of pandemic restrictions and its term extended to 2021 to allow full consultation for its replacement to take place.](#)

1.2 Review and revision

The plan will guide governor activity in meetings and will be reviewed annually at the board's first meeting of each academic year. It will be revised in 2021.

2.School Context, History and Development

2.1 Overview – CCEPS is a Voluntary Aided community primary school with attached nursery/pre school provision. It is endowed by the Chaddesley Corbett Educational Foundation Trust and forms part of Worcestershire County Council’s educational provision.

The school offers a rural learning environment to children between the ages of 5-11 in its main school and between 3-5 in its pre school nursery. Its nominal roll is 210. CCEPS is sited on a large open rural site and is of modern design with many eco-friendly aspects. It offers specialist resources internally for music, sports, and technology (including food technology) and externally has outstanding facilities for outdoor learning including Forest School and amphitheatre spaces.

The school’s catchment area stretches from Kidderminster to Bromsgrove, with varying numbers of children drawn from the parish of Chaddesley Corbett each year. Before and after school care is offered to all from 7.30am to 6pm. Holiday provision has been piloted.

2.2 Performance History

Ofsted inspection in 2015 graded the school as requiring improvement. Its early years provision was graded as good. By the point of inspection, the decline of the school had been identified and begun to be addressed. There were multiple changes in school and governance personnel made to create the conditions needed to drive rapid improvement. Review visits from both Ofsted and local authority advisory officers have identified that the school now has the leadership skill base to continue its improvement. Leaders were advised to request an Ofsted revisit to regrade the school due to its significant improvement over the last three years.

The 3/2015 inspection required the following : make teaching consistently good or better; raise achievement in writing and mathematics; improve leadership and management. It praised recent improvements in the school, noting the determination of the new headteacher to achieve outstanding results.

2.3 Now

Governors were in agreement with all external advisers that all these requirements had been met to their satisfaction, and they are confident that the current board and leadership team holds an appropriate level of skill in all crucial areas. Governors

have implemented all regulations and guidance to ensure that their own performance is assessed and improved continuously despite the nationally acknowledged difficulties faced in recruiting new board members. Recent Ofsted inspection in 2018 graded the school as Good. The board opted to engage in an accredited programme, ESGA, to validate its effectiveness, and achieved the award in 2019.

3.Vision, Values and Success Drivers

3.1 Vision- A school with excellent practice, equality ,well-being and learning success at its heart.

CCEPS will be an outstanding rural primary school at the heart of its community, which offers unique opportunities to all pupils and staff for creative fulfilment in every area of endeavour. Our pupils will achieve high levels of success which will underpin productive future lives characterised by well being ,achievement, responsibility and compassion.

3.2 Values – The 5 values which underpin all school and individual endeavour are:
AMBITION - INTEGRITY - SERVICE - PRIDE OF PLACE - INDIVIDUALITY

3.3 Success Drivers – The 5 drivers of success in achieving our vision are:
HIGH EXPECTATIONS – HONESTY – GOING THE EXTRA MILE – CARING FOR ALL –
CELEBRATING DIFFERENCE

4. Strategic Priorities

We believe that the school now has the clarity of purpose, consistency of approaches and quality of provision which have fully addressed its historical weaknesses. The school is now in a position to consolidate its reputation and become an establishment renowned for its provision ; a school able to look outwards, confident that its innovative and visionary practice has much to offer not only local families but also other professionals. [A school able to consider extension to enhance local SEND provision by specialist resourcing.](#)

Our priorities are:

4.1 The development of a curriculum, both aspirational and inspirational, which allows children to develop high level skills in literacy and numeracy, to manage contemporary social stresses and which is suited to modern demands. A curriculum holding areas of specialist provision which promote enquiry and skills of problem solving; use of the outdoor environment and the ability to make thoughtful, informed and evidence based decisions in life. A curriculum which is ego strengthening and compassionate, and which is tailored to optimise the opportunities for every child and ensure each one leaves ready to face future challenges as a confident learner. A curriculum fully understood and supported by our families and community and which leads to development of opportunities to secure funding for the promotion of natural education opportunities in the unique rural environment of the school. [A Recovery Curriculum to ensure full child and family support throughout the pandemic period devised and implemented in liaison with external national experts.](#)

4.2 The establishment of a strong culture of consistent high level success and achievement beyond expectations for all. A culture where systems of progress data tracking feed deep reflection in staff leading to continuous challenge to underachievement, and one in which all forms of assessment drive the highest quality of curriculum delivery. [An assessment programme which meets the needs of children and staff during the pandemic period and which attends to emotional recovery.](#)

4.3 The growth of a refined model of distributive leadership which affords the best opportunities for individual workers to receive training, to challenge themselves and their peers and to drive improvements in their working practice. A model which makes innovative use of technology to support and enhance staff reflection, and which moves staff to embed pilot studies and small scale research projects within their practice. A model which enhances direct engagement of staff with governors and external agents leading to an optimally trained workforce to support high quality learning in all school areas.

4.4 The expansion of school provision to a position of best fit for families within a challenging world. Development of a fuller service with enhanced and fixed holiday provision at lowest cost / optimal staffing within more appropriate environments and which is consistent in quality across age ranges served. Creation of new facilities for nursery and wraparound provision. Adjustment of nursery/pre school provision to increase challenge and match approaches within main school. [Evidence based consideration of specialist resource base to support local SEND offer and enhance school offer.](#)

4.5 The strengthening of engagement between school, parents and community to secure the place of the school at the heart of village activity and to support pupils' learning most effectively. The development of better links between governors and stakeholders. Securing a positive match of parent and staff perceptions of engagement with a full programme of accessible opportunities. Growth of a school site where accessibility is optimised and fullest use of resources made to engage with other schools and communities.

4.6 The strengthening of the capacity of the board of governors. Securing better information for stakeholders re governance and strengthening sustainability of governor recruitment. Ensuring a stakeholder body which is fully confident in and aware of the work of governors, leading to greater take up for governor roles.

4.7 The harnessing of more operational power for the school via website/social media use. Development of a more comprehensive website which is easily accessed by all stakeholders and which is an active learning tool for children.

4.8 The maintenance and enhancement of existing areas of strength : financial oversight with strong controls and achievement of best value; disability access and enhancement of the learning environment; robust and all encompassing safeguarding culture; attention to detail and swift action in our focus on attendance and punctuality; strong and nationally acknowledged science provision; the application of restorative justice principles in behaviour management and conflict resolution; personalisation of provision for children with SEND issues; innovative community service links e.g. Rotakids.

5. Implementation, Monitoring and Evaluation of the Plan

5.1 The school development plan shows how the strategic vision above is to be implemented operationally in the short and medium term.

5.2 The board of governors sets the agenda of every meeting according to the SDP to monitor its effectiveness in implementing their strategic direction and ensures that committee work is aligned to the plan.

5.3 The board of governors will evaluate the effectiveness of the SDP in driving the strategic plan via school visits; committee challenge activities; HT reporting; Ofsted visits; reports from external agents engaged for evaluative purposes.

P McMeeking

June 2021

Amendment made 7/18;1/19 v3 6/21 v4