

# Chaddesley Corbett Endowed Primary School Strategic Plan for 2021-2024

Publication date: January 2022

## Contents

1. Introduction by the Chair of the Board of Governors .....	3
2. Plan development and review .....	4
3. School context, history and development .....	5
4. Vision, values and success drivers .....	7
5. Strategic Priorities .....	9
6. Implementation, Monitoring and Evaluation of the Plan .....	11

## 1. Introduction by the Chair of the Board of Governors

This plan replaces and builds on the previous 2017-2021 Strategic Plan. It has been written following discussion and consultation with staff, parents, pupils and the endowment trust board. Governors have evaluated the previous plan and we acknowledge the school's many achievements. This plan sets out our values and our vision for the school, and the strategic priorities that will drive our work over the next three years.

We believe that the school has the clarity of purpose, consistency of approaches and quality of provision which have fully addressed any historical weaknesses. The school is now working to consolidate its reputation and become an establishment renowned for its provision. The school is able to look outwards; confident that its innovative and visionary practice has much to offer not only local families, but also other professionals. By providing specialist resourcing, the school will be able to enhance local special educational needs and disorders provision over the next three years and into the future.

Governors are committed to continuing to ensure that Chaddesley Corbett Endowed Primary School provides the highest standard of education for all the children in our care, achieving excellence and building on previous best.

We are proud to be part of the Chaddesley family and we look forward to seeing the continued development of the school at this exciting stage in its journey.

### **Approval**

Approved by the board of governors and signed on its behalf by:

**Gill Griffiths**

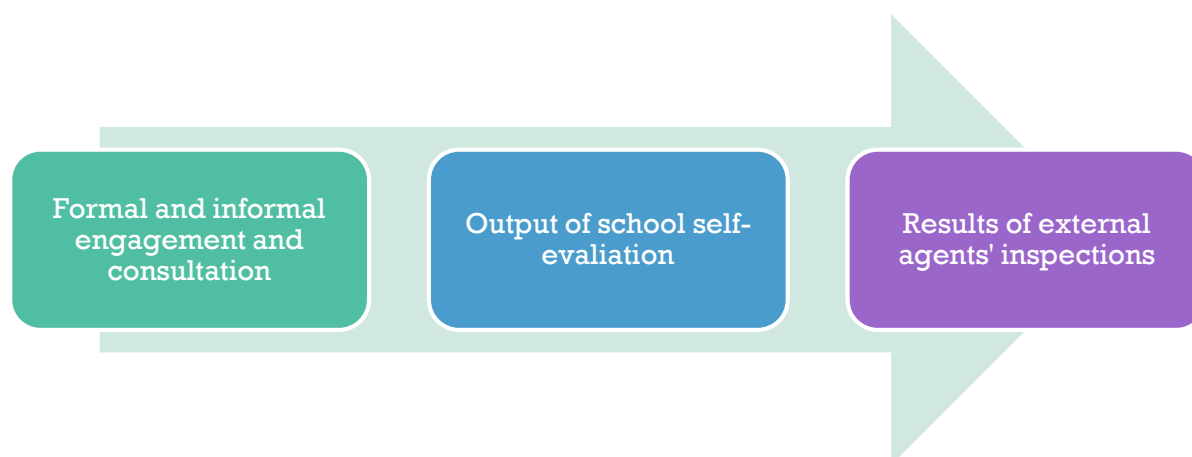
**Chair of Governors**

**27-01-2022**

## 2. Plan development and review

### 2.1. Development

This plan is a long term (three-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 the school to complement the school development plans of the headteacher and senior leaders which guide operational matters over twelve-month periods.

### 2.2. 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 next be fully revised in 2024.

### 3. School context, history and development

#### 3.1. Overview

The school 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 2-5 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, as well as holiday provision throughout the year. In 2021 the school was successful in its bid to develop its SEND resources through the creation of a mainstream autism base (the ARC), which will cater for up to ten pupils. Building work commenced in October 2021 and it is hoped that the ARC will welcome its first pupils in the summer term 2022.

#### 3.2. Performance history

Ofsted inspection in 2015 graded the school as 'requiring improvement'. Its early years provision was graded as 'good'. By the time of the inspection the areas for development had already been identified and begun to be addressed. The 2015 inspection praised recent improvements in the school, noting the determination of the new headteacher to achieve outstanding results. The next inspection in June 2017 judged the early years provision and pupils' personal development, behaviour and welfare to be 'good', although the overall judgement was again 'requires improvement'. The school worked hard to address the issues identified, and made the changes necessary to create the conditions needed to drive rapid improvement, including changes in personnel, both in school and governance. The latest Ofsted inspection, in October 2019, acknowledged the improvements made, including the improvement of the quality of education. The report agreed that leaders and governors had

improved all aspects of the school since the last inspection, they know what to do to make the school even better, and that leaders, staff and governors are ambitious for the school and its pupils. The overall grade was judged to be 'good'. Governors have implemented all regulations and guidance to ensure that their own performance is assessed and improved continuously. The board opted to engage in the Effective School Governance Award (ESGA). This accredited programme validates board impact and effectiveness, and the school's governing board achieved the award in 2019.

### **3.3. Now**

In the two years since the last Ofsted inspection leaders and governors have worked diligently to address the areas for further development that were identified. The main issues to address were to continue to raise expectations of what every pupil can achieve, to ensure that all adults have the highest expectations of pupils' behaviour, and to further develop the positive working relationships with parents. Despite the challenges and school closures arising from the Covid 19 pandemic, considerable progress has been made in these areas. The school has enhanced its staffing structure to bring additional experienced senior leaders on board, it has increased parent and community engagement and developed a board of governors with skills and experiences to support the school's vision. The school's roll has also grown and is currently near full capacity.

## 4. Vision, values and success drivers

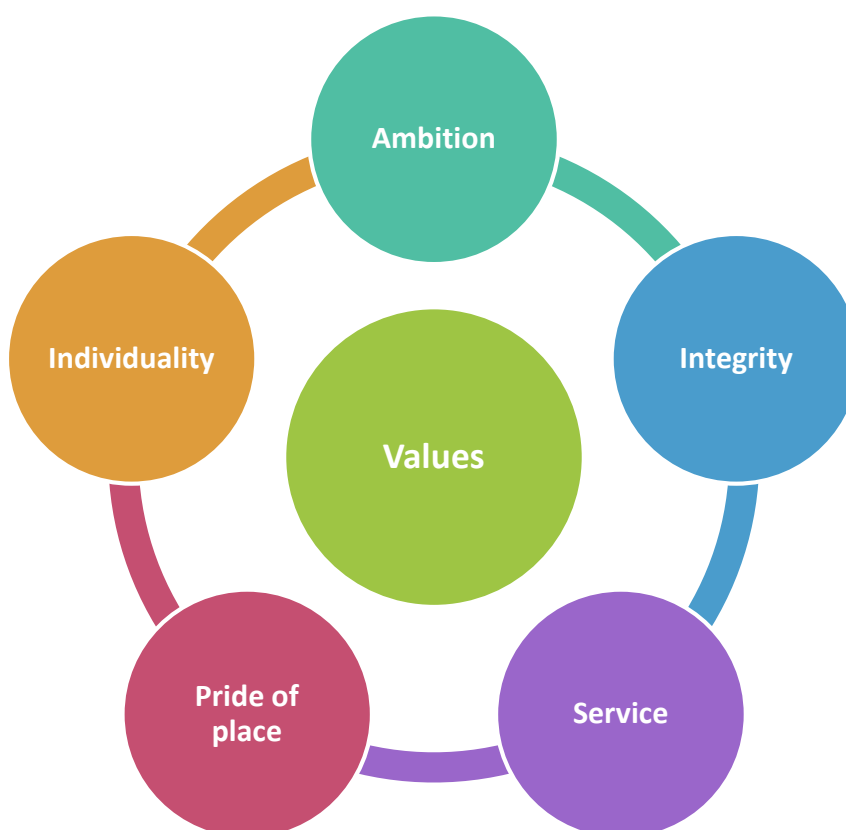
### 4.1. Vision

Our mission statement reflects our school's core purpose, identity and values – who we are, what our purpose is. Our vision statement is where we want to be, our aspirations for the future.

Mission	Vision
A school with excellent practice, equality, well-being and learning success at its heart.	By 2024 we will have a gold standard curriculum that will lead to excellent academic progress and robust emotional outcomes, whilst holding a cherished position within the community.

### 4.2. Values

There are five values which underpin all school and individual endeavours:



#### 4.3. Success Drivers:

The five drivers of success in achieving our vision are:



## 5. Strategic Priorities

Our strategic priorities for the period have been defined through rigorous consultation and challenge. These priorities will guide governor activity in meetings and will be achieved through continued focus and challenge. Our six priorities are:

1

### **A gold standard curriculum:**

- that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life.
- that enables the very best outcomes for our pupils, allowing them to develop high level skills in literacy and numeracy.
- that reflects our context, cohort and community.
- that promotes independent thinking, enquiry and problem-solving.
- that provides memorable learning experiences for the children, ensuring each one leaves ready to face future challenges as a confident learner.

2

### **A culture of high standards:**

- that leads to high achievement.
- that builds on previous best.
- that has high expectations embodying our school's values.
- that results in continuous challenge to underachievement.
- where forms of assessment drive the highest quality of curriculum delivery.

3

### **A distributed leadership model:**

- which affords the best opportunities for individual workers to receive training, challenge themselves and their peers, and drive improvements in their working practices.
- 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.
- which enhances direct engagement of staff with governors and external agents, leading to an optimally trained workforce that supports high quality learning across the whole school environment.

4

**An emotionally and physically healthy school:**

- where there is focus on promoting the wellbeing and emotional health of the school community, building on the excellent work done so far.
- with a supportive environment where children and staff can grow and develop.
- where children's happiness and security is a high priority, so that their learning and emotional outcomes are enhanced by their school experience.

5

**A specialist autism provision:**

- the creation and development of the specialist autism resource base (the ARC) to support the local SEND offer and also enhance the school offer.
- to capitalise on the resources and facilities of the base so that learning and emotional outcomes for all children in all areas of the school are enhanced by expertise from the ARC, which will permeate into school with a synergic thrust.

6

**An engaged community:**

- where there is strong connection between the school, parents and community which helps to support pupils' learning most effectively.
- that places the school at the heart of village activity.
- where the school has a reputation as centre of excellence.
- where the school is the first choice of parents in the local area.
- in which there is effective communication with parents, including taking advantage of the various electronic methods of communicating developed during the pandemic, that were appreciated by parents.
- with better links between governors and stakeholders.
- that benefits from growth of a school site where accessibility is optimised and fullest use of resources made to engage with other schools and communities.

## 6. Implementation, Monitoring and Evaluation of the Plan

The annual school development plan (SDP) shows how the strategic vision and priorities above to be implemented operationally in the short and medium term.

The board of governors sets the agenda for each of its meetings according to the SDP. In this way the GB can monitor the effectiveness of the SDP in implementing the strategic direction and priorities. The board ensures that the work of the full board (FGB), plus the work of its committees, is aligned to the plan.

The board of governors will evaluate the effectiveness of the SDP in driving the strategic plan via school visits, committee challenge activities, head teacher reporting, Ofsted visits, and reports from external agents engaged for evaluative purposes. Feedback from stakeholders, for example through staff and parent/carers surveys and pupil voice engagement, will be sought on an annual basis.