

Milton on Stour CEVA Primary School



Governing Body Strategic Plan 2022-2027

Foreword

We are pleased to present our long-term strategic plan for Milton on Stour 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 to make this a truly outstanding school. We would welcome any comments or suggestions.

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1. Plan Development and Review

1.1 What and Who?

The strategic plan is an ongoing five-year high level long-term plan of strategic intent. 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.

1.2 How we developed the plan

The plan was developed through discussion by, and consultation with staff, governors, parents and pupils. It is informed by the school self-evaluation and incorporates the school's response to the recommendations made in its last Ofsted inspection report.

1.3 Review of plan

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

2. School Context, History and Development

2.1 Brief Description

Milton on Stour Primary School is a rural Voluntary Aided Church of England School. Milton on Stour Church of England Primary School is smaller than the average-sized primary school. There are five mixed-age classes. The proportion of pupils who have special needs and/or disabilities is broadly in line with the national average although is significantly higher in some year groups. The proportion of pupils who have an education, health and care plan is lower than that of other schools nationally. (Ofsted 2018)

The age range is from 4-11 years with cohort entry of 20 pupils and a school roll of approximately 130.

2.2 History

The original school building was built at the same time as the church approximately 1865/1866 and accompanied by a school house on land given by the Matthews family. In 1965 the school was rebuilt as just two classrooms each end of a hall. In 1998 the school was extended and the large playing field purchased. A new office block was added around 2009. The school is now configured as five classrooms and a main hall.

2.3 Community

The local community is mostly white British though in recent years the community has become more diverse. We serve a rural community with a range of economic groups. The number of pupils eligible for pupil premium funding remains low. In recent years there has been increased % of pupils with SEND support

2.4 Ofsted rating

In the inspection of February 2018 the school was rated good. Ofsted noted that to improve, the school needed to:

- Ensure that teachers in all year groups continue to refine and embed the use of assessment information to guide their planning so that it identifies precisely what pupils need to learn next
- Ensure that the progress made in years 1 and 2 improves further so that more achieve the expected or greater depth standard in reading, writing and mathematics
- Ensure that the progress made by pupils in writing and mathematics in years 3 to 6 improves further so that more achieve the expected or higher standard by Year 6.

3. Vision and Mission, Motto and Values

3.1 Vision and Mission

The intent of our curriculum is built around our three core Christian values of Love, Hope and Joy and the theological underpinning of the The Lost Sheep.

These Christian values inform our Golden Threads which weave through our entire curriculum. These threads epitomise our key priorities for the children of Milton.

Our Golden threads are:

- Embracing Diversity
- Developing Character
- Ambitious readers with assured oracy

The Golden threads run through a curriculum which has deliberately been designed to be text rich and loaded with experiential learning including our enterprise, global and community projects. The focus is to know more and remember more.

These threads have been decided in response to consultation with children, parents and staff.

The intention of our curriculum is that our Milton children will leave us with the skills and confidence to live out the parable of the lost sheep, both now and in their futures.

3.2 Biblical Reference

“Rejoice with me, I have found my lost sheep” – Luke 15:6.

3.3 Values

Our provision for the spiritual, moral, social and cultural development is at the centre of all we do. Our school values of love, hope, joy form the foundation for our intent.

Through our value of love, we hope to inspire the children to love God, love themselves, love one another and to love learning

Through our value of hope, we aim to ensure pupils are positive, resilient and ambitious for themselves, others and the wider world.

Through our value of joy, we hope to provide a school life where pupils have fun whilst learning, celebrate their efforts and achievements and take pride in themselves and their school and learn to appreciate all of the beautiful things in God’s world.

4. Strategic Priorities

A. Ensure that through world class teaching, our children can access a carefully crafted curriculum which results in children leaving Milton on Stour Primary School as confident and articulate learners ready for the next steps in their lives

- Provide a range of outward looking professional development opportunities for all staff and encourage collaborative practice amongst teachers so that they can craft and develop the curriculum, assessment and develop their pedagogical practices
- Encourage all staff to be involved in quality assurance processes so that a culture of candour and self-improvement becomes the norm
- Continue to refine and develop the school’s curriculum in order to meet the needs of the children and prepare them for life in 21st Century Britain

B. Ensure effective, committed leadership and governance so that recent improvements can be nurtured, improved and sustained into the future

- Manage the budget to make the most effective use of limited resources
- Develop leadership capacity across the school and create future leaders for system wide improvements
- Seek to develop and nurture collaborative partnerships with parents, volunteers, our Church, the wider community and other schools. Including investigating the benefits or otherwise of joining a MAT.

C. ‘Rejoice with me, I have found my lost sheep’; nurture and strengthen our Christian ethos and values of love, hope and joy

- Develop a curriculum which promotes these values including embracing diversity, developing character and ambitious readers with assured oracy
- Promoting experiential learning including enterprise, global and community projects

5. Implementation, Monitoring and Evaluation

5.1 Implementation of the plan

The strategic plan sets out three 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

The development and implementation of the school development plan is reviewed at least annually by the Full Governing Board.

5.3 Evaluation

The governing body will use Ofsted inspections as a key evaluation tool.

