

St Mary's C.E. Primary School

Visionary Strategic 5-year Plan and Journey 2025-2030

2025-2026

Learn how core values unify and connect a school community.

2026-2027

Grow a spiritually committed community through love, peace and forgiveness.

2027-2028

Embed the culture through collective respect, resilience and responsibility.

2028-2029

Achieve excellence through honest accountability.

2029-2030

Flourish and sustain excellence through wisdom and perseverance.

Key Strategic Priorities 2026-2027

Grow a spiritually committed community through love, peace and forgiveness. Love. Respect. Peace. Wisdom. Responsibility. Honesty. Forgiveness. Resilience. Perseverance.			
Priority Area	Rationale	Implementation (Action)	Impact (Result)
Area 1 - Effective Leadership - Effective Governance - C of E School: SIAMS 1	- To continually improve our school. - To promote our Church of England status and embed our character.	- Coaching and CPD for middle leaders. - Year Leads to be integral to monitoring and data review process. - Expand leadership team. - Re-structure phase team. - Strengthen middle leader team: to work closely with PLs. - Strengthen Office department: new appointment & review of processes.	- Strengthen SLT leadership skills. - Strong and unified leadership. - St Mary's continues moving forward and living the vision. - Increased income streams. Christian values embedded in school culture and ethos.
Area 2 - Safeguarding - Behaviour - Attendance - C of E School: SIAMS 1	- To protect and support children at risk. - To improve home and school relationships. - To promote our Church of England status and embed our character.	- Strengthen Safeguarding Task Force. - Appoint: Inclusion & Safeguarding Officer. - Attendance: review processes for recording attendance; improving pupil attendance. - Embed process for induction of new staff. - SLT: safer recruitment training. - Strengthen EYFS practice: CP - Implementation of Internal SEBDOS. - Embed core values and give me 5: behaviour management practice. - Behaviour Management-strengthen home-school partnership.	- Achieve the IQM award. - Strong home-school partnership: achieve Leading Parent Partnership Award. - Distributed and cohesive leadership of safeguarding. - Strong work force: consistent practice. - Christian values embedded in the school culture and ethos.
Area 3 - Developing Teaching - Curriculum - Inclusion - C of E School: SIAMS 2 & 6	- To invest in staff to have the tools, knowledge, skills, and expertise to continually raise standards and professionalism. - To deliver a curriculum that is inclusive, ambitious, broad, balanced for all and reflects the school's Christian vision. - To deliver an EYFS curriculum that is language rich and provides the best start in life for all children.	- Review and unify key policies. - Strengthen monitoring process: clarity of feedback- 'model in the moment', small-step targets. - Partnership with IMS (SEND) - Strengthen SEND Dept: Appoint SEND Assistant, SEND specialist - Strengthen SEND Dept: Support internal SENDCO qualification - Staff PD: - SEND: Team Teach Trainer - SEND-Sensory Circuit - SEND: resource and provision. - SEND-Home-School Partnership - SEND-earlier diagnosis & support - Behaviour Management-Home-School Partnership. - Formative assessment-feedback to pupils. - Summative assessment and data analysis-PL and YL work in close alignment: ½ termly catch-up; - Teaching & Learning practice: teaching of higher & lower 20%. - Curriculum review: Music - EYFS: Build on participation of WRM Jigsaw trial group. - EYFS: Teaching during CP. - DSL: Level 3 EYFS Safeguarding Training	- Achieve the IQM award. - Achieve History Quality Mark award. - Achieve School Games Mark Award. - Curriculum is bespoke and our 4 curriculum principles of diversity, moral & values, current affairs and the world environment are threatened. - The school vision is visible and lived. - Strong work force: consistent practice-WALKTHRU embed. - Teaching is bespoke and adaptive through strong use of assessment and data. - Christian values embedded in the school culture and ethos.
Area 4 - Achievement Quality of Education - Inclusion - C of E School: SIAMS 7	- To raise outcomes for the lower 20- 30% in reading/writing/maths by providing a high-quality, adaptive education. - To promote our Church of England status and embed our character.	- Review & unify key policies. - Review setting: R/W/M - Adapted plans: R/W/M sets. - Quality of feedback: R/W/M sets. - Adapted homework: R/W/M sets. - Routines: timetable, teacher, transitions: R/W/M sets, direction of support staff. - Phonics Lead & Phonics Assistant: alignment. - EAL Specialist-role development. - EAL Specialist: alignment with PL & YL. - Embed vocab books: English/humanities; maths/science. - Intervention: Catch-up numeracy, fast-track phonics, pinny time, handwriting.	- Language and number development in EYFS is strong. - Children can speak English in grammatical sentences. - Reading outcomes are stronger, with particular focus on lower 20-30%. - Writing outcomes are stronger, with particular focus on lower 20-30%. - Maths outcomes are stronger, with particular focus on lower 20-30%. - Interventions are evidence-informed and data -led.
Area 5 - Personal Development - Wellbeing - C of E School: SIAMS 3, 4 & 5	- To nurture children's physical, mental and emotional wellbeing and live the Christian vision. - To nurture a culture of justice and responsibility.	- Grow pupil voice - Expand the ELSA team. - Pupil regulation of emotions: Implement 'The Colour Monster' across EYFS & KS1 - Renew offers for pupil clubs. - Training for Pupil Voice leads: SC, Spanish, PE, Eco, Science, Maths, CW - Implement Pupil Voice meeting schedule - Pupil Voice leads to have clear priorities. - Review induction of new staff/mobile pupil cohort.	- The wellbeing vision is lived and noticeable across and throughout the school. - Children feel they belong and are safe. - Vision and values evident in CPD, planning and staff and pupil behaviors. - Work in collaboration with a wider community and neighbours.
Area 6 - Health & Safety - Premises & Grounds - C of E School: SIAMS 1	- To promote a safe, and well- resourced, positive learning environment that meets the needs of all. - Strong communication between home-school. - To promote our Church of England status and embed our character.	- Review & unify key policies: finance - Review & unify: First Aid & Welfare - Forest School Area - Y1 CP area - SEND Gross Motor Skills area - First Aid process review: medical tracker - Nursery refurbishment: outdoor area - Reception CP remodel to facilitate: - Physical development/communication & language - Understanding the world: role play - Expressive art and design - Container: SEND resources, Art/DT resources/ Library resources - WALL ART: outdoor spirituality area	- Strong home-school communication. - Strong in-school communication. - The school has reflective/quiet spaces. - Harmonious school environment. - School learning spaces meet the needs of all learners and the curriculum. - Peace Garden & Memorial complete - Polytunnel tidied and cleared. - Forest school is integral to EYFS & KS1 CP. - School grounds tidy and welcoming.

Key Strategic Priorities 2025-2026

Green: 2025/26 Implementation statements secured and achieved.

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Priority Area	Rationale	Implementation (Action)	Impact (Result)
Area 1 - Effective Leadership - Effective Governance - C of E School: SIAMS 1	- To continually improve our school. - To promote our Church of England status and embed our character.	- Coaching and CPD for SLT. - Re-structure leadership team. - Re-structure phase team. - Implementation of SLMT. - Streamline finance department. - Streamline Office department.	- Strengthen SLT leadership skills. - Strong and unified leadership. - St Mary's continues moving forward and living the vision. - Increased income streams. Christian values embedded in school culture and ethos.
Area 2 - Safeguarding - Behaviour - Attendance - C of E School: SIAMS 1	- To protect and support children at risk. - To improve home and school relationships. - To promote our Church of England status and embed our character.	- Implementation of Safeguarding Task Force. - Unify key policies, with strong consideration given to induction of new staff. - SLT: safer recruitment training. - Strengthen EYFS practice. - Implementation of Internal SEBDOS. - Embed core values and give me 5: behaviour management practice.	- Achieve the IQM award. - Strong home-school partnership: achieve Leading Parent Partnership Award. - Distributed and cohesive leadership of safeguarding. - Strong work force: consistent practice. - Christian values embedded in the school culture and ethos.
Area 3 - Developing Teaching - Curriculum - Inclusion - C of E School: SIAMS 2 & 6	- To invest in staff to have the tools, knowledge, skills, and expertise to continually raise standards and professionalism. - To deliver a curriculum that is inclusive, ambitious, broad, balanced for all and reflects the school's Christian vision. - To deliver an EYFS curriculum that is language rich and provides the best start in life for all children.	- INSET cycle in place. - Review and unify key policies. - Staff PD focus on: - SEND - Behaviour Management - Formative assessment - Summative assessment and data analysis - Teaching & Learning practice - Curriculum review: ICT, RE, PE, Music - EYFS: EEF Advocate - EYFS: WRM Jigsaw trial group	- Achieve the IQM award. - Achieve History Quality Mark award. - Achieve School Games Mark Award. - Curriculum is bespoke and our 4 curriculum principles of diversity, moral & values, current affairs and the world environment are threaded. - The school vision is visible and lived. - Strong work force: consistent practice-WALKTHRU embed. - Teaching is bespoke and adaptive through strong use of assessment and data. - Christian values embedded in the school culture and ethos.
Area 4 - Achievement - Quality of Education - Inclusion - C of E School: SIAMS 7	- To raise outcomes for the lower 20- 30% in reading/writing/maths by providing a high-quality, adaptive education. - To promote our Church of England status and embed our character.	- Review & unify key policies. - Setting: writing and maths. - Embed English Handbook. - Embed CS in EYFS and KS. - Embed CS and NELI for EAL. - Embed Flashback 4, knowledge organisers: science, humanities. - Embed vocab books: English/humanities; maths/science. - Embed homework policy. - Embed intervention: Catch-up numeracy, fast-track phonics, pinny time, handwriting.	- Language and number development in EYFS is strong. - Children can speak English in grammatical sentences. - Reading outcomes are stronger, with particular focus on lower 20-30%. - Writing outcomes are stronger, with particular focus on lower 20-30%. - Maths outcomes are stronger, with particular focus on lower 20-30%. - Interventions are evidence-informed and data -led.
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