



St John of Jerusalem  
Church of England Primary School

# **STRATEGIC PLAN**

## **2017 -2021**

## 1. Plan development and review

### 1.1 What and Who?

Our Strategic Plan is a high level long-term plan, extending over a 5 year period, from 2017 – 2021.

The plan sets out the school's vision, values and long-term strategic priorities to enable us to continue to raise achievement and standards, to further build on our strong base to become an outstanding school within a well-respected and valued community.

The plan is aimed at the key stakeholders in the school (children and their parents, staff, governors and other stakeholders)

The Strategic Plan compliments the School Development Plan (SDP), an operational plan developed by the staff team, which states the objectives the school will work towards over the next year in implementing our long-term strategy.

The Strategic Plan also incorporates the recommendations made in the last Ofsted Inspection Report (September 2016) and the Statutory Inspection of Anglican and Methodist Schools (SIAMS), May 2017.

### Review and revision of the plan

The Plan will be reviewed annually. It will be revised every 3 years, whilst maintaining a long term perspective, extending over 5 years.

## 2. School Context, History and Development

***Our overarching ambition is to be a great school of excellence, to achieve outstanding status under the Ofsted framework.***

### 2.1 Description of the school

St John of Jerusalem is a one form entry Church of England inner city primary school that was founded in 1811. Our school has a strong and distinct Christian ethos and offers a Christian teaching and learning environment of a very high standard where children enjoy learning and therefore perform exceedingly well academically. We have strong links with St John of Jerusalem Church and the whole school regularly attends special services.

Our school is an inclusive community where our children are encouraged to achieve their best in academic achievement through our creative and inspirational curriculum as well as developing their personal and social wellbeing. We are a Rights Respecting School where all our children are listened to and can express their views. Our school provides an environment for children to grow as confident, relaxed and happy members of society.

### 2.2. Our Community

Our local community is culturally diverse with a mixture of different nationalities from around the world. Although we are culturally diverse, there are several commonalities upon which our community is founded. This includes education, respect for all faiths and the care and development of our children.

### 3. Our School Vision



## 4. Our Values

Our school has a range of values that reflect living in our school community and growing up in the modern British



## Generosity

We show others that they are valued by acting in generous and unselfish ways towards them



## Friendship

We encourage children to make deep and satisfying friendships



## Forgiveness

We forgive people when they have hurt us and do not hold grudges



## Peace

We are peacemakers  
We get over arguments quickly and fairly



## Trust

We encourage children to be trustworthy people who can be relied on and who tell the truth



## Hope

We encourage children to be hopeful, to think positively

society.

## 5. Strategic Priorities

### **Build a culture of success and achievement**

- Develop teachers who can build a confident mind set in our pupils
- Through a nurturing and stimulating environment, our learners are encouraged to become confident, resilient, independent and successful learners. We encourage them to question and have enquiring minds, show tolerance, compassion and care for others. Our learners should always seek to do their very best in all that they do and leave our school as well rounded individuals, who are confident, independent and successful citizens in modern Britain
- Pupils voices heard and respected

### **Improve standards of teaching and learning that will lead to outstanding outcomes**

- Maintain the good teaching currently in the school and increase the proportion of outstanding teaching in the school to 50%+.
- Teachers are determined that pupils achieve well and have consistently high expectations of all pupils' attitudes to learning.
- Teachers provide pupils with incisive feedback and the pupils use this feedback effectively
- Develop effective strategies for improving teaching through identifying the needs of the staff
- Ensure current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points

### **Embed strong governance and robust leadership throughout the school**

- Governors contribute to the strategic direction of the school
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources secures excellent outcomes for pupils
- Efficient and effective processes are in place for the Governing body to continue to challenge the senior leadership team
- Providing leadership opportunities for staff across the school who show initiative, drive and vision
- Sustainability of the school leaders', governors', teachers' and support staff skillsets through training and development opportunities

### **Build strong links with the church and further develop the distinctive Christian nature of our school**

- Enable our children to play a key role in the worship in our school
- Ensure our Christian Values are understood by all stakeholders of the school
- SIAMS inspection report recommendations are carried out

### **Strengthen the link between the school, parents and community**

- Listen to the parent voice and work to strengthen the partnership between parents and the school
- Develop a community that is built on mutual respect, where everyone feels they have a voice and that the school listens, responds and informs with timely and effective means of communication
- Promote our school as a highly valued place of education for the benefit of our community and that our school is seen as a first choice considering our uniqueness as a distinctively Christian school in the area

### **Create a safe, secure and sustainable future for St. John of Jerusalem School**

- Explore different models of partnerships with similar schools with the intent to be as informed as possible about the future in this ever-changing education landscape
- Budgeting for the future through forward planning
- Strong financial management

- Oversee, monitor and implement the strong financial controls and achieve the best value
- Improving and developing our school premises and environment
- Show the pride that we take in our school, making all areas in the school look and feel good
- Marketing our school

## 6. Implementing, Monitoring and Evaluation

### Implementation of the plan

- The strategic plan sets out six strategic priorities and gives the 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 and medium term.

### Monitoring

- The different committees of the governing body monitor the development and the implementation of the SDP. The committees report to the full Governing Body

### Evaluating

- The governing Body use feedback from Ofsted Inspections, School Improvement Partner (SIP) visits and other external reports as key evaluation tools.

### School Strategic Plan to School Development Plan checklist

The following things should be considered when drawing up the Strategic Plan into the School Development Plan:

- There is a clear link between the priorities identified for the operational plan (SDP) and the school's Strategic plan priorities
- The strategy and actions are comprehensive (address all the issues) and appropriate (make sense in terms of the school's purpose, values and environmental context)
- The strategy is feasible (can be developed with the school's resources) and sustainable (is enduring) over the three-year period
- The achievement of the key improvement strategies can be operationalised and measured (that is, broken down into actions)

- The key improvement strategy is easily understood and able to be articulated in simple terms to staff and the school community
- Data and other evidence of achievement can be collected and reported on regularly
- Staff and the wider school community are made aware of the SDP