

# Chapel Street Community Primary School

**School Improvement Strategy**  
**2024 - 2034**



Chapel Street  
Community Primary School

# Our Vision and Mission statement

Making a difference and  
achieving excellence for  
every child.



Chapel Street  
Community Primary School

# Our values



**Growth** – We go beyond what is expected to continually improve standards and deliver ambitious outcomes.



**Respect** – We do the right thing for our children.



**Inclusion** – We care about people as individuals.



Chapel Street  
Community Primary School

# Our ethos

Relationships are at the heart of all we do. We are driven by a relational approach, focused on what is right for our children.

We believe in an environment, culture, curriculum, provision and experiences that are bespoke to our children's needs.

We are committed to removing barriers to learning and overcoming disadvantage in order to facilitate success for every child.



Chapel Street  
Community Primary School

# Our aspirations

## All Chapel Street children will...

- ▶ At least meet age related expectations for all subjects.
- ▶ Love learning.
- ▶ Communicate well.
- ▶ Read widely and often, with enjoyment, fluency and comprehension.
- ▶ Self-regulate.
- ▶ Empathise and show compassion for themselves and others.
- ▶ Celebrate difference and stand up for those more vulnerable than themselves.
- ▶ Feel confident, empowered and resilient.
- ▶ Use curiosity and critical thinking.
- ▶ Solve problems creatively, collaboratively and independently.
- ▶ Take risks and learn from mistakes.
- ▶ Be leaders and change-makers of the future.



Chapel Street  
Community Primary School

# Our school improvement overview



## **Our children and community**

At the heart of everything we do and all decisions we make.

## **Our vision - Why? / Our direction**

*Why we work at Chapel Street*

Making a difference and achieving excellence for every child.

## **Our values - How? / Our drivers**

*How we behave*

Respect everyone, Grow together.

## **Our strategy - What? / Our activities**

*What we will do to achieve our vision*

5 year strategy - School Development plan / Specific Development Plans

Key areas: Curriculum, Teaching and learning, Assessment, Behaviour for learning, Inclusion, Community and Leadership.

## **Our enablers - Hold everything together**

Key areas: Relational approach, Safeguarding, Wellbeing, Environment, Finance, People and Culture.



Chapel Street  
Community Primary School

# Our school improvement model

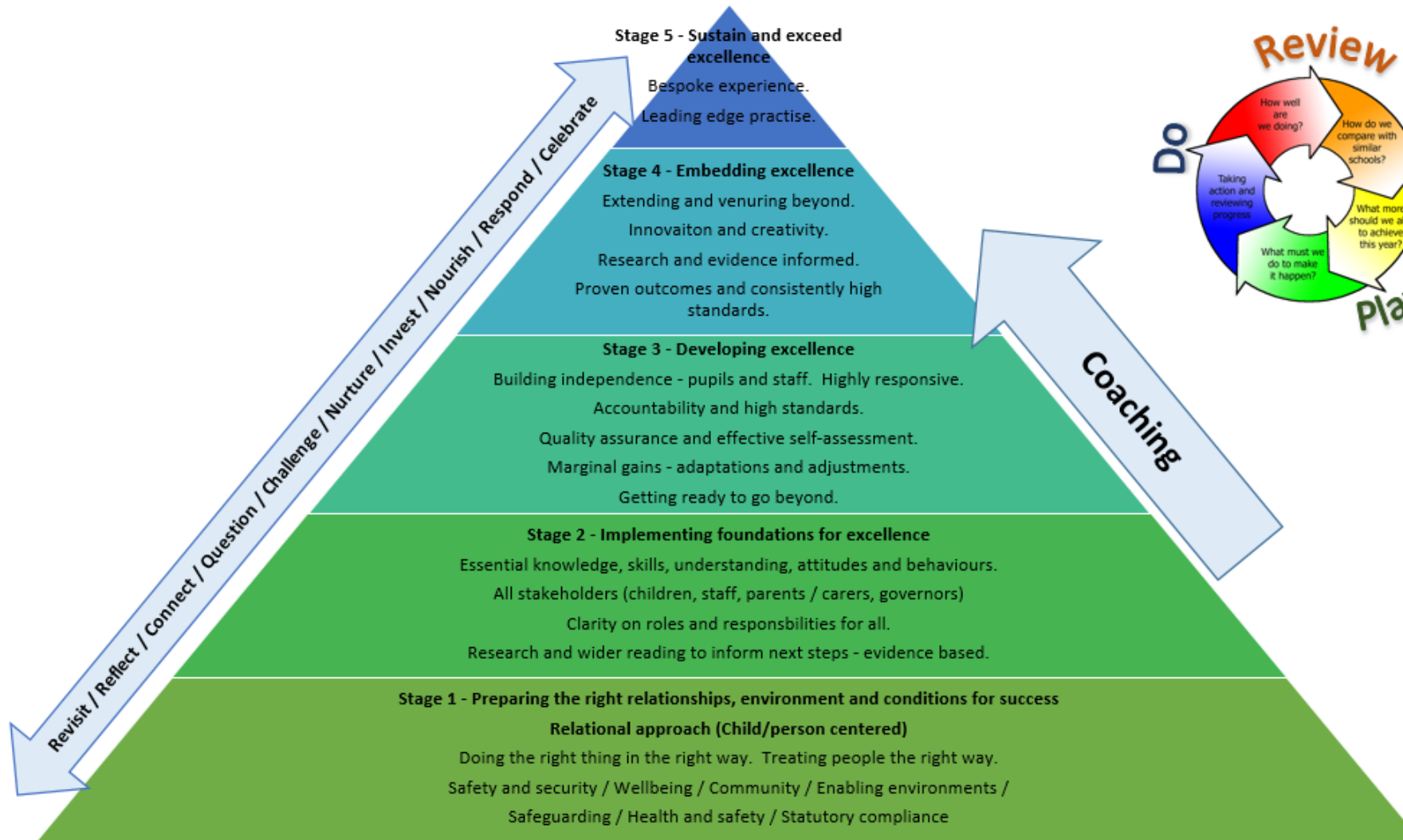
Not everything can be developed at the same time. Key areas will be mapped as either:

Stage 1 Preparing	Stage 2 Implementing	Stage 3 Developing	Stage 4 Embedding	Stage 5 Exceeding
Preparing the right relationships, environment and conditions for success.	Implementing foundations for excellence.	Developing excellence.	Embedding excellence.	Sustain and exceed excellence.



Chapel Street  
Community Primary School

# Our school improvement model



Chapel Street  
Community Primary School



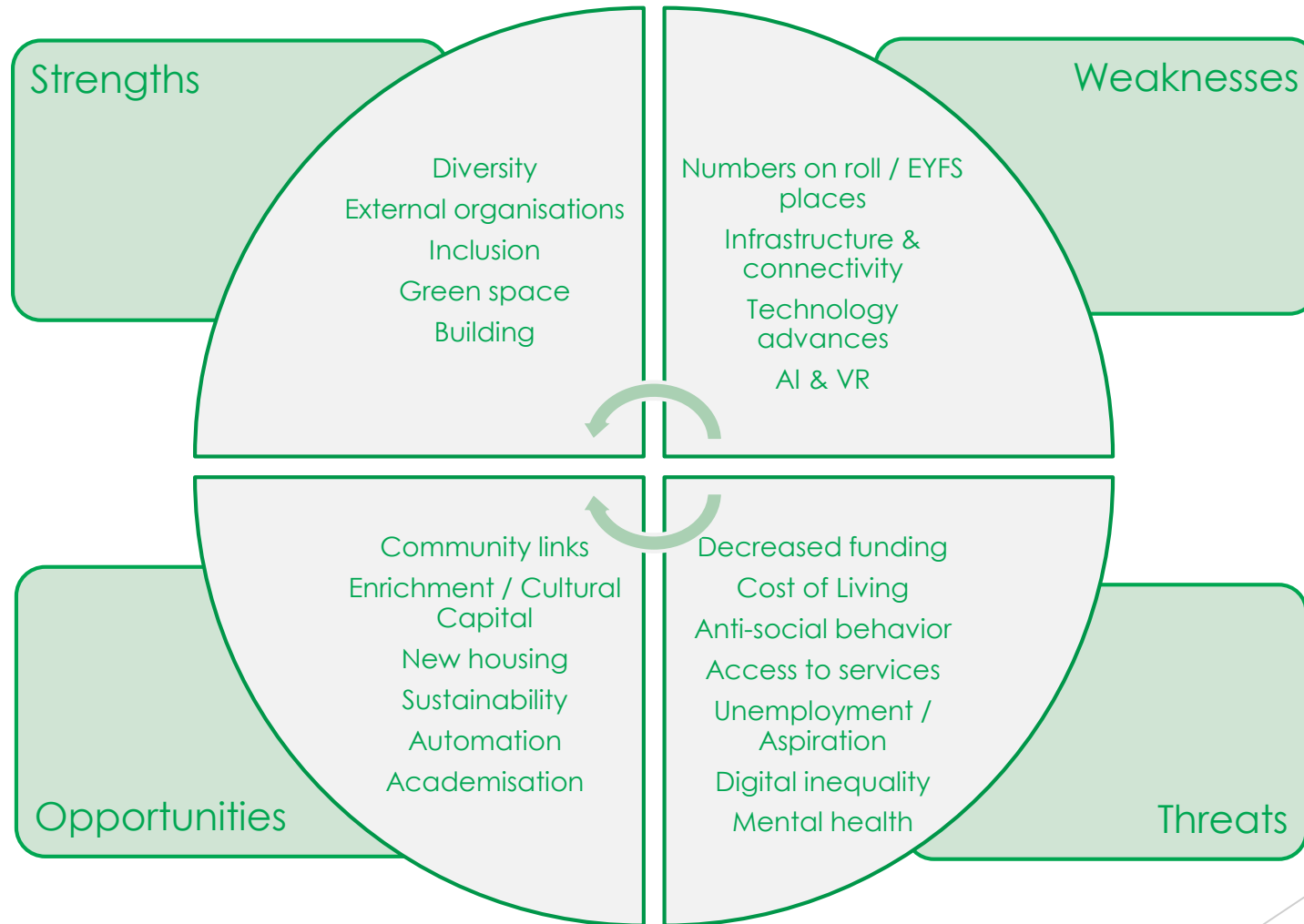
# Horizon scanning (July 2024)

Political	Economic	Social	Technological	Legal	Environment
<ul style="list-style-type: none"> <li>• Wars &amp; unrest</li> <li>• Changes in government (UK, Europe &amp; Global)</li> <li>• Council changes in leadership</li> <li>• MCC Education Strategy</li> <li>• Migration / Immigration</li> <li>• White paper</li> <li>• Academisation</li> <li>• Ofsted</li> <li>• Strikes</li> <li>• Performance measures</li> </ul>	<ul style="list-style-type: none"> <li>• Budgets – Government / LA / School / Families</li> <li>• Deficits &amp; bankruptcy</li> <li>• Increased staffing costs</li> <li>• Funding allocations</li> <li>• Cost of living</li> <li>• Sure Start closures</li> <li>• CAMHS &amp; other services</li> <li>• Unemployment</li> <li>• Economy of scale</li> <li>• Tax for private schools</li> <li>• Energy costs</li> </ul>	<ul style="list-style-type: none"> <li>• Increased inequality</li> <li>• Gentrification</li> <li>• Readiness for life</li> <li>• Housing</li> <li>• Increased SEND (awareness &amp; need)</li> <li>• SLCN</li> <li>• Neurodiversity</li> <li>• Covid-19</li> <li>• Parenting</li> <li>• Radicalisation &amp; extremism</li> <li>• Figures like Andrew Tate</li> <li>• Mental health</li> <li>• Drugs &amp; alcohol</li> <li>• Access to health care / NHS</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of screen time</li> <li>• Digital inequality</li> <li>• Online bullying &amp; exploitation</li> <li>• Digital devices such as watches</li> <li>• Artificial intelligence</li> <li>• Virtual reality</li> <li>• Infrastructure and connectivity</li> <li>• Communication</li> <li>• Accessibility</li> </ul>	<ul style="list-style-type: none"> <li>• Operation Encompass</li> <li>• SEND – EHCPs</li> <li>• Crime</li> <li>• Weapons</li> <li>• Migration / Immigration</li> <li>• Brexit – EU</li> <li>• School compliance &amp; regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Climate Change</li> <li>• Global warming</li> <li>• Pollution</li> <li>• Unpredictable &amp; extreme weather</li> <li>• Sustainability</li> <li>• Carbon emissions</li> <li>• Renewable energy</li> <li>• Recycling</li> <li>• Building design</li> <li>• Green space</li> <li>• Parking and road safety</li> <li>• Traffic calming</li> <li>• Trees, plants and wildlife</li> <li>• Local parks</li> </ul>



**Chapel Street**  
Community Primary School

# SWOT Analysis (July 2024)



Chapel Street  
Community Primary School

# Cohorts impacted by Covid-19

Impacted	23-24	24-25	25-26	26-27	27-28	28-29
Y2 & Y3	Y6					
Y1 & Y2	Y5	Y6				
Rec & Y1	Y4	Y5	Y6			
Nur & Rec	Y3	Y4	Y5	Y6		
Pre & Nur	Y2	Y3	Y4	Y5	Y6	
Pre-school	Y1	Y2	Y3	Y4	Y5	Y6



Chapel Street  
Community Primary School

# Our long-term strategic goals (10-year)



**Quality of education** – Use effective assessment to consistently teach an inclusive, high quality curriculum that is adapted to meet the needs of, and provide challenge for, all our learners.



**Outcomes** – Every child at least meets age related expectations for all subjects, with high prior attainers exceeding this, so they leave our school ready for the next stage of their education.



**Holistic Development** – Develop resilient individuals with positive mental and physical health and empathy for others which they demonstrate through their actions.



**Leadership** – Deliver sustainable improvement through nurture, challenge, technology and highly effective systems. Grow pupils who are leaders and change-makers of the future.



**Community** – Unite a compassionate community that works together so all children thrive and everyone feels safe.



Chapel Street  
Community Primary School

# Our long-term strategic plan

Long-term strategic goal		24-26	26-28	28-30	30-32	32-34
1	<b>Quality of education</b> – Use effective assessment to consistently teach an inclusive, high quality curriculum that is adapted to meet the needs of, and provide challenge for, all our learners.	Developing	Embedding		Exceeding	
2	<b>Outcomes</b> – Every child at least meets age related expectations for all subjects, with high prior attainers exceeding this, so they leave our school ready for the next stage of their education.	Developing		Embedding		Exceeding
3	<b>Holistic Development</b> – Develop resilient individuals with positive mental and physical health and empathy for others which they demonstrate through their actions.	Embedding		Exceeding		
4	<b>Leadership</b> – Deliver sustainable improvement through nurture, challenge, technology and highly effective systems. Grow pupils who are leaders and change-makers of the future.	Embedding	Exceeding			
5	<b>Community</b> – Unite a compassionate community that works together so all children thrive and everyone feels safe.	Developing	Embedding	Exceeding		



Chapel Street  
Community Primary School

# Our medium-term goals (5-year)



**Quality of education** – Use effective assessment to consistently teach an inclusive, curriculum that is adapted to meet the needs of all our learners.



**Outcomes** – Statutory outcomes at least meet National comparators for the combined expected standard at the end of each Key Stage.



**Holistic Development** – Develop individuals with the knowledge to support positive mental and physical health and empathy for others.



**Leadership** – Deliver sustainable improvement through nurture, challenge, technology and highly effective systems.



**Community** – Unite a community that works together so all children feel safe.



Chapel Street  
Community Primary School

# Our key milestones (Outcomes)

Year	Milestone
10-year By July 2034	<ul style="list-style-type: none"> <li>• Every child at least meets age related expectations for all subjects.</li> <li>• National comparators are exceeded for all year groups at the expected and higher standards for individual subjects and combined.</li> <li>• 100% of pupils achieve full marks in the PSC and MTC.</li> </ul>
7-year By July 2031	<ul style="list-style-type: none"> <li>• Statutory outcomes at least meet National comparators for the combined expected and higher standard at the end of each Key Stage.</li> <li>• At least 90% of pupils achieve full marks in the PSC and MTC.</li> </ul>
5-year By July 2029	<ul style="list-style-type: none"> <li>• Statutory outcomes at least meet National comparators for the combined expected standard at the end of each Key Stage.</li> <li>• At least 85% of pupils achieve full marks in the PSC and MTC.</li> </ul>
3-year By July 2027	<ul style="list-style-type: none"> <li>• Statutory outcomes at least meet National comparators for Reading and Mathematics at the end of each Key Stage and writing is within 5%</li> <li>• At least 80% of pupils achieve full marks in the PSC and MTC.</li> </ul>
1-year By July 2025	<ul style="list-style-type: none"> <li>• Statutory outcomes for the combined expected standard are within at least 10% of National comparators for all key stages.</li> <li>• Statutory outcomes at least meet National comparators for Reading and Mathematics at the end of KS2 and writing is within at least 10%.</li> <li>• Outcomes for the end of KS1 for Reading, Mathematics and Writing are all within at least 10% of National comparators.</li> <li>• At least 75% of pupils achieve full marks in the PSC.</li> <li>• At least 60% of pupil achieve full marks in the MTC.</li> </ul>



**Chapel Street**  
Community Primary School

# Barriers to time

Area	Barrier	Action
Staffing	<ul style="list-style-type: none"> <li>Mental health &amp; wellbeing support</li> <li>Resistance to change</li> <li>Resilience &amp; confidence</li> <li>Ownership</li> <li>Absence – short and long term</li> <li>Inconsistent &amp; poor quality supply</li> <li>Experience – some limited to one school</li> <li>Retirement / Menopause / Generation Z</li> </ul>	<ul style="list-style-type: none"> <li>Relational approach</li> <li>Huddles</li> <li>Boundaried support</li> <li>HR Officer &amp; Fusion</li> <li>EAP / Smart Clinic / Education Support</li> <li>CPD</li> <li>Coaching, mentoring, team teach, modelling</li> <li>Forward planning and Communication</li> </ul>
Parents / Carers	<ul style="list-style-type: none"> <li>Pupil attendance</li> <li>Mental health &amp; wellbeing support</li> <li>Safeguarding (domestic abuse, physical chastisement, drugs &amp; alcohol)</li> <li>Parenting</li> </ul>	<ul style="list-style-type: none"> <li>Increased workshops</li> <li>Community offer including Women's health &amp; Roadshow</li> <li>Working party to support all children in thriving</li> <li>Home learning policy</li> <li>New full time Attendance Officer</li> </ul>
Behaviour	<ul style="list-style-type: none"> <li>Age inappropriate</li> <li>Parenting</li> <li>Development impact of Covid-19</li> </ul>	<ul style="list-style-type: none"> <li>Adapted curriculum – continuous provision</li> <li>Development of outdoor spaces</li> <li>Relational approach – Natural consequences overview, ABCP for CPOMs</li> <li>Weekly SLT monitoring meeting</li> </ul>
HR	<ul style="list-style-type: none"> <li>Absence management</li> <li>Development needs</li> <li>Conduct</li> <li>Capability</li> </ul>	<ul style="list-style-type: none"> <li>HR Officer &amp; Fusion</li> <li>Updated policies and procedures</li> <li>New Cover Management process</li> <li>Performance management for all staff – including attendance discussion (patterns &amp; trends), stress risk assessment</li> </ul>
Admin	<ul style="list-style-type: none"> <li>Supply booking procedures</li> <li>Recruitment processes</li> <li>Procurement &amp; finance procedures</li> </ul>	<ul style="list-style-type: none"> <li>School Support Team review – increased capacity</li> <li>Automation where possible</li> <li>Standard Operating Procedures</li> <li>Streamlined processes &amp; reduced bureaucracy</li> </ul>
Other	<ul style="list-style-type: none"> <li>'Lethal mutations' in implementation</li> <li>Consistency – large school</li> <li>'Dripping taps' and 'Fire Fighting'</li> </ul>	<ul style="list-style-type: none"> <li>Clear accountability / Lesson Observations / Monitoring</li> <li>Clarity &amp; Explicit direction – 'Expected / Good enough / Not acceptable'</li> <li>SMART targets, Milestones &amp; KPIs</li> <li>'Turning off the tap' – strategic bigger picture, systemic problem solving</li> </ul>



Chapel Street  
Community Primary School