



Monks Risborough

Church of England Primary School

‘A school family where everyone thrives in every way.’

Monks Church of England Primary Strategic Plan 2021–2026

Introduction

This document presents the five-year Strategic Plan for Monks Risborough Church of England School, as recommended by its Governing Body, Staff and Pupils. Consultation with parents and the wider Community, including our Church community, are planned and will be undertaken shortly.

The Plan sets out the school’s strategic priorities, and outlines the important milestones we need to achieve along the way. We have designed the plan so that it delivers our school Vision in a way that reflects our school Values, which underpin everything we do. It recognises the many existing strengths of the school and builds upon these.

At the heart of both our Vision and Strategy lies the sentiment of caring, nurturing and supporting our School Family. This Family includes our pupils and their parents and carers, our staff, our governors, our local community and the world community. Our intent is that:

- > every child’s Monks Risborough journey will provide a platform to build self-esteem, confidence and the skills to succeed in life, in a way that fosters understanding and respect for all;
- > every member of staff is supported and nurtured on their career journey, and enjoys a positive and stimulating work environment;
- > parents and carers feel like they are part of the school Family, and are consistently supported to support their children;
- > our local community feel like they are part of the school Family, regardless of whether family members attend the school;
- > the strategy should be delivered within the framework of our Christian Values.

The Monks strategic plan has 5 priorities, each with several objectives. They will all be delivered in a way that reflects our Christian Vision and Values. This means that for each priority, our success criteria will include a check that our objectives have been met in a way that supports and implements our Christian Values (objectives in green text).

Running through all priorities are objectives designed to generate a ‘mindshift’ in our approach to Diversity, with the intent that this perspective permeates all aspects of school life, enabling our pupils to ‘live’ acceptance, inclusion and equality (objectives in purple text).

There are five substantial and ambitious objectives to achieve by the end of the plan (end 2026):

1. Developing an ‘Enrichment Programme’ to develop and expand the provision of education on diversity and inclusion, the expressive arts, as well as outdoor and technological education.
2. Estate Development Feasibility Study, which will be undertaken alongside the Enrichment Programme, to identify how the School Estate can best be developed and repurposed to achieve our strategic priorities
3. Creating and running a permanent pastoral care programme, that places mental health and well-being at the centre of school life for both pupils and staff



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4. Creating an on-site preschool, to create a natural path into the school for local families, and enhancing the appeal of the school particularly for working parents.
5. Launching a new staff role as 'Community Liaison Coordinator', to enable us to bring the community into our School Family, and our School fully into the community, consistently and effectively.

Alongside these major objectives are several smaller objectives; all are listed below.



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Our Vision

Monks Risborough Church of England Primary School - a school family where everyone thrives in every way.

Jesus said, 'I came that they may have life and have it abundantly.' John 10:10

At the heart of our school is family where all are welcome. We celebrate being part of God's family where everybody respects others, the world around them and also themselves. Guided by our Christian values, it is our ambition to motivate and inspire everyone to be a lifelong, resilient and enthusiastic learner. We aspire to equip everyone to meet the challenges of an ever-changing world, and to reach out to the wider community.

We live our vision through:

- Putting the child and their family at the centre of all the decisions we make;
- Creating a warm, positive and loving environment in which to learn and work;
- Having our Christian values permeate a rich and varied curriculum that celebrates diversity, resulting in excellent outcomes for all;
- Providing an inclusive education, developing resilience and independence;
- Making the safety and physical and mental well-being of all pupils, families and staff as important as our achievement in learning;
- Play an active role in our local and wider community.

Our Strategic Priorities, underpinned by our Christian Vision and Values:

Developing motivated, independent, resilient learners through excellence in teaching and learning

Enriching education: an inclusive curriculum which engages, excites and encourages a love of learning

The whole world in our hands: respecting and caring for our environment

Supporting the school family by creating a caring, positive, loving environment in which to learn and work

Expanding our school family to prepare pupils for living in wider society

Our Values

Responsibility

Perseverance

Love

Community

Respect

Generosity

Friendship

Thankfulness



Developing motivated, independent, resilient learners through excellence in teaching and learning

Intent	What we already do well	Tactical Objectives (Years 1–2)	Strategic Objectives (Years 3–5)
1. Staff are adequately supported to strive for self-improvement through a strong appraisal structure, which will be developed from the existing appraisal process by the SLT.	Appraisal process for all staff started 2019–2020 but not a robust process yet	– SLT to scope out improvements to existing appraisal process, and consult with staff on proposed changes (year 1) – SLT Implementation of updated appraisal structure (year 2)	– Evaluation of new appraisal system (during year 3)
2. Evidence-based practice will be embedded as the standard pedagogical approach.	Leaders start initiatives using reading and research currently rather than carrying out their own research into pedagogies in our own setting. This is something we did do in the past that was successful.	– Teaching staff are supported to undertake 'action research', through training where needed (year 1) – Undertake first piece of action-research: "How can assessment practice be best used to embed 'retrieval practice'?" [Key outcomes: <i>children remember more of what they have learnt, and can better link their learning across subjects, to achieve 'deep-learning'</i>] (year 1–2)	– Excellence in teaching diversity prioritised as a piece of action research, to further develop initial approaches set out in the Enrichment Plan (see 5.1) (Year 2–3). – All staff have identified and begun to undertake a piece of Action–Research (year 3–5); – Impact of Action–Research is assessed on a continual basis (year 3+)
3. FAIL: First Attempt In Learning. All pupils will leave Monks with a love of learning that has at its core the Growth Mindset,	– Growth Mindset Heros – Power of Yet – PSHE lessons that build upon the importance of resilience, self-esteem and confidence, that allows	– Support development of teachers to practice 'growth mindset' teaching consistently across all classes (staff training) (year 1)	– Bedding-in, with measurement of improvement in key markers of Growth Mindset (start and end year 3)



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where: pupils feel confident to take risks in their learning, are comfortable in their resilience, and perceive mistakes in learning as positive steps in a journey to becoming the best they can be.	- them to take risks with their learning. — Use of the Learning Pit	– Development of existing Growth Mindset techniques to fully integrate across curriculum and rest of school life (year 2)	
4. Ensure our Christian Values and Vision underpin and enable excellent learning	— Values linked to topics for every half term — Values linked to behaviour policy which underpin good learning behaviour	– Obtain a 'good' grade at next SIAMS assessment (*Good is now the 'top' mark. Schools can apply for 'excellence' but this is no longer part of the routine SIAMS inspection) (year 1) – Identify gaps from our SIAMS inspection results (inspection possible in 2021–2022), and determine feasibility of applying for excellence. (year 2)	
Enriching education: an inclusive curriculum which engages, excites and encourages a love of learning for all			
Intent	What we already do well	Tactical Objectives (Years 1–2)	Strategic Objectives (Years 3–5)
5. Design a programme to develop a 'portfolio of enrichment', with the intent to migrate from a subject-based application, to an integrated approach which threads topics	5.1: — PSHE teaching (from 2021) uses the Jigsaw scheme, which helps teachers to create an inclusive classroom environment where everyone feels comfortable and equal — Divali and Eid celebrations	– Scope, research and develop the Enrichment Programme for each area as a coordinated approach, seeking external expertise and evidence-based practice to inform approaches likely to have the greatest impact (present plan end year 1). – Participation in activities that:	– All pupils leaving Monks will practice acceptance, inclusion and equality in their behaviours and approach to learning – All KS2 pupils should have access, in school and at home, to a computer (*not necessarily a laptop/tablet, cheaper and more



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through all aspects of school life. This will involve expansion and development of the curriculum/extra-curriculum and teaching approach in 4 priority areas: 5.1: > Diversity and Inclusion 5.2: > Expressive arts 5.3: > Technology 5.4: > Outdoor education	— Use of different texts by authors from a diverse backgrounds/main characters are from different backgrounds — Taking part in the School-Linking Project — Worship highlight key events that are celebration nationally and internationally such Pride Month, Women International Day, Children's Mental Health Day, World Religion Day. — Black History Month is celebrated in school with all classes dedicating history lessons in October towards learning about black history. 5.2: — After-school and lunchtime clubs offering dance, foreign languages and art. — Themed weeks to celebrate subjects/curricular areas, e.g. 'STEAM' week — Music concerts -carols at Christmas and summer concert — Drama: Nativity play (EYFS & KS1), Nativity St Dunstan's play (Yr3&4), Leavers' Play (Yr6). — Take part in Young Voices -children perform at the o2.	▪ stretch experience and understanding of other cultures, across races and religions ▪ stretch experience with technology, e.g. coding club ▪ enable participation in expressive arts, e.g. art exhibitions, dance productions (Year 2)	creative/challenging alternatives include Raspberry Pi, £34 each) (Year 3) — All pupils in year 5–6 should be digitally literate (teacher assessment) (<i>*year 5 arbitrary, needs teacher input</i>). (Year 3) — Outdoor learning opportunities for all year groups, on a regular basis, across the curriculum (years 4–5) — All pupils leaving Monks should have the mindset that a career in digital industries is possible, and understand that they can be changers of technology (pupil survey) (Years 2–5).
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	— Whole class sets of musical instruments -recorders, African Drums, Ukeleles. 5.3: — Classes in IT suite to learn computing, using programmes such as Purple Mash that allow art, maths and English to be experienced via technology. — Class set of Chromebooks that are used within all subjects. — All teachers have a class tablet. 5.4: — Trips (day and residential) — EYFS outdoor learning area — School pond. — Moving of footpath to allow for learning outdoors to happen more easily		
6. Undertake a feasibility study to repurpose and develop the school estate that will allow us to resource and implement the Enrichment Programme	Moved footpath so school field is now part of the main school site.	– To be developed alongside Enrichment Programme (findings presented end Year 1). Items to consider include: ▪ Redesigning Reception and KS1 area, including kitchen and IT suite ▪ School pool area (enhance vs repurpose) ▪ Building on undeveloped school property	



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		▪ Opportunities for generating revenue ▪ Upgrading school broadband to high speed network ▪ Sources of funding	
7. Programme to Develop the School Estate (detail to be drawn up in feasibility study).		– Dependent on results of feasibility study (Years 1–2)	– Dependent on results of feasibility study (Years 3–5)
8. Expanding existing teaching resources so that they celebrate diversity and inspire children to lifelong learning	Curriculum has planned diversity (e.g. Year 6 reading Hidden Figures) Take part in School Linking Project Visits to different places of worship Teachers are making a wish list of books that ensure we have diversity in our texts. Planned review of curriculum and diversity links	– Scoping report: which resources are needed to ensure life's full richness of diversity are reflected in teaching materials (Year 1)	– Acquiring new and inspiring materials for all ages and abilities across the curriculum (Years 2–5). – Cataloguing new resources shows materials in place for all areas of the curriculum, across all year groups (end yr 5)
The whole world in our hands: respecting and caring for our environment			
Intent	What we already do well	Tactical Objectives (Years 1–2)	Strategic Objectives (Years 3–5)
9. Place caring for our planet and environment at the heart of resourcing and procurement decisions	Paper recycling facilities Teaching children about key issues relating to caring to the environment Worships planned into discuss caring for the planet Walk to school weeks	– Review all consumption activities and identify areas of improvement with a view to ensuring decisions and resource use are sustainable, and carry low environmental impact (Year 1).	– Achievement of key sustainability targets (Years 3–5)



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		– Explore how we can support the local community through endeavours to be more sustainable (Year 1) – Create an environmental policy, including key sustainability targets (Year 1–2). – Implement the policy (Year 2)	
10. Educate and Empower pupils to care for and nurture their environment, as environmental citizens and Green Ambassadors	– Environmental issues (e.g. plastic pollution) part of learning across some curriculum subjects – Worships planned into discuss caring for the planet – Walk to school weeks	– Delegate staff member to undertake 'Education for Sustainable Development' course (WWF) (year 1/2) – Embed importance of environment education to ensure consistent and sustainable approach (consider Enviro/Eco Lead) (Year 2)	– Create school competition to create wildlife microhabitats on school grounds (Year 3) – Gain WWF Tes Sustainable Schools award (Year 5)
Supporting the school family by creating a caring, positive, loving environment in which to learn and work			
Intent	What we already do well	Tactical Objectives (Years 1–2)	Strategic Objectives (Years 3–5)
11. Develop a permanent resource that places mental health and well-being at the centre of our agenda, with the intention of establishing a resource that is both active (pipeline to spotting problems) and responsive (supporting upon request).	– Work with outside agencies such as School Nursing Team/ Family Support workers – Refer staff to occupational health – Open door policy with SLT – Mindfulness lessons, PHSE lessons	– Obtain the Mental Health and Well-Being Quality Care Mark (Year 1) – Employ Home School Link Worker/pastoral care worker (Year 2) – Set up a nurture room for pupils and staff	– To develop a fully embedded pastoral care service, that is used and that pupils and staff feel confident to use (end year 5)



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Expanding our school family, to prepare pupils for living in wider society			
Intent	What we already do well	Tactical Objectives (Years 1–2)	Strategic Objectives (Years 3–5)
12. Open an on-site pre-school, to create a natural path into the school for local families, and enhance the appeal of the school particularly for working parents		– Include scoping in Feasibility Plan (Year 1)	– open first intake of the new preschool (Year ?3–4)
13. Play an active role in our community, so that our community feels like they are a part of the school family – even if they don't have children at Monks	– Harvest donation to One Can – Cards delivered to our neighbours – Links pre-covid to lunch club at church – Pre-covid carol singing at Baptist Church Christmas lunch and at Princes Risborough Christmas Festival	– Link to local schools with backgrounds different to our own, so that children learn to love and respect and share friendship with all people (RESPECT, FRIENDSHIP) (Year 1). – Employ a Community Liaison Officer/Coordinator (could we get someone to sponsor this?) [developing a permanent resource to support community linkages, ensure consistency in approach, and identify opportunities for further enrichment] (Year 1–2) – Buddy up with a local retirement home (RESPECT children learn to respect elders, FRIENDSHIP children share their time and learn to build relationships, BEHAVIOUR showing school values in the community) (Year 2)	– Link to school in another country? (world community) (RESPECT, FRIENDSHIP) (Year 3). – Maintain links (Year 5).



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		– One Can initiative at school (local food bank stationed at school) (GENEROSITY to those in need, COMMUNITY) (Year 1).	
Our Christian Vision and Values			
Intent	What we already do well	Tactical Objectives (Years 1–2)	Strategic Objectives (Years 3–5)
14. Has each objective been defined and delivered in a way that supports and implements the School's Christian Vision and Values?	This is specified for each individual section above	– Measured as an explicit success criterion for all objectives	– Measured as an explicit success criterion for all objectives