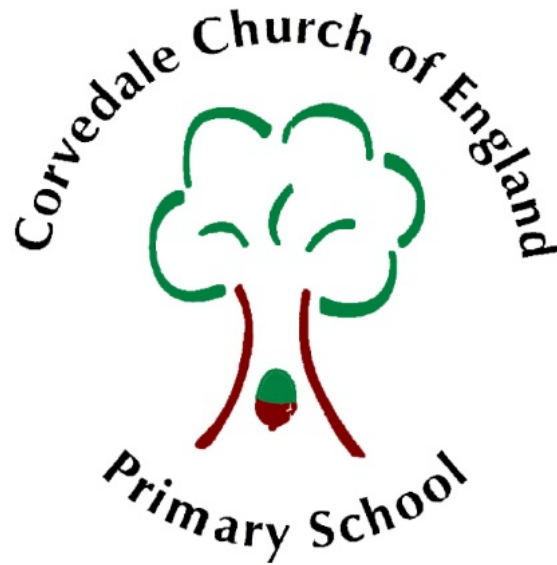


Love God Love Learning Love Life



Corvedale Church of England (aided) Primary School & Nursery

Strategy

2022–2027

“I have come so you may have life in all its fullness” John 10:10

Version

This version was reviewed at the governing body meeting of June 24th 2025.

The next review is due by: November 2026

Foreword

We are pleased to present our long-term strategy for Corvedale Church of England Primary School.

We are proud of the school's achievements 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.

David Hedgley (Chair of Governors) and Neil Davda (Headteacher)

Chair of Governors: Headteacher:

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1. Strategy development and review

1.1 What and who?

This strategy sets out how we will work towards the schools stated vision and aims, and promote better our Christian values and ethos. It is aimed at the key stakeholders in the school, children and their parents, staff, governors and other stakeholders.

The strategy is developed through discussion by, and consultation with, staff, governors, parents and pupils. It is informed by school self-evaluation.

The strategy incorporates the school's response to the recommendations made in its last Ofsted Inspection Report (2024) & SIAMS Inspection Report (2019) and LA School Improvement Adviser's performance monitoring reports (2021-25). It also considers the governors view of likely changes in the environment within which the school operates.

The strategic plan is complemented by the School Development Plan (SDP), a shorter-term operational plan extending over a period of 1-3 years. The SDP is developed by the staff team and sets out in operational terms the actions to be taken in the short to medium term to work towards the longer-term strategy.

1.2 Review and revision of plan

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

2. School context

Corvedale C of E Primary School & Nursery is a smaller than average, rural, Voluntary Aided school, situated in the heart of the picturesque Corvedale in the village of Diddlebury, Shropshire, between the historic towns of Ludlow and Much Wenlock. It is run in partnership between Shropshire Council and the Diocese of Hereford, both of which are represented on the Governing Body.

Our intake is predominantly white English (7.5% ethnic groups). We have a higher deprivation indicator (0.11) than many schools in Shropshire including our neighbouring rural schools. The locality is made up of the indigenous farming community and working families. A significant number of pupils travel from out of catchment.

In school we cater for children from 4 to 11 years of age. Our nursery caters for 2 – 4-year-olds. The school's capacity is 105 pupils. Our agreed admissions number is 15. All classes are mixed age due to cohort numbers. Cohorts vary in size. The school has 63 pupils on roll (July 2025) - lying within the lowest 20th percentile nationally). Number on roll has fallen over the past few years but are stable now and with the present nursery numbers should rise in 2027. Children enter the school in September in the year in which they are five.

It was rated 'Good' by Ofsted following their Inspectors' visit in May 2024 in all areas. Last SIAMS September 2019 rated us 'Requires Improvement' in some areas.

Shropshire LA evaluation agrees that we are a good school and rate us as in need of a low level of support

" The school's financial position is currently finely balanced due to a combination of reduced central funding and a period of reduced numbers on roll. Prudent budget setting and rigorous financial management is in place and sustainability funding for the Nursery has been secured for the next two years if required"

3. Strategic Priorities (not in any particular indicative of an order of priority)

- **To deliver high quality pupil outcomes through engaging curriculums in all subjects which sustain all pupils' interests, promote a culture of success and achievement, and meet national curriculum requirements.**
 - Develop engaging high-quality curriculum plans for all subjects
 - Implement these curriculums
 - To understand where/why expected pupil outcomes are not been met
 - Review the impact on pupil outcomes and further develop the curriculums and other actions
- **Ensure future sustainability of the nursery and the school**
 - Conduct a financial forecast given the resources and facilities required to achieve our strategic aims and the funding forecast given pupil number predictions and determine whether or not this strategy is viable in the longer-term.
 - Determine what, if anything needs to be done to ensure sustainability or otherwise achieving our vision for pupils and make recommendations
- **Leadership and management provide the support and prioritises the resources that enable excellence in teaching**
 - Develop the talent management at the school to support staff as they strive for excellence in teaching
 - Enable greater collaboration to share best practice with other professionals
 - Encourage experimentation with teaching methods and strategies
- **Strengthen the partnership with parents and the community to improve pupil outcomes**

- **Leverage the Schools Christian Ethos and values to sustain and further develop a safe, supportive and inspirational environment in which to learn, teach, work and be a part of.**

4. Implementation, Monitoring and Evaluation

4.1 Implementation of the plan

The strategy sets out the 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.

4.2 Monitoring

The leadership team, including the governing body, monitors the pertinent areas delegated to them in the “Scheme of Delegation. The impact of this strategy and the SDP is assessed in various ways including the SEF, Link Governor visits, audits, Head teacher reports to governors, questionnaires and the School Improvement Advisors monitoring visits.

4.3 Evaluation

The governing body will use School Improvement Advisor visits, SIAMS and Ofsted inspections as a key evaluation tool along with our Key Performance Indicators.