



## **Crowcombe and Stogumber C of E Primary Schools Long Term Strategy v 2**

<b>Date ratified by the Governing Body following full review</b>	<b>May 2025</b>
<b>Review Cycle</b>	<b>Annually</b>
<b>Review Date</b>	<b>May 2026</b>

## **Introduction**

The purpose of this strategy is to identify the priorities over the next 5 years. The Governors have identified 5 objectives and key actions associated with these. The Governors, staff, pupils, families and local communities will be responsible for achieving these objectives.

Progress on the key actions should be monitored by the governors once a term and the whole strategy should be reviewed at least once a year. The challenges faced by our schools will evolve over time and the strategy needs to be flexible and reflect this.

The Schools' ethos, vision and values have been integral in the formulation of this strategy and these are unlikely to change over the next five years, acting as the cornerstone for future decisions.

## **Ethos**

Crowcombe and Stogumber Schools are Church of England Primary schools and the Christian beliefs and values are reflected in the ethos of the schools. The children are at the centre of all decision making, the children come first. The schools are committed to inclusion, celebrating difference, to promoting equality, self-belief and a culture of confidence where success is celebrated. Everyone is unique, created by God, for a unique purpose. The Ethos is embodied by the children; they love to learn, care for one another and are proud of their surroundings.

## **Values and Vision**

Crowcombe and Stogumber C of E Primary Schools are a school community committed to mutual respect where every individual is valued, respected, encouraged and empowered to reach their potential.

### **Together, Let us Love, Encourage, Achieve and Flourish**

Our school vision is theologically rooted and underpins and is interwoven into all aspect of school life. It is through this vision that we model our school culture, values and ethos. Our school vision drives our work and enables the schools to live up to their foundations as church schools. It reflects the needs of the schools and communities and through embedding and living out this vision we hope to deepen the relationship between the schools, families, churches and communities.

The purpose of our school vision is to lay out Who we are; Why we are here; and therefore How we live our lives. When exploring this we considered our 5 core values:

Generosity      Optimism      Determination      Curiosity      Courage

## **Background**

Crowcombe and Stogumber C of E Primary Schools were federated in 2005. A permanent Executive Head has been in post since September 2022 and a strong team of teaching and support staff is in place. Children are registered at either Stogumber, or Crowcombe, but attend school at both locations. Reception and Key Stage 1 are based in Stogumber and Key Stage 2 in Crowcombe (this can flex slightly, depending on year group number). The children come together for a variety of events and occasions over the course of the school year. Situated on the edge of The Quantock

Hills National Landscape, the schools are blessed with an abundance of natural resources and have a reputation for utilising these within the children's education.

Located in a rural area, the schools' catchment area extends well beyond the boundaries of the two villages, encompassing a number of other local villages. The boundary was reviewed and extended slightly in 2019 and has remained the same since. A significant number of children also attend the schools from outside of the catchment area.

The number of pupils starting school in the reception year for the last 4 years has been strong. The intake for 2025-2026 is above our PAN. As the school does not have a pre-school provision onsite the children transition to school from a wide range of early years' settings. Due to our rural location this does mean some pupils have not attended any early years provision prior to starting school.

The schools straddle two senior school's catchment areas. Kingsmead (Wiveliscombe), to the south, is a secondary school, and is where most pupils have progressed to in the past 6 years. West Somerset, to the north and west, encompasses Danesfield Middle School (Williton) and West Somerset College (Minehead)..

The school financial accounts remain in a very healthy position. Whilst many rural primary schools have struggled to balance their books, Crowcombe and Stogumber have retained a surplus of funds, which is being used to enhance the curriculum, teaching and learning, and learning environment for the pupils on roll. This is down to prudent financial management and maximising the potential of local development funds and grants.

The schools have strong ties to the local communities and are very well supported in this regard. There is an excellent PTA (Parent Teacher Association) and this has had a great effect on the facilities available to the children.

The Schools' most recent OFSTED inspections were section 8 ungraded inspections in January 2025. The following areas for development were identified:

- Expectations for how some pupils should behave are not high enough. At times, low-level disruption is allowed to persist. As a result, pupils' learning, including in phonics, is hampered. The school must ensure that staff develop the expertise they need to apply the agreed policy for managing behaviour consistently so that all pupils can learn the curriculum well without disruption.
- In some subjects, the school has not identified the most important knowledge that they want pupils to learn. As a result, there are gaps in what pupils know and remember. The school needs to ensure that the most important knowledge is clearly defined so that pupils build their knowledge sequentially.
- In some subjects, assessment is not used well enough to check that pupils have remembered the knowledge they have been taught. This means that pupils make repeated errors and misconceptions are allowed to persist. The school should ensure that teachers are supported to use assessment strategies effectively in order to identify and address gaps in pupils' knowledge. (Crowcombe Report)
- In some subjects, teachers do not routinely check for and correct pupils' misconceptions or gaps in their understanding. This leads to pupils' mistakes or misunderstandings not being addressed well enough. The school should ensure that teachers routinely identify gaps in knowledge and address misconceptions swiftly. (Stogumber Report)

The schools' governing body has taken into account all of the background information in order to set 5 key objectives that it believes will ensure that the schools continue to flourish and serve the needs of the local community:

### **Long Term Objectives**

#### **1) Ensure the safety and wellbeing of the children, staff and governors**

- Review all safeguarding, attendance and behaviour data and actions at least every half term as a leadership team, ensuring relevant data is recorded accurately on CPOMS
- Termly safeguarding, attendance and behaviour monitoring meetings are held with the safeguarding governor
- Reports on overview of safeguarding, attendance and behaviour data, trends and actions at every FGB meeting
- The attendance levels of all pupils are above the national average
- Staff retention is in line with national trends
- Gather and review how well supported staff, children and parents feel and take action to ensure that this is on an upward trend.

#### **2) Protect the Christian Ethos and Values of the school**

- Maintain Judgement 1 at the next SIAMS inspection
- Demonstrate that the Ethos and Values of the school underpin the pupils' spiritual, moral, cultural, and social development through the curriculum and other activities
- Demonstrate that the recruitment process ensures that new staff represent Ethos and Values and that these are imbedded into the Staff Code of Conduct
- Ensure that all school communications (including the school website) accurately reflect the Ethos and Values.

#### **3) Provide an attractive, rounded offering, that utilises the local environment**

- School offering includes breakfast and afterschool wrap around care which supports pupils' personal development and enrichment opportunities.
- Art / Music / Sports / LOTC experts used to provide dedicated lessons within school hours and after school
- Location of the schools and LOTC used to enhance learning throughout the curriculum
- Establish and maintain links throughout the local community, nationally and internationally.
- Develop strong links with local early years settings and provide enhanced transition opportunities for new entrants.
- Ensure a broad, ambitious and inclusive curriculum for all pupils which is coherent planned and sequenced to build on prior learning in all subjects.

#### **4) Perform exceptionally well and across all aspects of the school**

- Ensure pupil's GLD (Good Level of Development) at the end of the reception year is above national average.
- Ensure pupil's attainment in the KS1 phonics screener check is above the national average.

- Ensure pupil's attainment in the KS2 multiplication tables check is above the national average.
- Ensure pupil's Reading, Writing and Maths outcomes at the end of Key Stage 2 are above the national average.
- Termly review meetings to be held for every child covering academic and personal development, ensuring progress from their starting points, with relevant support and provision identified and monitored.
- Strong leadership and governance evident through curriculum monitoring.
- Investing in staff professional development to ensure high quality first teaching.
- Establish partnerships with other schools to share best practise
- Demonstrate the effective use of necessary and appropriate resources (financial, physical and human).

5) Ensure long term prosperity of both schools with proficient management of all resources

- Ensure that the combined budget for the two schools operates annually with a minimum 5% surplus
- Establish a succession plan for school staff and governors to ensure contingency and continuity
- Create a Real Estate strategy to ensure that the schools manage demand whilst remaining within budget and being true to our Ethos and Values
- Review school environments to sure meeting the inclusive and accessibility needs of all pupils, staff and governors.
- Appraise "partnership opportunities" on an annual basis, ensuring that the schools are proactive, rather than reactive

### **Conclusion**

The governors have very high expectations for all associated with Crowcombe and Stogumber C of E Primary Schools. Achieving these objectives will not be easy. They are challenging for governors, teachers, support staff, children, families and the Church community. However, the outcomes should be significant and rewarding ensuring a brighter future for all.

### **Glossary**

*Federated* - A federation is a legal governance structure where between two and six schools share a single governing body

*CPOMS* - Child Protection Online Management System

*PAN* – Published Admission Number

*SIAMS* - Statutory Inspection of Anglican and Methodist Schools

*FGB* – Full Governing Board