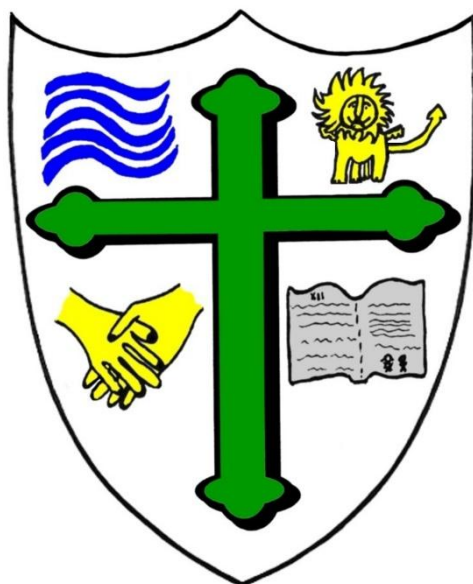


Highcliffe St Mark Primary School and Fledglings Pre-School



Governor's Strategic Plan 2026-2030

GOVERNING BODY STRATEGIC PLAN 2026–2030

Our Vision

Our vision is to enable every child to flourish—academically, socially and spiritually—developing a strong sense of self-worth and responsibility for others within a caring and inclusive community.

1. Our Christian Vision

Highcliffe St Mark Primary School is a Church of England Foundation School where our Christian values of respect, courage and compassion, rooted in the teachings of Jesus, are at the heart of everything we do.

Inspired by:

- “Love your neighbour as yourself” (Matthew 22:39)
- “Life in all its fullness” (John 10:10)

we nurture confident, curious learners who are equipped to contribute positively to their communities and the wider world.

Our Christian vision actively shapes curriculum design, inclusive practice, leadership decisions and strategic direction, ensuring that all pupils and adults can flourish.

2. Strategic Context (2026)

School Context

Highcliffe St Mark CE Primary School is a larger-than-average primary school within the BCP Local Authority. The school and the local area are currently experiencing a period of falling pupil numbers. The proportion of pupils eligible for Free School Meals and Pupil Premium funding is below national averages. While the proportion of pupils with Special Educational Needs and Disabilities (SEND) is below national the percentage of children with complex needs and an EHCP is close to the national average. The school serves a mixed community with a range of social and educational needs, contributing to its strong focus on inclusion.

Governors recognise that this context presents both opportunities and challenges. In response, they have identified three core strategic drivers for the next phase of development:

- Inclusion and Outcomes
- Financial and Organisational Sustainability
- School Improvement and Quality of Education

School Improvement Journey

SIAMS (2023) judged the school to meeting the requirements of a Church of England Primary School. In 2024, Ofsted judged the school to be Requires Improvement, downgrading the school from Good. Since the inspection, leaders have worked to raise standards across all inspection areas.

Internal monitoring and external validation (Local Authority Review, Spring 2026) confirms:

- Secure and improving consistency in teaching and learning
- Stronger leadership monitoring and evaluation
- Embedded whole-school approaches (e.g. vocabulary, oracy, adaptive teaching)
- A positive professional culture, with high levels of staff trust and engagement
- Oracy and language development identified as a particular strength

There is clear evidence of:

- Improved classroom practice and consistency
- Strengthening subject leadership and curriculum structures
- Early indications of sustained improvements in internal outcomes and pupil engagement

The school is now in an embedding and accelerating phase, where the priority is to ensure that these improvements lead to consistently strong outcomes for all pupils over time.

Inclusion and Outcomes

The school has a strong culture of inclusion, rooted in its Christian vision:

- Language-rich environments and adaptive teaching are well embedded
- Pupils feel safe, supported and able to articulate their learning
- Provision for pupils with SEND and additional needs is strong

However, monitoring and IDSR data indicate that:

- Outcomes for disadvantaged pupils remain below national averages
- Some gaps persist between vulnerable and non-vulnerable groups

The next phase of improvement is to ensure that this strong inclusive practice translates into consistently strong academic outcomes for **all** pupils. This is the school's primary strategic priority.

Financial and Organisational Context

The school is currently facing financial challenges linked to demographic and national pressures:

- A reduction in pupil numbers has led to a planned decrease in PAN from 90 to 60 from September 2026
- This is expected to result in a falling roll over time
- The school has set a deficit budget for 2026–2027
- Wider pressures include staffing costs, national pay awards and increasing operational costs

Leaders and governors are responding proactively by:

- Aligning staffing structures to pupil numbers
- Prioritising resource allocation to maximise impact on outcomes
- Planning strategically for long-term financial sustainability

Strategic decisions will ensure that educational quality, inclusion and pupil outcomes remain central.

3. Strategic Priorities (2026–2030)

The governing body has agreed three overarching strategic priorities, bringing together key areas of development to ensure clarity, focus and impact.

Priority 1: Culture – Belonging and Community

Strategic Intent

To sustain and deepen the school's inclusive, values-driven culture so that all pupils and adults feel a strong sense of belonging, wellbeing and are able to flourish within the school community.

Key Focus

- Embedding inclusive practice that secures strong outcomes for all pupils, particularly those who are disadvantaged or have SEND
- Promoting pupil wellbeing, safety and emotional development
- Strengthening relationships with families and the wider community
- Ensuring the Christian vision actively shapes school life, curriculum and leadership
- Developing pupils as responsible, respectful and engaged citizens

Success by 2030

- Pupils demonstrate high levels of wellbeing, confidence and engagement
- Disadvantaged and SEND pupils achieve strongly and gaps are significantly reduced
- The Christian vision is clearly lived and evident in all aspects of school life
- Strong partnerships with families and the community are sustained

Priority 2: Outcomes – Learning and Achievement

Strategic Intent

To secure consistently high-quality teaching and learning that leads to strong progress and attainment for all pupils across the curriculum.

Key Focus

- Embedding consistent, high-quality teaching, routines and expectations across all classes
- Ensuring deep, connected learning through a well-implemented curriculum
- Using assessment precisely to identify and address learning gaps
- Strengthening progression from pupils' starting points
- Further developing oracy, vocabulary and language as foundations for learning

Success by 2030

- Teaching is consistently strong across all classes and subjects
- Pupils demonstrate secure, connected understanding across the curriculum
- Progress is at least in line with national outcomes across core subjects
- Attainment shows a clear upward trend over time
- Pupils articulate their learning confidently, supporting strong outcomes

Priority 3: Finance – Sustainability and Resourcing

Strategic Intent

To provide strategic oversight that ensures the long-term financial sustainability of the school while maintaining high-quality provision and educational outcomes.

Key Focus

- Ensuring staffing structures remain sustainable and aligned to pupil numbers and future projections

- Overseeing the strategic use of financial and human resources to maximise impact on outcomes
- Managing the impact of falling rolls and budget pressures effectively
- Ensuring a broad, balanced and ambitious curriculum is maintained within available resources

Success by 2030

- The budget is returned to a balanced and sustainable position
- Staffing structures are efficient, stable and aligned to need
- Resources are used effectively to support high-quality teaching and learning
- Financial decision-making supports long-term organisational sustainability

4. Governance and Accountability

The Governing Body will:

- Monitor progress against priorities termly
- Use:
 - Headteacher reports
 - School Development Plan (SDP)
 - Pupil progress data
 - Link governor visits including talking to leaders, children and looking at learning in books
 - Stakeholder voice

The governing body will focus particularly on:

- Sense of belonging and wellbeing of the whole school community
- Quality of education and outcomes for all
- Progress and attainment of vulnerable groups
- Impact of leadership actions
- Financial sustainability

Governors will ensure that inclusive practice leads to equitable outcomes for all pupils.

5. Review and Evaluation

- The plan will be reviewed annually

- Progress will be evaluated against:
 - Pupil outcomes
 - Quality of teaching
 - Inclusion impact
 - Financial position
- A full strategic refresh will take place in 2030

Final Statement

This strategic plan reflects the school's strong improvement journey and sets a clear direction for the next phase: to embed and sustain high-quality provision, ensure consistently strong outcomes so that all pupils can flourish, and secure the long-term sustainability of the school.

Appendix: Acronym Glossary

- **BCP** – Bournemouth, Christchurch and Poole (Local Authority)
- **DfE** – Department for Education
- **FSM** – Free School Meals
- **IDSR** – Inspection Data Summary Report
- **LA** – Local Authority
- **Ofsted** – Office for Standards in Education, Children’s Services and Skills
- **PAN** – Published Admission Number
- **PP** – Pupil Premium
- **RE** – Religious Education
- **SDP** – School Development Plan
- **SEND** – Special Educational Needs and Disabilities
- **SIAMS** – Statutory Inspection of Anglican and Methodist Schools