



Metheringham Primary School

"Inspire, Believe, Achieve"

5 Year Strategic Plan

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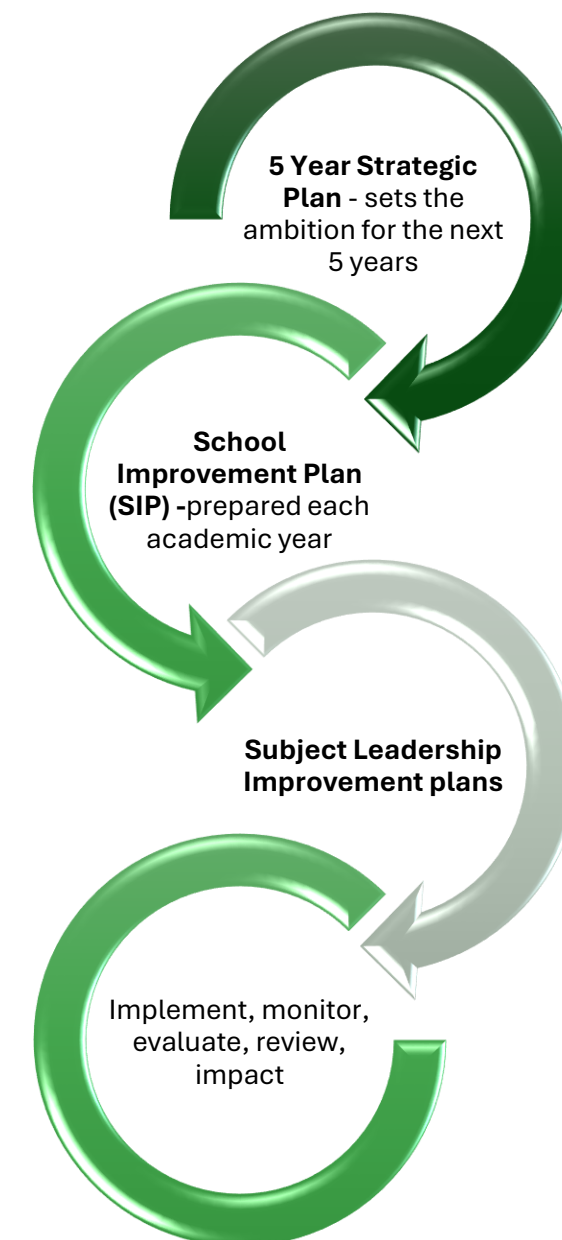
The Governing Body of Metheringham Primary School has produced a five-year strategic plan that sets out our strategic priorities and describes the important key actions we need to achieve along the way. This includes our vision, strategic priorities and the values that underpin all we do. We'll be regularly tracking progress to ensure continuous improvement. Our strategic plan has been compiled with ideas from our children, parents and staff; it recognises the many existing strengths of the school and builds upon these. We are committed to meeting the needs of our pupils, helping them realise their potential and move with confidence into the next stage of their lives.

The five-year strategic plan sets the strategic direction for the next five years based on input from stakeholders, school finance and ensuring that we evolve with the ever changing world we live in. School improvement has and continues to be the bedrock of Metheringham Primary School where we are all seeking the best for children and families we serve.

The diagram shows how the Governing Body five-year strategic plan fits into other key parts for driving standards to for fill our vision. The School Improvement Plan (SIP) sets key priorities for the academic year in which leaders action and implement. Governors then hold leaders to account through governor meetings and by playing an active role in monitoring these actions.

At Metheringham Primary School we want a school that is thriving at all levels. We believe that everyone plays an important leadership role in empowering lifelong learning this is why subject leadership improvement plays a crucial role within the whole cycle. The cycle of implementing, monitoring, evaluating helps drive forward positive impacts for the school community. We stride towards dovetailing monitoring through a plan, do, review approach which to ensure governors and leaders create strong interconnections when it comes to monitoring and evaluation. As a school we seek to evolve and ensure actions are purposeful seeking the very best outcomes for the school community.

The rest of this document sets out the journey of our five-year strategic plan.



Our Vision

To inspire lifelong learning, nurture well-being, and empower our school community to thrive in the modern world and beyond.

Our Strategic Priorities

Thriving People

We will ensure an inclusive community where people have the right skills and values to make a positive difference.

We aim to recruit, develop and retain a highly skilled workforce, including subject specialist teachers, who are committed to providing pupils with the best possible education.

Thriving Place

We will invest for the future to ensure the needs of our community are met in an ever-changing world.

Our aim is to invest in the future, providing spaces, resources and provision that reflects the needs of the community, a modern world curriculum and facilities that are inclusive, inspiring and purposeful.

Thriving Learning

Pupils have equal access to high quality opportunities enabling them to fulfil their potential, whilst maintaining a broad, rich, ambitious, diverse and inclusive curriculum with high expectations for all.

Our aim is to ensure that there are no limits to what pupils can achieve by offering excellence in teaching and learning and raising aspirations for all.

Our Values

Honesty

Curiosity

Courage

Kindness

Pride



Our values underpin all we do at Metheringham Primary School which helps us to for fill our vision. The table below shows what our values will look like:

Values	What will this look like?
Honesty	Being truthful Showing respect Clear communication
Curiosity	Questioning Finding out Open mind Hard thinking
Courage	Being brave Resilience Determined
Kindness	Acceptance Tolerance Understanding Valuing everyone
Pride	Team Responsibility Care Self-motivated Intrinsic motivation



At the heart of our 5 Year Strategy is a clear ambition to ensure, we have thriving people, a thriving place and thriving learning. The table below shows how we intend to achieve this ambition and what this will look and feel like here at Metheringham Primary School.

<p style="text-align: center;">Thriving People</p> <p>We will ensure an inclusive community where people have the right skills and values to make a positive difference.</p> <p><i>We aim to recruit, develop and retain a highly skilled workforce, including subject specialist teachers, who are committed to providing pupils with the best possible education.</i></p>	<p style="text-align: center;">Thriving Place</p> <p>We will invest for the future to ensure the needs of our community are met in an ever-changing world.</p> <p><i>Our aim is to invest in the future, providing spaces, resources and provision that reflects the needs of the community, a modern world curriculum and facilities that are inclusive, inspiring and purposeful.</i></p>	<p style="text-align: center;">Thriving Learning</p> <p>Pupils have equal access to high quality opportunities enabling them to fulfil their potential, whilst maintaining a broad, rich, ambitious, diverse and inclusive curriculum with high expectations for all.</p> <p><i>Our aim is to ensure that there are no limits to what pupils can achieve by offering excellence in teaching and learning and raising aspirations for all.</i></p>
<p>What will this look like?</p>		
<ul style="list-style-type: none"> ✔ Investing in CPD – Equipping staff with up-to-date skills through continuous professional development. ✔ High-quality teaching & mentoring – Enhancing excellence through training, peer coaching, and mentoring. ✔ Visionary leadership & governance – Driving innovation and high expectations for school improvement. ✔ Retention strategies – Supporting staff with career growth, well-being, and workload balance. ✔ Prioritising well-being – Promoting mental and physical health through initiatives and pastoral care. ✔ Inclusive & compassionate culture – Ensuring everyone feels valued and supported. ✔ Meeting community needs – Engaging with families to tailor resources and support. ✔ Empowering people – Encouraging independence, creativity, and leadership. ✔ Fostering positive relationships – Building strong, respectful connections within the school and beyond. 	<ul style="list-style-type: none"> ✔ Sustainability – Embedding environmental awareness and sustainable practices into the curriculum and school life. ✔ Financially Viable – Ensuring the school’s financial stability by making efficient use of resources and securing funding for future initiatives. ✔ Meeting Demand – Continuously evaluating and adjusting resources, staffing, and facilities to meet the needs of a growing and changing community ✔ Access – Ensuring all pupils have equal access to high-quality learning experiences, resources, and opportunities, regardless of background. ✔ Nurturing Environments – Creating safe, inclusive, and well-resourced environments that support learning, well-being, and personal growth. ✔ Technology Integration – Using technology effectively to enhance learning, communication, and collaboration in an evolving digital world. 	<ul style="list-style-type: none"> ✔ Inclusive Teaching for SEND: Accessibility is ensured through adaptive teaching. ✔ Whole-Child Approach: Focuses on academic, emotional, social, and physical development, with mental health programs, mindfulness, and physical activities integrated into the day. ✔ High Standards in the curriculum and outcomes: Rigorous curriculum in English, maths, and science, with regular assessments to track progress and address learning gaps. A broad and balanced curriculum in which pupils attainment is high. ✔ Secure Teaching and Learning: Evidence-based practices and regular feedback ensure effective teaching. ✔ Digital Literacy and Computing: Technology is integrated across subjects. ✔ Academic Success and Progress: High expectations for all pupils. Academic success is celebrated. ✔ Inclusive and Diverse Curriculum: A broad curriculum that promotes diversity, citizenship and extracurricular activities to develop skills, passion and interests.
<p>How will this feel?</p>		
<ul style="list-style-type: none"> 🌟 Inspiring – A place that nurtures potential and builds confidence. 😊 Supportive – A school where people uplift and care for each other. 🚀 Empowering – Everyone has opportunities to grow, lead, and succeed. 🌍 Inclusive – A welcoming environment where diversity is celebrated, and every individual feels valued, respected, and heard. 	<ul style="list-style-type: none"> 🌐 Forward-thinking – A school that adapts, innovates, and prepares children for the future. 🤝 Community-focused – A place where everyone feels included and valued. 🌱 Sustainable – A school that prioritises the environment and long-term growth, both financially and socially. 	<ul style="list-style-type: none"> 🌟 Inclusive – Every child succeeds 🎯 Ambitious – Children are encouraged to challenge themselves and exceed their own expectations. 🌐 Broad and Diverse – Children are exposed to a wide variety of subjects, cultures, and ideas that expand their horizons. 💻 Technology-Enhanced – Children have regular access to technology that enriches their learning

The table below shows the key ambitions for the next five years and the outcomes they intend to achieve. Each year there are key actions that will be carried out as part of the School Improvement Plan. In the light green part of the table the impact statements set out what the intended impact will be.

OBJECTIVES	OUTCOME		2024/25	2025/26	2026/27	2027/28	2028/29
OBJECTIVE 1 Thriving People We will ensure an inclusive community where people have the right skills and values to make a positive difference.	Our children embody the Metheringham Values and understand how these equip them for life.	Key Actions	All stakeholders have reviewed the demographics and needs of the school and community. A shared vision and robust strategic plan are established.	Children articulate the school values in the classroom and beyond.	Children articulate their curiosity and courage. They demonstrate independence and resilience when faced with challenging learning.	Children have an understanding of how the school values enable them now as learners. Intrinsic motivation is evident across the school community.	The school values are embodied by all and pupils feel a sense of belonging which enables them now and in the future as learners.
	Our staff are equipped with skills, support, and leadership opportunities to drive improvement.		Complete a whole-staff audit to identify professional development needs, leadership potential, and support requirements.	Implement an individualised CPD programme linked to staff roles, pupil needs, career aspirations, and school improvement priorities.	Establish and deliver incentives to engage in leadership development to support aspiring and current middle leaders.	Empower staff to lead on whole-school improvement projects, with structured support and measurable impact.	Fully embed succession planning, with clear pathways and opportunities for staff to move into senior and middle leadership roles.
	Our staff and pupils feel like they belong		Leaders engage in CPD and reading around culture and create a strategy with belonging at the heart	Leaders have a clear baseline of belonging and can articulate this clearly	Embed relational approaches to strengthen trust and connection across the school. Staff and pupils have regular, structured opportunities to share their voices and shape school life.	Belonging is embedded in our curriculum, leadership, behaviour systems, and staff development.	Belonging is a recognised strength of the school, evidenced by improved survey results and shared community pride.
	Our governors are effective		Skills gaps are identified	A training programme is in place for existing governors New governors are mentored through a buddy system	A review of governance highlights strengths and areas for development CPD on effective governance and triangulation of data	Evaluations of training show impact on governor effectiveness Training programme is reviewed based on feedback	Successes in governance are celebrated and shared. Impact on strategy and school improvement is evident. Plan for succession and ongoing training for future governors

2024/25 – Impact Statement:

The school community has laid a strong foundation for transformation by establishing a shared vision rooted in inclusivity and the Metheringham Values. Staff development needs are clearly identified, and a culture of belonging begins to take shape through leadership engagement and strategic planning. Governance is strengthened through skills audits and targeted training.

2025/26 – Impact Statement:

Children begin to internalise and express school values, showing early signs of resilience and curiosity. Staff benefit from tailored professional development aligned with their roles and aspirations. Leadership development is incentivized, and a baseline for belonging is established. Governors are supported through mentoring and structured training, enhancing their effectiveness.

2026/27 – Impact Statement:

The school community demonstrates growing independence and resilience. Staff take on leadership roles in improvement projects, driving innovation and measurable outcomes. Relational approaches foster deeper trust and connection, while governance reviews identify strengths and guide further development.

2027/28 – Impact Statement:

School values are deeply embedded in learning and behaviour, fostering intrinsic motivation. Staff lead impactful initiatives, and succession planning ensures leadership continuity. Belonging is woven into all aspects of school life, and governors demonstrate improved effectiveness through data-driven decision-making.

2028/29 – Impact Statement:

The school thrives as a values-driven, inclusive community. Pupils and staff embody a strong sense of belonging and purpose. Leadership is distributed and sustainable, with clear pathways for growth. Governance is a strategic asset, contributing significantly to school improvement and future planning.

OBJECTIVES	OUTCOME		2024/25	2025/26	2026/27	2027/28	2028/29
OBJECTIVE 2 Thriving Place We will invest for the future to ensure the needs of our community are met in an ever-changing world.	Our school will operate sustainably whilst empowering staff and pupils as climate conscious citizens	Key Actions	Build foundational understanding of sustainability through an established sustainability team, initial plan and pupil led Eco-Committee.	Embed sustainability into teaching and learning through assemblies, cross curricular opportunities and upskilling staff through effective CPD.	Improve the school's environmental footprint through environmental projects and initiatives. Involve pupils in monitoring and data collection.	Extend sustainability beyond the school gates through home and community projects and initiatives.	Children know and understand, and articulate how sustainability impacts on life. Celebrate achievements and set long-term sustainability goals.
	Our pupils are competent, capable and safe digital learners.		Establish pupil driven digital leaders and a computing lead to drive online safety.	Establish baseline digital skills and safety awareness.	Strengthen core digital skills across the curriculum. Share skills progression with staff and provide staff CPD.	Safely use digital tools across the curriculum for independent and collaborative tasks.	Develop pupils' ability to evaluate and use digital content wisely. Embed critical thinking into digital tasks and research.
	Our pupils are exposed to future careers and are inspired to learn and thrive in the modern world.		Curriculum displays showcase subject specific skills and aspirations. Inspire Week is introduced to launch future aspirations.	Baseline pupil aspirations. Introduce pupils to the world of work and future possibilities. Begin linking curriculum topics to real-world careers.	Help pupils see themselves in future roles. Organise visits to local workplaces. Invite families and ex-pupils to share their career journeys and experiences.	Embed career learning into the school's ethos and curriculum.	Evaluate pupil aspirations and progression from baseline data.
	The school is financially stable.	Monitor and evaluate the staffing levels to the current needs of the children and school	Monitor and evaluate the staffing levels to the current needs of the children and school Ensure the school's brand is clear and articulated well to parents and the community Provide training for staff on budget management	Monitor and evaluate the staffing levels to the current needs of the children and school Engage with the community for lettings and partnerships Respond to community needs with regard to wraparound provision	Monitor and evaluate the staffing levels to the current needs of the children and school Ensure sustainability of staffing and resources	Monitor and evaluate the staffing levels to the current needs of the children and school Plan for future growth and development	

2024/25- Impact Statement

A sustainability team and pupil-led Eco-Committee are established, encouraging early engagement. Digital leaders and a computing lead begin driving online safety initiatives. Baseline assessments of pupils' digital skills and aspirations are conducted. "Inspire Week" launches, and curriculum displays start showcasing subject-specific skills. Staffing levels are monitored and aligned with current needs to maintain financial stability.

2025/26 Impact Statement

Sustainability becomes embedded in teaching and learning through assemblies, cross-curricular activities, and staff CPD. Pupils' core digital skills strengthen, supported by a clear progression framework for staff. Career awareness expands as pupils explore the world of work and begin connecting curriculum topics to real-world careers. The school's brand is clarified for the community, and staff receive training in budget management to support financial literacy.

2026/27 Impact Statement

The school improves its environmental footprint through targeted projects, with pupils actively involved in monitoring and data collection. Pupils use digital tools safely and effectively for independent and collaborative tasks. Career learning deepens through visits to local workplaces and contributions from families and alumni. Community engagement grows through lettings and partnerships, and wraparound provision expands to meet local needs.

2027/28 Impact Statement

Sustainability initiatives extend beyond the school gates, involving families and the wider community. Pupils demonstrate critical thinking in their use of digital content. Career education becomes embedded in the curriculum, helping pupils envision their future roles. Financial stability continues through ongoing staffing evaluations and resource planning, while the school remains responsive to community needs.

2028/29 Impact Statement

Pupils confidently articulate the impact of sustainability on their lives and celebrate their achievements. Long-term sustainability goals are set. Digital literacy and critical thinking are fully embedded across the curriculum. Career aspirations are evaluated against baseline data, showing clear progression. The school plans strategically for future growth, ensuring continued financial and operational sustainability.

OBJECTIVES	OUTCOME		2024/25	2025/26	2026/27	2027/28	2028/29
OBJECTIVE 3 Thriving Learning Pupils have equal access to high quality opportunities enabling them to fulfil their potential, whilst maintaining a broad, rich, ambitious, diverse and inclusive curriculum with high expectations for all	Our children reach excellent standards in statutory and school curriculum areas.	Key Actions	The curriculum is refined by expert leaders. Lines of enquiry are focused and knowledge can be measured in all areas.	Identify gaps in teaching, learning, and assessment through effective monitoring and evaluation of teaching and learning in all subject areas.	Children continue to retain learning over-time with increasing success for those with additional barriers. Cross curricular opportunities are threaded through the curriculum to aid retrieval	Significant improvements in pupil outcomes, with reduced attainment gaps across key groups.	Pupils consistently achieve or exceed national standards across all curriculum areas.
	All our children thrive, from their starting points and in access to enrichment beyond the academic, regardless of disadvantage.		Staff understand 'disadvantaged' and prioritise their vulnerable groups in planning, teaching and learning outcomes.	A comprehensive understanding of the barriers to thriving for disadvantaged children is established. Train staff on equity, unconscious bias, and inclusive practices. CPD for leaders on the strategic leadership of disadvantaged groups	Evidence informed, targeted systems and support structures are in place to meet the needs of disadvantaged children. Provision maps are used effectively to evaluate impact	Families and communities are actively engaged in supporting children's learning and wellbeing. Resources are accessible. Attainment is maintained for all pupils. Adaptations are made to ensure barriers are minimised in all curriculum areas.	Equity and inclusion are embedded in the curriculum, teaching, and school ethos. Evaluate progress against baseline data and national benchmarks. Provision data evidences strong engagement and impact on disadvantaged groups.
	Our school adapts and refines its approach to teaching and learning to meet the emerging needs of the community.		Needs audit of SEN identifies demographics and informs CPD and curriculum planning Parents understand the school's approach to identification and assessing needs.	All leaders are trained in the use of adaptations across curriculum areas and subject specific/need specific plans enhance the curriculum. All staff are upskilled in SEN through high quality and effective CPD	Engage with the local authority on the creation of a SEN Hub to enhance specialised provision in our community	Evaluate pupil and community need and impact of SEN provision Evaluate the impact of inclusive strategies on student progress, engagement, and wellbeing.	Increase student voice through SEN student councils or focus groups. Develop a SEN leadership pathway for staff to lead inclusive practice across the school. Publish a SEN impact report with contributions from students, families, and staff.

2024/25 – Impact: The school establishes a strong foundation for inclusive and high-quality learning. Curriculum refinement begins, led by subject experts. Staff start identifying learning gaps and barriers, especially for disadvantaged pupils. Initial training on equity and unconscious bias raises awareness and sets the tone for inclusive practice. A comprehensive SEN needs audit provides critical data to inform future planning.

2025/26 – Impact: Consistency in inclusive practice across classrooms. Staff apply insights from the previous year to tailor teaching and support. Provision maps are used more effectively, and targeted interventions are implemented. Families become more engaged in supporting learning and wellbeing. The curriculum becomes more adaptive, and early signs of improved retention and engagement emerge, especially among vulnerable groups.

2026/27 –Impact: The school strengthens its systems for supporting all learners. Staff are upskilled through high-quality CPD in SEN, and leaders implement subject-specific adaptations. Collaboration with the local authority on a SEN Hub enhances community provision. Disadvantaged and SEN pupils show measurable progress, and the attainment gap begins to close. The curriculum is more responsive and inclusive.

2027/28 –Impact: Inclusive strategies are fully embedded in teaching and learning. Student voice is amplified through SEN councils and focus groups, influencing school decisions. Families are active partners in education. The curriculum supports long-term knowledge retention and engagement. Pupil outcomes improve consistently across all groups, and the school culture reflects a deep commitment to equity and inclusion.

2028/29 –Impact: The school is recognized for its inclusive excellence. Pupils consistently meet or exceed national standards, and the attainment gap is significantly reduced. A SEN leadership pathway empowers staff to lead inclusive practice. The publication of a SEN impact report, co-authored with students and families, showcases the school's journey and achievements. Equity and high expectations are now embedded in the school's ethos and practice.

Pathway

Alongside this pathway, we acknowledge the below important influences on education:

This strategy cannot operate in isolation for the social, economic and political changes that take place in any 5 year period and we recognise that a variety of issues will influence our school. Whilst we endeavour to plan accordingly, the following have been identified as key areas of influence over the next 5 years:

- Impact of new technologies
- Changing world of work- more parents working longer hours and managing dual income
- Greater acknowledgement of mental health needs
- An increase in named neuro-divergence
- An increased perception of additional need without professional reference
- Demographic changes within Lincolnshire
- Greater numbers of children with SEN and significant/profound needs entering mainstream provision
- Recruiting and retaining staff
- Impact of the pandemic on resilience
- School funding restraints
- Cost of living crisis for families
- Environmental changes and sustainability
- Government initiatives and educational changes

Implementation and Monitoring

- This plan gives long-term direction for implementation. The School Development Plan developed by the Senior Leadership Team and Governing Body describes how this strategy is to be implemented in the short to medium term.
- The Governing Body monitors the development and implementation of the School Development Plan and Strategic Plan to ensure the school is progressing towards meeting each of the strategic priorities over time.
- Overall progress is recorded and used to both challenge and support the school towards achieving its ultimate aims
- This plan will be reviewed annually by the Full Governing Body. It will be revised every 3 years, whilst maintaining a long-term perspective, extending over 5 years.