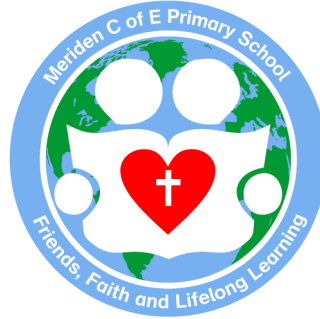


Meriden CE Primary School



Strategic Plan

2026-2029

An inspiring education centred on Friends, Faith and Lifelong Learning

⁵ Because you have these blessings, do all you can to add to your life these things: to your faith add goodness; to your goodness add knowledge; ⁶ to your knowledge add self-control; to your self-control add patience; to your patience add devotion to God; ⁷ to your devotion add kindness toward your brothers and sisters in Christ, and to this kindness add love. ⁸ If all these things are in you and growing, you will never fail to be useful to God. You will produce the kind of fruit that should come from your knowledge of our Lord Jesus Christ. **2 Peter 1:5-8**

Foreword:

We are pleased to present our strategic plan for Meriden CE Primary School. This plan sets out and communicates our vision, ethos and long term direction for the school so that everyone knows what we are aiming to achieve.

This plan will be supplemented by the School Improvement Plan (SIP), a one year operational plan, created by the staff team in consultation with pupils, parents and governors. The key priorities in the SIP are linked to the priorities outlined in the strategic plan.

Both the strategic and operational plans will be reviewed during the school year as part of the full governing body meetings.

School Context:

Meriden CE Primary is a Voluntary Controlled Church of England School. It is part of Coventry Diocese but is in Solihull Local Authority.

We are smaller than the average sized primary school but have above the average number of pupils with special educational needs or disabilities (SEND), or an education, health and care plan (EHCP) . We have a high proportion of vulnerable pupils and therefore have a full time Family Support Worker on site.

Rosie Weaver, BEM, Chair of Governors
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Meriden CE Primary School Vision & Strategic Priorities:

An inspiring education centred on Friends, Faith and Lifelong Learning.

Friends...

- To encourage positive relationships that are characterised by care and empathy, building respect for themselves and others in a diverse society
- To help build a happy, safe and interconnected community that celebrates life within the school family and the wider village context

Faith...

- To value all as a gift from God where each individual, within the school family, has the opportunity to explore their own potential and purpose
- To offer an education that has its foundations in the Christian faith that seeks to bring life to all we do
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Life-long learning

- To encourage a love of learning through a vibrant and inclusive curriculum which actively enables all children to reach their full potential
- To equip all pupils with the skills required to succeed in life

Safeguarding:

Provide strategic leadership, challenge, and accountability to ensure that robust safeguarding arrangements are in place, effective, and continuously reviewed.

This will be met through:

- Ensuring safeguarding is rigorous, a collective responsibility and central to all we do
- Promoting a culture where safeguarding is everyone's responsibility and where pupils feel safe, valued, and supported.
- Monitoring the effectiveness of safeguarding policies, procedures, systems, and training through regular reporting and scrutiny.
- Holding school leaders accountable for safeguarding outcomes, including attendance, behaviour, child protection, online safety, and the wellbeing of all pupils.

Inclusion

Ensure that every pupil, regardless of background, need, ability or circumstance, has equitable access to opportunities, feels valued within the school community, and is supported to achieve their full potential.

This will be met through:

- Monitoring pupil outcomes to ensure all groups, including disadvantaged pupils, those with SEND, and vulnerable learners, achieve well and make strong progress.
- Reviewing inclusion and equality data regularly to identify gaps in attainment, attendance, behaviour, participation, and wellbeing, and hold leaders accountable for addressing them.
- Ensuring policies and practices promote equality, diversity, and inclusion, and reflect the needs of the school's community.
- Monitoring attendance, behaviour, and exclusion data to ensure pupils are supported effectively and that no group is disproportionately affected.
- Championing a culture of belonging, where every pupil feels safe, respected, celebrated, and able to achieve their full potential.

Curriculum & Teaching

Provide a vibrant and inclusive curriculum which develops a love of learning and enables children to reach their full potential.

This will be met through:

- Ensuring the curriculum is sequenced having a clear progression of skills and knowledge and meets the needs of all groups of pupils
- Ensuring the curriculum effectively builds on prior knowledge, strengthening long term memory through effective learning strategies
- Providing timely and appropriate interventions when attainment could be improved
- Ensuring standards and progress for all groups of children is at least good
- Ensuring all pupils have the resources and interventions they need to flourish
- Having a high quality phonics and reading curriculum across the whole school so all children have a solid foundation to succeed in life

Achievement

Ensure that pupils are ready to meet the next stage of their education, have appropriate knowledge and skills across the curriculum and achieve well.

This will be met through:

- Ensuring the pupils have access to the appropriate knowledge and skills they need to succeed
- Monitoring gaps in data to ensure all pupils have the foundational knowledge and skills they need, including language and communication skills.
- Ensuring that attainment and progress data demonstrate strong achievement for all pupils, particularly disadvantaged pupils, pupils with SEND, and other vulnerable groups.

Attendance & Behaviour:

Have a positive school culture, based upon the school's values, where pupils enjoy their education and are committed to their learning.

This will be met through:

- A strong anti-bullying culture built upon an ethos of forgiveness and reconciliation
- Attendance being high for all groups of pupils
- Good behaviour which reflects positive and respectful relationships

Personal Development & Wellbeing:

To have a happy, safe and interconnected community, encompassing pupils, parents, staff, governors, volunteers, local and global communities.

This will be met through:

- A curriculum which develops the whole child, nurturing our pupils' sense of curiosity, enquiry, awe and wonder.
- A curriculum that equips all pupils with the skills required to succeed in life
- Building experiences which develop confidence, resilience and character
- Ensuring pupils live safe, active and healthy lives, in body, heart, mind and spirit
- Inspiring and preparing children for their future careers

EYFS:

Create and provide an ambitious and exciting curriculum for all children in order that they have a firm foundation to meet the next stage of their education.

This will be met through:

- Ensuring every child has their needs met
- Providing the children with a well sequenced curriculum that provides the confidence, social and cultural knowledge pupils need to succeed
- Ensuring speech, language and communication are prioritised in preparation for them to become fluent readers and communicators

Leadership & Governance:

Ensure that the school delivers a high-quality education, promotes inclusion, and secures the best possible outcomes for all pupils.

This will be met through:

- Ensuring governors have a clear understanding of the school's strengths, priorities, and areas for development, enabling them to provide effective support and challenge.
- Holding leaders to account for the quality of education, pupil achievement, attendance, behaviour, safeguarding, and inclusion.
- Ensuring resources, staffing, and finances are aligned to the school's strategic priorities and deliver value for money.
- Promoting a culture of high expectations, professional development, and continuous improvement across the school.
- Monitoring the impact of school improvement actions to ensure all pupils, regardless of background, need, or starting point, receive an ambitious education and are well prepared for the next stage of their learning.



Meriden CE Primary School

Priorities 2026– 2029



	2026-2027	2027-2028	2028-2029
Safeguarding	Pupils safety at home, including online	Further strengthen staff awareness of AI implications	As per national strategies and drivers
Inclusion	Inclusion plan, adaptive teaching strategies, reduce attainment gap	Further develop inclusion strategy and provision	Technology-enabled adaptive learning matched to individual needs
Curriculum & Teaching	Enrichment benchmarks	Review curriculum sequencing and intent	Implement new national curriculum
Achievement	Improve reading, writing and maths outcomes for all	Improve reading, writing and maths outcomes for all	Improve reading, writing and maths outcomes for all—results driven
Attendance & Behaviour	Whole school attendance strategy, inc. attendance of disadvantaged	Strengthen links between safeguarding, attendance and pastoral systems	As per needs of groups / families
Personal Development & Wellbeing	Extra-curricular offer for all, KIVA programme, Benedict's law	Free breakfast club, Build family engagement opportunities	Skills for future workforce, careers, global citizenship
EYFS	Writing outcomes above national, listening, attention, understanding	Further strengthen foundations for independence and resilience	Adapt to changes in pupil numbers, potential rising 3's
Leadership & Governance	New leadership structure, development of governing board	Take account of Ofsted findings and ensure in SIP	Workforce development, flexible career pathways