

Maidenhill School

Strategic Statement 2022-2027

This statement has been produced by the Governors of Maidenhill School in consultation with students, parents, carers, and staff throughout 2022.



Our Mission

Maidenhill is an inclusive school where everyone is valued and respected. All staff members, in partnership with parents and families, are fully committed to students' readiness for post-16 education, training and employment. Students are empowered to meet current and future challenges and to develop social awareness, civic responsibility, and personal growth.

Our Vision

'Creating and achieving a brighter future'

Maidenhill aims to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. By making smart choices, students will have success for today and be prepared for tomorrow.

Our values, as prioritised by the Student Council are:

1. To be ambitious: being the best that we can be
2. To aim high, recognising our potential and unleashing our creativity
3. To show respect for ourselves, for others and for our environment
4. To take responsibility and be proud
5. To develop self-confidence and self-belief
6. To appreciate and celebrate differences in others
7. To be collaborative and supportive of one another
8. To develop an understanding of the wider world and how all can make positive and meaningful contributions

Our students' ethos, in their own words:

How big would you dream if you weren't afraid of failure?

Our strategic priorities

- To continue to be the school of choice for parents/carers and students
- To inspire all students to achieve their academic and personal best
- To open students' minds and eyes to the wider world and their role within it
- To grow/develop the skills and resilience to respond to an ever-changing world
- To be true to our values and shape our destiny as a successful, ambitious school
- To continue to be a safe place where everyone can achieve their potential and live their dreams

Our Mantra, which embodies our values, is to:

- Be kind
- Work hard
- Look smart



Important influences on education that impact on our Strategic planning

This strategy has been developed in the context of all the social, economic, and political pressures and changes that continually take place. We recognise that a variety of issues will influence our work and development. These include but are not limited to:

- Public funding of schools and the 2-tier system of schools maintained by local authorities and schools that are autonomous.
- Building evidence- informed consensus about curriculum.
- Recognising diversity in local communities and student bodies and how teaching and learning aligns to this.
- Learning from the experience of the COVID pandemic, how effective use of technology can continue to optimise teaching and learning.
- The impact of the cost-of-living crisis on communities, families, students, staff, and schools, specifically the energy crisis that will begin to influence both organisational and personal decision making.

The government has issued a white paper for education that makes the following commitments by 2030:

1. An excellent teacher for every child
2. Delivering high standards of curriculum, behaviour, and attendance
3. Targeted support for every child who needs it
4. A stronger and fairer school system

Maidenhill recognises the ambitions of the white paper and will align their strategic plan accordingly.

Political Influences

We seek to provide an education that prepares our students for employment in a rapidly changing world in which the labour market is developing and changing all the time. Our students must be prepared for and responsive to diverse opportunities. The way that schools are funded is frequently under review and we know that significant changes are ahead regarding national funding, in particular funding for students with additional needs. We will seek to respond appropriately to these potential pressures on our budget.

Pressure exists from central governments in several structural ways. Their current desire to see more grammar schools, and a push for multi-academy trusts means that we need to be ready to respond whilst always maintaining our ethos and integrity.



Changing world of work

Young people starting out in their careers can expect to work for longer, change jobs more frequently and compete against a highly qualified international market. As well as the appropriate qualifications to successfully compete in an increasingly dynamic, varied jobs market, young people will need to be flexible and creative. They should have transferable lifelong learning skills and be prepared to be lifelong learners.

Developing student wellbeing and resilience now is key to preparing them for the future stages of their lives. Identifying and nurturing leadership potential will enable them for the many diverse leadership opportunities awaiting them in their future careers and communities.



Families and the lives of young people

Families are becoming more diverse and complex, presenting challenges to the school in engaging across family structures. The wider needs of young people are multifaceted, Increased ubiquity of technology is having a major impact on how young people view themselves and the world around them. In addition, there is an increasing need to focus on both physical and mental health and wellbeing.

Appropriate external support networks for young people are at times more difficult for schools to access. To help them to achieve happiness and success we need to respond to their needs and ensure that students can adapt to change by providing them with a safe, supportive environment inspiring and fostering high aspirations.

Resources and Collaboration

Demands on individual schools are rising faster than the resources available to them. Local authorities are increasingly challenged in funding competing priorities. Collaboration between schools will be necessary to ensure greater economies of scale and best value. We will need access to 'good practice' and to systems that enable us to share areas of expertise cultivated by support networks in our wider educational community.

Narrowing the gaps

The gap between affluence and poverty is increasing and has a significant impact on educational outcomes. Government is currently providing additional resources to combat the effects of poverty on young people's life chances. Young people will need access to these resources and enrichment activities from which they may otherwise be 'excluded'. To narrow the education gap, we need to accelerate the attainment of vulnerable groups and work to develop the necessary lifelong learning skills to enable future prosperity.



Developing staff standards and aspirations

Parents, carers, and others have access to more information about schools, ensuring greater transparency. The standards used to judge schools are evolving, we will need to respond to these and build on our successes. To achieve this, we depend on strong leadership and competent, professional staff. We will continue to invest and develop these staff, to enable high-quality teaching. Staff wellbeing and morale will continue to be a major consideration.

Environment and Sustainability

Global warming and our impact on the environment is increasingly important. We will continue to develop young people's environmental awareness both through the curriculum and by example. We must actively demonstrate environmental awareness through our energy management, recycling, and responsible maintenance.

The COVID pandemic has had a significant impact on our communities: students, staff, and the school. It has created opportunities for use of technology, but it has also had an impact on the resilience and wellbeing of students and staff. We have learnt new skills and we also recognise that the likelihood of significant unforeseen future events has increased and that the school should be ready to manage these.

Considerable investment has been made in our premises to ensure that they are attractive and fit for purpose. These need to be maintained, developed, adapted as new demands arise and efficiently managed and respected by all.

The curriculum and the future of learning

We believe in a broad and balanced curriculum, appropriate to all the students that we serve. We are ambitious for our students. We aim to raise aspirations through the curriculum we offer in the classroom and beyond, whilst developing our young people into well-rounded, confident, and resilient adults. Acquiring problem solving and communication skills will enable them to effectively navigate their way through lifelong learning and the world of work.

Content-heavy curricula at both Key Stage 3 and 4, means that we must be creative in the way that we retain our focus on skills, literacy, and numeracy. We aim for our students to be successful, independent, autonomous, and lifelong learners. At the same time, we must manage the pressures facing students and staff. Carefully chosen and flexible ranges of extra-curricular activities offered and participation in them will enhance student progress and attainment.

