



Executive Summary

A 5-year Strategic Vision
for Devonshire Road Primary school

2025-2030

THE VISIONING PROCESS

At DRPS children are at the heart of everything we do and the decisions we take, at all levels, will always reflect this.

In recent years the Governing Board of DRPS has gone from strength to strength in its strategic leadership of the school.

Following a positive Ofsted inspection in 2022, the board began to think in a longer-term way about the development of the school, which has led to the board developing a new Strategic Vision document to articulate its direction.

This Strategic Vision document has been developed through a 6-month process which has taken into account teacher, pupil and stakeholder voice.

This document is a shorter summary of a fuller length document. The full version can be requested from SLT which includes further detail on annual targets as ways to measure progress as well as contextual data about the school and our local area.

DRPS Strategic Vision is a practical, working document, referred to and amended as part of the school's development and the governing board's monitoring.

It will sit alongside the Self Evaluation Form (SEF), School Improvement Partner reports (SIP) and School Development Plan (SDP) documents.

OUR VALUES

These core values will guide us and help us make decisions,
during this 5 year period

COMMUNITY

NURTURE

HIGH
ASPIRATIONS

OUR MISSION

Bringing out the best in everyone!

At Devonshire Road Primary School we strive to provide a secure and **nurturing** environment in which children **achieve**, rise to challenges, learn and grow with pride and confidence.

We challenge, inspire and develop happy, **creative** and **resilient** learners who take **responsibility** for themselves. We encourage children to accept that mistakes are an essential part of their learning.

We **respect** the values and beliefs of our diverse **community** as we prepare our children to embrace their part in an ever-changing world.

Our journey through school together builds strong foundations and a love of learning which encourages **aspirations** and ambitions for the future.

OUR 5 YEAR VISION

Articulated as three over-arching strategic priorities

High Quality
Education for all

Financial Stability
& Growth

Leading in good
practice for
Inclusion

PRIORITY 1: HIGH QUALITY EDUCATION FOR ALL

We take pride in our high aspirations for all. We will maintain academic achievements at least in line with national standards. We recognise that our community is diverse, and we value inclusion. We will support all children to reach their potential and challenge our high achieving pupils. Progress will always be measured alongside attainment. We want our pupils to have access to a valuable and relevant range of enrichment opportunities and we will ensure that this remains an integral part of our curriculum offer.

We will use adaptive teaching strategies to support and nurture all children and ensure that all learners fully access the curriculum. We will recognise and celebrate individual successes and achievements of all children. We are committed to staff CPD to develop both individuals and the whole school.

PRIORITY 2: FINANCIAL STABILITY & GROWTH

It is noted by the Board that we are currently (Jan 25) in a strong and stable financial position and therefore, we must now work and utilise not only to maintain and improve on this but to use this to grow and strengthen our school. Our values of **Community**, **Nurture** and **High Aspirations** will always underpin any financial decisions we make. Over the next 5 years, our priorities will focus on: -

- Achieve a balance reserve of at least 5% at the end of each budget; this will allow us to have a reasonable buffer but push us to invest any surplus into key areas
- Explore possible funding and the potential use of the Thomasson site
- Retention and growth plan for both professional and site development
- Explore other funding streams; to include grants and fundraising.

PRIORITY 3: LEADING IN GOOD PRACTICE FOR INCLUSION

The community is at the heart of our school. We proactively support families, staff and pupils. We are a nurturing school for all children, particularly supporting high needs and SEND children as well as our children who have English as an additional language (EAL), may be International New Arrivals (INA) or have complex childhood experiences.

We will use active research and coaching for guidance to ensure we are delivering quality education for all so that all children meet our high aspirations.

Our staff CPD will maintain and develop skills to support this. We will promote and share good practice across the cluster and Bolton.

REVIEW

This strategic vision document should be a “working” document alongside other key elements for School development – the Self Evaluation Form, The School Improvement Partner reports, and annual School Development Plan.

Any decisions made around the development of the school, should sit within the vision outlined here, or should be made with reflection and thought to that vision.

The vision itself is not fixed and should be reviewed as appropriate to ensure that it remains relevant to the context of the school, the needs of the school community, the educational landscape and beyond.

The impact of school governance will be visible in the work towards this vision and reviews of progress.

