

STRATEGY

This document has been devised by the Governors and Management Team to address issues which will confront the school within the short (1year), medium (5 years) and long (10 years) term.

At Blackwell First School we aim to create a caring, stimulating and happy environment in which each child will experience a broad based curriculum, developing positive attitudes and acquiring a sense of achievement, self-confidence, self-discipline and independence. The 2010 Ofsted report and 'outstanding' grade gives strong support to this claim but we believe further progress can still be made. We will regularly analyse skill sets of leadership to ensure effective governance to achieve this strategy.

Our strategy has inevitably been developed using information that is presently available. Governors acknowledge that circumstances may change due to the policies of local or national government. We will monitor emerging options for collaboration, federation and academy status to determine whether they are in the best interests of the children at BFS.

The strategy takes note of the increase in the number of pupils on roll which has recently occurred and a confident prediction that this trend can be sustained. We aim to provide high quality education in an optimum learning environment.

Every child matters..

The key components of our strategy are given below:

Admissions:

- This year BFS will start with 5 classes with pupils being taught in year groups as accommodation allows.
- We will maintain a separate Reception class.
- Our PAN has recently increased to 30.
- Preschool education in the village is considered essential. Local preschool provision supports future school roll and eases the transition into reception. We will be developing our Early Years as a centre of excellence with inclusion of Governor led Forest School Nursery and training in Early Years Best Practice.
- We will maintain wrap around care for children at the school.
- We will work to maintain admissions in each new academic year by positive marketing and liaison with the community.
- Safeguarding children is recognised as an important aspect of their care and consideration will be given to it in all aspects of planning.
- We will be aware of developments regarding Academy status and Federation and respond as appropriate.

Curriculum:

- Good standards of behaviour and attitudes to learning are considered essential for effective learning
- All aspects of the National Curriculum will be delivered in an innovative way, taking advantage of our rich local environment.
- There will be an emphasis on academic progress, whilst maintaining a balance with the development of 'the whole child'.
- Focuses on self-assessment and the development of learning skills in order to increase pupil independence.
- The school day is split into distinct zones to maximise opportunities to achieve this balance

Main school day:

Targeted learning based on National Curriculum – core and foundation subjects are taught in class based on year groups. Intervention groups to close the gap, allows children to reach their full potential as independent learners.

Afternoon Clubs:

Offer broader learning environments and activities in which children can personally grow and develop skills contributing to their sense of self in terms of achievement, esteem, discipline and confidence. A nurturing and cooperative culture is achieved by using a whole school mix of year groups in each club.

Afterschool Clubs:

Provide opportunities for children to further enhance skills and interests on a voluntary basis

Wrap Around Care:

Supports parents and children to manage the working day

Supports children emotionally, socially and physically

Provides a safe, calm, caring and nurturing place for children to relax in afterschool

Premises:

- 2017 building project to create a Forest School Nursery – inside and outside provision
- 2016 fifth classroom improving provision for children registered at the school, meeting DFE guidelines, replacing temporary buildings with permanent structures, installing a dedicated library, with all classrooms, administrative and communal areas being integrated with a new reception area.
- Further buildings could be required as a result of government policies or changes in the local structure of education
- We will continue to monitor and improve safety and security of the buildings and grounds, taking into account the 'open' nature of the site.
- The large field provides scope for upgrading of play and sports facilities, both for school use and for the extended school principle. In particular we will assess the possibility of extending the forest school provision.
- The Disability Discrimination Act will be observed by providing adequate access and facilities for all disabled pupils, staff and visitors.
- With new buildings we will review inside and outside areas to support the dynamic curriculum and recreation amenities.

Finance:

- Overall annual budgets will to the best endeavours of the Staff and Governors, be balanced with any shortfall in a year addressed in the budget for the years immediately following.
- We will maintain a three year rolling forecast of income and expenditure
- Dialogue with the LA will be continued to identify means of funding necessary capital projects
- Additional sources of funds/income will be sought as the opportunity arises

Information Technology:

- All children will have access to ample, appropriate and up to date technology to enhance their learning.
- The safety of children online will continue to be closely monitored
- Administration IT will be kept as up to date as possible
- Data security will be maintained in line with SFVS requirements

Support Services:

- Out of school and nursery care available internally and with existing providers will be monitored to ensure that the needs of all stakeholders are met.

Personnel:

- All teaching, support staff, catering and wrap around care staff will be of high calibre, with an adult/pupil ratio that is wherever possible above the basic requirement. Appropriate professional development will be encouraged.
- The complexities of the position of a Head Teacher are recognised and the arrangements will be kept under review in order to provide the greatest efficiency and best work/life balance for the staff and good teaching for the children.
- Effective administration is important to the efficiency of the school
- Staffing structure and the environment will be monitored to ensure that quality of service is maintained
- The school will endeavour, at all times, to act sensitively and fairly to the individual needs of staff, always bearing in mind that the needs of the children are paramount.

Stakeholders:

- The school will continue to work closely with parents, the PTFA and local organisations who provide a significant and greatly appreciated resource.
- Governors will encourage community use of the premises
- The school recognises the benefits of welcoming pupils and families from outside the village, including them as equal members of the school community
- We will continue to provide a high level of extended services for children aged 5-9 that are appropriate to the area in which we live and will act as a signpost for those provided elsewhere.

This document should be reviewed and if necessary amended annually

BFS strategy 25th October 2005

Reviewed Autumn 2017