

STRATEGY for Blackwell First School and Nursery 2024-25

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.

VISION

At Blackwell First School we aim to educate the whole child and to ensure children are happy, healthy and fulfil their potential in terms of development of skills for life, social and moral values and academic success.

VALUES

*Respectful and responsible citizens *Competent and confident learners *Aspirational individuals

KEY COMPETENCIES

*Co-operation *Communication *Independence *Resilience *Problem solving

External reviews validate the strength of the school's provision. We will regularly analyse skill sets of leadership to ensure effective governance to achieve this strategy.

Our strategy has 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, to determine whether they are in the best interests of the children at BFS. Our strategy reflects areas identified in our SWOT and SEF and is developed from the school vision and SDP priorities / objectives.

The strategy takes note of the sustained number of pupils on roll and reflects the position of the school in the community. We aim to provide high quality education in an optimum learning environment. We pioneer and innovate in pursuit of outstanding teaching, leadership and financial stability to raise standards and pupil outcomes. We encourage continual improvement and a raising of standards in the wider area by supporting and sharing expertise with other schools and settings.

Objectives

SDP Priorities: (See School Development plan for analysis and monitoring)

1. Quality of Education
 - Further improve writing outcomes
 - Embed mental calculation strategies and bar modelling
2. Behaviour and attitudes
 - Implement alternative Group Provision accommodation
3. Personal Development
 - Improve attendance for those at risk of being persistently absent
4. Improve Leadership and management
 - Refine performance management systems in light of national changes
 - Maintain school's vision in light of academy conversion
5. Early Years
 - Implement two year old provision

Strategy

Organisation:

- Developing relationship within the MAT (Worcestershire Hills Trust) for the benefit of BFS and Primary Education in Worcestershire.
- Ensuring that BFS is well represented on MAT Leadership boards.
- Utilising shared resources for the benefit of the school.
- Pursuing opportunities arising from being part of a MAT.
- Maintaining our current Leadership team.
- Maintaining our identity.

Admissions:

- Ensuring that there are 5 classes (from Reception to Year 4) with pupils being taught in year groups.
- Continuing to develop our Early Years as a centre of excellence building on the Forest School Nursery and demonstrating Early Years Best Practice. Note: Local preschool provision supports future school numbers and eases the transition into reception.
- Maintaining wrap around care for children at the school.
- Maintaining admissions in each new academic year by liaison with the community

Safeguarding:

- Ensuring that safeguarding children is prioritised in all aspects of planning and school life.

Curriculum:

- Ensuring and maintaining good standards of behaviour and attitudes to learning.
- Delivering and maintaining all aspects of the National Curriculum in an innovative way, taking advantage of our local environment.
- Ensuring emphasis on academic progress, whilst maintaining a balance with the development of 'the whole child'.
- Focusing on self-assessment and the development of learning skills to increase our core values and key competencies.
- Dividing the school day 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, which enables children to reach their full potential as independent learners.
 - Enrichment afternoons:
 - 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, reflecting our core values and key competencies. A nurturing and cooperative culture is achieved by using a whole school mix of year groups in each club.
 - 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.
- Continually improving the quality of teaching and learning at BFS.

Premises:

- Maintaining a Forest School Nursery.
- Reviewing building requirements and regulations.
- Reviewing the buildings and site reflecting on suitability of use and planning for any upgrades or maintenance.
- Monitoring and improving safety and security of the building and grounds.
- Maintaining the large field which provides scope for upgrading of play and sports facilities, both for school use and for the local community.
- Observing the Equality Act 2010.

Finance:

- Balancing annual budgets with any shortfall in a year addressed in the budget in subsequent years.
- Maintaining timely reviews and forecast of income and expenditure.
- Developing external revenue opportunities.

Information Technology:

- Ensuring that all children will have access to appropriate and up to date technology to enhance their learning.
- Monitoring the safety of children online.
- Ensuring that administration IT will be kept as up to date as possible.
- Maintaining data security in line with SFVS and GDPR requirements.
- Ensure staff are fully aware of the vulnerabilities for themselves, children and school when using technology and know the protection strategies.

Personnel:

- Ensuring that 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.
- Recognising the complexities of the position of the Head Teacher and the role will be kept under review.
- Ensure that we provide the greatest efficiency in the use of resources.
- Maintaining effective administration.
- Monitoring staffing structure and the environment to ensure that quality of service is maintained.
- Endeavouring to act sensitively and fairly to the individual needs of staff, always bearing in mind that the needs of the children are paramount.
- Ensuring high standards in recruitment.

Stakeholders:

- Working closely with parents, the PTFA and local organisations.
- Encouraging community use of the premises.

External alliances:

- Committing to working with our local partners through working with Charford FS and the Bromsgrove Learning Network to achieve improvements across the school and locally by investing in Bromsgrove Primary Alliance objectives through school-to-school support, CPD and initial teacher training with our partner schools.

This document should be reviewed and if necessary amended annually.

BFS strategy 25th October 2005 -Reviewed Autumn 2024