

STRATEGY for Blackwell First School and Nursery 2020-21

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

At Blackwell First School we aim to develop the whole child, by creating a caring, stimulating and happy environment in which each child will experience a broad curriculum, developing the key values and competencies identified as relevant to the context of the school. The 2011 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 occurred in recent years and a confident prediction that this trend can be sustained. 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.

Following the phased return of the children in the summer term 2020 and full return in September 2020 after the Covid-19 closure, a recovery curriculum has been introduced to support the childrens' wellbeing and to close the gap on lost learning.

Every child matters.

The key components of our strategy are given below:

Admissions:

- 5 classes with pupils being taught in year groups as accommodation allows.
- We will maintain a separate Reception class.
- Our PAN is 30.
- Preschool education in the village is considered essential. Local preschool provision supports future school roll and eases the transition into reception. We continue to develop our Early Years as a centre of excellence building on Governor led Forest School Nursery and demonstrating 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.

- We are committed to working with our local partners through BLN and the Teaching School to achieve improvements across the school.

Curriculum:

- Good standards of behaviour and attitudes to learning are considered essential for effective learning and based on the development of individuals through a positive relationship model.
- 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 values and competencies that relate to the local context in order to increase pupil development.
- 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.

After school 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.

- Continually improving the quality of teaching and learning at BFS and locally by investing in Teaching School objectives through school to school support, CPD and initial teacher training with our BLN partners.

Premises:

- Maintaining a Forest School Nursery – inside and outside provision.
- Further buildings could be required as a result of government policies or changes in the local structure of education including expansion of teaching school activities.
- We regularly review the buildings and site reflecting on suitability of use and planning for any upgrades or maintenance.
- 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 continue to extend the forest school provision.
- The Disability Discrimination Act will be observed by providing adequate access and facilities for all disabled pupils, staff and visitors.

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 timely reviews and forecast of income and expenditure.
- 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 and GDPR 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 supported.
- 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 3-9 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 2019