



Swansfield Park
First School



Strategic Plan

Children's learning at the heart of our community

At Swansfield Park First School we believe in the potential of all children to succeed and reach their goals.

We are at the heart of our community and value the role of all our children, staff, parents and carers and wider school family in providing a safe, supportive and high quality place to learn and work.

We are a dynamic learning community providing an inclusive, engaging and challenging environment for children to thrive and become self-reliant, creative and independent learners.

We aim to inspire our children to become thoughtful, confident and engaged citizens of their world and aspire to excellence in all that they do.

At Swansfield Park our vision for our children is that they:

- Are and feel safe and supportive
- Achieve above their known potential
- Are independent learners(5Rs)
- Develop a thirst for learning
- Are self-aware and self-respecting
- Are enabled to fully participate in all aspects of school life (across a diversity of need)
- Are celebrated for all achievements (sporting, musical, creative and social)
- Recognise the contribution of others

At Swansfield Park our vision for learning is that:

- We will inspire children to learn
- All children are taught the necessary skills to be effective, independent and resilient learners
- All staff will support, challenge and facilitate the child's individual learning journey
- We are committed to the attainment of outstanding knowledge, understanding and application of essential skills in English and Maths
- Staff will create an innovative, stimulating and dynamic learning environment for the children

At Swansfield Park our vision for our community is that:

- Our school is welcoming, positive and engaging with parents
- We actively promote learning partnerships with families
- We support our families to flourish
- We recognise and value the contributions made by families to the wider life of the school
- There is an open dialogue between home and school
- Our staff are valued as professionals and we expect the highest standards of professional conduct
- We have an effective process of professional development
- We work proactively with other professional networks eg. School Direct
- We strive towards becoming a centre of excellence
- The Governing Body together with the Senior Leaders provide outstanding strategic vision and direction for the school and are accountable to all its stakeholders.



We have taken our Strategic Planning cycle framework from the National Governors' Association Chair's Handbook 4th Edition recommended version.

We follow these steps in setting our Strategic Direction for a three year cycle, with an annual review. Most of the work is carried out by the Strategic Committee, however ad-hoc groups may be formed to carry out focus group work or matters may be referred back to the full Governing Body where appropriate:

- Step One: Evaluation of our current position**
What are the current strengths, areas of development and opportunities for our school? This takes place in the full Governing Body meeting of the Summer Term and raises issues to take forwards in to the plan.
- Step Two: Vision**
What do we want for our children, what are our values and ethos, what makes us different? This is a whole school vision exercise and will involve input from the whole staff, children and carers and other stakeholders. This may involve input through questionnaires, focus groups or other surveys or through a shared exercise of the Senior Team and staff.
- Step Three: Challenges and Opportunities**
Review of the input from the vision exercise and consideration of current challenges and opportunities that will impact on their delivery.
- Step Four: Resources**
Tailoring the resources to the vision, who and what do we need in place, this may involve re-organisation or re-thinking current practice.

- Step Five: Strategic Priorities**
Putting the priorities into a planning grid, we currently use a model with three key themes that support our vision and mission statement and each priority will impact on these areas. The plan should not exceed 6 areas of strategy. The Committee will then set priorities from that grid to be implemented in the immediate, medium and long term over three years, this will be in discussion with staff during a consultation period prior to the next stage.

- Step Six: School Development Plan, the operational plan**
Moving to make the strategy reality by giving tasks to individuals with time-scales attached. The School Development Plan will indicate where an action ties to the Strategic Plan so that progress can be monitored by reporting to full-governing body via the Head's Report and the Committee via termly review.

- Step Seven: Annual review**
Back to Step One, reviewing the current strategy in the light of the SEF and progress monitoring of the School Development Plan. The level of involvement from stakeholders in the strategy-setting during the three year plan will vary depending on progress and the need to adjust the goals. The efficacy of the planning cycle will also be reviewed at this stage and comments invited from staff and other stakeholders as appropriate.

All meetings are minuted and shared appropriately, all minutes are available (subject to appropriate level of confidentiality clearance) on-line or on request from the school office.

Strategic Priorities

	OUTDOOR LEARNING	E-LEARNING / IT	DISTINCTIVENESS
CHILDREN	<p>OL1 Develop an ethos to learning in the outdoors.</p>	<p>EL1 Children develop ownership of their learning through the use of IT</p>	<p>D1 Gain external standards awards (Healthy School, Anti-Bullying, Artsmark, ActiveKids)</p> <p>D2 Extend the approach to targets and development goals, setting expectations for the whole child.</p>
LEARNING	<p>OL2 Develop phased outdoor learning plan.</p> <p>OL3 Track the impact of outdoor learning on standards and the quality of children's experience.</p>	<p>EL2 Use of E-learning creatively throughout the curriculum to enthuse learning</p> <p>EL3 Support the development of independent learning skills through IT</p>	<p>D3 Develop partnership working methodologies with children.</p> <p>D4 Develop Family Learning Partnership to support a variety of learning styles and interests to encourage a continuous learning approach.</p>
COMMUNITY	<p>OL4 "Bring Alnwick In" – open the outdoor environment to community groups</p> <p>OL5 Develop and share expertise in the outdoor classroom through CPD</p>	<p>EL4 Develop family learning by use of on-line resources.</p> <p>EL5 Establish more effective communication networks using IT and other media.</p>	<p>D5 Attain Teaching School status</p> <p>D6 Develop opportunities for initial teacher training</p> <p>D7 Support and develop links for sharing skills, resources, mentoring and CPD opportunities with a wider partnership of schools.</p> <p>D8 Develop a best practice Performance Management model</p> <p>D9 Review the current CPD offer and link more closely with personal development plans</p>

KEY ■ PHASE 1 ■ PHASE 2 ■ PHASE 3



	GOVERNANCE and LEADERSHIP	ACHIEVEMENT FOR ALL	EXTENDED OFFER
CHILDREN	<p>GL1 Governors seek to optimise and effectively manage the resources available to the School on behalf of the children, community and other stakeholders</p>	<p>AA1 Review the process of setting high expectations and challenging targets for all pupils.</p> <p>AA2 Children know their personal learning goals and how to achieve them.</p> <p>AA3 Further develop exemplary learning behaviour and the use of 5 R's to develop independent learning skills.</p> <p>AA4 Encourage children to be ambitious and creative in their own target-setting and approach to problem-solving.</p>	<p>EO1 Further develop out of hours provision to address and support children's needs</p>
LEARNING	<p>GL2 Governors initiate and audit of IT provision and the School's capacity to develop this further.</p>	<p>AA5 Personalise the curriculum to meet the needs of pupils.</p> <p>AA6 Ensure that skills for life, citizenship and personal development are a focus at the heart of learning.</p>	<p>EO2 Develop a learning programme to maintain pupil progress</p>
COMMUNITY	<p>GL3 Governors consider opportunities for conversion to Academy status</p> <p>GL4 Governors to engage in any discussions about the structure of education within the local community.</p> <p>GL5 Governors actively seek out and participate in relevant networking and CPD activities</p>	<p>AA7 Develop opportunities and systems for staff to share skills, support and develop others in their teams.</p>	<p>EO3 Support the further development of high quality care for children outside school hours.</p> <p>EO4 Develop play and sports challenges, outside school hours in areas where community facilities are not accessible to families.</p>

Strategic Management Schedule

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Strategic Management	<p>School Self Evaluation document</p> <p>Establish School Development Plan</p>	<p>Appraisal objectives set</p> <p>Head Teacher's Report</p>	<p>Target setting for Local Authority</p> <p>Indicative budget</p> <p>Governors' Meeting</p>	<p>Progress check</p> <p>Review Strategic Plan</p>	<p>Review and update School Self Evaluation document and School Development Plan</p>
Curricular Monitoring Assessment Recording Planning	<p>Set curricular targets and individual pupil targets in reading, writing and maths</p> <p>SEND Meetings and intervention programmes implemented</p>	<p>Half termly assessments</p> <p>Lesson observations</p> <p>Moderation</p>	<p>Parent Consultations / Assertive Mentoring Meetings</p>	<p>Review individual pupil progress against targets in maths and English</p>	<p>SEND Meetings and intervention programmes reviewed</p>
Other Key Activities		<p>Harvest Festival</p> <p>Family Learning Task</p>	<p>Admission Meeting</p> <p>Anti-Bullying Week</p>	<p>Christingle Service</p> <p>Christmas Performances</p>	



Strategic Management Schedule

FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
Operational Budget Head Teacher's Report	Progress Check Interim appraisal reviews Review Strategic Plan Governors' Meeting	Review and update School Self Evaluation document and School Development Plan	School Development plan review and construct Staff Appointments	Class organisation Head Teacher's Report	Progress Check Analysis of data Review Strategic Plan Governors' Meeting
Half termly assessments	Review individual pupil progress against targets in maths and English		KS1 Assessment	KS2 Assessments Reports to parents Early Years Profile completed	Curriculum Planning Parents Consultation/ Assertive Mentoring
Lesson Observation			Lesson Observation		
Moderation Work scrutiny	Parents Consultation/ Assertive Mentoring	SEND Meetings and intervention programmes reviewed		Moderation Work Scrutiny	
Family Learning Task	Spring Assembly			Sports Day Year 4 Residential	Leavers Assembly Roll up Day
			Pyramid Club		
			Family Learning Task	Transition Events	

Policy Reviews

	EXISTING	CONVERTED	ANNUAL REVIEW			TRI-ANNUAL REVIEW		
	ALNWICK SOUTH	SWANSFIELD PARK	AUTUMN	SPRING	SUMMER	2015-16	2016-17	2017-18
Accessibility Plan		•						•
Admissions		•	•					
Anti - bullying	•	★						•
Appraisal & Capability	•				•			
Assessment for Learning	•					•		
Attendance	•	★						•
Behaviour		•		•				
Charging		•	•					
Child Protection		•		•				
Citizenship	•	★						•
Code of conduct	•					•		
Collective Worship		•						•
Complaints		•					•	
Confidentiality		•					•	
Curriculum		•			•			
Data Protection	•					•		
Drug Education	•	★						•
Early Years		•			•			
E mail	•					•		
English	•	★			•			
Equal Opportunities	•						•	
E-safety	•					•		
Food in school	•	★					•	
Governor Allowances		★					•	
Health and Safety		•	•					
Home School Agreement	•		•					



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	EXISTING	CONVERTED	ANNUAL REVIEW			TRI-ANNUAL REVIEW		
	ALNWICK SOUTH	SWANSFIELD PARK	AUTUMN	SPRING	SUMMER	2015-16	2016-17	2017-18
Homework	•					•		
IT & Information Security	•					•		
Inclusion		•						•
Instrument of Government		•						
Internet	•					•		
Intimate Care	•	★						•
LAC		•						•
Leave of Absence	•					•		
Lettings		•			•			
Mathematics	•	★			•			
Mobile Computing	•					•		
No Smoking		•						•
Packed Lunch		★					•	
Pay Policy		•	•					
PHSE	•	★						•
Physical Intervention	•			•				
Race Equality	•					•		
SEND	•	•					•	
Sex & Relationships	•	★						•
Single Central Record		•	•	•	•			
Staff Discipline, Conduct & Grievances	•						•	
Supporting Pupils with Medical Conditions		★					•	
Teaching & Learning	•					•		
Uniform		•						•
Whistleblowing	•					•		