

Blakesley CE Primary School

Vision Statement

“We create the spark that lights the fire”. As a Church of England school at the heart of the community and in partnership with parents, Blakesley C of E Primary School is committed to enabling all pupils achieve their full potential. We will do this through developing a love of learning within a creative, dynamic and vibrant environment based on Christian values where everyone aspires to excellence.

We aim to:

- **Provide an education of the highest quality for each and every child;**
- **Provide a caring and welcoming school, founded on Christian principles and values, that safeguards and promotes the welfare of all;**
- **Foster a life-long love of learning by providing a stimulating, rich, exciting, responsive and engaging curriculum tailored to meet individual needs;**
- **Value and respect all members of the school and wider community and celebrate their efforts and achievements;**
- **Foster a successful and innovative partnership with parents, carers, the Church and community;**
- **Develop resilient, enthusiastic and positive children who are equipped for the next step of their educational journey and their future;**
- **Prepare our children for the world they will live in.**

Strategic Action Plan

1. Size

Increase the number of pupils so as to maximise funding available within the constraints of the existing school buildings whilst not compromising the School’s USPs

- 1.1 Currently our Published Admission Number is 17 so the maximum we could currently grow to is 7 year groups of 17 each – a total of 119 pupils.
- 1.2 Our current number is 67 with an anticipated number on roll at September 2016 of around 78.
- 1.3 One of our unique selling points is the small size of classes and the ratio of teacher and TA to pupils, which is much lower than in many schools. Each class has teacher and one TA although there is a second TA in Class 2 specifically linked to one child. Currently between 15 and 20 in each class of mixed year groups.
- 1.4 The optimum size for the School should be around 100 with 4 classes of 25 pupils so retaining mixed year groups.
- 1.5 This enables the small size of year groups and classes and high teacher / TA ratios to be retained.
- 1.6 It is noted that as the numbers on roll increase the budget increases also but that there will always a 12-month time lag as the pupil census taken annually informs the budget setting for the following academic year.

2. Governance

Review school's Vision and strategic direction.

- 2.1 Implement recommendations made following External Review of Governance.
- 2.2 Progress with transition to an academy with PDET.
- 2.3 Use PDET as vehicle for continuous development of the School's governance structures.
- 2.4 Continue to develop governors who systematically challenge senior leaders on the deployment of staff and resources; as well as on any variations in outcomes for pupil groups, to ensure excellent outcomes for all pupils.

3. Marketing

Develop and maintain a marketing strategy.

- 3.1 Website - often the first place parents will look when searching for schools; hold a website review session and then review on a regular basis. Undertake regular review and maintenance to ensure all the things the School can offer are effectively displayed and good news stories are launched immediately.
- 3.2 Regular updates in the Parish Magazine written by the children.
- 3.3 Production of leaflets and poster (Village Noticeboards, Doctors Surgeries, Estate Agents etc);
- 3.4 Work with the press to ensure that good news is broadcast as widely as possible (eg the League Tables results)
- 3.5 Develop an "annual pipeline" of what specific marketing is needed and when - eg timing of applications for school places.

4. Communications

Enhance communication with parents – formal and informal routes

- 4.1 Address all parent's anxieties about their child starting school and how we can provide reassurance about all these
- 4.2 Meet all new parents before their children start school.
- 4.3 Use Pre-school and childminders to spread information.
- 4.4 Rising 5's visits to school (and teacher's home visits prior to starting school).
- 4.5 Praise assemblies.
- 4.6 Regular newsletters– can we improve these?
- 4.7 Look at school year and what information is needed when through that cycle – as well as whole journey through the school and what is important at different stages of the journey.
- 4.8 Ensure best use is being made of before and after school clubs and the opportunities they present.
- 4.9 Develop strategies to communicate with the wider community and stakeholders.

5. Policies

Develop and maintain a set of School policies aligned delivery of Ofsted 'Outstanding' outcomes.

- 5.1 Review policies systematically ensuring that they reflect most recent statutory and best practice requirements.

- 5.2 Review each policy as it comes up for renewal so rolling programme developed.
- 5.3 No national policy development occurs – this is left up to each school. Look to informal sharing of policy development with Cluster and other schools and identify private sector resources to assist.
- 5.4 PDET to take a lead on development of a set of policies across all their academy schools so that for key policies there will be consistency across all PDET schools. Where policies remain with schools PDET will develop an external reference group of Head Teachers which should make this an improved process.

6. Resources

Continue to maintain and enhance the School's fabric.

- 6.1 Identify and maximise all funding streams – ie Santander Community Projects.
- 6.2 Continue to work effectively with FABS and Foxley Trust to secure additional funds outside main school budget.
- 6.3 Provide “added value items” which cannot be afforded within the mainstream school budget.

7. Curriculum

HEADLINE INTENTION TO BE SUPPLIED BY YOU/LUCY HERE

- 7.1 Continually reviewing the curriculum and how it is taught.
- 7.2 Continually reviewing and revising the School timetable to maximise learning opportunity, including reviewing the length and times of the school day, but in the context of whole impact for pupils and parents and linking with reviewing how before and after school clubs operate and impact on children going to external after school activities immediately as school currently closes. Any review and change to be undertaken in partnership with parent and pupils.

8. What is taught

Integral to the transfer to Academy status, ensure that pupils are taught a broad, balanced and varied curriculum, including core subjects, which inspires children to learn.

- 8.1 Ensure that the range of subjects taught help pupils to acquire knowledge, understanding and skills in all aspects of their education.
- 8.2 Continue to provide the “bells and whistles” to complement the curriculum taught – including a programme of school trips and other experiences in and out of school – the “sparks that light the fire”.
- 8.3 Continue to take an holistic approach so that the curriculum is the golden thread linking many subjects together – blended curriculum approach.

9. Staff

Aim for excellence in teaching throughout the School.

- 9.1 Provide high quality continuous professional development, which encourages, challenges and supports teachers' improvement.
- 9.2 Adopt a robust appraisal process.

- 9.3 Undertake lesson observation (including external moderation).
- 9.4 Develop all staff as strong, confident leaders both within the School and in individual subjects.
- 9.5 Develop teachers who are motivated and trusted to innovate in ways that are right for the school and their pupils.
- 9.6 Recruit and retain excellent staff (teaching and non-teaching).
- 9.7 Appreciate and value all staff.

10. School Improvement Plan

Aim for continuous improvement and use the School Improvement Plan together with the school self-evaluation as a key part of the continuous improvement methodology.

- 10.1 Three-year SIP with one-year detail.
- 10.2 Develop a clear understanding of the School's strengths and weaknesses through rigorous self-analysis and focus.
- 10.3 Monitor, evaluate and report progress to Governing body and committee meetings.
- 10.4 Underpinned by robust subject action planning, quality control, external moderation.

11. External Factors

Continue to be aware of the impact of external factors including legislative and policy changes and to incorporate these where appropriate.

- 11.1 Review and update this Action Plan with Governing Body annually.

12. Church

Preserve and enhance the School's religious character in accordance with the principles of the Church of England and the School's instrument of Governance.

- 12.1 Develop relationship with St Mary Blakesley and the Diocese through the active involvement of the incumbent and Foundation Governors (one of whom is the incumbent).
- 12.2 Implement findings of Section 48 Inspection by the Diocese every five years (last done in June 2012) and when addressing policy and implementation issues ensure that the requirements of the School's instrument of Governance is taken into account.

13. Community

Develop the School's integration with the community.

- 13.1 Working with FABS, Church and other village groups.