



# Swansfield Park Primary School



# Strategic Plan

Children's learning  
at the heart of our community



## **Foreword**

The school Self Evaluation and the School Development Plan reflect the OFSTED framework and secure our outstanding judgement.

This Strategic Plan outlines the governors' distinctive and aspirational vision for the future development of Swansfield Park Primary School.

It has been written in partnership with the children, staff and families.



## **Mission Statement**

**At Swansfield Park Primary 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.

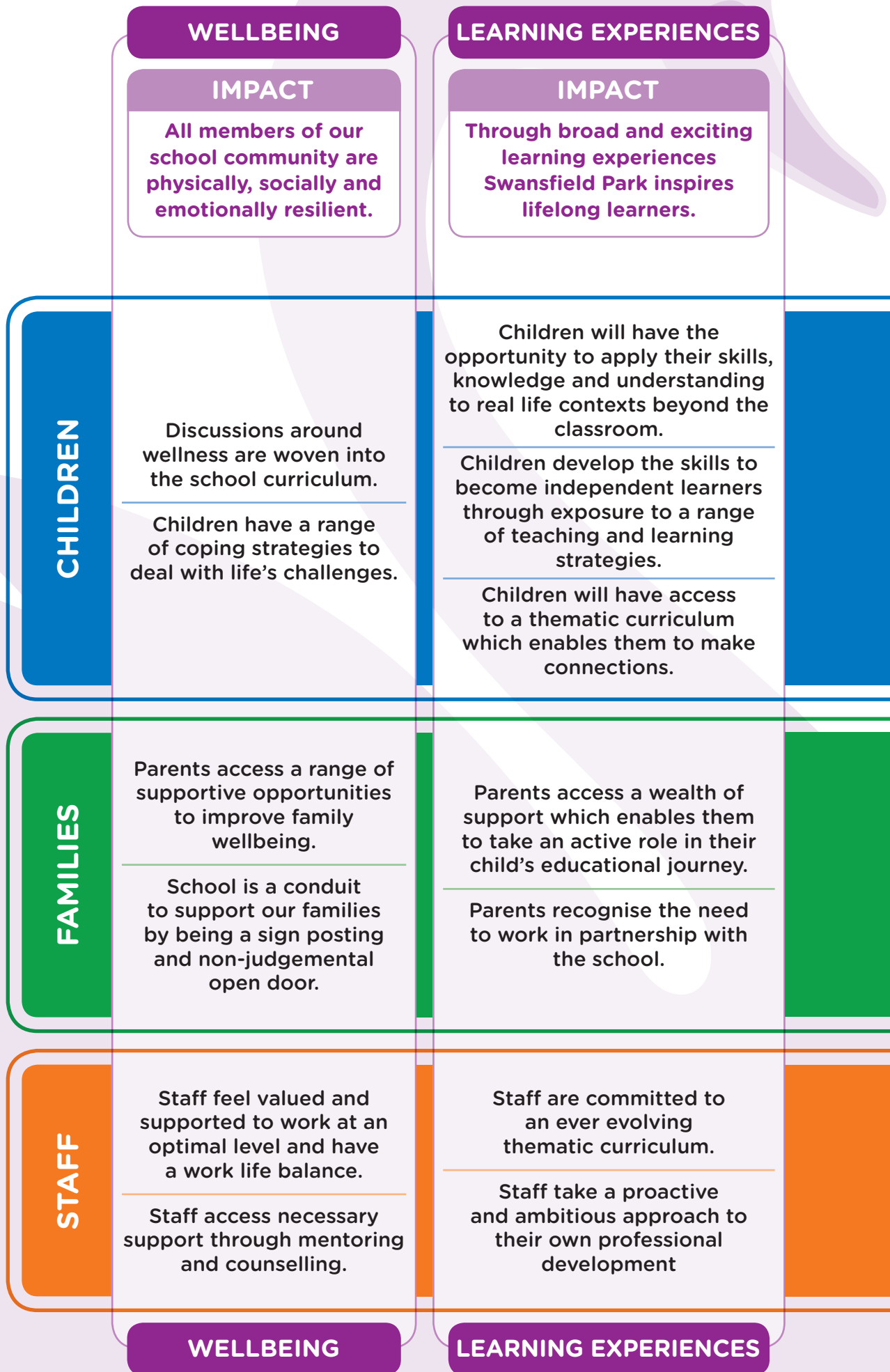
We have taken our Strategic Planning cycle framework from the National Governors' Association Chair's Handbook 4th Edition recommended version.

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:

- 1 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.
- 2 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.
- 3 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.
- 4 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.
- 5 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.
- 6 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.
- 7 Step Seven: Annual review by May**  
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



**COMMUNITY**

**INCLUSION**

**ENVIRONMENT**

**IMPACT**

Swansfield Park is valued as an asset both within the local community and beyond.

**IMPACT**

Swansfield Park celebrates difference and diversity as a positive contribution to this school.

**IMPACT**

Our school and its surroundings enable staff, children and families to feel valued and inspired to achieve higher standards physically, emotionally, socially and educationally.

Children are active citizens within the school, local community and wider world.

Children understand and appreciate rights and responsibilities.

Children will identify local community needs and a range of interventions to help.

Every child has equal access and entitlement to opportunities and possibilities.

Children recognise differences and similarities and value the positive contributions that everyone can make.

Children actively choose and use the appropriate facilities to support their learning.

Children appreciate and care for the learning environment and the resources provided.

**CHILDREN**

Families and family members will engage in a range of activities held within the school.

Families will actively encourage and support children to be active citizens.

All families feel comfortable to access and engage in school life.

Families will engage in a range of learning opportunities which promote inclusion and diversity within society.

Families understand and support the underpinning pedagogy regarding the range of learning environments.

Families participate in a range of activities to improve the extended school environment.

**FAMILIES**

Staff acknowledge their responsibility as community leaders.

Staff are receptive to the voice of children, families and the wider community and facilitate community partnerships.

Staff reach out to all children, families and community groups and actively support them to participate in school life.

Collectively staff will feel supported work as a team to engage hard to reach families.

Staff use the appropriate environments to address the learning.

Staff use a variety of creative settings both in school and beyond.

**STAFF**

**COMMUNITY**

**INCLUSION**

**ENVIRONMENT**

# Strategic Management Schedule

	Strategic	Curricular Monitoring Assessment Recording Planning	Other Key Activities
<b>SEPTEMBER</b>	School Self Evaluation document	Keeping Children Safe In Education	
	Establish School Development Plans	Set curricular targets and individual pupil targets in reading, writing and maths	
	School Fund audit	SEND Meetings and intervention programmes implemented	
	Induction of staff		
<b>OCTOBER</b>	Progress check	<b>LESSON OBSERVATIONS</b>	
	Appraisal objectives set		Harvest Festival
	Head Teacher's Report		Family Learning Task
	Review of financial procedures		
	Review of SDP		
<b>NOVEMBER</b>	Target setting	Review individual pupil progress against targets in Maths and English	Admission Meeting
	Indicative budget	Parent Consultations / Assertive Mentoring Meetings	
	Intake Questionnaire		
<b>DECEMBER</b>	Review SDP	Termly assessments and data capture	Christingle Service
	Governors' Meeting	Moderation	Christmas Performances
	SFVS		
	Annual LAC Report	Work scrutiny	
<b>JANUARY</b>	Review and update School Self Evaluation document and interim strategic plan review	SEND Meetings and intervention programmes reviewed	
	Governors' Conference	<b>LESSON OBSERVATIONS</b>	
Head Teacher's Report	Termly assessments and data capture		Family Learning Tasks
Parent/Child Questionnaire	Lesson Observation		
Progress Check	Moderation		



# Strategic Management Schedule

	Strategic	Curricular Monitoring Assessment Recording Planning	Other Key Activities
<b>MARCH</b>	Operational Budget	Review individual pupil progress against targets in Maths and English  Parents Consultation/ Assertive Mentoring	Spring Assembly
	Interim appraisal reviews		
	Review SDP		
	Governors' Meeting		
<b>APRIL</b>	Review and update School Self Evaluation document	Work scrutiny	Year 4 Residential
	Sports funding	SEND Meetings and intervention programmes reviewed	
	Pupil Premium funding		
<b>MAY</b>	School Development plan review	KS1 Assessment  KS2 Assessments	Year 6 Residential
	Staff Appointments		Family Learning Task
	Governors' Conference		
	Review Strategic Plan		
<b>JUNE</b>	Class organisation	Year 1 Phonics Checks	Sports Day
	Head Teacher's Report	Year 4 Multiplications Tables Check	
	Progress Check	Early Years Profile completed	
	Staff Questionnaire	Termly assessments and data capture	
	Safeguarding Audit	Moderation	
<b>JULY</b>	Governors' Report To Parents	Curriculum Planning  Pupil Reports to parents	Roll up Day
	Annual analysis of data		Leavers Assembly & Celebrations
	Governors' Meeting		
	Governors' Skills Audit		
	Evaluation of pupil premium funding and sports funding		
			Summer Events

LESSON OBSERVATIONS

TRANSITION EVENTS

	ANNUAL REVIEW				
	2019-20	2020-21	2021-22	2022-23	2023-24
Access	•			•	
Accessibility Plan			•		
Admissions	•	•	•	•	•
Anti-Bullying		•		•	
Art & Design		•			•
Assessment for Learning			•		
Attendance	•	•	•	•	•
Behaviour		•	•	•	•
Bereavement			•		
British Values			•		•
Charging	•	•	•	•	•
Child Protection		•	•	•	•
Citizenship					
Code of Conduct			•		•
Collective Worship					
Complaints		•		•	
Computing					
Confidentiality			•		
Curriculum		•			•
Data Protection		•		•	
Drug Education	•				
Early Years			•		
Educational Visits	•			•	
English			•		
Published Equality Information	•				
Equality & Diversity			•		
External Visitors		•		•	
E-safety		•			•
Fire Safety	•	•	•	•	•
Food	•			•	
Geography		•			•
Health and Safety	•	•	•	•	•
History		•			•

	ANNUAL REVIEW				
	2019-20	2020-21	2021-22	2022-23	2023-24
Homework		•			•
ICT Code Of Conduct					
IT & Information Security			•		
Inclusion			•		
Induction			•	•	
Initial Teacher Training			•		
Internet Usage		•			•
Intimate Care	•			•	
Instrument of Government			•		
Leave of Absence			•		
Looked After Children	•			•	
Lettings	•	•	•	•	•
Mathematics	•			•	
Mobile Computing		•			•
No Smoking					
Packed Lunch	•			•	
Pay Policy	•	•	•	•	•
P E		•			•
Performance Development	•	•	•	•	•
Persistent Complainants		•	•	•	•
PHSE	•			•	
Physical Intervention	•	•	•	•	•
Race Equality		•			•
R E		•			•
Safeguarding	•			•	
Science		•			•
SEND		•			•
Sex & Relationships	•			•	
Smoke Free School		•			•
Subject Leadership			•		
Supporting Pupils with Medical Conditions			•	•	
Teaching & Learning			•		
Uniform			•	•	
Whistleblowing			•	•	



**Swansfield Park**  
Primary School



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