



Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time. – Thomas A. Edison

Governors' Three Year Strategic Plan

2022-2025

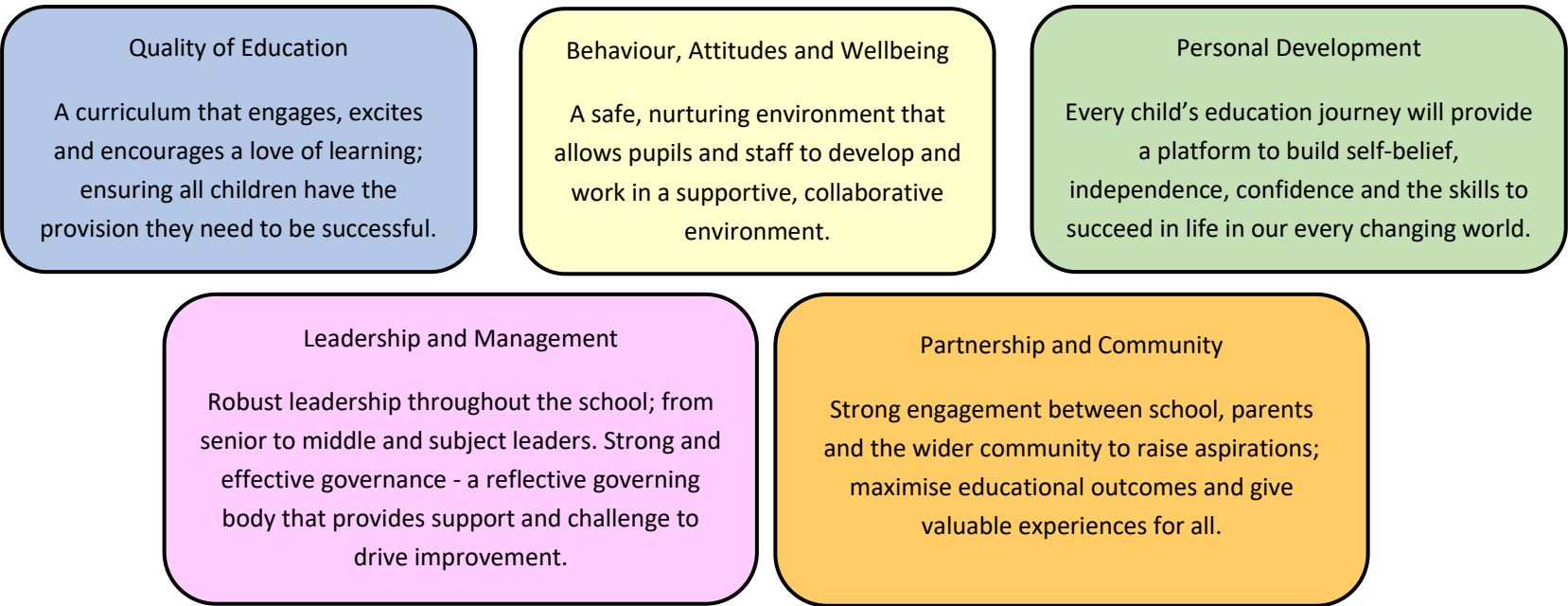


Regent Farm First School

Introduction

One of the key functions of the Governing Board is to set the strategic direction for Regent Farm First School and to undertake long term development planning for the future. The Governing Body has produced a three-year strategic plan that sets out our priorities and describes the important milestones we need to achieve along the way. This includes our vision, strategic priorities and the values that underpin all we do. We'll be regularly tracking progress to ensure continuous improvement.

Our strategic plan has been compiled with ideas from our children, parents and staff; it recognises the many existing strengths of the school and builds upon these. We are committed to meeting the needs of our pupils, helping them realise their potential and move with confidence into the next stage of their lives. When thinking about our current goals, we first revisit our schools' priorities to identify where developments should be made next.



Our Vision

At Regent Farm First School, we believe that learning is a lifelong journey filled with curiosity, adventure, and creativity. We want children to have a genuine passion for learning and develop a resilience to overcome challenge. As a whole school community, we aim for our children to be ambassadors for fairness and respect: to change the world with the knowledge, skills and confidence they have learnt here. Above all it is our vision that children are happy, confident individuals who can communicate effectively and thrive in anything they put their mind to – now and in the future.

Our Values



Team Work

Listening, supporting & sharing

Determination

Dreaming big, aiming high, working hard to achieve goals



Curiosity

Showing enthusiasm, asking questions, imagining & exploring



Respect

Understanding, accepting, empathy & embracing others



Strategic Priority	What we already do well	2021-22	2022-23	2023-24
Quality of Education				
A curriculum that engages, excites and encourages a love of learning; ensuring all children have the provision they need to be successful.	Throughout the pandemic, the education for children has been significantly disrupted. Whilst the school remained open for some, and remote learning was quickly established, many children did not access full time education during this time. Support packages were established – for both academic need and wellbeing. The school also offered wider support to families who were impacted by the pandemic, level of communication from school praised by parents. Upon return to school children's knowledge was quickly assessed and gaps identified through traffic light system.	Continue to ensure that pupils who have fallen behind due to Covid19 make accelerated progress (three levels of support as required): 1. Universal support for ALL children, young people, staff and parents returning to schools after the pandemic, and after any further isolation periods required. 2. Targeted support for children, staff and parents in specific contexts or with specific needs (including group support for SEN, transition group arrangements). 3. Individual support for children, staff and parents in complex contexts, or specific complex needs, where they require an individual response to meeting their needs. e.g. vulnerable pupils, parents, those that are bereaved, or have suffered trauma and separation, families in financial difficulties.		Continue to offer and develop a flexible approach to support where appropriate due to an absence from school example due to a lengthy illness, or surgery. Ensure that support is offered is meeting a child's academic and personal needs.
	Regent Farm has an ambitious curriculum which not only meets the needs of the NC but also supports children's wider development to raise aspirations and confidence, preparing them for the next steps in education and their future. Opportunities are carefully planned to forge links within learning, apply knowledge and develop life long skills to enable children to thrive.	Further development of the science curriculum through work with subject leader, GST and towards the Science Quality Mark.	Development of the non-core subjects Spanish and Music. Explore opportunities for specialist teaching and staff CDP to strengthen curriculum.	Continuing development of curriculum (both core and foundation subjects) through strengthening subject planning and mapping our links between knowledge and skills.
	The importance of speech & language development is recognised and valued with on-entry assessment and access to specialist support, as needed. This is continued through a child's learning journey. Teachers also plan specific opportunities to develop vocabulary and understanding of language.	Establish specific speech and language roles in school, focusing on EYFS and Year 1. Widen work on oracy groups in school with companies such as Mortal Fools Theatre Company. Begin pre-teaching of vocabulary to increase confidence and understanding prior to a unit.	Whole school project to develop a strong vocabulary curriculum in school. Consider which elements of pre-teaching, reciprocal reading and other vocabulary work can be written into our bespoke vocabulary curriculum.	Provide wider opportunities to develop vocabulary and speaking skills beyond the school environment i.e. drama, work with professionals and music.

Strategic Priority	What we already do well	2021-22	2022-23	2023-24
Behaviour, Attitudes & Wellbeing				
A safe, nurturing environment that allows pupils and staff to develop and work in a supportive, collaborative environment.	<p>The majority of our pupils have good attendance. Parents engage well with staff at all levels and work to improve attendance if issues arise.</p> <p>The Family Support Adviser works with families where attendance or punctuality is a concern - Early Help, parenting contracts and legal monitoring systems in place.</p> <p>Persistent absence rates continue to drop in school.</p>	<p>With a FSA post and relatively new admin team, ensure that we continue to monitor attendance and where there are any concerns, take swift actions to address.</p> <p>As Covid restrictions allow, reintroduce incentives and rewards for good attendance. Celebrate attendance of 96% or above and best class attendance.</p> <p>Increased focus on tackling children who are late into school regularly through letters, presence of HT and meetings to offer support.</p> <p>Continued work with the small percentage of families who are consistently poor attendance – work to change parents' perception of education and value of school.</p>		Continue to review and amend attendance procedures and practice, as required and based on best practice.
	<p>Regent Farm has a strong safeguarding culture and goes above and beyond statutory obligations.</p> <p>There is a clear focus on teaching children to keep themselves safe in a variety of situations. We also show children how to help other's keep safe.</p>	<p>Online safety – workshop with children (through GEM Education) and work with parents to promote safe use of technology.</p> <p>Develop 'Give me 5 ways...' to support children's understanding of how to keep safe.</p>	Pick up work with Diversity Role Models and No Outsiders to promote respect, tolerance and British Values. Work with children and parents to tackle stereotypes, discrimination and terms such as "that's so gay."	Consider the benefits of the primary school scheme Commando Joe in school to further strengthen collaboration and teamwork. How could this further enhance our curriculum and encourage children to take risks, in a safe nurturing environment.
	<p>Pupils are keen to talk about their learning and are proud of each other's achievements. The majority of children conduct themselves well during the school day; visitors and out of school visits often comment on exemplary behaviour of pupils. Reach for the Stars scheme is well embedded in school and children respond positively to system.</p>	<p>Explore ways to further develop the children's understanding and application of good learning behaviours through a variety of approaches such as peer feedback and pupil voice.</p>	Develop further ways for children to celebrate each other's wider successes with the school council. How can successes both in school and at home been shared and celebrated effectively?	

Strategic Priority	What we already do well	2021-22	2022-23	2023-24
Personal Development				
Every child's education journey will provide a platform to build self-belief, independence, confidence and the skills to succeed in life in our every changing world.	Regent Farm has a culture that supports pastoral care through allocated resources. We have a dedicated FSA, counsellors, Thrive practitioner and therapeutic spaces.	Continue to support children's wellbeing and emotional resilience by embedding Thrive. Explore CPD around attachment for staff – how can this be used across school to support children's wider needs.		As the rebuild/refurbishment of school is completed, redefine spaces in the building to ensure continued therapeutic and well-being support.
	As a culturally diverse community, we look for opportunities to support pupils to develop a good understanding of different faiths and cultures and show respect and consideration for others.	Explore ways to further enhance opportunities which reinforces mutual respect, tolerance and understanding of what it is to be a citizen, not only of the school, but of local, national and international groups. Continue to improve links with Mercy School as Covid restrictions lift.		
	The school has four clear values which the children are aware of and integral to life at Regent Farm. They know the importance of curiosity and specific opportunities are planned into curriculum areas to explore, investigate and think.	Work to further develop a questioning culture in school, supporting the core value of curiosity. Ensure children are given opportunities to discuss opinions, and look for evidence.	Further develop approach in school to enable children to be 'critical thinkers' – develop learning environment where every child is expected to think, articulate opinions and use evidence.	Continue to explore staff CPD to develop thinking approach further in school – potentially looking at Philosophy for Children or Thinking Skills Training.

Strategic Priority	What we already do well	2021-22	2022-23	2023-24
Leadership & Management				
Robust leadership throughout the school; from senior to middle and subject leaders. Strong and effective governance - a reflective governing body that provides support and challenge to drive improvement.	The current school building is well used to support learning, well being and community activities. Every area of school is utilised for not only lessons and intervention but also wider clubs, professionals, sensory input and well-being support.	Work with the DfE team to design the rebuild/refurbishment of the new school. Ensure design is fit for purpose and will not compromise the education, and wider curriculum/experiences, for any children. Work to redesign the outside space ensuring this is not compromised for our children.		As the building work is completed, carefully plan the layout of rooms to ensure every child gets the very best education. Ensure physical needs, SEN and VI are also considered carefully.
	Changes to the staffing structure, curriculum and assessment, as well as phase lead posts, have supported a more distributed leadership model. The extended leadership team has been instrumental in supporting the identification of the school's strengths and development priorities and have been actively involved in the development and delivery of the school's improvement plan. Subject areas are supported well by Governor involvement.	Review and develop subject leadership by ensuring middle leaders have a clear understanding of the strengths and areas for development of their subject areas; they are able to articulate the impact of their actions to address developments needed. Non-core subjects to all have clear coverage and progression which has been monitored by leaders.	Redefine the roles and responsibilities of SLT members so every member of staff is used efficiently to further develop the school/support the smooth day to day running of school. Ensure that all staff are aware of these roles and know how the SLT can support them. Through peer coaching, share good practise in school and within the Trust to further support staff development.	Use leadership capacity across the school and collaborate with other schools to develop all subject areas, particularly as the GST. Further develop accountability of foundation subject leaders in ensuring there is continuity and quality of experience across the school.
	Leaders engage staff; listening and responding to staff views. We have a designated staff wellbeing leads (FSA and HT, and governor) who actively seek opportunities to support the wellbeing of all. Staff well-being board helps to give information and signpost support/advice if needed.	Develop a range of options/measures to address any areas where improvement is required in response to staff wellbeing survey. Increase work between staff and governors around their well-being.	Review implementation of changes to areas where improvement is required. Continue to review and amend practice, as required and based on best practice.	

Strategic Priority	What we already do well	2021-22	2022-23	2023-24
Partnership and Community				
Strong engagement between school, parents and the wider community to raise aspirations; maximise educational outcomes and give valuable experiences for all.	We offer parents opportunities to become fully involved in their children's learning and school life, even prior to starting school. For example, through visits, special days, parent meetings, parental workshops, contact with FSA and SEND drop in sessions.	Post Covid, re-establish ways to encourage parents to support their child's learning and development. Explore further ways to enhance opportunities for transition into our EYFS setting.	Continue to develop ways to encourage parents to support their child's learning and development; be involved in the direction of the school and support access to family and adult learning. Work with all stakeholders to try to increase parental attendance at some events, targeting parents we think may benefit/otherwise be anxious to attend.	
	We maintain links with local Primary and Middle schools; we have strong links with the local church, police, local charities and sports providers. The children meet a range of professionals during their time at Regent Farm to help raise aspirations for the future.	Ensure work with Coco and our partner school can be re-established, hopefully with a teacher visit to Kenya and to Regent Farm.	Cultivate further links locally and globally with businesses and schools to create opportunities to support pupils, staff and families to have experiences and raise aspirations for the future.	Continue to develop the range of professionals who visit school – pupil voice to decide which job areas they are interested in knowing more about.
	The community at Regent Farm is very supportive of those in need and will support charity events, whether these are local, national or international. Charity work is discussed with children to support their understanding of our world. We have two long standing charities – Daft as a Brush and Coco which are important to those at school.	Re-establish the work previously done with the PTFA to increase charity work and fundraising in school.	Continue to develop wider charity links to enhance the experience for all children in school and support cultural awareness. Explore opportunities for the school council to choose the charities we support – potentially fundraising for one nominated charity over the year so it becomes central to life and school and means more to the children and families.	