



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

2025-2028



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.

Quality of Education

A creative curriculum, delivered to engage, excite and encourage a love of learning, ensuring all children are treated as individuals and are very well prepared for the next phase of education.

Behaviour and Attitudes

A safe, nurturing and inclusive environment that allows every member of our school community to feel valued and respected.

Personal Development

Every child's learning journey will enable them to thrive and build self-belief, raising their aspirations and enabling them to fulfil their potential in our dynamic world.

Leadership and Management

Inspirational leadership throughout the school with all staff and governors working collaboratively, supporting and challenging each other to drive improvement.

Early Years Foundation Stage

Through a collaborative partnership with families and a purposeful, well planned learning environment, children are given strong foundations and life skills which can be built upon as their education continues.

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	Next Steps		
Quality of Education				
<p>A creative curriculum, delivered to engage, excite and encourage a love of learning, ensuring all children are treated as individuals and are very well prepared for the next phase of education.</p>	<p>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.</p>	<p>Complete a full audit of subject documents to look at content and accessibility for parents/professionals. Devise a simple and consistent approach to year group curriculum documents and subject documents ensuing these map out key take aways within a unit and vocabulary development opportunities</p>	<p>Continue the audit, focusing on prior learning and mapping this across units.</p> <p>Teachers to gather further evidence banks to support ‘ELF recall’ – Elephant, Lion, Fish. Monitor the impact on children and how this supports them making connections within their learning.</p>	<p>Upon moving into the new school building, ensure facilities are used effectively to support the curriculum e.g. outdoors, practical room, library. Review access to these spaces to ensure it is fair for all children. Review the computing curriculum and any changes which may be needed to strengthen this following the introduction of laptops.</p>
	<p>Formative assessment processes are well embedded in lessons and staff provide pupils with effective feedback to ensure they can make the necessary steps of progress. Summative assessment takes place at three points across the year and teacher judgements are informed by PIRA and PUMA tests. A consistent approach to peer critique has been introduced across school to encourage children to reflect more effectively on work.</p> <p>Governors are presented with termly summative data and challenge any gaps observed in meetings and open days when they spend time in classes observing current practice.</p>	<p>Work with all schools across the Gosforth Schools’ Trust (and feeder GJA) to devise a system of consistent assessment for foundation subjects at the end of Year 4. The aim is to ensure that most children will arrive in Middle School with the same starting points irrespective of the First School they attended. A working group will begin this process (known as the Gosforth Gateways) for two subjects to set up a working framework. Subject leaders across the Trust to meet and complete documents.</p> <p>Following this work, we will look at creating additional Gateways within Regent Farm to support assessment and planning when children from EYFS to KS1 and KS1 to KS2.</p> <p>These will be presented to parents in a succinct Roadmap to summarise curriculum coverage and end of phase expectations.</p> <p>Continue to challenge and narrow gaps in data, especially for vulnerable groups.</p>	<p>Once the Gosforth Gateways have been written and used for an academic year an assessment portfolio across schools to be gathered supporting judgements. Examples of work from all schools to be included to ensure consistency in the assessment of foundation subjects.</p> <p>Explore further opportunities for the children to work collaboratively on projects across the Trust.</p>	
	<p>Children are encouraged to be curious in all lessons and ask questions, or debate their ideas. The skills of talk and active learning are given a high priority in lessons and are evident in all classrooms. This consistent approach ensures children are not passive learners and gives them opportunities to develop strong speaking and listening skills.</p>	<p>Curiosity boxes and tables to be developed further in each classroom, linking to the current topic. Ensure there are opportunities for relevant vocabulary to be displayed and used by children. Complete pupil voice surveys to identify the impact of this work.</p>	<p>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. Review impact of Vocabulary Ninja across school.</p>	<p>Provide wider opportunities to develop vocabulary and speaking skills beyond the school environment i.e. drama, trips/experiences with theatres and further work with professionals.</p>

Strategic Priority	What we already do well	Next Steps		
Behaviour, Attitudes & Wellbeing				
A safe, nurturing and inclusive environment that allows every member of our school community to feel valued, respected and thrive.	<p>Attendance levels are slightly above National Average and the majority of children attend well. Support is available through the HT/SLT and Senco when attendance levels begin to fall. When needed there is external support through CES, Team Around the School and the LA Attendance Officer. Clear guidance for parents is shared and a simple ‘Attendance Roadmap’ summarises this information on one page. Admin staff have clear ‘first day response’ systems in place and home visits are carried out when serious concerns exist.</p>	<p>Review current policies and practice in line with new attendance guidance from DfE. Ensure new procedures around unauthorised absence and Fixed Penalty notices are shared with parents. Monitor attendance closely and implement Attendance Contracts and/or Legal Monitoring when needed.</p>	<p>Review the impact of FPN on requests for holidays and impact in lost learning. Review the new tracking system for attendance and the impact contracts (and legal monitoring) have had when attendance levels drop below 90%.</p>	<p>Identify specific barriers to attendance – especially for our disadvantage pupils. Work closely with parents to support attendance before families become PA. Explore opportunities to shift mindset for those parents who had a negative experience of school.</p>
	<p>The school has a wide variety of pastoral support, underpinned by an ‘open door policy’ - senior staff are visible and always available. The school has trained Mental Health Leads and a Thrive Practitioner. We have two sensory rooms, a sensory garden and quiet spaces to offer wellbeing support. We have links with the Learning Trust who offer parental classes around areas such as cooking and managing behaviour at home. The school also has access to counsellors who can work with children with more complex anxiety/trauma/mental health needs.</p>	<p>Following the impact of Margot Sunderland’s Pace Training, work closely with ASK Psychology Service to provide further direct support for individuals and training for staff. Work with ASK to offer PACE sessions from for parents to continue this pastoral support. Continue to embed link with North Guild to work with new counsellors increasing the number of children who can work with trained professional.</p>	<p>Continue to try to employ a Family Support Advisor directly. Ensure any potential candidates have the experience to work with children and parents in school, sign posting to external support when needed. In the absence of a FSA, monitor the impact of additional workload of senior staff to ensure this is manageable for them, and children are still being offered support.</p>	<p>Provide further information to parents about how we offer wellbeing support for children in school (following feedback on recent survey). Explain the school graduated response that is used such as the universal use of Zones of Regulations and how specific, targeted support can be offered when children need it. Governors to increase parental involvements to gather opinion/next steps.</p>
	<p>The school has a set of core values including respect, these are understood by all and revisited frequently. All staff have recently had No Outsiders training and children took part in workshops with Andrew Moffett. No Outsider texts are used across school to address diversity and equality. The PSHE curriculum is now focused around ‘big questions’ and provided opportunities to address key issues in a safe space.</p>	<p>Ensure that multiple texts are used throughout school that are diverse and provide opportunities for the children throughout school to learn about other communities, cultures, and faiths. Ensure that visitors celebrate the ethnic mix in our school and our wider community. Monitor the use of wider resources/images.</p>	<p>Continue work in school to tackle stereotypes, for example around gender and job roles. Ensure all children have respectful attitudes to females and do not treat people differently because of their gender.</p>	<p>Explore further opportunities to develop multicultural/international links. Explore opportunities for the Mercy School project to be strengthened in school, possible with a visit to Kenya for staff and their teachers to return to Newcastle.</p>

Strategic Priority	What we already do well	Next Steps		
Personal Development				
<p>Every child’s learning journey will enable them to thrive and build self-belief, raising their aspirations and enabling them to fulfil their potential in our dynamic world.</p>	<p>Last year the school introduced a whole school theme to raise aspirations for the future – this has been added to and is now ‘Small steps, Dream big.’ The children are beginning to understand challenge/determination and know that you have to work hard to achieve big things. As a school we have done a lot of work to help children understand that little steps/changes, can make a big difference to themselves and others. This has been linked into work about famous people who achieved their dreams and a week called ‘Every Shoe Tells A Story.’</p>	<p>Whole school collaboration to support the message that as an individual sometimes it is hard to make a difference, but together our impact adds up. For example, project with Eat Smart to reduce the amount of food waste we produce in school thus helping the environment.</p>	<p>Explore further opportunities for children to work on collaborative projects across school, building up to a bigger outcome. Review opportunities for children to see live performances/plays. Governors to understand impact and legacy of longer projects.</p>	<p>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? Would this support their determination to overcome obstacles?</p>
	<p>The school has an above average percentage of disadvantaged pupils; as a result it carefully manages a significant budget to ensure provision is put in place to support academic and personal success for all. This is carefully monitored through the PP Strategy which is overseen by Governors and the PP champion. High level of funding is used for interventions but also to support experiences and trips for children.</p>	<p>Work with RADY project (Raising the Attainment of Disadvantaged Youngsters) to audit the current systems and close gaps. Review our offer to disadvantage pupils to: close the PP attainment gap; enrich PP children’s’ lives and pledge for attendance data to be in line with non PP.</p>	<p>Govs to work with HT and PP champion to review the outcomes for disadvantaged pupils. Following work with RADY have gaps closed especially around attendance and academic outcomes? What further measures are needed? Ensure there are opportunities for pupil voice to be gathered.</p>	<p>To bring the RADY work to a close, review the PP Strategy Statement. Is funding used to the best effect or are alternative areas needed. For example do all children need access to breakfast before school to support learning? Do we need further physical regulation spaces or wellbeing support?</p>
	<p>The school with professionals and ensures the children are exposed to a wide range of careers in their time at Regent Farm. Our curriculum provides opportunities for these professionals to come in to school and work with children, raising their aspirations for future jobs. We have a list of non-negotiable professionals/experiences the children should have before leaving Regent Farm.</p>	<p>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. Pupil voice to decide which job areas they are interested in knowing more about.</p>	<p>Monitor the impact of a careers project in school with ‘Start Small, Dream Big’ project. Work with local professionals (focus where possible on STEM background) to raise children’s aspirations for the further. Ensure the project also tackles parental engagement to try and change mindset external to school.</p>	<p>Monitoring the utilisation of trips and enrichment to reflect the wider curriculum and ensure there are no clear barriers to uptake eg does each year group visit a different place of worship? Is there a common reason children in Y4 do not attend the residential trip that can be overcome?</p>

Strategic Priority	What we already do well	Next Steps		
Leadership & Management				
Inspirational leadership throughout the school with all staff and governors working collaboratively, supporting and challenging each other to drive improvement.	Following the announcement that the school would be rebuilt through the DfE Rebuilding Scheme, reasech has been ongoing to ensure we are clear on our requirements for the new school. We have visited a variety of rebuilds and worked with the designers to ensure that the minimum needs of the school are not compromised due to costs. We have also put aside additional school funds to support this project, enhancing the building and provision we can offer children.	During building work, ensure there are opportunities for children to be part of the experience and learn from the process (linked to raising aspirations). Work with the team to ensure that curriculum is not impacted throughout the build – governors to monitor this regularly in Premises Committee and Open Mornings.	Ensure the new outside space is well planned to enhance the learning provision for all children. EYFS gardens to be well planned with Newby Leisure to add to learning environment. KS1 outdoor provision to be included. Explore opportunities for Nature Grants to widen the areas which would be developed e.g. forest/gardens to the furthest edge of the field.	Prior to moving into the rebuild, work with all stakeholders to plan internal layout/furniture/room provision etc. Ensure the required visuals are added prior to moving in to make the school welcoming and support learning. Work with VI team to consider specific requirements and make for the areas are safe for all children with visual impairment.
	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 and regular monitoring visits.	Strengthen opportunities for GST collaboration at all levels (year groups, subject leaders, DHT/HT's and governors). Work with all schools across the Gosforth Schools' Trust (and feeder GJA) to write Gosforth Gateways – a consistent document to support assessment in year 4 across all schools.	Review the documents for each subject in monitoring visits; making sure they identify clear progression and take aways. Ensure any documents written for parents are succinct and accessible for all. Conduct further pupil voice work to ensure children can talk about their learning confidently and understand their opinions of different subjects. Feed this back to HT for review.	Consider succession planning opportunities for leaders at all levels (including governors) to ensure there are multiple staff with skill sets to lead and manage all curriculum areas. Explore a shadow SENCo to learn from the expertise current SENCo has, and to support workload as demand increases.
	The school has high quality teaching and support staff with a good level of retention. There is strong collaboration with other schools and support for ECT teachers. Teachers within school are given opportunities to work together and watch others teach in a mentoring approach. There is a clear wellbeing charter for staff and we invests in high quality CPD to support teacher development.	Review and evaluate the impact of the data of each Year group to ensure improved outcomes for all. Unpick gaps in data to be confident actions are being taken by staff to address. Review learning walks linked to SDP outcomes and monitor in open mornings.	Ensuring the school provides consistent and excellent teaching and learning opportunities by attracting and retaining well qualified and motivated staff. Ensure governors are part of recruitment process and have an opportunity to meet candidates.	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.

Strategic Priority	What we already do well	Next Steps			
EYFS					
<p>Through a collaborative partnership with families and a purposeful, well planned learning environment, children are given strong foundations and life skills which can be built upon as their education continues.</p>	<p>Assessment is embedded throughout Early Years – formative assessment takes place daily and observations are made using a common language across both nursery and reception. Baseline assessments are used in both year groups and reception baseline monitoring visit was very positive. The experiences EYFS leaders offers support to all teachers to ensure comparable data across the phase.</p>	<p>Complete ‘steps’ documents for children in each area to support assessment across EYFS. Ensure these link to the key stage 1 curriculum and can be used to support judgements made within Sonar Tracker.</p>	<p>Use tracker to review progress and identify early intervention needs in line with rest of school systems. Support transition into key stage 1 as common language and six steps of progress is being used for all children (in addition to statutory assessments).</p>		
	<p>Over the last few years there has been significant work to build home school links. The school engages with families and asks for regular feedback to help out youngest children settle into school. New curriculum overviews are shared half termly with optional tasks. Staff hold workshops such as phonics, to offer advice to support children. Tapestry and Reach More Parents are used to share learning and communicate.</p>	<p>To provide further opportunities to use Tapestry in school to share learning achievements with home. Ensure there is a minimum of two observations per child, per week – at least one of which should be individual. Ensure there is a balance of evidence within all areas of curriculum.</p>	<p>Explore further opportunities for parental engagement in school such as stay and play sessions. Governors to gather feedback on these to review impact – do they help families support children’s learning out of school.</p>	<p>Audit the parental engagement with school tasks sent home such as reading, maths KIRFs, reading/maths boxes and the optional homework booklets. Are they successful and do they have impact on learning at home.</p>	
	<p>Our EYFS curriculum is creative and inspires children to learn through doing. Barriers to learning are regularly reviewed and the children are active learners in all lessons. A previous intensive CPD project with EY Consultant has raised standards and a ‘Book of the Week’ approach is used to develop links, enrich vocabulary and create a love of reading. Our Early Years Unit is now often visited by other teachers following recommendations from external professionals and the SIP.</p>	<p>Following the Mastering Number work, embed opportunities for maths within continuous provision and ensure learning environment is ‘maths rich’. Write the ‘steps for maths learning’ and share with parents. Introduce KIRF’s and maths boxes each half term, in line with the rest of the school.</p>	<p>Monitor the impact of specific speech and language teaching in EYFS – are these children closing the gap and if not, what further support may be needed? Use elements of whole school oracy project to strengthen practice in EYFS. Ensure pre teaching opportunities expose children to language within book of the week prior to teaching.</p>	<p>To develop a text rich environment with the use of topic specific vocabulary and texts, inside and out. Topic vocabulary and red words to be displayed in classrooms as children are introduced to them, especially in writing areas/curiosity tables.</p>	