

5 - Year Strategic Plan

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INTRODUCTION

It is with pride that we are embracing the history of Alder Bridge School, capturing what makes our school such a special, welcoming and nourishing place, and looking at ways to make the School flourish and grow.

Why we are planning 5 years ahead and what are our intentions

Much has been happening at Alder Bridge School over the last year. There have been changes to the organisational structure and processes, a school inspection, the introduction of free entitlement for early years, new teachers have been welcomed and some farewells have been said. It is wonderful to see that the commitment and love everyone brings to the school has not changed and that new members of our community are getting involved with enthusiasm offering their skills and support.

The end of the last summer term saw two combined classes leave, some had reached the end of their journey, others did not want to have a new teacher for a short period of time before facing yet another big change when moving on to different schools. Kindergarten was also affected by staff changes. Whilst all this happened for good reasons unrelated to what the school was providing, the reduction in numbers has brought some uncertainty and challenges, but also room for improvement.

A strategic planning exercise is a proactive response because it gives us a place where we can start to assess the weaknesses, take steps to address them, apply best practice, and focus and promote our strengths.

With this in mind and looking at the feedback we have received, it is hence a good time to recap, acknowledge the wonderful work that has been done, address our weaknesses, and build a strategy looking five years ahead to define clear measurable goals, set milestones, align our learning and organisational objectives, and ultimately achieve sustainability and growth. This will also give structure and stability, and thus provide reassurance to parents and staff.

This strategic plan covers the period from January 2015 to July 2020. Our last 3-year-plan has come to an end and we, as Trustees in consultation with College and the Community, would like to use the opportunity to set a bold and positive strategic direction with rolling action plans, allowing us to respond flexibly to environmental changes without losing sight of where we want to be.

With the children at the heart of what we do, the excellence achieved in teaching and learning and the closely-knit community with so many engaged parents and volunteers deserve to be supported by the most effective allocation of resources and continuous improvement of our communication, accountability, and provision.

VISION, ETHOS and AIMS

Alder Bridge School engages pupils through body, heart, and mind to discover and cultivate their full potential, and inspires and educates them to be free human beings.

Alder Bridge School is an independent Steiner-Waldorf School established in 1987. While Alder Bridge is an autonomous school, it is a sponsored member of the Steiner Waldorf Schools Fellowship and follows the code of practice developed by that body. Therefore it is part of a large and growing educational movement that has established Steiner-Waldorf schools in many countries of the world.

The curriculum and pedagogy are based on an understanding of child development arising out of an understanding of the philosophy, spiritual research and practical ideas of Rudolf Steiner (1861-1925) – Anthroposophy is a philosophical inquiry resulting in a deeper understanding of the universe and of the human being. Alder Bridge is a non-denominational school based on Christian values. Other cultures, religions and beliefs are also welcomed and are presented in the classroom in an open way with respect and reverence for humanity. By educating the children in a holistic manner, we aim to nurture and develop head, heart and hands, awakening and encouraging independent thought, confidence in themselves and skills for life.

Alder Bridge School strives to offer the children a world of discovery and experience whilst organically conveying values and respect; supporting and nurturing the best in each child. Our aim is that the children will benefit by gaining confidence, having an open and inquisitive mind, and developing a joy for learning, to thrive and be happy.

Alder Bridge School is a learning community, comprised of pupils, teachers, support staff, parents and friends who associate and co-operate together primarily for the education of the children but also for their own support and development. In this approach learning and education are seen as lifelong processes.

This focus has not changed over the years, but the world around us is constantly changing. As such, it is vital that we look at every aspect of the school as an organisation and community and strive to achieve the highest expectations for our school, its long-term sustainability, and growth bearing in mind

“The need for imagination, a sense of truth and a feeling of responsibility – these are the three forces which are the very nerve of education”

Rudolf Steiner

5-Year Strategic Plan Overview

Current Situation and Educational Landscape

Alder Bridge has been offering education for children from 3 to 14 years in combined classes and Kindergartens. The Parent-and-Child Group Sunbeams is well attended.

The School Inspection that was carried out in June 2014 gave Alder Bridge the rating 'good'. We would like to state some of the findings in the report as they highlight what we do well and what we can improve, particularly as this is supported by the feedback we have received:

Alder Bridge Steiner-Waldorf School provides a good quality of education for its pupils. It enables pupils to make good progress and the quality of teaching is good. It promotes particularly positive relationships between adults and pupils, which support learning, and it develops pupils' speaking and listening skills well, along with their creative and aesthetic achievement.

Kindergarten stood out as a caring and nurturing place that met the requirements for early years well. Furthermore, praise was given for the community links, the range of cultural visits, outings and trips undertaken, and the classrooms and grounds that provide excellent and varied opportunities for learning.

The new structures and policies we have in place have been acknowledged. Things we need to address are related to this, namely, to ensure that the policies are applied and enacted, and to follow and improve reporting and record keeping, assessment, and administrative procedures.

This was a very positive outcome and one we can be proud of and use to highlight that Alder Bridge School provides a wealth of education and experience, not just as a Steiner-Waldorf School but also when compared with mainstream schools and assessed based on Ofsted criteria.

However, the difficulties we have encountered since the beginning of the school year 2014/2015 have shown that we cannot be complacent and more needs to be done to maintain the high quality of teaching and learning, spread the word and promote the school, and to build the foundations for long-term stability and growth.

Alder Bridge is the only Steiner-Waldorf School in the Thames Valley. There are a number of independent schools and nurseries in the vicinity but the setting and the nourishing three-fold nature of Alder Bridge School make it unique and attractive. The three-fold nature refers to the holistic approach and the three pillars of Steiner education, namely the spiritual, social, and intellectual or the heart, soul, and mind.

21st Century Skills

When looking at the wider spectrum of modern day society and job requirements the expectations placed on young people who are at the start of their professional lives have changed. The term 21st Century Skills has been coined. The diagram below illustrates the 21st Century Skills as well as the outcome that, when combined with relevant subject areas, the pupils grow to become engaged thinkers and ethical citizens with an entrepreneurial spirit.



Source: Alberta Education, "Inspiring Action"
 (<https://ideas.education.alberta.ca/media/2905/inspiringaction%20eng.pdf>)

Due to its well-rounded holistic approach Steiner education enables pupils to develop these skills with ease and seemingly naturally. Alder Bridge School prides itself in having many former pupils who are creative, freethinking, responsible, self-confident, and considerate individuals, meeting the requirements of the 21st Century skill set colleges and employers seek.

Children in Steiner-Waldorf schools have been developing 21st Century skills since the movement began nearly 100 years ago, as Steiner-Waldorf education is based upon a deep understanding of child development, rather than the latest government requirements. Our curriculum is implicitly geared towards developing free-thinking adults who are creative,

socially and environmentally aware, self-motivated, adaptable, and with a life-long love of learning. Every aspect of our school contributes to this, but some significant elements are listed here:

- Formal teaching of literacy and numeracy starts at the age of 6. Many studies have concluded that there are no benefits at all from starting formal education earlier, and rather that by delaying it a child has more time to develop essential skills in Kindergarten which are the tender shoots that will eventually grow into collaboration and leadership skills, critical thinking and problem solving.
- Every subject is taught through imagination and creativity, ensuring that even factual knowledge has a living, dynamic quality that engages the child. Rather than teaching children *what* to think, we focus on *how* to think.
- The whole day and every lesson are structured with the well being of the child in mind, incorporating a healthy rhythm of activity and concentration which supports the healthy development of all skills.
- We are in touch with the natural world and its cycles through seasonal work and festivals. Our curriculum includes gardening and farming, which ensures that children spend a substantial time outside in the elements, learning from the earth and learning to shape it. Children who spend time with nature and have respect for natural rhythms are more motivated to protect the environment.
- We teach two foreign languages from the age of 6, in a school with an international community, enabling children to feel comfortable as world citizens.
- Art, in all its forms, permeates every subject in Steiner-Waldorf education. For example, in Handwork lessons the connection between skilful work, creativity and respect for natural resources is nurtured, and children design and create beautiful items which are useful and sustainable; from felting around a pebble in Kindergarten, making their first pair of knitting needles at the age of 6, crocheting their recorder case at 9, to making an item of clothing at 14.
- While the 21st Century Skills model above does not include physical skills, we offer an education which is rich in physical activity, including games, sport, building, gardening, eurhythmy, circus skills and drama. From Kindergarten through to the end of Class 8 our children are engaged in meaningful activity which builds a healthy relationship between ideas and their implementation.

“Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives.”

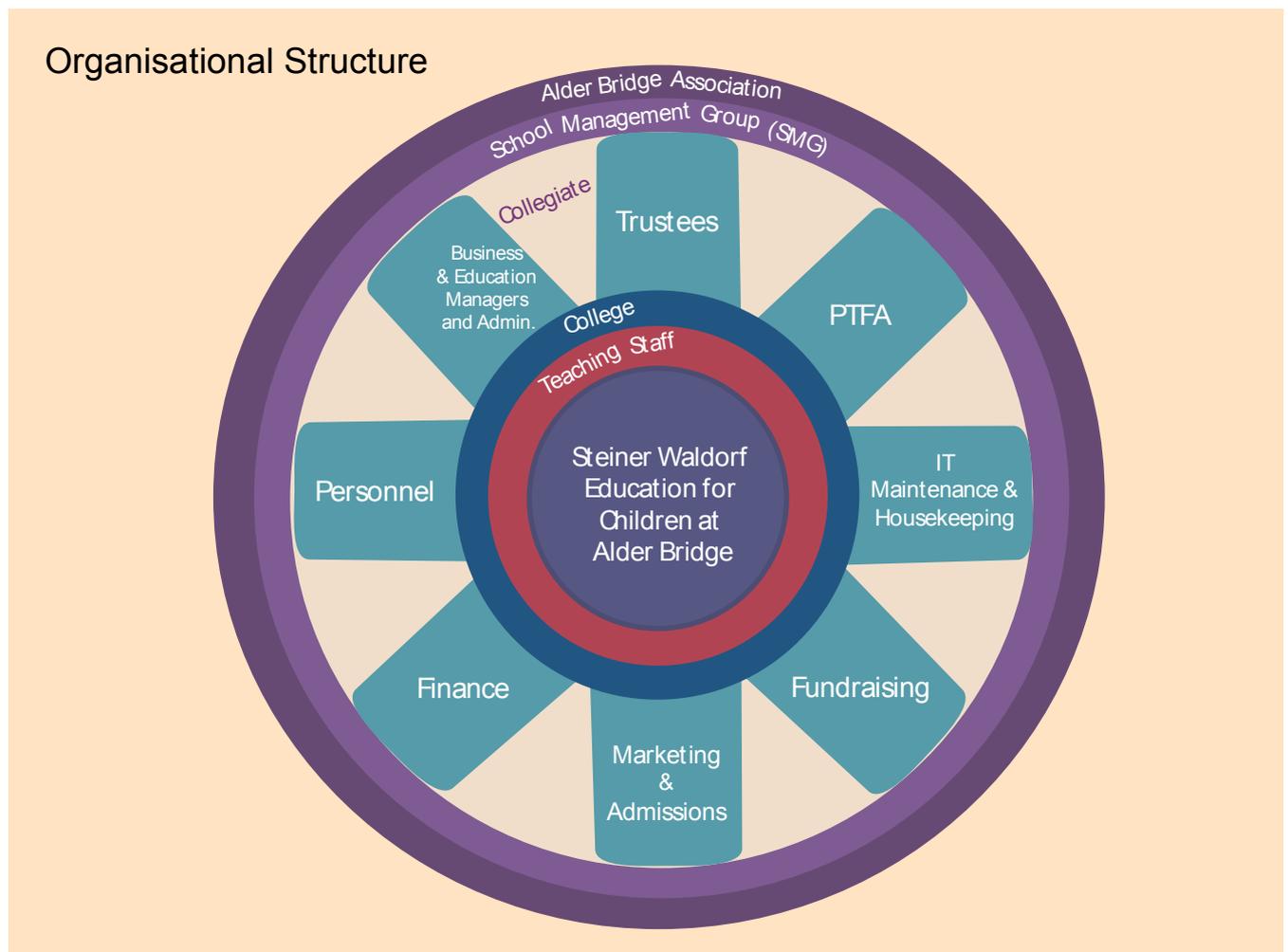
Marie Steiner

Organisational Structure

Alder Bridge School aims to have an inclusive management structure. We do not have a head teacher and our organisation structure aims to be non-hierarchical. College’s responsibility is to support and nurture all pedagogical aspects of the school. The group’s decisions and actions are founded on anthroposophy. The Board of Trustees provides

governance, and the School Manager (Education/Business Manager) manages day-to-day issues and communications between the various Groups and provides a contact point for parents and other community members. The teachers, Trustees and the School Manager (later Business Manager and Education Manager) have regular Collegiate meetings as of the summer term 2015. All other aspects are managed by Mandate Groups, which jointly form the School Management Group, whose constitution is representatives from College, the Board of Trustees and each Mandate Group. The School Management Group is chaired by the School Manager (Business Manager from 2016).

The diagrams below provide a broader view of Alder Bridge School as an organisation and the framework in which we operate in and plan. They serve to illustrate how the different areas relate to each other and are intertwined.



The above diagram takes into account more recent changes in the structure and hence the support functions. With the continued support of a full-time Administrator, the appointment of a new School Manager at the beginning of March 2015, a dedicated Administrator for HR since October 2014 and a part-time Marketing and Admissions Coordinator from September 2015, strengthened Mandate Groups, and updated and improved policies and procedures, the school is in a strong position to allocate resources more effectively and achieve the objectives outlined below. From the spring term 2016 on

the role of School Manager will be split, and we will have an Education Manager and a Business Manager working alongside each other.

The following diagram shows the cornerstones of our strategic planning and the different functions and principles at the basis of our decision-making.

The four-fold decision making process by Bernard Lievegoed, which we are aiming to adopt wherever possible and time and situation allowing, allows us to make informed decisions based on a comprehensive picture building stage with input and the support from a wide community.



SWOT Analysis

The SWOT Analysis serves to identify areas to focus on and priorities, formulate our goals and objectives, and develop an action plan. The information is derived from the results obtained from the questionnaire sent out to the community in February 2015.



Strengths:

- **Location** – Alder Bridge School is the only Steiner School in the Thames Valley
- **Scale** – The smaller size of the school creates a homely and caring environment; a home away from home.
- **Facilities** – The School benefits from fantastic grounds, buildings and the surrounding woods. Alder Bridge is a small school in a wonderful setting next to a canal and with its own woodlands. It is an independent, co-educational school for children from 3 to 13 years. The School has a very homely feel with a wonderful community.
- **Our approach to learning** – Kindergarten and School have a holistic approach to child development. Steiner education is about more than teaching: it prepares the children for life and promotes creativity, confidence, respect, tolerance and thought. Children are treated with respect and love and the education is gentle and slower paced. The teachers look after and care for the children, academically, socially, emotionally, and holistically. Alder Bridge supports the children's full cognitive, emotional, spiritual and physical development in a way that is rare to find. The education follows the development of the child and allows them to develop without pressure, and a focus on achievement and competitiveness. The curriculum is tailored for each age and each child is seen as unique and aided in his or her development. It is a very well rounded approach to children's education, built on traditional values, and without the changes that go on in normal state run schools that allows children to develop their full potential and be successful in the world. There are many well-known former pupils from all walks of life.
- **Right pace** – Children at Alder Bridge experience a slower start, enabling them to

progress when they are ready. Kindergarten offers flexibility: parents can choose how many days they would like their child to attend. For many it is seen as the best first step for children into the world away from home. At school afternoon lessons build up gradually, appropriate to the children's age.

- **Environment** – Alder Bridge is a wonderful small school in beautiful surroundings. The child-centred, nurturing approach creates an environment where children genuinely love going to school and enjoy their learning experience. Children are happy and they all know and care for one another. There is a great sense of community. Staff and families, past and current are all driven to make the school the best it can be and the community spirit drives them to invest their time in supporting the school in any way they are able to. Families can enjoy and benefit from the school experience, not just the children.
- **Ethos** – The Steiner curriculum and ethos are the basis for an education that gives children the best possible start in their education. Children are loved for who they are, they are, recognised and nurtured, rather than moulded into what we want them to be. The school cares about the children as individuals. It teaches good principles and adds many dimensions to the traditional academic perspective. The grade-based state school system fosters competition and self-centeredness. Alder Bridge teaches the children to help each other and learn for the sake of learning, with fun and interest, rather than to achieve a grade and show it off. At Kindergarten you can see the joy of being, the children can be themselves. At school this is enhanced by the joy of learning.
- **Our staff** – Alder Bridge is lucky to have wonderful and dedicated staff, and a team of engaged teachers who care. The care and love that they give the children is above and beyond the call of duty and the children enjoy the learning because it is made interesting for them.

Weaknesses:

- **Scale** – Pupil numbers are declining which undermines parents' ability to speak confidently about the school. Sometimes the question arises if a bigger Steiner school may be better and with more facilities.
- **Talent attraction & Retention** – Attracting high calibre teachers and retaining them, as well as parents and pupils is challenging.
- **Cost of living** – Location of school in a high cost area versus low salaries. Finding the right balance is difficult.
- **Level of voluntary contribution required** – Shared responsibility from community leads to a burdening, and overwhelmed volunteers. Key roles essential to the good running of the school are not funded. (Maintenance, Outreach, Parent & Child). A lot depends on goodwill and energy of volunteers and is lacking accountability and cohesion.
- **Communication** – Not enough structure. Lack of awareness of who does what. People are not confident to speak in case they are seen as interfering. Improved communication would give stability, continuity and reassurance.
- **Decision Making** – Making overall decisions takes too long.

- **Funds** – Lack of funds leads to tired facilities, not attractive to newcomers or new staff.
- **Higher parent expectations** – Different levels of understanding about Steiner education. We need to be more transparent in what we are doing and why.
- **Child & Parent Group** – Lowest area of commitment from school currently.
- **Lack of trust** – Will the right decisions be made?
- **Transition from KG to Class 1** – Parents feel insecure.
- **Public misconception** – Waldorf critics. Not a positive reputation of the school in local community. National Reputation of Steiner education. There is a black hole of negativity out there.

Threats:

- **Competition** – From other schools. No real differentiation.
- **Unclear policy around structure and class continuation** – Lack of trust.
- **Size** – Desire to stay small.
- **Uncertain future** – Lack of clarity around provision.
- **Class closures** – Gaps in provision.
- **Transient parent group.**
- **Lack of volunteers.**
- **Size of site limiting.**
- **1 Kindergarten restricts growth.**
- **Gap in provision between P & C and KG.**

Opportunities:

- **Parent & Child Group** – to be integrated, and more supported and promoted (important feeder to get children into Kindergarten).
- **Strengthen relationships and partnerships with other schools and nurseries.**
- **Accreditation.**
- **Marketing** – No one knows about us, put Alder Bridge on the map.
- **Good quality of inspection report.**
- **Size of the catchment area.**
- **Costs per child are low.**
- **We are offering something different and relevant in the 21st century.**
- **Story telling.**
- **Media usage** – social media, press & TV.
- **Community Education** – There are different levels of understanding. We can build a learning Community and provide more information and opportunities for exchange and presentations.
- **Outdoor Classroom and Woodlands.**
- **Grant Funding.**
- **Corporate sponsorship.**

- **Devotion of parents** – The school is seen as a second home for the children; the belief in the education is strong, and schooling is considered gentle and balanced. Parents and their children share common values, and the staff and community at Alder Bridge School are good and supportive.

The SWOT analysis has highlighted the areas we should address, shown what is good and done well, opportunities we should make the most of, and factors that can present challenges. It provides a good starting point for setting our goals and objectives.

Goals and Objectives

I. Education - Maintain and improve the quality of teaching and learning

Objectives:

1. Provide the best learning and teaching environment
2. Provide support, i.e. mentoring and training and opportunities for development for the teachers
3. Facilitate experience exchange with other Kindergartens and Schools
4. Build relationships and networks
5. Provide employee benefits and competitive salaries (compared with other Steiner Schools and considering the cost of living in the Thames Valley)
6. Personnel to provide ongoing support and deal with requests and issues in a timely manner
7. Performance Management
8. Stay on top of national developments and changes in requirements and legislation and brief the staff
9. Improve the facilities at School and Kindergarten
10. Attract and appoint highly qualified teachers
11. Move to single stream classes from 2019
12. Have two Kindergarten Groups from 2016 and three groups from 2019
13. To provide education up to Class 8.

II. Communication – Improve internal and external communication and interaction with the Community

Objectives:

1. Offer more opportunities to learn about the education
2. Build a Communication Strategy to ensure information is shared regularly and targeted and the right channels are used
3. Strengthened and more structured mandate groups to provide regular updates and communicate with each other and the community
4. Quick response times and follow-up
5. Create a blog or a community/member area on the website

6. The School Manager facilitates communication and brings the right parties together.

III. Sustainability and Development

Objectives:

1. To work more closely with other SW schools and become a member of SW Schools Fellowship
2. Provide support and opportunities for development for staff
3. Increase the marketing activities, build new marketing collateral and templates
4. Embrace digital marketing
5. Networking and partnerships
6. Fundraising – events and smaller scale fundraising to be seen separately from grants applications but as one pillar of the fundraising mandate
7. Have a dedicated person or group in place to research and start fundraising initiatives i.e. strengthen the Fundraising Mandate Group
8. Outsource the research into and writing of grant applications if it cannot be done in-house by the end of the school year 2014/15
9. Review lettings as a social enterprise and explore other avenues
10. Create action points to allow for the facilities to grow with the school and build a development plan including extensions to current buildings, new buildings or even new sites. Plan different financial scenarios and financial requirements (for capital grants and fundraising) accordingly.

Implementation of the 5-year plan

Stakeholders and Groups – Definitions, responsibilities and changes

As with pedagogical considerations, we aim for our operational structure as well as our forward planning to be determined by Rudolf Steiner's understanding of human development. Co-operation, transparency and individual responsibility based on a shared picture form the basis of this approach.

There are groups representing the organisational areas: Kindergarten Group, College of Teachers and Lower School Teachers' Group (LSTG), PTFA, the Trustees, the Mandate Groups: Personnel, Finance, Administration, IT, Maintenance, Marketing and Admissions, Fundraising, Housekeeping, and the School Management Group (SMG), which comprises representatives from all of these.

Overall, the Board of Trustees provides governance and is responsible for the management of the school and that it adheres to all the Regulations and Legal Requirements. The day-to-day management and the liaison between the various groups are the School Manager's responsibility, as are Personnel and the representation of the School.

LSTG, College and Kindergarten Group are responsible for all pedagogical aspects, the learning environment, and that pedagogical-related policies are adhered to. Finally, SMG

ensure that Alder Bridge School works well and develops and grows as set out in the strategy.

Whilst the groups and their functions are established as vital building blocks for the successful running of the school, the make-up of these groups and some roles within have recently been redefined.

One important addition has been the School Manager who provides a point of contact for parents, staff and other members of the community. The principal role is to coordinate actions and communications, work with other Groups as required to support the ongoing management of the school, and also to provide management support for the School Office. The School Manager is Chair of the School Management Group.

The Mandate Groups will have a more clearly defined scope, responsibilities, and action plans. The groups include volunteers and can be supported by staff members on a temporary or regular basis depending on the requirements. Personnel is overseen by the School Manager, with the support of a p/t Personnel/HR Administrator and volunteers in some areas, such as performance management, and we have a contract with Browne Jacobson, a specialised HR Consultancy to provide updates on legislation changes and ongoing support. A p/t Marketing and Admissions Coordinator will be employed from year 2, and work closely with the Marketing Group. Overall, we would like to encourage the community to get more actively involved.

Kindergarten:

Improving the Kindergarten facilities and resources, and attracting more children whilst retaining a balanced age spread. The facilities have to be improved to allow for the environment to give every child the space and atmosphere it needs to develop according to anthroposophical principles and regulations. The Kindergarten will be extended as required by a growing number of children.

School:

Improving the School facilities and resources. Single stream classes will be offered as soon as we have 10+ children per class. We aim to provide education up to Class 8 subject to a large enough number of children in a (combined) class.

Furthermore, we will continue to provide training and development opportunities for staff. A performance management system and an updated capability policy will further improve the school's provision. The facilities will be enhanced by having the Woodwork Room and the Woodland classroom up and running. The school is also in the process of applying for accreditation as a full member of the Steiner-Waldorf Fellowship and with inspection dates likely to move up, changes to improve the facilities, provision and processes will start in year one of this strategic plan.

Year-By-Year Plan

Below are the objectives and some planned activities for each year. There are also Excel spreadsheets with action plans for the mandate groups to support the execution of this strategic plan. These working documents provide further action points that are based on the below objectives and timelines.

Year 1 (2014-15)

Education:

- Performance Management to start in March 2015 with Personnel Group members and trustees, Lower School teaching staff to follow, half yearly reviews
- Have strong classes – Class 1 and the combined classes Class 2/3 – keep up a good provision for Class 4/5 until the year end
- ~~Commitment to go to Class 7/8. Ideal numbers for class sizes we are aiming to achieve would be subject to having a minimum of 10 children and a maximum of 16-18 children in a combined class, and a minimum of 10 children to pen a single stream class.~~
- Have a launch event for the woodwork room/pottery and offer this new facility to the pupils and for hire
- Offer Special Educational Needs and Disability (SEND) support for Kindergarten on a case-by-case basis. This is in addition to the SEND support we have for the school children
- Offer the best possible provision, and prepare for the accreditation and an inspection, which may happen earlier than two years after the last one. For this, an assessment of both School and Kindergarten should be carried out
- Provide training and development opportunities for staff, and for KG staff to visit other settings
- Improve the facilities, general vital maintenance, the handwork room, and work around the outdoor classroom and the woodwork room/pottery in particular
- To work more closely with other Steiner-Waldorf schools.

Communication

- Community building: offer further talks, events, presentations, workshops, such as creating a nature table, etc. Devise a plan for next year
- Strengthen Mandate Groups and introduce annual planning templates
- Increase Marketing activities, build relationships in the wider community, with journalists, other schools and nurseries and with businesses, and gain sponsorships
- Improve internal communication, the flow and frequency of information provided
- Improve the application process.

Sustainability and Development

- Undertake basic level scientific research, e.g. on 21st Century Skills or a study on specific subjects and activities as part of the curriculum
- Establish the Fundraising Mandate Group by March 2015
- Undertake research, identify grants and submit applications

- Volunteer development, SMG to monitor and progress this
- Promote the use of the woodland and the outdoor classroom from May 2015
- Apply for accreditation
- Increase the outreach activities and attendance at and hosting of events to put Alder Bridge School on the map and attract new families
- End of year review by carrying out a survey at the end of the school year.

Year 2 (2015-16)

Education:

- Continue with the rollout of the performance management system
- Provide training and development opportunities for staff and encourage visits for mentoring and training from other schools and kindergartens
- Explore pension and benefits for employees
- Have strong combined classes – Class 1/2 and Class 3/4
- Improve the provision by offering woodwork and pottery and activities in the woodland with full use of the outdoor classroom, and re-introducing eurhythmy
- Apply excellence in the education requirements of School Inspection Service (SIS)
- Have SEND support across Kindergarten and the School
- Prepare to have an additional early years provision by the end of the school year with a starting date in January 2017 and improve the facilities accordingly
- Integrate Parent and Child Group within the School
- Fix the timetable for year 3 by Easter 2016, actual by Whitsun
- Application cut off date: change eligible date of birth for Class 1 entry and update application process accordingly
- Review the transition process to Class 1.

Communication

- Community building: offer further talks, events, presentations, etc.
- Increase marketing activities further and build on what has been realised in year 1
- Have Newsletters showing on the website
- Relationship building and networking, to include Councils, the Highway Authority, schools and nurseries, St Luke's, Padworth College, and Christchurch Gardens
- Improve internal communication, the flow and frequency of information provided
- Alter and improve the application process
- Scientific research to benefit how the school is portrayed, provide features for publication or information for the community, and to be used in the marketing materials.

Sustainability and Development

- Create two part time roles an Education Manager and a Business Manager to replace the School Manager. Admissions will be part of the Education Manager role, and finance, marketing and fundraising will be taken up by the Business Manager with

support from the Marketing, Fundraising and Finance Mandate Groups.

- [Review the fee structure](#)
- Undertake scientific research and have a conference on 21st Century skills
- Fundraising Mandate Group to cover two areas: events and smaller scale fundraising, such as crowd funding, and grants fundraising
- Further research into grants fundraising and applications
- Volunteer development: engage more parents to have stronger mandate groups and share the burden
- Promote the use of the woodland and the outdoor classroom in the wider community
- Offer holiday clubs and activities to benefit not just the school but also the wider community
- Improve the facilities in Kindergarten to meet all the requirements for two groups to run alongside
- Improve the facilities at School
- Gain accredited status
- Prepare for a renewed inspection
- Increase the marketing activity: create new materials to publish, have regular press releases, a blog and/or features in parish magazines, and promote events
- Host and attend a large number of events, e.g. Aldermaston and Wasing Fayre, Berkshire Show, Pumpkin Festival, Advent Fayre, May Fayre, Midsummer Crafts Fayre at Alder Bridge School, Holiday Club, and stalls at Reading and Newbury Waterways Festivals, Newbury Balloon Festival, Berkshire Show, Pumpkin Festival, and the Advent Fayre at St Laurence Church
- End of year review by carrying out a survey at the end of the school year.

Year 3 (2016-17)

Education:

- Establish Performance Management across KG and the school [and continue to review the process](#)
- Provide training and development opportunities for staff and exchange with or visits from other Kindergartens and schools
- Have a pension plan in place for all staff
- Have two well-running Kindergarten groups
- Have Class 1 as a single stream class and strong combined classes – Class 2/3 and Class 4/5
- [Fix the timetable for year 4 by Easter 2017, actual by Whitsun](#)
- Offer after school care beyond Class 1
- Employ additional subject teacher(s) when necessary
- Enhance the curriculum to account for the growing school
- Provide updates and information on SIS
- Offer SEND support for both Kindergarten and the School

- Have Parent and Child Group integrated as part of the journey at Alder Bridge.

Communication

- Community building: offer further talks, events, presentations, etc.
- Increase marketing activities further and build on what has been realised in previous years
- Make full use of the accreditation, the status and the network
- Maintain and further build relationships and networking, and capitalise on the SW membership
- Maintain monitoring and termly reviews within the groups
- Scientific research to benefit how the school is portrayed, provide features for publication or information for the community, and to be used in the marketing materials.

Sustainability and Development

- Undertake scientific research
- [Review the fee structure](#)
- Further research into grants fundraising and continuous submission of applications
- Fundraising Mandate Group to plan further events and take on more of the identified funding opportunities. Submit applications for capital grants to grow Kindergarten and meet the requirements for 3 groups
- Further volunteer development: engage more parents to have stronger mandate groups and share the burden
- Have the wider community as well as the school make use of the woodland and the outdoor classroom
- Improve the facilities and make changes to Kindergarten depending on the requirements of the two groups
- Improve the school facilities
- Establish whether there is a large enough number of children to introduce a minibus transport scheme
- For the Marketing Group to have good relationships with journalists and partners established, publish regular features in newspapers or magazines and online, and have the materials in place to present the school at events
- Host and attend events (as listed in previous years, subject to additions or changes)
- Support the Marketing & Admissions Group in the efforts to grow Alder Bridge School further
- [Plan a special event for the 25 year celebration](#)
- Carry out a survey at the end of the school year.

Year 4 (2017-18)

Education:

- Provide training and development opportunities for staff and exchange with or visits

from other Kindergartens and schools

- Have three Kindergarten groups from the summer term
- Aim to have 2 single stream class – Class 1 and Class 2, and strong combined classes – Class 3/4 and Class 5/6. [This depends on the marketing effort taking hold](#)
- [Fix the timetable for year 5 by Easter 2018, actual by Whitsun](#)
- Employ additional subject teacher(s) when necessary
- Have science, eurhythmy, sports, outdoor activities, music, etc. required by the growing school as part of the curriculum
- Take advantage of the facilities SIS can offer
- Offer SEND support across Kindergarten and the School
- Offer Parent and Child Group as part of the school provision and alongside Kindergarten and the school.

Communication

- Community building: offer further talks, events, presentations, etc.
- Increase marketing activities further and build on what has been realised in the previous years.
- Make full use of the accreditation, the status and the network
- Maintain and further build relationships and networking
- Employ SIS and take advantage of the facilities
- Scientific research to benefit how the school is portrayed, provide features for publication or information for the community, and to be used in the marketing materials.

Sustainability and Development

- Undertake scientific research
- Further research into grants fundraising and continuous submission of applications
- Fundraising Mandate Group to plan further events and take on more of the identified funding opportunities
- Extend and improve the Kindergarten facilities, aided by a grant. This may require and extension to the current building
- Enhance the school facilities
- Employ Kindergarten teachers and assistants required by three groups
- [Review the fee structure](#)
- Volunteer development: ensure sufficient volunteer engagement and monitoring of the activities
- Have the wider community as well as the school make use of the woodland and the outdoor classroom
- For the Marketing Group to have a tested system for regular publications in place.
- Host and attend events: see previous years for event details. Select additional events if appropriate and feasible
- Support the Marketing & Admissions Group by taking on occasional tasks; do leaflet

drops, put up posters, etc.

- Carry out a survey at the end of the school year.

Year 5 (2018-19)

Education:

- Provide training and development opportunities for staff and exchange with or visits from other Kindergartens and schools
- Have three well-established Kindergarten groups running.
- Have 3 single stream class – Class 1, Class 2, and Class 3 **if possible**, and strong combined classes – Class 4/5 and Class 6/7
- **Fix the timetable for the year 2019/20 by Easter 2019, actual by Whitsun**
- Employ additional subject teacher(s) when necessary
- Have science, eurhythmy, sports, outdoor activities, music, etc. required by the
- Offer SEND support across Kindergarten and the school
- Offer Parent and Child Group as part of the school provision and alongside Kindergarten and the school and further build this relationship.

Communication

- Community building: offer further talks, events, presentations, etc.
- Increase marketing activities further and build on what has been realised in the previous years
- Make full use of the accreditation, the status and the network
- Maintain and further build relationships and networking
- Benefit from SIS and established practices and procedures
- Scientific research to benefit how the school is portrayed, provide features for publication or information for the community, and to be used in the marketing materials.

Sustainability and Development

- Continuous scientific research
- Fundraising Mandate Group to plan further events, undertake research, submit grant applications and follow up on funding opportunities
- Further volunteer development: continuously engage parents to have strong mandate groups and have various tasks picked up by volunteers
- Have the wider community as well as the school make use of the woodland and the outdoor classroom
- Further improve the facilities and Bridge House
- **Review the fee structure**
- For the Marketing Group to have a tested system for regular publications
- Host and attend events, including and in addition to the events held and visited in previous years
- Support the Marketing & Admissions Group in their activities

- Carry out a survey at the end of the school year
- Do the strategic planning for the next 5 years.

Monitoring, Control and Review

At the beginning of the planning period processes and procedures have been newly introduced and improved. These measures will enable us to review the progress made in the different areas, monitor the activities and the outcome, simplify and standardise our reporting and specify accountabilities.

One of the first steps of the implementation of this 5-year plan is the introduction of action plans for the various groups. The teachers plan their year and the curriculum using their own tested format. The Trustees and the mandate groups, however, will use new planning templates. The planner used by the trustees is more encompassing and takes into account the goals and objectives set in the 5-year plan. It includes an overview and annual planners that specify actions, owners, due dates and review dates, include documentation to go with actions, and provide status updates. Annual planners, in the form of Action Plans, will also be used by the mandate groups to monitor their activities. These plans should be reviewed every term. They can then be used for reporting purposes at the School Management Group meetings and passed on to the School Manager (Business and/or Education Manager) and the Trustees to flow into the overall plan for the year.

In addition to these monitoring and reporting mechanisms, the school is rolling out a new performance management system to monitor and assess staff performance and maintain a high quality of working and teaching.

Special Educational Needs and Disability (SEND) provisions are being monitored and regularly reviewed by definition and as part of the requirements. Similarly, Free Entitlement requires regular reporting and checks as part of the requirements.

Concluding Remarks

At the beginning of this planning period Alder Bridge School is in a challenging position and this plan not only aims to tackle these challenges but to go further and allow it to grow. Our Kindergarten and School are so special and deserve much more recognition. This plan will put the School on the map. We have an opportunity to take stock, build on well-proven mechanisms, and, at the same time, approach things differently, introduce new procedures and follow new paths.

This 5-year-plan allows for a certain amount of flexibility and adjustment as we go along. There will be regular reviews and the action plans set and followed by the individual groups will be revisited every term to ensure that we are on track and make adjustments depending

on whether things need changing in order to achieve a particular objective.

The end of year surveys and improved communication will give us valuable insights and feedback and allow us to improve things from year to year. This will also provide a comprehensive picture, which we will need to plan for the next 5 years once we are nearing the end of this strategic plan.