
# 2017

**Version 1**

#  Executive summary

***(Name of school)*** *aims to be outward looking, client focused and responsive to change, providing the very best education experience for our young people.*

***(Name of school)*** *can be the best state school in the region. This strategy has been formulated to help create the conditions for wisdom to flourish allowing staff and students to achieve. The strategy will specifically work towards these core objectives.*

**Objective 1:**

**Objective 2:**

**Objective 3:**

**Objective 4:**

**Objective 5:**

 **Situational analysis**

#### SWOT analysis

Analysis of Strengths, Weaknesses, Opportunities and Threats reflecting the current position of the school providing a critical review of the internal factors which affect our position and the external factors which offer opportunities and threats to our development.

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
|  |  |
| **Opportunities** | **Threats** |
|  |  |

**Gap analysis**

A gap analysis can be used to determine what steps need to be taken to move from the current state to a future, more desirable state, within a given timeframe.

#### Our current position: …………………………………………………………………………………………

***Our desired position*: *………………………………………………………………………………………***



**PESTLE**

PESTLE analysis is an exploration of factors potentially impacting on the school, categorised in the table below.

|  |  |  |
| --- | --- | --- |
| **Trends and factors** | **Significance in school** | **Action required** |
| **Political** |  |  |
| **Economic** |  |  |
| **Socio-cultural** |  |  |
| **Technological** |  |  |
| **Legal** |  |  |
| **Environmental** |  |  |

#### Implications

To reach the vision of becoming a world class education provider we need to have a full understanding of the threats and opportunities presented by the wider environment and the needs of our students and parents (current and future).

Adopting a proactive and strategic approach enables us to be ahead of the game, adapting as necessary to ensure the very best provision for our young people.

These are the main implications of the situational analysis:

* XXXXXXXXXX
* XXXXXXXXXX
* XXXXXXXXXX
* XXXXXXXXXX

#  Internal Assessment

Here we identify and understand cultures and values. We build upon, nurture and extend those values: ‘shaped beliefs act as catalysts for consistent actions by members.’ *Hollensen (2001)*

We review our organisation looking at our structure, purpose, lines of authority and responsibilities. We also identify the new skills required for our staff to become outstanding practitioners.

Small things combine to provide a powerful message about our school:

* visual identify & brand image
* consistent message & look
* our culture & values
* aspirations.

### Value mapping

You’ll almost certainly have multiple objectives for your marketing plan, and the plan should also sit alongside any fundraising strategy you have in place. As such the purpose of the marketing strategy may be, in part at least, to attract business partners and commercial sponsors so it is critical they understand and share your culture and ethos.

Keep it simple – ask small focus groups (students and staff) to jot down their gut feelings about your school based around four themes; relationships, functional, beliefs and emotional.

Here you’re highlighting aspects of your school which make it unique: your relationships with key groups, the facilities available (functional), skills and knowledge (functional) and the key cultural drivers of your school (belief).

You can use your new core values to define these messages, to distil them into no more than three key features of your offer.

Key message 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Key message 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Key message 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **RELATIONSHIP** | **FUNCTIONAL** |
| **BELIEF** | **EMOTIONAL** |

#  Strategic planning

|  |
| --- |
| **Operational planning (shorter term view = Year 1)** |
| **Business planning (medium term view = Year 2-3)** |
| **Strategic planning (longer term view = year 4-5)** |

**Programme**

**Operational and business planning (year XXXX – year XXXX)**

|  |  |  |
| --- | --- | --- |
| **Main theme** | **Individual action points** | **Delivery date** |
|  |  |  |
|  |  |  |
|  |  |  |

**Agreed priority focus (year XXXX – year XXXX)**

|  |  |  |
| --- | --- | --- |
| **Main theme** | **Individual action points** | **Delivery date** |
|  |  |  |
|  |  |  |
|  |  |  |

**Budget**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Budgeted amount (£)** | **Actual cost (£)** | **Difference (+/- £)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

 **Resources**

**Support:** identify those with the skills, appetite and desire to get involved.

|  |  |  |
| --- | --- | --- |
|  **Name** |  **Current role** |  **Support offered** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

#  Monitoring and evaluation

**Reflection**

This document will evolve over time; it is important to reflect on processes and activities which worked and those which didn’t meet your expectations. The difference between what an organisation believes is possible in the approval of the strategy, and what happens a few months in to its implementation, are important to track and feed into future revisions of the strategy.

The whole organisation should learn from this process so that your marketing activities are effective now and in the future.

**Successes** – what worked and why

**Challenges** – what didn’t work and why