

Barton Church Of England (VA) Primary School - 3 Year Strategic Development Plan 2023-2026

Senior managers, alongside the Governing Body of Barton CofE (VA) Primary School, have 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, our ethos and values that underpin all we do.

Our strategic plan has been compiled with ideas from staff, pupils and parents. We recognise the many existing strengths of our school and seek to build upon these. Staff and governors will monitor, track progress and assess the impact of our development plan to ensure continuous improvement at Barton. We are committed to meeting the needs of all our pupils, including all vulnerable pupils and those with SEND needs, helping them realise their potential and transition with confidence on their learning journey.

Barton CofE Strategic Priorities

Our Vision

At Barton, our vision is to engage and to inspire our pupils to become creative and independent thinkers, evidencing a love for learning and a thirst for knowledge. We aspire to promote the skills needed to persevere with learning challenges and the curiosity to enquire further. Our Christian ethos and school values, focused on developing children’s moral, spiritual, social and cultural understanding, are woven into every aspect of school life.

Effectiveness of Staffing

Staffing: to prioritise excellence in all staff and develop and embed sustainable, high quality and robust leadership throughout the school and to ensure strong financial management

Quality of Education

Curriculum: to develop an aspirational and inspirational curriculum, with staff championing their subject responsibilities and to focus on improving the school environment

Personal Development

Behaviour and Personal: to establish a learning culture that challenges and engages our pupils, enabling them to flourish and grow academically, socially, emotionally and spirituality

Outcomes for Pupils

Pupils: to ensure the most positive learning, emotional and social outcomes for every child within a creative and purposeful culture

Effectiveness of EYFS Provision

EYFS: to create a curriculum and environment that is stimulating and purposeful, to provide a child-centred environment, fostering a love of learning and positive learning behaviours, thus ensuring pupils’ future success

Church and Community

Church School: to further develop the distinctive Christian ethos of the school within the wider community

Our values and our Barton Bs

Our main values of **Respect** and **Integrity** are complemented by Honesty, Compassion, Enthusiasm, Determination and Teamwork.

RESPECT



INTEGRITY

Our Barton Bs

Be Safe

Be Respectful

Be Learners

‘I can do all things through Him who gives me strength.’

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Priority 1: Effectiveness of Staffing – including Leadership and Management: Staff & Finances

Staffing: to prioritise excellence in staffing and develop and embed sustainable, high quality and robust leadership throughout the school through:

- Prioritising safeguarding and wellbeing, including the health and safety of the whole school community
- Prioritising staff wellbeing, providing support and training for workload management
- Developing excellence in teaching practice through training, evaluation and feedback, regular moderation, informal drop ins, lesson observations, termly reviews and regular opportunities to have professional discussions with more experienced professionals
- Supporting and mentoring ECTs through committed engagement with Appropriate Body materials and the Government’s 2 year induction programme
- Developing teaching assistants’ expertise through regular meetings and training opportunities to support class teaching, small groups and individual pupils’ learning effectively
- Developing all subject leads’ subject knowledge across the key stages and their ability to lead their subject effectively, arranging training and liaison opportunities as appropriate
- Ensuring that all staff have clearly identified roles and are supported to achieve them
- Ensuring that all staff are valued for their contribution to the school community through regular and purposeful appraisals
- Ensuring that all staff understand and abide by a shared behaviour policy which includes a clear understanding of who will support them and how
- Securing training that is matched to the needs of individual staff members
- Promoting our school values through all our interactions
- Training new and existing Governors to contribute to the strategic direction of the school, ensuring clarity of vision and commitment to our shared Christian ethos
- Planning in regular opportunities for the Governors to support, monitor and challenge and to hold the Leadership to account for educational and staff performance

Objective for Year (Spring 2023 - 2024)

To seek to build a stable, confident staff and to ensure that all teaching staff progress their leadership potential or capacity

Objective for Year (Spring 2024 - 2025)

Develop strategic leadership across all curriculum areas
Establish cycle of identifying, supporting and improving teaching

Objective for Year (Spring 2025 - 2026)

Evaluate leadership of each subject lead and identify future areas for development via appropriate CPD and national training programmes

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<p>To ensure that all teaching staff are aware of all aspects of planning across the curriculum as summarised in New To Barton Google Folder 2022-2023</p> <p>Establish the accountability cycle:</p> <ol style="list-style-type: none"> 1. planning scrutiny and class web page 2. observations/drop ins/blinks triangulation 3. book looks and pupil voice 	<p>practice through established cycle of planning, book scrutiny and formal lesson observation</p> <p>Seek to recruit additional members to the governing body to fill vacancies with a varied spectrum of expertise, representing a range of stakeholders</p>	<p>Develop stronger links with our local preschool setting</p>
<p>Financial Management: to continue strong financial management through:</p> <ul style="list-style-type: none"> ➤ Budget-setting judiciously, referring to our school vision, values and priorities ➤ Reviewing our financial situation on a rigorous cycle in conjunction with the necessary authorities ➤ Overseeing, monitoring and implementing strong financial controls in order to achieve best value ➤ Training and implementation of the new budget tool to replace Orovia ➤ Continuity planning for Financial Processes – School Business Manager and Office Staff ➤ Developing the learning environment to enable staff and pupils to be successful within a building which is fit for purpose ➤ Evaluating our resources, in conjunction with the appropriate professionals, and identifying the impact that they have on our pupils' learning and their value for money 		
<p>Objective for Year (Spring 2023 - 2024)</p> <p>To deal with ongoing structural building issues and buildings maintenance in accordance with 'Good Stewardship'</p> <p>To continue updating and improving internal refurbishment</p> <p>To promote our school as a school of choice.</p> <p>To explore academisation options and stay abreast of legislative changes and sustainability benefits</p> <p>To identify ways of securing funding for a new library environment</p>	<p>Objective for Year (Spring 2024 - 2025)</p> <p>To facilitate school to school support and review issues relating to academisation</p> <p>To explore options to expand Early Years provision</p> <p>To further explore ways of securing funding for a new library environment</p>	<p>Objective for Year (Spring 2025 - 2026)</p> <p>To be financially solvent</p> <p>To continue with updating and improving internal refurbishments</p>

Priority 2: Quality of Teaching, Learning and Assessment

Curriculum: to develop an aspirational and inspirational curriculum, with staff championing their subject responsibilities through:

- Ensuring we deliver a curriculum which has a positive impact on pupils' safety, wellbeing and behaviour and prioritises their achievement including their spiritual, moral, social and cultural development
- Teachers championing their subject responsibilities, accessing and sharing CPD with colleagues and working closely with subject link governors
- Placing our distinctive Christian ethos at the heart of our curriculum development
- Identifying the Intent, Implementation and Impact of each element of our curriculum, ensuring it contributes to our overarching shared vision and values
- Safeguarding the distinctive characteristics and subject matter of individual subject areas, but making links and drawing together themes wherever possible to reinforce and revisit ideas, facts and concepts
- Explicitly delineating the learning journey in each subject and summarising its progression in documents showing the content, concepts and skills appropriate to each year group
- Ensuring that reading, writing and maths skills are applied across all areas of the curriculum, seeking out opportunities to demonstrate literacy skills through regular, meaningful cross-curricular writing opportunities in every year group
- Evaluating schemes of work, for example Hamilton Trust, as starting points for a personalised curriculum that meets the precise needs of each cohort, enhancing our curriculum planning by capitalising on the expertise in the immediate community and the outreach opportunities in the wider community, especially the museums and academic departments in the University of Cambridge and the learning enrichment offered by Ely Diocese
- Ensuring that all teachers are confident in delivering a child-centred, active pedagogy, maximising opportunities for practical engagement, enquiry and problem-solving, scaffolding and differentiating each learning opportunity to ensure that all children are able to access their learning according to their needs and abilities and reach their potential
- Encouraging all pupils, including vulnerable pupils and pupils with SEND needs, to pursue and enjoy the creative arts, especially through our strong tradition of music
- Develop PE expertise in school through HTLA training to enable leadership time
- To ensure that each subject is appropriately evaluated and assessed in order to inform our curriculum provision and teacher training

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<p>Objective for Year (Spring 2023 - 2024)</p> <p>To review the two year rolling curriculum in light of current split year groups and split Key Stages</p> <p>To link subject areas where possible – English/Topic /Courageous Advocacy (SIAMS)</p> <p>To evidence high quality cross curricular writing – RE, Science, History and Geography</p> <p>To ensure that all teachers are aware of how and what should be assessed in each curriculum subject</p>	<p>Objective for Year (Spring 2024 - 2025)</p> <p>To embed a rolling curriculum for the whole school that enriches teaching and learning through high quality cross curricular trips and visitors for all classes</p> <p>To work towards gaining national awards for specific subject areas e.g. Arts Mark, Eco Award</p> <p>Continue to ensure that all teachers are aware of how and what should be assessed in each curriculum subject</p>	<p>Objective for Year (Spring 2025 - 2026)</p> <p>To facilitate a wide range of curriculum experiences and to be regarded as exemplary in different areas of the curriculum via monitoring visits by LA Advisers and EDRA support (in preparation for OFSTED and SIAMS inspections)</p> <p>To consolidate assessment in all subjects across the curriculum</p>
<p>Learning Environment: to improve the school environment</p> <p>We appreciate the beautiful setting of our school and seek to use it to enhance our physical learning environment, both indoors and outdoors.</p> <ul style="list-style-type: none"> ➤ To seek to update and improve all indoor learning spaces in school <ul style="list-style-type: none"> Classrooms – update Smart IWBs to Promethean Boards as necessary (Robin and Swallow Classes) Update further internal decor as needed Teaching Spaces – Learning Hub, Corridor spaces (interactive learning displays) Skylark Room – investigate change of use to a library Use of Staffroom/PPA Area (part storage area/rehouse photocopier) Reflective Area in the hall – an interactive area to be used by all classes ➤ To seek to update and improve our outdoor learning spaces at school <ul style="list-style-type: none"> Investigate a cabin learning/meeting space Woodland Area Outdoor EYFS Area Playground and Quiet Area <p>We value our school building and want to make sure that it reflects our ethos, in our care of the structure and state of repair and also in developing areas for the benefit of pupils' learning and extending the possibilities of teaching areas for small group work.</p>		
<p>Objective for Year (Spring 2023 - 2024)</p> <p>To consider possible options for a school library</p> <p>To consider options for cabin space for teaching and learning, meetings and storage</p> <p>To seek to upgrade internal décor in school – Summer Term work party following the fitting of new windows</p>	<p>Objective for Year (Spring 2024 - 2025)</p> <p>To further develop the outdoor learning area for all pupils, seeking to develop young leaders in organising play and lunchtime activities</p> <p>To pursue library and cabin space projects based on outcomes of investigations</p> <p>To continue to develop the Site Masterplan</p>	<p>Objective for Year (Spring 2025 – 2026)</p> <p>To continue to develop the environment to enhance learning opportunities and promote learning in specific areas of expertise</p> <p>To finalise library and cabin space projects</p> <p>To finalise the Site Masterplan</p>

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<p>To source additional copse planting area for future playtime opportunity</p> <p>To begin to consider a Site Masterplan for medium to long term development of the school site and to prioritise and focus fundraising opportunities</p>		
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Priority 3: Personal Development Behaviour and Welfare

Behaviour and Personal Development: to establish a learning culture that challenges and engages all our pupils, including vulnerable and disadvantaged groups, enabling them to flourish and grow academically, socially, emotionally and spirituality by:

- Seeking to grow relationships between learners and staff that reflect our school ethos, our Barton Bs and our vision and values
- Seeking to nurture and develop pupils’ love of learning, promoting independent and collaborative learning
- Striving to create an environment that enables effective learning to take place
- Seeking to establish an ethos where issues and concerns are addressed promptly, where pupil voice is heard and listened to and where conflict resolution and peer mediation are valued
- Actively celebrating and applauding achievement, progress and effort in learning, encouraging our children to embrace challenges and exciting learning opportunities
- Acknowledging that children learn different things in different ways and at different rates, which motivates us to be creative in the way we approach learning
- Monitoring pupils’ attendance and addressing habitual lateness and absenteeism, offering support and help to parents as necessary

Objective for Year (Spring 2023 - 2024)	Objective for Year (Spring 2024 - 2025)	Objective for Year (Spring 2025 - 2026)
<p>To facilitate STEPS Training for all staff</p> <p>To write, agree and implement new Behaviour Policy</p> <p>To engage with and promote Healthy Friendship and Conflict Resolution Training through PSHE Services (Cathy Murphy)</p> <p>To complete Centre 33 Training for Young Carers and so support vulnerable and disadvantaged pupils in this situation in school</p> <p>To explicitly teach pupils skills of RESPECT, INTEGRITY and RESPONSIBILITY through PSHE units and Collective Worship</p>	<p>To review implementation of STEPS training and related Behaviour Policy</p> <p>To monitor and support needs of vulnerable pupils (Pupil Premium, Special Educational Needs and Disabilities, Free School Meals)</p> <p>To develop pupils’ skills of RESPECT, INTEGRITY and RESPONSIBILITY</p>	<p>To ensure that Barton values and effective learning skills are embedded in all areas of learning and social engagement with peers and adults in school</p>

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Priority 4: Outcomes for Pupils

Achievement/Purpose: to build a culture of success and achievement by:

- Having an ethos that believes our whole school community can achieve and be successful
- Constructing and developing a curriculum that provides our pupils with the knowledge and cultural capital that will allow them to succeed in life – this curriculum is constantly under review and adapted and adjusted as necessary
- Providing a curriculum that is sequenced and progressive across EYFS, KS1 and KS2
- Believing that every pupil should continually aspire to develop and extend their learning, as well as become confident, independent and resilient learners
- Setting aspirational, yet realistic, targets for every pupil so that all make the best possible progress
- Monitoring and evaluating progress to inform next steps in teaching and learning
- Involving pupils and staff in evaluating their own performance, progress and achievements
- Maintaining a focus on narrowing the gap between vulnerable pupils and their peers, as well as challenging underachievement in any pupils
- Creating challenges for all pupils, **including vulnerable pupils and pupils with SEND needs**, and extending those who are more able
- Providing both collaborative and competitive learning opportunities for all pupils
- Celebrating achievement, progress and effort in all areas of learning

Objective for Year (Spring 2023 - 2024)	Objective for Year (Spring 2024 - 2025)	Objective for Year (Spring 2025 - 2026)
<p>To improve standards so that a high number of pupils achieve at least Age Related Expectations in Reading, Writing and Maths</p> <p>To narrow the gap for our Vulnerable pupils, striving to ensure they make at least expected progress in Reading, Writing and Mathematics</p> <p>To review and update our two year curriculum, seeking to enrich and enhance teaching and learning</p>	<p>To encourage all teachers to champion their areas of responsibility and contribute to in house CPD, seeking to support and inform other colleagues</p>	<p>To grow a teaching staff that is driven to achieve excellence in teaching and learning across the primary curriculum, paying vigorous attention to the fundamental details of our curriculum</p> <p>To strive for 80% + of pupils achieving ARE across Reading, Writing and Maths</p>

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Priority 5: Effectiveness of the Early Years Provision

We aim for provision in EYFS that is stimulating and purposeful. We aim to provide a child centred environment, fostering a love of learning whilst laying the foundation for positive learning behaviours, thus ensuring pupils’ future success in KS1 and KS2 through:

- The development of a purposeful, structured and engaging environment through which the aims of EYFS can be achieved
- Growing visionary EYFS leadership, with excellent understanding of the needs of Early Years Education, resulting in a curriculum with EYFS and the school’s distinctively Christian ethos at its heart
- Building and supporting the EYFS Team with regard to appropriate CPD
- Evidencing a clearly planned learning journey with appropriate early maths, reading and writing opportunities across the curriculum, providing challenge and support as necessary
- Clearly planned EYFS and Year 1 outcomes with purposeful activities for both indoor and outdoor learning, evidencing a costed action plan for the year to improve and enhance learning environment both indoors and outside, working in conjunction with the support of the Early Years Adviser
- The use of regular and robust formative and summative assessment, including on-entry baselines, to ensure that learning is effectively differentiated and scaffolded to reflect the current learning needs of each child
- Training all staff in Early Years and KS1 in use of Little Wandle phonics scheme
- Building a partnership between school and parents to establish effective and positive learning routines

Objective for Year (Spring 2023 - 2024)	Objective for Year (Spring 2024 - 2025)	Objective for Year (Spring 2025 -2026)
<p>To develop the leadership skills of the Early Years Foundation Stage staff</p> <p>To reform and refresh the indoor and outdoor learning area to enable the delivery of EYFS Curriculum and KS1 Objectives</p> <p>Facilitate training for speech and language assessment and phonics training for TAs in Robin Class</p>	<p>To continue to develop the leadership skills of the Early Years Lead</p> <p>To continue to develop the outdoor learning area</p> <p>To clear and prepare the woodland area for regular use by EYFS and KS1 pupils in delivery of EYFS and KS1 objectives</p> <p>Through implementation of the revised EYFS curriculum, provide a range of memorable first hand experiences and rich opportunities for high quality learning that motivate, engage and stimulate all pupils</p>	<p>Staff to have outstanding knowledge of early years pedagogy based on up to date theory and practice and to be able to inspire others to develop their skills through insightful feedback, mentoring and coaching</p> <p>Rigorous monitoring and evaluation of the achievement and attainment of different groups of pupils and planned interventions which close gaps to ensure that no pupils are disadvantaged</p>

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Priority 6: Church and Community

Church School: to further develop the distinctive Christian ethos of the school by:

- Establishing an effective and constructive partnership between home, school, the Church and the community by sharing our vision and values through all that we do, engaging with our partners with openness, inclusivity and integrity
- Recognising our power, as courageous advocates, to bring about real and lasting change in our school, the local community and the wider world, supporting our children to explore and speak up bravely about the issues that are important to them
- Identifying the needs and fulfilling the potential of all children in our care, regardless of their background, gender, capability, talents or interests, within a distinctive Christian context and thus ensuring equal opportunities in all aspects of school life
- Creating a happy, inclusive and welcoming school community in which all individuals feel valued and respected
- Encouraging and developing teamwork within the staff, within individual classes, across the school and the wider community
- Exemplifying our belief in the centrality of the Christian faith through our curriculum development, Intent, Implementation and Impact statements and Progression documents
- Ensuring the provision of high quality RE through the Emmanuel Project that is diverse and inclusive, covering all major faiths, but with a particular focus on Christianity
- Creating an inclusive culture of open questioning in RE that promotes respectful discussion and personal reflection
- Supporting all staff in their roles as educators in a church school, including the planning of trips and visitors to and from places of worship and members of other world faiths
- Promoting Christian values through every aspect of our daily endeavours, and in this way, encouraging pupils to develop a sense of personal worth, respect for others and reverence for life
- Providing opportunities to engage in collective worship as a creative, spiritual, worthwhile and educational experience which aims to give the whole school community the opportunity to:
 - Express praise and thanksgiving to God
 - Foster respect, celebrate differences, learn from each other and deepen spiritual awareness
 - Reflect on the character of God and on the teachings of Jesus
 - Affirm Christian values and attitudes
 - Engage those of faith, those exploring their own faith and those of no faith

Objective for Year (Spring 2023 - 2024)	Objective for Year (Spring 2024 - 2025)	Objective for Year (Spring 2025-2026)
Ensure confidence in delivering the RE curriculum (Emmanuel Project) and coverage of Christianity and other religions To progress with and expand our Intergenerational Links - to develop connections for pupils within the school	To prepare and ensure school is in a good position for SIAMS inspection in order to receive J1 judgement ("Through its vision and practice, the school is living up to its foundation as a Church	Focus on enrichment activities to support the RE curriculum, for example "Footprints of Faith" walks in Cambridge with Church Schools of Cambridge and ensuring that all classes have, within the two year cycle, visited Ely Cathedral and

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	<p>school and is enabling pupils and adults to flourish”)</p> <p>To focus on our understanding of Spirituality across the school</p> <p>Reflective areas to be dynamic around the school so that pupils access reflective thinking inside and outside</p>	<p>at least one non-Christian place of Worship</p>
<p>Community: to strengthen engagement between school, parents and community by:</p> <ul style="list-style-type: none"> ➤ Working hard to develop and strengthen partnerships between the school, parents, churches and the local and the wider community ➤ Being a community with a strong regard for respect and diversity, where everyone feels they have a voice; we listen, respond and inform with timely and effective means of communication ➤ Nurturing our pupils to grow into respectful, caring, considerate and responsible members of society ➤ Consulting with all stakeholders including pupils, governors and parents to measure the impact of initiatives and identify areas of development and improvement across our school ➤ Involving the community in many aspects of school life and seeking opportunities to help and support through intergenerational events and impacting positively in the wider community ➤ Harnessing the practical and financial support of the parent body and wider community through articulating and communicating the school’s needs and providing opportunities to contribute 		
<p>Objective for Year (Spring 2023 - 2024)</p> <p>To further develop links with the community in acts of service – link to SIAMS including Courageous Advocacy Project</p> <p>To further develop opportunities to engage with the community in intergenerational events</p> <p>To offer parents varied and numerous opportunities to engage with their children’s cognition and learning in both core and foundation subjects</p>	<p>Objective for Year (Spring 2024 - 2025)</p> <p>To seek opportunities and develop links with the wider community including career options, fund-raising opportunities, engagement with library and cabin space projects</p>	<p>Objective for Year (Spring 2025 - 2026)</p> <p>Cultivate links in the local community and beyond with individuals, groups, businesses and schools to create opportunities to support pupils, staff and families, greater engagement in community events and positive outcomes for all</p>