# Barlby Community Primary School –Whole School Priorities 2023-2024

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| **Achievement: Children reach the highest level of achievement and personal development across the curriculum (Bev Dowdy / Laura Clark / Peter Jones)** * The percentage of children meeting and exceeding AREs in EYFS, KS1 and 2 English and Mathematics is consistently inline with, or above National and LA average
* All vulnerable and SEND children achieve personal aspirational targets
* The very large majority of children meet or exceed the National Curriculum expected level of attainment in Computing and Science at the end of KS1 and KS2.
* Quality of education in all subjects including EYFS is judged to be good across the school with a large majority being graded as outstanding.
* Intervention groups are highly effective in closing the learning gaps with 90%+ of children meeting personal targets.
* Home learning and parental engagement is highly effective with 90%+ of parents/carers attending parent meetings twice a year, plus additional meetings for individual children as required, including the completion of IPMs.
* Children act as role models and share their learning with others locally, nationally and internationally.

Our learning environment and school website are of a very high quality and celebrate our high expectations across the school. |
| Actions to address the priority | Start date | Lead person | Resources and costing | Monitoring |  | Milestone 1 with dates | Milestone 2 with dates | Milestone 3 with dates | Notes on progress |
| **English**  |
| School to perform in line with, or better than, national average in Reading, GPS and Writing in end of Key Stage results. | September 2023 | TR | Regular CPD for all staff Subscription to Grammarsaurus £50Regular teacher led interventionFreshstart materials £50 | Subject monitoring reportPupil conferenceGovernor auditData analysis |  | The large majority (60%-79%) to be on track to meet end of KS national expectations across the whole school.December 2023 | The large majority to be on track to meet end of KS national expectations in all classes with some noted year groups having the very large majority on track. March 2024 | The very large majority (80% to 96%) to have met national ARE and school expectations across the whole schoolJune 2024 |  |
| 25% or more of children achieve the higher standard in reading in each year group. And 20% achieve the higher standard in writing. | September 2023 | TR | Regular CPD for all staff Subscription to Grammarsaurus £50Regular teacher led intervention | Subject monitoring reportPupil conferenceGovernor auditData analysis |  | PPMs to show at least 20% of children on track to exceed ARE in Reading and 15% in writing December 2023 | PPMs to show an increasing % of children to exceed ARE in reading and writing April 2024 | PPMs to show at least 25% of children on track to exceed ARE in Reading and 20% in writing.June 2024 |  |
| Percentage of children in all other year groups, achieving or exceeding AREs in Reading, GPS and Writing, is above national average for Key Stage SAT data. | September 2023 | TR | Regular CPD for all staff Subscription to Grammarsaurus £50Regular teacher led interventionFreshstart materials £50 | Subject monitoring reportPupil conferenceGovernor auditData analysis |  | The large majority (60%-79%) to be on track to meet end of KS national expectations across the whole school.December 2023 | The large majority to be on track to meet end of KS national expectations in all classes with some noted year groups having the very large majority on track. March 2024 | The very large majority (80% to 96%) to have met national ARE and school expectations across the whole schoolJune 2024 |  |
| EYFS Reading and Writing ELG remains inline or above National and LA averages | Sept 2022 | EC/TR | Nil | Data analysis from baseline and RWInc assessments.Continuous assessment throughout the yearLearning walk of interventions and RWinc lessonsIntervention logsPPMs Governor auditsRWInc coaching by RWInc lead |  | Identify children not on track to meet ARE through RWInc assessment.September 2023 | Accelerated progress across the year group through Fast Track and RWInc grouping Ongoing  | The very large (80%-96%) majority of pupils in EYFS to gain Reading and Writing ELG. July 2024 |  |
| Develop adopted phonics scheme from EYFS to year 1 (RWInc) including changes from Outwood Academy audit | TR/SO | Sept 2023 | Release of RWIc lead 2 mornings per weekPortal subscription £2000 | RWinc assessment Governor report |  | Year 1 teaching to begin with EYFS assessment September 2023 | RWInc lead to coach across EYFS and year 1 to develop practice. Ongoing  | Impact evident in Year 1 phonic check. June 2024  |  |
| Sp and L interventions to be embedded across the school through the VERBO programme. | TR / EC / KA | July 2023 | Nil – provided by the locality board for academic 2023-24 | Tracking of pupils Intervention logs |  | Identify the children with additional Sp and L needs ready for specialised intervention with identified trained staff End of July 2023 | Delivery of intervention as required Ongoing | Track progress of children every half term |  |
| Embed the use of SNAP assessment to target interventions for specific children  | TR / EC / KA | July 2023 | Nil – provided by the locality board for academic 2023-24 | Tracking of pupils Intervention logs |  | Identify the children with additional needs that will benefit from SNAP assessment ready for specialised intervention with identified trained staff Ongoing throughout the academic year | Delivery of intervention as required Ongoing | Track progress of children every half term – reassess on SNAP to identify impact and progress  |  |
| **Maths** |
| School to perform in line with, or better than, national average in Maths in end of Key Stage results. | CM | September 2023 | White Rose maths subscription £150Photocopying CPD | Subject monitoring reportPupil conferenceGovernor auditData analysis |  | The large majority (60%-79%) to be on track to meet end of KS national expectations across the whole school.December 2023 | The very large majority (80% to 96%) to be on track to meet end of KS national expectations in all classes with some noted year groups having the very large majority on track. March 2024 | The very large majority to have met national ARE and school expectations across the whole schoolJune 2024 |  |
| 25% or more of children achieve the higher standard in each area in each year. | CM | September 2023 | White Rose maths subscription £150Photocopying CPD | Subject monitoring reportPupil conferenceGovernor auditData analysis |  | PPMs to show at least 25% of children on track to exceed AREDecember 2023 | PPMs to show at least 25% of children on track to exceed AREApril 2024 | PPMs to show at least 25% of children on track to exceed AREJune 2024 |  |
| Percentage of children in all other year groups, achieving or exceeding AREs in Maths, is above national average for Key Stage SAT data. | CM | September 2023 | White Rose maths subscription £150Photocopying CPD | Subject monitoring reportPupil conferenceGovernor auditData analysis |  | The large majority (60%-79%) to be on track to meet end of KS national expectations across the whole school.December 2023 | The very large majority (80% to 96%) to be on track to meet end of KS national expectations in all classes with some noted year groups having the very large majority on track. March 2024 | The very large majority to have met national ARE and school expectations across the whole schoolJune 2024 |  |
| EYFS Maths ELG to remain above LA averages | Sept 2023 | EC/CM | Nil | Data analysis from baselineContinuous assessment throughout the yearLearning walk of interventionsIntervention recordsPPMs Governor Audits |  | Identify children not on track to meet ARE through baseline.October 2023 | Accelerated progress across the year groupDecember 2023 | The very large majority of pupils in EYFS to gain maths ELG. July 2024 |  |
| Further develop the use of mastery approaches across all year groups.  | July 2023 | CM | Mastery in number KS1 programmePurchase of mastery maths resources£500 | Data analysis from baselineContinuous assessment throughout the yearLearning walk of interventionsIntervention recordsPPMs Governor Audits |  | Apply for mastery in number KS1 to NCETM maths hub in East YorkshireAudit of maths equipment July 2023 | Attendance at the programme by EYFS / KS1 staffOngoing for academic year  | Measure of impact in end of year assessments July 2024  |  |
| Fluency built into daily sessions to impact on mastery  | Sept ‘23 | CM | Timestable Rock Stars £100 | Data analysis from baselineContinuous assessment throughout the yearLearning walk of interventionsIntervention recordsPPMs Governor Audits |  | Timetables Rock Stars to be embedded in every year group from year 2 upwards dailySeptember 2023 | Skills check to be embedded with at least one round completed in the academic year (15 checks) Ongoing from September 2023 | Measure of impact in end of year assessments July 2024  |  |
| **Other**  |
| Foundation subjects teaching, learning and assessment judged to be good or outstanding. | SS | Sept 2023  | Release time for co-ordinaror and leadIdentified CPD £1000 | Subject leader reports Staff meeting minutes |  | Progressions of skills documents that are uniform and consistent to provide a clear guidance around contents and skills to guide learningJuly 2023 | Collation of subject leader reports from academic year 22/23 to lead CPD focusSept 2023 | Foundation subject leader to have an overall picture of subjects across the school though coordinator  |  |
| Review of home learning to make it a more purposeful, meaningful shared learning experience. | TR, CM, SSDR | Sept 2023 | Reading Mate £500 | Parent feedback - March questionnaire  |  | Trial of online reading with Year 5 pupils – introduction to parents and pupils and monitor use Promote and launch 50 things to do before you leave Primary School. September 2023 | Class reward system to be introduced for homework return. (90% of the class inline with Assertive Mentoring) Introduced to parents and children.Termly check  | Staff to monitor completion of homework and gaps to be plugged through curriculum time. Ongoing  |  |
| Members of school SLT to embed NPQ knowledge and practice through new school initiatives. | EC, TR, SS | Sept 2023 |  | Performance management targets  |  | SLT performance management target to be based around NPQ learning -Leading staff development-The use of TAs in school, deployment of support staff October 2023 | EEF research to be used to lead CPD and school improvement. Presentation to staff. |  |  |

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| **Impact on learners:** pupils make substantial and sustained progress developing excellent knowledge, understanding and skills. Pupils are able to articulate knowledge and understanding clearly in an age appropriate way.**Feedback from Governors** |

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| **Curriculum: Children develop a love of learning and a passion to aim high and be world class as a result of a highly engaging curriculum. (Joanne Millican/ Caroline Karbani / Ian Mckenzie)** * Outstanding curriculum provision enables meaningful cross-curricular links.
* Opportunities for child led, independent learning that will equip children with skills for life.
* Opportunities for enterprise, problem solving and innovation.
* Memorable and enjoyable learning experiences for all through themed curriculum days and visits/visitors.
* High levels of attainment, progress and challenge, with English and Maths skills applied across the curriculum.
* Teachers and children are given flexibility to allow children’s interests to be pursued through a creative planning approach.
* Outdoor learning and Forest School embedded.
* High quality, innovative Computing provision with learning and skills linked across the curriculum.
* Highly effective core and foundation teams to drive an outstanding curriculum.
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| Actions to address the priority | Start date | Lead person | Resources and costing | Monitoring |  | Milestone 1 with dates | Milestone 2 with dates | Milestone 3 with dates | Notes on progress |
| Hold an KS2 animation week utilising skills taught through computing. | April ’24 | CM / KA / TR | £100 prizes | OSCAR celebration  |  | Launch and train staff in animation skills April 2024 | Ongoing year group to create animation and decide on entry for OSCARs | OSCAR celebration fundraiser.July 2024 |  |
| Within school, reschedule and hold planned ‘camp-out’ festival. | July ‘24 | SS | Nil | Parent feedback |  | Book campsite - Barlow | Gather parent interest January 204 | Hold Camp Out – July 24 |  |
| Embed ‘forest schools campus’ within the national curriculum. | July ‘23 | EC | Nil | Intervention logs |  | Bank of resources and activity cards to be developed by Forest school leadJuly 23 | Interventions to be timetabled throughout the year for SEND and vulnerable pupilsOngoing  | Forest schools to be used across more curriculum areas as the year progresses.July .24 |  |
| Embed subject leader awareness for new and emerging subject leaders to ensure succession planning.  | Sept 23 | SLT | Supply cost  | Subject reports Staff questionnaires.  |  | Team subjects to continue and buddies to be allocated to new subject leaders.Sept 23 | SLT to continue to support data analysis and presentation of reports , modelling the use of research.Ongoing  | Evidence to show the use EEF research and focussed CPD in subject reports July 24 |  |
| Children to lead an enterprise (e.g. sell/eat produce from the school garden and further promote healthy eating and sustainability across the school). | July ‘23 | TR (CH)  | £100 | Pupil feedbackFunds raised |  | Renovate outdoor space July ‘23 | Gardening club to be selected, group to maintain the outdoor space.Ongoing | Produce to be sold at afterschool events when ready . |  |
| Promote British values, tolerance, acceptance and faith across the curriculum. Ensure children have opportunity to continue to broaden cultural horizons through visits and visitors to/from places and people with backgrounds and faiths different to their own. | Sept’23 | SS / DR | £500 | Parents feedbackPupil conference |  | Plan a schedule of visits linked to pupil interest and the curriculum.Sept ’23 | Diversity days to be held throughout the year |  |  |

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| **Impact on learners:** to extend knowledge and experience within the curriculum accommodating all learning styles. To promote a love of learning, inspiring the children in and out of the classroom. Children to understand the purpose of tasks and how it will aid them beyond their primary school education. Develop cultural capital and exposure to diversity. **Feedback from Governors** |

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| **Leadership:** **Leaders are highly ambitious and have an uncompromising drive and to ensure the highest levels of** **achievement for all children. ( Philip Boyes / Geoff Stockhill)** * Staff morale is high as a result of all leaders actively seeking to motivate staff through positive encouragement and celebration of staff achievements.
* Staff at all levels are engaged in continued personal and professional development.
* Co-coaching is used effectively to develop outstanding practice across the school the sharing of good practice across the cluster.
* All stakeholders are actively involved in the work of the School Development Plan and it is a highly effective tool for school improvement.
* 95%+ of children and their parents agree that the school is well led and managed.
* The Governing Body evaluates their effectiveness regularly and systematically challenges senior leaders to ensure the strategic development of the school and governance is outstanding.
* Safeguarding policy and procedures are evaluated to be outstanding. A safeguarding culture across the school is established where staff understand their responsibilities and recognize that safeguarding is everyone’s responsibility.
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| Actions to address the priority | Start date | Lead person | Resources and costing | Monitoring |  | Milestone 1 with dates | Milestone 2 with dates | Milestone 3 with dates | Notes on progress |
| Member(s) of SLT implement learnings from NPQH training. | EC, TR, SS | Sept 2023 |  | Performance management targets  |  | SLT performance management target to be based around NPQ learning -Leading staff development-The use of TAs in school, deployment of support staff October 2023 | EEF research to be used to lead CPD and school improvement. Presentation to staff. |  |  |
| School council and pupil voice. School staff to suggest and decide upon meaningful tasks to give true purpose and sense of voice. | Ongoing  | SS/JJ | £100 | Pupil conferenceParent feedback questionnaire |  | Termly celebration assembly to be led by the school council. School council to attend termly SLT meetingSuggestions to be gathered from all staff.Termly report to be submitted opt governors from school council.Ongoing from September 23 | Children’s voice to be displayed around school. Comments to be added to displays and library area. Ongoing | Whole school visit to be planned by school council based on the children’s interests and wishesJuly ‘24 |  |
| Subject leaders to continue to take additional control and responsibility over subject (facilitated through training and improved knowledge of assessment). | Ongoing  | SLT | Supply costs | Subject monitoring reports  |  | Team subjects to continue and buddies to be allocated to new subject leaders.Sept 23 | SLT to continue to support data analysis and presentation of reports, modelling the use of research.Ongoing  | Evidence to show the use EEF research and focussed CPD in subject reports July 24 |  |
| Review succession planning – development of leaders at all levels | Sept 23 | SLT | CPD budget allocation  | Performance management recordsCPD logMeeting minutesStaff turnover analysisExit interviews |  | Audit of staff skillsJuly ‘23 | Individual interviews to discuss career aspirations and gaps in staff developmentOctober ‘23 | Sign post all staff to development opportunities.Use opportunities that arise from the Locality Board to upskill staff Ongoing |  |
| Review annual safeguarding audit to ensure provision remains outstanding. | JB/MH | January 2024 |  | Audit action plan |  | Complete audit and write action planJanuary ‘24 | Complete actions and review auditApril ‘24 |  |  |
| Governors self-assessment continues to be graded good or better. | PB / GS | Sept 23 |  | Governor minutes and action sheetsVisit forms – triangulated Governor action plan Skills audit  |  | Governor Health check actions to be completed December ‘24  | Governor action planned to be reviewed regularly and updated with new actions - ongoing | Performance management to be completed for the chair of governors. December ‘23 |  |

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| **Impact on learners:** raising the standard of leadership across the school to have a direct impact on children’s learning. Increase the involvement of all stakeholders. Ensure all staff have the tools they require to fulfil their posts, promoting the succession of staff in their personal careers. **Feedback from Governors** |

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| Partnerships: **Home and school partnerships are strong enabling children to thrive in a supportive, highly cohesive learning community. ( AJ Durling / Stephen Flatman / Geoff McConnell)*** The school hosts regular parent workshops for English, Maths, Assessment, Transition and E-Safety and these are well attended by parents.
* Homework model is innovative and exciting for children with appropriate challenge for all ages and stages of learning.
* Annual open lessons allow children’s achievements to be celebrated.
* Parents are provided with clear and timely information about their child’s learning and progress and have a clear understanding of the age related expectations through the sharing of white folders (assertive mentoring).
* Children’s wellbeing and welfare needs are fully met through high quality advice, support and guidance to parents from school staff.
* School attendance is high (97%+) and the school works closely with parents if there are concerns or worries to address these swiftly.
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| Actions to address the priority | Start date | Lead person | Resources and costing | Monitoring |  | Milestone 1 with dates | Milestone 2 with dates | Milestone 3 with dates | Notes on progress |
| Further develop activities to enhance children’s learning experiences during the school holidays. | July ‘23 | SS / DR | £200 | Stamper challenge return rate Parent feedbackClassroom homework return |  | Stamper challenge to be launched with whole school for the summer breakJuly ‘23 | Things to do before ‘You Leave Primary School’ home work initiative to be launched and embedded into school classroom practice. Sept’23  |  |  |
| Host re-scheduled ‘cultural camp out’  |  | SS |  |  |  | **See above target**  |  |  |  |
| Review transitions from Nursery to EYFS, EYFS to Year 1, and Yr 6 to Yr 7. Develop a programme of transition activities for parents/carers and use in school. | April ‘24 | EC, SS, TR | SLT time | Parent feedbackTransition feedback from staff in early September |  | Early parent meeting to explain KS expectations.October ‘23 | Key Stage Leaders to coordinate transition for children leaving their KS and communicate with parents.July 2024  | Transition booklets / social stories to be developed for high need / vulnerable pupilsAs required  |  |
|  Further THRIVE (Nurture system) training and support to establish consistent pupil profiling across the school. | Ongoing  | KA / EC | Thrive Licence £1100 | Thrive profile and action plansNumber of pupils on Thrive profile |  | AB to complete all profiling to ensure consistent approach for pupils and a more regular assessment and reprofiling.Ongoing September ‘23  | Reminder training on whole school behaviour policy and whole school performance targets to be around use of the policy. October ‘23 |  |  |
| Develop core skills workshops for parents to learn alongside their child. | October ‘23 | TR / CM | £100 refreshments  | Parent feedbackHomework monitoring improvement  |  | Plan a series of open lessons that encompasses day to day English and Maths teaching across all year groups.October ‘23 | Session to follow a rolling programme during the spring term for all year groupsApril ‘24 | Evaluate feedback from all stake holders. Staff, parents, pupilsJune’24 |  |
| Increase parental attendance to academic focused sessions and workshops. | September ‘23 | SLT | Money for prizes to entice parents into sessions.  | Parent feedback  |  | Gather views of what parents would like sessions and workshops to be about and the best time of day to attend. October ‘23 | Make provision for childcare during sessions and entice parents with a prize for their child. Ongoing  | Review attendance and ask for parents views on improving attendance at parent voice sessions.Termly |  |
| Review of home learning to make it a more purposeful, meaningful shared learning experience. |  |  |  |  |  | **See above target** |  |  |  |

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| **Impact on learners:** all stakeholders to be invested in the academic, social and personal development of all pupils within school, sharing a vision that is echoed throughout the community with the pupils at the heart. **Feedback from Governors****GM – Sept 2023-** The wellbeing ambassador program continues to be a impactful asset for the school and the community. |