

NEWTON BURGOLAND PRIMARY SCHOOL
Strategic Plan 2023-26

Newton Burgoland Primary School

Goal

Committed to being a local centre of excellence for primary education by providing an appropriate and evolving curriculum, meeting the needs of pupils within the community through professional development of staff, collaboration with other educationalists, and sound governance.

Together we achieve excellence

Newton Burgoland Primary School has produced a three-year strategic plan that sets out our priorities and describes the important milestones we need to achieve along the way. This includes our vision, strategic priorities and the values that underpin what we do. The plan is fundamentally based on a *PLAN DO REVIEW* cycle to ensure that it is supported by continuous improvement.

Our strategic plan has been compiled with ideas from our children, parents and staff from our annual surveys and regular school visits; it recognises the many existing strengths of the school and builds upon these. We are committed to meeting the needs of our pupils, and helping them realise their potential and move with confidence into the next stage of their lives, while supporting our staff in their development and ability to deliver outstanding teaching.

ACTIONS

Core Area 1	Quality of Education – Curriculum and Standards			
Objectives	<ul style="list-style-type: none"> Maximise progress for all children across a broad and balanced curriculum Raise levels of children’s attainment continuously Celebrate the progress and talents of all children Develop all pupils’ ability to engage with learning and to persevere To be an Outstanding school 		Evidence	<ul style="list-style-type: none"> External monitoring/Ofsted report External and internal data and analysis Curriculum intent/vision and plans SDP and impact measures SLT/gov monitoring reports
What we do well	Year 1	Year 2	Year 3	Key Performance Indicators (KPI’s)
<ul style="list-style-type: none"> Our curriculum provides creative learning opportunities; Breadth; Depth; takes account of the unique school community; and is underpinned by the school’s shared values. Every child in KS1 & KS2 has the opportunity to participate in a wide range of extra curriculum activities. EYFS provides a stimulating and engaging environment and a curriculum which provides a broad range of experiences and challenge. 	<p>To secure an outstanding judgement the school needs to ensure that recent developments in maths and writing are embedded across the school so that pupil outcomes match the school’s ambition.</p> <p>Implement new Governor visit plan.</p> <p>Support CPD in maths and writing.</p> <p>Implement ERG Action Plan.</p>	<p>Ensure wider school achievements and opportunities (sporting and creative) maximised for all pupils.</p> <p>Support the success of the wrap around care.</p> <p>Focus on staff training by supporting time & collaboration to develop all research informed curriculum areas.</p> <p>Ensure & support working across the 360 Partnership.</p> <p>Support opportunities for planned trips and visits plus expert visitors to inspire children.</p>	<p>External validation for quality provision for foundation subjects, i.e Arts Mark, Science.</p> <p>Ensure changes are implemented and review tasks to maintain continuous improvement.</p>	<p>Ofsted grade Outstanding</p> <p>Teaching is at least ‘good’ with majority outstanding.</p> <p>Pupil attainment is in the top quintile regional or national.</p> <p>Progress scores in R, W, M are at least +1.</p> <p>Pupil feedback reflects motivation and enjoyment.</p> <p>Assessment in all subjects shows excellent pupil progress.</p> <p>External validation of SLT judgements</p>

ACTIONS

Core Area 2	Personal Development – Behaviour and Attitudes/ personal development			
Objectives	Embed an inspirational curriculum which: <ul style="list-style-type: none"> • Develops all children’s ability to make responsible, thoughtful choices in a secure environment • Develops all pupils’ curiosity, independence, ability to work with others, tolerance and sense of justice • Prepares all our pupils for life and learning in the 21st century • Develops ‘e-confidence’ alongside ‘e-intelligent’ attitudes towards technology • Fosters caring relationships 	Evidence	Pupil voice Curriculum maps and long-term planning School self-evaluation Pupil destinations High pupil attendance Visitors to school from different roles/jobs	Parent surveys Attendance at clubs Child led clubs and pupil leadership Parent/pupil surveys Pupil destinations & feedback from secondary schools
What we do well	Year 1	Year 2	Year 3	Key Performance Indicators (KPI’s)
<ul style="list-style-type: none"> • High attendance • Positive visitor feedback on pupil behaviour & attitudes • Low levels of bullying, discipline and other issues 	Promote even more opportunities to ensure that our curriculum and provision offers opportunities for pupils and groups, to prepare for living and working in a challenging, diverse and modern Britain. Increase Governor visits to extracurricular activities, external visits, and school assemblies. Promote opportunities for visits from different roles / jobs.	Promotion of healthy lifestyles, healthy eating, physical and mental wellbeing. Further develop pupil leadership opportunities in school: child led clubs Support extension of forest school provision.	Career education: further develop enterprise and career education Inspire through careers and jobs through our curriculum. Ensure changes are implemented and review tasks to maintain continuous improvement.	Ofsted grade Outstanding 80% Good or better feedback from annual Parent & Pupil surveys At least 2 visits to or from people with different backgrounds from the school demographic each year Achieving the rainbow flag award and UAB anti-bullying award Pupils are able to talk to Governors, age appropriately, about the importance of equality and challenging discrimination Behaviour logs show incidents of bullying and use of discriminatory language continue to be rare

ACTIONS

Core Area 3	Leadership and Management			
Objectives <ul style="list-style-type: none"> To use continuous professional development (CPD) and collaboration to inspire teachers to further design and create an outstanding curriculum that allows pupils to thrive and make a difference to the world we live in To enable all teachers and support staff to continuously improve their practice through high quality research and development Governor capability and alignment to the benefit of the staff team Leadership that aligns with local and national collaborations 			Evidence	CPD records – staff and governors Governance structure and associated reports/minutes/action log External audit/QA reports Work/collaboration with other schools HT and staff Performance Management and Review
What we do well	Year 1	Year 2	Year 3	Key Performance Indicators (KPI's)
<ul style="list-style-type: none"> Balanced Governing Board with expertise & experience used to great effect Enhancement of leadership & management through inter-school collaboration Leadership & management provide CPD opportunities that support curriculum goals 	Promote collaborative approach and cohesion across schools in 360 partnership Peer to peer reviews to strengthen collaboration and school improvement capacity Complete Governor ERG action plan Maintain commitment to leadership and CPD training Frequent governor visits to continue to build positive relationships across the school Build Governors 'expertise' through each subject link partnership	Strengthen 360 Partnership Governor collaboration Focus on achieving SIP Develop education fellowship Develop clear Governance succession plan	Explore school future direction re academisation via 360 Partnership Ensure changes are implemented and review tasks to maintain continuous improvement	Ofsted grade Outstanding CPD records show impact upon pupils as reported in SEF Governor monitoring evidences outcomes Ofsted readiness objectively assessed Curriculum planning reflects inspirational curriculum Delivery of Governance succession plan

ACTIONS

Core Area 4	Staff Development			
Objectives	<ul style="list-style-type: none"> We nurture all staff. All are valued and have the opportunities for them to create and contribute to improved outcomes for children through well planned, continuous professional development. Staff wellbeing is paramount. Staff have access to support (external and internal) to develop their own and others mental, physical, and financial wellbeing All staff are recognised as being equal partners in enabling our pupils to achieve All staff are able to contribute to and draw on support from within the collaborative 		Evidence	HT report School self-evaluation Staff training records Quality of teaching and learning reports Performance Management and Review External and internal attainment and progress data Staff wellbeing survey Governor wellbeing Strong leaders are developed and share practice across our and other schools
What we do well	Year 1	Year 2	Year 3	Key Performance Indicators (KPI's)
<ul style="list-style-type: none"> Pastoral support to all staff Broad CPD opportunities for all staff Enhanced teacher knowledge and career opportunities Staff networking through inter-school collaboration 	Ensure NBPS remains at forefront of support and development of other schools. Support collaborative learning community with cognitive science at the core of teachers' practice Explore opportunities to observe teaching and other activities for constructive feedback Support health and wellness training for staff	Focus on subject leadership continual CPD Support all staff involvement in the 360 Partnership	Continued development of staff roles across the 360 Partnership Ensure changes are implemented and review tasks to maintain continuous improvement	Ofsted grade Outstanding Staff report sense of wellbeing via annual staff survey Staff roles are clearly defined, and leadership roles are fulfilled HT Performance Management Review 360 Partnership annual report Headteacher CPD record Staff succession plan

ACTIONS

Core Area 5	Parents and Community Links			
Objectives	<ul style="list-style-type: none"> For parents to feel fully engaged and confident in the school To discover opportunities available to nurture close links with local/national/global organisations and businesses. Local links with village community and parents' links/skills within school 		Evidence	HT Report / Performance data Parent/stakeholder surveys Website/social media platforms Feedback from beneficiaries and other external contacts
What we do well	Year 1	Year 2	Year 3	Key Performance Indicators (KPI's)
<ul style="list-style-type: none"> Pro-active involvement of parents through FNBS Parental views and feedback is actively sought Parents are successfully encouraged to attend a wide range of school events 	Promote school linking schools project Engage in the number of opportunities for parents to visit school Support school working seamlessly with parents and the community Promote sense of community cohesion Maintain visibility in school Promote STEM visitors to enhance curriculum	Develop relations with local businesses to offer opportunities for pupils Encourage parents to share skills and experience in the classroom Promote volunteering for school events Increase school's visible in local community	Ensure programme of events within the 360 Partnership for parents, is in place Promote increased local support for the curriculum Ensure changes are implemented and review tasks to maintain continuous improvement	Ofsted grade Outstanding Annual parent survey reflects confidence and pride in the school Concerns and complaints are minimal Attendance at open mornings/ events by stakeholders (parents) Annual parent survey shows confidence that school is responsive to feedback

ACTIONS

Core Area 6	Learning Environment – Premises and Accommodation			
Objectives	<ul style="list-style-type: none"> Petition LA to provide a dedicated space for intervention and SEND support To explore options with respect to EYFS outdoor provision development Maintain an up to date ICT system 		Evidence	Financial planning and monitoring HT report Pupil and staff voice Ofsted/external audits Feedback from school stakeholders
What we do well	Year 1	Year 2	Year 3	Key Performance Indicators (KPI's)
<ul style="list-style-type: none"> Management of financial and human resources Allocation of resources to maximise curriculum and premises effectiveness Use of limited resources to maximum benefit 	Ensure finance is available for: Ongoing rolling programme of décor/improvements Physical resourcing of curriculum areas Promote resources/skills sharing across 360 Partnership schools Support dedicated space for intervention	Support weatherproof outdoor space with access Plan for an update for ICT equipment	Update ICT equipment	Financial and budget stability School maintenance Stakeholder voice reflects positive change in décor /premises