

# Bartons Primary School 3 Year Strategic Governance Plan 2023 - 2026

## Context:

Bartons Primary School is a Good Ofsted rated one-form entry primary school on the outskirts of Bognor Regis. It is a school full of dedicated and caring people: children, teaching and support staff, parents, carers, Governors and the wider community. Everyone's role is important and we want to work in partnership to ensure that our children have the best learning experiences and leave primary school ready for the next stage of their lives.

## Introduction:

To help us with that, we have a strategic vision and devised a set of priorities to enable us to transform the vision into a reality which is available separately. The role of the Governing body is to work with the school leadership and ensure that our vision maintains clarity and that we maintain a strategy to take us to reaching that vision. We do this in a number of ways but primarily, by holding the executive to account for performance of the school in effectively and efficiently delivering on its statutory requirements and its values. Finally, the Governing body is responsible for ensuring that the school finances are appropriately managed and that it is money well spent. This is not an adversarial role but it is a partnership approach to promote innovation and continuous improvement and to support the Academic leadership.

## What Next?

This strategic vision and priorities will guide us through the next three years. However, the world is ever changing and so we will review these priorities annually to ensure that the priorities remain the priorities and the needs of the school and community are met. We will adapt our methods as required to meet any changes to the strategy that may be required.

### Our Vision

Bartons Primary School will be recognised for its success in establishing good and effective learning achievement and opportunities for all.

### Our School Values and School Motto

Independence, Respect, Communication, Happiness, Responsibility, Creativity.  
*'Dream, Believe, Achieve'*

### Our Strategic Priorities

We have identified 5 priorities which will give our decisions, direction, and operational plans over these 3 years. To align with our curriculum plans, we have described them in their intent, implementation and impact.

- ❖ Intent - overall purpose of the priority
- ❖ Implementation – describes what we will do to achieve that.
- ❖ Impact – is the difference we want the achievement of the priority to make, and how we will ensure progress and know how we have got there.

All the strategic priorities will form the basis of the annual School Development Plan (SDP) and the achievement of the priorities and plans will be regularly monitored by the Governing Board.

### Priority 1: High Quality Teaching and Learning

- ❖ Intent – Essential to a child's development and success is:
  - being taught and supported by staff who are passionate and engaging
  - having access to a breadth of learning opportunities.

We will ensure that all staff are skilled and supported to create and deliver an exciting curriculum with extended development curricular activities and experiences.
- ❖ Implementation – This is achieved by:
  - Supporting the school in the recruitment, retention, succession planning, specialist teaching continuing professional development opportunities and INSET days. To do this, we will monitor the financial health of the school budget and set the accountability for the spend of that budget to achieve value for money in terms of achievement.
  - We will monitor and support the work of the Schools Business Manager to give oversight to the allocation of specific funding lines to assure compliance with the regulations associated with those lines.
  - We will also monitor and support curriculum planning with adaptive teaching, effective use of slides, subject leadership, themed weeks and special days, locality events and after school club opportunities. Through learning walks and

	<ul style="list-style-type: none"> <li>❖ Impact – <b><i>High quality breadth and depth of curriculum delivered by dedicated and skilled staff, developing enthusiastic and engaged learners.</i></b> Measured and monitored by annual performance reviews, observation and learning walks/drop ins, Governor monitoring and support, pupil progress reviews, external accreditations, views sought from school community, breadth of curriculum and engagement from the children.</li> </ul>
<p><b>Priority 2: Raising Achievement for All</b></p>	<p><b>Priority 3: Embedding a Whole School Approach to Marking, Feedback and Assessment.</b></p>
<ul style="list-style-type: none"> <li>❖ Intent – Throughout their time at Bartons, children are enabled to make good progress and to reach their full potential, being able to make positive transitions through each stage of primary school and onto secondary school. We will strive to be in line or exceed national targets for attainment and add value (progress made) for each pupil from their individual starting points.</li> <li>❖ Implementation – This is achieved by: Agreeing and setting medium and long-term goals and expectations, and holding the Headteacher to account for those goals, asking questions where appropriate and providing support when required. To engage with parents and carers, pupils, staff, local communities and making ourselves easily contactable and available. Analysing pupil progress, attainment and financial information and comparing these with local and national benchmarks over time Visiting the school and observing the classroom environment with learning walks and agreed visits. working with the academic leadership to set a clear vision, that has a focus on all of the pupil’s progress, achievement and wellbeing. Helping to define the values of the school, and demonstrating these as the Governing Body.</li> <li>❖ Impact – <b><i>A positive learning environment where children learn well and make good progress developing a broad range of skills; having resilience and determination to be a confident and independent learner for life.</i></b> Measured and monitored by learning walks and observation reports, data and group analysis, annual performance reviews, pupil progress reviews, external accreditations, Governor monitoring and support, external partner reviews, breadth of curriculum and engagement from the children.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Intent – Ensuring that teachers and school staff understand and identify where pupils are with their learning and what they need to do to improve further. Assessment will: <ul style="list-style-type: none"> <li>- inform interventions and next steps necessary to make sure that pupils' progress is on track</li> <li>- support pupils to aspire to achieving their targets and to meeting the standards matched to their learning and capabilities.</li> </ul> </li> <li>❖ Implementation – This is achieved by: Monitoring and interpreting the data provided by the school and having an understanding of the limitations of that data. Where results do not reach the expected level, requesting explanation from the academic leadership and providing support where needed to adjust or rectify issues. Through observation in the learning walk and other agreed visits. Through speaking with pupils and staff.</li> <li>❖ Impact – <b><i>Assessment systems are robust. They ensure that students are assessed fairly and consistently, and it provides them with clear expectations and criteria for their work.</i></b> Measured and monitored by assessment systems, data analysis and reports, teaching observations and performance reviews.</li> </ul>

<p><b>Priority 4: Embedding an Effective Approach towards Mental Health and Well-being including the RSHE Curriculum.</b></p>	<p><b>Priority 5: Effective Leadership and Management Across the School</b></p>
<ul style="list-style-type: none"> <li>❖ Intent – We will prioritise the well-being of pupils and staff in making decisions and planning the opportunities to support and develop the physical, social and emotional aspects of well-being in the school community. Due consideration is given to staff workload in financial decision making and when planning directed time and well-being activities. We embrace the diversity of perspectives and experiences and will embed well-being and inclusion at the heart of our curriculum.</li> <li>❖ Implementation – This is achieved by: Having the courage to ask questions to ensure that any strategic change is in the best interest of our children and the school, Ensuring the wellbeing of staff and that staff workload is monitored managed by holding the senior leadership team to account. Ensuring that the wellbeing of the Headteacher and the Headteacher’s workload is monitored and managed. Ensuring that we pursue a whole-school approach to safeguarding arrangements and child protection and keeping it at the heart of school processes.</li> <li>❖ Impact – <b><i>A school community which lives its values and holds dear its Team Bartons identity. Children feel safe, are curious, independent learners, motivated and respectful.</i></b> Measured and monitored by attendance data, behaviour and any concerns, Governor monitoring, pupil progress and performance data including all groups, accreditations and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Intent – Everyone is enabled to take a leadership role to drive improvement for the benefit of all</li> <li>❖ Implementation – This is achieved by: Forming a Governing Body with the right mixture of skills and experience that reflect Bartons Primary School size and structure, to give “sufficient and robust oversight” of key priorities. By ensuring that there is a clear separation between strategic non-executive oversight by the Governing Body and operational executive leadership. Ensuring that there is clear and appropriate communication between all levels and structures of governance and to pupils/students, parents/carers, staff and communities to ensure that the Governance activities do not distract from the core work of the school. Completing regular reviews of Governor skills, aligned to the school’s strategic plan, to identify skill and knowledge gaps and inform recruitment needs, and training and development plans.</li> <li>❖ Impact – <b><i>Confident pupils with strong role models in the school amongst the staff, their peers and across the school community.</i></b> Measured and monitored by an evolving curriculum, high quality standards, engagement in leadership opportunities.</li> </ul>