

# Welcome to Barrow Hedges Primary School



Barrow Hedges is an above average sized school, with three forms of entry (therefore it is in the largest 20% nationally).

We have 696 children on roll (October 2023) including pupils in our own Nursery (where we have both 15 hour and 30 hour places).

There are currently more boys than girls (approx 53% to 47%).



**Ethnicity** – The school's largest ethnic group is White British with 52.3%. The remaining % is made up of a variety of ethnic groups. In fact, the school has 15 out of 17 possible ethnic groups (where the average number of groups for this phase of education is 9).

**Proportion of EAL** – Approximately 31% of children across the school have EAL and the numbers are higher in the Early Years reflecting our changing cohorts.

**Proportion of SEN** – The percentage of pupils with an Education Health Care Plan (EHCP) is 1.8% which is below the national average (3.7%) and the percentage of pupils with SEN support, at 6.1%, is below the national average (12.2%).

**Pupils eligible for pupil premium funding** – 8% of children are eligible for pupil premium funding in comparison to the national figure of 15% to 23%.

**Deprivation Indicator** – We currently sit within the first quintile which equates to the least deprived schools.

**Inward mobility** – Inward mobility is 8.1% which is below the national figure of 11.7% to 15.6%.

We are an academy within Cirrus Primary Academy Trust along with four other schools (Avenue, Rushy Meadow, Stanley Park Infants and Wallington Primary).

### Trust Strategic Objectives



The Trust priorities for action are based on colleague feedback, audit and evaluation of the academies within the Trust.

They are included in four key areas:

1. Quality of education and school improvement - Providing education that enables all to flourish & empowering our pupils to be the best they can be.
2. People - Supporting our people to flourish and take pride in their achievements.
3. Premises - Ensuring that premises are safe and fit for purpose so that pupils can be the best they can be.
4. Strategic Development - Deploying resources & governance to ensure that education enables all to flourish.

## What is it like to attend this school?

“Pupils are rightly proud to be part of this inclusive, kind and friendly school. They benefit from positive and respectful relationships with adults and other pupils. This starts in the early years, where children learn to play well together. These strong foundations and clear and consistent expectations mean that pupils’ behaviour is exemplary. Pupils understand the importance of being accepted, ‘whoever you are’. This helps to ensure that pupils feel safe and are kept safe at school.

Leaders are highly ambitious. This is realised for pupils both in their academic and personal development. Pupils study a rich and interesting curriculum. They produce work of high quality in different subjects. Pupils embody the school values of kindness, inclusion, honesty, respect and ambition. As a result, pupils are very well prepared for the next stage of their education.” *Ofsted, July 2023.*

## **Barrow Hedges Leadership Roles:**



Louise Wood – Headteacher (Curriculum)

Deputy Headteacher – Kate Duncan (Assessment) (3 days)

Assistant Headteacher – Michelle Rondeau (Inclusion and Safeguarding)

Assistant Headteacher – Janine Covey (Early Years Foundation Stage)

Assistant Headteacher – Marianne Wilson (English) (3 days)

Assistant Headteacher - Becky Cheetham (Maths)

## **Cirrus Primary Academy Trust and Local Authority Leadership Roles:**

Louise Wood – Trust Director of Teaching and Learning

Kate Duncan – Borough Moderator for Writing

Janine Covey – Trust EYFS Leader / Best Practice EYFS Lead Teacher

Marianne Wilson – Trust English Leader

Becky Cheetham – Trust Maths Leader





## Our Vision

**Every child thriving every day.**

## Our Mission

**At Barrow Hedges we believe that there is no limit to what our pupils can achieve. We nurture the potential talents of each child in our Barrow Hedges family.**

**Through high aspiration and by inspiring a love of learning, in an exceptional environment, our pupils leave us ready to make a valued contribution to society.**



## Our Guiding Principles

- To develop children who have a broad range of experiences and a thirst for learning through an exceptional curriculum.
- Our children will be resilient, resourceful, reflective and learn to collaborate effectively.
- Our children will have a strong moral compass with a positive attitude towards others.
- We will provide a high quality, coherent, broad and balanced curriculum for 3 to 11 year olds which is delivered and supported by excellent teaching and learning and a wealth of wider opportunities.
- We seek to ensure that our children are adaptable and willing to take risks and so are well prepared to succeed in our ever-changing society.
- We seek to be first class with excellent leadership, well-qualified and knowledgeable staff who are dedicated to improvement and innovation.
- We are united in our aspirations for children and are dedicated to ensuring staff are equipped to meet the differing needs of any learner.
- We strive to provide a stimulating, nurturing environment in which to learn, work and play safely.
- As part of a multi academy trust, we work within a culture of collaboration and see parents, carers and others in the local community as integral to the life of the school.
- We will ensure that our resources are managed efficiently and deployed where they give maximum benefit to the children.



# Our Values



INCLUSION

Respect

Ambition

Kindness



Honesty

# Building Learning Power

***Ron Resilience***



***Connie Collaboration***



***Rosie Reflectiveness***



***Ravi Resourcefulness***



Children have a range of opportunities to develop leadership skills, for example, as members of our School Council, as Eco-Warriors, Digital Leaders and House Captains.

“Pupils readily take on additional responsibilities, such as becoming digital leaders.” *Ofsted, July 2023.*



## Good Level of Development - Reception

Year	Barrow Hedges GLD	National GLD
2023	78%	(Published in November 2023)
2022	81%	65%
2019	81%	72%
2018	86%	72%

“Phonics is prioritised and taught from the very start. Staff involve parents and carers with their child’s reading by sharing the sounds they are learning. By the end of Nursery Year, many children recognise initial sounds. Pupils read books that closely match the sounds they have learned. Those who need to catch up are supported to do so quickly. This is because all staff are trained to teach phonics expertly. Staff make sure that no time is wasted when helping pupils to read. Leaders continue to promote the importance of phonics throughout the whole school. In Year 4, for instance, pupils use their phonics knowledge to decode unfamiliar words such as ‘unforeseen’.” – *Ofsted, April 2022.*

## Year 1 Phonics Screening

Year	Barrow Hedges	National
2023	89%	(Published 12 <sup>th</sup> October 2023)
2022	90%	75%
2019	92%	82%
2018	89%	82%

“Effective use is made of assessment to check that pupils understand what they have learned. Teachers routinely identify and address any misconceptions to ensure they do not persist and limit pupils’ understanding. This helps pupils to develop a strong understanding across the curriculum.” *Ofsted, July 2023.*

“Reading is a high priority for all pupils. Children in the Nursery practise listening to sounds as a foundation to learning to read. They are encouraged to bring in an object from home that links to the sound they are learning about. This strong start is built on through the well-delivered phonics programme. All staff are trained and supported to be experts in reading. Pupils practise reading with books that are consistently well matched to the sounds they know. This helps to ensure that they develop as confident and fluent readers. Timely and appropriate intervention is put in place for those pupils who need additional help to read well. Reading is celebrated and valued. For example, there are dedicated assemblies that promote the importance of reading.” *Ofsted, July 2023.*



## Key Stage 1 Results

Year	Reading	Writing	Maths	Combined RWM
2023 Age related	78% (published 12 <sup>th</sup> October 2023)	76% (published 12 <sup>th</sup> October 2023)	81% (published 12 <sup>th</sup> October 2023)	70% (published 12 <sup>th</sup> October 2023)
2023 Higher standard	34% -	26% -	40% -	21% -
2022 Age related	81% 67%	71% 58%	81% 68%	68% -
2022 Higher standard	32% -	21% -	29% -	16% -
2019 Age related	82% 75%	77% 69%	83% 76%	70% 65%

## Key Stage 2 Results

Year	Reading	Writing	Maths	GPS	Combined RWM
2023 Age Related	85% 73%	82% 71%	87% 73%	90% 72%	76% 59%
2023 Higher Standard	53%	41%	51%	59%	34%
2023 Progress Score	(Released in December 2023)	(Released in December 2023)	(Released in December 2023)	(Released in December 2023)	N/A
2023 Average Scaled Score	109 105	N/A	109 104	110 105	N/A
2022 Age Related	86% 74%	83% 69%	87% 71%	86% 72%	76% 59%
2022 Higher Standard	40% 28%	23% 13%	43% 22%	49%	16% 7%
2022 Progress Score	1.7	1.8	2.8	N/A	N/A
2022 Average Scaled Score	107	N/A	108	109	N/A
2019 Age Related	83% 73%	86% 78%	83% 79%	87% 78%	73% 65%
2019 Higher Standard	42% 27%	44% 20%	40% 27%	51% 36%	26% 11%
2019 Progress Score	1.2	2.0	0.1	N/A	N/A
2019 Average Scaled Score	107	N/A	107	N/A	N/A

% In red font – national results



Is the school compliant with its safeguarding duties?

Yes

Is safeguarding effective?

Yes

### Strengths

There are many strengths in relation to Safeguarding at Barrow Hedges and an effective culture is well embedded. Reviewers would draw your attention to the following areas of particular strength.

1. Leadership and Management - Safeguarding is embedded from the top down; all senior leaders are acutely aware of the importance of securing the policies, practices, protocols and procedures that make up the school's safeguarding framework and it is this rigor that sets the tone and establishes the culture of safeguarding. The DSL and other senior leaders demonstrate excellent leadership and management skills within their role. She is well qualified, experienced, committed to improving all aspects of safeguarding across the school and has an impressive level of expertise that ultimately ensures that all members of the school community are safe.
2. Work with Multi Agencies - The DSL and members of the safeguarding, mental health and 'pastoral' teams have worked hard to develop strong professional links with a range of services that can offer them advice and guidance, as well as offering specific support to their pupils (and often families). The school are focused on securing the best outcomes for pupils, they offer early help at school level, make timely and comprehensive referrals where appropriate and will challenge the passing back of referrals where necessary. The collaborative work between professionals is a key strength of the school.
3. PSHE - PSHE is well led by an knowledgeable and committed Lead teacher. The curriculum is delivered through discrete lessons but is also supported through Philosophy for Children circles which allow for discussion and debate. Curriculum intent and implementation is clear and the lead has ensured that the curriculum fulfills RSE statutory guideline expectations. The curriculum had also been adapted to support a return to school after COVID-19 restrictions and the lead works with the safeguarding team to ensure it is adapted for arising issues. Pupils spoke well about lessons where they had learnt to keep themselves safe and staff felt well supported to deliver sessions. Quality assurance strategies are in place to ensure parity of delivery and assess impact.
4. Site - The site is well managed and clear from all hazards, with a clear system of checks and monitoring in place to ensure that it remains so. Record keeping in relation to fire and critical incident drills was excellent and procedures well embedded. Risk assessments in relation to trips and visits were good and the EVC appropriately trained. First Aid procedures were good. Children were well supervised at the start and end of the day as well as at social times. As a result they feel and are safe on site.

# Awards

Safeguarding Platinum Award

Inclusion Quality Mark

Early Years Quality Mark

History Quality Mark Gold Award

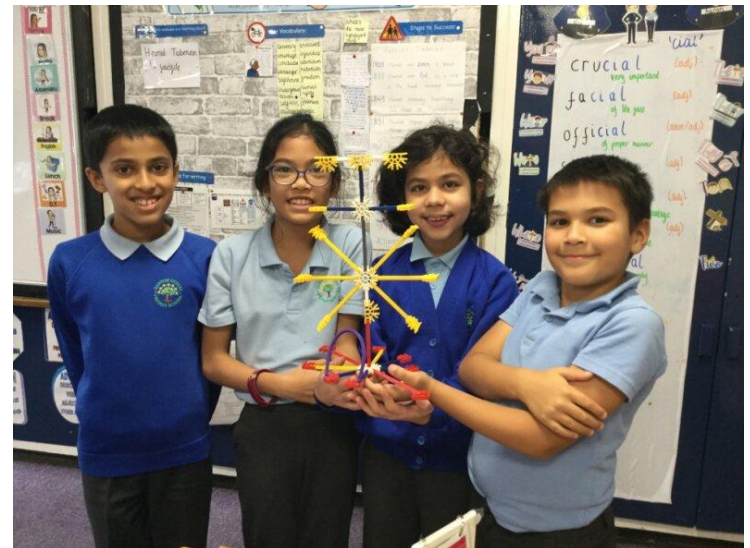
School Games Platinum Award

School Games Gold Award

Eco Schools Silver Award

Healthy Schools Gold

School Travel Plan Gold



# The Curriculum at Barrow Hedges

Each topic includes an Engage Event. This is to “hook” the pupils and ensure the learning is memorable.

For further information please visit the school website:

<http://www.barrowhedgesprimary.co.uk>



“Leaders have designed a rigorous and ambitious curriculum. In each subject, important knowledge is explicitly identified and sequenced so that pupils return to and deepen their understanding from early years onwards. For example, in design and technology, pupils practise cutting food safely by using the claw and bridge grip. Older pupils apply these skills when performing more complex cooking skills, such as making their own pastry. Similarly, in science, children in early years learn about the features of different animals. Pupils build on this knowledge when classifying living organisms and learning about their life cycles.” *Ofsted, July 2023.*

## **Intent**

We intend for our curriculum to:

- Be knowledge-rich, facilitating children's acquisition of knowledge.
- Allow children to develop qualities which help them to grow intellectually, emotionally, socially, physically and morally.
- Facilitate children becoming independent, responsible, adaptable, confident and considerate members of the community.
- Promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be risk takers and develop creative thinking.
- Develop a culture of enquiry.
- Develop children's resilience in a happy and safe learning environment.
- Encourage all children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.



## Implementation

Our Curriculum Leaders, with the support of the wider Senior Leadership Team (SLT), take responsibility for the overall curriculum design. This is achieved through working with Subject Leaders in ensuring that the highest standards for each subject are achieved. Continuous Professional Development prioritises teachers' secure subject knowledge and pedagogy.

The design of our curriculum is centred on fulfilling the objectives of the National Curriculum, Early Years Statutory Framework and our own Barrow Hedges drivers and intent statements. We achieve these as follows:

- Carefully considering the knowledge content that is non-negotiable for our children. Our subject leaders have created knowledge organisers which specify, in meticulous detail, the exact facts, dates, events, characters, concepts and precise definitions that all pupils are expected to master to long-term memory. These knowledge organisers are not exhaustive, there is always more to learn and we want children to develop a broad understanding of all the areas they learn about. However, these knowledge organisers do present the specific knowledge that must be taught by teachers and acquired by pupils. We know that cognitive science is intrinsically linked to knowing more and remembering more. As such, we plan for regular review. This takes many forms, firstly, daily review where pupils activate their prior knowledge ready for the next lesson where they will form wider and deeper schema. Secondly, weekly and monthly review where pupils benefit from a wide diet of retrieval practice made up of generative activities to ensure knowledge learnt previously is not forgotten.

- The delivery of this knowledge is sequenced so that our pupils build secure schema, for example developing a timeline for historical events and a sense of place in Geography. As a result, all pupils always have a secure knowledge platform, allowing them to reach the next level in their learning. Progression documents support the development of knowledge, skills and understanding across the primary phase and, together with half termly theme overviews, provide the scaffolding for more detailed curriculum planning. Children are aware of the links between subjects and can use skills that they have learnt across other curriculum areas.
- We recognise children's prior learning and curriculum planning documentation ensures that all subjects are covered at the appropriate level of depth. Some purposeful repetition is included to ensure that children build on their knowledge, skills and understanding. New learning is emphasised, and lessons are appropriately adapted to provide further support and challenge.
- Half termly themes include an 'Engage Event' which takes the form of visitors to school, a dressing up day or a visit to a place of interest. These are designed to ensure that learning is memorable and to inspire and motivate children. We are committed to ensuring that children develop knowledge, skills and understanding through real life experiences. Residential visits are offered to pupils in Years 4, 5 and 6.
- 'Learning Heroes' are fully embedded into all learning experiences, focusing on developing the skills of collaboration, resilience, reflectiveness and resourcefulness.
- We are fortunate to have extensive grounds and recognise that taking children outside the classroom brings learning alive and develops their understanding about their own lives in the community and wider world. We encourage children to be responsible for and respect the environment, giving them a sense of belonging and ownership. We explore our local area and venture further afield and aim to fully utilise our school grounds.
- We recognise the crucial role parents play in their child's education and encourage their involvement. We enjoy safely welcoming parents and other volunteers so that they can be part of our children's learning journey.

Yr	Aut 1	Aut 2	Spr 1	Spr 2	Sum1	Sum 2
Nur	Can I Make A New Friend?	What Can I Celebrate?	How Can I Make Patterns?	What Changes Can I Spot?	Can I Tell You a Story?	Can I become a Writer?
Rec	Don't Eat the Teacher, Pirates Ahoy! & Where Does Our Food Come From?	Did Dragons Exist?	Can A Penguin Live In A Hot Place?	Are Eggs Alive?	Can I Become An Author?	Do You Like To Be Beside The Seaside?
Y1	Memory Box	Bright Lights, Big City	Moon Zoom!	Dinosaur Planet	The Enchanted Woodland	Superheroes
Y2	Street Detectives	Towers, Tunnels and Turrets	Land Ahoy!	Muck, Mess and Mixtures	Wiggle and Crawl	The Scented Garden
Y3	Gods & Mortals	Forceful Pharaohs	Tremors	Scrumdiddly-umptious!	Tremors	Tribal Tales
Y4	I am Warrior	Potions	Road Trip USA!	1066	Burps, Bottoms and Bile	Blue Abyss
Y5	Scream Machine	Off with Her Head	Stargazers	Beast Creator	France (includes some of Fallen Fields)	World at Work
Y6	A Child's War	Frozen Kingdom	Revolution	Darwin's Delights	Voices in the Park & Blood Heart	Hola Mexico!





“Pupils are offered many opportunities beyond the academic curriculum. For instance, Year 3 pupils are due to attend a performance led by members of a professional orchestra. Staff encourage pupils to get involved with national events such as the Big Garden Birdwatch. Leaders also offer a vast range of extra-curricular clubs at lunchtime and after school. These include many sports, but also clubs for sewing, chess and martial arts. Pupils raise money for several charities. During Down’s Syndrome Awareness Week, everyone wears odd socks to raise money to support children and young people with Down’s Syndrome.”

[Ofsted, April 2022.](#)



## Realising our vision, mission and guiding principles:

We place extremely high value on music, sport and the arts.



Specialist sports, art and music teachers

Excellent links with Sutton Music Service, well established music teachers

All children in Year 4 learn to play the violin or cello (30 weeks)

All children in Year 3 learn to play the djembe drums (one term)

Excellent links with Love Theatre Arts

Trips and visitors into school to provide memorable experiences

Children learn to speak French from Year 4 onwards

Residential visits Year 4 Dorset, Year 5 France and Year 6 Shropshire



## Personalised Learning

Inclusion Team

ELSA (Emotional Literacy Support Assistant

Lead TA - Family Support Work/ELSA

Excellent links to external advisory services

Provision for the more able



“Leaders have ensured that all staff have received appropriate training and are vigilant to the needs of pupils. This ensures that any concerns that may arise are reported swiftly. Leaders make appropriate and timely use of external agencies. They are tenacious in following up any referrals they have made to secure the right support for pupils and their families.”

Ofsted, April 2022.





## Early Years Foundation Stage – Reception

Transition into school – Visits to Nurseries and Pre-Schools, Information Evening for Parents, Fun Day, Home Visits, Staggered Start, All About Me Sheets

Three Classes – Fox, Badger and Hedgehog

Senior Teaching Assistant in every class full time

Excellent environment for learning – indoors and outdoors

Electronic Learning Journeys  
(Tapestry)

Information Evenings for Parents  
e.g. phonics and  
writing

Transition into Year 1



## School Dinners

Eaten in the main hall.

Staggered lunchtime.

Reception first at 11.30am



School dinners are cooked here onsite in our own kitchen. They are provided by Caterlink.

All children receive a Universal Free School Meal when they start school. This has previously ceased at the end of Year 2 when parents had to then pay for school meals but this year, children in London schools also get a free school meal up to Year 6. You may opt out of this and send your child with a packed lunch.

# **Parent Teacher Friends Association (PTFA)**

The Barrow Hedges Parent Teacher Friends Association is a charity fundraising committee run by parents of children in the school and the staff. It helps provide all those little extras that enhance the children's lives in school.

All parents automatically become members of the PTFA when their child joins the school. The social and fund raising events organised by the energetic and successful PTFA Committee continue to provide money for much needed facilities and resources for the children. Most activities are designed to be 'family events' but there are some that are aimed specifically at a solely parent audience.

The school is indebted to the work of the PTFA and all the parents who support our school. We would like to take this opportunity to say a huge thank you for such fantastic support!

## **Contact Us**

**Clare Welch - Chair / Melissa Williams - Secretary / Laura Mercer - Treasurer**

by email - [barrowhedgespta@gmail.com](mailto:barrowhedgespta@gmail.com) or visit the School Office.

## **What do we do?**

PTFA events take place throughout the year and include:

- Summer Fete
- Discos
- Quiz Nights
- Elf Day (fun activities and Christmas shopping)
- Creativity Week
- Coffee Mornings



## Breakfast & After School Clubs

### Hedgerows:

Barrow Hedges has its own after school club - 'Hedgerows'. The full session runs from 3:10pm until 5:00pm in our KS1 area. Parents can also book shorter sessions at Hedgerows: 3.10pm to 4.15pm (often used by children whose siblings are enjoying one of our extra-curricular activities, so that children can be collected at the same time) or the second session which is for children to join after another club (i.e. at 4.00pm, 4.15pm or 4.30pm) until 5.00pm.

Booking is made via Parent Pay and is £8.00 for the full session or £5.00 for either of the shorter sessions. Booking for same day provision closes at 2pm on each day. ALL BOOKINGS ARE NON-REFUNDABLE.

*Please note that on a day when the school breaks up at 2:00pm, Hedgerows does not run.*

Led by our own Barrow Hedges Teaching Assistants/Midday Supervisors, Hedgerows' has capacity for up to 30 children and parents/carers may choose to send their children to the club on any number of days, subject to availability and pre-booking.

Children participate in activities such as board games, puzzles, colouring and, weather permitting, some outdoor games in the Infant playground. Children receive a drink (milk or fruit juice) and a healthy snack.

Collection is via the external door by Nursery/ Woodpecker/Kingfisher classrooms, accessible via the Harbury Road entrance, where a doorbell is fitted.



## Beanos:

For those parents who need childcare up until 6.30pm, we are pleased to work in conjunction with the Jancett Playsafe Out of School Clubs organisation to offer 'Beanos'. The club is located on our school site (we have two mobiles on our playing field). 'Beanos' also offers a Breakfast Club from 7.30am.

Please click on this link for further information: <https://jancettplaysafe.co.uk/> or for more information specifically on Beanos Club, click this link: <https://jancettplaysafe.co.uk/breakfast-after-school-clubs/playsafe-at-barrow-hedges/>.

Jancett Playsafe email: [playsafeadmin@jancett.co.uk](mailto:playsafeadmin@jancett.co.uk).

Link to Jancett Playsafe Holiday Club page: <https://jancettplaysafe.co.uk/holiday-clubs/>

## Extra-Curricular Activities

Pupils develop their interests through a programme of additional activities, including knitting, gymnastics, choir, dance and positivity.” *Ofsted, July 2023.*



Secondary School Destinations - 2023	Total
Carshalton Boys Sports College	6
Carshalton High School for Girls	2
City of London Freemans	1
Glenthorne High School	5
Greenshaw High School	5
Harris Academy Morden	1
Harris Academy Sutton	12
Nonsuch High School for Girls	2
Oaks Park High	25
Oakwood School	1
Overton Grange School	4
St Andrew's Catholic Secondary School	1
St Bedes	1
Sutton Grammar School	5
Sutton High School	4
The Cedars (Norwood)	1
The John Fisher School	1
Wallington County Grammar School	5
Wallington High School for Girls	7
Wilson's School	2
Woldingham School for Girls	1
Woodcote High School	3





# School Improvement Plan 2023-2024

Focus	Key Priorities
<b>Quality of education</b> <b>INTENT</b> <b>AND IMPLEMENTATION</b>  <i>These priorities to be included in Subject Leader's Strategy Plans.</i>	1.1 To maintain high standards of First Quality Teaching, proactively drawing upon evidence-based research to reflect on our own strengths and continue to enhance teaching and learning. 1.2 To further refine the use of Knowledge Organisers as a tool to support children's acquisition of knowledge and to sharpen teachers' assessments. 1.3 To continue to embed effective practice within the foundation subjects, with a particular focus on Science and French, ensuring that assessment procedures are robust. <i>(Link to priority 1.2 above).</i> 1.4 To continue to ensure that our curriculum fully promotes discussion, awareness and celebration of equality and diversity. 1.5 To further embed strategies to ensure that stakeholders have a firm and common understanding of our curriculum intent and implementation and their part in supporting children to reach their full potential.
<b>Quality of education</b> <b>IMPACT</b> Outcomes across curriculum (all pupil groups) Preparation for next stage of education	1.2.1 To further increase the proportion of children achieving age-related expectations and greater depth in all three areas (i.e. reading, writing and maths) to increase the overall combined scores. 1.2.2 To continue to improve outcomes in reading, writing and maths for disadvantaged children, including those who are vulnerable, are eligible for PPG and/or have SEND.
<b>Behaviour and attitudes</b> Anti – bullying Attitudes to learning Attendance Exclusions Relationships and safety	2.1 To ensure that all priorities and actions on our separate Behaviour Hub Action Plan are undertaken, monitored and reviewed. 2.2 (As part of 2.1) To implement a revised Behaviour Policy ensuring that all stakeholders understand and adhere to policy and practice. 2.3 To continue to capitalise on all positions of responsibility held by children (School Council, House Captains, Eco-Warriors, Horis Hippos and Digital Leaders) so that children continue to be empowered to make a tangible contribution to



	<p>school life.</p> <p>2.4 To maintain excellent attendance for all groups, in particular those who are disadvantaged.</p>
<b>Personal development</b> Pupils broader development inc. SMSC Experiences across the curriculum Character Healthy lifestyles and mental health British values and citizenship Equality	<p>3.1 To continue to ensure that the school's motto and values are well understood and 'lived' by children and staff, and where possible, parents. This particularly relates to the value of 'ambition' which is of particular focus this year.</p> <p>3.2 To continue to ensure that staff and pupil wellbeing is of a high priority in order to maintain a happy, healthy school community.</p> <p>3.3 To further support all children to flourish in their personal and social development, in particular, supporting those who display anxiety and/or SEMH needs.</p> <p>3.4 To ensure that, with our changing cohorts, we continue to recognise and celebrate our diverse and inclusive community.</p>
<b>Leadership and Management</b> Vision, policies and practice Impact on teaching Engagement with pupils, parents and community Engagement with staff and workload Staff well-being Governance and statutory duties Safeguarding Outcomes of disadvantaged pupils	<p>4.1 To ensure that the local committee demonstrates strategic direction and is highly effective in supporting and monitoring the school's priorities.</p> <p>4.2 To maintain a high-quality teaching profile, utilising the strengths and skills of all staff to lead and develop others, in particular our Early Careers Teachers.</p> <p>4.3 To further embed the use of pupil voice to inform our judgements and subsequent action planning across the school.</p> <p>4.4 To continue to promote a healthy work-life balance for staff (see Trust Staff Charter).</p> <p>4.5 To introduce further strategies to increase parents' skills and confidence in improving the behaviour and wellbeing of their child(ren).</p> <p>4.6 To further refine existing methods of 'positive PR' – newsletters, website, social media, etc. to ensure that stakeholders are fully aware of the school's work and achievements as well as those of the Trust.</p> <p>4.7 To ensure that all leaders take an active role in creating and maintaining an engaging, accessible and highly organised learning environment which supports children's positive behaviour and attitudes and the curriculum.</p>
<b>The Quality of Early Years</b> Intent, implementation and impact (See Early Years Strategy Plan)	<p>5.1 To continue to develop the enabling environment in Nursery and Reception so that all aspects of provision score as excellent on ECERS.</p> <p>5.2 To secure an accurate understanding of the profile of the Nursery and Reception cohort in order to take swift action to close gaps in cultural capital and school readiness.</p> <p>5.3 To ensure that those children who are summer born and have speech and language difficulties are a focus in closing gaps in children's learning.</p> <p>5.4 To ensure that the curriculum and resources reflect and celebrate the diversity of our pupils. (Linked to priority 1.4 above).</p> <p>5.5 To continue to promote pupils as leaders in Early Years. (Linked to priority 2.3 above).</p> <p>5.6 To ensure that induction procedures and continuous training and development supports the needs of all staff to fulfil their potential.</p>



To get more of an insight into what happens at our school and what is important to us, follow us on Instagram @barrowhedgesprimary.



We use our Instagram page to tell our school story and give an immediate snapshot of the things we celebrate. We strive to make the everyday invisible moments visible for parents at home.

